

Trinity Academy Home Learning March 2020



At Trinity Academy we acknowledge that learning that takes place in the classroom is only a relatively small part of the child's experience. As a school we do actively promote homework as an integral part of learning, Home learning is slightly different from homework. At Trinity, we genuinely believe that learning at home can and does play a crucial role in building positive attitudes to learning for life. We are therefore fully committed to delivering meaningful homework and encouraging parents and carers to support and enrich learning at home.

In the past, there may be an historic over reliance on repetitive homework (and therefore sometimes, meaningless) tasks set by the teacher at regular intervals. In Trinity our approach is to see homework as part of an organic and dynamic approach to supporting learning, and will always be issued at the teacher's discretion. Our intention is to only set meaningful homework tasks and promote the parent/carer's role in supporting wider learning at home.

The following paper has been written to exemplify course outlines, possible homework activities and how parents can support learning at home. The importance of teachers' discretion must not be understated. The teacher will take a professional view and be the final arbiter as to whether and how much homework may be issued at any particular time. Similarly, parents are the final arbiter as to how home learning may be taken forward at home.

BENEFITS OF HOME LEARNING

- * Promotes enjoyment of learning in wider contexts
- * Promotes independent learning
- * Engages parents and carers in learning
- * Encourages and develop skills in planning and organising time
- * Prepares for examinations and tests
- * Challenges and extends all children
- * Reinforces and consolidates learning from the classroom
- * Helps to prepare for the introduction of new learning and concepts in the classroom
- * Provides opportunities for pupils to develop their interests in subjects.

Home Learning and Homework – What’s the difference?

Examples of Home Learning activities	Examples of Homework activities
<ul style="list-style-type: none"> • Family discussion about topics being studied • Engaging in educational websites • Reading newspapers • Internet enquiry • Shopping for the family • Visits to sites of interest • Visits to museums/churches/concerts etc • Bring your child to work days • Visiting other towns, cities and environments • Practising cookery and other practical skills • Engaging with organisations such as The Scouts/Football clubs etc • Reading for pleasure 	<ul style="list-style-type: none"> • Completing unfinished class work • Set reading tasks • Written essays/ tasks/Booklet exercises • Research / Internet enquiry • Learning Vocabulary/ Technical terms • Develop folio work • Problem solving tasks • Diary of activity in workshop/ fitness diary • Past Papers/ exam technique • Complete personal learning plans/ profile • Making notes/ maps • Carry out a survey or questionnaire • Ongoing daily/weekly planned revision and organising notes

As part of our commitment to delivering a meaningful and supportive framework for home learning, the following table represents topic studied at all levels across the curriculum. Parents will understand that any further information on coursework can be accessed via our website trinity.webplus.net/ which describes courses of study in BGE The Education Scotland website <https://education.gov.scot> also provides information on certificated courses. Parents are then encouraged to discuss this with children in order to plan meaningful and supportive activities at home. All that said, home reading and limited use of social media and gaming is to the benefit of learning in almost every context. **The parentzone website is also helpful** <https://education.gov.scot/parentzone/learning-at-home>

Subject	Topics/Focus for Learning	Homework	Home Learning Opportunities
ENGLISH S1			BGE S1 S2 S3
	<p>All topics</p> <p>Writing Non- fiction: report writing Poetry writing Short story writing</p> <p>Reading: Personal reading Literature texts</p> <p>Talking and listening:</p>	<p>Personalisation and choice: ‘Takeaway homework ‘tasks</p> <p>Complete the ‘Reading for Gold’ programme at Bronze, Silver and Gold level</p> <p>Prepare solo talk / presentation/ watch and review a TV programme /film</p> <p>Reading for understanding and analysis activities</p>	<p>READ as much as you can.</p> <p>Read fiction and non-fiction.</p> <p>Read/ research the authors/ write a review / prepare a presentation on the book/ write a new chapter for the book/ design a new cover.</p>
ENGLISH S2			
	<p>All topics</p> <p>Writing Personal writing: Special places Scottish texts Short story writing</p> <p>Reading: Personal reading Critical evaluations Talking and listening</p>	<p>Personalisation and choice:</p> <p>‘Takeaway homework ‘tasks Research tasks. Take part in the 100 Book Challenge</p> <p>Guided and/or extended book reviews</p> <p>Solo talk/ group presentation Watch and analyse a programme/ film</p> <p>Reading for understanding and analysis activities</p>	<p>Microsoft Teams - English.</p> <p>Log on to your Office365 account via the ‘Digital Learning Team’, using your login for the school computers. Click on the Microsoft Teams ‘toggle’ and join the ‘Trinity Academy BGE English’ team using the code below and attempt any of the activities and assignments provided there.</p> <p>These activities cover reading, writing & talking and listening.</p> <p>CODE: berysm</p>
ENGLISH S3			
	<p>Writing: Discursive writing /</p>	<p>Read widely – quality press/ non-fiction/ choose a topic/ research the topic/ Plan/proofread</p>	

	<p>Independent research project</p> <p>Personal/reflective/imaginative writing</p> <p>Reading</p> <p>Critical evaluations of texts – all genres</p> <p>Reading for analysis and evaluation</p> <p>Talking and listening</p>	<p>Planning/ writing / redrafting</p> <p>Keep track of the action/ character notes / P.E.E chain paragraphs / critical evaluations</p> <p>Close reading assignments</p> <p>Group/solo talk preparation</p> <p>Media analysis</p>	<div style="border: 2px solid green; padding: 10px;"> <p>Watch and listen. Actively search for programmes, films, podcasts, You Tube clips on topics which interest you. Start discussions.</p> </div>
<p>MATHEMATICS S1</p>			
	<p><u>Level 2/Level 3</u></p> <p>Block 1</p> <p>Whole Numbers</p> <p>Information Handling</p> <p>Decimals</p> <p>Negative Numbers</p> <p>Speed, distance and time</p> <p>Symmetry</p> <p>Block 2</p> <p>Rounding</p> <p>Angles</p>	<p>30 – 40 mins per week.</p> <p>Formal homework will be given at the end of each topic.</p> <p>Other shorter homework and problem solving activities will also be given.</p>	<p>SUPER MATHS WORLD – Play against the computer or another player. Test your skills in number, algebra, shape or data. Ask you teacher for the login details. http://www.supermathsworld.com</p> <p>THAT QUIZ – Practice for integers and fractions. http://www.thatquiz.org/</p> <p>COOL MATHS 4 KIDS – Maths lessons, puzzles and games. http://www.coolmath4kids.com/</p> <p>MATHS IS FUN – Maths lessons, worksheets, puzzles</p>

	<p>Percentages</p> <p>Simplifying expressions</p> <p>Substitution</p> <p>Equations</p> <p>Block 3</p> <p>Length and Perimeter</p> <p>Area</p> <p>Fractions</p> <p>Decimals and Percentages</p> <p>Factors and Primes</p> <p>Patterns</p> <p>Formulae and Sequences</p> <p>2D shapes</p> <p>Block 4</p> <p>Drawing triangles</p> <p>Ratio</p> <p>Scale Drawing</p> <p>Money</p> <p>Volume</p> <p>Probability</p>		<p>and games.</p> <p>http://www.mathsisfun.com/</p> <p>BITESIZE – View the lesson, try the quiz and play the game.</p> <p>http://www.bbc.co.uk/education/subjects/zfcqn39</p> <p>MATHS ON TRACK – practice sheets on level 3 topics</p> <p>http://www.mathsontrack.com/Learning-centre/Level-3</p> <p>Rigour Maths</p> <p>http://www.cdmasterworks.co.uk/e-s-o-s/2nd-level-numeracy/</p> <p>Pupils & Parents of S1-S3 pupils would be able to make use of exercises on Mathletics, booklets on topics which are on Mathletics and also access the video tutorials to support understanding. There are also opportunities to communicate with staff through Office 365 in relation to ongoing supports.</p>
<p>MATHEMATICS S2</p>			
	<p>Level 3</p> <p>Block 1</p> <p>Whole Numbers</p> <p>Information Handling</p> <p>Decimals</p> <p>Negative Numbers</p> <p>Speed, distance and time</p>	<p>30 – 40 mins per week.</p> <p>Formal homework will be given at the end of each topic.</p>	<p>SUPER MATHS WORLD – Play against the computer or another player. Test your skills in number, algebra, shape or data. Ask you teacher for the login details.</p> <p>http://www.supermathsworld.com</p> <p>THAT QUIZ – Practice for integers and fractions.</p>

