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| **Year 8 English** - Week 1 (Monday 29th June - Friday 3rd July)Skill focus: Reading – Inference  |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Pupils watch the video ‘Shakespeare’s Animated Tales – A Midsummer Night’s Dream’. |  |
| Activity 2 | Pupils complete the activities in the ‘Analysis of the Title’ PowerPoint, including the main activity – Predicting what the play will be about, using the writing frame. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Historical context – learning about thehistory of festivals and celebrations. | PowerPoint of teaching materials available with tasks. |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Pupils answer question using writing frame if required: ‘What do you think people would have expected from the play four hundred years ago, just from knowing its title?’ |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for LLC - Mr Alex Griffithagriffith@brecon-hs.powys.sch.uk |  |

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| **Year 8 English** - Week 2 (Monday 6th July - Friday 10th July)Skill focus: Reading – Inference  |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Pupils consider the meaning of the phrase ‘The course of true love never did run smooth’ and write their definition ready for the next lesson. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Pupils develop understanding of central characters through the explanation of the ‘Love square’. Pupils listen to audio recording and make notes about who loves who. Then the love square is revealed for pupils to self-assess | PowerPoint of teaching materials available with tasks. |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Pupils write a summary of the ‘love square in their own words to consolidate understanding of characters and plot. |  |
| Activity 2 | Using the understanding of the characters and the quote, pupils write a prediction of what they think may happen to the characters. |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for LLC - Mr Alex Griffithagriffith@brecon-hs.powys.sch.uk |  |

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| **Year 8 Maths** - Week 1 (Monday 29th June - Friday 3rd July) |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  |  Higher: Watch MathsWatch clip N25 on powers and roots. Write revision notes and answer the interactive questions.Foundation: Watch MathsWatch clips N1a on place value (integers). Write revision notes and answer the interactive questions. |  |
| Activity 2 | Higher: Watch MathsWatch clip N30a on prime numbers. Write revision notes and answer the interactive questions.Foundation: Watch MathsWatch clips N1b on place value (decimals). Write revision notes and answer the interactive questions. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Higher: Using the visualiser or PowerPoint, the teacher will recap on roots, powers and prime numbers before introducing pupils to the product of prime factors. Foundation: Using the visualiser or PowerPoint, the teacher will introduce pupils to the powers and roots. | Higher: The teacher will upload examples on the VLE of the in-school learning that took place. Use the teacher’s notes and watch the following video on product of prime factors: [Product of Prime factors](https://www.youtube.com/watch?v=veILCLvH198)Foundation: The teacher will upload examples on the VLE of the in-school learning that took place. Use the teacher’s notes and watch the following video on : [Square and square roots](https://vle.brecon-hs.powys.sch.uk/pluginfile.php/5663/mod_folder/content/0/Squares%20and%20Cubes.mp4?forcedownload=1)  |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Higher: Pupils consolidate their learning by watching MathsWatch clip N30b and answering the questions set.Foundation: Pupils consolidate their learning by watching MathsWatch clip N25 and answering the questions set. |  |
| Activity 2 | Higher: Exercise: Express the following as product of primes: 1) 28 2) 60 3) 72 4) 84Foundation:Exercise: Calculate the following:1. $3^{2}$
2. $5^{2}$
3. $\sqrt{16}$
4. $√100$
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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Maths and Numeracy - Mrs Leanne Vinnicombelvinnicombe@brecon-hs.powys.sch.uk |  |

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| **Year 8 Maths** - Week 2 (Monday 6th July - Friday 10th July) |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Higher: Watch MathsWatch clips N31a, N31b on HCF and LCM. Write revision notes and answer the interactive questions.Foundation: Watch MathsWatch clip N11 on multiples. Write revision notes and answer the interactive questions. |  |
| Activity 2 | Higher: Watch MathsWatch clip P6 on venn diagrams. Write revision notes and answer the interactive questions.Foundation: Watch MathsWatch clip N12 on factors. Write revision notes and answer the interactive questions. |  |
| Activity 3 | Higher: Foundation: Exercise:  1) Write down all the factors of 28 2) Write down the first five multiples of 7 |  |
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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Higher: Using the visualiser or PowerPoint, the teacher will introduce pupils to finding the LCM and HCF of numbers written as the product of their prime factors.Foundation: Using the visualiser or PowerPoint, the teacher will introduce pupils to finding the LCM and HCF of two numbers. | Intermediate: The teacher will upload examples on the VLE of the in-school learning that took place. Use the teacher’s notes and watch the following video on [HCF and LCM](https://vle.brecon-hs.powys.sch.uk/pluginfile.php/5663/mod_folder/content/0/LCM%20and%20HCF.mp4?forcedownload=1)Foundation: The teacher will upload examples on the VLE of the in-school learning that took place. Use the teacher’s notes and watch the following video on [LCM](https://vle.brecon-hs.powys.sch.uk/pluginfile.php/5663/mod_folder/content/0/LCM.mp4?forcedownload=1) [HCF](https://vle.brecon-hs.powys.sch.uk/pluginfile.php/5663/mod_folder/content/0/HCF.mp4?forcedownload=1) |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Higher: Pupils consolidate their learning by answering LCM questions set on MathsWatch.Foundation: Pupils consolidate their learning by answering LCM questions set on MathsWatch. |  |
| Activity 2 | Higher: Pupils consolidate their learning by answering HCF questions set on MathsWatch.Foundation: Pupils consolidate their learning by answering HCF questions set on MathsWatch. |  |
| Activity 3 | Higher: Answer the following questions in your exercise book, take a photo of your answers and send via the VLE.Foundation: Answer the following questions in your exercise book, take a photo of your answers and send via the VLE. Find the HCF and LCM of the following:A) 10 and 8B) 6 and 15C) 4 and 12 |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Maths and Numeracy - Mrs Leanne Vinnicombelvinnicombe@brecon-hs.powys.sch.uk |  |

