



Whitmore High School
Independent Learning Activities

Independent Learning
Activities

Spring / Summer 2020
Year 8



Whitmore High School

Independent Learning Activities

What are Independent Learning Activities (ILAs)?

Independent Learning Activities are specific pieces of work set as an activity to complete in their own time, outside of the classroom. Whilst they have a clear focus, students are able to work independently developing their own direction of learning and unique outcomes.

This booklet is designed to give pupils and parents a range of learning tasks to complete at home.

There are a range of activities for learners. Some refer to use of internet, some are written, some are drawing based and some are practical.

We suggest pupils work through the booklet at their own pace and in their own order. We suggest pupils manage their learning in small chunks throughout the day with appropriate rest breaks.

Please refer to the school website for further learning activities which will be uploaded in the forthcoming days and weeks.

Best wishes,

From the Staff of Whitmore High School



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Year 8 Geography

This project should take about two hours to complete

Aim: To produce a written explanation of the living conditions of life in the shanty town Kibera, on the outskirts of Nairobi, in Kenya.

Objectives:

- 1- to describe and explain the living conditions for the people
- 2- to give a labelled sketch of a 'shanty' house
- 3- to produce a well organised piece of writing with a topic sentence, point and explanation, make good use of connectives and use a conclusion.

What do you have to do:

- 1- plan your writing first, what are the key points you want to make
- 2- check you have covered the main points discussed in lessons
- 3- For each point have you said why (explanation)
- 4- check you have used the topic key words
- 5- check your homophones and use of connectives

What format can you your work:

A piece of written work that is about one side of A4.

Key points to help you complete the task:

Use the Geography literacy toolkit

Use the Geography paragraphs guide to check the structure of your sentences

Resources you will need to help you:

A Photo of a shanty town

Success Criteria

- A brief description with little explanation
- A full description of the key point with some reasonable/ plausible explanations
- A full description with good explanations
- A full description with valid reasons for features and a comparison to other places



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Year 8 Science

Aim:

To summarise what matter is and how particles make up everything

Objectives:

- To describe matter and how it is made up
- To explain how gases change when heated
- To suggest how particles move in a substance

What do you have to do:

1. Create a decorative cover sheet for your project using pictures and as many keywords from the topic as possible.
2. Draw labelled particle diagrams for a solid, liquid and a gas.
3. Write definitions, either dictionary or in your own words, for the following: solid, liquid, gas, matter, diffusion, particle and hypothesis.
4. Produce a leaflet detailing how a hot air balloon works. Include a labelled diagram, and explain your answer using the particle theory.
5. There are substances like jelly, ice cream, custard and paint that seem to be both liquid and solid. Make a table for jelly showing what properties it has as a solid and what as a liquid. You need to think about size, (volume) and shape.
6. Produce a cartoon strip to show how making a cup of tea illustrates diffusion with the teabag and dissolving with the sugar cube. You may do this as one or 2 cartoon strips.

What format can your work be in?

Posters on an A4 sheet of paper
PowerPoint presentation or on Word

Key points to help you complete the task:

Make sure you label any diagrams
Check spelling of key words

Resources you will need to help you:

Watch this video: <https://www.youtube.com/watch?v=frFFoiXwqww>

Success Criteria:

- A description of a solid, liquid and a gas
- An explanation of how a hot air balloon works in terms of the particles inside the balloon.
- A hypothesis to suggest why some substances seem to be both liquid and solid.
- Definitions of the key words



