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| Auchenharvie Academy- Week Commencing – **11th January 2021**  **S1/2/3- Tasks for Completion** | | | | | | | | | | |
| Subject | S1 Task | | | S2 Task | | | | S3 Task | | |
| Maths | | * 1. Level 3 revision * Task 1 –Whole numbers * Task 2 – Decimals * Task 3 – Sumdog * Additional task – January Rigour Calendar.   1. Level 3 revision * Task 1 –Whole numbers * Task 2 – Decimals * Task 3 – Sumdog challenge * Additional task – January Rigour Calendar.   1.3 Level 3 Block 1 Revision   * Task 1 – Integers * Task 2 – BODMAS * Task 3 – Rounding to Decimal Place * Task 4 – Sumdog Competition (Open all week)   1.4 Level 2 Block 2   * + Decimals   + Fractions   + Place Value   + Sumdog.   1.5   * Adding * Money recognition * Adding Money * Sumdog. | | | 2.1 Revision for end of third Level   * Task 1 Whole numbers * Task 2 Angles * Task 3 Letters and Numbers. * Task 4 Decimals. * Sumdog challenge.   2.2 Areas of shapes  Task 1 – Area Kite/Rhombus (Note and Exercise)  Task 2 – Parallelogram (Note and Exercise)  Task 3 – Sumdog Competition (Open all week)  2.3   * 12hr -24 hr time * Time intervals * Sumdog.   2.4   * Task 1 – Converting units – Length * Task 2 – Converting units – Weight and Volume/Capacity * Task 3 – Sumdog Challenge. * Additional task – January Rigour Calendar.   2.5 Level 3 Block 2 Mrs Booth   * Fractions * Decimals * Percentages * Sumdog.   2.5 Mr Denny   * Decimals * Sumdog.   2.6   * Sumdog Competition * Number Machines * Numeracy skills. | | | 3.1 Volume of Solids  Task 1 – Volume of a Prism (Note and Exercise)  Task 2 – Volume of a Cylinder (Note and Exercise)  Task 3 – Sumdog Competition (Open all week)  3.2   * Task 1 - Wages and Salary Ex 1a * Task 2 - Wages and Salary Ex 1b * Task 3 – Sumdog Challenge * Task 4 – January Rigour Calendar.   3.3   * algebra- solving equations * Sumdog.   3.4   * Foreign Exchange   Sumdog.  3.5   * Task 1-Measurement * Task 2- letters and Numbers * Task 3- Sumdog challenge. * Task 4 – January Rigour Calendar.   3.6   * Sumdog Competition * Area of a shape.   Level 2 January Rigour Calendar. | | |
| English | | S1:  '20 minutes personal reading per day: A guide to borrowing e-books from the library is available on our website and there are lots of audiobooks available through YouTube.'  H Shaw - completing Harry Potter essay  Y Stuart, A Carpy, L Kelman - Skimming, scanning and close reading skills  An RUAE task (differentiated) will be provided as an extension task - on the same topic | | | S2:  '20 minutes personal reading per day: A guide to borrowing e-books from the library is available on our website and there are lots of audiobooks available through YouTube.'  All classes: Persuasive writing topic - exploring the persuasion of advertisements and identifying and analysing persuasive techniques used to influence my opinion. Differentiated by teacher support. An extension task which  An extension task which involves reading an extract from a novel and answering questions (differentiated) will also be provided as quiz. | | | S3  '20 minutes personal reading per day: A guide to borrowing e-books from the library is available on our website and there are lots of audiobooks available through YouTube.'  MMcD - Poetry of the WW1  AC - Poetry of Carol Ann Duffy  YS - Poetry of Jackie Kay  LK - Close reading skills  CF/HS - Poetry of Edwin Morgan  SH/SMcS - Scots poetry | | |
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| Modern Languages  Culture Class  Comp Science  Cyber Skills  Digital Literacy | | Starting to learn Spanish. Powerpoint available on Google Classroom entitled “Let’s get started”. This has an introduction to Spanish with tasks included.  Led by Mrs Kirkwood  HTML Theory. Activity and workbook available on Google Classroom  Practical – Login to Discovery Coding and work through HTML Unit 2  Login: Student4087  Password: AucComp01  Google Docs activity. Consolidating our Typing Skills. Activity available on google classroom | | S2 Intro to Spanish by revising previous learning.  Activities can be found on Google classroom along with revision and vocab resources  Led by Mrs Bell  Health and Safety in the workplace.  Activity and notes available on Google Classroom  Enterprise Activity: Researching entrepreneurs/Famous Computing ambassadors.  