



WOODSIDE HIGH SCHOOL

TASK GRID 4: YEAR 7

WHAT TO STUDY AT HOME?

Using your school timetable as a guide, work through the tasks outlined below. Use the 'how to study at home' sheet to help you plan your time and approach to self study.

SUBJECT	TASK	How long you should spend completing these tasks
ENGLISH	<p><u>Poetry from different cultures</u></p> <p>Week 1 Lesson 1:</p> <p>Use a dictionary to search for the meaning of the word "culture."</p> <p>Write down 3 things you think make up your culture. It could be things like the food you eat, the clothes you wear or types of special events you take part in eg. Christmas.</p> <p>Create a collage (you can either draw this, complete on a computer or cut out images from magazines/newspapers) to present your culture. You can use words and images.</p>	Spend around 1 hour on each lesson.

Write a paragraph explaining how this represents your culture.

Week 1 Lesson 2: Read the following poem:

Presents from my Aunts in Pakistan - Moniza Alvi

They sent me a salwar kameez

peacock-blue,

and another

glistening like an orange split open,

embossed slippers, gold and black

points curling.

Candy-striped glass bangles

snapped, drew blood.

Like at school, fashions changed

in Pakistan –

the salwar bottoms were broad and stiff,

then narrow.

My aunts chose an apple-green sari,

silver-bordered

for my teens.

I tried each satin-silken top –

was alien in the sitting-room.

I could never be as lovely

as those clothes –

I longed

for denim and corduroy.

My costume clung to me

and I was aflame,

I couldn't rise up out of its fire,

half-English,

unlike Aunt Jamila.

I wanted my parents' camel-skin lamp –

switching it on in my bedroom,

to consider the cruelty

and the transformation

from camel to shade,

marvel at the colours

like stained glass.

My mother cherished her jewellery –
Indian gold, dangling, filigree.
But it was stolen from our car.
The presents were radiant in my wardrobe.
My aunts requested cardigans
from Marks and Spencers.
My salwar kameez
didn't impress the schoolfriend
who sat on my bed, asked to see
my weekend clothes.
But often I admired the mirror-work,
tried to glimpse myself
in the miniature
glass circles, recall the story
how the three of us
sailed to England.
Prickly heat had me screaming on the way.
I ended up in a cot
in my English grandmother's dining room,

found myself alone,
playing with a tin boat.

I pictured my birthplace
from fifties' photographs.

When I was older
there was conflict, a fractured land
throbbing through newsprint.

Sometimes I saw Lahore –
my aunts in shaded rooms,
screened from male visitors,
sorting presents,
wrapping them in tissue.

Or there were beggars, sweeper-girls
and I was there –
of no fixed nationality,
staring through fretwork
at the Shalimar Gardens.

The poem is in the voice of a young girl who is thinking about her dual culture - British and Pakistani.

Highlight where the author states “salwar kameez.” This is a traditional item of clothing and she is using it to represent something. We call this **imagery**.

Imagery is a way of describing something to create a picture in the reader’s imagination. What do you think the salwar kameez represents?

For each of the quotes below, write a few sentences which show what you think the imagery represents in each line:

“Candy - striped glass bangles snapped, drew blood.”

“My costume clung to me and I was aflame”

“I tried each satin-silken top - was alien in the sitting-room”

“no fixed nationality”

Select a traditional clothing item from your own culture. Write down what you think it represents about your culture.

Week 1 Lesson 3:

Re-read the poem. Write a paragraph explaining the girl’s feelings towards the clothes using the quotes you highlighted. Use WHAT HOW WHY to help you.

WHAT - use a quote and explain what it means

HOW - write down the method the author uses and the effect of this method.

WHY: what is the overall message the author is trying to portray?

Week 2 Lesson 1:



Use sensory language (sight, sound, smell, taste, feel) to describe the images above.

Read the following poem:

Island Man

(for a Caribbean island man in London who still wakes up to the sound of the sea)

Morning

and island man wakes up

to the sound of blue surf

in his head

the steady breaking and wombing

wild seabirds

and fishermen pushing out to sea

the sun surfacing defiantly

from the east

of his small emerald island

he always comes back groggily groggily

Comes back to sands

of a grey metallic soar

to surge of wheels

to dull North Circular roar

muffling muffling

his crumpled pillow waves

island man heaves himself

Another London day

List things which show where Island Man is in his dreams and where he is in reality.

Write down where you live using sensory language. Now write down where you would want to be right now using sensory language.

I see...I feel...I hear...I taste...I smell...

Week 2 Lesson 2:

The poem is about a man from the Caribbean who now lives in London. In his dreams he goes back to his Island and is happy but when he wakes up he sees the reality of “grey” London and is no longer happy.

Task: Write a letter as Island Man to your family in the Caribbean. Tell them how you are and describe London to them. Let them know what you miss most about your home.

Success: Use a letter format. Use details from the poem to describe where you live.

Self assessment: spelling, grammar and punctuation.

Week 2 Lesson 3:

Underline and label these methods in Island Man:

Alliteration: Words close together having the same consonants, producing textured sound:

the sound of blue surf/the sun surfacing/heaves himself

Metaphor: The crumpled pillow waves - the pillow becomes a part of the sea.

Repetition: Note the reinforced groggily groggily signifying that the man is coming round in a slow, reluctant, unclear way.

And muffling muffling again places emphasis on the covering/softening action.

Internal Rhyme: There are some internal rhymes bonding lines, creating echo of sound:

blue/wombing...wakes/breaking....wild/defiantly/island....surfacing/surge/Circula

Use WHAT HOW WHY to write a paragraph for the following:

How does Nichols use language and/ or structure to present the speaker’s identity in the poem Island Man?

What/How/Why Analysis

What?			How?		Why?		
Point	Evidence	Explanation	Method	Effect	Overall effect	Author's purpose	Context
The writer...	When the writer says ... For instance... A good example is...	This suggests/ implies/ shows/ reveals/ divulges/ infers that...	The writer's use of...	This makes the reader feel/ think/wonder/sense/underst and that...	The overall effect is...	The writer's purpose is to...	In this era... At this time...

Self assess your paragraph for the following:

Did you use a clear quote and explained what it meant?

Did you show which method the writer used and what the effect was?

Did you show the author's purpose in writing the poem?

Now give yourself a target.

Week 3 Lesson 1:

Re-read Island Man.

You are going to write a diary entry about a day in his life in London. Why does he feel unhappy? Does he have a hard job? Is he missing his home and does not have close friends in the UK?

