

KS3 Year 7 – ART

Year 7	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 8th June: Student to create a flick book animation showing a visual narrative linked to <u>'Under the sea'</u>.</p> <p>Students to plan own short story linked to 'Life Under the Sea', create flick book and to video the process using their mobile phones.</p> <p>PPT and accompanying resources.</p>	<p>Week commencing 15th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 22nd June: Students to create a Thaumatrope linked to <u>'Under the Sea'</u>.</p> <p>Students to design and create their own Thaumatrope and to video the process using their mobile phones.</p> <p>PPT and accompanying resources</p>	<p>Week commencing 29th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 6th July: Art quiz on the 'Formal Elements' to inform end of year assessment</p>	<p>Week commencing 13th July Art Questionnaire to receive feedback on delivery of schemes of work and outcomes.</p>
<p>WHEN: Deadlines for submission</p>	<p>Monday 22nd June</p>	<p>Monday 6th July</p>	<p>Friday 11th July</p>	<p>Friday 17th July</p>
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	<p>Assessment Task is set as an assignment so students upload the flickbook video and staff will review awarding an effort mark and feedback via fronter.</p>	<p>Assessment Task is set as an assignment so students upload the video of their Thaumatrope, and staff will review awarding an effort mark and feedback via fronter.</p>	<p>Marks generated at end of the quiz.</p>	

KS3 Year 8 – ART

Year 8	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 8th June: Students to create a short visual narrative based on your favourite comic or cartoon character.</p> <p>Students to plan own short story create flick book and to video the process using their mobile phones. PPT and accompanying resources.</p>	<p>Week commencing 15th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 22nd June: Student to create a Thaumatrope based on their favourite comic or cartoon character.</p> <p>Students to design and create their own Thaumatrope and to video the process using their mobile phones. PPT and accompanying resources</p>	<p>Week commencing 29th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 6th July: Art quiz on the 'Formal Elements' to inform end of year assessment</p>	<p>Week commencing 13th July Art Questionnaire to receive feedback on delivery of schemes of work and outcomes.</p>
<p>WHEN: Deadlines for submission</p>	Monday 22 nd June	Monday 6 th July	Friday 11 th July	Friday 17 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	<p>Assessment Task is set as an assignment so students upload the flickbook video and staff will review awarding an effort mark and feedback via fronter.</p>	<p>Assessment Task is set as an assignment so students upload the video of their Thaumatrope, and staff will review awarding an effort mark and feedback via fronter.</p>	<p>Marks generated at end of the quiz.</p>	


KS3 Year 9 – ART

Year 9	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 8th June: GCSE related task linked to theme 'My Surroundings'</p> <p>Students to respond to the theme 'My Surroundings' and to present at least 20 of their own photographs in a WORD document supported by notes explaining: where, Who, What, When and Why</p>	<p>Week commencing 15th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 22nd June: GCSE related task linked to theme 'My Surroundings'</p> <p>Detailed pencil drawing using a range of tonal values base on one of their photographs taken from the 'My Surroundings' photography task.</p>	<p>Week commencing 29th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 6th July: Art quiz on 'POP ART' to inform end of year assessment</p>	<p>Week commencing 13th July Art Questionnaire to receive feedback on delivery of schemes of work and outcomes.</p>
<p>WHEN: Deadlines for submission</p>	Monday 22 nd June	Monday 6 th July	Friday 11 th July	Friday 17 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	Assessment Task is set as an assignment so students upload the flickbook video and staff will review awarding an effort mark and feedback via fronter.	Assessment Task is set as an assignment so students upload the video of their Thaumatrope, and staff will review awarding an effort mark and feedback via fronter.	Marks generated at end of the quiz.	

KS3 Year 7 – COMPUTER SCIENCE

Year 7	Week commencing 8 th June:	Week commencing 15 th June:	Week commencing 22 nd June:	Week commencing 29 th June:	Week commencing 6 th July:
Topic: Programming	Programming project using the website: https://studio.code.org/s/express-2019 Students will work through the Express course complete the following coding tasks: Dance Party Programming with Angry birds Debugging with Scrat	Programming project using the website: https://studio.code.org/s/express-2019 Students will work through the Express course complete the following coding tasks: Loops with Rey and BB-8 Nested Loops in a Maze Looking Ahead with Mine craft Additional coding tasks: Optional Sticker Art with Loops Snowflakes with Anna and Else	Python Programming Part 1 Resource: https://www.w3schools.com Introduction to Python Topics: Syntax Comments Variables Data Types	End of term Assessment Resources: Assignments completed on Fronter. https://www.bbc.co.uk/bitesize/guides/z26rcdm/revision/1 https://www.bbc.co.uk/bitesize/topics/zmpsgk7	Python Programming Part 2 Resource: https://www.w3schools.com Introduction to Python Numbers Casting Booleans Operators Lists
Deadlines for submission	Tuesday 16 th June	Tuesday 23 rd June	Tuesday 30 th June	Tuesday 7 th July	Tuesday 14 th July
Assessment	Assignment to be uploaded to Fronter. Teacher assessed with an effort grade and a comment.	Assignment to be uploaded to Fronter. Teacher assessed with an effort grade and a comment.	Test on Fronter: Marks generated at end of the quiz. Task on Fronter	Test on Fronter: Marks generated at end of the quiz.	Task - no assessment.