Activity on Google Classroom | | | | | Topic: Employability.  Resources and activities can be found on google classroom  Led By Mrs Bell  Spanish Cookbook project. First 5 slides of PowerPoint on Google Classroom.  Led by Mrs Kirkwood  Systems Research Task: Pupils are given a scenario, a budget and a list of hardware/software required. They must research 2 of each item, selecting one for the final build whilst justifying their choices. All research and answers to be put into the worksheet and submitted via Google Classrooms.  Outcome 3 (a&b): Pupils have the Powerpoint referring to design elements to refresh their memory regarding the language used. They must then describe the design elements for a design of their choice. All answers to be put into the word document and returned via google classrooms. | |
| Design & Technology  S1 & S2 will complete Design & Manufacture tasks this week. Graphics will be the following week and it will then rotate between the 2 subjects | | 20 Design Challenges worksheet – Task 1,4, and 8  Wood working theory | | 20 Design Challenges worksheet – Task 1,8 and 14  Plastics theory and design Task | | | | | Orthographic drawing/sketching.  Ergonomics Unit  Graphics BSI symbols  Woodwork Wood theory questions | |
| **PE**    **HE** | | **1P1 – Ms Macdonald**  Fitness Workout 1 – CRE Bronze, Silver or Gold Challenge  Badminton Quiz  **1W2- Mr McDougall**  Badminton research task  **1W1 - Mr Gilmour**  Block – Basketball  Throwing and Catching Challenge Basketball Quiz  Extension – fitness challenge (Speed)  **1P2 & 1W1 – Mrs J Stewart**  Track my exercise  Basketball Quiz  Throwing and catching exercises  **1A1 – Mrs M Stewart**  Physical Activity 1 -  Warm-up, Main Activity, Cool Down.  Written Work -  Make up a physical warm-up  (see in Physical Activity - Warm-up for an example) | | **2P2 – Ms Macdonald**  Fitness Workout 1 and completion of record sheet.  Badminton Quiz  **2W1- Mr McDougall**  Badminton research task  **2A1 & 2W2 Mr Gilmour**  Block – Basketball  Throwing and Catching Challenge Basketball Quiz  Extension – fitness challenge (Muscular Endurance)  **2P1- Mrs J Stewart**  Track my exercise  Basketball Quiz  Throwing and catching exercises  **2A2 – Mrs M Stewart**  FITNESS BADMINTON  Physical Activity-  Warm-up, Main Activity, Cool Down.  Written Work -  Find out how Badminton drills improve your performance.  **S2 classes – Ms Macdonald**  Scottish Diet Topic - 8 Guidelines to Healthy Eating worksheet | | | | | **3A2& 3P1 – Core PE Ms Macdonald**  Core Fitness Challenge 1  **3F1 – Elective PE Ms Macdonald**  Basketball – theory task  Elective Fitness Challenge 1  **3A1- Mr McDougall**  Fitness research task  **3G1 and 3H1 – Mr McDougall**  **Elective PE**  Volleyball research task  **3W2 Mr Gilmour**  Block – Basketball  Throwing and Catching Challenge Basketball Quiz  Extension – fitness challenge (CRE)  **3W1- Mrs J Stewart**  Track my exercise  Body weight circuit  **S3 Hospitality – Ms Macdonald**  REHIS – completion of electronic version of booklets. | |
| Subject | S1 Task | | | S2 Task | | | | S3 Task | | |
| Music  Music Tech  Art  Drama | | Complete 1st task based on Scottish Music.  This will be emailed out to Glow class Groups.  Complete 1st task based on Design Unit – design a Chocolate Box. This will be emailed out to Glow class Groups.  Test your knowledge of The Minotaur  Part 1. Fill in the blanks and Higher Order Thinking Questions. This will be emailed out to Glow class Groups. | | | Complete 1st task based on American Music. This will be emailed out to Glow class Groups.  Complete 1st task based on the Matisse cut paper collage. This will be emailed out to Glow class Groups.  Create a costume design for your Darkwood Manor Character. Task exemplar will be emailed out to Glow class Groups. | | | Complete 1st task based on Scottish Music.  This will be emailed out to Glow class Groups.  Complete tasks based on Skiffle and Rock n Roll. This will be emailed out to Glow class Groups.  Complete first task based on Architecture Unit – research famous pieces of architecture throughout the world and choose 1 to focus on. This will be emailed out to Glow class Groups  Powerpoint research task on the issue of HIV/Aids with extension tasks. This will be emailed out to Glow class Groups | | |
