**Learning Plan Year 8**

**Week Commencing : 1st Feb**

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| Subject | Activity | Links | Live Lesson Links | QA |
| English | Lesson 1 - FEEDBACK LESSON  **Topic: Diary entry**   * Click the link below and scroll to the Y8 work. Complete lesson 10: <https://appletonrevision.weebly.com/ks3-english.html> * Complete your work on a word document or by hand, then email your work to Mr Law ([Matthew.Law@appletonacademy.co.uk](mailto:Matthew.Law@appletonacademy.co.uk)) * If you need any help with your work, email Mr Law and he will get back to you. * Complete 10 minutes of set work on Seneca. | <https://senecalearning.com/en-GB/> | Pre-recorded feedback lesson can be found following the link below:  <https://web.microsoftstream.com/video/fe25452f-08fa-4aba-97bc-08867b7513d4> |  |
| Lesson 2  **Topic: Victorian crime**   * Click the link below and scroll to the Y8 work. Complete lesson 11: <https://appletonrevision.weebly.com/ks3-english.html> * Complete your work on a word document or by hand, then email your work to Mr Law ([Matthew.Law@appletonacademy.co.uk](mailto:Matthew.Law@appletonacademy.co.uk)) * If you need any help with your work, email Mr Law and he will get back to you. * Complete 10 minutes of set work on Seneca. | <https://senecalearning.com/en-GB/> |  |  |
| Lesson 3  **Topic: Victorian attitudes**   * Click the link below and scroll to the Y8 work. Complete lesson 12: <https://appletonrevision.weebly.com/ks3-english.html> * Complete your work on a word document or by hand, then email your work to Mr Law ([Matthew.Law@appletonacademy.co.uk](mailto:Matthew.Law@appletonacademy.co.uk)) * If you need any help with your work, email Mr Law and he will get back to you. * Complete 10 minutes of set work on Seneca. | <https://senecalearning.com/en-GB/> |  |  |

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| Maths | Lesson 1  All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email  [mathematics@appletonacademy.co.uk](mailto:mathematics@appletonacademy.co.uk)  Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.  Support can be found on this video: [Click for support video](https://www.loom.com/share/756fc5eaeaf9488489c6bc25ef7a6d8a) | |  |  | | --- | --- | | Set 1 | Topic: Introduction to Probability  Video link: [Video 1](https://www.loom.com/share/f77e87e3625141adaadc3b8a0c2f7dd5)  Worksheet: [Worksheet 1](https://corbettmaths.com/wp-content/uploads/2020/02/Probability-2.pdf) | | Set 2 | Topic: Expanding two brackets  Video link: [Video 1](https://www.loom.com/share/d62286ebe4d845c88cd6dc749c9a1190)  Worksheet: [Worksheet 1](https://corbettmaths.com/wp-content/uploads/2013/02/expanding-brackets-pdf1.pdf) | | Set 3 | Topic: Dividing by 10, 100 and 1000  Video link: [Video 1](https://www.loom.com/share/b5c08447c81b4c5b8c8d7c8a7f70d2d4?sharedAppSource=personal_library)  Worksheet: [Worksheet Link](https://exceedacademiesbfd-my.sharepoint.com/:b:/g/personal/george_taylor_appletonacademy_co_uk/EVLmORBeAgRClaBknsPim-EB_oL_sRn2DNKt2hBjjsbiEQ?e=7ym5s3) | | Live feedback is provided to all pupils when work is submitted via email or MS teams.  Additional support will be provided for those who need it. |  |
| Lesson 2  All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email  [mathematics@appletonacademy.co.uk](mailto:mathematics@appletonacademy.co.uk)  Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.  Support can be found on this video: [Click for support video](https://www.loom.com/share/756fc5eaeaf9488489c6bc25ef7a6d8a) | |  |  | | --- | --- | | Set 1 | Topic: Listing Outcomes  Video link: [Video 2](https://www.loom.com/share/9539341f1486462e9432d0261328e579)  Worksheet: [Worksheet 2](https://exceedacademiesbfd-my.sharepoint.com/:b:/g/personal/diane_whitehead_appletonacademy_co_uk/ERR_v7DOMQJHmnOK7j5nAl4B25oGbZcdr7QzULNYbNYIsQ?e=xtvuNC) | | Set 2 | Topic: Probability of events  Video link: [Video 2](https://www.loom.com/share/54008642e60a4bb2b934196dd902779d)  Worksheet: [Worksheet 2](https://corbettmaths.com/wp-content/uploads/2020/02/Probability-2.pdf) | | Set 3 | Topic: Division Sequences  Video Link: [Video 2](https://www.loom.com/share/570375b8cf7a4720b04b672e63a2c4f2?sharedAppSource=personal_library)  Worksheet: [Worksheet Link](https://exceedacademiesbfd-my.sharepoint.com/:b:/g/personal/george_taylor_appletonacademy_co_uk/EfYHvou9DwhNn5o3FRM1SUwBpRxCwU_EkcBGZdMpDgEOXw?e=aXIvha) | | Live feedback is provided to all pupils when work is submitted via email or MS teams.  Additional support will be provided for those who need it. |  |
