

Information for pupils in KS3 and their parents/carers

The information in this guide is as accurate as possible at the time of writing; there may be slight changes as we see how pupils progress, and these will be uploaded to the copy of this document on the school website.

We hope that this document will help you to see what your son/daughter needs to do over the next half term. Many thanks for your help and support. Please use the subject helpdesks in the first instance (Moodle or TEAMS live) if you would like any clarification; alternatively, you can contact the senior leadership team on the General Helpdesk, or on school email/phone. **Please remind your son/daughter to check their school email account regularly.**

Within each of the subject areas, there is information for year 7, year 8 and year 9 (in that order) and subjects are listed in the following order:

- English
- Maths
- Science
- RS
- Modern Languages

- German
- French
- Spanish

- History
- Geography
- Technology
- Music
- Computing/ICT

Guide for KS3 English

Year 7: Suggested schedule; continued theme of Growing Up.

You will be asked to upload one task from each topic to Moodle. These will not receive written feedback but will allow your teacher to check that you are ok and are engaging with some home learning. This will be monitored.

Week commencing:	What to complete:
A. Writing about growing up <i>The theme of growing up is one that is often written about as poetry, prose or even in song lyrics. Often, that may be based on the authors' own experience but at other times can be completely fictional. This week, we are looking at a variety of pieces of writing with a "growing up" theme.</i>	
1 st June	Task one: Complete the 'Growing up poem and questions' sheet. Task two: Complete the 'When I Grow Up by Tim Minchen' sheet. Task three: Choose one of the short stories to read from the list below of modern short stories on the theme of Growing Up on Moodle. Write a paragraph to summarise how the narrator of the story feels about either growing up themselves or the other characters in the story growing up. <ul style="list-style-type: none">• Compass and Torch• Flight• Growing Up• Superman and Paula Brown's New Snow Suit Upload one of these three tasks to Moodle by Monday 8 th June.
B. Advertising <i>Children and young people are key targets for advertisers. Over the next two weeks you are going to complete your assessed piece of work for the term which will involve looking at how advertisers appeal to children and young people before designing your own product and marketing it.</i>	
8 th June	Read through the instructions for the 'Year 7 assessment' very carefully and make sure you are clear about what you need to do. Work through the 'activities to get you started' section of the task before starting to write the speech, design the poster and creating the storyboard for the television advert.
15 th June	Continue to work through the assessment tasks and complete the poster, speech and storyboard. Upload your product campaign to Moodle by Monday 22 nd June. This work WILL be assessed by your teacher!
C. A historical perspective on growing up.	

For the next two weeks, we are going to look at what it has been like to grow up during different points in history and compare those with articles and stories about what it is like growing up today.

22 nd June	<p>Task one: Complete 'Children as Chimney Sweeps in England – A Terrible Chapter in History' sheet.</p> <p>Task two: Read the extract from "The Story of My Life from My Childhood to Manhood" by George Ebers, 1837-1898 and complete the vocabulary match and comprehension activity.</p> <p>Task three: Read through the story "The Darkness Out There" from the list of modern short stories on the theme of Growing Up on Moodle and answer the questions on the separate sheet. There are a lot of questions but you only need to give brief answers.</p>
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29 th June	<p>Task one: Read through the Mail article on over protective parents. Write a letter to the editor of the newspaper outlining whether or not you agree with the viewpoint presented in the article. You can give examples from your own childhood experiences to support the points you are making.</p> <p>Task two: Read through the short story "Your Shoes" from the list of modern short stories on the theme of Growing Up on Moodle and complete the activities on the "Your Shoes" activity sheet.</p> <p>Upload one of the tasks from the last two weeks to Moodle by Monday 6th July</p>
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D. A cross cultural perspective on growing up

Growing up can be a very different experience in different parts of the world. Some of you may have lived in more than one country and be able to talk about the similarities and differences of growing up across the globe. This week, we are going to look at children's experiences of growing up in different countries.

6 th July	<p>Task one: Read through the 'What it's like growing up in different countries' article and complete the activities at the end.</p> <p>Task two: Read the article "Malala Yousafzai speech to the UN." Imagine you are a journalist listening to the speech. Write a newspaper report that includes brief details about Malala's life story and summarises the main points that she makes in her speech to the United Nations.</p> <p>Task three: Read through the short story "On Seeing the 100% Perfect Girl One Beautiful April Morning" from the list of modern short stories on the theme of Growing Up on Moodle and complete the activities on the "On Seeing the 100% Girl" questions.</p> <p>Upload one of these tasks to Moodle by Monday 13th July</p>
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E. Growing up and moving on.

Finally, one of the important aspects of growing up is changing schools and colleges. During our final week we are going to look at the important milestone of starting high school.

13th July

Task one: Very soon you will be moving into Year 8, but this time last year you were preparing to start at St Aidan's. Create a mind map to show how you felt this time last year and in your first half term at St Aidan's. What do you know now that you wish you had known then? Add to the mind map any advice would you give to the current Year 6s who will be joining us in September.

Task two: Use the mind map to write a letter or magazine article that could be shared with a Year 6 pupil with advice and reassurance about starting at St Aidan's in September.

Year 8

New work on the 20th Century novel will be available for 01.06.2020. **There are Educake quizzes assigned to everyone, but they are not compulsory.** As we don't know which books have been chosen, everyone has been assigned the tests for Lord of the Flies and Animal Farm but obviously we are not expecting everyone to complete all of the tests!

If your child has finished and uploaded all of their work and they need something else to do they could:

- **Go to BBC Bitesize Daily Lessons for more learning ideas: <https://www.bbc.co.uk/bitesize/tags/zvdbbdm/year-8-lessons/1>**
- **Read some more books from the suggested reading list**
- **Use some of the resources on "Websites for Home Learning" listed above, particularly Educake and Pobble 365**

From Monday 1st June we will be asking year 8 to move on to **20th Century Prose reading**. They will be studying one of a choice of three texts and there will be activities to support their reading.

If we had been in school, their class teacher would have chosen the text for them. **However, as they are studying at home, we are giving them the opportunity to choose their own novel from this list:**

- Animal Farm – George Orwell
- Lord of the Flies – William Golding
- Noughts and Crosses – Malorie Blackman (unavailable as e-book)

The English department has paid for access to e-books which all students can access, unless they choose to read Noughts and Crosses. There are not costs for parents or students to use this service. All information and links are available on **Moodle**.

Choose a text:

When your child has chosen **ONE** book to study, please read the **schedules and work** carefully and the tasks provided. They are all available on **Moodle**.

If they have chosen Animal Farm or Lord of the Flies, click on the web links available on Moodle. If prompted, they should sign in using the same details as their school email.