| PSE | | S1 - Stress and Mindfulness | | S2 - Careers Planning | | | | | S3 - Body Image | |
| Subject | S1 Task | | | S2 Task | | | | S3 Task | | |
| Core RME  LI – Learning Intention  SC – Success Criteria | | ***Making Moral Decisions – Lesson 1*****L.I. To explore *moral dilemmas*, and the different ways that these can potentially be solved. S.C. I can describe different scenarios that are classed as *moral dilemmas*. S.C. I can explain and evaluate different viewpoints on these dilemmas. S.C. I can begin to justify my own opinion on *moral dilemmas*.**  S1 have been exploring *Ultimate* Questions: questions for which there are no definitive answers – despite religions, philosophies, and sciences proffering their own. S1 focused on the ultimate question: *what caused the universe?* In completion of this unit, S1 considered different religious, mythical, and scientific answers – finally examining the *Big Bang Theory* before the Christmas break.  Now, building on their critical thinking skills, S1 will turn to look at different *moral dilemmas*. In this remote lesson, S1 will consider their – and others’ – responses to different moral problems. Particular focus will be given to Philippa Foot’s famous *Trolley Problem*: a runaway train is hurtling down a railroad, and will run over five people unless you pull a lever to redirect the train down another track…where it will run over one person. What do you do? And *why*?  **Information resources; multimedia inputs; and tasks will all be made** **available through the S3 Core RME *Google Classroom*, with further instructions communicated on that platform and over *Glow* email.** | | ***Capital Punishment: Consolidation Lesson***  **L.I. To consolidate knowledge of capital punishment. S.C. I can describe how the death penalty is carried out, around the world. S.C. I can describe the Derek Bentley trial, and explain why it helped lead to the death penalty’s abolition in the UK. S.C. I can evaluate different arguments for and against the death penalty, and justify my own opinion on capital punishment.**  S2 have been studying *Capital Punishment* – the legality of the death penalty around the world; the different methods of execution used throughout history; religious views on capital punishment; and different arguments for and against.  Before moving on next week to our new unit, *Hinduism*, S2 should now consolidate their learning of capital punishment by producing an extended piece of writing on the subject. Pupils are asked to imagine that Scotland’s government has decided to bring back the death penalty: they must write a letter to the First Minister *either* to congratulate them (if they agree that the death penalty should return) *or* to criticise them (if they disagree that capital punishment should be legal).  **Structure templates; information resources; multimedia inputs; and tasks will all be made** **available through the S2 Core RME *Google Classroom*, with further instructions communicated on that platform and over *Glow* email.** | | | | | ***Islam: The Five Pillars – Lesson 1***  **L.I. To understand the beliefs and practices that Muslims observe, in respect to the Five Pillars of Islam. S.C. I can describe what Muslims do, to follow the *first two Pillars of Islam.* S.C. I can explain why Muslims do these things, and what they believe about these Pillars. S.C. I can begin to reflect on the wider meaning of these Pillars, and how they relate to my own life.**  S3 began learning about the religion of *Islam* before the Christmas break; they will continue to explore this religion by examining *The Five Pillars* of Islam – the religion’s five most crucial obligations that its followers must fulfil.  In this remote lesson, pupils will look at the first two Pillars exclusively: *shahadah* and *salah*. Pupils are tasked to describe what Muslims do to follow these Pillars, as well as what Muslims believe about these Pillars; to think about the nature of duty in general, and what duties they themselves have; to learn the meanings of the Arabic terminology encountered; and to reflect on the relevance of these Pillars for their own lives.  **Information resources; multimedia inputs; and tasks will all be made** **available through the S3 Core RME *Google Classroom*, with further instructions communicated on that platform and over *Glow* email.** | |