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| **Year 8 Science** - Week 1 (Monday 29th June - Friday 3rd July) |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Watch the following video and make notes:<https://www.youtube.com/watch?v=s1CpSrXa1EI> |  |
| Activity 2 | Write a list of equipment and a method for the Ice cream experiment in the video. |  |
| Activity 3 | If possible, do the experiment and take photos of your working and your final product. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| If possible, demo the experiment for pupils to see it. Then using visualiser or PowerPoints, the teacher will explain the particle theory involved in the experiment in more detail. Pupils plan out a poster for the experiment.  | Pupils go through PowerPoint that explains particle theory and plan out a poster for the experiment. |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Produce a poster for the Ice cream experiment – try to include information on the particle theory and the transfer of energy involved in the experiment. |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Science and Technology - Mrs Nerys Peasenpease@brecon-hs.powys.sch.uk |  |

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| **Year 8 Science** - Week 2 (Monday 6th July - Friday 10th July) |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Create a wildlife identification sheet with at least six different organisms that could be found in the local area. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Pupils will be taken outside to the fields and fill out tables tallying up the organisms that they see.If it is raining, they will be shown how to use quadrats. | Pupils to go outside in their local area and fill out a tally chart of the organisms that they can see. |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Pupils decide how they are going to display their data (graphs, etc.) and make conclusions on the information that they’ve found. |  |
| Activity 2 | Higher pupils will be asked to use the data to make estimates of the total number of organisms in the habitat and evaluate the methods used. |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Science and Technology - Mrs Nerys Peasenpease@brecon-hs.powys.sch.uk |  |

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| **Year 8 Geography** - Week 1 (Monday 29th June - Friday 3rd July) |
| Weeklong Tour – continued from last weekPre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | *The world is full of amazing places to visit.* Your task is to choose any destination in any country of the world.Use the Internet to research its airport locations and tourist destinations, attractions, hotels, beaches, climate….. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Plan a minimum of a five day tour of your chosen tourist destination. Things you could include in your tour include: transport arrangements; hotels to stay at; activities to participate in; sights to visit.Use the internet or holiday brochures to get pictures, etc. and information about the different sights.Success criteria to be printed from the VLE | Plan a minimum of a five day tour of your chosen tourist destination. Things you could include in your tour include: transport arrangements; hotels to stay at; activities to participate in; sights to visit.Use the internet or holiday brochures to get pictures, etc. and information about the different sightsSuccess criteria is on the VLE |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Design and write a postcard from the perspective of a tourist who has participated in your trip.  |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Humanities - Mrs Rebecca Carpenterrcarpenter@brecon-hs.powys.sch.ukEmail - AoLE 2nd for Humanities - Mr John BryantJbryant@brecon-hs.powys.sch.uk |  |

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| **Year 8 Geography** - Week 2 (Monday 6th July - Friday 10th July) |
| Kenya Safari – you will also have next week to complete this taskPre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Find a map of the African continent and locate Kenya. |  |
| Activity 2 | Write a paragraph describing the location of Kenya. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Research and produce an information guide for tourists visiting Kenya’s national parks such as the Masai Mara.Suggested formats include:* Detailed leaflet
* PowerPoint presentation
* Movie/Vlog
* Annotated poster
* Information board

Success criteria to be printed from the VLEYou will also have next week to complete this task. | Research and produce an information guide for tourists visiting Kenya’s national parks such as the Masai Mara.Suggested formats include:* Detailed leaflet
* PowerPoint presentation
* Movie/Vlog
* Annotated poster
* Information board

Success criteria is on the VLEYou will also have next week to complete this task. |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Identify the top 5 ways a tourist can be sustainable. In other words, how tourists can try and reduce their impact on the world.You will also have next week to complete this task. |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Humanities - Mrs Rebecca Carpenterrcarpenter@brecon-hs.powys.sch.ukEmail - AoLE 2nd for Humanities - Mr John BryantJbryant@brecon-hs.powys.sch.uk |  |

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| **Year 8 History** - Week 1 (Monday 29th June - Friday 3rd July) |
| Pre-study/Preview activities:Click [**here**](https://www.facebook.com/BosworthBattlefield/videos/546090519414220/) to watch the graphic novel ‘film’ The Life and Death of Richard III (contains some violent still images) | **Tick when complete ✔️** |
| Activity 1  | Watch the clip about the Life and Death of Richard III on the [VLE](https://vle.brecon-hs.powys.sch.uk/mod/url/view.php?id=1774), or [HERE](https://www.facebook.com/BosworthBattlefield/videos/546090519414220/) |  |
| Activity 2 | In your book/on paper, answer “Where was the skeleton of Richard the III found in 2010?” |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
|  Click [**here**](https://www.bosworthbattlefield.org.uk/wp-content/uploads/2020/04/Low-Res-R0424-P2-Timeline-5.pdf) to see a timeline of the Wars of the roses (use your magnifying tool to read the text).Task- Complete a Timeline of the Key Battles of The War of the Roses using the link above. Make note of which Family won the battle on your timeline. |  Click [**here**](https://www.bosworthbattlefield.org.uk/wp-content/uploads/2020/04/Low-Res-R0424-P2-Timeline-5.pdf) to see a timeline of the Wars of the roses (use your magnifying tool to read the text).Task- Complete a Timeline of the Key Battles of The War of the Roses using the link above. Make note of which Family won the battle on your timeline. |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Watch the Clip of The Life of Richard the III and complete a timeline of his life and the main events |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Humanities - Mrs Rebecca Carpenterrcarpenter@brecon-hs.powys.sch.ukEmail - AoLE 2nd for Humanities - Mr John BryantJbryant@brecon-hs.powys.sch.uk  |  |

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| **Year 8 History** - Week 2 (Monday 6th July - Friday 10th July) |
| Pre-study/Preview activities:Click [**here**](https://www.youtube.com/watch?v=TEm4SrSNTkQ) to watch the Battle of Bosworth film (the quality is rather grainy as we had to convert the original file). | **Tick when complete ✔️** |
| Activity 1  | Watch the Clip of the events of the Battle of Bosworth and make Brief notes that will help you complete the main task. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Complete the [Quiz task](https://vle.brecon-hs.powys.sch.uk/mod/quiz/view.php?id=1777) which is set up on the VLE focused on the Battle of Bosworth. Use your pre learning notes to help you complete the task. | Complete the [Quiz task](https://vle.brecon-hs.powys.sch.uk/mod/quiz/view.php?id=1777) which is set up on the VLE focused on the Battle of Bosworth. Use your pre learning notes to help you complete the task. |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Complete the wordsearch of the Key words regarding the Battle of Bosworth on the [VLE](https://vle.brecon-hs.powys.sch.uk/mod/hvp/view.php?id=1775) |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Humanities - Mrs Rebecca Carpenterrcarpenter@brecon-hs.powys.sch.ukEmail - AoLE 2nd for Humanities - Mr John BryantJbryant@brecon-hs.powys.sch.uk |  |

