

Home Learning Summer Project: Year 8



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Introduction:

This booklet is designed to help you to organise your learning for the summer term. In it, your teachers have designed tasks for you that you can complete at home, either with or without the help of the internet.

We know that some of you are sharing internet, phone and laptop access, so this home learning booklet has been made so that you will be able to learn no matter what! Some work set by your teachers in here will be online, some will be paper based, so you can have the flexibility to choose what you do when, depending on what you have available to you. If you have no access to emails, but need more support, you can always phone into school and leave a message for your teachers to get in touch via the phone, and they can then get back to you ASAP to help.

Please remember to spread out your learning – your projects will be handed in together so there is no need to panic about missing deadlines.

We know how hard you have been working to keep up, and we can't wait to see the work you put in this term, but we don't want anyone feeling stressed about it. Have a look at the next page where we'll give more guidance on 'how to use this project book' effectively.

You are more than welcome to send us electronic versions of your work, or photographs, as you have been doing. However, if you are working on paper, due to health and safety, we are asking that you keep all of your work together and hand it in to your teachers once you are back in school.

How to use this project book

Each day you are doing some school work, make sure you complete your daily tasks.

Once you have done this, choose one or two subjects from this booklet, and have a go at completing one of the activities. Some of them are bigger projects (such as Humanities), so you could spend an hour on starting that project, then come back to it the following week.

Each week, your subjects will email you with a support and ideas email – they may even suggest which part of your work they would like you to work on. However, it's important to work at your own pace. A suggested timetable could look like this:

	Monday	Tuesday	Wednesday	Thursday	Friday
9-11.30am	DEAR PE Times Tables Rock Stars Form time				
1-3pm	Science	Humanities	English	French Performing Arts	Art & Design Computer science

You may also want to access lessons on BBC Bitesize Daily lessons (available as a phone app, online, via the red button or via iPlayer) to support your learning and gain ideas for your work in this booklet.

The Oak National Academy is also a great website designed by teachers to give you lessons each day, we'd highly recommend these if you want to try an online lesson.

Letter from your Progress Leader:

Dear Year 8,

How strange it seems that I won't get to see your lovely faces again until September! Life seems very quiet without you and I think about you often and wonder how you are all doing. It has been great that your tutors have managed to contact a lot of you/your parents, and, hopefully, if you have had any problems, we have been able to help solve them. Remember that we are always at the end of an email to help you. Mrs Long is still available as Pastoral Mentor, and our counsellor, Lou, is also working by telephone, so if you would like her help, please let Mrs Long or me know.

I know it can be very hard working from home, especially if you haven't got a quiet space to work in. See if you can find peace somewhere when you need to focus – your room, a quiet corner of the garden, perhaps, or even the shed if it's not crammed full of stuff like mine is! And I know it's not just finding somewhere quiet that's important, it's keeping motivated. I was at school in the 1970s when, due to a strike by coal miners, work places were only allowed to open for three days a week to save electricity. I well remember the boredom of sitting at the dining room table struggling with biology and geography (my two worst subjects!) and wishing I could be back in school with my friends. We could, at least, go out and about then, but I lived in a small village and most of my friends lived in the town. And there were no mobile phones then and no internet! Some of my friends didn't even have a landline phone and would have to ring from a phone box on the street. The three TV channels there were all shut down at 10.30, and, quite often, there would be power cuts in the evening, so my parents and I might end up playing cards by candlelight. So I have tremendous sympathy with you all at being cut off from friends, family and school mates. It's not easy, and you should be proud of ourselves for managing so far.

I would urge you, though, however hard it is to focus, to please complete what activities you can in this booklet. It really will help to boost your brain, will give a bit of structure to your day, and will help to prepare you for September. In a year's time, you will be choosing your GCSE options, so now is the time to start thinking longer term about what you might want to do when you finish school and what qualifications you are going to need to get you there.

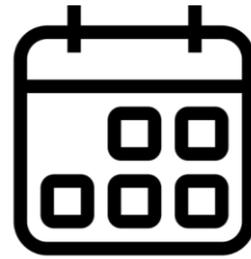
I can't wait to see you all in September, and I will be in touch with you regularly over the last weeks of term.

Wishing you all the very best

Jane Cooper

jcooper@montsaye.northants.sch.uk

Year 8: Daily Activities



DEAR

Make sure you read for 30 minutes each day. You will be able to use a book from home, one that you have online or on a kindle, or you will be able to collect a new one from school main reception on a Monday or Thursday, between 10am-12pm..

Times Tables Rock Stars

Make sure you spend 15-20 minutes on this each day. If you don't have access to this at home, you can use the times table challenge sheet and record your times, we'd love to hear how quick you become at this!

PE

Spend some time each day doing one of the following activities (or make up your own challenges to get moving!)



Complete a Mr and Mrs Wicks workout in the morning by following online

Keepy Uppie challenge: how many kick ups can you do with a ball/small object of your choice?

30 rep challenge: attempt 30 sit ups, 30 standing long jumps and 30 stair climbers

Complete 14,000 steps in a day, or 9,000 steps each day this week

Run for 5, 10 or 15 minutes without stopping. Choose one and complete it!

DEAR



- The benefits of reading every day are endless! You develop so many skills and so much understanding from regular reading.
- Each week day this term, we are asking that you spend 30 minutes reading. You will be able to use a book from home, one that you have online or on a kindle, or you will be able to collect a new one from school main reception on a Monday or Thursday, between 10am-12pm.

Times Tables Rock Stars

- Knowing and remembering your times tables is essential in maths! By practising your times tables each day, you will get better, and fast each time. We are asking you to complete 15-20 minutes using Times Tables Rock Stars each day, but remember, if you need longer, than this is just fine as well.



Remember: if you have lost or forgotten your login, please email your maths teacher, or Mr Smith directly for help.

- You can compete against others in school (challenge your friends!) and compete with other students who are learning from home around the world! end up with one of three ranks – good luck!
 - **Headliner** - takes more than 3 seconds to answer a times tables question
 - **Rock Star** - can answer times tables questions in 3 seconds or less
 - **Rock Legend** - can answer times tables questions in 2 seconds or less
- If you are working on paper, you can use the times tables grid challenge on the next slide. Here are the tips to complete a times table challenge of your own and become a rock star!
 - Time yourself for 3 minutes at a time to see how far you get, or try to complete them all and time yourself each day
 - Change the order in which you complete the times tables (complete each row/column/move diagonally – it's up to you!)
 - Write your answers on a separate sheet and check them back against the answer sheet once you are done.
 - Go for an ultimate challenge and try the mixed multiplication and division sheet!

Times Tables Rock Stars Challenge

$1 \times 1 =$	$11 \times 12 =$	$10 \times 12 =$	$3 \times 5 =$	$1 \times 9 =$	$7 \times 1 =$
$1 \times 5 =$	$1 \times 2 =$	$2 \times 5 =$	$4 \times 1 =$	$2 \times 9 =$	$4 \times 5 =$
$3 \times 1 =$	$3 \times 3 =$	$9 \times 12 =$	$3 \times 7 =$	$6 \times 1 =$	$3 \times 11 =$
$1 \times 4 =$	$4 \times 3 =$	$1 \times 3 =$	$11 \times 7 =$	$4 \times 9 =$	$3 \times 9 =$
$5 \times 1 =$	$8 \times 9 =$	$5 \times 5 =$	$8 \times 12 =$	$2 \times 7 =$	$5 \times 11 =$
$10 \times 3 =$	$6 \times 3 =$	$1 \times 11 =$	$2 \times 11 =$	$11 \times 11 =$	$1 \times 7 =$
$5 \times 3 =$	$9 \times 7 =$	$7 \times 5 =$	$7 \times 7 =$	$7 \times 9 =$	$10 \times 5 =$
$8 \times 1 =$	$10 \times 1 =$	$5 \times 7 =$	$6 \times 5 =$	$3 \times 8 =$	$8 \times 11 =$
$9 \times 1 =$	$9 \times 3 =$	$3 \times 10 =$	$9 \times 9 =$	$4 \times 7 =$	$8 \times 7 =$
$11 \times 9 =$	$6 \times 8 =$	$6 \times 11 =$	$10 \times 7 =$	$10 \times 9 =$	$10 \times 11 =$
$11 \times 1 =$	$11 \times 3 =$	$11 \times 5 =$	$2 \times 3 =$	$4 \times 11 =$	$8 \times 5 =$
$12 \times 5 =$	$12 \times 12 =$	$5 \times 4 =$	$12 \times 7 =$	$12 \times 9 =$	$12 \times 11 =$
$2 \times 1 =$	$8 \times 3 =$	$6 \times 7 =$	$1 \times 12 =$	$1 \times 10 =$	$7 \times 3 =$
$2 \times 2 =$	$9 \times 11 =$	$2 \times 6 =$	$2 \times 8 =$	$2 \times 12 =$	$7 \times 6 =$
$11 \times 4 =$	$3 \times 4 =$	$5 \times 9 =$	$12 \times 2 =$	$2 \times 4 =$	$1 \times 6 =$
$4 \times 2 =$	$4 \times 4 =$	$4 \times 6 =$	$6 \times 9 =$	$4 \times 10 =$	$9 \times 5 =$
$5 \times 2 =$	$10 \times 2 =$	$12 \times 1 =$	$5 \times 8 =$	$3 \times 6 =$	$7 \times 11 =$
$7 \times 4 =$	$6 \times 4 =$	$6 \times 6 =$	$12 \times 3 =$	$6 \times 2 =$	$8 \times 4 =$
$7 \times 2 =$	$9 \times 2 =$	$2 \times 10 =$	$5 \times 10 =$	$1 \times 8 =$	$5 \times 6 =$
$7 \times 8 =$	$6 \times 10 =$	$12 \times 10 =$	$12 \times 4 =$	$8 \times 10 =$	$8 \times 2 =$
$10 \times 4 =$	$9 \times 4 =$	$3 \times 12 =$	$9 \times 8 =$	$12 \times 8 =$	$8 \times 6 =$
$11 \times 6 =$	$9 \times 6 =$	$10 \times 6 =$	$3 \times 2 =$	$4 \times 12 =$	$9 \times 10 =$
$11 \times 2 =$	$6 \times 12 =$	$5 \times 12 =$	$11 \times 8 =$	$11 \times 10 =$	$8 \times 8 =$
$7 \times 12 =$	$10 \times 10 =$	$12 \times 6 =$	$7 \times 10 =$	$4 \times 8 =$	$10 \times 8 =$

