

Year 9

| <u>Subject:</u> | <u>Task:</u> |
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| <p><u>ART</u></p> <p><u>Aim:</u> To develop drawings from observation skills.</p> | <p>Pupils are to produce a collection of observational drawings of everyday objects from around the home. You can draw with pencils, pens, coloured pencils or any other appropriate drawing media. Try to include as much detail as you can and consider mark making techniques, lettering, textures, scale and proportion.</p> <p>An extension activity would be to take your own photographs of the objects you are drawing and research online tutorials on drawing techniques to develop your own drawing skills.</p> |
| <p><u>SPANISH</u></p> <p><u>Aim:</u> To revise the grammar and content studied this year.</p> | <p>Use your Claro 2 homework book and read the grey help boxes on the page before completing the exercises on pages 6,7,8,9,12,24,</p> |
| <p><u>Aim:</u> To discover more about Spanish culture and technology in preparation for the upcoming topic of music/cinema and TV</p> | <p>Watch a Spanish TV show/listen to the latest charts in Spanish.</p> <p>If you have access to Netflix: Our Planet: One planet can be changed to Spanish with English subtitles or, Pocoyo is a Spanish children's TV show with English subtitles. Tad: The lost explorer and the secret of king Midas is an animated film which you can change the language to Spanish with English subtitles using the symbol on the bottom right hand of the screen.</p> <p>Research the types of shows on TV in Spain: https://www.rtve.es/television/ What do you notice about the charts: https://top40-charts.com/chart.php?cid=21&date=</p> |
| <p><u>Aim:</u> Culture: La Semana Santa and others</p> | <p>Last year you researched Semana Santa. Refresh your memory by watching the clips. https://www.youtube.com/watch?v=NPEsUXDIOBc to find out about why things are done. https://www.youtube.com/watch?v=GdTI5u6iSio to view examples.</p> <p>There are many other festivals in Spain, La Tomatina/Las Fallas/San fermin/La Carnaval for example. Pick one to research and create a poster on the computer or handwritten with colour and images, explaining in English what the festival is and how it is celebrated. What happens, who is it for, what do people think of it?</p> |

SPANISH Extra:

Spanish games: select which topic you'd like to work with

<http://www.zimflex.co.uk/Spanish/Games/Spanishkeystage3gameshome.html>

MATHS

Aim: To improve and revise work completed in the first half of the year in preparation for their end of year assessments.

All pupils will have log-in details for My Math's (<https://www.mymaths.co.uk/>)

The school username is: moorpark

The school password is: average

Each pupil then needs to log in to the portal using their own username and password.

The work will be set by each class teacher and can be found in the homework area.

This will consist of a lesson and a homework sheet.

The result of the homework sheet is recorded and can be seen by the class teacher.

All pupils have been given a textbook – they may have this at home. They can also complete exercises from this for the topics listed on My Math's. The answers are in the back of the book so the work can be marked.

SCIENCE:

Aim: Research and create a presentation on a case study.

Each week choose one of the following case studies. Research the topic you have chosen and create a presentation. This should take 4 hours.

Case studies:

1. Are GM foods good?
2. Should we send astronauts into space?
3. Do mobile phones harm children?

What to include in your presentation:

- Introduction on the topic.
- Explanation of the science behind each topic i.e. radiation, lung cancer, how vaccines work
- Quotes from scientists, newspapers, books and websites etc on the topic (keep a record of where you got it from)
- A conclusion

You are allowed to insert informative pictures, tables and graphs.

