

Year 8 Weekly Remote Learning Overview Week beginning 18th May

	Year 8
Maths	<p>Continue with AREA PERIMETER AND VOLUME (PAV) Module. Week 2 of 2/3 week Module</p> <p>*Students will be reminded via SMH to check their Google Classroom where there will be instruction for their individual classes. Tasks will mainly be on MathsWatch/My Maths and Sam Learning. Some staff might also post PowerPoints and worksheets for completion.</p> <p><i>If students want more work or more challenging work they can email their class teacher, that way we won't overload other students.</i></p>
English	Reading response to non-fiction; creative writing; independent reading – all details on SMH
Science	<p>This week will start new unit: 9b Plant Growth, the focus will be Photosynthesis and Respiration in plants</p> <p>Detailed instructions will be on SHMH or Google Classroom</p> <p>1)Recap on Respiration , from the link: https://ntscience.co.uk/science-quiz/ do 8B quiz</p> <p>2)From Bitesize link: https://www.bbc.co.uk/bitesize/guides/zpwmxnb/revision/1 read the notes watch the videos and in your book write the word equations for photosynthesis and respiration</p> <p>3)Watch the video https://www.youtube.com/watch?v=1curtzL8rUM and in your book, list the limiting factors affecting the rate of photosynthesis</p> <p>4)Complete the attached WS 9Ba-1</p> <p>5)Make a photo of your work and upload this on Google Classroom</p> <p>6)Complete your daily goal on Tassomai</p>
History	<p>The Age of Invention</p> <p>Pages 138-141 of sheets attached in google classrooms. Complete questions.</p> <p>Watch horrible histories clip Victorian Inventions song.</p> <p>https://www.youtube.com/watch?v=N9g6kWoMHHs</p> <p>Choose your favourite inventor and write a persuasive speech to explain why they are so significant</p>
Geography	A Fashion Victim? - Read the information sheet on the geography Google Classroom and answer the questions in full sentences.
Computer Science	<p>Coding from Code studio</p> <p>Tasks will be set in show my homework and students will complete it on https://studio.code.org/s/aquatic/stage/1/puzzle/1</p>
French	<p>Year 8 French: Module 5 week 4</p> <p>Comparing people and saying who is the best, the most, the least using superlative adjectives</p> <p>Qui a chanté le mieux? Qui est le plus ambitieux? (= who sang the best? Who is the most ambitious?)</p>
Spanish	<p>Year 8 Spanish: Module 5 week 4</p> <p>Talking about a trip to Argentina</p>
Art	Developing tile designs based on previous natural forms work.
Drama	<p>Ancient Greek Theatre –</p> <p>Performance project.</p> <p>Student are asked to create their own performance project using stylised movement. They have a choice of ways they can do this: either through practical work, drawings or explanation.</p> <p>All resources are on Google Classroom. This work is to be handed in as instructed in the guidelines.</p>
PE	This week, we would like you to complete the following sections on SAM learning:

	<p>- Effects of Exercise on the Body 'Revise'</p> <p>- Effects of Exercise on the Body A 'Test Questions'</p> <p>- All sections on Hockey</p> <p>Also you are to hand in your completed PE booklet which you have been working on for the past 4 weeks.</p>
PHSEE	<p>Financial Dilemmas</p> <p>- What influences spending?</p> <p>- What is fraud and identity theft? How can it be combated?</p> <p>Online Safety</p> <p>- How can we remain safe (financially) online?</p>
REP	<p>Judaism – Judaism in 2020</p> <p>Read the article on SMHW and complete the tasks to go with it in your book.</p>
Technology	<p>Textiles</p> <p>Natural and Synthetic Fibres</p> <p>Read the google slide document. Use this and the BBC bitesize link to complete the Fibre Properties Google Document. Later in the week the answers will be shared with you so that you can self-assess this. Next week we will do a quiz to test your knowledge and understanding before moving on.</p> <p>Food Technology</p> <p>Kitchen and Food Safety</p> <p>Read the PPTs and watch the 3 short YouTube videos about Kitchen and Food Safety carefully.</p> <p>Use the information and the instructions in the PPTs to complete the related work sheets (ws1-3).</p> <p>Later in the week we will share the answers with you so you can self-assess your work</p> <p>Product Design</p> <p>Mechanisms & Forces</p> <p>Read the Google Slides document below, use this information and your prior knowledge from class to help you complete the Google Docs document. Later in the week we will give you the answers so that you can self-assess your work and correct your answers.</p> <p>Next week we will do a quick quiz to test your understanding</p>
Music	<p>Percussion, Drums and Beats</p> <p>Follow the PowerPoint slides.</p> <p>2 weeks</p> <p>Watch the videos included to see how</p> <ul style="list-style-type: none"> • how percussion , drums and beats are used by artists like Georgia, King Sunny Adé and Orchestras. <p>Follow the slides to</p> <ul style="list-style-type: none"> • Find out how a beat is put together on a drum kit . • Play along with a drummer to learn to play a rock beat. <p>Learn how the rock beat is written in a drum beat grid and music notation.</p> <p>Extension task:</p> <p>Make your own drum kit from junk. (return a photo if you choose!)</p> <p>Reply with a comment on SMHW that the tasks have been completed and how much you enjoyed learning about this subject.</p>