KS3 Year 8 – COMPUTER SCIENCE

Year 8	Week commencing 8 th June:	Week commencing 15 th June:	Week commencing 22 nd June:	Week commencing 29 th June:	Week commencing 6 th July:
	<p>Topic Bios and CPU project</p> <p>Factual Research into how the BIOS and CPU work. Video links on BIOS and CPU. <u>Resources:</u></p> <p>Fetch decode execute cycle https://www.youtube.com/watch?v=Z5JC9Ve1sfl</p> <p>How CPU works Cache https://www.youtube.com/watch?v=yi0FhRqDJfo</p> <p>Students will work through a set of questions and problem solving questions.</p>	<p>Topic: </p> <p>Programming</p> <p><u>Resources:</u> Programming project using Play Lab: website link is here</p> <p>Students will work through the videos and use an online interactive tutorial.</p> <p>They will be creating their own game using block based programming.</p> <p>Work through the tutorial “Ice age”.</p>	<p>Python Programming Part 1</p> <p><u>Resources:</u> https://www.codecademy.com/courses/learn-python/lessons/python-syntax/exercises/print-statements</p> <p>Why learn python Hello Word! Print statements Strings Handling Errors Variables Updating Variables Comments Numbers Two Types of Division Multi-line Strings Booleans ValueError Review</p>	<p>End of term Assessment</p> <p><u>Resources:</u> Assignments completed on Fronter.</p> <p>https://www.bbc.co.uk/bitesize/topics/zhy39j6</p> <p>https://www.bbc.co.uk/bitesize/guides/z26rcdm/revision/1</p> <p>https://www.bbc.co.uk/bitesize/topics/zmpsgk7</p>	<p>Python Programming Part 2</p> <p><u>Resource:</u> Python Programming Part 3 https://www.codecademy.com/learn/learn-python-3</p> <p>Introduction to Python Learn Python Syntax Free form project Multiple Choice Quiz User input Functions</p>
Deadlines for submission	Tuesday 16 th June	Tuesday 23 rd June	Tuesday 30 th June	Tuesday 7 th July	Tuesday 14 th July
Assessment	Assignment to be uploaded to Fronter. Teacher assessed with an effort grade and a comment.	Assignment to be uploaded to Fronter. Teacher assessed with an effort grade and a comment.	Test on Fronter: Marks generated at end of the quiz. Task on Fronter	Test on Fronter: Marks generated at end of the quiz.	Task - no assessment.

KS3 Year 9 – COMPUTER SCIENCE

Year 9	Week commencing 8 th June:	Week commencing 15 th June:	Week commencing 22 nd June:	Week commencing 29 th June:	Week commencing 6 th July:
	<p>Topic: Network security & Cyber Security</p> <p>Look at a presentation on factual information and video links.</p> <p>Students will work through a set of questions and problem solving questions and produce a fact sheet to help educate the public on malware.</p> <p>Explore a case study surrounding the impact on Cyber Security issues.</p> <p>Students complete Assessment Criteria on Network Security Threats</p>	<p>Topic: Programming</p> <p>Programming project using a website:</p> <p>Make your own APP: Using App Lab. Website link : https://studio.code.org/s/applab-intro/stage/1/puzzle/1</p> <p>Students will work through the Interactive online videos and tutorials.</p> <p>They will learn to create their own app in JavaScript using block based programming.</p> <p>They will evidence their work in the form of screenshots to show coding and App being created.</p>	<p>Programming using JavaScript language</p> <p><u>Resources:</u></p> <p>Khan Academy</p> <p>Introduction to programming</p> <p>Drawing basics</p> <p>Coloring</p> <p>Variables</p> <p>Animation basics</p> <p>Learn how to use the JavaScript language and the processing JS library to create fun drawings and animations.</p>	<p>End of term Assessment</p> <p><u>Resources:</u></p> <p>Assignments completed on Fronter.</p> <p>https://www.bbc.co.uk/bitesize/guides/zfspfcw/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zbfny4j/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/znh6pbk/revision/1</p>	<p>Part 2 Programming using Java Script language.</p> <p><u>Resource:</u></p> <p>Khan Academy</p> <p>Interactive programs</p> <p>Bonus: Resizing with variables</p> <p>Text and strings</p> <p>Functions</p> <p>Logic and if Statements</p>
Deadlines for submission	Tuesday 16 th June	Tuesday 23 rd June	Tuesday 30 th June	Tuesday 7 th July	Tuesday 14 th July
Assessment	Assignment to be uploaded to Fronter. Teacher assessed with an effort grade and a comment.	Assignment to be uploaded to Fronter. Teacher assessed with an effort grade and a comment.	Test on Fronter: Marks generated at end of the quiz. Task on Fronter	Test on Fronter: Marks generated at end of the quiz.	Task - no assessment.