There is no assessment for this unit but they should be uploading a piece of work to the relevant folder once a fortnight. This is so we can check that they are OK and are engaging with the tasks.

How do children submit work?

Use the hand-in folder for the relevant date - it doesn't matter which text they are studying.

Year 9

You will be asked to upload one task every fortnight to Moodle. This will not receive written feedback but allows your teacher to check that you are okay and are engaging with some home learning. This will be monitored.

All the resources that you need to complete the tasks are on Moodle under 19 and 20th Century Resources.

Extension Challenge Tasks are provided IF you wish to do some extra work! You DO NOT have to complete these unless you choose to.

Week commencing:	What to complete:
1 st June	Complete assessment and upload to Moodle by Friday 5 th June.
8 th June for two weeks	Prepare for GCSE Spoken Language Presentations. Look at resources on Moodle on how to do this. You will present first week back in September.
15 th June	Continue with your GCSE Spoken Language presentations.
22 nd June	Complete Task 1: Read the short story "The magic shop" by H.G Wells. Open up the document called "The Magic Shop Activities" and complete them. Extra Extension Challenge Task: Complete The Magic Shop Extended Writing Task. Upload ONE task to Moodle from this week.
29 th June	Complete Task 2: Read the Great Expectations extracts by Charles Dickens. Complete worksheets 1, 2 and 3. Extra Extension Challenge Task: Complete Great Expectations extended writing task.
6 th July	Complete Task 3: Read the Frankenstein extract and complete the tasks. Complete Task 4: Read the extract from "The War of the Worlds" by H.G. Wells. Complete the three activities below the extract. Upload ONE task to Moodle from this week.
13 th July	Complete Task 6: Using the document provided, read the introduction from the extract from Wuthering Heights and then watch the extract from a film version. Answer the questions on the sheet and complete the creative response.

Extra tasks you can complete if you wish:

Task 1:

1. Read the Oliver Twist - Bill Sykes extract
2. Read the Oliver Twist - Bill Sykes Questions

Task 2:

1. Read the Dracula Extract
2. Complete the Dracula Task Sheet

Task 3:

1. Read 'The Monkey's Paw' – Short Story
2. Complete The Monkey's Paw storyboard'

Guide for KS3 Maths

Year 7

1. Complete the MyMaths tasks. Tasks are set every Monday and you should aim to complete these tasks by the Friday of the same week.
2. Select at least two examples from each lesson and copy them into your books so that you have a complete set of notes.
3. Feedback from your teacher is given regularly and this can be found in the 'Your Feed' section in the top left corner of your login on MyMaths.
4. Additional work has also been uploaded. This appears on a Monday (but not first thing as MyMaths should be completed first). Additional work can be located under the section *Home Learning Textbook Exercises*. This work has been primarily set for those that have finished their MyMaths and would like further maths work.

Below is the list of MyMaths tasks set per week.

Start	Title	Tasks
1st June	Data	Introducing Data
		Pictograms and Bar charts
		Frequency Tables and Bar Charts
		Line Graphs
8th June	Averages	Mean & Mode
		Median & Range
		All Averages
15th June	Conversions	Measures

		Measuring lengths
		Units of length
		Units of mass
		Units of capacity
22nd June	Estimating	Solving problems by rounding
		Rounding to 10, 100
		Estimating with decimals
		Rounding decimals
29th June	Finance	Money Calculations
		Money problems
		Multiplying double digits
		Multiplying triple digits
6th July	Decimals	Multiplying decimals by whole numbers
		Multiplying two decimals
		Dividing decimals by whole numbers
		Dividing decimals by a decimal
13th July	Time	Time between
		Time 2
		Time calculations
		Time and timetables

Year 8

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2. Select at least two examples from each lesson and copy them into your books so that you have a complete set of notes.
3. Feedback from your teacher is given regularly and this can be found in the 'Your Feed' section in the top left corner of your login on MyMaths.
4. Additional work has also been uploaded. This appears on a Monday (but not first thing as MyMaths should be completed first). Additional work can be located under the section *Home Learning Textbook Exercises*. This work has been primarily set for those that have finished their MyMaths and would like further maths work.

Below is the list of MyMaths tasks set per week

Start	Title	Tasks
1st June	Probability	Probability Intro
		Simple probability
		Frequency Trees
8th June	Averages	Mean & Mode
		Median & Range
		All Averages
15th June	Data presentation	Reading pie charts
		Drawing Pie charts
		Scatter Graphs

22nd June	Finance	Money problems
		Multiplying double digits
		Multiplying triple digits
29th June	Decimals	Multiplying decimals by whole numbers
		Multiplying 2 decimals
		Divide decimals by whole numbers
		Dividing a decimal by a decimal
6th July	Estimating	Rounding decimals
		Decimal places
		Rounding and Accuracy
13th July	Sequences	Sequences
		Geometric sequences
		Arithmetic sequences

Year 9

Week Commencing	Mr Hardy, Mr Lamb	Miss Cliff, Mr Christy, Mr Cottrill, Mr Daly, Mr Walker, Mrs Payling, Mr Newton	Miss Hendrick	Mrs O'Mahony, Mrs Hunter
01/06/20	Enlarging shapes Reflecting shapes Rotating shapes Translating shapes	Enlarging shapes Reflecting shapes Rotating shapes Translating shapes	Reflecting shapes Translating Translating and reflecting Translating shapes	Drawing pie charts Grouping data
08/06/20	All transformations Assessment: Transformations worksheet (6 and 7) Assessment: trigonometry pythagoras worksheet (6 and 7)	All transformations Assessment: Transformations worksheet (3 and 4) Map scales Scale drawing	All transformations Enlarging shapes Rotating shapes	Arithmetic sequences Generating sequences Sequences
15/06/20	Indices 1 Indices 2 Indices 3 Indices 4	Assessment: Transformations worksheet (4 and 5) Assessment: Transformations worksheet (6 and 7)	Assessment: Calculations worksheet (4 and 5) Assessment: Fractions, percentages worksheet (4 and 5)	Modelling fractions and percentages Modelling percentage increase and decrease
22/06/20	Bearings Interior exterior angles Sum of angles in a polygon Surds 1 Surds 2	Constructing shapes Constructing triangles Drawing loci	Assessment: Formulae, functions worksheet (4 and 5) Assessment: Statistics worksheet (4 and 5)	Percentages of amounts 1 Percentages of amounts 2
29/06/20	Standard form calcs Standard form large Standard form small	Assessment: Constructions worksheet (4 and 5) Plans elevations	Pythagoras' Theorem	2D and 3D shapes 3D shapes Perimeter
06/07/20	Circle theorems Factorising quadratics 1 Factorising quadratics 2 Quadratic equations 1 Quadratic equations 2	Assessment: Linear Graphs worksheet (4 and 5) Assessment: Sequences worksheet (4 and 5)	Plans elevations	Introducing area Area of a rectangle Area of a parallelogram Area of a triangle Area of a trapezium
13/07/20	Arcs, sectors and segments Area of a circle Circumference of a circle	Assessment: Factors, powers, root worksheet (3 and 4) Assessment: Ratio, proportion worksheet (3 and 4)		

In addition to the information above, please see the following advice about accessing feedback from MyMaths

In addition to the information below, please see the following information regarding feedback on MyMaths

When students click on 'my results' it will show everything they've done. They get a green face for 70%+ so if they see all green they're doing

ok. If it's all red it would be good to check if they have done the lesson and made notes as they have been advised to. If they need any help at all, they should contact us via the Maths help desk.