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| **Year 8 RE** - Week 1 (Monday 29th June - Friday 3rd July) |
| World ReligionsPre-study/Preview activities:

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| **World Religion (2010)** | **Number (million)** | **Percentage** |
| **Buddhism**  | 510  |   |
| **Christianity** | 2300  |   |
| **Hinduism** | 1100  |   |
| **Islam** | 1900  |   |
| **Judaism** | 15  |   |
| **Sikhism** | 25  |   |
| **Others** | 1950  |   |
| **Total** | **7.8 billion** |  |

 | **Tick when complete ✔️** |
| Activity 1  | Study the data table above identifying some of the world’s biggest religions. List the religions in size order from biggest to smallest (not including other). |  |
| Activity 2 | Use the internet to search for definitions of the following: Rites of Passage; Religious Rites of Passage; Secular Rites of Passage. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| **All:** Study the data table aboveCalculate the percentage of the world population that are associated with the different world religions.% = Number / total x 100Show your method for each calculationChoose a suitable graphical technique to display this data. Suggestions include bar chart; pie chart, etc.Draw the graph.**Most:** Write an analysis (description) of your graph and include data from your graph to back up your statements.**Some:** Why is a line graph not a suitable method for displaying this data? | **All:** Study the data table aboveCalculate the percentage of the world population that are associated with the different world religions.% = Number / total x 100Show your method for each calculationComplete this on a Word doc.Choose a suitable graphical technique to display this data. Suggestions include bar chart; pie chart etc….Draw the graph.**Most:** Write an analysis (description) of your graph and include data from your graph to back up your statements.**Some:** Why is a line graph not a suitable method for displaying this data? |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | List examples of both religious and secular rites of passage in a table.  |  |
| Activity 2 | Draw a timeline from Birth (0 years) to Death (85+years). Complete the timeline by noting examples of both religious and secular rites of passage at the appropriate point e.g. get married; sit GCSE exams; etc.  |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity where appropriate |  |
| Contact  | Email - AoLE Lead for Humanities - Mrs Rebecca Carpenterrcarpenter@brecon-hs.powys.sch.ukEmail - AoLE 2nd for Humanities - Mr John BryantJbryant@brecon-hs.powys.sch.uk |  |

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| **Year 8 RE** - Week 2 (Monday 6th July - Friday 10th July) |
| How do we celebrate birth?Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Choose one of the World Religions from below:

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| **Buddhism**  |
| **Christianity** |
| **Hinduism** |
| **Islam** |
| **Judaism** |
| **Sikhism** |

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| Activity 2 | Use YouTube to identify and watch a short video clip on how that religion celebrates births – search rites of passage: birthJudaism Example: <https://www.bing.com/videos/search?q=brit+milah+bbc+clip&docid=607990283120414475&mid=BBFAA07913A772E3087ABBFAA07913A772E3087A&view=detail&FORM=VIRE> |  |
| Activity 3 | Mind map information from the video clip. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| **All:** Choose an alternative religion from the list above. Use the textbooks and the Internet to research and mind map the different rituals associated with the birth of a baby – how the religion celebrates birth.**Most:** How is it different from/similar to the rituals of the religion chosen in your pre-study task? | **All:** Choose an alternative religion from the list above. Use the Internet to research and mind map the different rituals associated with the birth of a baby – how the religion celebrates birth.**Most:** How is it different from/similar to the rituals of the religion chosen in your pre-study task? |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Complete a picture board to show the rituals associated with the birth of a new baby in one of your chosen religions. |  |
| Activity 2 | Write an acrostic poem about your name with a sentence for each letter. Each sentence must be about something you are good at. |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity where appropriate |  |
| Contact  | Email - AoLE Lead for Humanities - Mrs Rebecca Carpenterrcarpenter@brecon-hs.powys.sch.ukEmail - AoLE 2nd for Humanities - Mr John BryantJbryant@brecon-hs.powys.sch.uk |  |

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| **Year 8 Drama** - Week 1 (Monday 29th June - Friday 3rd July)Skill focus: To produce a monologue. |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Read the competition http://wwwbrecontownband.com/promart-2019-competition |  |
| Activity 2 | Listen to **any** version of **Night On Bald Mountain by Modest Mussorgsky** |  |
| Activity 3 | Go for a walk **outdoors** playing this track on your headphones. |  |

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| In-school learning: During this session we will be working on a devised performance called **LOCKDOWN TALES****This will be a practical Drama session using socially distanced Drama techniques.****We will work collectively on a series of warm up exercises.****We will consider how the soundtrack to** **Night On Bald Mountain****Makes us feel** **Inspires us to move** **Reminds us of moments in Lockdown we have experienced.****Using a 10 scene structure we will start to create a series of individual MONOLOGUES and collective MOVEMENT SEQUENCE.** | Virtual Learning (if necessary)1. Use the IMPELLO warm up https://youtu.be/OziiBY-ezgYTo imagine that you are flicking paint around a room with various parts of your body  To any track of music. 2. Repeat the exercise using **Night On Bald Mountain** as your soundtrack 3. Jot down **4 words** that summarize the 4 most contrasting emotions that you have felt during Lockdown eg  **Fear, freedom, frustration, friendship**4.Create a movement sequence where you repeat these words and develop the movement through enlarging or minimizing the moves.5.Take one of the words as a headline and try writing a **Monologue** ...one person talking to the audience directly. The monologue should be an honest account of how you have felt one of the words during lockdown. Use the first person eg *Freedom**At first I thought this feels too good to be true, no school, no lessons, no teachers droning on, no homework , no deadlines, no worries....* | **Tick when complete ✔️** |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Write down one of the monologues that you worked on in the lesson or at home. |  |
| Activity 2 | Rehearse the movement sequence that we worked on in class or at home. |  |
| Activity 3 | Upload the written monologue OR a film of your movement to the VLE. |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Expressive Arts - Mrs Helen Eastheast@brecon-hs.powys.sch.uk |  |