| Lesson 3  All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email  [mathematics@appletonacademy.co.uk](mailto:mathematics@appletonacademy.co.uk)  Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.  Support can be found on this video: [Click for support video](https://www.loom.com/share/756fc5eaeaf9488489c6bc25ef7a6d8a) | |  |  | | --- | --- | | Set 1 | Topic: Relative Frequency  Video link: [Video 3](https://www.loom.com/share/387cc093672845c2b979d700577416ed)  Worksheet: [Worksheet 3](https://corbettmaths.com/wp-content/uploads/2018/12/Relative-Frequency-pdf.pdf) | | Set 2 | Topic: Listing outcomes  Video link: [Video 3](https://www.loom.com/share/c5783e1e26d64450a3fdba00350f2efd)  Worksheet: [Worksheet 3](https://corbettmaths.com/wp-content/uploads/2013/02/listing-outcomes-pdf1.pdf) | | Set 3 | Topic: Factors & Highest Common Factor  Video Link: [Video 3](https://www.loom.com/share/aa2013c767254a559f0289dd3acf6686?sharedAppSource=personal_library)  Worksheet: [Worksheet Link](https://exceedacademiesbfd-my.sharepoint.com/:b:/g/personal/george_taylor_appletonacademy_co_uk/EfYHvou9DwhNn5o3FRM1SUwBpRxCwU_EkcBGZdMpDgEOXw?e=aXIvha) | | Live feedback is provided to all pupils when work is submitted via email or MS teams.  Additional support will be provided for those who need it. |  |

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| Science | Lesson 1  Lesson Topic: Drag     * Watch video lesson 10 and complete the tasks included. * Complete the other activities for this lesson. Complete the Educake questions. * Upload your work to Teams.   All tasks and resources accessible via TEAMS. | <https://web.microsoftstream.com/video/d0de1bfb-0d41-416a-aaf5-406768cd9110>  <https://www.educake.co.uk/assessment/9226891>    <https://teams.microsoft.com/l/channel/19%3a0a70189a0cfe41159dd6f47c74756239%40thread.tacv2/Science?groupId=960121dd-cba1-4140-9fea-e1a4a04a18da&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b> |  |  |
| Lesson 2  Lesson Topic: Air Resistance     * Watch video lesson 11 and complete the tasks included. * Complete the other activities for this lesson. Complete the Educake questions. * Upload your work to Teams.     All tasks and resources accessible via TEAMS. | <https://web.microsoftstream.com/video/9914b522-a74a-48d0-9df8-1c5d719258b2>  [www.educake.co.uk/9270598](https://www.educake.co.uk/assessment/9270598)  <https://teams.microsoft.com/l/channel/19%3a0a70189a0cfe41159dd6f47c74756239%40thread.tacv2/Science?groupId=960121dd-cba1-4140-9fea-e1a4a04a18da&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b> |  |  |
| Lesson 3  Lesson Topic: Pressure and Buoyancy     * Watch video lesson 12 and complete the tasks included. * Complete the other activities for this lesson. Complete the Educake questions. * Upload your work to Teams.     All tasks and resources accessible via TEAMS.  There will be a live feedback session for the final 30 minutes of this lesson (12-12.30) Students will be able to ask questions and get support with any science work from this week. | <https://web.microsoftstream.com/video/c17f9706-849f-4106-adb9-a62cb0d51c49>  <https://www.educake.co.uk>  <https://teams.microsoft.com/l/channel/19%3a0a70189a0cfe41159dd6f47c74756239%40thread.tacv2/Science?groupId=960121dd-cba1-4140-9fea-e1a4a04a18da&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b> | [Live Session Link](https://teams.microsoft.com/l/meetup-join/19%3ameeting_M2UwYWVhMzUtZDRmZS00ZjI1LTgzYTktYTI3MjcxNzI3Zjhl%40thread.v2/0?context=%7b%22Tid%22%3a%22bf9979ca-505d-429a-98e3-f899d929ee1b%22%2c%22Oid%22%3a%22a4723ed1-d911-46b1-815e-7d8fc76466a4%22%7d)  This feedback session run via an MS Teams meeting. This session starts at 12pm for 30 minutes. A member of staff will be online going through some of the key work from the week and answering and questions. |  |