Success Criteria:

Use the poem to help you with ideas.

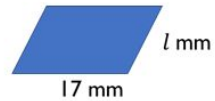
Use a diary format.

Use the first person (I...)

Make it personal and emotive.

	<p>Week 3 Lesson 2:</p> <p>Using the poems you have studied, you are going to aim to write a poem about your own experience of culture.</p> <p>You can think about whether you have a dual culture and what is nice about this but what also troubles you about it.</p> <p>Think about blending your poem to include different aspects of your culture as in Island Man.</p> <p>Success Criteria:</p> <p>Use rhyme and rhythm to your poem</p> <p>Use metaphors and similes</p> <p>Use correct SPAG.</p> <p>Week 3 Lesson 3:</p> <p>If you can perform your poem out loud to a family member at home.</p> <p>Look at your poem again. Could you add anything to it?</p> <p>Now write a paragraph analysing your own poem. Think about why you used certain words/phrases and why you made choices to use certain types of rhyme or rhythm.</p>	
<p>MATHS</p>	<p>Spring Block 2</p> <p>Week 1</p> <p>Retrieval Practice- Flashback 4</p> <p>Copy and complete each question and write out an explanation of the key word, check that you can say and spell it correctly.</p>	<p>3 - 4 hours per week</p>

- 1) 8×6
- 2) The parallelogram has perimeter 42 mm. Work out l



- 3) Write 36% as a decimal.
- 4) Name something you might measure in kilometres.

Vocabulary check: Billion

- 1) List the factors of 12
- 2) Dora has £365 in the bank
She pays a £94 bill. What is her new bank balance?
- 3) What number is 0.2 less than $\frac{1}{2}$?
- 4) Round 7645 to one significant figure.

Vocabulary check: Difference

Properties of multiplication & division

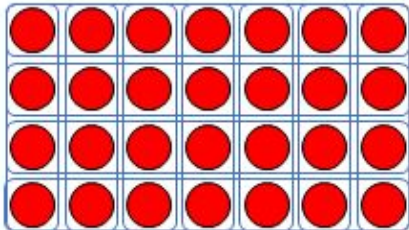
Write a summary of what you know about multiplication and division in your book.

List examples of using multiplication and division in everyday life

Read, copy and understand the following:

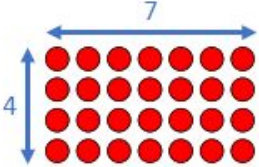
28			
7	7	7	7

$7 \times 4 = 28$
 $4 \times 7 = 28$
 $28 \div 4 = 7$
 $28 \div 7 = 4$




28			
7	7	7	7

$7 \times 4 = 28$
 $4 \times 7 = 28$
 $28 \div 4 = 7$
 $28 \div 7 = 4$



$7 \times 4 = 4 \times 7$
 $28 \div 4 \neq 4 \div 28$

Have a think 


$$5 + (7 + 6) = (5 + 7) + 6$$

$$a + (b + c) = (a + b) + c$$

$$5 \times (7 \times 6) = (5 \times 7) \times 6$$

$$a \times (b \times c) = (a \times b) \times c$$

Addition and multiplication are associative.

Have a think 

$$18 \div (6 \div 3) \neq (18 \div 6) \div 3$$

$18 \div 2$	$3 \div 3$
9	1

Division is not associative.



$$5 \times b = b \times 5$$

Have a think

$$w = 5b$$

~~$$w = b5$$~~

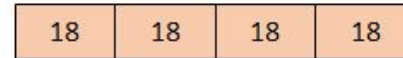
Not conventional.

$$\frac{w}{5} = b$$

$$\frac{w}{b} = 5$$

What other facts does the bar model show?

$$18 \times 4 = 18 \times 2 \times 2 = 72$$



18
36 Double
72 Double

Have a think

$$37 \times 8$$

Which calculations are equivalent?

$$37 \times 4 \times 4$$

$$37 \times 2 \times 4$$

$$37 \times 4 \times 2$$

$$37 \times 2 \times 2 \times 2 \times 2$$

$$37 \times 2 \times 2 \times 2$$

Week 2: Review week 1 and then complete the following questions in your book:

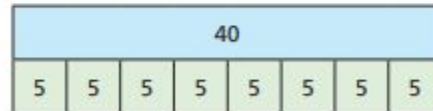
1



- a) Which two multiplications are represented by the array?
- b) Which two divisions are represented by the array?
- c) Draw a different array that can be made from the same number of counters.
- d) Write the fact family for your array.
- e) Discuss with a partner how the array shows that multiplication is commutative.

2

Write the fact family shown in the bar model.



Scott thinks that $40 \div 8$ is the same as $8 \div 40$

Do you agree with Scott?

Discuss your answer with a partner.

3

Write true or false next to each statement.

Statement	True or False
$(5 \times 2) \times 3 = 5 \times (2 \times 3)$	
$5 \times 2 \times 3 = 2 \times 3 \times 5$	
$3 \times 10 = 3 \times 2 \times 5$	

Explain your reasons for each decision.

- 4 Here are two statements.

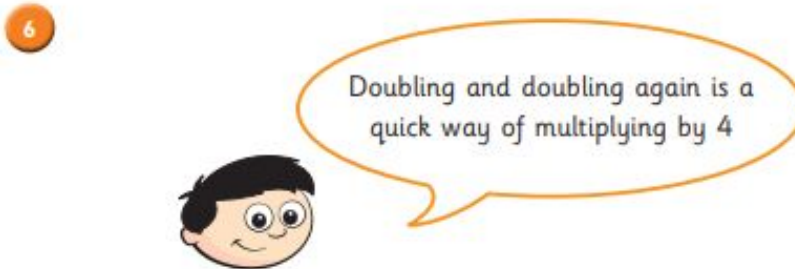
$$(a \times b) \times c = a \times (b \times c)$$

$$g \times m \times b = b \times m \times g$$

Explain why both of these statements are true.

Week 3: Review Week 1 & 2 and complete the following questions in your book:

- 5 Draw a bar model to illustrate $7d = e$
What other facts does your bar model show?



Use Dexter's method to complete the calculations.

- a) 21×4 b) 13×4 c) 29×4

How can Dexter's method be altered to quickly multiply by 8?

7 Aisha wants to use a quick method to divide numbers by 5

Which of the methods will work?

A $\div 10$ then $\times 2$

C $\times 2$ then $\div 10$

B $\div 10$ then $\div 2$

D $\div 2$ then $\times 10$

Use one of the correct methods to complete these calculations.