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| **Year 8 Drama** - Week 2 (Monday 6th July - Friday 10th July)Skill focus: To produce a monologue. |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Listen to a different version of **Night On Bald Mountain by Modest Mussorgsky** |  |
| Activity 2 | Do the paint my walls warm up https://youtu.be/OziiBY-ezgY  |  |
| Activity 3 | Rehearse your **MONOLOGUE** last week so that you know it off by heart |  |

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| In-school learning:  | Virtual earning (if necessary): | **Tick when complete ✔️** |
| We will be building collaboratively our Devised piece of Drama **LOCKDOWN TALES** Started last lesson.We will be undertaking some socially distanced **warm up** games.Monologues written as post study from previous week will now be developed.We will use **Hot Seating** Drama technique to develop the **monologues** further. | Rehearse the **Movement Sequence** developed last week.Rehearse the **Monologue** developed last week until you are word perfect.Use someone in your family to give you some feedback on your 1. **Facial expression**
2. **Tone of voice**
3. **Pace**
4. **Gestures**
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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Film and share your work so far with a friend. |  |
| Activity 2 | Write down your feedback . |  |
| Activity 3 | Upload it on the VLE under the title “ My performance feedback to .....” |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Expressive Arts - Mrs Helen Eastheast@brecon-hs.powys.sch.uk |  |

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| **Year 8 Art** - Week 1 (Monday 29th June - Friday 3rd July)Skill focus: To produce an Abstract Expressionist piece of art for the Brecon Town Band Prom Art Competition.  |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Read the competition Brecon Town Band Prom Art 2020 Competition rules and instructions<http://www.brecontownband.com/promart-2019-competition> |  |
| Activity 2 | Listen to **any** recording of A Night on Bald Mountain – Modest Mussorgsky.You could use this link or find an alternative, there are many versions on the internet. <https://www.bbc.co.uk/teach/ten-pieces/primary-music-ks2-mussorgsky-night-on-bare-mountain/zvw2t39> and scroll to  Dan Starkey introduces Mussorgsky's A Night on the Bare Mountain. Or  Watch a full orchestral performance of Mussorgsky's A Night On The Bare Mountain from BBC NOW. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Watch Ricky Martin from Art Ninja creating an Abstract Expressionist painting with sponges while listening to Mussorgsky's Night on Bare Mountain<https://www.bbc.co.uk/teach/ten-pieces/primary-music-ks2-mussorgsky-night-on-bare-mountain/zvw2t39>* Discuss what feelings and emotions the music conveys. Does the music convey any feelings or emotions that you have experienced during lockdown?
* Discuss how these feelings and emotions can be conveyed with different colours and marks.
* Explore what marks can be made with oil pastel/ chalk pastel.
 | Watch Ricky Martin from Art Ninja creating an Abstract Expressionist painting with sponges while listening to Mussorgsky's Night on Bare Mountain<https://www.bbc.co.uk/teach/ten-pieces/primary-music-ks2-mussorgsky-night-on-bare-mountain/zvw2t39>* Discuss what feelings and emotions the music conveys. Does the music convey any feelings or emotions that you have experienced during lockdown?
* Discuss how these feelings and emotions can be conveyed with different colours and marks.
* Explore what marks can be made with the media of your choice.
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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 |

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| Look on the internet at examples of Abstract Expressionism Discuss with someone what you like or dislike about the work.Consider the choice of colour, choice of marks, composition of colour and marks, mood, feeling or emotion conveyed.  |

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| Activity 2 | Look at the competition guidelines again, your competition entry could be based on one of the other pieces of music if you preferred. Start thinking about what you would like to do as your **home art** competition entry. Your piece can be realistic, imaginary, expressive or abstract using any media or mix of media. |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | AoLE Lead for Expressive Arts – H East heast@brecon-hs.powys.sch.ukAoLE for Welsh Bac and Teacher of Art C Huggings chuggins@brecon-hs.powys.sch.uk Teacher of Art K Thomas kthomas@brecon-hs.powys.uk  |  |

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| **Year 8 Art** - Week 2 (Monday 6th July - Friday 10th July)Skill focus: Skill focus: To produce an Abstract Expressionist piece of art for the Brecon Town Band Prom Art Competition. |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Listen to the music a Night on Bare Mountain<https://www.bbc.co.uk/teach/ten-pieces/primary-music-ks2-mussorgsky-night-on-bare-mountain/zvw2t39>Consider the changes within the music and how these changes could be shown in an Abstract Expressionist piece.Consider if your Abstract Expressionist piece is inspired by the whole piece of music or a section.Consider if you would place the marks to respond to the music in a time line or would you overlap them?  |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Listen to the music a Night on Bare Mountain<https://www.bbc.co.uk/teach/ten-pieces/primary-music-ks2-mussorgsky-night-on-bare-mountain/zvw2t39>Produce an oil / chalk pastelAbstract Expressionist response to the music Night on Bare Mountain. | Listen to the music a Night on Bare Mountain <https://www.bbc.co.uk/teach/ten-pieces/primary-music-ks2-mussorgsky-night-on-bare-mountain/zvw2t39>Produce an Abstract Expressionist response to the music Night on Bare Mountain with any media. |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Take a photograph of your Abstract Expressionist piece and upload to the VLE. |  |
| Activity 2 | Look at the competition guidelines again, your competition entry could be based on one of the other pieces of music if you preferred. Your piece can be realistic, imaginary, expressive or abstract using any media or mix of media. Start working on your **home art** competition entry.Work on this over the next few weeks and then upload to the VLE by Sept 1st.  |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | AoLE Lead for Expressive Arts – H East heast@brecon-hs.powys.sch.ukAoLE for Welsh Bac and Teacher of Art C Huggins chuggins@brecon-hs.powys.sch.uk Teacher of Art K Thomas kthomas@brecon-hs.powys.uk  |  |