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Year 8 Food Technology

This project should take about 2 hours
Aim: To show a good understanding of nutrients and the differences between micro and macro nutrients whilst discussing the importance of a well-balanced diet
Objectives: <ol style="list-style-type: none">1. To explain the difference between micro and macro nutrients2. To explain the functions and sources of carbohydrate, protein and fat.3. To explain the functions and sources of different vitamins and minerals.4. to create an informative poster, powerpoint or guide for a member of your family
What do you have to do: <ol style="list-style-type: none">1. plan your writing first, what are the key points you want to discuss2. Use the micro-macro fact sheet to check you have covered the main points discussed in lessons3. For each point have you said why (explanation)4. check you have used the topic key words5. check your homophones and use of connectives
What format can your work be: A piece of written work that is about one side of A4. A poster that is A4/A3 size A powerpoint no more than 4 pages
Key points to help you complete the task: Use the nutritional article and Food Technology Tool kit including fact sheet, article, powerpoint and keywords to help you complete the work
Resources you will need to help you: Plain and coloured A4 paper available from food tech, writing paper, Computer , pen, coloured pencils
Success Criteria – see also rubric sheet <ul style="list-style-type: none">• A brief description with little explanation, one element may be missing.• A full description of the key point with some reasonable/ plausible explanations, one element may be missing• A full description with good explanations, both elements completed• A full description with valid reasons for features and a comparison to other places



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Year 8 Physical Education

<p>This project should take about an hour to complete</p>
<p>Aim: Using all of the information you have gained from the unit of work produce a leaflet to persuade an unhealthy person to follow a healthy lifestyle</p>
<p>Objectives: <u>Persuasion Writing</u> To encourage someone to lead a healthy lifestyle by creating a leaflet that will give them all of the information they need.</p>
<p>What do you have to do: Produce a leaflet to persuade an unhealthy person to follow a healthy lifestyle</p>
<p>REMEMBER: they are overweight, eating junk food (no vegetables or fruit), drinking a lot of pop and sit in their bedroom all time on the computer.</p> <p>How are you going to</p>  <p>persuade them to change?</p>
<p>Use the following headings on your leaflet: Being healthy is..... / What changes can you make to become healthy? /Why should you make these changes to your lifestyle? Use the VCOP sheet at the back of the booklet to help form your sentences Use your knowledge gained from the lessons on pages 21, 22 and 23. REMEMBER YOU HAVE TO PERSUADE THEM TO CHANGE THEIR LIFESTYLE HABITS!</p>
<p>What format can your work be in? You can either write using the template in your book or you can use the computer and complete a leaflet in a format of your choice.</p>
<p>Key points to help you complete the task: Use the key words to help you explain your work. Use the VCOP to help you complete sentences Think of the class discussions around leading a healthy lifestyle and what advice would you give?</p>
<p>Resources you will need to help you: The booklet and a pen and/or a computer</p>



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Year 8 Art

<p style="text-align: center;">This project should take about 2 hours</p>
<p>Aim: To produce a written report on the work of an artist who has been inspired by the theme of “Creatures and the Environment.”</p>
<p>Objectives:</p> <ol style="list-style-type: none">1. Describe the work of an artist of your choice.2. Use your own opinion to explain why you think this artist is suited to the theme of “Creatures in the Environment.”3. To produce a well organised piece of writing.4. To use artistic vocabulary within your report.
<p>What do you have to do:</p> <ol style="list-style-type: none">1. Select an artist and their paintings to write about.2. Introduction – state the facts about their work.3. Note any similarities or differences in their work.4. Write your own opinion about their work – remember to give reasons for each point.5. A concluding paragraph summarising your research.6. Present your work in an artistic and creative way.
<p>What format can your work be in? A piece of written work 1-2 sides of A4.</p>
<p>Key points to help you complete the task: Remember to reflect on the work you have completed this year, e.g. specific artist references. Use artistic terminology within your vocabulary (see the sheets in your sketch book). You should draft your work first of all to check your spelling and grammar and to check how you are going to present it on the page.</p>
<p>Resources you will need to help you: Your sketch book, the internet, art books. General art equipment – these are available every lunch time or during after school club for you to use.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none">• Collect your own information about your chosen artist.• A introduction explaining the work of your chosen artist and why you have chosen it using artistic language.• Discuss the materials and techniques used and any similarities and differences between the work.• Present the information in an interesting and visual way.• The artist research page must include a title, images, brief introduction, information, some analysis of selected images and your opinion of artwork



