

# **Brae High School**



## **New S2 & S3 Home Learning Pack**

15<sup>th</sup> June 2020

If there is any time you cannot access the work provided by your teacher, please email your teacher and post a message on TEAMS, if you can access it. However, if you are unable to email or post a message, please phone the school on 01595 745600.

If you need glow support you can contact:

[PUPILglowsupportshetland@shetland.gov.uk](mailto:PUPILglowsupportshetland@shetland.gov.uk)

| Subject                                   | English – Ms Storey & Mrs Watt   |
|---|--|
| S1  | <ul style="list-style-type: none"> <li>Mrs Watt and Ms Storey have been introduced to the pupils in the P7-S1 Transtion Team on Glow. Pupils can come and say hello to us there and share some of their favourite books, if they'd like to. We always like to hear what everyone is enjoying reading!</li> </ul>   |
| S2  | <ul style="list-style-type: none"> <li>A new activity for pupils to reflect on their lockdown experience will be shared in Teams on Monday 15<sup>th</sup> June and will be due on Monday 22<sup>nd</sup>.</li> <li>This will be valuable reflection for you on your current situation and wellbeing and will lead into group discussion and writing tasks when we return to school.</li> <li>Once you've completed the reflection tasks you can continue to work on your Reading Award tasks and take time to read regularly.</li> <li>Check your English Team regularly for further updates and support with your work.</li> </ul>   |
| S3  | <ul style="list-style-type: none"> <li>A new activity for pupils to reflect on their lockdown experience will be shared in Teams on Monday 15<sup>th</sup> June and will be due on Monday 22<sup>nd</sup>. .</li> <li>This will be valuable reflection for you on your current situation and wellbeing and will lead into group discussion and writing tasks when we return to school.</li> <li>Once you've completed the reflection tasks you can continue to work on your Reading Award tasks and take time to read regularly.</li> <li>Check your English Team regularly for further updates and support with your work.</li> </ul> |
| Teacher email addresses for pupil contact | <p>If pupils have any queries or need support Ms Storey or Mrs Watt can be contacted by email:</p> <p><a href="mailto:charlenestorey@shetland.gov.uk">charlenestorey@shetland.gov.uk</a><br/> <a href="mailto:gw14storeycharlenehe@glow.sch.uk">gw14storeycharlenehe@glow.sch.uk</a><br/> <a href="mailto:valeriewatt@shetland.gov.uk">valeriewatt@shetland.gov.uk</a><br/> <a href="mailto:gw13wattvalerie@glow.sch.uk">gw13wattvalerie@glow.sch.uk</a></p>   |

| Subject                                     | Maths   |
|---|---|
| <p><b>S2</b></p> <p><b>Mr Murray</b></p>    | <p>Mr Murray's S2 class will continue working on Angles, Transformations and Symmetry over the coming weeks.</p> <p>Week beginning 15th and 22nd June: pupils will be assigned a task on solving mixed angle problems</p> <p>Mr Murray will post the weekly tasks every Monday morning on the S2 Team page on Glow consisting of notes, explanation videos and questions/tasks. These tasks have to be completed and emailed back to Mr Murray on, or before Thursday of the same week.</p> <p>In case pupils have difficulties accessing files, Mr Murray will also email out all tasks to pupil's Glow emails on Monday mornings.</p> <p>In addition to these tasks, pupils know to contact Mr Murray if they require help and if they wish to do additional Maths questions whilst waiting on their next task.</p>   |
| <p><b>S3</b></p> <p><b>Mrs Morrison</b></p> | <p>Mrs Morrison's S3 class will continue to work on percentages over the next two weeks.</p> <p>Week beginning 15th June: pupils will be given tasks on increasing and decreasing percentages of a quantity.</p> <p>Week beginning 22<sup>nd</sup> June: pupils will be introduced to calculating VAT using percentages.</p> <p>Mrs Morrison will post the weekly tasks every Monday morning on the S3 Teams page consisting of notes and questions. Tasks have to be completed and emailed back to Mrs Morrison on, or before, Thursday of that same week.</p> <p>Mrs Morrison will email individual pupils that cannot access the files on Teams.</p> <p>In addition to these tasks, pupils know to contact Mrs Morrison if they wish to do additional maths tasks while waiting on their next task.</p> <p>Also, pupils can choose extra Maths tasks from Maths workout online:</p> <p>username braehs, password ratio92</p> |

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|---|--|
| <p><b>S3</b></p> <p><b>Mrs Batty</b></p>  | <p>Week beginning 15<sup>th</sup> June: pupils will be drawing graphs of their linear formula they have found in previous weeks.</p> <p>Week beginning 22<sup>nd</sup> June: pupils will be given some problem solving activities to do.</p> <p>Mrs Batty will post the weekly tasks every Monday morning on the S3 Teams page consisting of notes, videos and questions. Tasks have to be completed and emailed back to Mrs Batty on, or before, Thursday of that same week.</p> <p>Mrs Batty will email individual pupils that cannot access the files on Teams.</p> <p>In addition to these tasks, pupils know to contact Mrs Batty if they wish to do additional maths tasks while waiting on their next task.</p> |
| <p><b>Teacher email addresses for pupil contact.</b></p> <p><b>Please do not use any other form of contact.</b></p> | <p><a href="mailto:patriciabatty@shetland.gov.uk">patriciabatty@shetland.gov.uk</a> or <a href="mailto:gw09battypatricia3@glow.sch.uk">gw09battypatricia3@glow.sch.uk</a></p> <p><a href="mailto:lindamorrison@shetland.gov.uk">lindamorrison@shetland.gov.uk</a> or <a href="mailto:gw09morrisonlinda4@glow.sch.uk">gw09morrisonlinda4@glow.sch.uk</a></p> <p><a href="mailto:Cameron.Murray@shetland.gov.uk">Cameron.Murray@shetland.gov.uk</a> or <a href="mailto:gw20murraycameronrob@glow.shetland.sch.uk">gw20murraycameronrob@glow.shetland.sch.uk</a></p>  |

