

## Year 7 Remote Learning – January 2021

<b>What will my child be learning during the period of remote learning? Why has the School chosen this topic?</b>	<b>What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?</b>	<b>When and how will my child receive feedback on their work?</b>	<b>How will my child be taught remotely?</b>
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### English

<p>This term, students would have been studying the Conflict unit. This would have included conflict poetry alongside creative writing. Whilst at home, students will focus on identifying and using literary techniques. By embedding these skills, students will improve their own writing and their ability to analyse texts.</p> <p>Students should have covered literary techniques in the Michaelmas term, so this is a chance for them to develop their skills and improve their confidence. These skills are vital to the English curriculum; revisiting and consolidating them at home will give students the best chance of success when they return to school.</p>	<p>Students will have one 'live' lesson with their class teacher per week. They will have three separate Powerpoints to work through each week. Each Powerpoint will contain a Do Now activity, a modelled explanation, and a scaffolded main task. There will be suggested time limits at the top of each slide. Students will be expected to have written a variety of poems by the end of week two. We will also provide optional stretch tasks and suggested reading, should your child choose to develop their subject knowledge even further.</p> <p>You can support your child by checking they understand and use the following techniques: similes, metaphors and personification. We constantly look to build on our students' vocabulary so it would also be immensely helpful if you encouraged them to use a thesaurus or Google synonyms for 'boring' words whilst writing. Encourage your child to read as much as they can. You can borrow books online at <a href="https://www.suffolklibraries.co.uk/borrow/recommendations/elibrary">https://www.suffolklibraries.co.uk/borrow/recommendations/elibrary</a>. It is completely free.</p> <p>Good questions to ask include:</p> <ul style="list-style-type: none"> <li>• What might be a better word for .....?</li> <li>• Can you give me an example of a metaphor/simile/personification?</li> <li>• What is a noun/adjective/verb/adverb?</li> <li>• What's your favourite type of writing? Why?</li> <li>• What are you reading at the moment?</li> </ul>	<p>Students should submit their main written activity each week. Students should expect group feedback the following week. Individual feedback will follow as necessary. When they return to school, students will complete an assessed creative writing task, where they will be marked on their vocabulary and use of literary techniques.</p>	<ul style="list-style-type: none"> <li>• One 'live lesson' per week. This will cover the week's learning and success criteria. Teachers may provide group feedback and address any misconceptions from previous pieces of work.</li> <li>• Teachers will check into their Google classrooms daily to answer any questions that have been left in the chat.</li> <li>• A list of websites and online resources that can be used for additional support.</li> <li>• Bespoke Powerpoints</li> </ul>
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## Maths

<p>Over the next two weeks students will look at Percentages and Area, Perimeter and Volume topics.</p> <p>These topics fit into the scheme of work for this term. As we follow a spiral curriculum these topics are areas that students already have some understanding of and teachers will be taking them forward based on their initial starting points.</p> <p>For the most able year 7s students will get on to Percentage Change problems and Compound Areas and Volumes.</p>	<p>For live lessons teachers will set a starter activity in the form of a Do it Now Task which is then discussed as a class. The teacher will then model the new skill or idea to the class; this will be either in the form of Powerpoint or modelled directly on a white board as would normally happen in class. The class will then have a short task to do to test their understanding which the teacher then marks with the class before moving on to the next stage of the lesson.</p> <p>For Live lessons students will need to follow the link to the live lesson via Google Classroom and have a pen and paper ready to write on.</p> <p>For recorded lessons on Google Classroom students will complete a Starter activity typically on Diagnostic Questions, this is to let the teacher know what they have understood from the live lesson or the previous recorded lesson. From there they will watch a short video modelling the new topic, either one created by their teacher or from another source such as Corbett Maths.</p> <p>The main tasks for lessons will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>To help students with their main tasks on MyMaths it is useful to work through the online lesson which guides students through a topic before going straight into the online worksheet. For the online worksheet it is useful to have a pen and paper handy for workings out as well as a calculator.</p>	<p>The main work for lessons on Google Classroom will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>At the start of the lesson there will be a starter activity usually on Diagnostic Questions which gives students a chance to act upon the feedback in the video and practise the ideas modelled.</p>	<ul style="list-style-type: none"> <li>• Live teaching (Google Meet) – Live teaching will be for a modelling of new ideas and skills and a chance for students to ask questions.</li> <li>• Recorded teaching (Google Classroom) - a mixture of Videos from SET staff, from MathsGenie or from CorbettMaths to model the new ideas. This will sometimes be in the form of bespoke Powerpoints/ resources.</li> <li>• Teachers being available to answer questions via Google Chat during the Recorded Lessons on Google Classroom in the same time slots as students would usually have maths.</li> </ul>
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## Science