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Year 8 – Music

This project will take about 2 hours
Aim: To produce a written report analysing the musical elements of two contrasting versions of the same Jig: Gwrachod Llanddona: https://www.youtube.com/watch?v=xPhCAX9Hea8 by https://www.youtube.com/watch?v=sKLwmMejQnc (1.50)
Objectives: <ol style="list-style-type: none">1. To describe, explain and compare the musical elements of each version.2. To offer your own opinions on both versions, stating your preferred version and reasons behind your decision.3. To produce a well organised, appropriately structured and detailed report.
What do you have to do: <ul style="list-style-type: none">- Listen to each version and create a mind map of the different elements you can hear- Select the most important/interesting elements from each version and explain them in full describing HOW they are used and WHY you think they appear.- Organise your ideas into an introduction, main body and conclusion.- Give your own opinions on both versions before deciding on your favourite at the end.- Give reasons for your decision and back up your points!- Use musical vocabulary and specific words.
What format can your work be in? <ul style="list-style-type: none">- PowerPoint Presentation (at least 6 slides)- Typed format (1-2 sides of A4)
Key points to help you complete the task: <ul style="list-style-type: none">- Use your performances of this piece to support your understanding.- Use your musical element descriptions to help you analyse the music properly- Use the knowledge organisers that have been uploaded to help you with extended vocabulary.
Resources you will need to help you: <ul style="list-style-type: none">- PC & Internet- If you want to listen to the songs again, they are available on YouTube the hyperlinks are above.
Success Criteria: <ul style="list-style-type: none">- Musical elements – <i>how are they used? How do they relate to the genre of music? Why might the artists have used them in that way, in your opinion?</i>



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History Year 8

This project should take about 3 hours

Aim: To produce a persuasive piece of written work, explaining why Elizabeth was a better ruler than her father Henry VIII

Objectives:

- To describe the problems Elizabeth and Henry faced during their reign
- To describe how Elizabeth and Henry dealt with the problems they faced
- To persuade others that Elizabeth dealt with her problems more successfully than her father Henry VIII

What do you have to do:

- Same as before

What format can your work be in?

- Same as before

Key points to help you complete the task:

- Delete?

Resources you will need to help you:

Delete?

Success Criteria:

Written in paragraphs with good quality point explain example sentences
Explain how successfully Elizabeth dealt with her problems
Explain which problems Henry didn't deal with successfully
Has a conclusion with your final viewpoint



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Year 8 Design Technology

This project should take about 1.5 - 2 hours

Aim: You are required to instruct a pupil of your own age how to mark and cut out, then join the parts of the desk lamp

Objectives:

5. To write a series of instructions.
6. To use your knowledge of the process to write a series of concise instructions on how you would mark out cut and join the parts together
7. To use sentence starters, imperative verbs and adverbs when describing the process

What do you have to do:

7. Use diagrams to help explain the process
8. Write a list of instructions in sequence on how to do this.
9. Make sure you use the correct vocabulary – using some of the examples of starters, connectives and adverbs along with the correct tools and equipment needed, check your spelling and grammar.

What format can you your work:

On worksheet handed out

Key points to help you complete the task:

Remember to list the tools and equipment needed to complete the task

Use the terminology from the examples given (see the homework sheets).

Use diagrams to help explain the order of processes

You should draft your plans first to check your spelling and grammar and to make sure that you have used some of the example terminology given.

Remember you must also include what tools and equipment you are required to use

Resources you will need to help you:

Pencil/Ruler/colour pencils

Success Criteria

Pupils have completed a series of written instructions with diagrams

They have written a list of good detailed instructions in the correct order using correct terminology required from the DT rubric with tools/equipment and processes included