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| Geography | Bali- Mount Agung volcanic eruption  Students use the case study of Mt Agung on Bali to consider if the benefits of living near a volcano outweigh the costs. Students produce an extended piece of writing which is uploaded into the competed work folder on Teams  Students have been allocated tests on Educake to complete by 12.2.21  https://www.educake.co.uk/assessment/9225384 | <https://teams.microsoft.com/_#/school/files/Geography?threadId=19%3Ad4af58ebf13f4772a9c9d497764c9c20%40thread.tacv2&ctx=channel&context=Week%25205&rootfolder=%252Fsites%252FAACRemoteLearningYr8%252FShared%2520Documents%252FGeography%252FWeek%25205>  https://www.educake.co.uk/assessment/9225384 | Live feedback is provided to all pupils when work is submitted via email or MS teams.  Additional support will be provided for those who need it.  Students will receive feedback on their Educake account |  |
| History | Life in France after the revolution-  Students will complete a lesson based around life in France after King Louis XVI was executed.  Students will watch a recorded lesson, pause the video at appropriate times and complete the tasks.  Students will complete the tasks and upload their work onto Microsoft Teams. | **Recorded lesson link** [Lesson videos- Y8 History](https://teams.microsoft.com/l/channel/19%3Ada4cfc165dc74f21b67816ce84270ab9%40thread.tacv2/tab%3A%3Afd93577a-b48b-439c-a564-487a6510d939?groupId=960121dd-cba1-4140-9fea-e1a4a04a18da&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b)  **Lesson resources** [**https://teams.microsoft.com/\_#/school/files/History?threadId=19%3Ada4cfc165dc74f21b67816ce84270ab9%40thread.tacv2&ctx=channel&context=Week%25205-%25201st%2520February&rootfolder=%252Fsites%252FAACRemoteLearningYr8%252FShared%2520Documents%252FHistory%252FLesson%2520Resources%252FWeek%25205-%25201st%2520February**](https://teams.microsoft.com/_#/school/files/History?threadId=19%3Ada4cfc165dc74f21b67816ce84270ab9%40thread.tacv2&ctx=channel&context=Week%25205-%25201st%2520February&rootfolder=%252Fsites%252FAACRemoteLearningYr8%252FShared%2520Documents%252FHistory%252FLesson%2520Resources%252FWeek%25205-%25201st%2520February) |  |  |
| Spanish | ¿Qué te duele? *(What hurts?)*   * Go to the Spanish channel on Teams. * Click on ‘Year 8 Spanish Lessons’ at the top and watch the ‘Lesson 5’ video. Pause the video as you need to to complete the tasks. * When you are finished, click on ‘Files’ - ‘Student Work’ and save your work in the ‘Week 5 – 1st February’ folder. Remember to save it in your teacher’s folder!   This lesson opens with a section dedicated to providing feedback on work completed in the previous lesson – Miss Sanchis will use examples of work completed to highlight what went well and suggest some ways that students could develop their work further.  Teachers will be available during the session allocated to this lesson to support students via email and Teams.  Specific feedback is emailed to students upon submission of work. If students share images of their work, comments will be sent via email. If students have shared editable documents, then comments will be written directly on to the document and students notified via email. | [Click here for Spanish lesson videos](https://web.microsoftstream.com/channel/baa11a65-52ac-4f70-8744-673b4b87def6)  [Click here and upload your work](https://teams.microsoft.com/_#/school/files/Spanish?threadId=19%3Aafcc831baff4478c800af012bd84925a%40thread.tacv2&ctx=channel&context=Week%25205%2520-%25201st%2520February&rootfolder=%252Fsites%252FAACRemoteLearningYr8%252FShared%2520Documents%252FSpanish%252FStudent%2520Work%252FWeek%25205%2520-%25201st%2520February) |  |  |