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| **Year 8 Music** - Week 1 (Monday 29th June - Friday 3rd July)Skill focus: Responding to a Musical Extract |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Read through the Art, Drama and Music instructions for this week. There will be some overlap, as all Expressive Arts work starts with the same piece of music, to link with the Brecon Town Concert Band Prom Art 2020 Competition.  |  |
| Activity 2 | Read the competition rules and instructions at: <http://www.brecontownband.com/promart-2019-competition> |  |
| Activity 3 | Listen to **any** version of **Night On Bald Mountain** (also known as **A Night on the Bare Mountain**)by Modest Mussorgsky Some animated versions are suggested in Virtual Learning below, or use the BBC Ten Pieces video, with Dan Starkey, which combines animation with views of an actual performance by BBC National Orchestra of Wales: <https://www.bbc.co.uk/teach/ten-pieces/primary-music-ks2-mussorgsky-night-on-bare-mountain/zvw2t39>  |  |

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| In-school learning:  | Virtual Learning: | **Tick when complete ✔️** |
| The Virtual Learning tasks link to Art and Drama work and can be undertaken in school or at home.  | **Quick Background** Complete this task on the VLE, to fill-in the missing words and find out about Mussorgsky and the legend of *A Night on the Bare Mountain*.  |  |
|  | **The Legend**Read this descriptive version of the legend of *A Night on the Bare Mountain*. On the VLE, select all the **adjectives** (describing words) in the story. You’ll be able to see if you have selected all the correct words.  |  |
|  | The Brecon Town Concert Band competition is based around several pieces from the Disney’s original 1940 Fantasia. Watch at least the first 4 minutes of this on <https://www.youtube.com/watch?v=SLCuL-K39eQ>. (Make sure your sound is up -it’s very quiet at the start!) Next, watch at least 4 minutes of this alternative animation <https://www.youtube.com/watch?v=-60mpuX15O4> Consider the following:* Do these animations follow the story described in **The Legend** task above?
* Does watching the animation help you to focus on the music?
* What do you notice about the difference in sound quality of these 2 versions?
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|  | **Performing**Use the **Performing 1** sheet to learn some of main rhythms used in *A Night on the Bare Mountain*. The instructions for counting the rhythms are on the sheet. It might help to tap your foot on beat 1-2-3-4 or get someone else to count while you clap.  |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Fancy a full metal cover of this orchestral piece? Try this! <https://www.youtube.com/watch?v=apqR321005g> |  |
| Activity 2 | …Or maybe you just need a laugh:<https://www.youtube.com/watch?v=UWdlx0P4Usg> |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity.  |  |
| Contact  | Email - AoLE Lead for Expressive Arts - Mrs Helen Eastheast@brecon-hs.powys.sch.uk Music – Mr Niall Bellnbell@brecon-hs.powys.sch.uk |  |

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| **Year 8 Music** - Week 2 (Monday 6th July - Friday 10th July)Skill focus: Creating Musical Ideas Using a Model Piece.  |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Learn to be a conductor! Follow the first 4 minutes of this masterclass to learn how to conduct in 4/4 time. <https://www.classicfm.com/artists/marin-alsop/guides/masterclass-beating-time/> |  |
| Activity 2 | Now try this short exercise to test out your conducting skills (about 30 seconds). There is a little reminder of the 4/4 conducting pattern, in the top corner.  |  |
| Activity 3 | Think about the different versions you have come across of *A Night on the Bare Mountain* (or *Night on Bald Mountain)* by Modest Mussorgsky. Do they sound like the same piece? What is different: The instruments used? The tempo (speed)? The sound quality? The contrast between loud and soft? The contrast between slow sections and fast sections?  |  |

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| In-school learning:  | Virtual Learning: | **Tick when complete ✔️** |
| The Virtual Learning tasks link to Art and Drama work and can be undertaken in school or at home.  | **Performing**Review the **Performing 1** sheet to practice rhythms from *A Night on the Bare Mountain*. Check the instructions for counting the rhythms and use the audio clips to make sure you do each rhythm correctly. When you are ready, follow the instructions on the sheet, for switching between the rhythms and linking them together.  |  |
|  | **Composing**A few of Mussorgsky’s rhythms on the **Performing 1** sheet start the same way but end differently. This is called question and answer phrasing. Try creating your own ‘Q & A’ phrases as follows: 1. Use the first part of any of the given rhythms, then create something slightly different to answer it, lasting for 4 beats. It might help to get someone else to clap the question rhythm, so you can answer it without any gap.
2. Now try making your own 4-beat question phrases, adding answer phrases that might borrow a little hint of the question phrase or might be quite different. Keep it simple to make sure you count and clap accurately.
3. If you have a pitched instrument (or an instrument app) try turning your rhythms into short melodies. To start with, use no more than 5 notes (e.g. **C**-D-E-F-G). If you can, start and finish on the same note then contrast this with answer phrases that definitely don’t finish on the same note.

**Write down or record your ‘Q & A’ rhythms or melodies and upload them on the VLE by Friday 10th July.**  |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Drive everyone in the house completely mad with your own home drum-kit. Use cardboard boxes, saucepan lids, (empty!) yogurt tubs or anything else appropriate, to practice the rhythms on the **Performing 1** sheet and / or your ‘Q & A’ rhythms. Get creative!  |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Expressive Arts - Mrs Helen Eastheast@brecon-hs.powys.sch.uk Music – Mr Niall Bellnbell@brecon-hs.powys.sch.uk |  |