To see the feedback the teachers have been giving they should click on the 'my feed' bit of mymaths. There should be approximately one encouraging message each week from the teacher.

Guide for KS3 Science

It is important that students access the **'Year 7 Science' or 'Year 8 Science' Moodle page every week**. There are clear instructions as to what needs to be completed. The resource numbered to make it as clear as possible. Anything labelled * is accessible to **all** learners, anything not labelled with a *, will be more stretching and should be accessible to **most** learners (although don't worry if student's find aspects of it a bit difficult).

Some weeks, work needs formally handing in. Any work that needs handing in will be labelled **hand-in** work and should be submitted into the appropriate teacher's hand-in folder. This work will then be marked by the student's teacher and feedback given. It is important that students regularly check their school email account as they will be sent an email notification from Moodle when a teacher leaves them feedback. It's important that students read this feedback.

Some weeks an Educake assignment needs to be completed which will be monitored by their class teacher. Feedback is also given so it is important that students check to see if they have any. The Educake system automatically marks the work submitted by students, so for each assignment/test set they will receive their percentage. On top of this students have the opportunity to submit their own review, which quite a few are doing. Teachers can then view the marks and review the students' submitted work where they leave a comment for the student. It is also possible for students to question the marking. When teachers look at the assignments this will be very clear as a purple question mark. Students usually leave a comment for that question eg "I thought this was right, but maybe I did not spell it correctly". Teachers then review the marking and are able to leave a comment as to why it is/is not correct.

For other worksheets that don't need handing in, an answer sheet is always provided so students are expected to self-assess this work once they have had a go at it, correcting any incorrect answers or adding extra detail in this process.

If students have any questions – please ask using the Help Desk.

Work should be completed by the end of Friday of that week.

Year 7

Week No.	Topic	Work & tasks to follow on Year 7 Science Moodle page	Hand-in work (Submit into your teachers hand-in box)	Educake assignment
8 (w/b 1 st June)	Organisms & The Environment – Designing your own specially adapted organism	✓	✓	✓
9 (w/b 8 th June)	Plant reproduction – Structure of a flower & pollination	✓		✓

10 (w/b 15 th June)	Plant reproduction – Seed dispersal & plant life cycles	✓		✓
11 (w/b 22 nd June)	Earth & Atmosphere – Structure of the Earth & formation of sedimentary rock	✓	✓	
12 (w/b 29 th June)	Earth & Atmosphere – Metamorphic & Igneous Rocks	✓	✓	
13 (w/b 6 th July)	Earth & Atmosphere – Rock Cycle	✓		✓
14 (w/b 13 th July)	Earth & Atmosphere – Carbon Cycle & Climate Change	✓	✓	

Year 8

Week No.	Topic	Work & tasks to follow on Year 8 Science Moodle page	Hand-in work (Submit into your teachers hand-in box)	Educake assignment
8 (w/b 1 st June)	Microbes - Vaccination	✓	✓	
9 (w/b 8 th June)	Variation & Genetics – Variation and causes of variation	✓		✓
10 (w/b 15 th June)	Variation & Genetics - DNA	✓	✓	
11 (w/b 22 nd June)	Variation & Genetics – Natural selection and extinction	✓	✓	
12 (w/b 29 th June)	Heating & Cooling – Temperature vs Internal	✓		✓

	Thermal energy & Conduction, Convection & Radiation			
13 (w/b 6 th July)	Human Body – Respiration & Breathing	✓	✓	
14 (w/b 13 th July)	Human body – Heart & Circulation	✓		✓

Year 9 Biology

We will be working through the GCSE topic 'causes of disease'. As before they will have information and a 'hand-in' task each week set on MOODLE. In some weeks the hand-in task will be a specific EDUCAKE task instead. Hand in tasks will be marked and returned each week, as before. In addition there will be two chances to attend an on-line TEAMS lesson each week - Wednesday and Friday at 9.30am, where the content for the week will be covered to support the week's learning. The link that students need to join the TEAMS lessons will also be on the MOODLE section for that week.

Year 9 Chemistry

w/c	Content to complete	Homework activity	Expected Feedback
1 st June	Filtration and crystallisation	Educake activity – filtration and crystallisation	Through Educake
8 th June	Distillation	Educake activity – Distillation	Through Educake
15 th June	Chromatography	Workbook pages 22-23	Marked and advice given.
22 nd June	Purification and checking purity	Educake activity – separating mixtures	Through Educake
29 th June	C2 review		
6 th July	C2 review and use of Focus software.		

All students have access to at least one weekly live helpdesk (through Microsoft Teams), 2-3pm on a Monday and 10am-11am on a Wednesday. More are detailed on Moodle.

Year 9 Physics

For Year 9 Physics Mr Wilson is writing a bespoke scheme of work, which incorporates aspects of Physics that has been in the news, whilst also practising the key skills that students will require in the GCSE years.

Each week students will be provided with a narrated PowerPoint, note sheet and clear instructions on Moodle. There will also be an Educake assignment each week, where teachers will provide feedback once a student has completed the assignment.

Guide for KS3 RS

Year 9

The content being covered in Year 9 for this half term continues to be Sikhism. The textbook can be found on the Year 9 RS Moodle page along with all the instructions for the work and the Socrative quizzes.

