15 May 2020

Dear Parent/Carer

**Year 8 School Work**

An overview of the work which has been set for the second part of this half term is below for your information, the next ‘batch’ of work will be set on 1st June. Please note that the **deadlines are flexible** and that we are using the week commencing 18th May as a ‘catch up’ week for students:

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| **Subject** | **Task** | **Deadline** |
| Art | *The Art projects which were set when we closed should take 8 weeks in total to complete*  **Marine life booklet** – a range of tasks including artist research, drawing, facts about fish, pattern and modelling.  **Art Experimentation booklet** – a range of mark making activities exploring different materials, key vocab, themes and artists.  **Independent Learning project** – tasks include research a famous movement in Art, an artist copy and a 30 day drawing challenge. | 26th May |
| Computing | **The Vault**  Tasks 4, 5 and 6 | 15th May |
| D&T | *The D&T booklet should take 5 weeks to complete*  Home study booklet- Various D&T Related interleaving, retrieval and new knowledge tasks based around materials, tools, equipment and processes, Product analysis and product development  Optional Extension activity- PIXL Knowledge CAD CAM IT worksheet with various questions | 22nd May |
| English | **Myths**  Task 5: Write a letter to the editor of the mythology encyclopaedia *Mytholopaedia* discussing whether or not you think ‘Thugine and the Wandering Boys’ should count as a myth  Task 6: Write your own Myth  Task 7: Choose a popular Myth and create a presentation (with an accompanying speech) to explore the myth and its meanings. | 15th May |
| Geography (Sets 1-4) | *Weeks 3 and 4 of a 4 week project*  **Fluvial processes & features**  Key words  Mind map / revision clock  Revision guide  Seneca tasks | 15th May |
| History (Sets 1-4) | **Weapons of World War 1**  Research key individuals  Key word glossary of WW1  Battle of the Somme  Remembrance | 15th May |
| Literacy (Set 5) | * Reading book (they took 2 home) and AR quizzes * 'Literacy Support' booklet (given three difficulty levels)- Recap of grammar points * Spelling patterns- activity booklets x5 * 'Reading and Reasoning' booklet- short reading comprehensions * 'Living Maths' booklet- literacy and maths in context- 2 levels of difficulty * IDL Online Literacy programme * Touch Typing- BBC Dance Mat * Handwriting practice for some (paper provided) | Daily practise – no set number of pages students can chose |
| Literacy – Humanities (Set 5) | **English Civil War**  Part 3  -Using the reading sheet from last week, complete the worksheet, 'What's wrong with Charles I?'. There is a picture sheet to help you.  -Complete the 'statement sorting activity' which divides facts into 'Monarchist' and 'Parliamentarian'  -After 11 years of ruling on his own, he asked parliament to come back as he had no money, and then had 5 MPs arrested- write a script/make a video as if you were outside parliament reporting on the events. Present tense, first person (see template)  -Optional extras: Make your own Roundhead or Cavalier helmet  -Learn to read these keywords:  Taxes  Protestants  Catholics  Parliamentarians  Monarchists  Part 4  -Watch the Horrible Histories Charles I 'Fight' dance to make sure you understand which 'side' was which  -Read Life Under Oliver Cromwell- highlight the things he did that you think were wrong  -Look at the source 'A World Turned Upside down'- list all of the objects the illustrator included to make his point that a country without a king was very strange.  -Write a newspaper article (use the template) to describe how different it was to have no king and to be ruled over by parliament  and Oliver Cromwell  -Read 'The End of Cromwell' to find out what happened to him. You don't need to write anything down.  -Optional extras: colouring sheets of Roundheads and Cavaliers. Watch the summary on BBC Bitesize <https://www.bbc.co.uk/bitesize/guides/zky82hv/video>  -Look at the PowerPoint about Oliver Cromwell banning Christmas.  -Learn to read these keywords:  Roundheads  Cavaliers | Part 3 8th May  Part 4 15th May |
| Maths | Weekly MyMaths tasks for key knowledge  End of Unit assessments once a full topic has been completed | Weekly deadlines |
| Music | *This project will take several weeks to complete*  **Elements of Music and Instruments of the Orchestra**  - Produce your own knowledge organiser or revision poster on the elements (pitch, tempo, dynamics, duration, texture, tonality)  - Produce your own knowledge organiser or revision poster on the instruments (break into families -strings, brass, woodwind, percussion).  - Create a booklet with the information of the elements and another about the instruments to make it suitable for a child at primary school (around Year 4)  - Create a variety worksheets and quizzes (with answers) on both the elements of music and the instruments | 2 tasks fully complete by 22nd May |
| PE | *This piece of work should take 4 weeks to complete*  Functions of the Skeletal System ILT | 15th May |
| RS (Sets 1-4) | *This project should take 5 weeks to complete*  **Marriage**   * Booklet is divided into 9 sections. * The weekly quiz is set on Teams. | 2 sections of the booklet and 1 quiz per week, final deadline 20th May |
| Science | **Breathing and Respiration**  Forms quizzes and longer answer question | 15th May |
| Spanish | All sets  Selection of tasks including comprehension, grammar, translation and vocabulary learning. | 15th May |

If your child has a subject specific query then please contact the teacher concerned via their school email address.

Additional resources which may be of use to parents/carers for home education can be found at:

Bitesize <https://www.bbc.co.uk/bitesize>

Government funded Oak Academy resources <https://www.thenational.academy/online-classroom>

A national helpline to support parents/carers called ‘StarLine’ is also available <https://www.starline.org.uk/> or call 0330 313 9162

**Please be reassured we have no expectation that you will be ‘teaching’ your children. As you have been doing throughout the closure so far, please just continue to support them however you are able to and do whatever is best for your child.**