KS3 Year 7 – DRAMA

Year 7	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 8th June: Exploring Contemporary Dramas – The Titanic.</p> <p>Students will explore and develop their awareness of The Titanic Drama as a Naturalistic theatrical piece. They will ‘imagine’ themselves in role and develop their own creative “writing in role” skills. They will explore the lives of the characters on board the ill-fated ship and respond to questions accordingly. This will support students’ understanding of contemporary Dramas as well as develop their creative writing skills. Students will complete tasks in the form of a mini logbook.</p>	<p>Week commencing 15th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 22nd June: Understanding William Shakespeare.</p> <p>Students will create s PowerPoint based on the life and works of William Shakespeare. They will explore his background, his unique writing style as well as the themes which are common in his plays which include Romeo and Juliet. They will also explore their own creative potential by writing their own extended scripts or alternative endings.</p> <p>Students will compile their findings in a power-point which they will submit via fronter.</p>	<p>Week commencing 29th June: Teachers to mark mini booklet on Fronter work and give feedback along with effort grade.</p> <p>Week commencing 6th July: ‘Contemporary Acting -Fortune Favours the Brave’</p> <p>Students will explore the background of three famous contemporary actors. They will collate information on their background, famous works and review at least 1 of their projects.</p> <p>They will present their work as a mini study/ project which will be uploaded to fronter and assessed.</p>	<p>Week commencing 13th July The Self – Assessment task will be based on students’ prior learning across the year from September.</p> <p>Students will write their own short play – 2 scenes which they will then upload to fronter.</p>
<p>WHEN: Deadlines for submission</p>	Monday 22 nd June	Monday 6 th July	Friday 11 th July	Friday 17 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	<p>Assessment Task is a mini logbook. Students will upload their work and staff will award an effort grade and feedback via fronter.</p>	<p>Assessment Task is a short power-point assignment which students will upload to fronter. Staff will review work and award an effort grade and feedback via fronter.</p>	<p>Assessment Task is a mini study/project. Students will upload their project as a Word documents or as a Power Point. Staff will review and award an effort grade and feedback via fronter.</p>	<p>Write a short comedic play in 2 acts and upload to fronter. This will then be assessed against 3 basic criteria: Language, creativity and technical understanding.</p>

KS3 Year 8 – DRAMA

Year 8	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 8th June: Commedia Del Arte – Italian Comedy</p> <p>Students will research, explore and develop their understanding of Commedia Del Arte as a popular genre of theatre. Students will explore the characters, costume design and themes.</p> <p>Extracts on the origin of Commedia of Del arte will be provided as well as mini task – sheet for completion. This will then be uploaded to fronter when completed.</p>	<p>Week commencing 15th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 22nd June: Exploring the play ‘America’s Playground’ by David Hughes.</p> <p>Students will be introduced to a famous contemporary play. They will read the blurb and one extract and complete 1-2 tasks based on the play. They will develop an awareness of the way in which contemporary writers such as David Hughes hooks their audience with their unique style of storytelling. They will also become more aware of the importance of tension and suspense in a play.</p> <p>A copy of the blurb and play extract will be made available on fronter.</p>	<p>Week commencing 29th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 6th July: Exploring Characters and Characterisation in Contemporary plays</p> <p>Students will explore a short extract as well as the blurb of “The Boy in the Stripped Pyjamas”. They will explore the theatrical elements utilised by practitioners to develop unique characters which enforce the theme/s. They will also explore the way in which the audience is encouraged to perceive each character (<i>audience perception</i>) They will also research the origins, as well as the social and historical context of the play.</p> <p>A play extract and blurb will be made available on fronter.</p>	<p>Week commencing 13th July Drama Assessment will require students to complete a Writing in Role piece based on their chosen character in the play - The Boy in the Stripped Pyjamas.</p> <p>Choice of characters include: <i>Rose</i> <i>Bruno</i> <i>Shmuel</i> <i>Pavel</i></p>
<p>WHEN: Deadlines for submission</p>	Monday 22 nd June	Monday 6 th July	Friday 11 th July	Friday 17 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	Assessment Task is set as a mini booklet (assignment). Staff will review/ award an effort grade and feedback via fronter.	Assessment Task is set as a mini booklet (assignment) and staff will review/ award an effort grade and feedback via fronter.	Assessment Task is set as mini booklet (assignment) and staff will review/ award an effort grade and feedback via fronter.	The Writing in role task will be assessed on fronter, and an effort grade will be provided.

