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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 shapesTask 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 SolidsTask 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 essayY 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 WW1AC - Poetry of Carol Ann DuffyYS - Poetry of Jackie KayLK - Close reading skills CF/HS - Poetry of Edwin MorganSH/SMcS - Scots poetry  |
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| Modern LanguagesCulture ClassComp ScienceCyber SkillsDigital 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 KirkwoodHTML Theory. Activity and workbook available on Google ClassroomPractical – Login to Discovery Coding and work through HTML Unit 2Login: Student4087Password: AucComp01Google 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 resourcesLed by Mrs BellHealth and Safety in the workplace.Activity and notes available on Google ClassroomEnterprise Activity: Researching entrepreneurs/Famous Computing ambassadors.Activity on Google Classroom |  Topic: Employability.Resources and activities can be found on google classroomLed By Mrs BellSpanish Cookbook project. First 5 slides of PowerPoint on Google Classroom.Led by Mrs KirkwoodSystems 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 & TechnologyS1 & 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 8Wood working theory | 20 Design Challenges worksheet – Task 1,8 and 14Plastics theory and design Task | Orthographic drawing/sketching.Ergonomics UnitGraphics BSI symbolsWoodwork Wood theory questions  |
| **PE****HE** | **1P1 – Ms Macdonald** Fitness Workout 1 – CRE Bronze, Silver or Gold ChallengeBadminton 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 taskElective 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 |
| MusicMusic TechArtDrama | 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 GroupsPowerpoint 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 RMELI – 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 2021S1 and S2 SCIENCE Tasks for Completion |
| S1 | S2 |
| Miss NicolAll 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 ScottLesson 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 FieldIntroduce 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 LodgeAll materials via glow groupsStudents to finish Cells Topic.Read / listen to narrated Revision guide.Answer revision questionsMiss LavelleAll 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 NicolAll 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 InformationMiss LavelleAll resources shared via Glow GroupAcids 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 LodgeAll 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 FieldIntroduce 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 LynchIntroduce 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 2021S3 SCIENCE Tasks for Completion |
| BIOLOGY | CHEMISTRY | PHYSICS |
| Miss LavelleAll resources shared via Glow GroupProducing New Cells Revision TaskHomeostasis Lesson 1 Read and listen to the PowerPoint Presentation. Complete the tasks and return your work via the GLOW group. Dr FieldIntroduce next key area – Homeostasis and provide narrated PowerPoint.Ask pupils to complete tasks included in the PowerPointProvide consolidation questions to be completed and returned by email.Shared through Glow email.Miss ScottLesson 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 LavelleAll resources shared via Glow GroupEffect 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 LodgeAll materials via glow groups, link shared for video on YouTube.Students to start new Topic, Atomic Theory 2Narrated 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 LynchDynamics and SpaceIntroduce next key area – Balanced and unbalanced forces and provide narrated PowerPoint.Ask pupils to complete tasks included in the PowerPointProvide consolidation questions to be completed and returned by email.Shared through Glow email.Dr BrienN3 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 1Learning 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.*** |