Times Tables Rock Stars Answers

$1 \times 1 = 1$	$11 \times 12 = 132$	$10 \times 12 = 120$	$3 \times 5 = 15$	$1 \times 9 = 9$	$7 \times 1 = 7$
$1 \times 5 = 5$	$1 \times 2 = 2$	$2 \times 5 = 10$	$4 \times 1 = 4$	$2 \times 9 = 18$	$4 \times 5 = 20$
$3 \times 1 = 3$	$3 \times 3 = 9$	$9 \times 12 = 108$	$3 \times 7 = 21$	$6 \times 1 = 6$	$3 \times 11 = 33$
$1 \times 4 = 4$	$4 \times 3 = 12$	$1 \times 3 = 3$	$11 \times 7 = 77$	$4 \times 9 = 36$	$3 \times 9 = 27$
$5 \times 1 = 5$	$8 \times 9 = 72$	$5 \times 5 = 25$	$8 \times 12 = 96$	$2 \times 7 = 14$	$5 \times 11 = 55$
$10 \times 3 = 30$	$6 \times 3 = 18$	$1 \times 11 = 11$	$2 \times 11 = 22$	$11 \times 11 = 121$	$1 \times 7 = 7$
$5 \times 3 = 15$	$9 \times 7 = 63$	$7 \times 5 = 35$	$7 \times 7 = 49$	$7 \times 9 = 63$	$10 \times 5 = 50$
$8 \times 1 = 8$	$10 \times 1 = 10$	$5 \times 7 = 35$	$6 \times 5 = 30$	$3 \times 8 = 24$	$8 \times 11 = 88$
$9 \times 1 = 9$	$9 \times 3 = 27$	$3 \times 10 = 30$	$9 \times 9 = 81$	$4 \times 7 = 28$	$8 \times 7 = 56$
$11 \times 9 = 99$	$6 \times 8 = 48$	$6 \times 11 = 66$	$10 \times 7 = 70$	$10 \times 9 = 90$	$10 \times 11 = 110$
$11 \times 1 = 11$	$11 \times 3 = 33$	$11 \times 5 = 55$	$2 \times 3 = 6$	$4 \times 11 = 44$	$8 \times 5 = 40$
$12 \times 5 = 60$	$12 \times 12 = 144$	$5 \times 4 = 20$	$12 \times 7 = 84$	$12 \times 9 = 108$	$12 \times 11 = 132$
$2 \times 1 = 2$	$8 \times 3 = 24$	$6 \times 7 = 42$	$1 \times 12 = 12$	$1 \times 10 = 10$	$7 \times 3 = 21$
$2 \times 2 = 4$	$9 \times 11 = 99$	$2 \times 6 = 12$	$2 \times 8 = 16$	$2 \times 12 = 24$	$7 \times 6 = 42$
$11 \times 4 = 44$	$3 \times 4 = 12$	$5 \times 9 = 45$	$12 \times 2 = 24$	$2 \times 4 = 8$	$1 \times 6 = 6$
$4 \times 2 = 8$	$4 \times 4 = 16$	$4 \times 6 = 24$	$6 \times 9 = 54$	$4 \times 10 = 40$	$9 \times 5 = 45$
$5 \times 2 = 10$	$10 \times 2 = 20$	$12 \times 1 = 12$	$5 \times 8 = 40$	$3 \times 6 = 18$	$7 \times 11 = 77$
$7 \times 4 = 28$	$6 \times 4 = 24$	$6 \times 6 = 36$	$12 \times 3 = 36$	$6 \times 2 = 12$	$8 \times 4 = 32$
$7 \times 2 = 14$	$9 \times 2 = 18$	$2 \times 10 = 20$	$5 \times 10 = 50$	$1 \times 8 = 8$	$5 \times 6 = 30$
$7 \times 8 = 56$	$6 \times 10 = 60$	$12 \times 10 = 120$	$12 \times 4 = 48$	$8 \times 10 = 80$	$8 \times 2 = 16$
$10 \times 4 = 40$	$9 \times 4 = 36$	$3 \times 12 = 36$	$9 \times 8 = 72$	$12 \times 8 = 96$	$8 \times 6 = 48$
$11 \times 6 = 66$	$9 \times 6 = 54$	$10 \times 6 = 60$	$3 \times 2 = 6$	$4 \times 12 = 48$	$9 \times 10 = 90$
$11 \times 2 = 22$	$6 \times 12 = 72$	$5 \times 12 = 60$	$11 \times 8 = 88$	$11 \times 10 = 110$	$8 \times 8 = 64$
$7 \times 12 = 84$	$10 \times 10 = 100$	$12 \times 6 = 72$	$7 \times 10 = 70$	$4 \times 8 = 32$	$10 \times 8 = 80$