| Subject                                   | Geography – Ms Mackney-Mills  |
|---|---|
| S2  | <p>I would like all the work for the map skills module with me by the end of this term. We will have an assessment on the module when we return to school in August.</p> <p>Revision work:<br/>This website has 3 different areas that you can use to help learn and revise further your map skills.</p> <ul style="list-style-type: none"> <li>• <a href="http://ordnancesurvey.co.uk/mapzone/map-skills">ordnancesurvey.co.uk/mapzone/map-skills</a></li> <li>• <a href="http://ordnancesurvey.co.uk/mapzone/map-quizzes">ordnancesurvey.co.uk/mapzone/map-quizzes</a></li> <li>• <a href="http://ordnancesurvey.co.uk/mapzone/games">ordnancesurvey.co.uk/mapzone/games</a></li> </ul> |
| Teacher email addresses for pupil contact | <a href="mailto:gw09mackneymillswend@glow.sch.uk">gw09mackneymillswend@glow.sch.uk</a> or<br><a href="mailto:wendymills@shetland.gov.uk">wendymills@shetland.gov.uk</a>   |

| Subject                                   | History – Mr Tait   |
|---|---|
| S2  | <p>S2 can continue with the question : Why was Edward I known as the 'Hammer of the Scots' (the sacking of Berwick, the Ragman Roll, the humiliation of John Balliol will all help)? Pupils can then use the web to write a report in their own words on the life of William Wallace (introduction, paragraphs and a conclusion.) If finished, they can use the internet to tackle the following: Describe the battles of Stirling Bridge and Falkirk and why did Wallace win Stirling Bridge and lose Falkirk?</p>   |
| S3  | <p>S3 pupils should complete the task on the end of WWII. Pupils can then begin British industrialisation by researching the textile industry. Using the internet they can make notes on the following machines: Arkwright's water frame; Crompton's mule; Hargreave's spinning jenny and the power loom. They can then describe the machines and explain why they were introduced. Pupils can also research working conditions in cotton mills in the 18th and 19th centuries, before answering the following question: why was work hard for workers and children in cotton mills during the 18th and 19th centuries?</p> |
| Teacher email addresses for pupil contact | <a href="mailto:Irvine.Tait@shetland.gov.uk">Irvine.Tait@shetland.gov.uk</a><br><a href="mailto:gw09taitirvine@glow.sch.uk">gw09taitirvine@glow.sch.uk</a>  |

| Subject                                   | Modern Studies – Mr Johnson  |
|---|--|
| S2  | <p>The class will soon complete their unit on Terrorism in the 21<sup>st</sup> Century.</p> <p>Tasks to complete will be shared on the class's Microsoft Teams group. There will be one more worksheet, on responses to terrorism, followed by a task which will ask them to do some research. Parents are encouraged to discuss the issues raised in the unit with their children and offer their own thoughts, memories and reflections on the topic.</p> <p>If pupils are having problems accessing through Teams, it is possible to send work via email.</p> |
| S3  | <p>Pupils have one more task to complete for their Local Government unit, before starting on a new topic on Elections in Scotland. This will examine which elections take place, what happens on election days, and the ways that parties, the media and individuals can take part in campaigning.</p> <p>Tasks to complete will be shared on the class's Microsoft Teams group.</p> <p>If pupils are having problems accessing through Teams, it is possible to send work via email.</p>  |
| Teacher email addresses for pupil contact | <p>Glow – <a href="mailto:gw20johnsonkrisandre@glow.shetland.sch.uk">gw20johnsonkrisandre@glow.shetland.sch.uk</a></p> <p>School – <a href="mailto:krisjohnson@shetland.gov.uk">krisjohnson@shetland.gov.uk</a></p>  |