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| **Year 8 PE** - Week 1 (Monday 29th June - Friday 3rd July) |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | **ENSURE you have done the very first task set on VLE at the start of lockdown**“In these first two days of learning at home, we would like you to start thinking about how we can use exercise to help us stay healthy; both physically and mentally.Your first challenge is to think of **safe ways** of exercising at home. Some suggestions are - Can you plan a circuit in your home?E.g. In your own bedroom do 10 sit ups.Run down the stairs to living room and do 10 pushups.Run upstairs to the spare room and do 10 star jumps. - And so on!If you've got one - can you include the garden?**.........PLEASE SUBMIT HERE PICTURES OR VIDEO CLIPS of you exercising.**Hope you enjoy and look forward to see your work!You only need to exercise for 20 or 30 mins both daysI**F YOU HAVE WELL DONE IT – WELL DONE! – CHECK that you have got a written plan including pictures of you doing each station. OR A VIDEO IF POSSIBLE.**If you haven’t done it then do it now! |  |
| Activity 2 | **DOWNLOAD THE KS 3 Blank YEAR 7 & 8 Pupil Profle.** (It’s named PSTUDENT PROFILE)<https://vle.brecon-hs.powys.sch.uk/mod/resource/view.php?id=1746>**Look at some examples from previous students to show ideas**<https://vle.brecon-hs.powys.sch.uk/mod/resource/view.php?id=1748><https://vle.brecon-hs.powys.sch.uk/mod/resource/view.php?id=1747><https://vle.brecon-hs.powys.sch.uk/mod/resource/view.php?id=1751><https://vle.brecon-hs.powys.sch.uk/mod/resource/view.php?id=1749><https://vle.brecon-hs.powys.sch.uk/mod/resource/view.php?id=1752><https://vle.brecon-hs.powys.sch.uk/course/view.php?id=36># |  |
| Activity 3 | Go on BBC Bitesize - Use this guidance sheet to help<https://vle.brecon-hs.powys.sch.uk/mod/resource/view.php?id=1753>LOOK at Wales, WJEC, PE, TOPIC PHYSICAL TRAINING. - Health Fitness and Exercise.READ PAGE 1 |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| **DURING YOUR 30 minute Exercise session** take a picture or video of you doing the ‘Daily mile - FORMATION CHLLENGE’You may need to photo someone in ‘your bubble’ and get them to photo you - BUT KEEPING YOUR DISTANCE! Then email each other the pics ( short video clip!) | During your daily exercise session at home take a picture or video of you exercising (Or get a family member to) |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | **At home after the learning session** **NOW COMPLETE** The following slides and tasks on the Pupil PROFILE:-TASK 1AThis is the slide where you put your name and personalise it with pics photos or images that reflect YOU in terms of PE, Sport and / or exercise. |  |
| Activity 2 | **NOW COMPLETE** :-TASK 1B Copy information about your HOME CIRCUIT onto the next slide.Include pictures or video clips. |  |
| Activity 3 | **NOW COMPLETE** :-TASK 1CUSING THE BBC Bitesize page that you read complete the slide to explain what Health, Fitness and Exercise mean and include pictures or video of you to represent each word. |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for PE and Sport - Mrs Anna Stephens astephens@brecon-hs.powys.sch.uk |  |

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| **Year 8 PE** - Week 2 (Monday 6th July - Friday 10th July)Skill focus:  |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | **Go on BBC Bitesize -** Use this guidance sheet to help<https://vle.brecon-hs.powys.sch.uk/mod/resource/view.php?id=1753>**LOOK at Wales, WJEC, PE, TOPIC - PHYSICAL TRAINING. - Health Fitness and Exercise****READ PAGE 2**Paying particular attention to the HEALTH RELATED COMPONENTS OF FITNESS:-Muscular StrengthCardiovascular fitnessFlexibilityMuscular Endurance |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| In the exercise session today (‘A treasure Hunt is planned! Weather permitting) AND in daily exercise sessions you do at home;**THINK ABOUT when you are using each component of fitness****Muscular Strength****Cardiovascular fitness****Flexibility****Muscular Endurance**IF POSSIBLE TAKE PHOTOS IN SCHOOL, IF NOT TAKE THEM AT HOME! | In the daily exercise sessions you do at home;**THINK ABOUT when you are using each component of fitness****Muscular Strength****Cardiovascular fitness****Flexibility****Muscular Endurance**TAKE PHOTOS AT HOME! |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | **At home after the in school learning session** **NOW COMPLETE** The following slides and tasks on the Pupil PROFILE:-TASK 2 – FOLLOWING THE INSTRUCTIONS ON THE SLIDE. |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for PE and Sport - Mrs Anna Stephens astephens@brecon-hs.powys.sch.uk |  |

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| **Year 8 French** - Week 1 (Monday 29th June - Friday 3rd July)Skill focus: Using the preposition “in” + a season |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Use this link and complete 20 minutes of vocab learning on Linguascope, la météo<https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=weather> |  |
| Activity 2 | Make a word game out of the new weather vocab  |  |
| Activity 3 | Categorise your new weather expressions into 2 lists, easy to remember / harder to remember. You either do this by writing 2 lists or using the word game cards form activity 2 and take a photo. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| In class reinforcement of weather expressions. Pupils to deduce patterns of il y a / il fait/ il + verb. Expansion of basic weather terms from Linguascope. Introduction of seasons + preposition “in”. Pupils deduce “in” for male season. Pupils describe what weather is typically like in the seasons in Wales, in French. | Sharing of PowerPoint and grammar notes. |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Pupils research typical weather in Guadeloupe and write down what the weather is like in their seasons. |  |
| Activity 2 | Pupils share their written task from activity 1 with a learning partner. DIRT feedback on weather accuracy. |  |
| Activity 3 | Pupils write down in French the weather for each day of the coming week. |  |

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| Resources  | All resources and worksheets uploaded to Show My Homework with full instructions for each activity |  |
| Contact  | Email - AoLE 2nd for LLC - Miss Jo Danielsjdaniels@brecon-hs.powys.sch.uk |  |

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| **Year 8 French** - Week 2 (Monday 6th July - Friday 10th July)Skill focus: Expressing “in” + town |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Use this link and complete 20 minutes of vocab learning on Linguascope, la météo<https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=weather> |  |
| Activity 2 | Revise your weather word game from last week. Add new expressions to game from last week’s lesson. |  |
| Activity 3 | Share your weather diary that you’ve recorded over the past week with your learning partner. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Revison of basic weather expressions on Linguascope. Use worksheets to describe what the weather is like in various cities in France. Use the preposition ”à”+ city. Allow for cultural discussions of main French cities. Introduce French compass points. Set up storyboard task, describing weather and activity. Complete story board images. |  Worksheets shared via Show My Homework.Pupils to research main French cities. |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Use today’s class storyboard to describe what you do in certain weather. |  |
| Activity 2 | Share your storyboard with a learning partner and DIRT improvements. |  |
| Activity 3 | Submit DIRT improved task to your class teacher. |  |

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| Resources  | All resources and worksheets uploaded to Show My Homework with full instructions for each activity |  |
| Contact  | Email - AoLE 2nd for LLC – Miss Jo Danielsjdaniels@brecon-hs.powys.sch.uk |  |

