

**Year 8 Work Spalding High School. Work for 20th April to 1st May.
Work hard and email your teacher if you need any help!**



Art:

2 lessons plus HWK time

Research flick books and watch animations. Put your research and any information you find on an ILLUSTRATED double page in your sketchbook, using your own drawings from the research. Think about the presentation when doing this, applying all that you have learned about illustration and how to make things look visually interesting. We are looking for WOW!! You can use black and white and/or colour (NO PENCIL). Build your visual signature in the presentation of your work and make connections with the work that you research. You will be sent some links for animations to watch and you may also research your own. Well done for your hard work!!

Computer Science:

New topic: HTML Programming – Website Design

Pick 3 of your favourite websites and look at the similarities and differences in how they present their information. Identify the key features of the page. Consider elements like: search bar, login, shopping cart, menus, links, text location, number of pictures, and what interactive features do they have?

Consider: how easy are these sites to use? Do you like how they present the information to you? Can you always find what you are looking for? What do you do if you get stuck? Are there any features that would improve these sites? Is the use of colour and text good? Do they have any accessibility features?

Design Technology (Including Textiles):

Product in a tin competition: there is a PowerPoint/pdf on the VLE (you had an email earlier in the year on how to access the VLE)

Part 1 of 4

- 1: Read through the PowerPoint/pdf on the VLE so that you fully understand the task. Consider who the user of your product might be.
- 2: Do the worksheet titled “User centred design” (you don’t need to print any of the sheets, you can simply work on plain paper or in a notebook):
- 3: Start your design work.

Drama:

ALL WORKSHEETS / PLAYS WILL BE EMAILED TO YOU

1. Read the play ‘The Perils of Pauline’ and answer the questions on the reverse.
2. ‘Fancy Gingerbread Castle’ – complete activities on the reverse of the image.

English:

Writing to entertain:

Objective: Demonstrate some familiarity with the features of narrative writing

Learning Outcome: Apply features of Narrative Writing, inspired by the Athenians in AMSND who are in the woods

Setting the scene: Begin your story with two paragraphs, setting the scene. Opening paragraph: What exactly is frightening about the place your character is spending the night? Remember that the setting is usually isolated and the character is alone. Second paragraph: Include a description of the place and its reputation. Why does it strike fear in to these characters? Something is lurking. Is the place inhabited by other creatures?

Accelerated Reader Awards – keep reading. Reading comprehensions on VLE.

Food and Nutrition:

Eatwell Guide Project

You each have a copy of The Eatwell Guide on the front cover of your booklet.

You do not need access to the internet to do this, however if you do have access, please see The Eatwell Guide on either the NHS website OR The British Nutritional Foundation website.

- Plan a 7-day menu – 3 meals in each day- Breakfast, Lunch and Dinner. You may include snacks and drinks where appropriate.
- Base your menu around the approximate portions as indicated on the guide, e.g. 5 portions of Vegetable and fruit each day – 1portion is 80g e.g. 1 medium banana or apple
- Remember the starchy carbohydrates should be wholegrain
- Unsweetened Fruit Juice and smoothies are limited to 150ml per day.
- Give detail in your menu e.g. if you are making a cheese salad wrap with mayonnaise - is it a wholemeal wrap, what type of cheese are you using – reduced fat perhaps / reduced fat mayonnaise.
- Most people enjoy a pudding/ dessert sometimes! Include 1 and make it special but think how you can include fruit and what you might serve it with, e.g. Low fat Greek yoghurt instead of double cream.
- If you are able to conduct practical work, that is super – take a photograph and write a few reflection notes about taste, texture, aroma and appearance.

French:

You MUST check your email.

You will be emailed two powerpoints and sound files.

You must start with Que fais-tu quand tu es connecté? (pages 14-15), this should take you 3 hours.

Then move on to Qu'est-ce que tu as fait hier soir? (pages 16-17), this should also take you 3 hours.

Extra:

<https://languagesonline.org.uk/Hotpotatoes/frenchindex.html>

Quick links

Second Year Learning

-RE verbs

-IR verbs

Vouloir et pouvoir

Grammar

-ER verbs for beginners

-RE verbs

-IR verbs

Modals

The present tense

Adjectives

<https://quizlet.com/en-gb>

Using the search button:

Studio 2 Module 1 (All the work available can be used)

Contact:

Mrs Clay: mary.clay@spaldinghigh.lincs.sch.uk

Mrs Barats: florence.barats@spaldinghigh.lincs.sch.uk

Mrs Knowles: sally.knowles@spaldinghigh.lincs.sch.uk

Geography:

You are starting a new topic - Climate Change. The next three lessons work, which will look at climate around the world, are on the VLE along with the instructions - make sure you read them carefully!

History:

You should use whatever resources you have to research the slave trade and its abolition. Find as much as you can about the following and present the information however you like:

- How the 'triangle trade' worked
- Conditions for slaves
- Different groups and key individuals who helped end slavery
- Decide which was the most important cause of the end of the slave trade

Latin:

Check the VLE for exercises.

Theatre – Make sure you have finished the comprehension questions on theatre. Access the online textbook for the answers.

Watch the youtube clip on crash course Roman theatre: <https://www.youtube.com/watch?v=jQpvph777Pg>
(Extension: Write your own comedy plotline.) Imagine you go to the theatre, but you are a slave. Write an account including where you sit, what you take, what you see and which performance you prefer and why.