| Subject                                 | French – Mrs Wilkinson   |
|---|--|
| S2                                      | <p>An email with this information will also be sent to you at the start of each week.</p> <p><b>WEEK ONE:</b></p> <p><b>Question words, Listening and Speaking practice:</b> Learn the top 30 must-know French questions when talking to French people. In this French lesson, Cindy, a native French teacher, teaches you how to ask the most common French questions.</p> <p><a href="https://www.youtube.com/watch?v=1x5AifZ4-LE">https://www.youtube.com/watch?v=1x5AifZ4-LE</a></p> <p>Choose 15 questions and practise saying them in French, use the presentation to help you. If you can record yourself saying these sentences, you can send it to me in an email please, by the 19<sup>th</sup> June. ‘Voice recorder Apps’ are available to download and you can use a mobile phone for this.</p> <p><b>WEEK TWO:</b></p> <p>Produce flashcards in French and in English using the questions you have chosen and practise activities of your choice (matching-up, snap,...).</p> <p>As an extension, you could work on the 15 questions that you have not chosen and see if you can remember all 30 questions from the presentation, some are easier than others!</p> <p><b>Online activities:</b> I would like you to continue to work on the assignments that I am setting regularly through the LANGUAGE GYM. If you still haven’t completed the ones from the previous weeks, please have a go too.</p> |
| S3                                      | <p><b>WEEK ONE:</b> Complete the PHOTO TREASURE HUNT that will be sent to you via email and send it to me by the 19<sup>th</sup> June.</p> <p><b>WEEK TWO:</b> Read the texts about the ‘Tour de France’ and ‘Minecraft’ and answer the questions in English. This will be sent to you in an email on Monday 22<sup>nd</sup> June, to be completed by the end of the week (26<sup>th</sup> June).</p> <p><b>Online activities:</b> I would like you to continue to work on the assignments that I am setting regularly through the LANGUAGE GYM, if you still haven’t completed the ones from the previous weeks, please have a go too.</p>  |
| Teacher email address for pupil contact | <p><a href="mailto:gw19wilkinsonkerboul@glow.sch.uk">gw19wilkinsonkerboul@glow.sch.uk</a></p>  |



| Subject | German – Mrs Wood  |
|---------|--|
| S2      | <p><b>FOR TUESDAY 16<sup>th</sup> JUNE:</b><br/> Stimmt 1 chapter 3 pages 60 and 61 –</p> <p>p.60 ex 2 - listen to the pronunciation of items from ex 1 and say them out loud.<br/> ex 4 - follow instructions given<br/> p.61 ex 5 - follow instructions given. The 6 questions are to the right and are all answered by a name. The question word "wer" means "who."<br/> ex 6 - follow instructions given<br/> ex 7 - follow instructions given</p> <p><b>FOR TUESDAY 23<sup>rd</sup> JUNE:</b><br/> Stimmt 1 chapter 3 pages 62 and 63 –</p> <p>p 62 ex. 1 - which headline matches which topic given underneath?<br/> ex. 2 - listen and check your answers.<br/> ex. 3 - try and work out what you think these people would say. Use the green box to help you.<br/> ex. 4 - listen and check your answers.<br/> p 62 - ex. 5 - Read the green box. Fill in the gaps with words from the white box - there are more options than you need.<br/> ex. 6 - fill in the gaps with a suitable answer according to the category you are given. e.g. Familie = family - brothers/sisters.<br/> ex. 7 and ex. 8 - follow instructions given after reading the green boxes.</p> |
| S3      | <p><b>FOR MONDAY 15<sup>th</sup> JUNE:</b><br/> Stimmt 2 chapter 3 pages 58 – 59 –</p> <p>p 58 - read the Grammatik box.<br/> ex. 1 - Match 1 - 9 with a - i<br/> ex. 2 - listen and check your answers.<br/> ex. 3 - using the verb in brackets at the end of each sentence, find the correct form from the Grammatik box or from ex. 1.<br/> Only write the correct verb form, not the whole sentence.<br/> Write out the recipe in full in English.<br/> ex. 4 - listen and check your answers.<br/> p 59 - read the Grammatik box. You should remember some of it from the prepositions treasure hunt.<br/> ex. 5 - listen to the radio interview. Make notes IN GERMAN - what is he making and what does he use?<br/> ex. 6 - listen again - write it out in English.</p>   |

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|---|--|
|   | <p>ex. 7 - match the sandwich ingredients 1 - 6 with a - f.</p> <p>ex. 9 - using the reply given, but changing the details, write your own reply to Arnold, describing how to make your favourite sandwich.</p> <p><b>FOR MONDAY 22<sup>nd</sup> JUNE:</b></p> <p>Stimmt 2 chapter 3 pages 60 – 63 –</p> <p>p. 60</p> <p>ex. 1 - match 1 - 7 with a - g</p> <p>ex. 2 - match 1 - 5 with a - e</p> <p>Read the Grammatik box about the verb "müssen" - to have to, must.</p> <p>p. 61</p> <p>ex. 5 - translate the sentences into English.</p> <p>ex. 6 - pick one of the profiles. Answer the 5 questions in the Fragen box for your chosen sportsperson. Use the verb "müssen" where you can - refer to earlier exercises to help you.</p> <p>ex. 8 - you are a famous sportsperson. Answer the Fragen from ex. 6 for what you must do.</p> <p>p. 62</p> <p>this unit will help with Listening skills.</p> <p>ex. 1 - write out the list you hear in GERMAN.</p> <p>ex. 3 - write out what you hear in German (and in English if the word is different).</p> <p>ex. 4 - match 1 - 5 with a - e</p> <p>Read all the boxes.</p> <p>ex. 5 and ex. 6 - follow instructions given.</p> <p>ex. 7 - follow instructions given but do this yourself, not in pairs obviously. It doesn't have to be fantastic, but make sure you fulfil the bullet points.</p> |
| Teacher email addresses for pupil contact | gw09cartneyaileen@glow.sch.uk  |