State which method you used (A, B, C or D).

$$120 \div 5$$

$$14 \div 5$$

$$4.8 \div 5$$

Which method do you prefer?

8 Which statements are in the same fact family as $13 \times 46 = 598$?

$$46 \div 3 = 598$$

$$46 \div 598 = 13$$

$$598 = 46 \times 13$$

$$13 \div 598 = 46$$

$$598 \div 46 = 13$$

$$598 \div 13 = 46$$

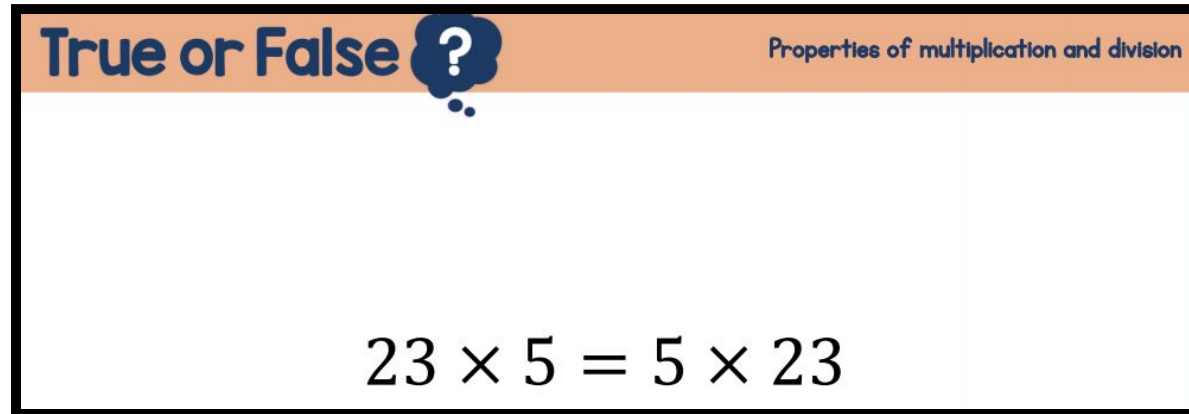
$$46 = 13 \div 598$$

$$598 = 13 \times 46$$

$$13 = 598 \div 46$$

Discuss your answers with a partner. Are they the same?

Answer the following True/False question- explain your thinking and reasons.



The image shows a rectangular card with a black border. At the top, there is an orange horizontal bar. On the left side of this bar, the text "True or False" is written in a blue, sans-serif font. To the right of this text is a blue speech bubble containing a white question mark. On the right side of the orange bar, the text "Properties of multiplication and division" is written in a smaller, blue, sans-serif font. Below the orange bar, the card has a white background. In the center of this white area, the mathematical equation $23 \times 5 = 5 \times 23$ is written in a large, black, sans-serif font.

Now create a set of your own True of False questions- make a set of cards/ a puzzle/ chatterbox etc

SCIENCE

Week 1 - Lesson 1 - Effects of exercise on the body

Imagine that you are a coach at a local sports club. You want to encourage more people to join your sports club, so you decide to produce a poster with information about your sport and club. Your poster will need to include information about the benefits of exercise on your body. You should add at least three benefits.

Week 1 - Lesson 2 - Performance drugs

Some athletes have been banned from the Olympic Games because they have used drugs called performance enhancing drugs (P.E.D's). These drugs usually improve the strength of an athlete, their heart rate and their breathing rate.

Explain how these drugs would give some athletes an unfair advantage and explain why athletes should be banned in competitive sport

Week 1 - Lesson 3 - Excretory systems

You should spend up to one hour per lesson. There are three lessons a week so you should spend a maximum of three hours on your Science work

The excretory system is a series of organs that help to remove waste products from the body, including the lungs, liver and kidneys.

Explain why it is important that we are able to remove waste products from our bodies

Week 2 - Lesson 1 - Speed

We can calculate the speed of an object by using the following formula:

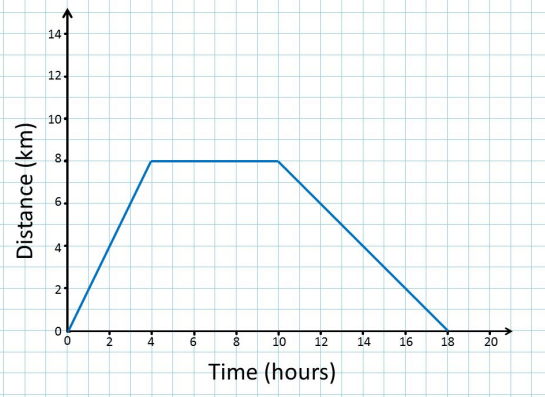
$$\text{Speed} = \text{distance}/\text{time}$$

Using this formula, calculate the speed of each of the following objects:

Athlete	Distance/Event	World record time	Speed (m/s)
Usain Bolt	100m	9.58s	
Usain Bolt	200m	19.19s	
Wayde Van Niekerk	400m	43.03s	
Florence Griffith-Joyner	100m	10.49s	
Florence Griffith-Joyner	200m	21.34s	
Marita Koch	400m	47.60s	
Cesar Cielo	50m freestyle	20.91s	
Cesar Cielo	100m freestyle	46.91s	
Sarah Sjostrom	50m freestyle	23.67s	

Week 2 - Lesson 2 - Distance-time graphs

A distance-time graph is shown in the diagram below:



A straight horizontal line means that the object is stationary. A line that moves away from 0 on the distance axis means it is moving away from you. A line that moves towards 0 on the distance axis means it is moving towards you.

Your task is to imagine a short journey, 10-20 minutes, and draw a distance-time graph for this journey and describe how your distance has changed over time.

Week 2 - Lesson 3 - Forces

Sir Isaac Newton is one of the scientists who is most famous for working on forces. Newton came up with the laws of gravity.

Your task is to imagine that you are on a journey into space to go to the Moon. You should describe what the journey is like and talk about the different forces that are acting on you from your launch to landing on the Moon.

Week 3 - Lesson 1 - Water resistance and drag

Objects that move through water experience a force called water resistance (also sometimes called drag). This is caused by friction between the object and the water. Boats are designed to reduce the amount of water resistance acting on them.

Your task is to design your own boat which could take part in Olympic sailing events. You should design it so that it reduces the amount of water resistance acting on it.