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| <p><u>GEOGRAPHY:</u></p> <p><u>Aim:</u> To analyse the challenges faced by those living in slums</p> | <p>Watching 'slumming it's by Kevin McCloud on YouTube. https://www.youtube.com/watch?v=lm0tHRs9Bng Make notes on episode one Answer the question: What are the challenges for people living in slum areas? Are there any opportunities for residents living in slums?</p> |
| <p><u>HISTORY:</u></p> <p><u>Aim:</u> To evaluate the significance of individuals, groups and governments in bringing about change</p> | <p>Read p164-179 of your 'Exploring History textbook. Complete each 'Your turn!' box as you reach it.</p> <p>Watch the documentary on the link (https://www.bbc.co.uk/teach/class-clips-video/history-ks3-nelson-mandela-south-africa-first-black-president/zd2nmfr) about how Nelson Mandela brought about change in South Africa (There are several more episodes on the website on historical icons. The episode on Martin Luther King links to the theme we are studying).</p> |
| <p><u>ENGLISH:</u></p> <p><u>Aim:</u> To build/ revise contextual knowledge of the voice of women in literature. (Term 2)</p> | <p>To watch: https://www.bbc.co.uk/iplayer/episode/m000b8mf/novels-that-shaped-our-world-series-1-1-a-womans-place (Novels that Shaped the World - a Woman's Place)</p> <p>To watch: https://www.bbc.co.uk/teach/class-clips-video/english-literature-ks3-gcse-women-in-shakespeare/zrb9pg8 (Women in Shakespeare)</p> <p>To read: https://www.hohschools.org/cms/lib/NY01913703/Centricity/Domain/817/English%2012%20Summer%20Reading%20-%202018.pdf ('The Danger of a Single Story' - Chimanda Ngozie Adiche)</p> <p>To write a speech which argues for an equal society.</p> <p>Continue to read your accelerated reader.</p> |
| <p><u>DRAMA:</u></p> <p><u>Aim:</u> To consolidate their learning and understanding of characterization, plot and acting skills.</p> | <p>Pupils are to watch https://www.bbc.co.uk/iplayer/episode/b09xjby9/cbeebies-presents-cbeebies-the-tempest</p> <p>Pupils are to write a synopsis for the story and a review of the performance.</p> |

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| <p><u>MUSIC:</u></p> <p><u>Aim:</u> To develop a greater understanding of film music</p> | <p>Watch the following videos on BBC iPlayer https://www.bbc.co.uk/music/artists/53b106e7-0cc6-42cc-ac95-ed8d30a3a98e#clips https://www.bbc.co.uk/programmes/p07nkz5k https://www.bbc.co.uk/music/artists/e6de1f3b-6484-491c-88dd-6d619f142abc a</p> <p>Complete individual research on the following film composers</p> <p>1) John Williams 2) Hans Zimmer</p> |
| <p><u>COMPUTING:</u></p> <p><u>Aim:</u> To develop skills in Python programming</p> | <p>Create an account on https://www.codecademy.com/</p> <p>Work through the tasks using the software's Python IDE.</p> <p>You need to try and complete the first 10 levels.</p> |
| <p><u>PE:</u></p> <p><u>Aim:</u> All pupils are to keep active during the closure.</p> | <p>Here are a range of Joe Wicks Hiit Workouts ranging from 10-20 minutes.</p> <p>https://www.youtube.com/watch?v=fHfTCd2g-rg</p> <p>https://www.youtube.com/watch?v=xvn3HISxYdM</p> <p>https://www.youtube.com/watch?v=okxbGxbj03s</p> <p>https://www.youtube.com/watch?v=8VoV5w4Ea3A</p> <p>Here's how to cool down after a Hiit session:</p> <p>https://www.youtube.com/watch?v=RDsdplsAqK8</p> |
| <p><u>R.E:</u></p> <p><u>Aim:</u> Understand the problem of evil and the Trinity</p> | <p>Read page 40 from your textbook AQA Religious Studies and complete the 'fix it' activity from page 40.</p> <p>Write three paraphrased paragraphs from page 40.</p> <p>Read page 41 from your textbook AQA Religious Studies and complete 'now test yourself' questions from page 41.</p> <p>Design a mind map of the Trinity and how this influences Christians.</p> <p>Watch this clip – https://www.bbc.co.uk/bitesize/clips/zf2b9j6 about the history of evil in Christianity.</p> |

Some pupils may wish to complete additional study or simply have a look at a KS4 online learning platform we subscribe to. This will be officially launched with year 9 in the summer term. Year 9 pupils can access this by following the steps below:

- 1) Go to www.gcsepod.com and click **“Login”** in the top right-hand corner
- 2) Click **“New here? Get started.”**
- 3) Select **“Student”**
- 4) Enter your child’s **name, date of birth** and **the school name.**
- 5) Create a **username, password**, and a **password hint** to help them remember the password.