| Subject                                   | ICT, Business Management and Administration & IT – Ms Gregory   |
|---|---|
| S2  | Watch an episode of Dragons’ Den each week, on i-player and tell me which is your favourite entrepreneur and why.   |
| S3 Business Management                    | <p>Please try and finish the previous work set on 5 June. This was Lessons 1 and 2 in the powerpoint also Word documents with tasks for Goods and Services and The Business Plan which is used to plan your business at the very beginning of its life.</p> <p>For the next 2 weeks, do Lessons 3 (Business Objectives) and 4 (Factors of Production) beginning with Lesson 3 on slide 12 of the same powerpoint you used in the last Learning Pack. This is saved in Files.</p>                      |
| S3 Administration & IT                    | <p>Firstly, complete the Customer Care PowerPoint, answer the questions on the Customer Care Tasks Word document. You can either write these or answer them on a Word document.</p> <p>For the next 2 weeks, complete the Customer Care Leaflet which is saved in Files and in your assignments. There is a lot of information to look up using the powerpoint already in Files. This can either be done on Word/Publisher or written by dividing an A4 landscape sheet into 3 to make a leaflet.</p> |
| Teacher email addresses for pupil contact | <a href="mailto:jane.gregory@shetland.gov.uk">jane.gregory@shetland.gov.uk</a><br><a href="mailto:gw07gregoryjane@glow.sch.uk">gw07gregoryjane@glow.sch.uk</a>  |

| Subject                                   | Computing Science – Mr Moss   |
|---|---|
| S3  | <p>If you have not finished the quiz from the last pack, try and get that done first please.</p> <p>The new task for this learning pack is to go to the BBC Bitesize Daily Lesson Year 9 and S3 Lessons. Link is below, on the Team and I will email out as usual. Scroll down to “21 May: Computing” and click Programming. Read the text, watch the video’s, and try the activity. Post or email me with a few sentences describing how you got on before or on Friday June 26<sup>th</sup>.</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zfm48xs">https://www.bbc.co.uk/bitesize/articles/zfm48xs</a></p> |
| Teacher email addresses for pupil contact | <a href="mailto:gw14mossmatthewrober@glow.shetland.sch.uk">gw14mossmatthewrober@glow.shetland.sch.uk</a><br><a href="mailto:matthew.moss@shetland.gov.uk">matthew.moss@shetland.gov.uk</a>  |