<p><b>Energy Transfers</b> - Where does the energy we use come from and where does it go? How can energy be transferred?</p> <p>These are the key questions that hold together the unit of Energy Transfers. This is a Physics unit with the Big Idea that "energy is conserved". Students will learn the significance of the idea that energy is never created nor destroyed, known as the Law of Conservation of Energy.</p> <p>This is a change the unit we had planned to teach to students this half of term. Whilst energy is an abstract concept, the phenomena that students can see around them at home can all be related to these ideas. Unfortunately, students are not currently able to make use of the Science labs and equipment, so we have decided to delay delivering the next Chemistry unit, and hope that it won't be too long before students are able to mix chemicals and light Bunsen burners!</p> <p>This important concept will be introduced for the first time in this unit, but will be frequently revisited in future learning, as ideas about energy underpin many of the scientific explanations students will encounter. It will also be an opportunity for them to learn some data-handling skills so that we are ready to carry out investigations as soon as we able.</p>	<p>Lessons will follow the regular school timetable. Students should go to their Google Classroom at the normal lesson start time. Each lesson will have a Powerpoint which students should work through. This will include the lesson objectives, Do It Now task, key information and structured tasks for students to complete.</p> <p>Students should spend approximately 50 minutes on each lesson. For some lessons, students will be asked to share their work with their teacher online at the end of the lesson. This can be done by uploading to the relevant Assignment task on Google Classroom.</p> <p>Parents are encouraged to support by checking that students have been able to access the work and asking them what they have learnt. A good place to start is by looking at some foods in the kitchen cupboard and comparing the energy content of each one, using the nutrition labels. Which foods have the most energy? What happens to this energy after we eat the food (there are more answers than you might think!)</p> <p>Students also have access to a wealth of resources on Kerboodle (<a href="http://www.kerboodle.com">www.kerboodle.com</a>). This provides them with, amongst other things, a digital text book.</p> <p>The relevant text book for the first few lessons of this unit is "AQA Activate Student Book 1". On Kerboodle Energy Transfers is covered by <b>Unit 3: Energy</b>. Links to specific resources on Kerboodle will also be given in some lessons where relevant. The school institution code is <b>vbv4</b>. Student usernames are the same as the first part of their school e-mail (e.g. abloggs).</p> <p>Their passwords are the same the first time they log on, after which they should have changed it to something memorable! Students are advised to check that they can access Kerboodle as soon as possible and should leave a message in the Science Google Classroom if they are having any difficulties accessing or navigating this valuable resource.</p>	<p>Whilst working remotely students will take part in quizzes to check their understanding of the topic so far. They will have specific tasks to do each lesson; where necessary these will be followed up with answers in the next lesson for students to self-assess. There will be at least one task each lesson, with instructions for how to complete these, for example, by uploading a Document onto Google Classroom or filling in boxes on the Powerpoint.</p> <p>Before half term, students will complete a review task where they will get a chance to demonstrate how they can apply their knowledge to a specific scenario. They will get feedback from the teacher on their use of English to communicate their scientific ideas.</p> <p>After half term, all students will complete an assessment which will focus on the topics studied since December, including while working remotely, with a synoptic element to check links to knowledge learnt earlier in Year 7. Students will be given more details about this, including what to revise, nearer the time.</p>	<p>During each lesson the teacher will be available to support students by responding to individual questions in the Class Comments function. There will also be Live Lessons, where students will follow the lesson remotely with the rest of the class. Details of this will be posted in the Google Classroom and times are below. A link will appear shortly before the lesson is due to commence.</p> <p><b>7iSci – Mr Higgins</b> 7<sup>th</sup> &amp; 14<sup>th</sup> January; Period 2</p> <p><b>7xSci – Mr Hendry</b> 6<sup>th</sup> &amp; 13<sup>th</sup> January; Period 2</p> <p><b>7wSci – Mr Hendry</b> 12<sup>th</sup> January; Period 4</p> <p><b>7oSci – Mr Langford</b> 11<sup>th</sup> January; Period 2</p> <p>Live lessons will be used both to check and review learning up to that point and introduce new concepts.</p>
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## MFL