<p>Symmetry Block 2 Rounding Angles Percentages Simplifying expressions Substitution Equations Block 3 Length and Perimeter Area Fractions Decimals and Percentages Factors and Primes Patterns Formulae and Sequences 2D shapes Block 4 Drawing triangles Ratio Scale Drawing Money Volume Probability</p> <p>Level 4 Block 1 Number work Tolerance Powers and Roots Order of Operations Symmetry Integers Equations Area and Volume Block 2 Fractions</p>	<p>Other shorter homework and problem solving activities will also be given.</p> <p>Revision material to be completed at home will be given before assessments.</p> <p>30 – 40 mins per week.</p> <p>Formal homework will be given at the end of each topic.</p> <p>Other shorter homework and problem solving activities will also be given.</p> <p>Revision material to be completed at home will be</p>	<p>http://www.thatquiz.org/</p> <p>COOL MATHS 4 KIDS – Maths lessons, puzzles and games. http://www.coolmath4kids.com/</p> <p>MATHS IS FUN – Maths lessons, worksheets, puzzles and games. http://www.mathsisfun.com/</p> <p>BITESIZE – View the lesson, try the quiz and play the game. http://www.bbc.co.uk/bitesize/secondlevel/mathematics/ http://www.bbc.co.uk/education/subjects/zfcqn39</p> <p>MATHS ON TRACK – practice sheets on level 3 or 4 topics http://www.mathsontrack.com/Learning-centre/Level-3 http://www.mathsontrack.com/Learning-centre/Level-4/ Rigour Maths http://www.cdmasterworks.co.uk/e-s-o-s/3rd-level-numeracy/</p> <p>SUPER MATHS WORLD – Play against the computer or another player. Test your skills in number, algebra, shape or data. Ask you teacher for the login details. http://www.supermathsworld.com</p> <p>THAT QUIZ – Practice for integers and fractions.</p>
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	<p>Decimals and percentages Scientific Notation Formulae Money Expanding brackets Equations Block 3 Circle Statistics Common Factors Ratio and Proportion Block 4 Similar Shapes Money Pythagoras Straight line Circle Geometry Trigonometry Speed distance and time</p>	<p>given before assessments.</p>	<p>http://www.thatquiz.org/</p> <p>COOL MATHS 4 KIDS – Maths lessons, puzzles and games. http://www.coolmath4kids.com/</p> <p>MATHS IS FUN – Maths lessons, worksheets, puzzles and games. http://www.mathsisfun.com/</p> <p>BITESIZE – View the lesson, try the quiz and play the game. http://www.bbc.co.uk/education/subjects/zfcqn39</p> <p>MATHS ON TRACK – practice sheets on level 3 or 4 topics http://www.mathsontrack.com/Learning-centre/Level-3 http://www.mathsontrack.com/Learning-centre/Level-4/</p> <p>Rigour Maths http://www.cdmasterworks.co.uk/e-s-o-s/4th-level-numeracy/</p> <p>Pupils & Parents of S1-S3 pupils would be able to make use of exercises on Mathletics, booklets on topics which are on Mathletics and also access the video tutorials to support understanding. There are also opportunities to communicate with staff through Office 365 in relation to ongoing supports.</p>
<p>MATHEMATICS S3</p>			
	<p><u>Level 3/Nat 3</u> Managing Money Manage money in real life</p>	<p>30 – 40 mins per week.</p> <p>Formal homework will be given at the end of each</p>	<p>SUPER MATHS WORLD – Play against the computer or another player. Test your skills in number, algebra, shape or data. Ask you teacher for the login details. http://www.supermathsworld.com</p>

<p>context</p> <p>Income and expenditure</p> <p>Budgets</p> <p>Saving Plans</p> <p>Best deals</p> <p>Bar Graphs</p> <p>Shape, Space and Measure</p> <p>Timetables</p> <p>Perimeter</p> <p>Area</p> <p>Volume of a cuboid</p> <p>Street directions</p> <p>Scale Drawings</p> <p>Number Patterns</p> <p>Numeracy</p> <p>Basic Arithmetic</p> <p>Whole Numbers (+, -, x, ÷)</p> <p>Decimals ((+, -, x, ÷)</p> <p>Fractions (+, -)</p> <p>Percentages</p> <p>Measuring and reading scales</p> <p>Probability</p> <p><u>Level 4/Nat 4</u></p>	<p>topic.</p> <p>Other shorter homework and problem solving activities will also be given.</p> <p>Revision material to be completed at home will be given before assessments.</p>	<p>BITESIZE – View the lesson, try the quiz and play the game. http://www.bbc.co.uk/education/subjects/ztrjmp3</p> <p>MATHS ON TRACK – practice sheets on level 4 topics http://www.mathsontrack.com/Learning-centre/Level-4/</p> <p>DYNAMIC MATHS – free worksheets on various topics https://www.dynamicmaths.co.uk/index.php</p> <p>Pupils & Parents of S1-S3 pupils would be able to make use of exercises on Mathletics, booklets on topics which are on Mathletics and also access the video tutorials to support understanding. There are also opportunities to communicate with staff through Office 365 in relation to ongoing supports.</p>
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	<p>Numeracy</p> <p>Basic Arithmetic</p> <p>Negative Numbers</p> <p>Rounding</p> <p>Significant figures</p> <p>Percentages</p> <p>Time Intervals</p> <p>DST</p> <p>Area</p> <p>Volume</p> <p>Perimeter</p> <p>Ratio and Proportion</p> <p>Reading Scales</p> <p>Conversion of Units</p> <p>Statistics</p> <p>Expressions and Formula</p> <p>Simplification</p> <p>Breaking Brackets</p> <p>Factorising</p> <p>Number Patterns</p> <p>Straight Line</p> <p>Circle</p> <p>Area and Volume</p> <p>Symmetry</p>	<p>30 – 40 mins per week.</p> <p>Formal homework will be given at the end of each topic.</p> <p>Other shorter homework and problem solving activities will also be given.</p> <p>Revision material to be completed at home will be given before assessments.</p>	<p>SUPER MATHS WORLD – Play against the computer or another player. Test your skills in number, algebra, shape or data. Ask you teacher for the login details. http://www.supermathsworld.com</p> <p>BITESIZE – View the lesson, try the quiz and play the game. http://www.bbc.co.uk/education/subjects/zfcqn39</p>
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	<p>Frequency Tables</p> <p>Averages</p> <p>Pie Charts</p> <p>Probability</p> <p>Relationships</p> <p>Straight Line</p> <p>Scattergraphs</p> <p>Line of best fit</p> <p>Equations and Inequalities</p> <p>Changing the subject of a formula</p> <p>Pythagoras</p> <p>Scale Drawing</p> <p>Circle</p>		h
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<p>MODERN LANGUAGES S1 FRENCH</p>			
	<p>Talking about Self / School /Free time / local area/ Holidays</p> <p><u>Skills development in:</u> Vocabulary acquisition Reading Writing Listening Talking Consolidation of grammatical</p>	<p>The expectation is that pupils engage in 15/20mins of on line HW activities per week as part of our 'Active learn digital programme'</p> <p>https://www.pearsonactivelearn.com/</p> <p>Digital homework activities for a block of learning are issued. These activities consolidate the teaching taking place in class</p> <p>A dead line by which all exercises must be completed for the whole of the module is communicated.</p> <p>Activities target skills development in the following -</p> <p>Vocabulary acquisition</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Pronunciation</p> <p>Consolidation of grammatical</p> <p>Completion of activities also serve as targeted revision in preparation for regular end of unit testing as part of the S1 course</p> <p>In addition to on line HW when talking is a targeted assessment pupils will be required to revise prepared talking pieces at home</p>	<p>We encourage parental involvement wherever possible to engage with pupils as they complete on line learning. Parents, as well as teachers are able to track progress as part of the programme.</p> <p>In addition to the active learn Programme, any kind of linguistic/cultural exposure to the language and to the country /countries where the language is spoken is beneficial.</p> <ul style="list-style-type: none"> -Travel abroad -Visits to cultural events -Exposure to films /dvd's -Radio/music -TV programmes -Appropriate on line websites.