Times tables and division ultimate challenge

$1 \div 1 =$	$132 \div 11 =$	$120 \div 10 =$	$15 \div 3 =$	$9 \div 1 =$	$7 \div 7 =$
$1 \times 5 =$	$1 \times 2 =$	$2 \times 5 =$	$4 \times 1 =$	$2 \times 9 =$	$4 \times 5 =$
$3 \div 3 =$	$9 \div 3 =$	$108 \div 9 =$	$21 \div 3 =$	$6 \div 6 =$	$33 \div 11 =$
$1 \times 4 =$	$4 \times 3 =$	$1 \times 3 =$	$11 \times 7 =$	$4 \times 9 =$	$3 \times 9 =$
$5 \div 5 =$	$72 \div 8 =$	$25 \div 5 =$	$96 \div 8 =$	$14 \div 2 =$	$55 \div 5 =$
$10 \times 3 =$	$6 \times 3 =$	$1 \times 11 =$	$2 \times 11 =$	$11 \times 11 =$	$1 \times 7 =$
$15 \div 5 =$	$63 \div 9 =$	$35 \div 7 =$	$49 \div 7 =$	$63 \div 7 =$	$50 \div 10 =$
$10 \times 3 =$	$6 \times 3 =$	$1 \times 11 =$	$2 \times 11 =$	$11 \times 11 =$	$1 \times 7 =$
$9 \div 9 =$	$27 \div 9 =$	$30 \div 3 =$	$81 \div 9 =$	$28 \div 4 =$	$56 \div 8 =$
$8 \times 1 =$	$10 \times 1 =$	$5 \times 7 =$	$6 \times 5 =$	$3 \times 8 =$	$8 \times 11 =$
$11 \div 11 =$	$33 \div 11 =$	$55 \div 11 =$	$6 \div 2 =$	$44 \div 4 =$	$40 \div 8 =$
$11 \times 9 =$	$6 \times 8 =$	$6 \times 11 =$	$10 \times 7 =$	$10 \times 9 =$	$10 \times 11 =$
$2 \div 2 =$	$24 \div 8 =$	$42 \div 6 =$	$12 \div 1 =$	$10 \div 1 =$	$21 \div 7 =$
$12 \times 5 =$	$12 \times 12 =$	$5 \times 4 =$	$12 \times 7 =$	$12 \times 9 =$	$12 \times 11 =$
$44 \div 11 =$	$12 \div 3 =$	$45 \div 9 =$	$24 \div 12 =$	$8 \div 2 =$	$6 \div 1 =$
$2 \times 2 =$	$9 \times 11 =$	$2 \times 6 =$	$2 \times 8 =$	$2 \times 12 =$	$7 \times 6 =$
$10 \div 5 =$	$20 \div 10 =$	$12 \div 12 =$	$40 \div 5 =$	$18 \div 3 =$	$77 \div 7 =$
$4 \times 2 =$	$4 \times 4 =$	$4 \times 6 =$	$6 \times 9 =$	$4 \times 10 =$	$9 \times 5 =$
$14 \div 7 =$	$18 \div 9 =$	$20 \div 2 =$	$50 \div 5 =$	$8 \div 1 =$	$30 \div 5 =$
$7 \times 4 =$	$6 \times 4 =$	$6 \times 6 =$	$12 \times 3 =$	$6 \times 2 =$	$8 \times 4 =$
$40 \div 10 =$	$36 \div 9 =$	$36 \div 3 =$	$72 \div 9 =$	$96 \div 12 =$	$48 \div 8 =$
$7 \times 8 =$	$6 \times 10 =$	$12 \times 10 =$	$12 \times 4 =$	$8 \times 10 =$	$8 \times 2 =$
$22 \div 11 =$	$72 \div 6 =$	$60 \div 5 =$	$88 \div 11 =$	$110 \div 11 =$	$64 \div 8 =$
$11 \times 6 =$	$9 \times 6 =$	$10 \times 6 =$	$3 \times 2 =$	$4 \times 12 =$	$9 \times 10 =$

Times tables and division answers

$1 \div 1 = 1$	$132 \div 11 = 12$	$120 \div 10 = 12$	$15 \div 3 = 5$	$9 \div 1 = 9$	$7 \div 7 = 1$
$1 \times 5 = 5$	$1 \times 2 = 2$	$2 \times 5 = 10$	$4 \times 1 = 4$	$2 \times 9 = 18$	$4 \times 5 = 20$
$3 \div 3 = 1$	$9 \div 3 = 3$	$108 \div 9 = 12$	$21 \div 3 = 7$	$6 \div 6 = 1$	$33 \div 11 = 3$
$1 \times 4 = 4$	$4 \times 3 = 12$	$1 \times 3 = 3$	$11 \times 7 = 77$	$4 \times 9 = 36$	$3 \times 9 = 27$
$5 \div 5 = 1$	$72 \div 8 = 9$	$25 \div 5 = 5$	$96 \div 8 = 12$	$14 \div 2 = 7$	$55 \div 5 = 11$
$10 \times 3 = 30$	$6 \times 3 = 18$	$1 \times 11 = 11$	$2 \times 11 = 22$	$11 \times 11 = 121$	$1 \times 7 = 7$
$15 \div 5 = 3$	$63 \div 9 = 7$	$35 \div 7 = 5$	$49 \div 7 = 7$	$63 \div 7 = 9$	$50 \div 10 = 5$
$10 \times 3 = 30$	$6 \times 3 = 18$	$1 \times 11 = 11$	$2 \times 11 = 22$	$11 \times 11 = 121$	$1 \times 7 = 7$
$9 \div 9 = 1$	$27 \div 9 = 3$	$30 \div 3 = 10$	$81 \div 9 = 9$	$28 \div 4 = 7$	$56 \div 8 = 7$
$8 \times 1 = 8$	$10 \times 1 = 10$	$5 \times 7 = 35$	$6 \times 5 = 30$	$3 \times 8 = 24$	$8 \times 11 = 88$
$11 \div 11 = 1$	$33 \div 11 = 3$	$55 \div 11 = 5$	$6 \div 2 = 3$	$44 \div 4 = 11$	$40 \div 8 = 5$
$11 \times 9 = 99$	$6 \times 8 = 48$	$6 \times 11 = 66$	$10 \times 7 = 70$	$10 \times 9 = 90$	$10 \times 11 = 110$
$2 \div 2 = 1$	$24 \div 8 = 3$	$42 \div 6 = 7$	$12 \div 1 = 12$	$10 \div 1 = 10$	$21 \div 7 = 3$
$12 \times 5 = 60$	$12 \times 12 = 144$	$5 \times 4 = 20$	$12 \times 7 = 84$	$12 \times 9 = 108$	$12 \times 11 = 132$
$44 \div 11 = 4$	$12 \div 3 = 4$	$45 \div 9 = 5$	$24 \div 12 = 2$	$8 \div 2 = 4$	$6 \div 1 = 6$
$2 \times 2 = 4$	$9 \times 11 = 99$	$2 \times 6 = 12$	$2 \times 8 = 16$	$2 \times 12 = 24$	$7 \times 6 = 42$
$10 \div 5 = 2$	$20 \div 10 = 2$	$12 \div 12 = 1$	$40 \div 5 = 8$	$18 \div 3 = 6$	$77 \div 7 = 11$
$4 \times 2 = 8$	$4 \times 4 = 16$	$4 \times 6 = 24$	$6 \times 9 = 54$	$4 \times 10 = 40$	$9 \times 5 = 45$
$14 \div 7 = 2$	$18 \div 9 = 2$	$20 \div 2 = 10$	$50 \div 5 = 10$	$8 \div 1 = 8$	$30 \div 5 = 6$
$7 \times 4 = 28$	$6 \times 4 = 24$	$6 \times 6 = 36$	$12 \times 3 = 36$	$6 \times 2 = 12$	$8 \times 4 = 32$
$40 \div 10 = 4$	$36 \div 9 = 4$	$36 \div 3 = 12$	$72 \div 9 = 8$	$96 \div 12 = 8$	$48 \div 8 = 6$
$7 \times 8 = 56$	$6 \times 10 = 60$	$12 \times 10 = 120$	$12 \times 4 = 48$	$8 \times 10 = 80$	$8 \times 2 = 16$
$22 \div 11 = 2$	$72 \div 6 = 12$	$60 \div 5 = 12$	$88 \div 11 = 8$	$110 \div 11 = 10$	$64 \div 8 = 8$
$11 \times 6 = 66$	$9 \times 6 = 54$	$10 \times 6 = 60$	$3 \times 2 = 6$	$4 \times 12 = 48$	$9 \times 10 = 90$

Form time and wellbeing:

Even though we are not physically together right now, your form tutors would still love to hear about what you have been up to. Here's a suggested form time schedule for you to try out this term! Send us any photos/emails of things you are getting up to 😊 and we will share on our ERA heroes newsletter.



Watch the news or Newsround to catch up on what is happening in the world



Practise a new skill or hobby



Do something mindful such as colour or go for a walk



Do something kind for someone else in your home or community

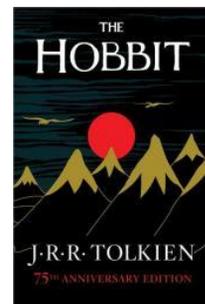
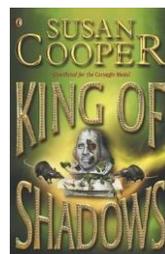
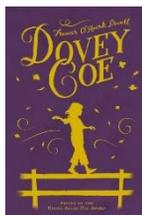


Connect with someone and check they're okay

 Do your home learning	 Join in with PE with Joe Wicks	 Facetime/call a friend	 Make someone smile	 Practice your photography skills	 Call a relative
 Get some fresh air	 Play a game	 Do something crafty!	 Listen to music	 Write a story	 Send a nice message
 Quiz with family or friends	 Clean your room	 Go for a walk or jog	 Watch a comedy movie	 Have a dance	 Make your bed
 Check in with your tutor	 Read a book	 Learn something new about the world	 Healthy snacks only!	 Watch a documentary	 Learn 5 words in a new language
 Help make dinner	 Go outside and sketch/draw	 Learn 3 phrases in a new language	 Bake something!	 Sing along to your favourite songs	 Listen to a podcast

English

These books and more will be available to pick up from school reception between 10am-12pm, Monday and Thursday mornings



This term, you will be reading a DEAR book of your choice. You can choose one from home, one that you have online or on a Kindle, or you can collect one from school reception, between 10am-12pm on a Monday or Thursday morning.