Week/Topic	What Needs to be Done?	Submissions on Moodle	Socrative Quiz	Feedback
<p>Week beginning 1st June</p> <p>Topic: How is Guru Granth Sahib treated?</p>	<p>Read through p. 14-17 of the textbook and in your exercise book write the title: How is Guru Granth Sahib treated?</p> <p>Then, answer the knowledge check questions on p.17. Use full sentences.</p> <p>Create a leaflet on the Guru Granth Sahib. Instructions are on the PowerPoint slide (week 6).</p> <p>Make sure your work goes into your RS book.</p>		<p>Socrative quiz due by 5 June</p>	<p>Socrative automated feedback score</p>
<p>Week beginning 8th June</p> <p>Topic: How are Sikhs initiated?</p>	<p>Read through p. 18-21 of the textbook and in your exercise book write the title: How are Sikhs initiated?</p> <p>Then, answer the knowledge check questions on p.21. Use full sentences.</p> <p>Watch the following video clips (links also on Ppt): The Birth of the Khalsa & The Formation of the Khalsa</p> <p>Summarise your learning so far by writing an Acrostic poem for the word KHALSA and including a FULL sentence for each letter.</p> <p>Looking at the five K's on p. 19 create your own 5 items that you would have or wear that represent 5 things you believe – include what each one is and what it represents.</p>	<p>Submit your acrostic poem and personal 5 items work to moodle by June 12th</p>		<p>Teacher feedback on written work submitted</p>

<p>Week beginning 15th June</p> <p>Topic: How Sikhs are initiated - The amrit ceremony</p>	<p>Read page 21 again to refresh your memory</p> <p>Looking at the ceremony information create a flow chart or storyboard to show the stages of joining the Khalsa.</p> <p>Make sure your work goes into your RS book.</p>		<p>Socrative quiz due by 19th June</p>	<p>Socrative automated feedback score</p>
<p>Week beginning 22nd June</p> <p>Topic: What is the role of the gurdwara?</p>	<p>In your exercise book: Read through pages 22-23 of the textbook and complete the knowledge check questions. Use full sentences.</p> <p>Looking at the information create a table with two columns. Label one column 'Religious activities' and the other 'Non religious activities' write down as many activities as you can in each column.</p> <p>Watch the following video clips (links also on Ppt): The Gurdwara BBC Teach Holy Cribs - Truetube</p> <p>Draw out or design the plan of a new gurdwara for Harrogate and explain what key areas/rooms must it have and why – this could be a floor plan. (the PowerPoint has suggestions – even using minecraft or lego!)</p>	<p>Submit Gurdwara plan to moodle by 26th June</p>	<p>Socrative quiz due by 26th June</p>	<p>Socrative automated feedback score</p> <p>Teacher feedback on written work submitted</p>
<p>Week beginning 29th June</p> <p>Topic: What festivals do Sikhs celebrate?</p>	<p>In your exercise book: Read through pages 24-27 of the textbook and complete the knowledge check questions. Use full sentences.</p>		<p>Socrative quiz due by 3rd July</p>	<p>Socrative automated feedback score</p> <p>Teacher feedback on module test. Score /24</p>

	<p>Looking at the information choose a Sikh festival, make a list of all the things that will go into celebrating it – use images to decorate the list.</p> <p>Complete BOTH of the following:</p> <ul style="list-style-type: none"> • Make a poster or film an advert to advertise the festival. • Make a handout/leaflet to be given out at the first event to explain the festival. 			
<p>Week beginning 6th July</p> <p>Topic: Principle of meeri-peeri and Charity Project</p>	<p>In your exercise book: Read through pages 34-37 of textbook and complete the knowledge check questions on page 37. Use full sentences</p> <p>Create a poster explaining the principle of meeri-peeri.</p>	<p>Submit poster to moodle by 10th July</p>	<p>Socrative quiz due by 10th July</p>	<p>Socrative automated feedback score</p> <p>Teacher feedback on written work submitted</p>
<p>Week beginning 13th July</p> <p>Topic: Review, Revise and Test</p>	<p>Read back through all your work create a revision activity e.g. flashcards / quizzes</p> <p>.</p>		<p>Complete your Socrative end of unit test 50 question – this should take you about 30mins</p>	<p>Socrative automated feedback score</p>

Year 8

Year 8 have RS once a week. We have set work that will take two lessons to complete for each topic. This half term continues your study of Christianity.

Week/Topic	What Needs to be Done?	Submissions on Moodle	Socrative Quiz	Feedback
<p>Weeks beginning 1st June</p> <p>Topic: The Ministry</p> <p>(This topic started before half term and so this is the second week focussed on the ministry)</p>	<p>In your exercise book write the date and the title. Read "The Ministry" (pages 15-19 in textbook) and follow this link (also on Ppt) to watch video. Complete knowledge check questions in a creative and colourful way on your page. Write a discussion/debate between two Christians friends from different churches. They will discuss whether women should be leaders in the Church. Illustrate.</p>	<p>Submit your finished discussion script by Friday 5th June 2020</p>	<p>Socrative quiz on baptism by 12th June</p>	<p>Socrative automated feedback score</p> <p>Teacher feedback on work submitted</p>
<p>Week beginning 8th June</p> <p>Topic: Baptism</p>	<p>In your exercise book write the date and the title. Read "How are Christians initiated?" (pages 20-21 in textbook) and follow these links (also on Ppt) to watch an infant baptism and a believer's baptism. Complete knowledge check questions in a creative and colourful way on your page. Design a baptism card to celebrate either an infant or adult's baptism. Include images and symbols that represent the meaning of baptism.</p>	<p>Submit your baptism card design and explanation by 19th June</p>	<p>Complete Socrative Quiz on Baptism by 4pm by Friday 26th of June.</p>	<p>Teacher feedback on work submitted</p>
<p>Week beginning 22nd June</p> <p>Topic: Human Rights</p>	<p>In your exercise book write the date and the title. Read "What does Christianity teach about human rights?" (pages 44-45 in textbook) and follow this link (also on Ppt) to watch a video. Complete knowledge check questions in a creative and colourful way on your page.</p>	<p>Submit your human rights poster card design and explanation by 3rd July</p>	<p>Socrative quiz due by 10th July</p>	<p>Socrative automated feedback score</p> <p>Teacher feedback on work submitted</p>

	Design a poster to remind society to defend human rights. You might focus on one of the human rights you feel passionate about.			
Week beginning 6 th July Topic: Reflect, Review and Create!	Complete "Reflect and Review" table (see p.12 of PowerPoint) and print out and stick into book (if possible). Have a go at some of the Bonus Tasks on p.13 of the PowerPoint)	Upload your personal review and evidence of any bonus tasks		Teacher feedback on work submitted

Year 7

Year 7 are continuing their study of Christianity. **Students should refer to the PowerPoint on moodle for more in depth instructions**