<p>MODERN LANGUAGES S1 SPANISH</p>			
	<p>Self / Free time/ Family</p> <p><u>Skills development in:</u></p> <p>Vocabulary acquisition</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Talking</p> <p>Consolidation of grammatical</p>	<p>The expectation is that pupils engage in 15/20mins of on line HW activities per week as part of our 'Active learn digital programme'</p> <p>https://www.pearsonactivelearn.com/</p> <p>Digital homework activities for a block of learning are issued. These activities consolidate the teaching taking place in class</p> <p>A dead line by which all exercises must be completed for the whole of the module is communicated</p> <p>Activities target skills development in the following -</p> <p>Vocabulary acquisition</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Pronunciation</p> <p>Consolidation of grammatical</p> <p>Completion of activities also serve as targeted revision in preparation for regular end of unit testing as part of the S1 course</p> <p>In addition to on line HW an end of year Speaking Presentations will be prepared in class and revised at home to complete the S1 course and demonstrate over all learning across the topics</p>	<p>We encourage parental involvement wherever possible to engage with pupils as they complete on line learning. Parents, as well as teachers are able to track progress as part of the programme.</p> <p>In addition to the active learn Programme, any kind of linguistic/cultural exposure to the language and to the country /countries where the language is spoken is beneficial.</p> <p>-Travel abroad</p> <p>-Visits to cultural events</p> <p>-Exposure to films /dvd's</p> <p>-Radio/music</p> <p>-TV programmes</p> <p>-Appropriate on line websites.</p>

<p>MODERN LANGUAGES S2 FRENCH</p>			
	<p>TV/Films/ Paris/Personal info /Home</p> <p><u>Skills development in:</u></p> <p>Vocabulary acquisition</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Talking</p> <p>Consolidation of grammatical</p>	<p>The expectation is that pupils engage in 15/20mins of on line HW activities per week as part of our 'Active learn digital programme'</p> <p>https://www.pearsonactivelearn.com/</p> <p>Digital homework activities for a block of learning are issued. These activities consolidate the teaching taking place in class</p> <p>A dead line by which all exercises must be completed for the whole of the module is communicated.</p> <p>Activities target skills development in the following - Vocabulary acquisition Reading Writing Listening Pronunciation Consolidation of grammatical</p> <p>Completion of activities also serve as targeted revision in preparation for regular end of unit testing as part of the S1 course</p> <p>In addition to on line HW when talking is a targeted assessment pupils will be required to revise prepared talking pieces at home</p>	<p>We encourage parental involvement wherever possible to engage with pupils as they complete on line learning. Parents, as well as teachers are able to track progress as part of the programme.</p> <p>In addition to the active learn Programme, any kind of linguistic/cultural exposure to the language and to the country /countries where the language is spoken is beneficial.</p> <ul style="list-style-type: none"> -Travel abroad -Visits to cultural events -Exposure to films /dvd's -Radio/music -TV programmes -Appropriate on line websites.

<p>MODERN LANGUAGES S2 SPANISH</p>			
	<p>School life/using technology /food and drink</p> <p><u>Skills development in:</u></p> <p>Vocabulary acquisition</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Talking</p> <p>Consolidation of grammatical</p>	<p>The expectation is that pupils engage in 15/20mins of on line HW activities per week as part of our 'Active learn digital programme'</p> <p>https://www.pearsonactivelearn.com/</p> <p>Digital homework activities for a block of learning are issued. These activities consolidate the teaching taking place in class</p> <p>A dead line by which all exercises must be completed for the whole of the module is communicated</p> <p>Activities target skills development in the following -</p> <p>Vocabulary acquisition</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Pronunciation</p> <p>Consolidation of grammatical</p> <p>Completion of activities also serve as targeted revision in preparation for regular end of unit testing as part of the S1 course</p> <p>In addition to on line HW an end of year Speaking Presentations will be prepared in class and revised at home</p> <p>to complete the S1 course and demonstrate over all learning across the topics</p>	<p>We encourage parental involvement wherever possible to engage with pupils as they complete on line learning. Parents, as well as teachers are able to track progress as part of the programme.</p> <p>In addition to the active learn Programme, any kind of linguistic/cultural exposure to the language and to the country /countries where the language is spoken is beneficial.</p> <ul style="list-style-type: none"> -Travel abroad -Visits to cultural events -Exposure to films /dvd's -Radio/music -TV programmes -Appropriate on line websites

<p>MODERN LANGUAGES S3 FRENCH</p>			
	<p>Society/ Learning /Employability/ Culture</p> <p><u>Skills development in:</u> Vocabulary acquisition Reading Writing Listening Talking Consolidation of grammatical</p> <p><u>Preparation for Unit assessments in</u></p> <p>Using language (Talking and Writing)</p> <p>Understanding language (Reading and Listening)</p>	<p>As they progress through the S3 course pupils will be called upon to engage in activities to support vocabulary acquisition, as well as the consolidation of grammar where appropriate</p> <p>The expectation is that pupils engage in HW activities to support progression across the 4 linguistic skills</p> <p>Completion of HW activities serves as targeted revision for the crucial 4 unit assessments they will undergo in Reading Listening Talking and Writing</p> <p>Activities target skills development in the following areas</p> <p>Using language (Talking and Writing)</p> <p>pupils will be required to revise prepared talking pieces at home, and create written pieces where appropriate</p> <p>Understanding language (Reading and Listening)</p> <p>pupils will be required to thoroughly revise targeted vocabulary and structures related to assessment topic areas</p> <p>A dead line by which all HW must be completed in preparation for unit assessment is communicated to all pupils</p>	<p>We encourage parental involvement wherever possible to engage with pupils as they develop linguistic skills at home.</p> <p>In addition, in addition to supporting the consolidating of learning at home, any kind of linguistic/cultural exposure to the language and to the country /countries where the language is spoken is beneficial.</p> <ul style="list-style-type: none"> -Travel abroad -Visits to cultural events -Exposure to films /dvd's -Radio/music -TV programmes -Appropriate on line websites.

<p>MODERN LANGUAGES S3 SPANISH</p>			
	<p>Town and local area/talking about past holidays /holiday activities</p> <p><u>Skills development in:</u> Vocabulary acquisition Reading Writing Listening Talking Consolidation of grammatical</p>	<p>The expectation is that pupils engage in 15/20mins of on line HW activities per week as part of our 'Active learn digital programme'</p> <p>https://www.pearsonactivelearn.com/</p> <p>Digital homework activities for a block of learning are issued. These activities consolidate the teaching taking place in class</p> <p>A dead line by which all exercises must be completed for the whole of the module is communicated.</p> <p>Activities target skills development in the following - Vocabulary acquisition Reading Writing Listening Pronunciation Consolidation of grammatical</p> <p>Completion of activities also serve as targeted revision in preparation for regular end of unit testing as part of the S1 course</p> <p>In addition to on line HW an end of year Speaking Presentations will be prepared in class and revised at home to complete the S1 course and demonstrate over all learning across the topics</p>	<p>We encourage parental involvement wherever possible to engage with pupils as they complete on line learning. Parents, as well as teachers are able to track progress as part of the programme.</p> <p>In addition to the active learn Programme, any kind of linguistic/cultural exposure to the language and to the country /countries where the language is spoken is beneficial.</p> <ul style="list-style-type: none"> -Travel abroad -Visits to cultural events -Exposure to films /dvd's -Radio/music -TV programmes -Appropriate on line websites.

SOCIAL SUBJECTS S1 GEOGRAPHY			
	<p>S1 – 13-week duration of classes as per rotation for each social subject.</p> <p>Topics</p> <p>Earth Forces- Volcanoes, Earthquakes and Tsunamis</p> <p>Climate Regions- Life in the Tundra Human Impact on a Natural Environment Hot Deserts</p>	<ul style="list-style-type: none"> • Research recent news stories. • Complete a research task on the 1989 San Francisco Earthquake. You should complete a 5W sheet.... When? Where? (use a map) Why? (diagram of the plate boundary) What? (what were the impacts?) Who? (eyewitness reports, names of those affected) Things to focus on.... What happened on The Oakland Bay Bridge? What happened on the Nimitz Highway? What happened at Candlestick Park? What happened in the marina district? <p>You can watch this documentary to help you: https://www.youtube.com/watch?v=kVAeF8rDVyQ</p> <p>This one also covers what happened. https://www.youtube.com/watch?v=NfR-cC_1A4s</p> <ul style="list-style-type: none"> • Complete a short project on the Japanese earthquake and tsunami of 2011. You could make a leaflet, record a news report, design a poster, make a PowerPoint. Gather information on how it happened, researching key terms such as epicentre and focus. You should examine the impacts on people and the landscape. https://www.youtube.com/watch?v=HLVSpuQ4sk0 <p>Hot Deserts: Use the help guide to complete a project (this was issued to pupils who were in school 18.3.20) Why not design a 'Biome in a Box'? Use an old shoe box or any type of cardboard box and make up a climate zone landscape with labelled features- you could make a hot desert, a cold desert, rainforest, mountain landscape, the Mediterranean.</p>	<p>To assist students with researching during their time in Geography. Parental support opportunities include the use of general news programmes and websites. Such as the BBC, Guardian and the Times. News programmes such as Channel 4 News and BBC News.</p> <p>There are a huge range of interesting documentaries which are relevant in Geography: Human Planet Planet Earth Earth: The Power of the Planet</p> <p>National Geographic have lots of short information videos on YouTube.</p> <p>Parents should encourage the use of these sites in preparation for all S1 homework tasks.</p> <p>Pupils could use www.researchify.co.uk. This a research tool that is for children to use and makes sure the links and webpages are accessible.</p>