| Subject    | Home Economics – Mrs Williamson  |            |  |          |   |            |   |          |  |
|------------|--|------------|--|----------|---|------------|---|----------|--|
| S2         | <p> <u>Week 1:</u> 1<sup>st</sup> June – 5<sup>th</sup> June<br/> <u>Week 2:</u> 8<sup>th</sup> June – 12<sup>th</sup> June<br/> <u>Week 3:</u> 15<sup>th</sup> June – 19<sup>th</sup> June<br/> <u>Week 4:</u> 22<sup>nd</sup> June – 26<sup>th</sup> June<br/> <u>Week 5:</u> 29<sup>th</sup> June – 3<sup>rd</sup> July </p> <p>Using the grid of the various techniques on the first page of the recipe booklet, pick one technique to focus on per week. Read the information about the technique and have a go at one of the recipes in the booklet, or something similar if you can. If you can't, try having a watch of some of the informational videos provided instead.</p> <p>Most of the techniques have already been covered in class, however, there may be a few which are new to you.</p> <table border="1" data-bbox="416 831 1385 1227"> <tr> <td data-bbox="416 831 576 976">Rubbing in</td><td data-bbox="576 831 1385 976"> <a href="https://www.bbcgoodfood.com/videos/techniques/how-rub-butter-and-flour">https://www.bbcgoodfood.com/videos/techniques/how-rub-butter-and-flour</a><br/> <a href="https://www.bbcgoodfood.com/videos/techniques/how-make-scones-video">https://www.bbcgoodfood.com/videos/techniques/how-make-scones-video</a> </td></tr> <tr> <td data-bbox="416 976 576 1048">Creaming</td><td data-bbox="576 976 1385 1048"> <a href="https://www.bbcgoodfood.com/videos/techniques/how-cream-butter-and-sugar-video">https://www.bbcgoodfood.com/videos/techniques/how-cream-butter-and-sugar-video</a> </td></tr> <tr> <td data-bbox="416 1048 576 1120">All in one</td><td data-bbox="576 1048 1385 1120"> <a href="https://www.bbcgoodfood.com/videos/techniques/how-make-sponge-cake">https://www.bbcgoodfood.com/videos/techniques/how-make-sponge-cake</a> </td></tr> <tr> <td data-bbox="416 1120 576 1227">Whisking</td><td data-bbox="576 1120 1385 1227"> <a href="https://www.youtube.com/watch?v=v7HlgTG4CMo">https://www.youtube.com/watch?v=v7HlgTG4CMo</a><br/> <a href="https://www.bbcgoodfood.com/videos/techniques/how-roll-swiss-roll">https://www.bbcgoodfood.com/videos/techniques/how-roll-swiss-roll</a> </td></tr> </table> <p>It is important to be aware that some of the videos will be slightly different to some of the recipes provided, but are still worth watching to give you an idea of the consistencies you are looking for, for example with the scone dough, or Swiss Roll batter.</p> | Rubbing in | <a href="https://www.bbcgoodfood.com/videos/techniques/how-rub-butter-and-flour">https://www.bbcgoodfood.com/videos/techniques/how-rub-butter-and-flour</a><br><a href="https://www.bbcgoodfood.com/videos/techniques/how-make-scones-video">https://www.bbcgoodfood.com/videos/techniques/how-make-scones-video</a> | Creaming | <a href="https://www.bbcgoodfood.com/videos/techniques/how-cream-butter-and-sugar-video">https://www.bbcgoodfood.com/videos/techniques/how-cream-butter-and-sugar-video</a> | All in one | <a href="https://www.bbcgoodfood.com/videos/techniques/how-make-sponge-cake">https://www.bbcgoodfood.com/videos/techniques/how-make-sponge-cake</a> | Whisking | <a href="https://www.youtube.com/watch?v=v7HlgTG4CMo">https://www.youtube.com/watch?v=v7HlgTG4CMo</a><br><a href="https://www.bbcgoodfood.com/videos/techniques/how-roll-swiss-roll">https://www.bbcgoodfood.com/videos/techniques/how-roll-swiss-roll</a> |
| Rubbing in | <a href="https://www.bbcgoodfood.com/videos/techniques/how-rub-butter-and-flour">https://www.bbcgoodfood.com/videos/techniques/how-rub-butter-and-flour</a><br><a href="https://www.bbcgoodfood.com/videos/techniques/how-make-scones-video">https://www.bbcgoodfood.com/videos/techniques/how-make-scones-video</a>   |            |  |          |   |            |   |          |  |
| Creaming   | <a href="https://www.bbcgoodfood.com/videos/techniques/how-cream-butter-and-sugar-video">https://www.bbcgoodfood.com/videos/techniques/how-cream-butter-and-sugar-video</a>  |            |  |          |   |            |   |          |  |
| All in one | <a href="https://www.bbcgoodfood.com/videos/techniques/how-make-sponge-cake">https://www.bbcgoodfood.com/videos/techniques/how-make-sponge-cake</a>  |            |  |          |   |            |   |          |  |
| Whisking   | <a href="https://www.youtube.com/watch?v=v7HlgTG4CMo">https://www.youtube.com/watch?v=v7HlgTG4CMo</a><br><a href="https://www.bbcgoodfood.com/videos/techniques/how-roll-swiss-roll">https://www.bbcgoodfood.com/videos/techniques/how-roll-swiss-roll</a>   |            |  |          |   |            |   |          |  |
| S3         | <p> <u>Week 1:</u> 1<sup>st</sup> June – 5<sup>th</sup> June<br/> <u>Week 2:</u> 8<sup>th</sup> June – 12<sup>th</sup> June<br/> <u>Week 3:</u> 15<sup>th</sup> June – 19<sup>th</sup> June<br/> <u>Week 4:</u> 22<sup>nd</sup> June – 26<sup>th</sup> June<br/> <u>Week 5:</u> 29<sup>th</sup> June – 3<sup>rd</sup> July </p> <p>You may be aware that Tesco have been running a 'Food Love Stories' campaign for a while now which focuses on the food you love, for the important people in your life. Many of these have been advertised on TV, and you may have noticed Tesco provide various recipe cards for various 'Food Love Stories' in store.</p> <p>Some of the recipes we would normally have had a go at in class, include:</p> <ul style="list-style-type: none"> <li>• <b>Nana's 'magic' soup recipe</b> - <a href="https://realfood.tesco.com/recipes/nanas-magic-soup.html">https://realfood.tesco.com/recipes/nanas-magic-soup.html</a></li> </ul>  |            |  |          |   |            |   |          |  |

- Alice's 'peace making' cupcakes recipe - <https://realfood.tesco.com/recipes/alices-peacemaking-cupcakes.html>
- Jini's 'Make it better' Jambalaya - <https://realfood.tesco.com/recipes/jinis-make-it-better-jambalaya.html>

I would like you to have a look at the recipes available on the website, and over the weeks have a go at making some of them if you can. The recipes above are simply a suggestion. You might want to consider what ingredients are available to you, how confident you feel with certain skills and the likes and dislikes of those at home with you, and base which recipes you try on this instead.

<https://www.tesco.com/zones/food-love-stories>

As well as having a go at a few of the recipes, I would also like you to have a go at coming up with your own 'Food Love Story' and make a recipe card. This can be completed on the computer, or can be hand-written – whatever suits you best. It does not need to be a complicated recipe, as you may notice on the website there are a wide variety. Ideally however, it should be a recipe you have made before, and have enjoyed!

It can be set out however you like, however, I would like you to include:

- The **name** of the dish
- A short '**story**' about the dish
- The **recipe** itself (ingredients **and** method)
- How many **servings** the dish provides
- The **time** (roughly) it takes to make
- A **photo/illustration** of the finished product
- 1 '**little help**' cooking tip/suggestion for the dish

An example of a recipe card has been provided, if you wish to use this as a guide



### Rita's 'rowdy' enchiladas

They may have grown older, but whenever Rita's kids are all together again at home they go straight back to how they used to be – rowdy! And because Rita's always loved having her whole family round the table at dinnertime, she quickly worked out the trick to pleasing everyone: enchiladas. They're simple to make and the moment the delicious food reaches the table, the chatter dies down as they all get busy tucking in. Silence...