KS3 Year 9 – DRAMA

Year 9	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 8th June: "Famous playwrights; Stanislavski, Artaud and Brecht." Students will study and research the life and works of famous playwrights including Stanislavski, Brecht and Artaud. Students will use the theories of these practitioners to complete set tasks which is aimed at developing their awareness of the theatrical styles of each practitioner/genre. Students will compile their work into a workbook which will be posted on Fronter.</p> <p>Mini practitioner Logbook – Fronter</p>	<p>Week commencing 15th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 22nd June: "Exploring Scripted Plays- 'The Heist by David Hughes'" Students consolidate their learning of different theatre practitioners by exploring a short extract from The Heist by David Hughes. Students will explore the acting styles and theatrical techniques of Constantin Stanislavki, who developed the theory of Naturalism in Theatre. They will annotate one extract from the play with stage directions and take on a directorial role. Students will also write their own brief extension/alternative ending to the narrative, through the use of the theatre strategies, mediums and strategies (SME). Mini Logbook – Fronter</p>	<p>Week commencing 29th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 6th July: "Contemporary works of the 21st Century" Students will explore the works of famous actors/performers of the 21st Century. They will develop an awareness of their unique acting styles. They will explore the use of the theatrical techniques, verbal and none verbal communication skills and compile 2 short reviews of their work. They will articulate their viewpoints through industry language as a theatre critic. They will be encouraged to review live/ recorded work in order to support their written review/critique. Links to set works will be provided on fronter and students' work will be assessed by a Critical Review (Word document/PPT)</p>	<p>Week commencing 13th July Drama Self-assessment task will evaluate student's understanding of the dramatic elements, mediums and strategies which they have learnt and utilised throughout the year.</p> <p>Students have the opportunity to reflect on their progress.</p> <p>Self-Assessment task</p>
<p>WHEN: Deadlines for submission</p>	<p>Monday 22nd June</p>	<p>Monday 6th July</p>	<p>Friday 11th July</p>	<p>Friday 17th July</p>
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	<p>Assessment Task is a mini logbook. Students will upload their work and staff will review then award an effort mark and feedback, via fronter.</p>	<p>Assessment will be set as an assignment on fronter. Students will be able to upload their mini project and staff will review their work then award an effort mark and feedback via fronter.</p>	<p>Students will be assessed through a short but detailed Critical Review. This will be uploaded to fronter and students will receive feedback on understanding, literacy and creativity.</p>	<p>This assessment will assess many of the skills learnt in Drama. Students will complete the Self-Assessment task and upload the marks and comments to fronter.</p>

KS3 Year 7 - DT

Year 7	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: What: Complete worksheet about design and making principles. Resources: http://www.technologystudent.com/despro_flsh/evalinteg1.html</p>	<p>Week commencing 15th June: What: Complete test about design and making principles - investigating. Resources: https://www.bbc.co.uk/bitesize/guides/zbn6pbk/revision/1</p>	<p>Week commencing 29th June: What: Complete test about design and making principles - designing. Resources: https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/1</p>	<p>Week commencing 13th July: What: Complete test about design and making principles - making. Resources: https://www.bbc.co.uk/bitesize/guides/zbstng8/revision/1</p>
<p>WHEN: Deadlines for submission</p>	12 th June	26 th June	10 th July	12 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	Assessment: self assessment by student	Assessment: marked automatically in fronter	Assessment: marked automatically in fronter	Assessment: marked automatically in fronter

KS3 Year 8 - DT

Year 8	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter</p> <p>Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June:</p> <p>SketchUp – Cabin Task and Quiz</p>	<p>Week commencing 15th June:</p> <p>CAD Theory – GCSE Style questions and quiz</p>	<p>Week commencing 29th June:</p> <p>SketchUp - Task and Quiz</p>	<p>Week commencing 13th July</p> <p>CAM Theory – GCSE Style questions and quiz</p>
<p>WHEN: Deadlines for submission</p>	16 th June	26 th June	10 th July	12 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	<p>WWW, EBI, Lit Auto-marked quiz</p>	<p>Self-assessment Auto-marked quiz</p>	<p>WWW, EBI, Lit Auto-marked quiz</p>	<p>Self-assessment Auto-marked quiz</p>

KS3 Year 9 - DT

Year 9	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter</p> <p>Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June:</p> <p>Drawing Techniques worksheet Pt3</p> <p>Resources attached to announcement and in the resources folder</p>	<p>Week commencing 15th June:</p> <p>Drawing Techniques worksheet Pt4 and Test</p> <p>Resources attached to announcement and in the resources folder</p>	<p>Week commencing 29th June:</p> <p>Systems Motions Mechanisms - Pt1</p> <p>Resources attached to announcement and in the resources folder</p>	<p>Week commencing 13th July</p> <p>Systems Motions Mechanisms – Pt2</p> <p>Resources attached to announcement and in the resources folder</p>
<p>WHEN: Deadlines for submission</p>	6 th June	26 th June	10 th July	12 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	Self-assessment	Self-assessment	Marked and feedback on fronter	Marked and feedback on fronter