| Social Subjects | | Pupils are learning about the climate, physical features and living things of a natural environment different from our own. Pupils should be able to: describe a natural environment different to their own; identify the climate, physical features and living things of the rainforest, explain, in detail, how climate, physical features and living things interact in the rainforest.  All resources and instructions will be available on Google Classroom and pupils are welcome to contact their teachers using this and Glow mail. | | | Pupils are learning about the background and early life of JFK. Pupils should be able to describe the family life/family tree of JFK, describe his educational experiences and explain how his family background and education shaped his political ambitions/career.  All resources and instructions will be available on Google Classroom and pupils are welcome to contact their teachers using this and Glow mail. | | | **History**  Pupils will be starting a new topic 'Era of the Great War'. We will start by looking at what life was like at the start of the 20th century. On Google classroom pupils will find the PowerPoint with instructions for each task and information sheets to help complete tasks. Pupils are learning to - Describe life for the class groups in 1900s and make comparisons between the lives of the class groups. They should then be able to create notes on one of these groups, read about one other group and then make comparisons between the two.  **Geography**  Pupils are learning to understand how the structure of the earth causes natural disasters. Pupils should be able to describe the main layers of the earth and explain how the earth’s crust moves.  **Modern Studies**  Pupils are learning about the groups that are impacted by inequalities in the USA. They should be able to identify the groups are affected by discrimination, describe the ways that these groups are impacted and explain why inequalities exist.  All resources and instructions will be available on Google Classroom and pupils are welcome to contact their teachers using this and Glow mail. | | |
| Auchenharvie Academy Week Commencing 11th January 2021  S1 and S2 SCIENCE Tasks for Completion | | | | | | | | | |
| S1 | | | | | | S2 | | | |
| Miss Nicol  All resources shared via Glow Group.  Matter and Solution.  Properties of Matter Power point including tasks to complete as pupils work through it.  Videos of experiments for pupils to watch.  Worksheet for pupils to complete as they work through the power point.  Pupils to return completed work sheets by Glow mail.  Extension task on Aims and Variables.  Miss Scott  Lesson 1 Heat and Temperature.  Video with tasks to complete within the video.  Assessment Qs answered via glow form.  Extension task on Reading scales.  Shared via GLOW Group Email.  Dr Field  Introduce Heat Topic and use lesson 1 PowerPoint to discuss heat and temperature.  Pupils to complete tasks as they work through the PowerPoint.  Consolidation work sheet.  Shared through Glow email.  Mr Lodge  All materials via glow groups  Students to finish Cells Topic.  Read / listen to narrated Revision guide.  Answer revision questions  Miss Lavelle  All resources shared via Glow Group.  Cell Biology Lesson 1 – Using a microscope  Read and listen to the PowerPoint Presentation.  Complete the tasks on the presentation and return your work via the GLOW group. | | | | | | Miss Nicol  All resources shared via Glow Group.  Chemical Changes. Factors Affecting Reaction Rate.  Videos of experiments for pupils to watch.  Worksheets for pupils to read and complete.  Pupils to return completed work sheets by Glow mail.  Extension task on Selecting Information  Miss Lavelle  All resources shared via Glow Group  Acids and Alkalis Lesson 1 – Indicators  Read and listen to the PowerPoint Presentation.  Complete the tasks on the presentation and return your work via the GLOW group.  Mr Lodge  All materials via glow groups, link shared for video on YouTube.  Students to start new topic Acids and alkalis.  Narrated PowerPoint for lesson 1, students to listen and read through the PowerPoint.  Students to watch a video demonstrating how indicators distinguish acids, neutral and alkalis.  Complete tasks within the PowerPoint.  Dr Field  Introduce topic of Acids and Alkalis and provide narrated lesson 1 PowerPoint for pupils to use.  Send factpack pH scale.  Work sheet for consolidation.  Shared through Glow email.  Miss Lynch  Introduce Forces topic and provide narrated lesson 1 PowerPoint for pupils to use.  Work sheet for consolidation to be completed and returned by email.  Shared through Glow email. | | | |