| Pe | KS3: Cardiovascular Endurance  KS3 Students are sent a challenge that can be completed by walking, running, or cycling. Students can choose in what discipline they complete their challenge depending on their own fitness level and resources available to them.  KS3 – Endurance Challenge  Students can choose their level of challenge based on their own level of fitness and ability with a Bronze, Silver and Gold option where each level represents an increased intensity.  Links to online video workouts will also be available with a variety of levels of intensity. | <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ> |  |  |
| Digital Literacy | Lesson 5 & 6 – Digital Ethics  **It is important that you do your work in the Class Notebook. It saves automatically. Do not do work on paper or in documents. contact your teacher if you have any problems with this.**  This is a double lesson so make sure it is complete by 12.02.21, complete iDEA badges if you finish early!  You are to access Teams through Google or downloading the app and use your school details to log in.  In the **Y8 Digital Literacy** team is the **Class Notebook**; click it, then open the lessons up on the left, then click your name and then **Topic 1 Lessons** and **Lesson 5 & 6 – Digital Ethics**.  If you can’t edit the lesson, it’s probably because you haven’t clicked on your name! Use the videos and audio comments on the right to understand the tasks. For the green task, you may draw on paper and photograph or scan it if you can or keep it til you can come into school.  Use the **Posts** tab in Teams to let your teachers know if you need help or have finished. Also continue to work on the iDEA award, complete any badges you can! |  |  |  |
| Art | Primary source photographs– Slide 21    Read the information on the PPT.    Take a series of photos of structural features in or around your house e.g., staircase or hallway arch. Save ALL your photos to print in school.    Select your best x5 and explain your reasons for this. Analyse lighting (natural or artificial), camera angles, contrast, colour/hue/saturation, and composition. Explain how you took your photos, what the set up was (photoshoot/ props/ assistants) and anything you had to consider. Explain if you used an app or computer software to edit your images and explain how & why?    Photograph your analysis work or draft an email to respond to this task. All work must be sent to a teacher to receive feedback. | <https://teams.microsoft.com/_#/school/files/Art?threadId=19:246dd2958e8748ccb9af39156885e3d1@thread.tacv2&ctx=channel&rootfolder=%252Fsites%252FAACRemoteLearningYr8%252FShared%2520Documents%252FArt%252FYear%25208%2520Art%2520%2526%2520Design> | Lessons are pre-recorded and students are emailed links (and the work) also on Teams/stream. We are then available for live feedback/questions via email/Teams. |  |
| DT | Product Design:  Develop Favourite Idea    Using the directions detailed on the ppt, develop favorite idea with details of function(s) and features or operation.  Must be annotated to explain ideas!  *Colour is preferable but not essential.*    Photograph your work and email to your teacher.  Food  How does your dish meet the design brief and presentation ideas. Slide 18 - 22  Video for the lesson <https://www.loom.com/share/f85cc7f0537f41cfacdd34e14695c751>  These can be done on word/PowerPoint/publisher. Follow the PowerPoint from slide 18 (week 4)  Starter: Unscramble to words  Main: (Slide 19) Explain why you think the dish meets the design brief. Think about colour, texture, appearance, nutrition, affordability, seasonality of ingredients, where does the dish originate from.  (slide 20) What are the different types of food service? Find out the names and the definitions  (Slide 21) Research different ways you can present your dish and what accompaniments could you have with it? Select images and ensure you say what you like about how its presented.    