KS3 Year 7 – ENGLISH

Year 7	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Complete the final activity from the A Midsummer Night's Dream project sheet</p> <p>Week commencing 8th June: SPaG focus - Word class and how to build detailed sentences. Complete all tasks and upload the final task to your teacher.</p>	<p>Week commencing 15th June: SPaG focus - different types of sentences. Complete all tasks and upload the final task to your teacher.</p> <p>Week commencing 22nd June: Qu 5 creative writing test - use all the SPaG skills you've been practising to help write an engaging short story based on a picture</p>	<p>Week commencing 29th June: SPaG focus - vocabulary. Complete all tasks and upload the final task to your teacher.</p> <p>Week commencing 6th July: Reading comprehension task - questions based on an extract from a fiction book.</p>	<p>Week commencing 13th July Extended creative writing task and summer holiday reading project.</p>
<p>WHEN: Deadlines for submission</p>	Work will be set every Mon and deadline is Mon	Work will be set every Mon and deadline is Mon	Work will be set every Mon and deadline is Mon	September
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	<p>Informal feedback or WWW/EBI/LIT if this formal feedback hasn't yet been given</p> <p>Self and teacher assessment</p>	Self and teacher assessment	Self and teacher assessment	Teacher assessment

KS3 Year 8 – ENGLISH

Year 8	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Complete the final activity from the Much Ado About Nothing project sheet</p> <p>Week commencing 8th June: SPaG focus - ADJECTIVES Complete all tasks and upload the final task to your teacher.</p>	<p>Week commencing 15th June: SPaG focus - CONJUNCTIONS Complete all tasks and upload the final task to your teacher.</p> <p>Week commencing 22nd June: SPaG focus: SENTENCES Complete all tasks and upload the final task to your teacher.</p>	<p>Week commencing 29th June: Creative writing task using the SPaG skills practised in weeks 2 - 4. Students will be asked to write a short story or a description based on a picture.</p> <p>Week commencing 6th July: Reading comprehension task - questions based on an extract taken from a fiction book</p>	<p>Week commencing 13th July Extended creative writing task and summer holiday reading project.</p>
<p>WHEN: Deadlines for Submission</p>	Work will be set every Mon and deadline is Mon	Work will be set every Mon and deadline is Mon	Work will be set every Mon and deadline is Mon	September
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	Self assessment and teacher assessment WWW/EBI/LIT	Self assessment and teacher assessment WWW/EBI/LIT	Self assessment and teacher assessment	Teacher assessment

KS3 Year 9 – ENGLISH

Year 9	Cycle 1	Cycle 2	Cycle 3	Cycle 4
WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks	Week commencing 1st June: Poetry - series of tasks based on a GCSE poem; one completed task to be uploaded Week commencing 8th June: Poetry - series of tasks based on a GCSE poem; one completed task to be uploaded	Week commencing 15th June: Poetry - series of tasks based on a GCSE poem; one completed task to be uploaded Week commencing 22nd June: Macbeth - series of tasks based on this GCSE play; one completed task to be uploaded	Week commencing 29th June: Macbeth - series of tasks based on this GCSE play; one completed task to be uploaded Week commencing 6th July: Macbeth - series of tasks based on this GCSE play; one completed task to be uploaded	Week commencing 13th July Extended creative writing task and summer holiday reading project.
WHEN: Deadlines for submission	Work will be set every Mon and deadline is Mon	Work will be set every Mon and deadline is Mon	Work will be set every Mon and deadline is Mon	September
HOW: Assessment opportunities and form of feedback, how will the work be marked	Self and teacher assessment	Self and teacher assessment	Self and teacher assessment	Teacher assessment