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| **Year 8 Welsh 2nd Language** - Week 1 (Monday 29th June - Friday 3rd July)Skill focus:  |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Using the links provided complete revision of different chwaraeon<https://www.linguascope.com/secure/students/beginner/topic.php?language=welsh&topic=sports1><https://www.linguascope.com/secure/students/beginner/topic.php?language=welsh&topic=sports2>  |  |
| Activity 2 | Complete word search of different ‘chwaraeon’ ensuring you name them in Welsh |  |
| Activity 3 | Complete anagrams of different ‘chwaraeon’ |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Revise expressing opinion sentence patterns, and the use of third person. Introduce ‘Ble/pryd/ gyda phwy wyt ti’n chwarae chwaraeon? | Recording of lesson or resources available on the VLE |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Write a paragraph expressing opinion on chwaraeon. |  |
| Activity 2 | Record yourself expressing opinion on chwaraeon. |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Welsh - Mrs Helen Davieshdavies@brecon-hs.powys.sch.uk lcross@brecon-hs.powys.sch.uk |  |

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| **Year 8 Welsh 2nd Language** - Week 2 (Monday 6th July - Friday 10th July)Skill focus:  |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Create a ‘map meddwl’ of how people ‘cadw’n iach’ |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Learn postive and negative form of the ‘dylai/should’ tense. Complete translating sentence task.Revise key verbs used within Ffitrwydd unit e.g yfed,bwyta,ymarfer,mynd, gwneud | Recording of lesson or resources available on the VLE |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Create a poster aimed at young people to give advice on how to ‘cadw’n iach’ |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Welsh - Mrs Helen Davieshdavies@brecon-hs.powys.sch.uklcross@brecon-hs.powys.sch.uk |  |

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| **Year 8 ICT** - Week 1 (Monday 29th June - Friday 3rd July)Skill focus: Healthy use of Mobile Phones |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Create a document (Word, PowerPoint etc.) to answer the following question:* **Who**: who needs a mobile phone?
* **What**: what use are mobile phones?
* **When**: when were mobile phones first available, when did you get your first mobile phone?
* **Where**: where do I mainly use my phone?
* **Why**: why do I need a mobile phone?
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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| In class discussion about mobile phones, their uses and needs v’s wants.Create a “Healthy usage of mobile phone ‘contract’” with yourself or parents, to create healthy rules of usage e.g. time limits, use of certain apps, where and when you will use your phone. | Online forum “[mobile phones, needs v’s wants](https://vle.brecon-hs.powys.sch.uk/mod/forum/view.php?id=1691)”.Create a [“Healthy usage of mobile phone ‘contract’](https://vle.brecon-hs.powys.sch.uk/mod/assign/view.php?id=1692)” with yourself or parents, to create healthy rules of usage e.g. time limits, use of certain apps, where and when you will use your phone. You need to upload this to the VLE using the link above. |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Create a document describing good points vs bad points of a mobile phone. |  |
| Activity 2 | If your phone has a ‘screen time’ (apple) or ‘digital health’ (android) app, record your daily usage (screenshots if you want). Add this to the document above and add a statement about show proud/shocked you were about your digital usage.  |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity. |  |
| Contact  | Email - AoLE Lead for Science and Technology - Mrs Nerys Peasenpease@brecon-hs.powys.sch.uk |  |

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| **Year 8 ICT** - Week 2 (Monday 6th July - Friday 10th July)Skill focus: Phone Apps & Digital usage |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Create a document giving answer to “what apps do I have on my phone” – pick 5 of your most commonly used apps. Answer the following about each app:* **Who**: who should use this app – age rating?
* **What**: what is it for?
* **When**: did I last use it?
* **Where**: where is my data stored (If I can find it)
* **Why**: why do I use it?

**NOTE:** If you do not have a phone, then you can interview your parents about their phone usage. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Watch the video: [Understanding Digital Tracking](https://vle.brecon-hs.powys.sch.uk/mod/hvp/view.php?id=1689)Class discussion about how digital usage is tracked, and to know basic data protection laws and how organisations are responsible for the security of collected data. | Online interactive video: [Understanding Digital Tracking](https://vle.brecon-hs.powys.sch.uk/mod/hvp/view.php?id=1689)Online forum “[how is digital usage tracked](https://vle.brecon-hs.powys.sch.uk/mod/forum/view.php?id=1690.)”, and to know basic data protection laws and how organisations are responsible for the security of collected data. |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Create and upload a video/animation explaining how your digital usage can be tracked. |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity. |  |
| Contact  | Email - AoLE Lead for Science and Technology - Mrs Nerys Peasenpease@brecon-hs.powys.sch.uk |  |

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| **Year 8 FOOD** Week 1 and 2 (Monday 29th June - Friday 10th July) |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Recap and look through the Yr7 food booklets on the VLE and all the recipes completed this year. |  |
| Activity 2 | On paper, brainstorm all the positives from you food lessons this year on one side and on the other, brainstorm the area that you could improve. Bring this brainstorm to school. No need to upload to the VLE. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Using the brainstorm and class discussion, write a letter to a Yr6 pupil explaining how to get the best out of their Food Technology lessons, what you liked and disliked, the areas you found challenging and was there anything that you improved on. Upload to the VLE for marking. |  Using the brainstorm and class discussion, write a letter to a Yr6 pupil explaining how to get the best out of their Food Technology lessons, what you liked and disliked, the areas you found challenging and was there anything that you improved on. Upload to the VLE for marking. |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Gather ingredients for the next practical – Melted Mars Bar cake. |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity - Look at YR7 (New Yr8) Letter Task. |  |
| Contact  | Email - AoLE Lead for Science and Technology - Mrs Nerys Peasenpease@brecon-hs.powys.sch.uk |  |

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| **Year 8 Design Technology** - Week 1 (Monday 29th June - Friday 3rd July)Skill focus: Materials in Mobile Phones |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Create a document (ppt/word) answering the questions :**What is in my Mobile Phone?*** **Who sources the materials?**
* **What materials are in your phone?**
* **Where are these materials sourced?**
* **When and how are these materials sourced?**
* **Why are these materials used?**