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Year 8 Welsh

This project should take about 3 hours
Aim: To write an extended diary about a holiday in Welsh.
Objectives: To show that I can write a full report about a personal experience in Welsh.
What do you have to do: I need to write a diary about a week's holiday, giving details of various activities. I will use a variety of sentence patterns to show I have a good grasp of the Welsh language and I will include idioms to create effects in my written work. I will try to vary the tense of the verb and include 3 rd person sentence patterns.
What format can you do your work: Your work should look like a diary. With headings to show the different days. You can include photographs to enhance your work. You can use ICT or handwrite your diary.
Key points to help you complete the task: Plan your diary carefully. Make sure you include plenty of information about each day. Include how you felt and what other people were doing. Use idioms to create expression.
Resources you will need to help you: You can use your Welsh booklets to help you and the yellow / orange help sheets in your classroom. You can use the vocabulary sheets and dictionaries. Use "Wallbook" to get idioms. There are extra phrases on the grammar page of your Welsh booklet.
Feedback: I will use the LNF rubric sheet to give you Literacy feedback and you will be given a Welsh level for this piece of work and targets on how to improve your current level.
Success Criteria <ul style="list-style-type: none">• A variety of sentence patterns• Idioms• A Variety of tenses• Connectives• Paragraphs, good punctuation and correct spelling.



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Year 8 IT

This project should take about 2 hours

Aim: To produce a written explanation of how to build a website to help people who have never done this before.

Objectives:

1. Describe how to setup a basic website by adding pages.
2. To provide step by step explanations of each of the features of the software with screenshots where appropriate.
3. To produce a sensibly organised, well written and presented digital help document that includes more complex features.

What do you have to do:

1. Plan your writing before starting – what is a sensible order to teach somebody how to build a website?
2. Ensure that each step is explained in full.
3. Make sure that technical terms have been used.
4. Sensible and useful screenshots have been used.

What format can you submit your work: Microsoft Word, Google Docs

Key points to help you complete the task:

Use the planning sheet from Google Classroom to help you plan the order of your explanation.

Take clear, cropped screenshots that focus on the element you are explaining.

Resources you will need to help you:

Access to Google Classroom.

A computer or tablet.



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Year 8 Drama

This project should take about one and a half hours.

Aim: To write a monologue for a pantomime character and design a costume for this character.

Objectives:

- Select a pantomime character (excluding King Rat and the Fairy Godmother which you have performed in lessons)
- You must write a speech for this character in rhyme , using rhyming couplets
- You must design a costume for this character with clear labels.

What do you have to do:

1. Plan your writing first, where is the scene set, what is it you want your character to say?
2. Make sure each line of the dialogue rhymes.
3. Make sure you use appropriate language to suit the personality of the character e.g. a hero or a villain
4. Label the costume design clearly with full justifications **for your decisions, think of colour symbolism and types of material.**

What format can you your work:

A piece of written work that is about one side of A4 and a design with labels.

Key points to help you complete the task:

Use your drama booklet for help on sentence structure and tips on rhyming.
Use the 'explanation' sheet in your booklet.

Resources you will need to help you:

Your Drama booklet and www.rhymingcouplets.com

Success Criteria –

- A brief description with little explanation
- A full description of the key point with some reasonable/ plausible explanations
- A full description with good explanations
- A full description with excellent explanations and imaginative descriptions.



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Year 8 PR

This project should take about two hours to complete
'Is pilgrimage out of date?'

Aim:

To produce a written discussion to evaluate the question:

'Is pilgrimage out of date?'

Argue for and against this statement. Write the title 'Is pilgrimage out of date?' Give an introduction to explain the dilemma. Then say why pilgrimage is out of date and then say why pilgrimage is not out of date. Remember to include a variety of religious viewpoints', teachings and evidence. After writing these then write your own view.

Objectives:

- To be able to consider different viewpoints, including religious ones, on the question 'Is pilgrimage out of date?'
- To be able to evaluate the statement giving arguing to support both viewpoints.
- To be able to give reasons to justify your viewpoint.

What do you have to do:

- Complete research on the statement.
- Plan your writing first noting down the key points or arguments you want to make.
- Ensure you have an introduction, main body and conclusion to your piece of writing.
- Ensure you argue for both viewpoints giving reasons and/or evidence.
- Ensure you have included religious teachings, viewpoints and quotes.
- Ensure your viewpoint is detailed and includes arguments and/or evidence.
- Compare your viewpoint with that of other people's, including religious ones.
- Check you have used key religious words.
- Check your literacy, ensuring you have spelt words correctly, used complex connectives, openers and accurate punctuation.

What format can you your work:

A piece of written work that is 1-2 pages of A4.