KS3 Year 7 – GEOGRAPHY

Year 7	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Glaciers assessment mixture of questions, to be completed on word or paper and uploaded to Fronter.</p> <p>Week commencing 8th June: All about the UK- Lesson 1 Your Island Home (lesson PPT and accompanying resources)</p> <p>It's a Jigsaw (Lesson PPT and accompanying resources)</p>	<p>Week commencing 15th June: What's our weather like? (lesson PPT and accompanying resources)</p> <p>Week commencing 22nd June: Who are we?(lesson PPT and accompanying resources)</p> <p>Where do we live? (lesson PPT and accompanying resources)</p>	<p>Week commencing 29th June: How are we doing? (lesson PPT and accompanying resources)</p> <p>Week commencing 6th July: London (lesson PPT and accompanying resources)</p> <p>Revision (lesson PPT and accompanying revision resource sheet)</p>	<p>Week commencing 13th July End of topic assessment (word document to complete)</p>
<p>WHEN: Deadlines for submission</p>	<p>No deadline on the assessment set to keep it open ended</p> <p>15th June deadline for the following: - Climate change through the ages - What is global warming</p>	<p>29th June</p>	<p>13th July</p>	<p>17th July</p>
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	<p>Assessment Task is set as an assignment so students upload the work and staff will mark and feedback via fronter</p> <p>Set as 'Task' so students click completed when finished (teacher to then monitor who has completed work)</p>	<p>All set as 'Tasks' so students click completed when finished (teacher to then monitor who has completed work)</p>	<p>All set as 'Tasks' so students click completed when finished (teacher to then monitor who has completed work)</p>	<p>Task set as 'Assignment' – Pupils to upload to fronter and class teachers mark all submitted work and give feedback via fronter.</p>

KS3 Year 8 – GEOGRAPHY

Year 8	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Coasts assessment sheet. 9 questions (all multiple choice or match up / tick box) The PDF has been uploaded to fronter for all year 8 rooms</p> <p>Week commencing 8th June: Climate change Earth's temperature through the ages (lesson PPT and accompanying resources)</p> <p>What is global warming (Lesson PPT and accompanying resources)</p>	<p>Week commencing 15th June: Climate change (lesson PPT and accompanying resources)</p> <p>Week commencing 22nd June: Climate change it's already happening (lesson PPT and accompanying resources)</p> <p>Antarctica past and present (lesson PPT and accompanying resources)</p>	<p>Week commencing 29th June: Impacts of climate change in Antarctica and the polar regions (lesson PPT and accompanying resources)</p> <p>Week commencing 6th July: Climate change 'an opportunity in Antarctica' (lesson PPT and accompanying resources)</p> <p>So what can we do? (lesson PPT and accompanying resources)</p>	<p>Week commencing 13th July Topic revision activities (lesson PPT and accompanying revision resource sheet)</p> <p>End of topic assessment (word document to complete)</p>
<p>WHEN: Deadlines for submission</p>	<p>No deadline on the assessment set to keep it open ended 15th June deadline for:</p> <ul style="list-style-type: none"> - Climate change through the ages - What is global warming 	<p>29th June</p>	<p>13th July</p>	<p>17th July</p>
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	<p>Assessment Task is set as an assignment so students upload the work and staff will mark and feedback via fronter Set as 'Task' so students click completed when finished (teacher to then monitor who has completed work)</p> <ul style="list-style-type: none"> - Climate change through the ages - What is global warming 	<p>All set as 'Tasks' so students click completed when finished (teacher to then monitor who has completed work)</p>	<p>All set as 'Tasks' so students click completed when finished (teacher to then monitor who has completed work)</p>	<p>Task set as 'Assignment' – Pupils to upload to fronter and class teachers mark all submitted work and give feedback via fronter.</p>

KS3 Year 9 – GEOGRAPHY

Year 9	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: All lessons uploaded to fronter include PPT/ relevant resources/ textbook scans</p> <ol style="list-style-type: none"> 1. Exploitation of ecologically sensitive areas 2. How can we become more energy efficient? 	<p>Week commencing 15th June: All lessons uploaded to fronter include PPT/ relevant resources/ textbook scans</p> <ol style="list-style-type: none"> 1. Costs and benefits of alternatives to fossil fuels 2. Changing attitudes to natural resources 	<p>Week commencing 29th June: Students to complete an independent research projects on costs/benefits on Three Gorges Dam.</p> <p>Learning pack/ writing frame uploaded to fronter</p>	<p>Week commencing 13th July: To be confirmed</p> <p>(Students will have completed course)</p> <p>Planning of additional lessons in process.</p>
<p>WHEN: Deadlines for submission</p>	5 th June 2020	26 th July 2020	10 th August 2020	To be confirmed
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	Set as 'Task' so students click completed when finished (teacher to then monitor who has completed work)	Set as 'Task' so students click completed when finished (teacher to then monitor who has completed work)	Research project set as an 'assignment' and students to upload project to fronter	To be confirmed