You will then be working on your own activities, some using your book, and some using and revising the skills you have been developing this year.

You can do these activities in any order, but we'd recommend not trying to more than one per week. Don't rush, take your time and enjoy your work.

All of the activities are accompanied by a video lesson, created by Mrs Berry. You might choose to use these lessons to help you in your chosen task. You can access these lessons on the link here:

It's important that you really enjoy your reading, as this is the preparation for studying English next year that you can have.

Your first task this term:

Read the book that you have been sent. Once you have completed your reading, you will need to complete a book review.

You can learn about how to write a developed book review using Mrs Berry's lesson, in the folder here (lessons will be added as the term goes on) <https://loom.com/share/folder/bfcf20f88f1a4aa094c6bb95bd264326>

If you cannot access this lesson, remember that a good book review will contain:

- A short summary of the plot
- What you most enjoyed or did not enjoy
- Clear and strong opinions, along with persuasive language used to persuade others to read or not read the book
- Who, in particular you might recommend the book to
- A range of effective adjectives, and a variety of sentence structures to ensure the interest of the reader is kept

English:

<p>Tenses</p>	<p>Using an extract from the book you are reading, replace all of the verbs with a different tense, and consider the impact that this makes on the extract. For example, if it is written in past tense, it might look like this:</p> <p>‘The night was dark and stormy, and the wind whipped around her head.’ To change the verbs to present tense, it would look like this: ‘The night <i>is</i> dark and stormy, and the wind <i>whips</i> around her head.’</p> <p>The difference here is that the sense of immediacy and fright becomes more real in the second sentence. It’s as if we are there with the character, and the tension increases as we imagine what it might be like to be there in the dark. The verb ‘whips’ is a violent one, and it makes it even more tense as it makes it seem as if the weather is against the character.</p> <p>Choose a longer extract, and try to accurately change the tense, either from past to present, or present to past, and then write a summary of the difference it makes to your story and the way the reader feels about it.</p> <p>If you want to learn more about tenses, you could try this lesson from BBC Daily: https://www.bbc.co.uk/bitesize/articles/zk4thbk You may also want to find the accompanying lesson from Mrs Berry here: https://loom.com/share/folder/bfcf20f88f1a4aa094c6bb95bd264326</p>
<p>Vocabulary</p>	<p>Create your own ‘interesting words’ dictionary. Pick out interesting or unfamiliar words, find out the definition and keep these in a list so that you can learn their spellings and use them in your own writing. You might want to do this lesson from the BBC on the impact of specific words. This will get you thinking carefully about how the words you have collected might be used in writing to influence a reader. https://www.bbc.co.uk/bitesize/articles/zvp8wtv You may also want to find the accompanying lesson from Mrs Berry here: https://loom.com/share/folder/bfcf20f88f1a4aa094c6bb95bd264326</p>
<p>Writing skills</p>	<p>This will be your most challenging writing task this term. You should give yourself plenty of time and ensure that you spend your English sessions over a couple of weeks on developing and writing this.</p> <p>Your task is to take one of the characters from the book that you have been given, and to create either an ‘origin’ story for them, or a ‘spin off’ story for them. This means that you will either create a story about them that is set before the book (origin story) begins, describing their life or an event that led up to the events of the book, or you will create a story that happens after the events of the book have finished (spin off story).</p> <p>You should begin by planning for your story. Consider the following:</p> <ul style="list-style-type: none">- What are the characteristics (personality) of your chosen character?- How do they speak? Are there certain words they use/phrases they use in the book that you can use in your story?- What do they look like? How do they act or move around?- What might have happened to them before or after the story? What might you write about? <p>Your story should be at least 3 pages, and there is no upper limit – you can write a short story, or you might want to create one that has its own chapters. It is very important that you read your work through and edit it, correcting spellings or including missing punctuation.</p> <p>You may also want to find the accompanying lesson from Mrs Berry here: https://loom.com/share/folder/bfcf20f88f1a4aa094c6bb95bd264326</p>

Mathematics:

Mymaths	If you are online, your Maths teacher will continue to set work on mymaths.co.uk Well done if you are up to date with your work – but if you aren't, don't worry, as you can catch up.
Mathswizz	If you are online and you have been working on Mathswizz (many of you prefer this as the program explains what to do and sets tasks at your ability) then please carry on working on Mathswizz.
Blutick	Well done if you have managed to complete questions on blutick – some students prefer this as it helps with working out and gives you hints and tips, as well as the helpful videos.
Main Maths assignment: Floorplan for Mr & Mrs Brown	If you are not online or want to be a little more creative, then do have a go at the floorplan task. Please see next two slides for this work to be completed before the summer holidays. If it is possible to take a picture or scan your work and send to your maths teacher, that would be brilliant. Otherwise keep your work to hand in when you next are in school. 1cm square paper is provided but feel free to print more from: http://www.mathsphere.co.uk/resources/MathSphereFreeGraphPaper.htm
Floorplan for Mr & Mrs Brown further work	If you finish the Floorplan of the house and have checked that every room and object is to scale (do write the scale you are using on the plans), then try to finish the floorplan of every room in the house. You may use furniture of your own style (feel free to use Ikea/Habitat/B&Q/etc catalogues that you may have in the house for pictures, sizes and costings. Make a floorplan of every room and show the detail costings of furnishing the rooms. Remember, the floor and walls have already been costed (from the work you have already done). You may even like to draw a plan of the garden / driveway and find the cost of everything for the garden (don't forget labour costs as Mr & Mrs Brown are elderly and will not be able to lay a driveway or patio, etc).
Maths art	Research maths in art. What examples of art can you find that use maths? Can you complete your own art project that shows off mathematical design? Can you write an explanation of how your examples were created?
Create your own revision guide	Using what you have learned in maths this year so far, create your own revision guide. This can be presented in whatever way you want. Make sure you include any mathematical terms, explanations and worked examples that are needed. You could even create your own maths questions and quizzes to go into your guide!

Task 1:

You have been hired to design a house for Mr and Mrs Brown. Mr and Mrs Brown are octogenarians and need a bungalow to move to. It needs to be a reasonable size so it is manageable. Your task is to make a **floor plan** by drawing it out on squared paper and working out the basic costs of decorating. Use the prices below OR if you prefer, find them from catalogues or the Internet (but remember to say what they are).

Use 1cm to represent 2m (**1 square on paper is 2m wide**)

They have requested at least 6 rooms of a sensible size.

- Living room
- Kitchen
- Bathroom
- Entry Room
- Bedroom
- Activity room/Study for reading and Mrs Brown’s painting

Include windows and doors where necessary.

You may wish to put in another bedroom, a dining room and a separate toilet and storage area – but remember they want a property which is manageable.



1) Draw and label your floor plan using a pencil and ruler.

2) Find the area of each room and decide on the type of flooring to use.

Copy the table and complete in your book to help you

- ⇒ Hardwood floors cost £17.50 per 1m²
- ⇒ Tile floors cost £12.30 per 1m²
- ⇒ Carpet floors cost £7.90 per 1m²

Room	Area	Floor Type	Floor cost per 1m ²	Floor cost for the room
Total:				

3) Find the perimeter of each room and decide on the type of wall covering to use.

Copy the table in your book to help you.

- ⇒ Basic paint costs £2.50 per 1m²
- ⇒ Luxury paint costs £3.75 per 1m²
- ⇒ Tiling costs £5.75 per 1m²
- ⇒ Basic wallpaper costs £4.30 per 1m²
- ⇒ Luxury wallpaper costs £5.60 per 1m².

Room	Perimeter	Wall covering Type	Wall covering cost per 1m	Wall covering cost for the room
Total:				

Task 2: Designing the kitchen

From your floor plan of the bungalow you have designed above, you are going to **plan** their kitchen. On another piece of cm squared paper, draw the floorplan of the kitchen. You will need to use a sensible scale for this (e.g. **1cm on the plan is 20cm** in real life if you have a small kitchen or **1cm on the plan is 50cm** in real life if you have a very big kitchen. A reasonable sized kitchen should be able to use the scale **1cm on the plan is 25cm in real life**).

If you wish to be really detailed, you can print 2mm graph paper to use from:

<http://www.mathsphere.co.uk/downloads/graph-paper/graph-paper-2mm-graph-blue.pdf>

Remember to put in the doors and windows and indicate which way they open. The main thing you need to consider is the scale of everything.