Resources you will need to help you:

<https://www.bbc.co.uk/bitesize/guides/z84dtfr/revision/2>

<https://www.bbc.co.uk/bitesize/guides/z7fhsrd/revision/7>

Key words to include: Pilgrimage, journey, spiritual, reflection, experience

Possible sentence starters:

- You could begin by giving your own opinion on the statement e.g. **I agree that pilgrimage is out of date. This is because..... Instead, people could still worship God by.....**
- **Pilgrimage is.....**
- **Places of pilgrimage include....**
- Some people feel that they could worship God in different ways instead of visiting places of pilgrimage. This could be because... also/as well as this...
- The impact of this is.....
- However.....
- Many Christians would disagree because pilgrimage is a way of experiencing God. This is because....
- In addition to this....
- A Jewish response to the statement.....



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- Similarly, a Muslim response would be.....
- Non-religious people would say pilgrimage is good for the economy and tourists will visit. It also develops a sense of culture. For example... On the other hand... (**Explain the benefits and disadvantages of pilgrimage**).
- Finally/Overall/To sum up...



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Year 8 Spanish

Aim: A report on your favourite Spanish speaking celebrity

This project should take about one and half hours

Objectives:

- To research which celebrities speak Spanish, through reading information and watching TV shows and select your favourite to write a report about;
- To select important facts and information for your reader;
- To present a piece of writing in a report style to develop your literacy skills

What do you have to do:

- Decide on a Spanish speaking celebrity – Who is your favourite and why?
- Research your celebrity – look at videos on youtube, look for books in the LRC, research information on the internet
- Plan your writing – what facts and interesting information are you going to include?
- Write a clear introduction that explains what your report is about.
- Write detailed paragraphs giving important information and interesting facts about your ideal celebrity, remember to add your own opinions too. Aim to cover information on
 - Family
 - Hobbies
 - Where they live
 - Sports
 - Food
 - Charities they raise money for
 - Fashion and style
 - Background
 - Languages they speak other than Spanish
 - Likes and dislikes
 - Future plans
 - Why would you like to meet them
 - Travel
 - TV shows
- Write a conclusion that maybe adds a personal touch – why have you selected this Spanish Speaking celebrity?
- Write a bibliography, which lists where you got your information from (websites and books)
- Use the rubric to check your work and see if you can improve – do you think you would get Bronze, Silver, Gold or Platinum for this piece of work?

What format can you your work:

Hand written account on paper

Key points to help you complete the task:



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- Use the rubric to see what your teacher is looking for and how it will be marked
- Visit the LRC and gather as much information as you can from books/magazines and the internet
- If you get stuck ask your class teacher for advice

Resources you will need to help you:

Internet

Books/magazines

Class teacher

Success Criteria

- A wide range of interesting information
- A clear structure to the report – Introduction, paragraphs and conclusion (and bibliography)
- A range of accurate and extended vocabulary and sentence structures
- Accurate grammar, spelling and punctuation



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Year 8 French

Aim: A report on your favourite French speaking celebrity

This project should take about one and half hours

Objectives:

- To research which celebrities speak French, through reading information and watching TV shows and select your favourite to write a report about;
- To select important facts and information for your reader;
- To present a piece of writing in a report style to develop your literacy skills

What do you have to do:

- Decide on a French speaking celebrity – Who is your favourite and why?
- Research your celebrity – look at videos on youtube, look for books in the LRC, research information on the internet
- Plan your writing – what facts and interesting information are you going to include?
- Write a clear introduction that explains what your report is about.
- Write detailed paragraphs giving important information and interesting facts about your ideal celebrity, remember to add your own opinions too. Aim to cover information on
 - Family
 - Hobbies
 - Where they live
 - Sports
 - Food
 - Charities they raise money for
 - Fashion and style
 - Background
 - Languages they speak other than French
 - Likes and dislikes
 - Future plans
 - Why would you like to meet them
 - Travel
 - TV shows
- Write a conclusion that maybe adds a personal touch – why have you selected this French Speaking celebrity?
- Write a bibliography, which lists where you got your information from (websites and books)
- Use the rubric to check your work and see if you can improve – do you think you would get Bronze, Silver, Gold or Platinum for this piece of work?