SOCIAL SUBJECTS S1 HISTORY			
	<p>S1 – 13-week duration of classes as per rotation for each social subject.</p> <p>Topics</p> <ul style="list-style-type: none"> • What is History? (Concept of chronology and evidential nature of primary and secondary sources) • The Wars of Independence 1286-1328 	<ul style="list-style-type: none"> • Research a chosen historical event and its importance in History • Procurator Fiscal Speech • Death of Alexander III project • Revision for enquiry skills test • The Battle of Stirling Bridge TV report • William Wallace Wanted Poster • Robert the Bruce Facebook Page • Battle of Bannockburn Twitter Feed • Revision for summative (knowledge based) assessment 	<p>To assist students with researching their chosen historical event without reference to Wikipedia.</p> <p>Parental support opportunities include the use of general historical texts including Horrible History of Scotland and online resources including BBC History/Bitesize to research factually accurate responses to answer questions, write reports and prepare for presentations in addition to a planned programme of revision prior to end of unit assessments.</p> <p>Pupils could use www.researchify.co.uk. This a research tool that is for children to use and makes sure the links and webpages are accessible.</p>
SOCIAL SUBJECTS S1 MODERN STUDIES			
	<p>S1 – 13-week duration of classes as per rotation for each social subject.</p> <p>Topics</p> <ul style="list-style-type: none"> • What is Modern Studies? (Introduction to the subject and skills – Bias and Exaggeration) • Human Rights 	<ul style="list-style-type: none"> • Research recent news stories • Identify bias and exaggeration from newspaper/internet for class discussion • Research on “contrasting Countries” Scotland, USA and China – Looking for political, social and economic information • Complete a written report on the contrasting counties • Research at home the lack of rights in Syria, Saudi Arabia, China and Ukraine • Preparation for presentation on “living without Rights • Research on discrimination in the UK • Work on a short essay on discrimination • Research of Uighurs for group tasks • Revision for class test 	<p>To assist students with researching during their time in Modern Studies. Pupils are perfecting their skills in identifying reliable sources. ie non biased or exaggerated stories.</p> <p>Parental support opportunities include the use of general news programmes/newspapers and websites. Such as the BBC, Guardian and the Times. News programmes such as Channel 4 News and BBC News.</p> <p>Parents should encourage the use of these sites in preparation for all S1 homework tasks.</p> <p>Pupils could use www.researchify.co.uk. This a</p>

			research tool that is for children to use and makes sure the links and webpages are accessible.
SOCIAL SUBJECTS S2 GEOGRAPHY			
	<p>S2 – 13-week duration of classes as per rotation for each social subject.</p> <p>Topic</p> <ul style="list-style-type: none"> • Mapping Skills • Sustainability • Global Trade • Global Tourism 	<ul style="list-style-type: none"> • Research of general news stories • ‘Should we boycott companies such as Nike and Primark’ extended writing task. Research should be done at home, along with classwork to give a detailed answer • Aspirational travel plan. Research where you would like to go in the world and work out how you could organise such a trip • General revision for assessment. • Study the UN SDG website: https://sustainabledevelopment.un.org/?menu=1300 <p>Write up notes on some of the excellent projects around the world.</p> <p>Map the locations of specific projects on a blank world map.</p> <p>Research the countries using the CIA World Factbook website. You will find lots of good statistics about each country. Why not make an infographic? From what you have researched, which of the goals do you think would be most important to each country? Explain why.</p> <p>Pupils could use www.researchify.co.uk. This a research tool that is for children to use and makes sure the links and webpages are accessible.</p>	<p>To assist students with researching during their time in To assist students with researching during their time in Geography.</p> <p>Parental support opportunities include the use of general news programmes and websites, such as the BBC, Guardian and the Times. News programmes such as Channel 4 News and BBC News. Planet Earth programmes also link well with Geography.</p> <p>Parents should encourage the use of these sites in preparation for all S2 homework tasks.</p>

SOCIAL SUBJECTS S2 HISTORY			
	<p>S2 – 13-week duration of classes as per rotation for each social subject.</p> <p>Topic</p> <ul style="list-style-type: none"> • From Independence to Union • The First World War 	<ul style="list-style-type: none"> • Research chosen significant events in Scottish history to complete 'Introduction to Scottish History' book in class • Darien Scheme – key individuals and evaluation of the venture • The Great Powers Factfile • Causes of the War mobile • Assassination at Sarajevo report • Preparation for source assessment • Diary from a soldier on the Front Line about the psychological impact of warfare • Revision for summative assessment • Film Review task: War Horse 	<p>Parental support opportunities include the use of general historical texts including the Horrible History of World War 1 and online resources including BBC History/Bitesize to research factually accurate responses to answer questions, write reports and prepare for presentations in addition to a planned programme of revision prior to end of unit assessments.</p> <p>Pupils could use www.researchify.co.uk. This a research tool that is for children to use and makes sure the links and webpages are accessible.</p>
SOCIAL SUBJECTS S2 MODERN STUDIES			
	<p>S2 – 13-week duration of classes as per rotation for each social subject.</p> <p>Topic</p> <ul style="list-style-type: none"> • Terrorism 	<ul style="list-style-type: none"> • Research of general news stories • Written tasks looking at a time when the pupils had been wrongly blamed for something. • General research on recent terrorist attacks • Find a story of a person involved in the 9/11 attacks. • Write up of the Newspaper for the 9/11 attacks. • Afghanistan research task – looking at the war and effects on the country. • Research on ISIS • Written report on ISIS in Iraq and 	<p>To assist students with researching during their time in Modern Studies. Pupils are perfecting their skills in identifying reliable sources. ie non biased or exaggerated stories.</p> <p>Parental support opportunities include the use of general news programmes, newspapers and websites, Such as the BBC, Guardian and the Times. News programmes such as Channel 4 News and BBC News.</p> <p>Parents should encourage the use of these sites in preparation for all S2 homework tasks.</p> <p>Pupils could use www.researchify.co.uk. This a research tool that is for children to use and makes sure the links and webpages are accessible.</p>

	<ul style="list-style-type: none"> Health of our Nation 	<p>Syria</p> <ul style="list-style-type: none"> Pupils should research and produce evidence of a recent terrorist attacks: Christchurch, El passo, Germany Research about funding of the NHS Research in to the life expectancy in different parts of the UK. Lifestyle inequalities research along with a written report/presentation Poverty and the effects on health General revision for assessment 	
SOCIAL SUBJECTS S3 GEOGRAPHY			
	<ul style="list-style-type: none"> Health Environmental Hazards 	<ul style="list-style-type: none"> Investigate socio-economic development indicators and evaluate their reliability Investigate the causes and impacts of a water-borne infectious disease Investigate strategies for managing infectious disease in developing economies and evaluate their effectiveness. Investigate global patterns of tectonic and atmospheric hazards Investigate a recent, deadly tropical storm, volcanic eruption or earthquake Investigate the emergency and long-term responses to an environmental hazard and evaluate their effectiveness 	<p>During the broad general education (BGE) phase in Geography pupils learn how to locate, explore and link features and places locally and further afield.</p> <p>There are a range of approaches that may support this learning at home:</p> <p>Navigation and map skills</p> <p>www.ordnancesurvey.co.uk/docs/leaflets/map-reading-made-easy-peasy.pdf</p> <p>Download this guide to become a map reading expert. These skills are a fundamental part of advanced courses in Geography.</p> <p>Outdoor learning</p> <p>Help your child to explore their local neighbourhood and green spaces. Geography teachers often draw on the first-hand experiences of pupils. It is difficult to learn about unfamiliar places when you have not</p>