KS3 Year 7 - HISTORY

Year 7	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Key enquiry – How did the Crusades transform the Holy Land?				
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Medieval life – why did people go on pilgrimages?</p>	<p>Week commencing 15th June: What were the Crusades and how did they start? (lesson PPT with video resources linked)</p> <p>Week commencing 22nd June: Who were the Crusaders and why did they fight? (lesson PPT with video resources)</p> <p>What was the impact of the First Crusade? (lesson PPT and accompanying resources)</p>	<p>Week commencing 29th June: Saladin vs Richard the Lionheart: how did this rivalry shape the third crusade? (lesson PPT with video resources linked)</p> <p>Week commencing 6th July: Why did children sign up to fight in the Holy Land? (lesson PPT with video resources)</p> <p>How did the Holy Wars come to an end? (lesson PPT with video resources and resource list for research online) (optional lesson-long documentary)</p>	<p>Week commencing 13th July Personal research into the Crusades with directed resources etc (resource sheet)</p> <p>End of topic revision resource and assessment (word/PP resources)</p>
<p>WHEN: Deadlines for submission</p>	19 th June	29 th June	13 th July	17 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	Work set as assignments so it can be assessed by the teacher and feedback can be given	Work set as assignments so it can be assessed by the teacher and feedback can be given.	Work set as assignments so it can be assessed by the teacher and feedback given.	<p>Assessment given to include extended writing and a level of individually based on past lesson AND own research regarding the Industrial Revolution.</p> <p>Work set as assignment so it can be assessed by the teacher and feedback given.</p>

KS3 Year 8 - HISTORY

Year 8	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Key enquiry – How did slavery and colonisation drive the Industrial Revolution in Britain?				
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June Completing end of slavery project</p>	<p>Week commencing 15th June: Introduction to the Industrial Revolution (lesson PPT with video resources linked)</p> <p>Week commencing 22nd June: How did slavery transform Britain's cities? (lesson PPT with video resources)</p> <p>What connection does the area around Rutlish have to slavery? (lesson PPT and accompanying resources)</p>	<p>Week commencing 29th June How was slavery and wealth in Britain interconnected? (video resource)</p> <p>Week commencing 6th July: How significant was slave-produced cotton in the Industrial Revolution? (lesson PPT with video resources)</p> <p>How did inventions revolutionise the way things were made in the 18th and 19th centuries? (lesson PPT with video resources and resource list for research online)</p>	<p>Week commencing 13th July How did the Industrial Revolution indelibly change British society? (lesson PPT and accompanying revision resource sheet)</p> <p>End of topic revision resource and assessment</p>
<p>WHEN: Deadlines for submission</p>	19 th June	29 th June	13 th July	17 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	Work set as assignments so it can be assessed by the teacher and feedback can be given	Work set as assignments so it can be assessed by the teacher and feedback can be given.	Work set as assignments so it can be assessed by the teacher and feedback given.	<p>Assessment given to include extended writing and a level of individually carried out research regarding the Industrial Revolution.</p> <p>Work set as assignments so it can be assessed by the teacher and feedback given.</p>

KS3 Year 9 - HISTORY

Year 9	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description. What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Vietnam War-the long term causes</p> <p>Week commencing 8th June: Cold War context Dien Ben Phu</p>	<p>Week commencing 15th June: Vietnam War-USA involvement</p> <p>Week commencing 22nd June: US Early involvement Gulf of Tonkin</p>	<p>Week commencing 29th June: Vietnam War-how was it fought</p> <p>Week commencing 6th July: Vietcong Guerilla Tactics US Tactics My Lai and Tet Offensive</p>	<p>Week commencing 13th July Topic revision activities (lesson PPT and accompanying revision resource sheet)</p> <p>End of topic assessment (word document to complete)</p>
<p>WHEN: Deadlines for submission</p>	<p>15th June deadline for the following:</p> <p>Cold War Dien Ben Phu</p>	<p>Content Quiz and lessons set. 29th June</p>	<p>Key words quiz and essay. 13th July</p>	<p>17th July</p>
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	<p>Assessment Task is set as an assignment so students upload the work and staff will mark and feedback via fronter</p>	<p>All set as 'Tasks' so students click completed when finished (teacher to then monitor who has completed work)</p>	<p>All set as 'Tasks' so students click completed when finished (teacher to then monitor who has completed work)</p>	<p>Task set as 'Assignment' – Pupils to upload to fronter and class teachers mark all submitted work and give feedback via fronter.</p>