What format can you your work:

Hand written account on paper

Key points to help you complete the task:



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- Use the rubric to see what your teacher is looking for and how it will be marked
- Visit the LRC and gather as much information as you can from books/magazines and the internet
- If you get stuck ask your class teacher for advice

Resources you will need to help you:

Internet

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Success Criteria

- A wide range of interesting information
- A clear structure to the report – Introduction, paragraphs and conclusion (and bibliography)
- A range of accurate and extended vocabulary and sentence structures
- Accurate grammar, spelling and punctuation



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KEY STAGE 3 – MATHEMATICS

WORKING INDEPENDENTLY OUTSIDE OF SCHOOL

Top Tips to help improve your pupil's mathematics and numeracy skills:

1. Be positive about maths. Help your pupil realise they can do it! The harder YOU try, the better YOU will get.
2. Engage with homework – ensure your pupil is in a quiet place where they can concentrate and try and work through problems together. Use the numerous interactive and tutorial style resources we highlight below. Pupils have fortnightly, Basic Skills, mathematics homework's that are dependent on which class a student is currently in.
3. Do a little bit and often! More than most other subjects, you have to be active, doing, solving, making connections, learning! It's the only way to build skills and develop understanding.
4. If you are unsure of how to help yourself there are a huge range of websites out there to help you! Below are some of our favourites at Whitmore High are:

MATHEMATICS SKILLS – Online Homework System

In an event of prolonged absence staff are able to set relevant “Booster Packs” for each student using MyMaths.



Link: <https://www.mymaths.co.uk/>

SCHOOL USERNAME: **barry**

SCHOOL PASSWORD: **maths14**



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My Maths Online homework system bought into by the Maths department. Pupils can log in using “barry” and “maths14” followed by their own personal details (available from their maths teacher).

MyMaths takes pupils through lessons that are animated step-by-step. Pupils can then assess their learning against a carefully planned series of questions (homework task) that has the added feature of instant feedback, by automated marking. Pupils also get the chance to leave feedback which is sent directly to staff to provide quick and easy assistance/feedback.

We advise on pupils making notes after following each lesson. We also advise on pupils writing down their working in addition to answering the Homework Tasks online.

MATHEMATICS SKILLS



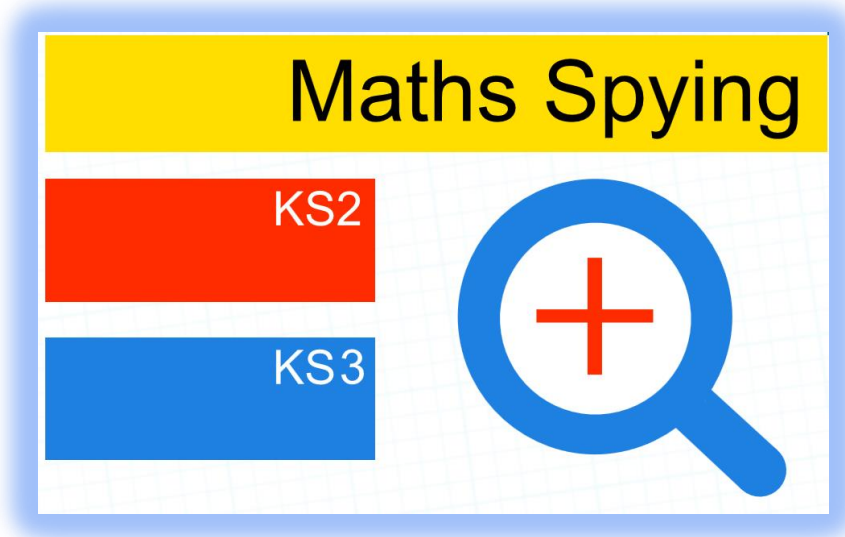
Link: <https://corbettmaths.com/contents/>

In addition to MyMaths staff regularly encourage and use “CorbettMaths”. A free and rich resource that provides everything from tutorial videos to textbook style worksheets, many of which have answers provided for quick and accurate self-assessment.