	<p>Week 3 - Lesson 2 - Floating and sinking</p> <p>Objects either float or sink because of how dense they are. Objects will displace (move) the water when they are placed into it, just think about what happens to the water level when you get into a bath. Your task is to explain why a large boat will not sink into the water.</p> <p>Week 3 - Lesson 3 - Air resistance</p> <p>Objects that move through air experience a force called air resistance. This is caused by friction between the object and the air. Airplanes are designed to reduce the amount of air resistance acting on them.</p> <p>Your task is to design three different paper airplanes and test them by seeing how far you can throw each one. You should repeat your experiment three times.</p> <p>When you have completed this you should produce a poster explaining your results</p>	
<p>GEOGRAPHY</p>	<p>Week 1 Lesson 1 and 2 What is happening to the Maldives?</p> <p style="text-align: center;">Do Now: Make a list of the human and natural causes for climate change</p> <p style="text-align: center;">Challenge: Can you come up with some of the impacts they might have on us and the planet? Classify the consequences as social, economic, or environmental</p> <p>Think back to what we were learning in the past few lessons.</p> <p>TASK:</p> <p>Describe the location of the Maldives.</p> <p><u>Remember to include:</u></p> <ul style="list-style-type: none"> • Place names – countries and continents • Compass directions • Bordering body of water 	



•

Copy these into your books

- Includes 1,192 islands (called atolls)
- Only 200 islands are inhabited
- Population is 393,883 (2019) people
- Capital City is Male
- 80% of the islands are below 1 metre of sea level
- Tourism & Fishery are the main industries
- Scientists predict the islands will be submerged in the next 50 years

TASK: Fill in the gap activity

The earth is _____ up and sea levels are _____. This has been happening for 10,000 years since the end of the _____.

Although people debate whether present-day ____ is natural or caused by _____, it is a fact that glaciers and ice sheets are still _____ into the seas and oceans causing the risk of _____.

Sea levels are rising _____ in the UK, where many lowland areas are located especially in the east and south of England.

Strong wind and storm events are increasing as the Earth warms up there is _____ energy in the atmosphere causing the change in _____.

Word bank:

RISING - CLIMATE - ICE AGE - GLOBAL WARMING - HUMANS - MELTING - FLOODING - MORE - FASTER - WARMING

Task: write each of the 4 categories as subheadings in your books.

- Economic
- Social
- Environmental
- Political

Task: Match the impacts below into the correct category

- Deaths
- Loss of tourism
- Ecosystems affected

- Loss of jobs
- Trees uprooted
- Policies to manage flooding
- Water polluted
- Homeless
- Increased erosion
- Flood defences
- Loss of agricultural land
- Crop production affected

Next lesson we will be looking in more detail about the impacts climate change is having on the Maldives. So for now, answer the following:

Plenary

-Which impacts so far do you see affecting people in the Maldives the most?

Why do you think this is important for us to know?

Week 1 Lesson 2

Task:

Create a key and choose a symbol for each of these categories on your sheet
Sort each of the statements into which kind of impact they are (Environmental, Social, Economic or political?)

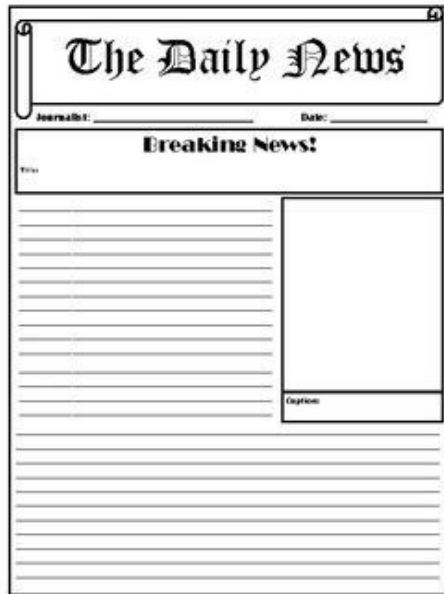
Some might have more than one symbol

Impacts of Coastal Flooding: The Maldives

Tourism is the largest industry in the Maldives. It relies on the wealth generated from the tourist industry. The country will be cut off from international tourists and this will massively reduce the country's income.	People will become climate refugees as they will be displaced from their homes due to sea level rise.
The fishing industry would be severely disrupted as 'fish' are the Maldives largest export. Coastal flooding may damage fish processing plants, reducing the fish exports and the country's income.	The Maldivian Government had to ask the Japanese Government to provide them with \$60million to build the 3m sea wall which protects the capital city of Male.
Houses will become damaged or completely destroyed and a severe flood could make an entire community or villages homeless.	The government is planning to buy land in countries like India and Australia in order to move Maldivians there before the islands become uninhabitable.
Less freshwater will be available for drinking due to pollution during the floods. Supplies for freshwater are already low on many of the islands.	The Maldives have pledged to become carbon neutral so it doesn't contribute to global warming, as it is increasing floods due to sea level rising. They are encouraging other governments to do the same.
Coastal flooding will wear away beaches on the islands at a rapid rate. This destroys habitats for different species.	The infrastructure of the Maldives would be severely affected due to coastal flooding, as the main airport may be destroyed or roads are damaged

TASK: You will create your own template for your newspaper!
It must include:

- Location of the maldives.
- 3 important facts of the Maldives
- The causes of sea level rise
- 3 economic, social, political, and environmental impacts on the Maldives
- A current even to the Maldives that is affecting them due to climate change
 - A sketch of where the maldives are located.



Floods in India =
=

Hail storms in Alaska =
Tornadoes in the USA =

Heatwaves in Spain

TASK: cover your map with labels showing:

- The **name** of the weather event
- A **symbol** of the weather event

e.g. Tornado =

Challenge: which **types** of extreme weather would you most like to experience, and **why**

Task: Think of a headline to go with each of the following pictures.....



Task: After you are done with classifying each of the following pictures I want you to think of a time that London experienced extreme weather. In 15 sentences try to recollect what happened.

It must contain the name of the extreme weather condition, what happened, when did it happen, what do you think caused it, and who did it affect and why?

Week 2 Lesson 2 - What can we do to solve the problems of climate change?



Copy down:

Key words:

Mitigation – actions to slow down the process of climate change by reducing carbon emissions, mainly takes place in the UK and wealthy countries.

Adaptation – actions to help people better manage the effects of climate change upon their lives, mainly takes place in Bangladesh and poor countries.

"There is a big change in weather in Bangladesh. People are suffering for it. They are losing their lives and properties. Although they are not responsible for it."