NOTE: If you do not have a phone, then you can use your parents’ phone as an example. If they do not have a phone, use a different electronic device e.g. TV, laptop, tablet etc. |  |

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| In-school learning:  | Virtual Learning (if necessary): Power point presentation uploaded to VLE. | **Tick when complete ✔️** |
| Discuss map. Who finds materials? PowerPoint presentation discussed |  |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | <https://www.bbc.com/future/article/20161017-your-old-phone-is-full-of-precious-metals> |  |
| Activity 2 | Research online your own mobile phone/tablet. Look at :* the phones life-cycle/life expectancy. How long does it last?
* Find out how much it cost brand new.
* How much of your phone is recycled?
* Could alternative materials be used?
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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Science and Technology - Mrs Nerys Peasenpease@brecon-hs.powys.sch.uk |  |

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| **Year 8 Design Technology** - Week 2 (Monday 6th July - Friday 10th July)Skill focus: Manufacturing of Mobile Phones . |
| Pre-study/Preview activities:  | **Tick when complete ✔️** |
| Activity 1  | Watch video <https://www.youtube.com/watch?v=V8ZVHpgYAzs> |  |
| Activity 2 | Learners to produce a document answering the question: **How are mobile phones produced?*** Who makes my phone?
* Where is my phone made?
* When are mobile phones produced?
* What tools/machinery is used to make mobile phones?
* Why are new mobile phones made?
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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| <https://www.youtube.com/watch?v=nguM7UYhW9w>Watch video of how a smartphone is made | PPT presentation available on VLE |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Research why certain materials have been used. Could less expensive more plentiful materials have been used? How would this effect the product ? Aesthetics, Function |  |
| Activity 2 | <https://www.techwalla.com/articles/what-materials-are-used-to-make-cell-phones> |  |
| Activity 3 | <https://www.techradar.com/uk/news/phone-and-communications/mobile-phones/our-smartphone-addiction-is-costing-the-earth-1299378> |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email - AoLE Lead for Science and Technology - Mrs Nerys Peasenpease@brecon-hs.powys.sch.uk |  |

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| **Year 8 Cymraeg** - Week 1 (Monday 29th June - Friday 3rd July)Skill focus:  |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Sialens - enw chwaraeon sy’n dechrau gyda gwahanol llythrennau’r wyddor |  |
| Activity 2 | Mynegwch farn ar ‘ydy cadw’n heini’n bwysig?’ Ceisiwch ddefnyddio amrywiaeth o frawddegau, defnydd o’r 3ydd person, amrwywiaeth o gysyllteiriau. |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Trafod pwysigrwydd cadw’n heini a sut mae pobl yn cadw’n heini. Nodwch ar fap meddwl. Adolygu’r terfyniad –wch / -a. Cwblhau tasgau bach. Adolygu’r amser amodol ‘dylai’ - positif a negyddol.  | Resources available on VLE |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Arluniwch boster i roi wybodaeth i bobl ifanc ynglyn â sut i gadw’n iach/heini a phwysigrwydd cadw’n iach/heini |  |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |  |
| Contact  | Email AoLE ad for Welsh Mrs H Davies – hdavies@brecon-.powys.sch.uk  |  |

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| **Year 8 Cymraeg** - Week 2 (Monday 6th July - Friday 10th July)Skill focus:  |
| Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Meddyiwch am 2 gem buarth newydd i blant ysgol gynradd – gwneud nodiadau am eich syniadau |  |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Adolygu ffurf gorchymyn berfau afreolaidd. | Resources available on VLE |  |

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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Ysgrifennwch gyfarwyddiadau i’r gêm |  |

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| **Wellbeing Lesson 1** - Week 1 (Monday 29th June - Friday 3rd July)Focus: Connectedness |
|  Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Find the famous Muhammed Ali quote regarding friendship. Bring this to the lesson. |   |
| Activity 2 | List who you have remained in contact with during lockdown and explain how you have stayed in contact. |   |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| Lesson focus is on connectedness. Reconnecting with one another following lockdown. Reflection on positive work of NHS workers and discussion throughout the lesson.PowerPoint SPA – Wellbeing – lesson 1 | PowerPoint used will be uploaded to the VLE so all pupils can access.The following links are used during the duration of the lesson:* <https://youtu.be/FA3EwR1O_>[qc](https://youtu.be/FA3EwR1O_qc)
* <https://youtu.be/5cJBf8-1IGc>

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| Post-study/ Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Share playlist (maximum of ten songs) with person of your choice. Either via Spotify or a different platform. |   |
| Activity 2 | Random act of kindness for someone either within this class or in the year group.  |   |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |   |
| Contact  | Email - AoLE Lead for Health and Wellbeing - Mr Andrew Morganamorgan@brecon-hs.powys.sch.uk |   |

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| **Wellbeing** - Week 2 (Monday 6th July - Friday 10th July)Focus: Promoting Self-efficacy |
|  Pre-study/Preview activities: | **Tick when complete ✔️** |
| Activity 1  | Research self-efficacy and provide definition for the lesson. |   |
| Activity 2 | Research how you can develop self-efficacy. |   |

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| In-school learning:  | Virtual Learning (if necessary): | **Tick when complete ✔️** |
| The lesson will focus on promoting self- efficacy. A motivational video is used to generate discussion.Pupils then progress to focus on self-talk and ways to change negative to positive self- talk. Discussion is focus throughout.Lesson finishes by reflecting on time spent in lockdown. PowerPoint – SPA – Wellbeing – lesson 2 | PowerPoint used will be uploaded to the VLE so all pupils can access.The following links are used during the lesson:1. <https://youtu.be/ZkSRbIzpQ7A>
2. <https://youtu.be/FA3EwR1O_qc>
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| Post-study/Consolidation activities:  | **Tick when complete ✔️** |
| Activity 1 | Research further into positive self -talk. |   |
| Activity 2 | Reinforce understanding of self-efficacy. As a group provide video for next week’s lesson on what self- efficacy is. Maximum of 5 minutes long. |   |

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| Resources  | All resources and worksheets uploaded to the VLE with full instructions for each activity |   |
| Contact  | Email - AoLE Lead for Health and Wellbeing - Mr Andrew Morganamorgan@brecon-hs.powys.sch.uk  |  |