	<ul style="list-style-type: none"> • Trade & Globalisation 	<ul style="list-style-type: none"> • Investigate global patterns of trade • Investigate the trade barriers that disadvantage producers in developing economies • Investigate a fair trade scheme and evaluate its effectiveness <p>Additional activities:</p> <p>Complete an investigation into the impacts of Hurricane Katrina. You could write a detailed report on social, economic and environmental effects.</p> <p>There are lots of good documentaries that can help...</p> <p>https://www.youtube.com/watch?v=3-qUMkC8s3I</p> <p>Study the revision guides on Microsoft teams. Why not try some of the online N5 past papers (the link is below). There are marking schemes which show you how these questions are marked by the SQA.</p> <p>https://www.sqa.org.uk/sqa/47446.html</p> <ul style="list-style-type: none"> • Unit on community resilience- have a go at the activities- materials are on the Microsoft Teams page. <p>Pupils could use www.researchify.co.uk. This a research tool that is for children to use and makes sure the links and webpages are accessible.</p>	<p>reflected on your own place!</p> <p>Learning for Sustainability</p> <p>Involve your child in household decisions and management of waste recycling, energy use and transport.</p> <p>Literacy & Numeracy</p> <p>Read a variety of factual accounts of places and societies. Good sources for S3 learners include:</p> <ul style="list-style-type: none"> • Travel section of newspapers • BBC news reporting of natural disasters and emergencies • <i>Horrible Geography</i> series
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SOCIAL SUBJECTS S3 HISTORY			
	<ul style="list-style-type: none"> • Nazi Germany • Holocaust Project • Migration and Empire 	<ul style="list-style-type: none"> • Creating a short summary book on Mein Kampf (showing Hitler's ideology) • Analysis of source to write a short essay: To what extent did the Hyperinflation in 1923 affect the German people? • Evaluation of how Hitler controlled the German people through fear and education • Film Review on how the Holocaust is portrayed in text and on screen- Schindler's List/The Pianist • Research on victim and perpetrator of the Holocaust. Presentation either as an essay or PowerPoint presentation • Mind-map on all the push and pull factors for all four immigrant groups (Jews, Irish, Italians and Lithuanians) • National 5 question practice: describe, explain and compare • S3 National 5 mock AVY practice • Homework in several stages: selection of question, research, finding appropriate sources and write up • Evaluation of assimilation of the key immigrant groups in Scotland • Consolidation of Scotland's Impact on the Empire with a National 5 explain question • Research the impact of the Scots on Australia, America, Canada, India and New Zealand with a focus on the political, social and economic impacts. Also to address impact on the natives • Famous Scots – Facebook Profile 	<p>Parental support opportunities include the use of online resources including BBC History/Bitesize to research factually accurate responses to answer questions, write reports and prepare for presentations in addition to a planned programme of revision prior to end of unit assessments.</p> <p>Parental discussion and watching tv documentaries</p> <p>There are opportunities for parents to make a comment on their son / daughter's homework before submission: Darien Scheme.</p> <p>Reading Ann Frank's Diary</p> <p>TV documentaries</p> <p>Use of local library</p> <p>Pupils could use www.researchify.co.uk. This a research tool that is for children to use and makes sure the links and webpages are accessible.</p>

SOCIAL SUBJECTS S3 MODERN STUDIES			
	<ul style="list-style-type: none"> <li data-bbox="383 233 607 256">• Politics of Aid <li data-bbox="383 818 573 842">• UK Politics <li data-bbox="383 1297 595 1321">• Investigation 	<ul style="list-style-type: none"> <li data-bbox="853 233 1375 296">• Research development indicators of African Countries. <li data-bbox="853 312 1375 408">• Report writing on the political, social and economic problems of African Countries. <li data-bbox="853 424 1375 520">• Research and preparation for presentation on UN Specialised Agencies. <li data-bbox="853 536 1375 600">• Report on charity work in African Countries. <li data-bbox="853 616 1301 639">• Research for unit assessment. <li data-bbox="853 679 1375 743">• Research on the “make-up of the UK parliament” <li data-bbox="853 759 1375 855">• Research on the work of an MP in preparation for a written essay/exam style answer. <li data-bbox="853 871 1375 967">• Research about the Hillsborough disaster and the recent events in parliament relating to this. <li data-bbox="853 983 1375 1046">• The passing of laws – research on recent bills passed <li data-bbox="853 1062 1223 1086">• Revision for assessment <li data-bbox="853 1126 1375 1254">• Research on a chosen topic – this can be any topic as long as it is either a political, social or international issue. <li data-bbox="853 1270 1375 1366">• Production/preparation for a report on the topic the student has chosen for the investigation 	<p data-bbox="1408 233 2141 368">To assist students with researching during their time in Modern Studies. Pupils are perfecting their skills in identifying reliable sources. ie non biasrd or exaggerated stories.</p> <p data-bbox="1408 384 2141 520">Parental support opportunities include the use of general news programmes, newspapers and websites. Such as the BBC, Guardian and the Times. News programmes such as Channel 4 News and BBC News.</p> <p data-bbox="1408 560 2141 624">Parents should encourage the use of these sites in preparation for all S2 homework tasks.</p> <p data-bbox="1408 663 2141 727">Parents may wish to ensure students follow Scottish news on TV and in the general press</p> <p data-bbox="1408 775 1615 799">Visit parliament</p> <p data-bbox="1408 855 2101 879">Support short scale research and discussion at home</p>

BUSINESS EDUCATION S1			
	<p>Communications</p> <p>Enterprise and Charities</p> <p>Spreadsheets</p> <p>Financial Management</p>	<p>Writing a letter to P7s</p> <p>Guess the entrepreneur</p> <p>Credit v Debit card task</p> <p>Completion of tasks relating to class topics.</p>	<p>Make yourself familiar with Office365 e.g. emails</p> <p>Have discussions about business stories in the news</p> <p>Engage with extra activities on RBS MoneySense.</p> <p>Discuss real business examples as appropriate</p>
BUSINESS EDUCATION S2			
	<p>Budgeting</p> <p>Business ethics</p> <p>Business Project</p> <p>Databases</p>	<p>Budgeting tasks</p> <p>Database theory</p> <p>Completion of tasks relating to class topics.</p>	<p>Read business section of BBC news/other news sites for current examples.</p> <p>Carry out budgeting activities while shopping.</p> <p>Use your OneNote to look through worksheets and notes</p>
BUSINESS EDUCATION S3			
	<p>Types of organisations</p> <p>Influences on business</p> <p>Flexible Working Practices</p> <p>Finance</p> <p>Functional Areas</p>	<p>Match up the functional areas</p> <p>Income Statement task</p> <p>Completion of tasks relating to class topics.</p>	<p>Use www.businessed.co.uk as a revision tool.</p> <p>Read business section of BBC news/other news sites for current examples</p> <p>Discuss different working practices at home e.g. part-time, full-time, temporary.</p>
COMPUTING S1			
	<p>Internet Safety</p> <p>Computer Programming</p> <p>Using IT applications</p> <p>Using a search engine</p>	<p>Researching material for use in class</p> <p>Planning and designing computer programs.</p>	<p>Using online tutorials such as code.org and code combat.</p> <p>Family discussions about staying safe online.</p> <p>Register and engage with online version of Scratch.</p> <p>Take part in 'Hour of Code' activities.</p>

COMPUTING S2			
	Computer Programming Animation Using a database Creating simple websites with HTML	Planning and designing solutions to practical class assignments. Completion of tasks relating to class topics.	Using online tutorials such as code academy and w3 schools in languages such as Python. Register and engage with online version of Scratch.
COMPUTING S3			
	Software Development. Information Systems.	Planning and designing solutions to practical class assignments. Completion of tasks relating to class topics.	Using online tutorials such as code academy and w3 schools including HTML and CSS. Downloading community version of LiveCode and BYOB.
RELIGIOUS & MORAL EDUCATION S1			
	Aspects of Religion S1 research project – identifying and researching a religious, moral or philosophical issue. Islam	Researching material for use in class Researching material for use in class Researching material for use in class	Using departmental website to consolidate and enable discussion at home
RELIGIOUS & MORAL EDUCATION S2			
	Hinduism Islamophobia Moral issues in the C21st	Researching material for use in class Researching material for use in class Researching material for use in class	Using departmental website to consolidate and enable discussion at home Using departmental website to consolidate and enable discussion at home