Who do you think is responsible for the changing weather and climate in Bangladesh?

"Last summer, I noticed a big increase in the temperature during July and August. It was much hotter than usual and I found it very difficult to do everyday things, despite spending several summers in Bangladesh and coping very well.

My aunt lives near the Padma River and there is more river erosion than ever, where people losing their homes as large chunks of land break away in to the river.

I think people in power, such as world leaders, need to act quickly to try and put strategies in place to deal with climate change. Many people who are well-off and live in developed countries do not notice the change as much, but this is a global issues so everyone should act." Ruba, Bangladesh.

***NOTE: The cards or statements are below.**

The cards contain a set of clues, some which are more useful than others.

1. Use the cards to solve the mystery – you must be able to explain your thinking behind your reason.
2. Write your ideas around the spider diagram

This spider diagram should take up one whole page



**Why did Runa's
stall close down?**

Shafraz is driven to school each day in his parents' car.

Runa's stall is on a main road leading into Cox's Bazar. The road is less than 0.5m above sea-level.

Cox's Bazar is a resort on the south-eastern coast of Bangladesh.

Cars produce carbon dioxide from the burning of petrol.

Last year's harvest was spoiled by heavy rain.

Shafraz's parents say the traffic in Bethnal Green makes it too dangerous for him to walk or cycle to school.

Global warming is believed to cause extreme weather.

Tourists come to Cox's Bazar for the sandy beaches.

Bangladesh is in South Asia. It is one of ten countries most at risk from sea levels rising.

Bad storms and rain have been damaging the road leading into Cox's Bazar.

Shafraz lives 2km from his school in Bethnal Green, East London.

Last week, Runa's stall was flooded for the second time.

Carbon dioxide is a greenhouse gas which adds to global warming.

The morning bus to Shafraz's school is often held up in heavy traffic.

East London's traffic is mostly made up of cars.

TASK: Sort your cards in to 2 groups:

1. Factors that take place in the UK
2. Factors that take place in Bangladesh

Some cards may not fit into either category – leave them out.

Now match the cards up with the solutions cards. Decide which solutions should take place in Bangladesh and which should take place in the UK.

Recent stormy weather has made it harder for cars and trucks to come into Cox's Bazar.

Sea levels have risen as a result of global warming.

Runa sells fruit and vegetables to travellers and truckers travelling in and out of Cox's Bazar.

The Mayor of London is responsible for developing plans and policies for improving transport and air quality in London.

Runa's stall has had to close down.

Week 3 lesson 1

Task: Following from last lesson, you have different solutions to climate change. It will be your task to classify them as a solution through mitigation or adaptation. Please refer to the key words from last lesson to assist you.

Local councils should build bus and cycle lanes so cars don't always have priority

The UK government should increase road and fuel tax to make travelling by car more expensive and encourage more people to use public transport

The UK government should provide subsidies (discounts) for families who buy an electric car

Children and families in local communities should protest about the amount of traffic in their city

The UK should take the lead in developing new and innovative ways to raise global funds for climate adaptation in countries like Bangladesh

Young people in the UK should join a campaign teaching people in the UK how to reduce their carbon emissions

The UK government should introduce a tax on the fuel used for shipping. Aeroplane fuel is taxed but shipping fuel isn't. This would raise money which could be used for climate adaptation.

Wealthy countries should implement a 'Robin Hood Tax' on financial transactions between banks. The Robin Hood Tax is a small charge which banks would have to pay when they buy and sell currency, stocks, shares and financial products. This would raise billions of dollars that could help pay for climate adaptation.

Bangladesh's government should use some of the adaptation funding it receives to improve roads so they don't flood

The UN's farming experts should use adaptation funding to help Bangladeshi farmers to grow rain tolerant fruits and vegetables

A charity like Oxfam should help people affected by climate change to find new jobs

A micro-finance bank supported by adaptation funding should lend people affected by climate change a small amount of money to start

a new business

The World Bank should lend Bangladesh's government money to build a sea wall protecting Cox's Bazaar from rising sea levels

Task: Which solutions have the greatest impact on people like Keya and Runa in the shorter term? Justify your answer. Think about:

- Who are the main contributors to climate change?
- Who is suffering the most as a result?
- Is this fair?
- Who should be minimising their carbon emissions?

Task: Write a postcard to Rt Honourable David Lammy. You should include:

the 2 solutions you think will have the biggest impact on the lives of people in poor countries.
Tell him what you would like done about climate change.
Ask him to insist this is discussed by the UK Government.

Week 3 lesson 2

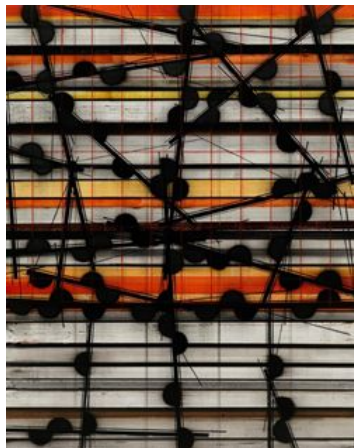
	<p>Create a quiz with 20 questions based on what we have studied so far. This means your quiz should include questions on Climate Change and its impacts and solutions. Your quiz should have some questions that are multiple choice as well as one or two extended response questions. Ask a family member to sit the quiz!</p>	
ART	<p><u>Title: Patterns & Prints</u></p> <p>Starter: Write in your book What are Patterns?</p> <p>List the different types of Prints you think you can make in Art? (<i>Example : Finger prints</i>)</p> <p>Task 1: First remind yourself how to draw a tonal ladder to help when you add tones. Draw this in your book.</p> <p>Task 2: After your tonal ladder using gradual blending try one of the mark making tonal ladders in your book too.</p> <p>Task 3 : Using either the images of close up natural items or objects in your home you need to work on <u>4 observational drawings</u>.</p> <p>For this task please use either:</p> <ul style="list-style-type: none">● Pencil● Pen	



Task 4: Under your 4 drawings write **WWW** (*What went well with this piece was...*) & **EBI** (*What would make this piece even better if....*)

Task 5: *Extension

Comparison of Mark Francis & Emily Barletta's work.