**Little help**  
You can use any tin of beans in the filling – kidney beans, mixed beans... even baked beans!

**Serves 4**  
Takes 1 hr 10 mins

**2** large chicken breasts (about 400g)  
**2** red peppers, thinly sliced  
**1** tbsp olive oil  
**½** tsp mild chilli powder  
**1½** tsp ground cumin  
**½** tsp smoked paprika  
**80g** grated mozzarella  
**8** plain tortilla wraps  
**65g** mature Cheddar, grated  
**10g** fresh coriander, roughly chopped

**For the sauce**  
**1** tbsp olive oil  
**½** onion, finely chopped  
**2** garlic cloves, crushed  
**500g** tomato passata  
**1** tbsp chipotle chilli paste  
**400g** tin black beans, drained and rinsed  
**½** lime, juiced

**1** Preheat the oven to gas 5, 190°C, fan 170°C. Put the chicken in a 20 x 30cm baking dish with the peppers, oil, chilli powder, cumin and paprika. Mix to coat, then cover with foil. Roast for 25-30 mins until the chicken is cooked through. Remove the chicken from the dish and shred using 2 forks. Set aside in a large bowl.

**2** Meanwhile, make the sauce. Heat the oil in a saucepan over a low heat and fry the onion and garlic for 10 mins. Add the passata and chipotle chilli paste; increase the heat to medium, bring to a simmer and cook for 10 mins, stirring occasionally. Add the beans and lime juice; season.

**3** Mix **⅓** of the sauce and **⅓** the mozzarella into the chicken and peppers.

**4** Spoon 4 tbsp sauce into the same baking dish as before. Spoon some chicken mixture down the centre of each tortilla, roll up and put in the dish. Repeat with all the tortillas and filling, placing them side by side so they don't unravel. Pour over the remaining sauce, then scatter over the Cheddar and remaining mozzarella. Bake for 20-25 mins until the cheese starts to brown. Scatter with the coriander to serve.

Each serving contains

|          | Energy | Fat | Carbohydrate | Protein | Salt |
|----------|--------|-----|--------------|---------|------|
| per 100g | 249    | 10g | 14g          | 2.8g    |      |
| per 100g | 35     | 25  | 15           | 15      | 45   |

of the reference intake.

Carbohydrate 82g Protein 50g Fibre 13g

**TESCO**  
Every little helps

| Subject    | Science & Biology – Mrs Bennett  |
|------------|--|
| S2 Science | <p>There are two separate tasks for you just now so you can do one each week.</p> <p>Start by watching this clip on YouTube, FuseSchool: Balanced &amp; Unbalanced Forces - <a href="https://www.youtube.com/watch?v=YyJSIclbd-s&amp;t=19s">https://www.youtube.com/watch?v=YyJSIclbd-s&amp;t=19s</a></p> <p>The first task is to read through <b>page 2 and 3</b> of the BBC Bitesize KS3 section on forces: <a href="https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/2">https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/2</a> and then complete worksheet 2, which I have uploaded into the ‘forces’ folder in the glow teams <i>class materials</i> file. If you have any problems accessing this, please let me know and I’ll send it to you by email.</p> <p>The second task is to work through the BBC Bitesize daily lesson on <b><i>Friction and air resistance</i></b> – <a href="https://www.bbc.co.uk/bitesize/articles/zr6hpg8">https://www.bbc.co.uk/bitesize/articles/zr6hpg8</a>. In this lesson, there is some information to read through, two clips to watch and then two activities you can try if you like. I’d also like you to write a couple of sentences in your jotter, to describe friction and air resistance – then send me a photo of what you have written.</p> <p>Finally, if you have time, try some of these interactive activities on the PHET website. The <b><i>Net force</i></b> and <b><i>Friction</i></b> ones match what you have been doing best.</p> <p><a href="https://phet.colorado.edu/sims/html/forces-and-motion-basics/latest/forces-and-motion-basics_en.html">https://phet.colorado.edu/sims/html/forces-and-motion-basics/latest/forces-and-motion-basics_en.html</a>.</p> <p>These could be done in addition to, or as an alternative to the activities suggested in the Bitesize lesson.</p> |

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| <b>S3 Biology</b>                         | <p>We will be starting the first topic which is <i>Cell Structure and Function</i>. Your task in this 2 week block is to complete <b>Worksheet 1 – Cell Structure</b> which I have uploaded into the 'Cells and cell transport' folder in the glow teams <i>class materials</i> folder. If you have any problems accessing this, please let me know and I'll send it to you by email.</p> <p>To break it up you can do one side or one section of the worksheet at a time. You can either complete the worksheet online and send it to me as an attachment, or print it out then sent in a photo when you are finished.</p> <p>Links to all the information you need are contained in the worksheet. I'll also post this on the teams page and can email it out to any pupils who find that easier. There is a variety of video clips to watch, pages to read and interactive activities to do. If you need any help along the way, please just get in touch. Good Luck!</p> |
| Teacher email addresses for pupil contact | <a href="mailto:anne.bennett@shetland.gov.uk">anne.bennett@shetland.gov.uk</a><br><a href="mailto:gw09mouatannebarbara@glow.shetland.sch.uk">gw09mouatannebarbara@glow.shetland.sch.uk</a>   |