RELIGIOUS & MORAL EDUCATION S3			
	<p>Medical Ethics Capital punishment Philosophical questions -suffering and evil</p>	<p>Researching material for use in class Researching material for use in class Researching material for use in class Researching material for use in class</p>	<p>Using departmental website to consolidate and enable discussion at home</p>
ART & DESIGN S1			
	<p>Depth, volume and Single Point Perspective Colour Mixing Still Life 2 D Design</p>	<p>Observed Drawings of Still Life Single Objects Research of Source Inspiration for Design Projects online/library/further reading Colour Test Quiz Single Point Perspective Practice</p>	<p>Museum and Gallery visits in own time are encouraged as follows: National Museum of Scotland (For still life inspiration) Museum of Childhood (For 2 D design inspiration) There may also be documentaries and programmes of interest of TV</p>
ART & DESIGN S2			
	<p>Self-Portraiture Depth, volume and Multi-Point Perspective Natural and Built Environments and Still Life 3D Design</p>	<p>Observed Drawings of Face/Hands/Feet Multi Point Perspective Practice Observed Drawings of Natural Objects (Flowers/Feathers/Shells etc) Research of Source Inspiration for Design Projects online/library/further reading</p>	<p>Museum and Gallery visits in own time are encouraged as follows: Talbot Rice Gallery (Multi point perspective) Jupiter Artland/Royal Botanic Gardens (Landscape inspiration)</p>

ART & DESIGN S3			
	Portraiture/Full Figure Still Life Costume Design Graphic Design	Observed Drawings of people Observed Drawing of objects grouped together into compositions Research of Costume Design and Illustration on line/library Source Inspiration Research of Relevant Posters/Book Covers/ Typography Written Essays/Research on Artists and Designers for Expressive and Design work	Museum and Gallery visits in own time are encouraged as follows: National Portrait Gallery National Museum of Scotland for Permanent Costume Display
DRAMA S1	Topic	Homework	Home learning activities
	Drama Skills Characterisation Improvisation Building a character (voice and movement) Mime Production Skills Creating Mood & Atmosphere Understanding Theatre Production Roles Set Design	Character Card (Darkwood Manor) Writing In Role (Diary Entry) Research Theatre Roles at home	Develop Character Write diary entries Rehearse character voice and movement Revise Mime terms BBC Bitesize (Drama) https://www.bbc.co.uk/bitesize/subjects/zk6pyrd Design Darkwood Manor Draw a Map of the Village Watch National Theatre Production roles videos on YouTube Mrs Moss's Home Resources: https://drive.google.com/open?id=1ktDGGQBCJdNgU3q0RHUNQuwhbWbRZQe9
DRAMA S2	Topic	Homework	Home learning activities
	Drama Skills Spontaneous Improvisation Playwrighting Directing Characterisation	Character Card Writing In Role Scripts Revise Terminology	Develop Character Write diary entries Rehearse character voice and movement Revise Voice and Movement Terms

	<p>Radio Play Physical Theatre & Mask</p> <p>Production Skills Creating Mood & Atmosphere Understanding Theatre Production Roles Set Design Sound Design Designing Mask</p>	<p>Research Theatre Roles at home Design Mask Research and select “atmosphere sounds” to create a Soundscape</p>	<p>BBC Bitesize (Drama) https://www.bbc.co.uk/bitesize/subjects/zk6pyrd</p> <p>Watch National Theatre Production roles videos on YouTube Research Sound Design Watch Mask/Physical Theatre videos on YouTube (ie. Noh Theatre, Commedia dell’Arte, Jabbawokeyz – American dance crew – for design ideas) Mrs Moss’s Home Resources:</p> <p>https://drive.google.com/open?id=1ktDGGQBCJdNgU3g0RHUNQuwhbWbRZQe9</p>
DRAMA S3	Topic	Homework	Home learning activities
	<p>Drama Skills Devising Drama from a Stimulus Playwrighting Directing Characterisation Performance Skills Evaluation Visiting Company/External visit to performance</p> <p>Production Skills Creating Mood & Atmosphere Understanding Theatre Production Roles Set Design Sound Design Designing Mask</p> <p>N4 AVU: Production Role Choose role and stimulus/text Research Text/Stimulus Build Folio Rehearse Perform/Present</p>	<p>Keep up Rehearsal Log, Scriptwriting and Characterisation work in jotter.</p> <p>Written Evaluation</p> <p>Performance Log (keep a theatre journal with notes on all performance and production aspects)</p> <p>Research Theatre Production Roles Choose Text Extract Choose Production Role Research Text/Context Build Folio</p> <p>Mood Board Research Text/Context Build Folio</p>	<p>Research historical, social and political context of chosen concept.</p> <p>Characterisation work Build Voice/Movement Concepts</p> <p>Watch past performances on Youtube/Digital Theatre for Research Build Mood Board</p> <p>Watch past performances on Youtube/Digital Theatre for Research Build Mood Board</p>

	Evaluate		<p>BBC Bitesize (Drama) https://www.bbc.co.uk/bitesize/subjects/zk6pyrd</p> <p>Mrs Moss's Home Resources: https://drive.google.com/open?id=1ktDGGQBCJdNgU3q0RHUNQuwhbWbRZQe9</p>
MUSIC S1			
	<p>Practical Performing Skills Keyboard Guitar Ukulele Singing Drum Kit</p>	<p>Practice instruments if you have them at home.</p> <p>Try virtual ones if you have an app.</p> <p>Experiment making your own pieces using garageband etc if you have an ipad or phone</p>	<p>Listening to some of your favourite music and try to identify the instruments playing</p> <p>Watch live performances or music documentaries about your favourite groups/ bands</p> <p>https://www.musicteachers.co.uk/resources/funstuff</p> <p>https://www.games.co.uk/games/music</p> <p>https://www.incredibox.com/</p>
MUSIC S2			
	<p>Practical Performing Skills Rock Scottish Christmas Latin</p>	<p>Practice instruments if you have them at home.</p> <p>Try virtual ones if you have an app.</p> <p>Experiment making your own pieces using garageband etc if you have an ipad or phone</p>	<p>Listening to some of your favourite music and try to identify the instruments playing</p> <p>Watch live performances or music documentaries about your favourite groups/ bands</p> <p>https://www.musicteachers.co.uk/resources/funstuff</p> <p>https://www.games.co.uk/games/music</p> <p>https://www.incredibox.com/</p>
MUSIC S3			
	<p>Solo Performing Skills</p> <p>Two instruments</p> <p>Pieces N3-5 standard</p>	<p>Practice instrument pieces- Where possible</p>	<p>Watch live performances or music documentaries about your favourite groups/ bands</p>

	<p>Evaluated</p> <p>Understanding Music Scottish and world unit Popular Music Literacy- N3</p> <p>Composition Scottish Waltz</p>	<p>Revise concepts and literacy work</p> <p>Use Noteflight to experiment with different instruments for your waltz</p>	<p>Try writing lyrics to a song</p> <p>https://www.musicteachers.co.uk/resources/funstuff</p> <p>https://www.games.co.uk/games/music</p> <p>https://www.incredibox.com/</p> <p>https://www.noteflight.com/</p>
PHYSICAL EDUCATION S1			
	<p>Basketball Badminton Football Rugby Volleyball Dance Fitness Hockey Athletics</p>	<p>Homework as a general rule is not given out in Core S1-S3 Physical Education.</p> <p>The focus at this stage is on developing the SALs, fitness levels and experiences in a range of activities.</p>	<p>Any home learning will be at the request of the teacher for pupils to investigate rules or formats of particular sports. For example, Volleyball is, generally, a new activity to a lot of pupils and in order to see how it's played personal research via YouTube is encouraged in order for pupils to have a picture in their mind when participating within classes.</p> <p>Pupils are encouraged to participate, engage & watch Sport over a weekend especially those who participate after school, the ability to reference your sport in a wider context is vital for progression into certificated PE. Eg..if student is interested in football, encourage watching other supports re skills</p>
PHYSICAL EDUCATION S2			
	<p>Basketball Badminton Football Rugby Volleyball Dance Fitness Hockey Athletics</p>	<p>Homework as a general rule is not given out in Core S1-S3 Physical Education.</p>	<p>Any home learning will be at the request of the teacher for pupils to investigate rules or formats of particular sports. For example, Volleyball is, generally, a new activity to a lot of pupils and in order to see how it's played personal research via YouTube is encouraged in order for pupils to have a picture in their mind when participating within classes.</p>