- Kitchen cupboards are 50cm wide and 60cm deep. Assume all floor cupboards come with a drawer at the top.
- Small kitchen cupboards are 25cm wide and 60cm deep.
- Most kitchen appliances (cookers, washing machines and dishwashers) are 50 cm wide and assume will fit under a kitchen worktop.
- Kitchen sink units are 100cm long and 60cm deep (single drain area) or 150cm long and 60cm deep (double drain area).

Ensure you put the scale that you have used on your plan and detailed what each item is. You can be as creative as you like if you have enough space in your kitchen (e.g. a central table or breakfast bar). But do remember this is a kitchen for a couple who are in their 80's so it needs to be manageable. You are **not** designing a kitchen for a family with children!

Task 3 : Costing the fitting of the kitchen

This is your chance to be creative – you may use the prices below, or look prices up online from kitchen manufacturers (e.g. B&Q, Homebase, Ikea, Magnet, etc) and appliance manufacturers (e.g. the ones mentioned plus Amazon, Argos, A.O. or any other UK supplier).

You have a budget of £5000.

Kitchen cupboards with drawer, door and handle: Small (25cm wide) £40

Kitchen cupboards with drawer, door and handle: Large (50cm wide) £60

Worktop to go on top of cupboards: £55 per metre

Standard under counter fridge: £245

Standard under counter freezer: £235

Standard washer-dryer: £315

Assume the Browns have all the other kitchen items (like kettle, crockery, cutlery, microwave, toaster, etc), so you don't need these.

Assume Labour costs will be £600 per day for 2 kitchen fitters and usually it takes three days to fit a new kitchen. You will need a plumber and an electrician – assume you pay £550 for their services.

Find the **cost of fitting a new kitchen**. You can assume no redecorating work, plastering, flooring or any additional work needs doing.

Physics

Try one task a week – use BBC Bitesize and other sources to help you. Or the KS3 revision booklet on G4S

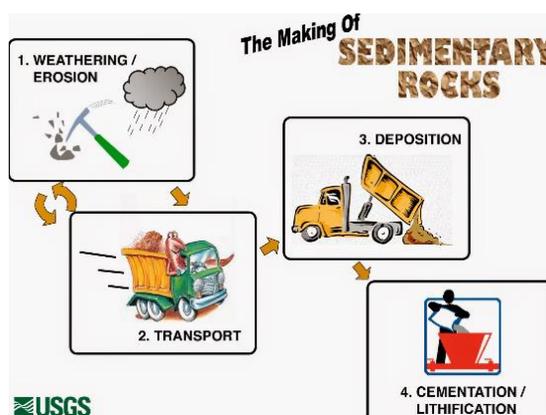
- **Task 1 Forces acting on a rocket:** Draw a picture of a rocket and state the forces that act on a rocket. Name the forces that act on the rocket, describe how the forces change as a rocket is launched into space? **Challenge –** Build and launch your own rocket using the ESA website https://www.esa.int/Education/Expedition_Home/Up_up_up!_Build_and_launch_your_own_rockets
Challenge + Enter the National Physical Laboratory (NPL) annual water rock competition, which shall be online this year. The challenge is to land an air pressurised rocket, using water as a propellant, exactly 70 m from launch point, three times, with extra points for flight duration. <https://www.npl.co.uk/water-rockets>
- **Task 2 Moon Camp:** In the future, to enable astronauts to stay on the Moon for long periods of time, new infrastructures must be developed to overcome important challenges. On paper design a Moon Base that will overcome these challenges: protection from radiation and meteorites, energy production, the extraction and recycling of water and food production. You can add other elements. **Challenge:** The Moon Camp Challenge invites you to design a 3D design Moon Base or parts of it. To learn how you can do it explore our challenges: <https://mooncampchallenge.org/moon-camp-home/>
- **Task 3 Crater Impacts on Mars:** Some Martian craters have central peaks; some are surrounded by material that has been ejected, called the ejecta blanket. Impact craters are interesting to study and provide insights into the age and geology of a planet's surface. Predict what patterns might be produced if meteorites had landed onto a wet Martian surface. Prepare a mix of soil and water. The mud should be sufficiently sloppy to eject mud splats when the mass is dropped! Place the mud in the middle of a large sheet of paper or card. Drop a variety of 'meteorites' (e.g. marbles/rubber balls/stones) into the mud from different heights and observe the patterns produced. Measure the distance travelled by the mud ejected on impact. Record your results in a suitable table, describe any pattern and explain your results.
- **Task 4 Solar Time:** A sundial is in essence simply any form of stick - known as a style or gnomon - which casts a shadow. The position of the shadow can then be used to determine the current solar time. A sundial is a device that measures time by the position of the Sun. Research the history of sundials and produce an information poster. **Challenge:** Build your own sundial, there are many different methods, here are just two
http://www.bbc.co.uk/norfolk/kids/summer_activities/make_sundial.shtml
<https://skyandtelescope.org/observing/how-to-make-a-sundial/>
- **Task 5 The Universe –** The Universe, as we see it today, is the result of a series of extraordinary cosmic events. The Universe contains billions of galaxies, each containing millions or billions of stars. The space between the stars and galaxies is largely empty. **Confident:** produce a report/information poster to educate primary school children about the universe. Subject areas you could include: what the universe contains, what 'space' is, describe the following terms: galaxy, solar system, star, planet, satellite, black holes **Challenge:** Use the ESA site to create a timeline of the history of the universe https://www.esa.int/Education/Expedition_Home/History_of_the_Universe_Creating_timelines
- **Task 6 Seasons –** Draw a picture or describe in words what your garden/ local park looks like in spring, summer, autumn and winter. Explain why we have different seasons in the UK using the link below: <https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/4> **Challenge:** Complete the ESA workbook on understanding the seasons. https://www.esa.int/Education/Expedition_Home/One_year_on_Earth_-_Understanding_seasons

Chemistry

Try one task a week – use BBC Bitesize and free science lesson videos to help, try the extension tasks too if you are feeling confident 😊

- **Task 1:** If you look in your garden you might find all sorts of rocks samples – try not to pick up just the smooth pieces, look for rough and sharp pieces too. Watch the video to find out what categories they fall into. <https://www.youtube.com/watch?v=tNs1gqkYerg> Make a rock identification key that one of your classmates could use to determine if their rocks are sedimentary, igneous or metamorphic. Can you scratch the surfaces, use vinegar or lemon juice to help with your investigation.
 - **Task 2:** Iron stone is a sedimentary rock – explain how this may have been formed over millions of years. Use as many keywords as you can in your explanation but you can use a diagram to show most of the processes. Challenge task – find 3 places in the UK that ironstone can be quarried and its appearance.
- Extension Task 1:** explain how metamorphic rocks and igneous rocks are formed too – use diagrams to help

Use the steps in the cartoon to help with your explanation. Clearly it doesn't involve lorries and people but the stages are the same – how does weathering occur, what helps to transport the tiny rock pieces, where do they get deposited and then cementation causes the sediments to stick together forming new sedimentary rocks.



- **Task 3:** Ironstone is Iron oxide – find out how the iron can be extracted by heating with Carbon to form Carbon dioxide and Iron metal. You could also draw a diagram of the equipment used. Challenge task – find the word equation for the chemical reaction. You might be able to visit East Carlton Park to find out about the Corby Steel works or ask your grandparents who remember when it was making steel from Iron ore that was quarried locally. (online or by phone please)
 - **Task 4:** Most bike frames are made from steel - explain what steel is and why it would only need a physical reaction to turn molten steel metal into a bike frame. Explain which properties would the steel exhibit to prove it is a metal. Challenge task – draw a particle diagram of the steel and compare it to the pure metal.
- Extension Task 2:** look into properties of non metals too – have a look around your house and garden. Can you find something made of glass, wood, carbon (graphite), steel, rubber, copper, etc. How would you test them to find out which category they fall into. Challenge task – can you explain why you are unlikely to find examples of non metal elements around the home. <https://www.youtube.com/watch?v=Cg1Q3oQGHYQ>
- **Task 5:** You have left your bike outside in the rain – find out what the steel frame will have reacted to and why this has happened. Suggest methods that would have prevented the corrosion and what could have speeded the reaction up. Challenge task – can you suggest 2 different materials that could have been used to make a bike frame that would not corrode in this way.
 - **Task 6:** Explain how your bike can be recycled – discuss how it could be sorted from other metals and how it could be made into something useful again. Challenge task – can you also explain how other materials like plastics and glass are recycled too.