| Subject   | Physics – Mr Baxter   |
|---|---|
| <p>S3 Physics</p> <p>June 1<sup>st</sup> to June 12th</p> | <p>Do not forget to:</p> <p>Add your speeds that I have experienced onto the collaboration page.</p> <p>In the content library-dynamics read the pages on:<br/>Speed time graphs 1, 2 and speed time graphs questions</p> <p>There are questions for you to try into your homework section.</p> <p>Then we move on to acceleration<br/>In the content library read the 3 pages on acceleration<br/>Then do the questions which are in your homework folder</p> <p>Consolidate your knowledge by reading this section on BBC Bitesize;<br/><a href="#">Speed and Acceleration</a></p> <p>Watch the videos that are here as well and do the quiz at the end.</p> <p>Our next topic will be Forces</p> |
| <p>Teacher email addresses for pupil contact</p>          | <p>gw08baxterpaul3@glow.shetland.sch.uk</p>   |



| Subject  | Engineering Science –Mr Batty  |
|--|--|
| S3 Engineering Science<br>Wk Beg 15 <sup>th</sup> June | <ul style="list-style-type: none"> <li>• <b>Task 5</b></li> <li>• What do you think technology is?</li> <li>• Make an A3 poster which can be displayed in the corridor.</li> <li>• <b>Task 6</b></li> <li>• A3 poster entitled Zombie Apocalypse</li> <li>• Think about all your Needs(necessities) and Wants(luxuries)</li> <li>• <b>These tasks should be completed and returned by the end of the day on Fri 19<sup>th</sup> June.</b></li> </ul> |
| Wk Beg 22 <sup>nd</sup> June                           | <ul style="list-style-type: none"> <li>• <b>Task 7</b></li> <li>• Complete T/F Questions</li> <li>• <b>Task 8</b></li> <li>• Copy and complete summary</li> <li>• <b>Task 9</b></li> <li>• Choose a technological object and produce a time line either as a Word document or PowerPoint</li> <li>• <b>These tasks should be completed and returned by the end of the day on Friday Fri 26<sup>th</sup> June.</b></li> </ul>                         |
| Teacher email addresses for pupil contact              | <a href="mailto:michael.batty@shetland.gov.uk">michael.batty@shetland.gov.uk</a><br>gw08battymichael@glow.sch.uk   |

| Subject                                   | Science & Chemistry – Mr Evans  |
|---|---|
| S2  | <p>Watch these videos and make notes on each of what you think the most important parts are.<br/>Please send me an image or a copy to show the information you have chosen</p> <p>Digestion - What Is It?<br/>- <a href="https://www.youtube.com/watch?v=kFx9a3TSvXg&amp;list=PLW0gavSzhMIQYSpKryVcEr3ERup5SxHI0&amp;index=98">https://www.youtube.com/watch?v=kFx9a3TSvXg&amp;list=PLW0gavSzhMIQYSpKryVcEr3ERup5SxHI0&amp;index=98</a></p> <p>What Does The Stomach Do? - <a href="https://www.youtube.com/watch?v=0lr-82ey1_I">https://www.youtube.com/watch?v=0lr-82ey1_I</a></p> <p>Intro to the Circulatory System - <a href="https://www.youtube.com/watch?v=73ei6YD0VnM">https://www.youtube.com/watch?v=73ei6YD0VnM</a></p> <p>The Structure of the heart - <a href="https://www.youtube.com/watch?v=y1DsaAzYamQ">https://www.youtube.com/watch?v=y1DsaAzYamQ</a></p> <p>Do not hesitate to contact me through Teams or email if you are having any issues.</p> |
| S3  | <p>Read the information on Reaction Rates.<br/>Complete the Rates of Reaction Exercise.<br/>Do not hesitate to contact me through Teams or email if you are having any issues.</p>  |
| Teacher email addresses for pupil contact | <p><a href="mailto:gw18evansadam@glow.sch.uk">gw18evansadam@glow.sch.uk</a><br/> <a href="mailto:gw08battymichael@glow.sch.uk">gw08battymichael@glow.sch.uk</a><br/> <a href="mailto:michaelbatty@shetland.gov.uk">michaelbatty@shetland.gov.uk</a></p>   |