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KEY STAGE 3 – NUMERACY SKILLS



Link:

<http://resources.hwb.wales.gov.uk/VTC/2017/CiparFathemateg/index.html>

Maths Spying a fantastic resource for numeracy skills aligned with the National Numeracy framework here in Wales.

The applet is designed to allow easy navigation to the relevant skills for each school year group.

If you are after further information to help your child improve their everyday numeracy, there a number of brilliant ideas on the [Family Maths Toolkit](#) website!

If you have any questions regarding any of these resources or want to know a little bit more about the work we do at Whitmore High, please don't hesitate to get in contact with us at school!



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KEY STAGE 3 – ENGLISH

WORKING INDEPENDENTLY OUTSIDE OF SCHOOL

We would also like all KS3 pupils to keep reading, at least 30 minutes per day, and taking Accelerated Reader quizzes. With this in mind, there is a reading list below with links to freely available online texts.

KS3

[*Lamb to the Slaughter*](#), by Roald Dahl

[*The Landlady*](#), by Roald Dahl

[*The Adventure of the Speckled Band*](#), by Arthur Conan Doyle

[*The Adventures of Tom Sawyer*](#), by Mark Twain

[*Little Women*](#), by Louisa May Alcott

[*The Time Machine*](#), by H. G. Wells

[*Alice's Adventures in Wonderland*](#), by Lewis Carroll

[*The Raven*](#), by Edgar Allan Poe

[*Treasure Island*](#), by Robert Louis Stevenson

[*Grimms' Fairy Tales*](#), by Jacob Grimm and Wilhelm Grimm

[*Great Expectations*](#), by Charles Dickens

[*Of Mice and Men*](#), by John Steinbeck

In addition, below there is a table of a range of activities for pupils to select from. These are ordered in challenge. The most challenging at the top. Try to have a go at a top challenge!



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<p>Write a poem or song which focuses on bias in the media. <i>Make it informative but catchy and remember to include key terms...</i></p>	<p>Write a formal letter to an institution explaining the necessity for objectivity in the media. <i>Use a letter layout, remember key terms and use persuasive language to explain key issues...</i></p>	<p>Write a newspaper article on doping in sport. <i>Include specific, accurate facts with good grammar. You should include quotes and images...</i></p>
<p>Create a leaflet which informs you about a dangerous sport. <i>Use key terms, make it informative and eye catching...</i></p>	<p>Create a factsheet summarising a dangerous sport, but also add additional research and facts. <i>Use correct terminology and use the internet to include extra facts (no copy & paste!)</i></p>	<p>Create a comic strip to a historical sporting event. <i>Use pictures and key words to explain the process in a clear way...</i></p>
<p>Create a poster on Lance Armstrong or another sport celebrity. <i>Use key terms, make it informative and eye catching...</i></p>	<p>Create a flow diagram/chart to explain the history of cheating in sport. <i>Use pictures and key words to explain the process clearly...</i></p>	<p>Create 10-15 challenging quiz questions about what we have covered so far about sport. <i>Write the questions with correct answers separate to test a peer...</i></p>
<p>Create a mind map summarising the key skills we have used in this topic. <i>Use key terms, make it informative and eye catching...</i></p>	<p>Identify key terms we've used in this topic and write a dictionary. <i>Find the definitions of key words and write a glossary to help you to learn spellings...</i></p>	<p>Write 3 Tweets that could summarise the skills we have used. <i>No more than 140 characters; use #'s for key words and they must be informative...</i></p>



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Year 8 PE PRACTICAL ACTIVITIES

Aim: Individual practical activity in the home environment to improve health and mental well-being.

Objectives:

All pupils to complete regular physical exercise from a range of exercise regimes

What do you have to do:

Aim to complete a 20 – 30 minute exercise session at least 3 sessions per fortnight, ideally more than 2 per week.

All pupils in years 7 to 11 to complete at least 3 exercise sessions per fortnight in line with their PE lesson timetable. Having the opportunity to complete more sessions per week or fortnight.