Biology

Try one task a week – use BBC Bitesize to help, try the extension tasks too if you are feeling confident 😊

- **Task 1: Try growing different types of plant**
https://www.youtube.com/watch?v=9CkHET7e_7k How do plants reproduce? How do seeds differ from growing plants from tubers (potatoes), bulbs (garlic) or runners (strawberries). Have you ever found an old potato growing in the cupboard and thrown it away? Try planting it in a bucket & 'earthing it up' when the leaves appear. Cut a pepper in half, use a knife to free some of the seeds & fill it with compost in a bowl, water & observe over the next few weeks. Grow carrots from just their top or plant the seeds from a melon. Find out about asexual and sexual reproduction. Try growing different types of plant over the summer term, take photos of their development. Extension: Explain how the young plants grow and get their food.
- **Task 2: My chosen habitat** Find 'Activate book 1' on Kerboodle and read p. 186 – 187 The book gives an example of an oak tree habitat. Think about your garden, park or local area where you walk. Describe one habitat eg. Pond, pile of old logs or hedgerow. Can you identify the plants and animals that live there, how do they interact? Who eats who? **You will use this habitat in future lessons.** Extension: What is a niche? Describe how organisms with different niches are able to coexist in the same habitat.
- **Task 3: Competition & Food Chains** Use Activate book 1 p. 188 – 189 for help if needed. What do animals and plants compete for? Think back to the habitat that you chose for task 2. What do the animals and plants compete for? Extension: Draw a food chain or challenge yourself to draw a food web for this habitat.
- **Task 4: Dissect a flower** Use Activate book 1 p. 190 for help if needed. Cut up a flower and stick all the parts onto a sheet of paper. Label the structures of the flower. Extension: Annotate your diagram with the functions of each part of the flower and explain why the flower is involved in sexual reproduction.
- **Task 5: The carbon cycle** Use Activate book 2 p. 110 - 111 for help if needed. All living things are made from carbon. What types of molecules make up living things? Research the carbon cycle. Extension: How is the carbon cycled within the habitat that you chose for task 2?
- **Task 6: Biology Revision** Use the revision booklet on G4S and also on the intranet. Complete the following section:

2.5. Living things in their environment.

Worksheet 32 – A place to live	36
Worksheet 33 – Changing habitats	37
Worksheet 34 – Food chains and pyramids of numbers	38
Worksheet 35 – Food webs	39
Worksheet 36 – Poisoned food chains	40
Worksheet 37 – Populations	41

Humanities

Design your own country competition

Task

- You have been given the opportunity to create your own country, including a name and flag. You have the ability to be as creative as you like! You will need to design the shape of your country, decide whether you are creating an island or a border country. Once you have the basic elements you can develop your country, here are some things to consider.
- What water sources do you have? What food will you eat? Are you growing it yourselves? What religion do you follow? What is the history of your country? How is your country run? And many more things to consider.
- Ensure you have covered all your humanities subjects (Ep, Geography & History) through your project. A checklist of suggested things to include is attached but the more of your own ideas you can come up with the better!

There will be a prize for the best three in each year group.

Presenting your project

You can chose to do this in any way you like, here are some suggestions for you:

- Hand drawn on paper
- PowerPoint
- Word document
- Mine craft
- 3D construction
- A combination of the above

Help....I'm not sure what to include?

- Don't panic! There are a few ideas on the next page to help you get started. You do not need to do include every suggestion in your project, these are just suggestions to help you be creative.

Geography element of the project

Things to think about when designing your country:

What is the weather and climate like in your country?

What water sources do you have? Lakes, rivers or an ocean?

What is your terrain like? Are there mountains? Is the landscape flat or hilly?

What is your ecosystem like? What plants and animals live in your country?

Do you have any volcanos or earthquakes?

Do you have any large towns or cities? What are they like? Do they have any famous landmarks?

What energy supplies do you use? Do you use non-renewable or renewable energy for power supplies?

Possible Tasks:

Design your country by creating a map of it. Draw an outline of your country and then draw on its features e.g. rivers, mountains and towns. (HINT: it is easier to design it as an island).

Design an animal that lives in your country. Draw it on a separate page and then label it to show what features it has and how it has adapted to survive in your country.

On a new page write a description of what the geography of your country is like. Use the questions on the right to help you.

Create a capital city for your country and give it a name. Write a description of what your capital city is like. You could create a city from the future. Be as creative as you like.

Design a famous landmark for your country, maybe something like Big Ben or the London Eye. You could create this in Minecraft if you want to and take a photo of it for your project. You might make your landmark from Lego or cardboard, or you could just draw it.

History element of the project

Things to consider when developing the History section of your project:

How old is your country? How was it founded? Do you have a monarch or a dictator? Do you have a government? Have you had any serious events happen? A disease or a war? How do people in your country earn money? Farmers? Factory workers? Shop workers? Is your country famous for anything? How has fashion changed over time? What are buildings like? Do you have any special buildings? Castles? Palaces?

Possible Tasks:

Create a timeline that shows how your country has changed over time, you could add images to illustrate different events, leaders etc. try to create your timeline over a minimum of 100 years.

Create a document which explains how your country has been organised, is there a political structure (government) is it a democracy, or is it ruled by one person?

Write a newspaper report about one of the most important events in your country's history. It could be about a war, an invention, a person, a natural disaster etc. Make sure to use the 5 W's to describe the Who, What, Where, When and Why of the event.

EP element of the project

Things to consider when developing the EP section of your project:

What religion does your country follow? Do you only have one? Describe the God(s) you follow.

Explain your religion/values. What do you believe in? Why do you believe this?

How do you deal with criminals in your country?

What religious practice do you follow? How do you worship your God?

Do you wear any religious clothing? What does it symbolise?

Do you have any holy days? How are they celebrated?

Do you have a religious place in the world they people visit (pilgrimage)?

What does your religious building look like? How does the structure support your religious practices?

Can you explain the morals and ethics of your country?

Possible Tasks:

Choose any of the tasks/questions above to complete your 'design a country project'.

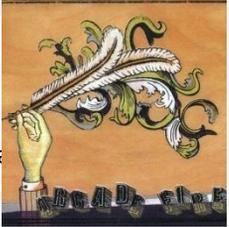
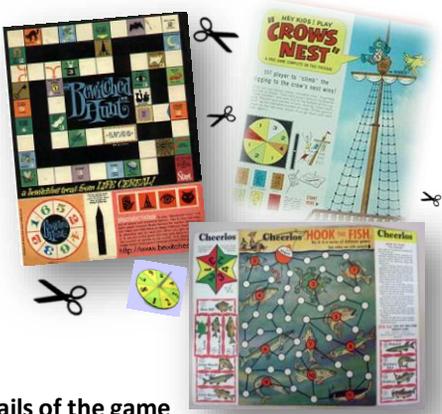
Be as creative as you can. It could be a list of rules, a diary about daily life, a plan of a holy building, a drawing of clothing, a poster.

Try to reflect yourself, your interests and your values in your country. Make it the sort of place you would like to live.

Where possible include reasons for your answers.

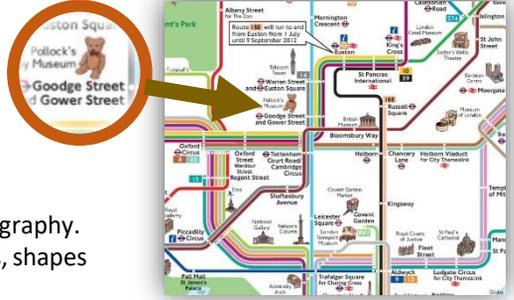
If you have access to a computer/the internet, research different countries/religions and laws. – If you do not have this access, get creative and invent your own ideas from your experience and your imagination.