Week/Topic	What Needs to be Done?	Submissions on Moodle	Socrative Quiz	Feedback
Weeks beginning 1 st June Topic: Life after death (Part 1) Christian beliefs about Heaven, Hell and Purgatory	Read pages 34- 35 in text book Then EITHER: Design a triptych showing Christian beliefs about Heaven, Hell and Purgatory OR Create a board game showing a Christian's path to heaven or hell. This could be based on snakes and ladders or another game.	Submit your triptych or board game by Friday 5th June		Teacher feedback on work submitted
Week beginning 8 th June Topic: Life after death (Part 2)	Create a simple guide entitled ' How to get to Heaven ': Stick this in your book <ul style="list-style-type: none"> <input type="checkbox"/> You should: Include information from Activity D: action, prayer, judgment <input type="checkbox"/> You could: Bring in knowledge from your History lessons on how to get to Heaven in medieval times. <input type="checkbox"/> Choice: This could be a creative piece of work (like a map or a flow chart) or a leaflet or poster. 			
Week beginning 15 th June Topic: Christian beliefs about Evil and suffering	Read pages 38 and 39 of textbook Complete the knowledge check questions in your book , in full sentences. In your book , make a glossary of the 3 OMNI terms to describe God. Using newspapers or the internet find an example of NATURAL evil in the world today. Research it using the questions in Activity B question 1.	Submit your newspaper article by Friday 19th June	Socrative quiz on Life after death and suffering due by 26 th June	Socrative automated feedback score Teacher feedback on work submitted

	<p>Create a newspaper article which explains what caused the natural disaster and what Christians are doing about it.</p>			
<p>Week beginning 22nd June Topic: Science and Creation part 1</p>	<p>Read pages 36 and 37 of textbook Complete the knowledge check questions in your book, use full sentences.</p> <p>Read the following: There are two main Christian ideas: That biblical cosmology is literally true and that Genesis has an accurate account of creation. That biblical cosmology is a symbolic story and that God designed or planned creation and started the big bang.</p> <p>Draw a venn diagram in your book to show the scientific and religious ideas of creation. Where do they overlap? Include the terms: Big Bang and biblical cosmology</p>	<p>Upload your personal review and evidence of any bonus tasks</p>		<p>Teacher feedback on work submitted</p>
<p>Week beginning 22nd June Topic: Science and Creation Part 2</p>	<p>Do different views Activity B on page 37 in the textbook. Choice: You can type or write your answer.</p> <ul style="list-style-type: none"> <input type="checkbox"/> You should: Write in full sentences and clearly explain your reasoning as fully as possible. <input type="checkbox"/> You could: Do further research on the scientific theories or include Biblical evidence to back up what you write. 	<p>Submit Activity B by 3rd July</p>	<p>Socrative Quiz on Science and Creation due by 3rd July</p>	<p>Socrative automated feedback score</p> <p>Teacher feedback on work submitted</p>
<p>Week beginning 6th July Topic: Revision</p>	<p>Revise your work</p> <ul style="list-style-type: none"> <input type="checkbox"/> You should: Go back over the work that you have done, look at your knowledge check answers and read the text book pages. 			

	<input type="checkbox"/> You could: Get a parent or sibling to test you, make flash cards, mind maps or write your own quizzes.			
Week beginning 13 th July Topic: test	End of Unit Socrative Quiz ST AidansRS7A - forms C, D, E, G ST AidansRS7B - forms P, S, W, Y Complete the reflect and review sheet. Save it to print at school or stick it into your book if you can print at home.		Complete Socrative test by Friday 17th July	Socrative automated feedback score

A note for Years 7 8 9 RS on using Socrative

We are assessing your learning using the online quizzing tool SOCRATIVE.

TIP: You only get one go at each quiz, so make sure you are ready and prepared before you start it. The quiz should not take more than 10 minutes to complete, except for the final quiz, which covers the whole unit of work, which will take about 1/2 an hour.

Accessing the quiz

To access the quizzes, visit: <https://b.socrative.com/login/student/>

Enter the relevant **ROOM NAME** (as given on the moodle PowerPoint – remember to enter your name carefully)

The next screen will ask you to enter your STUDENT ID. This is your own SURNAME, NAME as it appears in school lists. Once this has been entered, the quiz running that week will begin automatically.

At the end of the quiz you will get your score. Please write down what you got in your planner or exercise book, because you will need this to complete the final task of the unit, which involves reflecting on the unit of work.

You need to take the online quizzes within the weeks they are set, before the deadline. At the deadline the room will switch to the next quiz, so no late answers are possible. If you miss a quiz, you can't do it and get a blank, not a score.

Socrative Quiz Schedule: You will not be able to access the quiz before it opens.

Year	Module	Mark out of	Quiz opens	Quiz closes
7	God, trinity creed	20	18-May	05-Jun
7	Life after death and suffering	20	15-Jun	26-Jun
7	Science and creation	10	29-Jun	03-Jul
7	End of unit test	50	03-Jul	17-Jul
8	Festivals	10	01-May	08-May
8	Worship	20	08-May	22-May
8	Ministry	10	22-May	12-Jun
8	Baptism	10	12-Jun	26-Jun
8	End of unit	50	26-Jun	10-Jul
9	Guru Nanak	5	27-Apr	01-May
9	10 Gurus	8	04-May	08-May
9	Guru Granth Sahib	7	01-Jun	05-Jun
9	Sikh Initiation	6	15-Jun	19-Jun
9	Gurdwara	5	22-Jun	26-Jun
9	Sikh Festivals	6	29-Jun	03-Jul
9	Meeri-Peeri / revision	13	06-Jul	10-Jul
9	End of Unit	50	13-Jul	17-Jul

Guide for KS3 Modern Languages

In addition to the information for individual languages, please see the following advice:

In MFL pupils doing the ActiveLearn work only will just get a score for the work they have done. There is a roll of honour on Moodle each week for the top 10 scores. Pupils are being asked to put written work and project work into the relevant Hand in Folders on Moodle. This is where we are giving individual feedback on written work related to the ActiveLearn material, to assessments and project work. We are also running weekly Kahoot style quizzes in every language and year group in KS3. Feedback for these is in the simple form of a results update through the moodle forum

All Moodle courses now have narrated Power Points that are set each week for pupils to complete and to hand in work for feedback.