<p>Last half term students learnt adjectives to describe their personality so that they can say what type of person they are. We shall continue with this theme and students will learn to describe themselves physically (eye/hair colour and size). Students will revisit agreement and position of adjectives in French.</p>	<p>Lessons will consist of the 'on commence' (starter task), a main activity and then the 'on finit' (plenary). There will be separate materials/Powerpoints for each part of the lesson with suggested time limits.</p> <p>By the end of this period of remote learning students will be able to give a brief description of themselves (eyes/hair/size). To help at home, encourage your child by asking them to say any of the phrases out loud and ask them if they can spell any of the words too.</p>	<p>During 'live' sessions, students will receive verbal feedback and questions will be answered. Google Forms (which creates Quizzes) enable students to receive an instant score for a set piece of work. If students are required to submit a Google Document, they will subsequently receive a written comment back from the teacher and/or a private comment in Google Classroom.</p> <p>Students are working towards an assessment whereby they will describe in writing two family members.</p>	<ul style="list-style-type: none"> <li>• Live teaching (Google Meet) – either to introduce new content and or to consolidate</li> <li>• Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers/Quizlet)</li> <li>• Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences</li> <li>• Bespoke Powerpoints/resources produced by SET staff</li> <li>• Teachers being available to answer questions via Google Chat</li> </ul>
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## Art and Photography

<p>We will continue to focus on the formal elements of line, texture and tone through drawing using the work of Van Gogh as inspiration.</p> <p>This work will help embed the core skills students have started to develop and give them the opportunity to explore expressive mark-making.</p>	<p>The students will be given the opportunity to review prior learning whilst being introduced to further research skills. They should create a contextual study of the artist which will include visual and written elements.</p> <p>Students will be expected to produce practical outcomes in response to the lessons given.</p>	<p>We will be looking for students to respond to the work of Van Gogh both through direct visual analysis and through personal drawn responses. This work forms part of the body of work exploring the formal elements and will help embed key skills.</p> <p>The work will continue to be developed on return to school before final assessment.</p>	<ul style="list-style-type: none"> <li>• Live teaching (Google Meet) – understanding research tasks and exploring presentation skills using a combination of Powerpoints and visual resources produced by SET staff.</li> <li>• All material will be available in Google Classroom.</li> <li>• Teachers will be available to answer questions on Meet and email.</li> </ul>
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## Music