Art & Design summer term project:

<p>Task 1</p>	<p>Task: Design an environmental house of the future that needs no energy or services to be supplied. Show how energy can be generated, how water can be collected and stored. Your house of the future might have solar panels, wind turbines and a way of collecting rain water. Use an A4 sheet of paper, use colour to present your drawings well. Add lots of detail. It would be a good idea to do some research before you start your design. There are some interesting examples on the internet. If you have internet access try searching for 'House of the future' in Google videos. You can get a higher level by evaluating your work. To do this explain and label the good parts of your design, label which parts are less good and explain how they could be improved. <i>If there are buildings in your community that you like aspects of, photograph and add as inspiration.</i> Your work will be marked on the quality of your design ideas, how well you use equipment (coloured pencils, use of ruler and compasses) and the quality of your presentation. If you need any assistance please email your teacher. Suggestion: Huf Haus https://www.huf-haus.com/en-uk/dream-house/</p>
<p>Task 2</p>	<p>For the House of the Future, what Artwork would be included to suit the design of the house? Would there be 2D or 3D art pieces, sculpture, collage, paintings, pencil drawings, charcoal, pastels etc. Use an Artists work, Art Movement, to inspire your work. Create an art piece either 2D/3D Your work can be from own sketches, model making, magazine image collages etc. Suggestion: Piet Mondrian https://www.tate.org.uk/kids/explore/who-is/who-piet-mondrian Artwork can be photographic – try a photo collage, single image close up etc.</p>
<p>Task 3</p>	<p>Whenever bands or artists release singles or albums they always have artwork to help promote their music. A lot of artwork relies on photos – but not always</p> <p>Design Brief: A new band is to release their first single. Design the promotional artwork for the single.</p> <p>Think of...</p> <ol style="list-style-type: none"> 1. a name for the band or artist 2. a name for the single 3. what type of music it is <p>Specification</p> <ul style="list-style-type: none"> •The artwork should fill a square shape. •It should reflect the image of the band or artist music. •It should be appropriate for any age group. •Any text should be clear and legible (readable). <p>https://www.udiscovermusic.com/stories/iconic-album-cover-designers/</p> <div style="display: flex; justify-content: space-around;">    </div>
<p>Task 4</p>	<p>On a piece of plain A4 paper, design a 'Cut Out & Keep' board game. This could be printed on the back of a cereal packet like Corn Flakes for example. The design should include the board, 6 playing pieces, a spinner and instructions all on the same A4 piece of paper. The game and counters would be cut out with scissors and assembled. The spinner could use a cocktail stick.</p> <p>It should be suitable for a child of about your age and you must use one of the following themes:</p> <ul style="list-style-type: none"> •Jungle •Space •Sport •Travel •History •Environment <p>Ext. Photograph the product being used, photograph details of the game</p> <div style="text-align: right;">  </div>

Art & Design summer term project:

<p>Task 5</p>	<p>What is a schematic map?</p> <p>It's a map that might describe:</p> <ul style="list-style-type: none"> • a transport system like the London Underground • a route for cyclists or walkers • how to find somewhere like a zoo or theme park <p>Schematic maps don't have to use scale or actual geography. But, for clarity, they do use symbols, pictures, colours, shapes and lines.</p> <p>They are simple, diagrammatic, uncluttered, clear and communicative.</p> <p>YOUR TASK</p> <p>On A4 paper, design a schematic map that describes your route to school. Use symbols, pictures, colours, shapes and lines to show landmarks, junctions and other key points along the way. You can choose a different journey that you do on a regular basis if your school journey is, for example, very short.</p> <p>Images included can be from your own photographs – think carefully how your own images could be included.</p>
<p>Task 6</p>	<p>Stonehenge is a prehistoric monument in Wiltshire. It is one of the most famous sites in the world. Archaeologists believe the stone monument was built around 2400 BCE.</p> <p>No one is quite sure what Stonehenge was used for or how it was constructed. Was it a place of ritual? Was it a space observatory where the stars and the seasons could be tracked? Stonehenge is a mystery.</p> <p>Basically, Stonehenge was/is a ring of huge stones standing on end with a line of stones placed horizontally around the top.</p> <p>Two upright stones and one across the top is called a trilithon (try-lee-thon). The stones can weigh up to 45 tons each and be almost as big as double-decker buses. The vertical stones are sunk into the ground to keep them upright.</p> <p>How did they build Stonehenge 4400 years ago when all they had was manpower ropes and wood? How did they get the stones to the site?</p> <p>For the task, you need A4 paper: Produce a series of drawings with some text that clearly illustrates how you think Stonehenge was constructed.</p> <p>You need to show:</p> <ul style="list-style-type: none"> how the huge stones were put in position how the uprights were pulled into a vertical position how the horizontal stone (lintel) was placed on top of the two uprights. <p>If you find it difficult to draw people just use arrows and symbols and labels instead.</p> <p>Suggestions: Work out how you think they built the trilithons.</p> <p>Break down how they did it into a number of stages.</p> <p>Draw a square or cell for each stage.</p> <p>Illustrate each stage in the squares like a comic strip.</p>



Art & Design summer term project:

<p>Task 7</p>	<p>https://www.artsandbakes.com/ https://www.bbc.co.uk/programmes/articles/4fr6jXM3XQpXG9sc8t0tQH/meet-the-great-british-bake-off-illustrator-tom-hovey</p> <p>Challenge: find a creative bake and produce a GBBO illustration using your Art & Design skills Make sure the challenge fits onto 1 A4 sheet of paper. Illustrations can be from pencil, pen, coloured pencil, paints etc.</p> <p>How about making a 2D / 3D model of the creative bake from other materials and then sending in a photograph of your creation.</p> <p>Maybe combine the challenges – have a go at the creative bakes (recipes below) and the produce your very own illustrated version.</p> <p>The Great British Bake Off https://thegreatbritishbakeoff.co.uk/recipes/</p> 
<p>Task 8</p>	<p>DIY Flight School These paper planes are great fun— just fold and let your imagination fly. Increase the challenge by making some cardboard targets for the planes to fly through.</p> <p>Step 1 Crease letter-size paper the long way, then fold top corners into center seam.</p> <p>Step 2 Lower point to about 25mm above bottom edge.</p> <p>Step 3 Repeat step 1, then lift small triangle under folds so it points up.</p> <p>Step 4 Uncurl a paper clip, leaving a hook on one end. Glue or tape it to center seam so hook hangs.</p> <p>Step 5 Fold both wings down so top edges line up with bottom. Loop a rubber band around end of paper clip to launch.</p> <p>Let it fly! https://www.goodhousekeeping.com/home/craft-ideas/g3754/how-to-fold-a-paper-airplane/</p>  
<p>Task 9</p>	<p>OTHER CREATIVE CHALLENGES</p> <p>On the links below there are a range of other quick challenges – see what you can do to be creative.</p> <p>Photograph your creations</p> <p>https://www.bbc.co.uk/cbbc/curations/bp-arts-and-crafts</p> <p>http://www.momentsaday.com/30-day-creativity-challenge-for-kids-free-printable/</p> <p>https://childhood101.com/5-construction-challenges-for-kids-stem/</p> <p>https://www.expressiveartworkshops.com/how-to-start-your-own-art-program/spontaneous-art-therapy-activities-for-teens/</p>

French

Year 8 French

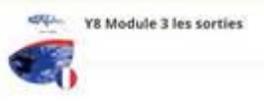
This term, we would like you to choose from a range of tasks below. The activities include vocabulary tasks using the Memrise website or APP, grammar exercises using Languages On-line and cultural tasks which allow you to explore the history and lifestyle of France.

There will be prizes and rewards for students who:

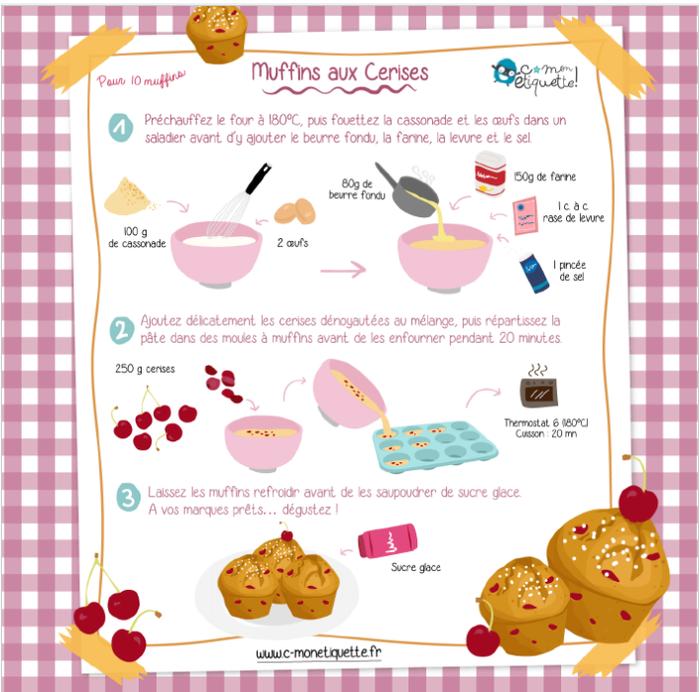
- use Memrise regularly and learn a good range of vocabulary
- produce posters/fact files about cultural aspects of France.
- complete a range of different activities (please inform your classroom teacher after each task)

If you need further assistance, please contact your classroom teacher as you would normally or Mr Stanton.

If you have forgotten your log-in details for Memrise please contact Mr Stanton or Mrs Lagarde and we will send it straight back to you.