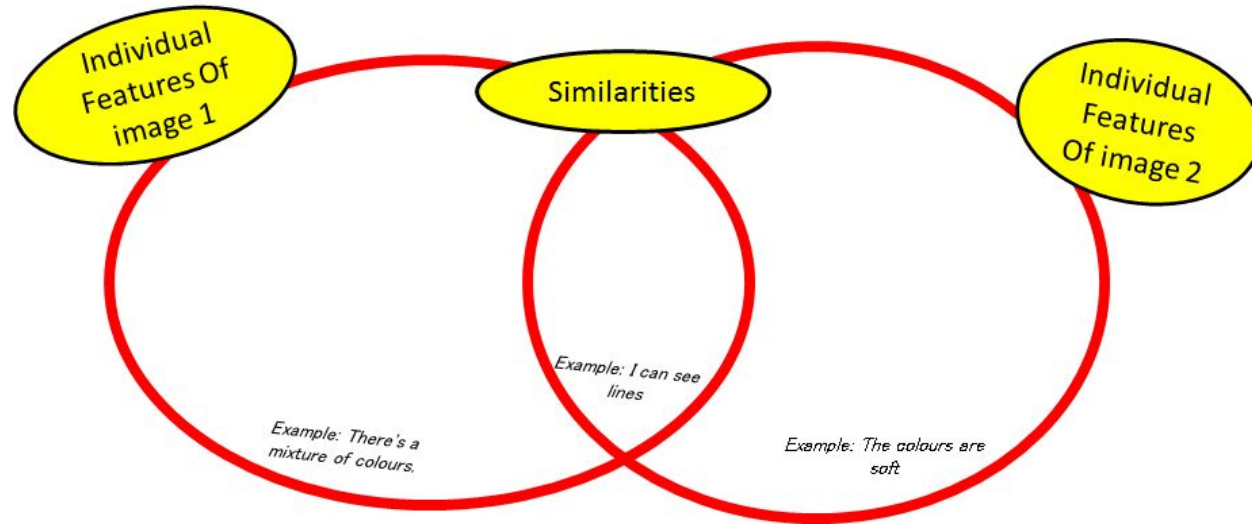
Mark Francis



Emily Barletta's

Draw the circle diagram below on half your A4 page.

Write & draw in the diagram the similarities and the individual differences in the right sections



MUSIC

Task 1) Research the life and career of Johann Pachelbel. Create an article about him adding images and facts about his music.

Copy this fact into your music book: A Basso Continuo is a low pitched part that is repeated over and over in Baroque music. Can you write your own basso continuo part in your book?

Task 2) Research and draw the following instruments: Harpsichord and Cello that are common in Baroque music.

30 minutes

30 minutes

30 minutes

	<p>Task 3) Create a wordsearch that includes the following key terms: baroque,concerto,cello,harpsichord,violin,composer,basso continuo,canon,Bach,Pachelbel,Vivaldi,Handel,orchestra, ground bass,ornaments.</p> <p>Task 4) Listen to Pachelbel's Canon</p> <p>https://www.youtube.com/watch?v=JvNQLJ1_HQ0</p> <p>Describe the music and the impact it has on you</p> <p>If you were an event manager where would you play this music? State your reasons.</p>	<p>30 minutes</p> <p>15 minutes</p>
<p>DRAMA</p>	<p>Putting on a show Lesson 4: Finding your actors.</p> <p>Hiring actors is a tricky business - some theatres hire famous people because they already have a lot of fans. This is appealing to a theatre because it almost guarantees them an audience. Some theatres focus on discovering new talent. The key is to find the best actor for each particular role.</p> <p>How will you know who is the most suitable for the role? The key is to hold auditions.</p> <p>Most theatres will advertise auditions on their websites, through agents, who often represent actors and recommend them for the role. It is important that the advertisement accurately describes what they are looking for in an actor.</p> <p>Take a look at the advertisement below, this contains an advert for matilda the musical.</p> <p>AUDITIONS</p>	<p>Each lesson should take you 1 hour. With some additional time for lesson 5 to learn the monologue.</p>



The RSC are continually on the lookout for boys and girls to play Matilda, Bruce and their classmates for its production of Matilda The Musical at the Cambridge Theatre, London. There is lots of singing involved, as well as acting and even more dancing!

WHEN ARE THE AUDITIONS FOR MATILDA AND HER CLASSMATES?

For audition information and an application form, please email Jessica Ronane, Children's Casting Director at matilda@jessicaronane.com

To be sure you hear of future auditions, register your details for an email update.

WHERE WILL THE AUDITIONS BE?

Auditions are held in London.

HOW OLD DO I HAVE TO BE TO AUDITION?

We will audition children for the role of *Matilda* who are aged 8 to 12 and under 4ft 3. Her classmates need to be aged 8 to 13 and under 4ft 10" tall with brilliant dancing and singing skills! Boys must have unbroken voices.

WHAT WILL I HAVE TO DO IN THE AUDITION?

You will be asked to bring a short poem or monologue to perform, to sing something and you will be taught a dance from the show.

WHAT IF I LIVE OUTSIDE LONDON?

We need to cast children for all the roles within travelling distance of the theatre so they can live at home and attend their own schools. You need to live within one hour of the theatre so we say within the M25. However, for the roles of Matilda and Bruce only, children can come from anywhere as the RSC can accommodate and teach them in London if necessary. All children must be available for the entire rehearsal and performance period. No holidays will be allowed during this period and parents must be able to bring their child to all rehearsals and performances.

WHAT IF I HAVE MORE QUESTIONS?

You will find that most questions are answered during the audition process but you can also email Jessica at matilda@jessicaronane.com

The RSC is a committed equal opportunities employer with responsible child safeguarding practices in place.

Task: Create your own audition advert for a show you would want to see, or a show you want to put on. Remember to include lots of details about the skills the actors need to have in order to be able to play a character within your show.

Remember all actors will wear costumes complete with hair and makeup, so it isn't essential that they look exactly like the character. However, you might need to stipulate some key physical features for example: if one of your characters is an 8 year old girl it wouldn't make any sense to audition a 6ft tall man would it?

Create a poster for your auditions for your show.

Putting on a show Lesson 5: Auditioning for the Job

An actor must prepare a monologue to perform during the audition. Often they are alone on the stage, performing in front of the director and a couple of other key people, like the casting director.

Task: There is a monologue below called 'Arrest Her'. Learn this monologue, practising your vocal and physical skills to bring the monologue to life. And then record yourself performing it. If you are unable to record yourself perform it to your family.

If you are able to record, please upload to google drive, this is secure and only your teacher can see it.