	Gymnastics Softball	The focus at this stage is on developing the SALs, fitness levels and experiences in a range of activities.	Pupils are encouraged to participate, engage & watch Sport over a weekend especially those who participate after school, the ability to reference your sport in a wider context is vital for progression into certificated PE. Eg..if student is interested in football, encourage watching other supports re skills
PHYSICAL EDUCATION S3			
	Embedding Factors that impact on personal performance	More emphasis is given to developing the MESP factors in Option PE and an Option workbook provides the opportunity for pupils to complete tasks at home.	Participating and competing in school sport and also sports clubs within the community eg football, rugby, martial arts etc Analysing sports performance and identifying what factors are essential for effective performance. This can be carried out while watching live sport or by using youtube.
DESIGN TECHNOLOGY S1/S2			
	BGE Design and Manufacture <ul style="list-style-type: none"> • Safety and risk assessment • Research for design work • Research around design factors • Sketching skills • Applying colour and texture to drawing to represent materials 	<i>Homework will be related to specific part of projects and course work in BGE. When given, homework should take no longer than 30 minutes. Some tasks will allow young people to spend more time practising and demonstrate their skills.</i> Design of a safety poster Design research homework tasks i.e. based around design factors function, materials, market research Using 2D and 3D graphic techniques to	Observing safety signs in real situation. E.g. building site, work places etc. Extending research task for design products to other product found in the home Increasing awareness of the roles designers and engineers through the media Technology based TV and media programming e.g. “How it’s made” and similar programmes Practising drawing, sketching and rendering techniques.

	<ul style="list-style-type: none"> • Sequence of operations • Product evaluation • Environmental issues <p>BGE Graphic Communication</p> <ul style="list-style-type: none"> • DTP planning and basic terminology • producing CAD plans • Orthographic sketching • Using pictorial drawing styles to represent objects through sketching • Application of colour, tone and texture to represent objects • Improving presentation skills <p>BGE craft skills</p> <ul style="list-style-type: none"> • The use of marking out and workshop tools • Safe working using hand tools and machines • Reading drawings and completing a cutting list • Selecting material, tools and processes to complete a craft task <p>S3 Design Engineer Construct</p>	<p>record commonly found objects</p> <p>Producing orthographic sketches of commonly found household objects. i.e. mobile phone</p> <p>DTP planning of a promotional item</p> <p>Using of measurement and scale: Recording sizes of commonly found household objects</p> <p>Completing tools and materials worksheets</p> <p>Proposing sequence of operation to complete a task or project.</p> <p>Evaluation of project completed at school in the home</p> <p>Reading drawing to complete a cutting list and identify tool used to mark out and manufacture joints</p>	<p>Interest in design supported by young people's involvement in planning or purchasing decision around the home.</p> <p>Young people encouraged to use measuring, estimating and awareness of design factor in helping make decisions. e.g. sustainability of product or ergonomic factors.</p> <p>Use of technology and revision websites: Technologystudent.com</p> <p>http://www.technologystudent.com/</p> <p>BBC bitesize Design Technology</p> <p>http://www.bbc.co.uk/education/subjects/zfr9wmn</p> <p>Register with the Autodesk Student Community</p> <p>www.autodesk.com/education/home to download free CAD software</p> <p>use of internet searches to enhance homework tasks</p> <p>use of IT skills in completing homework to enhance presentation. Including use of O365 and online platforms to be developed</p> <p>https://teams.microsoft.com//team/19%3a7df43e7af2e340538f69eb7fa9dfd33%40thread.tacv2/conversations?groupId=49ef27ea-6d98-463f-b034-2b5ac7eb53d6&tenantId=48acfe69-376a-42b5-9f69-c9e47bbfb9c4</p>
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			<p>https://teams.microsoft.com/#/school/conversations/General?threadId=19:0b33196ec7804ca49bac9dc6594a43e5@thread.skype&ctx=channel</p> <p>Pupil can complete task in the recently posted PowerPoint template.</p> <p>Autodesk Revit can be downloaded for free by registering for as an Autodesk Student. Pupil should download Revit 2019 64bit software and practice drawing small building projects</p>
FOOD CONSUMER TECHNOLOGY S1			
	<p>Two units of work completed in this year, covering</p> <ul style="list-style-type: none"> • Food Hygiene • Kitchen Hygiene • Personal Hygiene • Food Safety <p>Making Health Choices</p>		<p>The pupils have spent time learning a number of Food preparation and cooking skills , they will have a practical assessment, and they could practice making scones and crumbles to help them prepare for their assessment. There are recipes on the 'Food a Fact of Life':</p> <p>https://www.foodafactoflife.org.uk/recipes/3-5-years/scrummy-scones/</p> <p>https://www.foodafactoflife.org.uk/recipes/11-14-12c/apple-and-sultana-crumble/</p> <p>The food a fact of life website can be used for a number of activities for 'Making Healthy Choices':</p> <p>https://www.foodafactoflife.org.uk/11-14-years/healthy-eating/</p> <p>Using this link, the pupils can work through the Healthy Eating Information and activities under the following headings:</p> <ul style="list-style-type: none"> • Eatwell • Energy and Nutrients

			<ul style="list-style-type: none"> • Diet & Health <p>These will cover some of the course work already covered, and will help build knowledge ready for S2</p>
FOOD CONSUMER TECHNOLOGY S2			
	<p>Three units of work are covered in S2:</p> <ul style="list-style-type: none"> • Current Dietary Advice • Textile Technology <p>Food and Culture</p>		<p>Current Dietary Advice:</p> <p>There are a number of activities that students can undertake to prepare for the end of this unit:</p> <ol style="list-style-type: none"> 1. Using the list of the dietary goals on P3 – 5 on the attached link https://www.foodstandards.gov.scot/downloads/Dietary_Goals_for_Scotland.pdf <p>Make a poster or a mind map showing all the Scottish Dietary goals, with details of each goal, and ideas of foods that can help us meet each target.</p> <ol style="list-style-type: none"> 2. Go onto the following page of the Food a Fact of life and work through the activities from the following link: https://www.foodafactoflife.org.uk/11-14-years/healthy-eating/ <p>Work through the Information and activities on this Health Eating page, under the following headings:</p> <ul style="list-style-type: none"> • Energy and Nutrients • Diet and Health

Food and Culture

3. Food and Culture can be explored by working through the 'Where food Comes page on 'Food a Fact of Life':

<https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from/>

Work through information and activities on the following:

- Food Origins
- Farming and Processing
- Food Availability

Go on to the Video tab and watch the following videos:

- Tasty tomatoes – From Farm to fork
- Sunny Sweetcorn – From Farm to fork
- Prickly Pineapples – From Farm to fork
- Crunchy Peppers – From Farm to Fork
- Brilliant Bananas – From Farm to Fork

Going onto S3:

4. If pupils are coming back in S3 for 'Food Technology and Practical Cookery', watch the new series of 'Great British Menu' which starts on BBC2 on the 18th of March, each episode will then be accessed through BBC iplayer
5. If pupils coming back to FCT for 'Fashion & Textile Technology', if you have access to Netflix then 'Next in Fashion' shows lots of areas of fashion including construction, design and colour.

<p>FOOD CONSUMER TECHNOLOGY S3</p>			
	<p>Three units of work are covered in S3:</p> <ul style="list-style-type: none"> • Practical Cookery • Textile Technology • Diet & Health 		<p>Going onto S4:</p> <ol style="list-style-type: none"> 1. If pupils are coming back in S4 for 'Food Technology and Practical Cookery', watch the new series of 'Great British Menu' which starts on BBC2 on the 18th of March, each episode will then be accessed through BBC iplayer 2. If pupils coming back to FCT for 'Fashion & Textile Technology', if you have access to Netflix then 'Next in Fashion' shows lots of areas of fashion including construction, design and colour. <p>Using the 'Food a Fact of Life' website to revise and develop knowledge and understanding of Diet and Health:</p> <ol style="list-style-type: none"> 1. https://www.foodafactoflife.org.uk/14-16-years/healthy-eating/ <p>On the Healthy Eating page go onto the following Subjects, and go through the Information and a complete activities for:</p> <ul style="list-style-type: none"> • Energy and Nutrients • Nutritional Needs Through Life <ol style="list-style-type: none"> 2. https://www.foodafactoflife.org.uk/14-16-years/consumer-awareness/ <p>On the consumer awareness page go through the information and activities for:</p> <ul style="list-style-type: none"> • Food Choice • Food Labelling