Photograph your work or send as an attachment and email to your DT teacher | PD  [Design Technology (AAC Remote Learning Yr8) | Microsoft Teams](https://teams.microsoft.com/_#/school/conversations/Design%20Technology?threadId=19:f4afc91427f349b183192340a030beaf@thread.tacv2&ctx=channel)  Food  <https://teams.microsoft.com/_#/school/files/Design%20Technology?threadId=19%3Af4afc91427f349b183192340a030beaf%40thread.tacv2&ctx=channel&context=Food%2520Technology&rootfolder=%252Fsites%252FAACRemoteLearningYr8%252FShared%2520Documents%252FDesign%2520Technology%252FFood%2520Technology> | Lessons are pre-recorded and students are emailed links (and the work) also on Teams/stream. We are then available for live feedback/questions via email/Teams. |  |
| Drama | Students are to access the SWAY and complete session 4.    This session allows students to choose an important era of theatre that has been influential to modern day theatre. Research resources will be provided, and students will be expected to complete their own research. They will then provide their findings in an interesting way, either by ideas given by the teacher on the SWAY or their own creative way of presentation.  Tasks to be completed online or photograph of handwritten work and uploaded to the specified area on TEAMs.  Work must be saved as Full Name Session 1 E.g., Miss Bottomley Session 1 | <https://appletonrevision.weebly.com/ks3-drama.html> | <https://web.microsoftstream.com/channel/ea15897e-8876-44dd-b1d4-673fd0e07c25> |  |
| Music | Students are to access the SWAY and complete the session required. All sessions up to 5 should be complete.    The sessions each focus on a different time era that has been influential within music. Students have a variety of comprehension, research, and practical tasks to complete.  Tasks to be completed on a Word document or photograph of handwritten work and uploaded to the specified area on TEAMs.  Work must be saved as Full Name Session 1 E.g., Miss Bottomley Session 1 | <https://appletonrevision.weebly.com/ks3-music.html> | <https://web.microsoftstream.com/channel/ea15897e-8876-44dd-b1d4-673fd0e07c25> |  |
| RE | Buddhism – Life of siddartha  This is a continuation of the new topic.  Save your work in the team's area please.  Work can be accessed in the RE file on Teams. Open the Lesson Resources folder. You can download the video and any resources from here.  Complete your work as a Word document or take a photo of your completed work. Save your work as SURNAME First initial – Week 34 e.g., DRAKE F – Week 4    Upload this in the ‘save your work here’ folder on Teams.  Feedback session to be done via individual email as and when work is completed by the student. | <https://teams.microsoft.com/_#/school/files/RE?threadId=19%3Ac85ce96896694df6ad21d0f0dcc47677%40thread.tacv2&ctx=channel&context=week%2520commencing%25201.2.21&rootfolder=%252Fsites%252FAACRemoteLearningYr8%252FShared%2520Documents%252FRE%252Fweek%2520commencing%25201.2.21> |  |  |
| PSHE | **Media Influences:**   * Students to make a list of different media sources (papers/TV/radio/internet etc) * Explain how people are influenced by what they read – see – hear) * Read the information on mass media and to respond to the questions on slide 4. * Why do people use mobile phones – make a list of the different uses. * Which is the most common reason? Why is this? * Think about why Tik Tok and the ‘Ice Bucket Challenge’ became so popular – why are people easily influenced by social media. * Slide 8 – Extended writing – write a detailed piece of work responding to the questions, ‘What is the biggest media influence on young people today? Are older people influenced more by other forms of media? * EXTENSION: To consider the dangers and risks that media influence can have on an individual. | <https://exceedacademiesbfd.sharepoint.com/:f:/s/AA-SecondaryCurriculum/Eppgya5JBXVKv80McroKf6cBB6yVthwXPQd3WeLVqLQznA?e=LYCJaz> |  |  |