Pupils will choose which type of activity they want to complete from Joe Wicks Body Coach, Just Dance, Insanity or they can devise their own Circuit Training session at home.

Examples to use –

Body Coach - Joe Wicks

<https://www.youtube.com/watch?v=bSxr6V9q6rM> – Beginners

<https://www.youtube.com/watch?v=mhHY8mOQ5eo> – kids workout

<https://www.youtube.com/watch?v=-TGEdzRzSbw> – School workout

<https://www.youtube.com/watch?v=iEsZITtRiWQ> – 15 minute HIT session

Just Dance

https://www.youtube.com/watch?v=gCzgc_RelBA – Waka Waka

<https://www.youtube.com/watch?v=a1zQ1xOjZnk> – Timber

https://www.youtube.com/watch?v=Ls_FWxWo9PI – Swish Swish

<https://www.youtube.com/watch?v=bjtWjGpPjqc> – One Direction Beautiful

Insanity Workout

https://www.youtube.com/watch?v=wwkrup_TG6I – Home Workout

<https://www.youtube.com/watch?v=jr6DuNMTQbc> – Furious Fat Burner 20 minute

<https://www.youtube.com/watch?v=sHgLdjyhbdA> – 20 minute Tabata workout

These are examples from Youtube, there are thousands of exercise sessions on Youtube that you could use. Search for 20 – 30 minute sessions. You can find and use your own if you prefer.



Whitmore High School

Independent Learning Activities

Yoga Workout

<https://www.youtube.com/watch?v=r7xsYgTeM2Q> 15 minute session beginners

<https://www.youtube.com/watch?v=GGJzZx4H2K4> 20 minute full body stretch

<https://www.youtube.com/watch?v=vGWKBGWOCs4> 20 minute beginners

Pilates Workout

<https://www.youtube.com/watch?v=6lnI9nEuG0I> – 20 minute beginners

https://www.bbc.co.uk/sounds/play/live:bbc_radio_wales_fm – Pilates for core

Many of you may have an exercise machine at home that you could use such as a treadmill, rower or exercise bike. These could all be used for your session. Just make sure you record the details so you can then report on it afterwards.

Circuit Training

Plan a circuit session using at least 10 exercises from the list below. Each session work for 30 seconds on each exercise and give yourself 30 seconds rest between exercises.

Exercises

Press Ups	Sit Ups – elbows to knees	Step ups using stairs or bench	Plank	Squats
Burpees	Star Jumps	Skipping	Mountain climbers	Lunges
Tuck jumps	Squat jumps	Star jumps	Bicep curls using tins	Sit ups – Crunches

For every session you complete follow the same plan –

1. Take your resting hear rate and record it. Take your pulse for 30 seconds and double it to find your heart rate per minute.
2. Complete a simple warm up for 2 – 3 minutes and some dynamic stretching of major muscle groups.
3. Start the exercise session.
4. 10 minutes into the session take your heart rate again. Take your pulse for 30 seconds and double to find your heart rate per minute. Record it.
5. At the end of the session take your heart rate again. Take your pulse for 30 seconds and double to find your heart rate per minute. Record it.

Keep a record of the sessions you have completed - record the number of exercises completed in the circuit sessions.

Record your heart rate during each session.



Whitmore High School Independent Learning Activities

Skills used –

Literacy – recording your scores and writing a review of the whole exercise programme process.

Numeracy – use of data for each of the exercise sessions completed. Using timings.

Calculating heart rate a number of times.

DCF- use of digital platforms for researching and recording sessions completed. Posting examples of sessions on the school and PE department Twitter sites.

ICT – developing graphs to show changes in heart rate and the number of exercise completed over time. Comparing data and graphs of each other.

MAT pupils – push yourself to work harder each time by increasing the intensity, the number of exercise completed in your circuit, or increasing the time you have worked for.

Resources you will need to help you: Smartphone / Laptop / Tablet

Success Criteria: Record your achievements each session. Post them on the school Twitter and PE site for other pupils and staff to see your work.

Write a report / review of the whole process. Include which exercises / activities you have included? How you found the regime? What you got from it? How you could change it if you did it again?