| Subject   | Art – Ms Hay  |
|---|---|
| <p>S2</p> <p>Make sure work from the last pack has been emailed to me.</p> <p>Will add an example sheet of grouped fruit/veg drawings on teams.</p> | <p>Set up a group of about 3 or 4 vegetables or fruit (or mix of both) and do a drawing in pencil, using what you have learnt about TONE so far to try and show 3D FORM. Remember the steps you have been taught before about how to approach your drawing:</p> <ul style="list-style-type: none"> <li>• <b>Set up an interesting group</b> to draw from any vegetables or fruit you have at home. This is what we call a composition of objects. Try to have smaller ones at the front and larger objects at the back. This way it will be easier for you to see all of the objects. Think about how you are arranging the group to make it interesting to the viewer; try to place them at interesting angles; try cutting your vegetables or fruit so that we see the sections/detail inside; perhaps some of the fruit could be peeled (banana, started peeling an orange); some of the peel could also be in your grouping to create more interest.</li> <li>• Begin by looking at the <b>outlines and shapes of the objects</b>. Don't look at the detail at this stage, that will come later after you have got the different sizes and shapes right.</li> <li>• Sketch in these <b>simplified shapes first</b> so that if you do make a mistake it is easier to rub out and correct.</li> <li>• Once you have the basic shapes sketched in then start adding <b>little bit more detail</b>. Keep your pencil lines light.</li> <li>• When you have rough shapes and some detail then start using <b>shading to show tone</b>. Use a difference in tone, so light, medium and dark, plus any in between. Nice, neat shading, with strokes close together and in similar direction or following the curves of object...</li> <li>• Add in any shadows that you see. Remember that shadows will get lighter further away from the object, and it may have a very thin dark line area just under the objects. This will give it 'weight'.</li> <li>• Add in any final details that may have become less clear as you worked on your drawing.</li> </ul> <p><b>Email me a photo of your work by Friday 26<sup>th</sup> June at the latest.</b></p> |
| <p>S3</p> <p>Make sure work from the last pack has been emailed to me.</p>  | <p>Follow the same instructions as S2. Perhaps you could add in another object, small knife, cutting board, additional fruit/veg, since you are a year above? Or you could try lightly sketching in pencil first then try biro pen for shading?? Even try pen in one area of your drawing...Don't worry about making mistakes, it is meant to be fun and is all about learning from mistakes anyway. Why not give the pen a go?</p>   |

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|---|--|
| Will add an example sheet of grouped fruit/veg drawings on teams. | <b>Email me a photo of your work by Friday 26<sup>th</sup> June at the latest.</b>   |
| Teacher email addresses for pupil contact                         | <a href="mailto:kirstenhay@shetland.gov.uk">kirstenhay@shetland.gov.uk</a><br><a href="mailto:gw11haykirsten@glow.sch.uk">gw11haykirsten@glow.sch.uk</a> |

| Subject                                   | Music – Mrs Leask   |
|---|---|
| S2  | <p>Practical – keep up with any instrumental tuition practice.</p> <p>Go to <a href="https://www.rsno.org.uk/rsnochallenge/">https://www.rsno.org.uk/rsnochallenge/</a></p> <p>Have a look at some of the challenges. You can make instruments, draw pictures linked to the music you are listening to. Choose one or two each week and try them out.</p> <p>Keep a note of which challenges you tried or record them, post them to the teams page or keep to show later.</p> <p>Continue with Understanding Music – my music online – password, music17. Look at N3 literacy and concepts.</p>       |
| S3  | <p>Practical – keep up with regular practice on your instruments.</p> <p>Go to <a href="https://www.rsno.org.uk/rsnochallenge/">https://www.rsno.org.uk/rsnochallenge/</a></p> <p>Have a look at some of the challenges. You can make instruments, draw pictures linked to the music you are listening to. Choose one or two each week and try them out.</p> <p>Keep a note of which challenges you tried or record them, post them to the teams page or keep to show later.</p> <p>Continue with Understanding Music – my music online – password, music17. Look at N3/N4 literacy and concepts.</p> |
| Teacher email addresses for pupil contact | <p><a href="mailto:jillhibbert@shetland.gov.uk">jillhibbert@shetland.gov.uk</a> gw09hibbertjill@glow.sch.uk</p> <p>Mrs Leask is absent and will be back in touch on her return.</p>   |

| Subject                                   | Physical Education – Mrs Hibbert & Miss Copland   |
|---|---|
| S2 & S3                                   | <p>Please continue with your activity recording sheets. Anyone who has not completed one yet - please give it a try. The documents you need can be found in the File section tab in your team. Save a copy of the recording sheet before filling it in or draw it out on paper and complete. If you can, send the recording document back to the PE staff (email addresses given below) – or send a picture of your log if that is easier for you. Keep any paper copies you make too. Just fill in as much detail as you can, no problem if you happen to miss a day – we all need to rest too. Previous learning packs also have the documents you need for you to see.</p> <p>Putting a thumbs up on our messages on the Teams page helps us to know you have seen the information.</p> <p>Miss Copland is going to post a link onto your teams page:<br/>“Core Fitness Challenges” to try out. It is a form to fill in and submit. You will need something to time with.</p> <p>For the 2<sup>nd</sup> week of the learning pack please also go on to the link:<br/><a href="https://www.youthsporttrust.org/national-school-sport-week-home">https://www.youthsporttrust.org/national-school-sport-week-home</a> 20<sup>th</sup> – 26<sup>th</sup> June 2020</p> <p>You can register (parent(s) and find ideas for a Schools sport week at home. Enjoy!</p> <p>Please also contact us if you have any questions.</p> <p>Thanks everyone. Stay safe and have fun!</p> |
| Teacher email addresses for pupil contact | <a href="mailto:jillhibbert@shetland.gov.uk">jillhibbert@shetland.gov.uk</a> gw09hibbertjill@glow.sch.uk<br>gw09coplandjillian@glow.sch.uk  |