Your audition speech:

You need to arrest her, officer. I mean this Goldilocks person, she walked right into our house like it was hers. She ate the porridge that Mama Bear made for us. She was soooooo hungry. She could have just eaten one bowl but noooo she had to find the perfect one so she ate them all. And she didn't even bring the dishes to the sink! Then she went to take a nap in our beds she messed all three of them up. Sat in all the chairs and broke one, and didn't clean up. Who does this sort of thing?! I think she should have to pay a big fine. Actually, she probably doesn't care about what she did. Fining her isn't enough, I want her in jail so she can think about her behavior! Yes, ARREST GOLDILOCKS! ARREST HER!

THINK - Vocal Skills

What **tone of voice** will you use? (happy, sad, angry, moaning?)

How **fast or slow** will you speak? Will the **tempo** of your voice change during the speech? Where?

Which words will you **emphasise**? What effect are you trying to create with your emphasis?

What **accent** will you use? Try a variety of different accents - which one sounds best?

Think - Physical Skills

Stance and Movement: A good monologue should include movement - this includes walking or moving around the performance space.

Gestures: What gestures will you use to show your emotions/feelings?

Facial expressions: This is key for communicating your feelings.

Energy: What energy level do you need to use in this monologue?

Lesson 6: Choose your line up.

Create a poster advertising your show. It should include all of the people you have hired to be in your show. You can include:

- Famous actors/celebrities
- You or your classmates (with their permission)

Your poster must advertise the show and the theatre it will be performed at. You should include the dates of the performance too. Take a look at this example to help you:



PRS

Week 1

Lesson title: A Balanced Diet

Task 1

Look at the meals below. What food item would you add to the meals to make them part of a balanced diet? Write the item and the food group it belongs to.

- Grilled pork chop
- Bacon
- Boiled rice

- _____

- Toast
- Fried Egg
- Ham

- _____

- Tomato
- Bread
- Lettuce
- _____

- Cheese and tomato pizza
- French fries
- _____

- Carrot
- Boiled potato
- Cabbage
- _____

- Chicken drumsticks
- Green beans
- Mashed potato
- _____

Task 2 – Create a 7-day healthy diet plan. Each day must have guidance on what you should eat for breakfast, lunch, dinner, snacks and an exercise

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Lunch							

Dinner							
Snacks							
Exercise							

Week 2

Lesson title: How much sugar should I eat?

Do Now:

1. Order the 500 ml drinks in according to which you think has the most amount of sugar, and which has the least (1=most, 6=least)
2. Guess the amount of sugar in each 500 ml bottle using grams. 1 teaspoon of sugar = 4 grams

Which has the most sugar per 500ml bottle? How many grams in each bottle?



Stretch: What are some of the dangers of eating too much sugar?

Challenge: How much free sugars should you be eating each day?

Free sugars = sugars added to food or drinks, and sugars found naturally in honey, syrups, and unsweetened fruit and vegetable juices, smoothies and purées – should not make up more than 5% of the energy (calories) you get from food and drink each day.

Task 1: Do you think these items have a higher or lower amount of sugar than a 500 ml bottle of coke?



- **A blueberry muffin?**
- **2 individual bags of Haribo?**
- **3 original glazed donuts?**

Extension:

Why do you think looking at how much sugar we eat is important?
Give a detailed explanation, include an example in your answer.

Task 3: Read the information below and answer the following questions

Eating too much sugar can contribute to people having too many calories, which can lead to weight gain.

Being overweight increases your risk of health problems such as heart disease, some cancers and type 2 diabetes.

For a healthy, balanced diet, we should get most of our calories from other kinds of foods, such as starchy foods (wholegrain where possible) and fruits and vegetables, and only eat foods high in free sugars occasionally or not at all

1. Complete this sentence - Eating too much sugar contributes to.....
2. Name two health problems that can develop if you eat too much sugar
3. For a healthy diet what can you eat instead of sugary foods?

Task 4: How sugar affects our bodies? Complete the table using the information on image below.

Body part/organ.	Affects
Brain	
Heart	
Liver	
Joints	



BRAIN

You can thank your brain for that 3 p.m. chocolate craving. That's because sugar stimulates dopamine, a feel-good chemical that triggers sugar cravings and can affect your mood.



LIVER

Excess sugar takes a toll on the liver, too. The quick sugar load causes a fast rise in blood sugar that can overwhelm the liver and lead to fatty liver and cirrhosis over time.



HEART

Turns out a diet that's high in sugar can be bad for the heart. Too much sugar in the bloodstream and high insulin levels increase the risk of heart disease over time.



JOINTS

Got joint pain? Eating too much sugar can lead to inflammation, which can worsen joint pain and eventually lead to arthritis.

Plenary:

Fill in the blanks. Copy the paragraph into your books.

In the lesson today we have looked at the amount of _____ in some foods and how sugar affects the _____. Sugar can cause different health conditions, for example, _____ and _____. Therefore, it is important to make sure we are reading _____ to understand how much sugar we are consuming each day. The content of sugar in _____ is especially high, therefore we need to be careful of how much sugary drinks we are drinking. The amount of sugar we should be consuming each day is _____. However, studies have shown that average intake of sugar is _____ which can have negative affects on our _____.

labels	30g	95g	drinks	body
sugar	obesity		diabetes	health

Week 3

Lesson title: Becoming an expert healthy eating expert

Task - sharing your expert knowledge on healthy diets:


Using the information that you have learnt from the last two lessons create a leaflet informing primary school students of why we should eat healthy and reduce sugar in our diets.

Make sure to draw pictures/images and use colour to make your leaflet eye catching!

Success criteria (what you need to include):

- Explain what is healthy eating?
- Explain why healthy eating is important?
- What does a good diet look like?
- Explain why eating too much sugar is bad for us? What does sugar do to our bodies?
- Give examples of sugary foods and how much sugar they contain.
- Sugar swap ideas – Use the images below to help come up with some ideas



	<p style="text-align: center;">Yoghurt swaps</p>  <div style="display: flex; justify-content: space-around;"> <div data-bbox="521 547 779 651"> <p>Swap from:</p> <ul style="list-style-type: none"> - split pot yoghurts - higher-sugar yoghurts </div> <div data-bbox="969 547 1305 683"> <p>Swap to:</p> <ul style="list-style-type: none"> + lower-sugar fromage frais pots + lower-sugar yoghurts + plain natural yoghurt </div> </div>	
<p>PE</p>	<p><u>Personal training diary</u> Students should keep a training diary of the physical activity that they complete during the lockdown period .</p> <p>le Monday 18th January the exercise i carried out the following exercises today : Then describe to your teacher what activity. How long were you active for . If you walked, ran or cycled what was the distance .</p> <p>If you did a circuit training programme tell your teacher how many repetitions of each exercise you completed .</p> <p>You should also describe how you felt at the end of the exercise , how intense it was, were you out of breath. Was the session too easy or too hard ?</p> <p>If you did not do any physical activity, state in the diary the reasons why.</p> <p>At the end of the three weeks you should review your progress . Tell your teacher what gains and improvements you made.</p> <p>If you are struggling for ways to be physically active why not try the following</p>	<p>The task of recording your physical activity should take no longer than 5-10 minutes</p> <p>The amount of time that you spend physically active should be a minimum of 2 x 1 hour session per week</p>