Task 1	<p>Memrise - Please check your username and password with your teacher.</p>  <p>Go on to sections 4 and 5 to revise items of clothing and opinions about clothes.</p>
Task 2	<p>Cultural discovery work on famous French people</p> <p>Find out about at least 2 of these famous French people (or choose other people if you wish). Present your work how you wish - include pictures too. The work you produce must be written in your own words in English.</p> <p>Where and when they were born, why they are famous etc</p> <ol style="list-style-type: none"> 1. Jeanne d'Arc 2. Charles de Gaulle 3. Marie Curie 4. Thierry Henry 5. Claude Monet <p>Can you produce a poster with the information on? Don't forget to include pictures and colour. E-mail a copy of your poster to your teacher. There will be prizes for students who find out very interesting facts!</p>
Task 3	<p>Memrise - Please check your username and password with your teacher.</p>  <p>Please use this time to revise the Past Tense. Go on to sections 1, 2, 3, 5 and 7</p>
Task 4	<p>Cultural discovery work on the French school system:</p> <p>Find out as much information about the French school system. Focus on the following details:</p> <ol style="list-style-type: none"> 1. What are the different year groups called? 2. What are the different types of school called? 3. What happened to schools during the Covid-19 Pandemic? When did they close? What is happening now? 4. What subjects do they have to learn in French? 5. What is 'redoublement'? What do you think about it? 6. What are the differences between French and English schools? What about uniform? 7. Which system do you prefer and explain why. <p>Now produce your work as a Fact File or a Poster - feel free to add pictures and colour. E-mail your work to your teacher. Prizes will be given to those who find out extra and especially interesting information.</p>

French

<p>Task 5</p>	<p>www.languagesonline.org.uk - Revision of key information: Go on to the above website - click on Français - revise the following important items of language: - Numbers 1-100 - Days of the week, months of the year and seasons - Weather Go to the Grammar section and revise the following:</p> <ul style="list-style-type: none"> • Le Futur Proche (I am going to play football) • Modal verbs - Pouvoir, Devoir, Vouloir
<p>Task 6</p>	<p>Go on a virtual tour of Paris or Québec, using the ppt which can be found here: https://montsaye.sharepoint.com/sites/MA-Subjects/Fr/Year%2007/Forms/Folder%20View.aspx</p> <p>Following this - please complete a fact file / poster about one of the famous landmarks in the virtual tour. (Notre Dame / Le louvre etc)</p> <p>The best ones will go onto display!</p>
<p>Task 7</p>	<p>Take on the "Great French Language Challenge" which has been sent by the British Council. How many of the tasks can you tick off? Email any pictures into your French teacher.</p> <p>https://montsaye.sharepoint.com/:b:/r/sites/MA-Subjects/Fr/Year%2007/the_great_french_language_challenge.pdf?csf=1&web=1&e=piS99a</p>
<p>Task 8</p>	<p>Using the recipe in this pack, can you re-create this at home? Send in a picture of your final product - there will be a prize for the best one! You may need to use a dictionary - try www.wordreference.com</p>  <p>Muffins aux Cerises</p> <p>Pour 10 muffins!</p> <ol style="list-style-type: none"> Préchauffez le four à 180°C, puis fouettez la cassonade et les œufs dans un saladier avant d'y ajouter le beurre fondu, la farine, la levure et le sel. Ajoutez délicatement les cerises dénoyautées au mélange, puis répartissez la pâte dans des moules à muffins avant de les enfourner pendant 20 minutes. Laissez les muffins refroidir avant de les saupoudrer de sucre glace. A vos marques prêts... dégustez! <p>Ingredients: 100g de cassonade, 2 œufs, 80g de beurre fondu, 150g de farine, 1 c. à c. rase de levure, 1 pincée de sel, 250g cerises, Sucre glace.</p> <p>Thermostat 6 (180°C) Casson : 20 mn</p> <p>www.c-monetquette.fr</p>

Computer Science



- **Learn Some Python**

See if you can earn your Python Programmers Certificate by completing the different Python Exercises here -

https://www.w3schools.com/python/python_exercises.asp

- **Learn HTML**

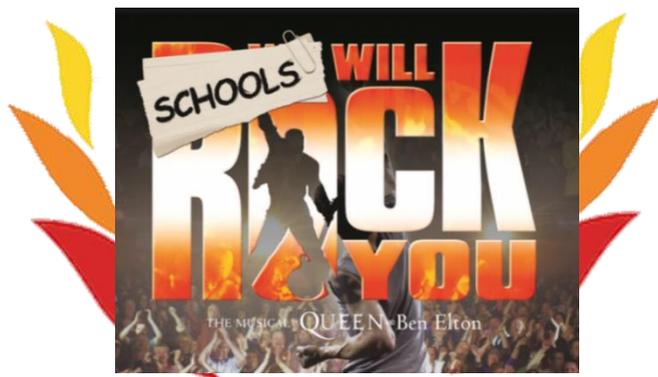
Become a HTML master and compete these HTML activities and tutorials -

<https://www.w3schools.com/html/>

- **Minecraft**

Download Minecraft Education and create a free account. Use the tutorials and lessons to teach yourself how to program Minecraft worlds, characters and blocks. The best way to learn is to just have a go! <https://education.minecraft.net/>

Performing Arts:



<p>Task 1 Poster Competition</p>	<p>Create a poster that can be used in school next year to advertise the schools performance of the hit musical <i>We Will Rock You</i>.</p> <p>Please send your posters to Miss Malins, Mrs Gardner and Mr Shea. Winner of the poster competition will be announced in the pastoral bulletin the last week before the summer holidays.</p> <p>Good Luck and remember to be creative!</p>
<p>Task 2 Story board</p>	<p>Create a story board that explains the plot for the hit musical <i>We Will Rock You</i>.</p>
<p>Task 3 Create your own trailer</p>	<p>Create a 30 second trailer for the musical <i>We Will Rock You</i>. There are lots of great trailer examples online that may help you with ideas!</p> <p>https://www.youtube.com/watch?v=FIAifVzIpfE</p>
<p>Task 4 Stage Directions</p>	<p>On the next page you will find an extract from the script. Your challenge is to annotate the script with the stage directions as if you were the stage director.</p> <p>Challenge Plus: use your drama key words!</p>
<p>Task 5 Research Project</p>	<p>Research the band Queen and answer the following question:</p> <p><i>Do you consider Queen to be their own style of music and what are the 6 features of their unique sound?</i></p> <p>Check out the pdf document on the Sharepoint. Performing Arts / Resources : 'Queen Research Pearson Textbook'</p>
<p>Task 6 Time Line</p>	<p>Create a timeline showing the changes of how bands are formed from 1970's to present day.</p>
<p>Task 7 Dance Choreography</p>	<p>Create a dance phrase that is at-least 2-counts of 8 that could be taught at the <i>We Will Rock You</i> school auditions.</p> <p>TOP TIP: there are lots of <i>We Will Rock You</i> choreographies on You Tube that may help you.</p>
<p>Task 8 Costume and Set Design</p>	<p>Create a costume and set design for the schools production of <i>We Will Rock You</i>.</p>

Performing Arts:

- You are the director of this scene from *We Will Rock You*. You are in charge of staging the production.
- The key information you need is: Khashoggi is the villain and wants to get rid of all creative music from the world. He has Buddy in a lazer cell. Buddy is a hippy and dreams and loves rock music.
- Read the scene. Twice.
- You are in charge of the costumes for this scene. Design the costume for Khashoggi and he has to come across as a modern day villain.
- The Bohemians are captured in a Lazer cage. Can you design this cage to so it looks amazing for the audience.
- You are in charge on the action. Can you describe how you want the Buddy act when he is zapped?

ACT TWO

SCENE 1

LASER CELLS

(Opens with the sinister throb of Flash... the throb goes on in the darkness long enough to get the AUDIENCE wild...we then reveal KHASHOGGI, brain torturing the BOHEMIANS, whom he has captured.)

KHASHOGGI

What do you know about the "bright star?" Where is "the place where the King sleeps and rock hangs silent in the air?"

OZ

They're freedom words, Pig, words the Dreamer used. We don't know what they mean.

KHASHOGGI

Pity...hurt her anyway.

(The DOCTORS hit a button and a vast bolt of power is shot through OZ's screaming body...it is punctuated by the single hook of...)

BOHEMIANS (OFFSTAGE)

FLASH AH

KHASHOGGI

I would rather you did not call me 'pig.'

BUDDY

I smell bacon!!

KHASHOGGI

Hurt him also.

BOHEMIANS (OFFSTAGE)

FLASH AH

KHASHOGGI

In fact, hurt them all.

(All the caged BOHEMIANS are sapped.)