SCIENCE S1			
	Biodiversity Cells and Microscopes Chemical Reactions Matter and Atoms Space Energy	Variety of tasks – including small scale research, finishing off classwork, consolidation, revision, memorisation 20min/week	BBC Bitesize 3 rd Level Science http://www.bbc.co.uk/education/subjects/zq8myrd <u>Youtube science channels</u> http://www.huffingtonpost.com/entry/best-science-youtube-accounts_us_55f85f7be4b09ecde1d9e4be Look out for high quality science documentaries on TV Encourage your child to regularly check the science pages on the BBC website: http://www.bbc.co.uk/science
SCIENCE S2			
	Waves and Light Electricity Acids and Bases Geosciences Human Body Biotechnology	Variety of tasks – research, finishing off classwork, consolidation, revision, memorisation 20min/week	BBC Bitesize 3 rd Level Science http://www.bbc.co.uk/education/subjects/zq8myrd <u>Youtube science channels</u> http://www.huffingtonpost.com/entry/best-science-youtube-accounts_us_55f85f7be4b09ecde1d9e4be Look out for high quality science documentaries on TV Encourage your child to regularly check the science pages on the BBC website http://www.bbc.co.uk/science
SCIENCE S3			
	Physics <ul style="list-style-type: none"> • Matter and Motion • Electricity Generation • Waves • Space Chemistry <ul style="list-style-type: none"> • Chemical Analysis • Structure of the atom 	Variety of tasks – research, finishing off classwork, consolidation, revision, memorisation 30min/week	BBC Bitesize 4 th Level Science http://www.bbc.com/education/levels/zvk2fg8 <u>Youtube science channels</u> http://www.huffingtonpost.com/entry/best-science-youtube-accounts_us_55f85f7be4b09ecde1d9e4be periodic table of videos: https://www.youtube.com/watch?v=Fg2WzCzKpYU Look out for high quality science documentaries on TV

	<ul style="list-style-type: none">• Bonding in compounds• Formulae and Conservation of Mass• Fuels• Plastics• Metals & Alloys <p><u>Biology</u></p> <ul style="list-style-type: none">• Organ systems• Cellular processes• Plants and ecosystems• Topical science		<p>Encourage your child to regularly check the science pages on the BBC website http://www.bbc.co.uk/science</p>
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Ingilizce Inglés angielski Anglais ইংরেজি الإنجليزية EAL انگریزی

LEARN ENGLISH AT HOME!

On a computer/laptop

<https://www.linguascope.com/> (username: Trinityac, password: Trinity123)
<https://learnenglishteens.britishcouncil.org/>
<https://learnenglishkids.britishcouncil.org/>
<https://www.duolingo.com/>
<https://lyricstraining.com/en> Sing! 🎵
<https://research.kent.ac.uk/theenglishhubforrefugees/resources/>

On your phone



Duolingo
Linguascope (username: Trinityac, password: Trinity123)
Lyricstraining

Your child can learn English at <https://www.linguascope.com/>
user name trinityac
password trinity123

POLISH

Wasze dziecko może uczyć się języka angielskiego w
<https://www.linguascope.com/>
user name trinityac
password trinity123

SPANISH

Tu hijo/a puede seguir aprendiendo ingles en <https://www.linguascope.com/>
user name trinityac
password trinity123

ARABIC

يمكن لطفلك تعلم اللغة الإنجليزية في <https://www.linguascope.com/>
user name trinityac
password trinity123

TURKISH

Çocuğunuz İngilizce öğrenebilir: <https://www.linguascope.com/>
user name trinityac
password trinity123

URDU

آپ کا بچہ انگریزی سیکھ سکتا ہے <https://www.linguascope.com/>
user name trinityac
password trinity123

TOP TIPS to Encourage Homework and Home Learning

1. Provide a quiet place for your child to work undisturbed by distractions
2. Regularly discuss school work and how this can be enriched at home
3. Ensure your child gets enough sleep for school the next day – avoid late night TV
4. Help your child get into a regular routine for completing homework - before TV/X box!
5. Discuss homework and possibilities for home learning with your child
6. Read over the homework when it is finished. If you think the work is poor, careless or untidy ask for the work to be improved
7. Find out how successful they were with their homework, what feedback did they get?
8. Pupils preparing for tests and exams will **always** have revision to do. This could involve going over work and making notes, completing past paper questions or other study techniques.
9. Check the school website- there are always useful links which can help you and your child
10. Contact your child's Pupil Support Teacher directly if you would like further advice on helping your child.
11. Try to stay calm and positive in supporting your child learn at home

How Can Parents Help?

It is important that parents and carers are aware that homework will take very different forms according to the subject and topic being taught. It will only ever be issued at teacher discretion to enhance or enrich learning. The onus is always on the pupil to note the homework in the student planner provided and ensure that it is handed in, on or before the deadline set.

In practical subjects, there will clearly be an emphasis on pupils practising the basic skills at home in a safe and controlled manner and any opportunity you may be able to support is greatly appreciated. This can be as simple as preparing and cutting vegetables, to helping with basic car maintenance or tool recognition.

AND FINALLY.....

If you have any questions or comments regarding your child's homework, or how you can support learning at home generally, please do not hesitate to contact your child's Pupil Support Teacher. Should you be concerned at what you may perceive as a lack of homework, please remember that children have are entitled to work life balance and that homework is issued as a matter of professional discretion.

Some Useful Websites for Parents/Carers of S1-S3 (BGE)

All Subjects

BBC Learning

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

This site is good as it splits its site into primary and secondary and also by subject and levels.

DK Find Out

<https://www.dkfindout.com/uk/?fbclid=IwAR2wJdpSJSeITf4do6aPhff8A3tAktmpaxqZbkqudD49I71ep8-siXmrac>

Activities and quizzes

Twinkl

<https://www.twinkl.co.uk>

This is more for printouts, and usually at a fee, but they are offering a month of free access to parents in the event of school closures. **Offers Maths, English and Science support.**

Khan Academy – Account Needs to be created

<https://www.khanacademy.org>

Especially good for maths and computing for all ages but other subjects at Secondary level. Note this uses the U.S. grade system but it's mostly common material.

Ted Ed

<https://ed.ted.com>

All sorts of engaging educational videos for all subjects

National Geographic Kids

<https://www.natgeokids.com/uk/>

Activities and quizzes for younger kids.

British Council

<https://www.britishcouncil.org/school-resources/find>

Resources for English language learning

Blue Peter Badges

<https://www.bbc.co.uk/cbbc/joinin/about-blue-peter-badges>

If you have a stamp and a nearby post box.

Modern Languages

Duolingo

<https://www.duolingo.com>

Podcasts that use interviews with native speakers to tell their interesting real-life stories using only an intermediate level of the language and explanation in English

STEM

Tinkercad

<https://www.tinkercad.com>

All kinds of making.

Maths

Prodigy Maths

<https://www.prodigygame.com>

Is in U.S. grades, but good for UK Primary age.

History

Big History Project

<https://www.bighistoryproject.com/home>

Aimed at Secondary age. Multi-disciplinary activities.

Storytelling and History Podcasts

The Anthropocene Reviewed

John Green uses reviews of aspects of modern life to reflect on living

<https://www.wnycstudios.org/podcasts/anthropocene-reviewed>

The Memory Palace

Storytelling about fascinating and little known people and events in history

<https://www.radiotopia.fm/podcasts/the-memory-palace>

99% Invisible

A podcast about the effect of design on EVERY part of our lives

<https://99percentinvisible.org>

Radion Diaries

Telling stories of individuals over the past 100 years using their recordings

<http://www.radiodiaries.org/podcast/>

Geography

Geography Games

<https://world-geography-games.com/world.html>

Geography gaming!

Art

The Artful Parent

<https://www.facebook.com/artfulparent/>

Good, free art activities

Information Technology

Blockly

<https://blockly.games>

Learn computer programming skills - fun and free.

Scratch

<https://scratch.mit.edu/explore/projects/games/>

Creative computer programming

iDEA Awards

<https://idea.org.uk>

Digital enterprise award scheme you can complete online.

Science Podcasts

The Science Hour <https://www.bbc.co.uk/programmes/p016tmt2/episodes/downloads>

Science Weekly <https://www.theguardian.com/science/series/science>

Chemistry World Podcasts

Interesting tales of compounds and elements from the the Royal Society of

Chemistry <https://www.chemistryworld.com/podcasts>

13 Minutes to the Moon

<https://www.bbc.co.uk/programmes/w13xttx2/episodes/downloads>

Music

Song Exploder

Artists show how they created their hit records

<http://songexploder.net/episodes>