Year 8 German

Work is based around the end of Module 4 and then Module 5 in Active Learn: *Gute Reise!*

Weeks beginning	Content	Work to hand in	Feedback
1 June and 8 June	Module 4 revision and dürfen	Final copy of the writing task	Teams helpdesk Marked written tasks
15 June and 22 June	Describing towns	A written description of Harrogate	Teams helpdesk Marked written tasks
29 June and 6 July	Summary work on the years grammar	Booklet and worksheet to complete	Teams helpdesk
13 July	Writing and speaking task – describing yourself in German	Written response and audio recording	Teams helpdesk

Year 9 German

Work is based around Module 4 in Active Learn: *Klassenreisen machen Spaß!*

Week beginning	Content	Work to hand in	Feedback
1 June	Recap of time, daily routine and separable verbs	Worksheet to complete	Moodle Help desk
8 June	Directions and using the preposition 'zu'	Active learn	Moodle Help desk
15 June 22 June	Reading and writing skills to talk about a festival/stay in a youth hostel	Active learn; Written work to submit	Moodle Help desk
29 June	Revision of Module 4		
6 July	Assessment: Listening and Reading	Self-marking exercise	Self-reflection form
13 July			

KS3 French

Cohort	Dates	Content	Work to Submit	Feedback Due?
Year 7 (except Learning Support)	1/6-7/6	Going on Holiday	Short piece of writing Remainder self-assessed by pupil or by kahoot website or www.pearsonactivelearn.com	Some exercises self-marked, Written errors highlighted in Qs 11 & 12 www.pearsonactivelearn.com
	8/6-14/6	Verbs	“What I understand about French Verbs” Other tasks self-assessed	Teacher acknowledgement & misunderstandings highlighted
	15/6-21/6	Morning Routine Reflexive Verbs	Work on www.pearsonactivelearn.com , the remainder is self-marked by pupils	www.pearsonactivelearn.com
	22/6-28/6	Numbers 40-100 Cafes Part 1	Work on www.pearsonactivelearn.com , the remainder is self-marked by pupils	www.pearsonactivelearn.com
	29/6-5/7	Numbers & Cafés Part 2	Pupil’s own menu Remainder self-assessed by pupils or by www.pearsonactivelearn.com	Teacher acknowledgement & misunderstandings highlighted
	6/7-12/7	Restaurants	Restaurant Conversation Script	Written errors highlighted
	13/7-19/7	The French-Speaking World	poster / report / powerpoint / short film on the French-Speaking World	Teacher acknowledgement & misunderstandings highlighted
Year 7 Learning Support	1/6-7/6	Months & Birthdays	Self-Assessed	None
	8/6-14/6	Ordering Food & Drink	Design your own French Menu	Errors highlighted
	15/6-19/7	<i>to be confirmed</i>		

Year 8 Dual Linguists	1/6-14/6	Foods	Piece of Writing Remainder self-marked by pupils	Teacher acknowledgement & misunderstandings highlighted
	15/6-28/6	Describing an Event (Carnaval)	Write about an event or celebration	Teacher acknowledgement & misunderstandings highlighted
	29/6-12/7	Self-Assessment of Module	Reading & Listening – self marked by pupils Piece of Writing	Misunderstandings highlighted & suggestions for improvement
	13/7-19/7	The French-Speaking World	poster / report / powerpoint / short film on the French-Speaking World	Teacher acknowledgement & misunderstandings highlighted
Year 8 Single Linguists	1/6-7/6	Talents & Modal Verbs I	www.pearsonactivelearn.com Remainder self-marked by pupils	www.pearsonactivelearn.com
	8/6-14/6	Modal Verbs II Reasons & Excuses	www.pearsonactivelearn.com Remainder self-marked by pupils	www.pearsonactivelearn.com
	15/6-21/6	Giving Instructions	www.pearsonactivelearn.com Remainder self-marked by pupils	www.pearsonactivelearn.com
	22/6-28/6	Developing Opinions	www.pearsonactivelearn.com Remainder self-marked by pupils	www.pearsonactivelearn.com
	29/6-5/7	Revision	www.pearsonactivelearn.com Remainder self-marked by pupils	www.pearsonactivelearn.com
	6/7-12/7	Self-Assessment of Module Progress	Reading & Listening – self marked by pupils Piece of Writing	Misunderstandings highlighted & suggestions for improvement
	13/7-19/7	The French-Speaking World	poster / report / powerpoint / short film on the French-Speaking World	Acknowledged by teacher & misunderstandings highlighted

Year 9 Dual Linguists	1/6-14/6	Imperfect Tense – “When I was Younger”	Poster: “Quand j’étais plus jeune” www.pearsonactivelearn.com Various other exercises self-marked	Acknowledged by teacher & misunderstandings highlighted www.pearsonactivelearn.com
	15/6-28/6	Future Tenses Future Plans	Write about 2 people’s Future Plans www.pearsonactivelearn.com Various other exercises self-marked	Acknowledged by teacher & misunderstandings highlighted www.pearsonactivelearn.com
	29/6-12/7	Careers	Write about 2 people’s jobs in the form of an interview www.pearsonactivelearn.com Various other exercises self-marked	Acknowledged by teacher & misunderstandings highlighted www.pearsonactivelearn.com
	13/7-19/7	The French-Speaking World	poster / report / powerpoint / short film on the French-Speaking World	Acknowledged by teacher & misunderstandings highlighted
Year 9 KMM & ZMR’s Groups	1/6-7/6	Young People’s Rights <i>J’ai le droit de</i>	Write about what you are allowed and not allowed to do www.pearsonactivelearn.com Various other exercises self-marked	Acknowledged by teacher & misunderstandings highlighted www.pearsonactivelearn.com
	8/6-14/6	My Priorities in Life	Write about 2 fictitious people’s priorities www.pearsonactivelearn.com Various other exercises self-marked	Acknowledged by teacher & misunderstandings highlighted www.pearsonactivelearn.com
	15/6-21/6	The 3 Tenses Recap Shopping	Mini-paragraph about shopping www.pearsonactivelearn.com Various other exercises self-marked	Acknowledged by teacher & misunderstandings highlighted www.pearsonactivelearn.com
	22/6-28/6	What is Happiness?	www.pearsonactivelearn.com Various other exercises self-marked	www.pearsonactivelearn.com
	29/6-5/7	Revision	Various exercises self-marked	
	6/7-12/7	Self-Assessment of Module Progress	Reading & Listening – marked by pupil Writing – to hand in	Misunderstandings highlighted & suggestions for improvement
	13/7-19/7	The French-Speaking World	poster / report / powerpoint / short film on the French-Speaking World	Acknowledged by teacher & misunderstandings highlighted

Year 9 AM's Group	1/6-14/6	Holidays Future & Conditional Tenses	www.pearsonactivelearn.com Various other exercises self-marked	www.pearsonactivelearn.com
	15/6-28/6	Describing Holidays Perfect Tense	www.pearsonactivelearn.com Various other exercises self-marked	www.pearsonactivelearn.com
	29/6-5/7	Holiday Activities	www.pearsonactivelearn.com Exercises self-marked	www.pearsonactivelearn.com
	6/7-12/7	Revision	Various exercises self-marked	www.pearsonactivelearn.com
	13/7-19/7	Self-Assessment of Module Progress	Reading & Listening – marked by pupil Writing – to hand in	Misunderstandings highlighted & suggestions for improvement