	<p>Choose 4 exercises from the list below and spend 30 seconds working and 10 seconds resting between each activity . Complete each exercise 4 times . This training is known as High intensity interval training and will take no more than 20 minutes</p> <p>Press ups / sit ups / squats / lunges / plank / side plank /running on the spot / tricep dips / tuck jumps / burpees / mountain climbers / start jumps / diamond press ups/ calf raises.</p> <p>There are many ways that you can make the session easier or harder . By increasing or decreasing the rest period .you can Increase or decrease the working period . You could increase the number of exercises or the amount of times you complete each exercise.</p> <p>Good luck and we look forward to receiving your diaries</p>	<p>The PE department would recommend that you try and do 30 minutes of exercise everyday</p>
<p>FOOD</p>	<p>In your food book (Dont forget margin, title and date)</p> <p>Write down !</p> <p>Word Bank. (add a few of your own)</p> <p>Sweet , spicy, salty, savoury,, bitter, sour, juicy, colourful, fresh. Herby, cheesy, creamy, tender, crispy .</p> <p><u>Task 1</u></p> <p>What is your favourite dish or dishes</p> <p>Explain how it tastes? (using the word bank)</p> <p>How does it look and smell?</p> <p>What are the main ingredients? Does it contain vegetables?(part of your 5 a day)</p> <p>What is it you like about this dish?</p>	<p>Food word bank</p> <p>These are descriptive words describing how food taste or feels in your mouth and how it looks</p> <p>Nasty , horrible etc is NOT acceptable</p>

	<p>How could you make your favourite dish better? Is this dish homemade or shop brought if so is it a ready meal or a takeaway ?</p> <p>Task 2 <u>Create a Dish</u></p> <p>Using the ingredients below create a dish this can be a main meal or snack</p> <p>Pasta . tin tomatoes . mushrooms and onions (you can add to these ingredients)</p> <p>Give the dish a title</p> <p>Ingredients used and the method</p> <p>Task 3 <u>Design a Poster</u> <u>5 a day</u></p> <p>Design a poster to encourage teenagers the importance of eating fruit and vegetables . try and be as informative as possible in words or drawings must be colourful to attract attention</p>	
<p>DT</p>	<p>Task 1 - Re-branding Woodside High School - Logo design</p> <p>You should imagine that Woodside High School has decided that it is time for a re-brand. A re-brand is what we call when someone wants to change their logo and everything visual about their brand or company.</p> <p>For task 1, you should create a series of three new logos for the school. These can be twists on the original logo we currently use, or something new entirely. The logo must contain either the words “Woodside High School” or the acronym “WHS”. Remember, this can look however you want it to! You should also think about what colours you would like to use.</p> <p>Task 2 - Re-branding Woodside High School - Uniform design</p>	<p>You should spend approximately one hour on each task</p>

	<p>Alongside the new logo, the school would also like you to create a new uniform for all students to wear! You can choose what items of clothing should be worn (it should be suitable for both hot and cold weather however) and must look smart. Think about - does there need to be a blazer? Could there be a Woodside hat for example?</p> <p>You can use either a stencil from the internet to draw on top of, or draw free hand. This uniform should work alongside the new logo, considering the colours and overall aesthetic.</p> <p>Task 3 - Re-branding Woodside High School - School layout</p> <p>Now thinking about architecture and land, you should start to create a layout for the new school grounds, thinking about what new buildings we could have. Perhaps we could have a school pool? Maybe a cinema room as a reward for students with the most praise points?</p> <p>There must be classrooms and offices for staff to work, but everything else you think would be good for the school should also be added. Don't forget playgrounds, toilets and an entrance/exit!</p> <p>Once completed, please send your work (if possible) to Mr Price at joshua.price@woodsidehighschool.co.uk or bring with you upon your return to school.</p>	
<p>COMPUTER SCIENCE</p>	<p>Week 1</p> <p>Google holds a lot of information about us, if for example, you use Google Chrome or have a Gmail address, Google typically holds:</p> <ul style="list-style-type: none"> Your name, birthday, all your contact names and addresses, your calendar, what mobile devices you use, all your emails, the web addresses you have typed, the sites you have searched or bookmarked and the images you have looked at... <p>Create a 1 page report where you answer the questions below:</p> <ul style="list-style-type: none"> - Why do you think Google holds all of this data? - Do you think Google should be allowed to hold this much data about us? - What data do you think each of the following organisations hold about you? 	

- Your school?
- Your doctor?
- Your email provider?

Week 2

- If criminals can access your personal data, they can use it to steal your identity
- They could apply for a job, a bank account or a loan, pretending to be you!
- Using legal and freely available data harvesting tools, information can be gathered about individuals:
- A name, a social media profile and an email address can easily be collected
- *When you upload a photo to some sites, the GPS coordinates may be included as a “GeoTag” by default*
- *Combine that with a message “Here’s me at home having a birthday supper” and what data can be collected?*

So how can we protect ourselves?

- Don’t post photos taken at home – and if you do, make sure location sharing is OFF
- Don’t include personal data such as date of birth, address, phone number in your social media profiles
- Be aware of your privacy settings
- Don’t add people to your network of “friends” unless you actually know and trust them
- Make sure your newsfeed is only viewable by select people, and never make it open to the public

On on to the report that you started above by answering the questions below:

- What do we mean by the term “data harvesting tools”?
- What is location sharing?
- Can you think of any other rules to stay safe online?
- What else could criminals do if they have your name, address, birthdate and other personal information?

Week 3

Complete the report you started above by explaining each of the following terms:

- Anti-virus software
- Firewalls
- Identity Theft
- Data Protection Act
- Password authentication
- Privacy settings

Once complete you can email me: sagab.anwar@woodsidehighschool.co.uk or you can submit in person on your return to school.