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| Auchenharvie Academy Week Commencing 11th January 2021  S3 SCIENCE Tasks for Completion | | | | | | | | | |
| BIOLOGY | | | CHEMISTRY | | | | PHYSICS | | |
| Miss Lavelle  All resources shared via Glow Group  Producing New Cells Revision Task  Homeostasis Lesson 1  Read and listen to the PowerPoint Presentation.  Complete the tasks and return your work via the GLOW group.  Dr Field  Introduce next key area – Homeostasis and provide narrated PowerPoint.  Ask pupils to complete tasks included in the PowerPoint  Provide consolidation questions to be completed and returned by email.  Shared through Glow email.  Miss Scott  Lesson 1 Homeostasis.  Video with tasks to complete within the video.  Assessment Qs answered via glow form.  Extension task on Reading scales.  Shared via GLOW Group Email. | | | Miss Lavelle  All resources shared via Glow Group  Effect of Using a Catalyst on Reaction Rate.  Read and listen to the PowerPoint Presentation.  Complete the tasks and return your work via the GLOW group.  Mr Lodge  All materials via glow groups, link shared for video on YouTube.  Students to start new Topic, Atomic Theory 2  Narrated PowerPoint Atomic Theory 2. Lesson 1. Pupils to listen and read this.  Question booklet supplied, pupils to complete questions on page 4 and return via glow.  Video on topic to watch and use in conjunction with questions.  Extension question booklet supplied. | | | | Miss Lynch  Dynamics and Space  Introduce next key area – Balanced and unbalanced forces and provide narrated PowerPoint.  Ask pupils to complete tasks included in the PowerPoint  Provide consolidation questions to be completed and returned by email.  Shared through Glow email.  Dr Brien  N3 Dynamics and Space Success Criteria Booklet.  Pupils should answer the success criteria statements and use them to highlight areas for consolidation. These can also be used to create revision flashcards by writing the statement on one side and the answer on the reverse. | | |
| Auchenharvie Academy- Week Commencing – **11th January 2021**  **Tasks for Completion** | | | | | | | | | | |
| Subject | S4 Task | | | | | | | | | |
| Core RME | | ***\*\* Capital Punishment Unit Booklet \*\****  Prior to the Christmas break, S4 were completing an SQA unit booklet on the moral issue of capital punishment. This work required pupils to describe different sides of the moral debate concerning the death penalty; reckon with different religious viewpoints on capital punishment; explain the beliefs and practices of the religions in question; and ultimately evaluate the acceptability of the death penalty – offering a justified opinion.  **In the very first instance, all pupils should complete and return this work. A scan of this booklet will be uploaded to the S4 Core RME *Google Classroom*, with instructions relayed on that platform and over *Glow* email.** Only when this booklet is completed, should pupils move on to the subsequent topic – the first lesson of which will be made available immediately on the S4 Core RME *Google Classroom*:  ***Religion, Ethics, and War* - Lesson 1  Learning Intention: To explore the moral implications of warfare. Success Criteria: I can describe the short- and long-term effects of war. Success Criteria: I can explain why war is considered to be a moral issue. Success Criteria: I can begin to evaluate arguments for and against war.**  In this unit, S4 will explore the moral implications of war and what different religious and moral viewpoints range over the issue. For this introductory remote lesson on the topic, S4 consider the impacts of war and weigh these up in their initial deliberation on war's acceptability.  ***Information resources; multimedia inputs; and tasks ordered by ability will all be made available through the S4 Core RME Google Classroom, with further instructions communicated on that platform and over Glow email.*** | | | | | | | | |