Year 8 Spanish

Work is based around Module 5: *Mi ciudad*

Week beginning	Content	Work to hand in	Feedback
1 June	Describing your town or village	Active learn tasks; Quizlet live on Friday morning; Written task	Teams helpdesk on Friday
8 June	Telling the time	Active learn tasks; Quizlet live on Friday morning; Written task	Teams helpdesk on Friday
15 June	Ordering in a café	Active learn tasks; Quizlet live on Friday morning; Written task	Teams helpdesk on Friday
22 June	Future tense – saying what you are going to do at the weekend	Active learn tasks; Quizlet live on Friday morning; Written task	Teams helpdesk on Friday
29 June	Understanding people describing their town	Active learn tasks; Quizlet live on Friday morning; Written task	Teams helpdesk on Friday
6 July	Revision		Teams helpdesk on Friday
13 July	Assessment	Submit your written work	Live Teams helpdesk on Tuesday

Year 9 Spanish

Work is based around the end of Module 5: *Operación verano*

Week beginning	Content	Work to hand in	Feedback
1 June	Describing a holiday home	Active learn tasks; Weekly quiz and Kahoot; Written task	Friday helpdesk on Moodle
8 June	Describing holiday activities	Active learn tasks; Weekly quiz and Kahoot; Written task	Friday helpdesk on Moodle
15 June	Asking for directions	Active learn tasks; Weekly quiz and Kahoot; Written task	Friday helpdesk on Moodle
22 June	Summer camps – using 3 tenses	Active learn tasks; Weekly quiz and Kahoot; Written task	Friday helpdesk on Moodle
29 June	Describing a world trip	Active learn tasks; Weekly quiz and Kahoot; Written task	Friday helpdesk on Moodle
6 July	Revision		Friday helpdesk on Moodle
13 July	Assessment	Submit your written work	

Guide for KS3 History

Year 7

The focus of this term is to work through Project 3: “The Tudors” on the Year 7 History page. There are a number of activities here. There are 2 key assignments to upload to the hand-in folder (the power point has instructions on what to hand in):

- Richard 3rd, due 15 June
- Henry 8th, due 6 July

Year 8

The focus this term is to complete the following Projects from the Year 8 History page and submit work in the particular hand-in folder:

- History of Chocolate, due 8 June
- Changes in Britain, 1745-1900, due 29 June
- How did Public Health develop in the 19th century, due 15 July

Year 9

The focus this half term is on the History of Modern South Africa. Like the project on Civil Rights in the USA, this is about the battle by the majority black population of South Africa for equal rights in their country. See Project 5 South Africa on the Year 9 History page

- By 1 June: submit work on one of the Projects 1-4 completed since 23 March
- From 1 June: complete the tasks, week by week, with the detailed breakdown entitled “Project Five schedule”

Guide for KS3 Geography

Year 7

During the summer term students will continue to work on Geography topics that they would have been studying in school. These are Sustainable Settlements and a guided research project into a country of their choice.

1. Sustainable Settlements

Students may have already begun this topic. If they have not, we would encourage them to continue to work towards completing the previous topic on Ecosystems before moving on to this. If students are using the dates in the student guide on Moodle they will be about lesson 4 to 5. During this topic students will cover:

- The different types of settlements and different land uses
- The idea of sustainability (environmental, economic and social)
- The uses of fossil fuels
- The Greenhouse Effect
- Alternative energy sources (nuclear and renewable energy)
- Waste disposal
- Sustainable buildings

There are 3 submissions during this topic that we would like to see. These are 1) An extract/one day from their sustainability diary 2) A picture of their notes on the two renewable energy sources they research e.g. Wind and Solar 3) A well annotated image of the sustainable building they designed.

Students should expect a written comment on each of the above submissions. These will often contain something the student did well (www) and something they might do to improve in the future (ebif).

2. Country study

Students will be able to choose a country to study and be asked to create a project about their country. There is no 'wrong' country to pick – it is an opportunity for students to research something that interests them. There are also many options about how the project can be presented. In the coming weeks guidance about how the research can be broken into manageable chunks, and exactly what it should include, will appear on Moodle.

We ask that students submit a plan for their project on Moodle. This will be viewed by a teacher, but students should continue with their work and not wait for teacher comments. The final project is not for online submission. We ask that students keep hold of their work and wait for instructions from their Year 8 Geography teacher in September. At this point they will be asked to bring in what they have done and feedback will be given at this point. We want this to be an opportunity for students to show off any work they have done, and we know that some students will spend lots of time, effort and energy on a project such as this. We want this to be fully recognised and

rewarded. We are also aware that some students may not spend much time on this final topic. Year 8 teachers will be delighted to see what students have done, but no student should feel pressured to do more than they can and want to on this final project.

Feedback for the plan will be given on Moodle, and feedback for the final project will be given at the start of the next academic year.

Year 8

During the summer term students will continue to work on Geography topics that they would have been studying in school. These are Population and Migration, Glaciation/Frozen Planet and Cultural Diversity.

1. Population and Migration

Students had already begun this topic before school closed, and may have successfully completed it around the end of April. If they have not, we would encourage them to continue working on this topic before moving onto any of the others below.

2. Glaciation/Frozen Planet

Many students will have already begun this topic, and if they are using the dates in the student guide on Moodle will be at about lesson 8 or 9. During this topic students will cover:

- Antarctica – its features, location, human activity and the Antarctic Treaty
- Antarctica's Future
- The natural causes of climate change
- Glaciated landscapes

There are 3 submissions during this topic that we would like to see, and a 4th optional submission. These are 1) A leaflet about Antarctica 2) The Icy landscape film/story 3) Notes on features of a glaciated landscape 4) (Optional) Glaciated landscape 'model'

Students should expect a written comment on each of the above submissions. These will often contain something the student did well (www) and something they might do to improve in the future (ebif).

3. Cultural Diversity

Students begin this topic with some background on what we mean by culture and cultural diversity. Later in the topic the work is focused on researching the culture of a country and presenting their findings. Detailed instructions will appear on Moodle in the coming weeks. Students will be able to choose a country, there is no 'wrong' country to pick – it is an opportunity for students to research something that interests them. There are also many options about how the project can be presented. There will be guidance about how the research can be broken into manageable chunks on Moodle, and what the project should try to include.