Vocab stage 5. Use WJEC Latin Vocab tester and set it up for a multi-choice test – then challenge yourself to a type-in test. Keep going until you achieve 16/16.

Any questions email Mrs Jones: Charlotte.jones@spaldinghigh.lincs.sch.uk

Maths:

Topic focus: Statistics 1.

Complete any work set on MyMaths by your teacher, or use pages 58-65 and 111-118 in your homework book. Remember there are online lessons on MyMaths, and many videos on YouTube that can help. If you finish, use your notebook to look back at previous topics and consolidate these. Keep practising your numeracy – there are lots of games to practise times tables and key skills.

To calculate and use the mode, median and range of a set of data
To calculate and use the mean average of a set of data
To be able to read and interpret different statistical diagrams
To create and use a tally chart
To understand continuous data and use grouped frequency
To develop a greater understanding of data collection
To apply data handling skills to a real-life situation

Music:

Using the Bandlab link that I have emailed to you all, start to compose accompanying music for a short animated film. We are going to use the film you have seen in music lessons at school, but at home you can look online and find another, short animated film to use.

RS:

Mini Project - Create an A – Z of Buddhism.

Watch some of the suggested clips below if you have not already done so

Truetube clips

1. Alien abduction Buddhism
2. The Enlightenment of The Buddha
3. A Day in the life of a Buddhist monk
4. Holy Cribs The Vihara

We have also put some links to some lovely clips on Buddhism:

<https://www.bing.com/videos/search?q=life+of+the+buddha+you+tube+chelse+a+wilkins&view=detail&mid=7F40973E49373EA459D57F40973E49373EA459D5&FORM=VIRE>

<https://www.youtube.com/watch?v=1wUh3E9PSbl>

<https://www.bing.com/videos/search?q=you+tube+life+of+a+buddhist+monk+binogi&view=detail&mid=9F9ADB569EA84A33FFBB9F9ADB569EA84A33FFBB&FORM=VIRE>

You may do your A-Z of Buddhism as poster work, as a leaflet or word process it.

Please note – you may not find a word for every letter. For as many letters as you can, find a word linked to the Buddhist faith and then give a clear definition of this word.

It would be lovely to have an image for each letter where appropriate. E.g. B is for The Buddha, which means the enlightened one.

You will also find lots of Buddhism websites for kids online e.g. Buddhismforkids.net that might be useful.

When we are back in school it would be great to give a prize to the best one!

Science:

Microorganisms & Medicine Topic – use your Smart Science textbook or BBC Bitesize website to answer the following Q's fully:

1. p14 & 83. What does MRS GREN/NERG stand for? Draw and label a generalised animal cell. How are red blood, sperm, nerve and root hair cells different? Draw and label a generalised plant cell – they look a bit different to the root hair cell. How are bacteria, fungi and protist cells different? (in brief)
2. p51 & 191. What foods/drinks contain microbes or require microbes to make them? Write out a simple method for making bread, and make a loaf if possible at home to see the yeast microbes in action! How does adding yeast help make dough rise and give it its soft texture? What are the best conditions for microbes to grow in?
3. p350-353. If you completed the making bread practical at school, check you have completed the written work to go with it. If you didn't do it at school, you won't have the data to do this, so don't worry.
4. p82-84 & 89. Who is John Snow? What is he known for, linked to cholera in the 1800s? What is cholera? What causes it? What are its symptoms? How is it spread? How was the spread reduced/prevented then? How do we spread the transmission of pathogens now? Divide suggestions into Do's and Don'ts.
5. p82-84 & 89. What is the best way to wash your hands? What would happen if an unclean hand was pressed gently onto a nutrient agar plate and this was then placed in an incubator for a few days? Briefly research online – reliable websites only i.e. BBC Bitesize, NHS, universities – or using your textbook.

6. p60, 84. If there are so many pathogens, being spread in so many ways and we don't wash our hands all of the time, why we don't get ill all of the time?

Copy and complete: A chemical in your tears kills _____. Your nose produces _____ which traps microbes. Cells in your _____ also produce mucus. _____ epithelial cells sweep the mucus to the top of your _____ to be swallowed. _____ covers your whole body. It stops microbes getting in. If you get a cut, a _____ forms. _____ blood cells destroy microbes. Your _____ contains acid that kills microbes.

7. p60-61 & 84-85. Watch: www.youtube.com/watch?v=btF3iJC1QH0 & www.youtube.com/watch?v=bGKsGEBYr0w. What are the 2 types of white blood cell that are immune system has? Draw and label a diagram of each type. What does each type do to destroy pathogenic microorganisms in our body? How do vaccinations/immunisations stop us from developing certain diseases caused by pathogens? Including, what are memory cells? What vaccinations/immunisations have you had? What are the advantages of having vaccinations/immunisations? Any disadvantages?
8. p86-88. List 5 diseases caused by bacteria, fungi and viruses. What are antibiotics? Which type of pathogen do they kill? How do they kill/destroy this type of pathogen? Watch: www.youtube.com/watch?v=znnp-lvj2ek. Any potential problems with antibiotic use? Any solutions? Other than medicinal/prescription drugs, what other types of drugs are there? Try to identify groups rather than individual named e.g. How do different examples affect human health and behaviour? Try to consider a broad range of e.g. here.

If you have done any of the above already, please finish what you haven't then complete a poster/leaflet/summary sheet for this Microorganisms and Medicine topic (A4 size, single sided) and email only this to your teacher, either as a completed Word document or as an attached scan/photograph.