<p>We are starting the year with a focus on the use of dynamics in music. We had just begun learning about dynamics at the end of the Michaelmas term – now it is time to learn all the relevant Italian musical terms and listen to some great music; thinking about how composers use dynamics to convey meaning, expression and emotion.</p>	<p>Students will memorise the Italian dynamics terms with the help of a chant-along-with-your-teacher video – so once your child has had a chance to practise using the video a few times, it would be terrific if you ask them to teach you (or a sibling, or even a family pet!) some of the new terms – teaching others is a really efficient way to learn something new, and doing this will help them consolidate their knowledge. 'Little and often' is the best way with this new vocabulary learning, so encouraging them to chant along with the video a couple of times each day would be really helpful. The chant-along video lasts about 5 minutes.</p> <p>Students also have a YouTube clip to watch and a worksheet of questions to answer. At the end of this they have a few pieces of music to listen to – some are classical pieces, but also included are Led Zeppelin's 'Stairway to Heaven' and Queen's 'Bohemian Rhapsody'. So if you have time, this may be a great opportunity to choose some of your own favourite music and listen to it with them – using a focus on dynamics (volume) as a great excuse to share your pick of music with them!</p>	<p>During our 'live' Google Meets lesson your child will have the chance to compare their worksheet answers with the answers I prepared. In addition, there will be regular quizzes (either on Google Classroom or when we're back at school) where they have the chance to test their knowledge and receive feedback on their success.</p>	<ul style="list-style-type: none"> <li>• Via Google Classroom – videos, worksheets and quizzes.</li> <li>• Live teaching (Google Meet) – either to introduce new content and or to consolidate.</li> <li>• I'll be available to answer questions via Google Chat or email.</li> </ul>
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## Design and Technology

<p>Students will start their new textiles project and by the end of the term be expected to produce a scrap monster.</p> <p>During this period of remote learning, students will gain and understanding of natural, synthetic and blended fibres.</p> <p>This will assist them later in the project to identify materials and select the best material for its intended use.</p>	<p>This is a new project but students should apply the same routines and expectations from the previous terms work in Design and Technology.</p> <p>There will be a variety of resources, with students mainly working on paper using a pen.</p> <p>Depending on how long we will be using remote learning, could I please ask that you look into sourcing a needle and thread.</p>	<p>Students should take a photograph of their completed work and upload it to the Google Classroom so I can assess the work.</p> <p>All work should be brought into school when we return.</p>	<p>Teaching will take place using a variety of methods, centred on the Google Classroom.</p> <ul style="list-style-type: none"> <li>• I will be available to answer students questions via the Google Classroom</li> <li>• Powerpoint presentations will be provided with instructions and exemplars</li> <li>• Links to external support resources if required</li> </ul>
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## Drama

<p>Students will learn how to analyse and evaluate the success of live theatre. They will be watching the live stage production of Billy Elliot and will be guided through how to analyse key scenographics such as set, lighting, sound, costume using appropriate theatre terminology.</p> <p>In each school year, students in Drama experience three units and this replicates the structure of the GCSE. The live theatre review is part of the GCSE written exam. This will be all new learning for year 7 students although they may recognise some of the theatre terminology.</p>	<p>Students will be expected to watch the live production of Billy Elliot which will be shared via google meet and will be given time to describe key examples of scenographics in use in writing. The teacher will then question the students on the purpose of a particular costume for example. How does it add to the context of the show and how we, as an audience, feel about the character.</p> <p>Students will be asked to write a paragraph following the formula; Point, Intended analysis, Evaluation, Improvement on their chosen scenographic as follow up work.</p> <p>Parent/carers can help by asking the following questions:          1) Why did Billy Elliot's father not want him to dance?          2) When is the play set?          3) What do you know about miners and in particular the miners' strike of 1984-85 in Durham?          4) What costume do Billy, his brother and his Dad wear? What might this suggest about their financial situation as a family?</p>	<p>The students will receive feedback within the live lessons by way of probing for further detail. Students will receive written feedback on their evaluative paragraph once it has been uploaded to google classroom.</p> <p>At the end of the half term, students will have analysed and evaluated the entire production considering its impact on an audience and will submit an essay answer. The work the student does now lays the foundations for that essay answer.</p>	<ul style="list-style-type: none"> <li>• Live teaching (Google Meet)</li> <li>• Recorded teaching</li> <li>• Bespoke Powerpoints/ resources produced by SET staff</li> <li>• Teachers being available to answer questions via Google Chat</li> </ul>
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