There are 2 electronic submissions. 1) A cultural food diary 2) Cultural similarities and differences. The final project is not for online submission, but we will ask students keep hold of their work and wait for instructions from their Year 9 Geography teacher in September. We want this to be an opportunity for students to show off any work they have done, and know that some students will spend lots of time, effort and energy on a project such as this. We want this to be recognised and rewarded. We are also aware that some students may not spend much time on this final topic. Year 9 teachers will be delighted to see what students have done, but no student should feel pressured to do more than they can and want to on this final project.

Feedback for the electronic submissions will be given on Moodle, and feedback for the final project will be given at the start of the next academic year.

Year 9

During the summer term students will continue to work on Geography topics that they would have been studying in school. These are War and Conflict, Superpowers and A Trip Around the World.

1. War and Conflict

Students were beginning this topic as the school closure announcements were made. Many will have been working their way through the lessons on Moodle over the last half term. If they have not, we would encourage them to complete this topic before moving onto any of the others below.

2. Superpowers

Many students will have already begun this topic, and if they are using the dates in the student guide on Moodle will be about lesson 5 or 6. During this topic students will cover:

- Who are the world's superpower nations?
- What does it take to be a superpower?
- Britain's superpower history
- The USA as a superpower
- The BRICs and MINTs
- The world's next superpowers

There are 3 submissions during this topic that we would like to see. These are 1) Notes about the USA as a superpower 2) BRIC/MINT country research project 3) Who will be the next superpower essay

Students should expect a written comment on each of the above submissions. These will often contain something the student did well (www) and something they might do to improve in the future (ebif).

3. A Trip Around the World

This is a chance for students to investigate some really interesting places and apply some of the research and knowledge they have gained during their time in KS3 Geography. Students have to select some of the countries given in the Moodle Student Guide and find out about each place. It just so happens that all the places on the list are really important Geography GCSE case studies. There is more guidance about how the research should be broken into manageable chunks on Moodle, and what the project should try to include.

There are two submissions as part of this topic. 1) Journey Plan 2) Trip Around the World Completed Project. Students should receive written feedback on Moodle for both these submissions. They do not need to wait for feedback on their plan to be able to move forward. The online submission folder for the final project will lock prior to the end of term to allow for marking, but if a student misses this deadline they can bring their work to show a Geography teacher in September. We strongly suggest that any student who has opted to take Geography GCSE keep this piece of work safe, and arrange for a hard copy to be kept with their GCSE notes. We are aware that some students may not spend much time on this final topic so Year 10 teachers will be delighted to see what students have done, but no student should feel pressured to do more than they can and want to on this final project. The task is designed to be helpful towards their wider understanding of places studied on the GCSE course, but all essential content will be covered in lessons during Year 10 and 11.

Guide for KS3 Technology

Technology KS3:

Food, Textiles and Product have a variety of mini projects on Moodle. Each have been carefully put together to offer a mixture of tasks which are a combination of theory and practical activities. The projects offer students options depending on their preferences, their level of skill and access to materials and equipment. Pupils in Year 7 and 8 would have **two** Technology lessons a week and we would encourage 2 material areas to be covered spending an hour on each (Year 9 have opted for their chosen material area/s - an hour for each Technology subject).

However, our aim is to encourage students to continue with practical activities and further develop their skills and passion for these subjects and to this end we would encourage them to opt for the material area/topic or tasks they would most enjoy doing. Each project/task has interim deadlines to enable the students to demonstrate the progress they have made.

Textiles project options: Sewing options - storage/make-up bag, eye mask or slippers. No sewing option - tie dye, T-shirt tote bag or octopus toy. Designing option - garment transfer or space suit.

Food project options: The great take away challenge, 30 days of food and nutrition and home learning booklet which is an assortment of written/design tasks.

Product project options: Tasks will be updated weekly. Examples are the chocolate design, metals and alternative energy.

KS3 Guide for Music

Year 7

The focus of this term is to work through the tasks set on the Year 7 Music page on **Instruments of the Orchestra**. There are a number of activities here. There are 3 key pieces of work to upload to the hand-in folder (the power point has instructions on what to hand in):

- Brass/Woodwind research task, due **Fri 9 June**
- Instrument recognition assessment/ Peter and the wolf task upload by **Fri 3 July**
- Chair drumming audio upload **Mon 13th July**

Year 8

The focus this term is to complete the tasks from the Year 8 Music page on **World Music** and submit work in the particular hand-in folder:

- African music – upload audio of your African style rhythms – **Fri 19th June**
- Indian music – upload task by **Wed 1 July**
- Reggae – upload task by **Thu 9th July**

Year 9

The focus this half term is **film music, composition and performance**. All tasks are explained on the year 9 music page.

- Superhero/sad composition melodies – upload audio by **Fri June 19**
- Horror/scary mood composition ideas – upload audio by **Thu 2nd July**
- Performance – upload audio of solo on instrument/voice **Mon 13th July**

Guide for KS3 Computing & ICT

Year 7

Content to be covered	What to be handed in	When to be handed in	Feedback
<p>Scratch Project – programming a platform game</p> <p>Students will continue with the game design course that we have started, looking at how to create a true animation and how to make a platform game with simulated gravity.</p> <p>This will take them at least 5 or the last 7 weeks to complete.</p>	<p>The scratch files at each stage of development, as well as any question files that are included in the week's task sheet</p> <p>Week 1 – Animated sprite in Scratch.sb3 file</p> <p>Week 2 – Moving sprite in Scratch.sb3 file</p> <p>Week 3 – Gravity based physics in Scratch.sb3 file</p> <p>Week 4 – Platforms and jumping in Scratch.sb3 file</p> <p>Week 5 – Enemies, Deaths and Scoring in Scratch.sb3 file</p>	<p>Weekly, along with the specific tasks that have been set</p>	<p>Feedback will be WWW/EBI based on the work that has been completed.</p>

Year 8

Content to be covered	What to be handed in	When to be handed in	Feedback
Fundamentals of Computers Students will build on prior learning of how computer work. Initially intended to last 4 weeks but may be extended.	Worksheets provided each week to be completed Week 1 – Input and Output Week 2 – Binary and Binary Addition Week 3 – Networks and how computers communicate	Weekly submission	Feedback provided on quality of answers with any misunderstandings clarified

Year 9

Content to be covered	What to be handed in	When to be handed in	Feedback
Fundamentals of Computers Students will build on prior learning of how computer work. Initially intended to last 4 weeks but may be extended.	Worksheets provided each week to be completed Week 1 – Input and Output Week 2 – Binary and Binary Addition Week 3 – Networks and how computers communicate	Weekly submission	Feedback provided on quality of answers with any misunderstandings clarified