KS3 Year 7 - MATHS

Year 7	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Students work on chapters of the MyMaths for KS3 Textbooks depending on their maths set.</p> <p>Book 2C (sets 1 and 2) Book 2B (set 3) Book 2B or Book 2A (set 4) Book 1A (set 5)</p> <p><u>MyMaths for KS3 Textbook</u> Access textbook using kerboodle logins, issued on fronter.</p> <p><u>MyMaths online:</u> www.mymaths.co.uk login: rutlish password: square Students then use personal logins to complete set tasks. Personal logins issued on fronter.</p>	<p>Week commencing 1st June:</p> <p>Work set from the textbook and online MyMaths.</p>	<p>Week commencing 15th June:</p> <p>Work set from the textbook and online MyMaths.</p> <p>Set 1 – Chapter 11 Written & Calculator Methods</p> <p>Set 2 – Chapter 11 Written & Calculator Methods</p> <p>Set 3 - Chapter 11 Written & Calculator Methods</p> <p>Set 4 – Chapter 12 Constructions</p> <p>Set 5 –Chapter 10 Algebra</p>	<p>Week commencing 29th June:</p> <p>Work set from the textbook and online MyMaths.</p> <p>Set 1 – Chapter 12 Constructions</p> <p>Set 2 – Chapter 12 Constructions</p> <p>Set 3 – Chapter 12 Constructions</p> <p>Set 4 – Chapter 13 Sequences</p> <p>Set 5 –Chapter 11 Factors & Multiples</p> <p>Chapter 12 Constructions & 3D Shapes.</p>	<p>Week commencing 13th July</p> <p>Work set from the textbook and online MyMaths.</p> <p>Set 1 – Chapter 13 Sequences</p> <p>Set 2 – Chapter 13 Sequences</p> <p>Set 3 - Chapter 13 Sequences</p> <p>Set 4 – Chapter 14 3D Shapes</p> <p>Set 5 - Chapter 12 Continuing Constructions & 3D Shapes</p>
<p>WHEN: Deadlines for submission</p>		29 th June	13 th July	17 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked: Tasks set on fronter - teacher can monitor who has completed the work. Tasks set on MyMaths are immediately marked by the program and the results sent to the teacher</p>	<p>Submit according to teachers' instructions. Textbook work set as 'tasks' - students click completed when finished. MyMaths online tasks- students complete both homework pages and 'mark'.</p>	<p>Submit according to teachers' instructions. Textbook work set as 'tasks' - students click completed when finished. MyMaths online tasks- students complete both homework pages and 'mark'.</p>	<p>Submit according to teachers' instructions. Textbook work set as 'tasks' - students click completed when finished. MyMaths online tasks- students complete both homework pages and 'mark'.</p>	<p>Submit according to teachers' instructions. Textbook work set as 'tasks' - students click completed when finished. MyMaths online tasks- students complete both homework pages and 'mark'.</p>

KS3 Year 8 - MATHS

Year 8	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>MyMaths for KS3 Textbooks based on sets: Book 3C (sets 1 and 2) Book 3B (set 3) Book 3A (set 4) Book 2A (set 5) <u>Mymaths for KS3</u> <u>Textbook</u> <u>Access textbook using</u> kerboodle logins, issued on fronter. <u>Mymaths online:</u> www.mymaths.co.uk login: rutlish password: square Students then use personal logins to complete set tasks. Personal logins issued on fronter.</p>	<p>Week commencing 1st June:</p> <p>Students working on different chapters of the MyMaths for KS3 Textbook depending on sets.</p> <p>Work set by teacher from the textbook and on MyMaths online.</p>	<p>Week commencing 15th June:</p> <p>Students working on different chapters of the MyMaths for KS3 Textbook depending on sets.</p> <p>Work set by teacher from the textbook and on MyMaths online.</p>	<p>Week commencing 29th June:</p> <p>Students working on different chapters of the MyMaths for KS3 Textbook depending on sets.</p> <p>Work set by teacher from the textbook and on MyMaths online.</p>	<p>Week commencing 13th July</p> <p>Students working on different chapters of the MyMaths for KS3 Textbook depending on sets.</p> <p>Work set by teacher from the textbook and on MyMaths online.</p> <p>OR</p> <p>Functional Maths Activity.</p>
<p>WHEN: Deadlines for submission</p>	<p>Will be individually set for each class by the class teacher</p>	<p>Will be individually set for each class by the class teacher</p>	<p>Will be individually set for each class by the class teacher</p>	<p>Will be individually set for each class by the class teacher</p>
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked: Tasks set on fronter - teacher can monitor who has completed the work. Tasks set on Mymaths are immediately marked by the program and the results sent to the teacher.</p>	<p>Submit according to teachers' instructions. Textbook work set as 'tasks' - students click completed when finished. MyMaths online tasks- students complete both homework pages and 'mark'.</p>	<p>Submit according to teachers' instructions. Textbook work set as 'tasks' - students click completed when finished. MyMaths online tasks- students complete both homework pages and 'mark'.</p>	<p>Submit according to teachers' instructions. Textbook work set as 'tasks' - students click completed when finished. MyMaths online tasks- students complete homework both pages and 'mark'.</p>	<p>Submit according to teachers' instructions Textbook work set as 'tasks' - students click completed when finished. MyMaths online tasks- students complete both homework pages and 'mark'.</p>

KS3 Year 9 - MATHS

Year 9	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>		<p>Week commencing 15th June: Area and Circumference of a circle. Sectors and segments for top sets</p> <p>According to the ability of the set, the teacher will set textbook work and/or MyMaths work on:</p> <p>Circumference of a circle Length of arcs Area of a circle Area of a sector</p>	<p>Week commencing 29th June: Constructions and Loci</p> <p>According to the ability of the set, the teacher will set textbook work and/or MyMaths work on:</p> <p>Bisecting a line Bisecting an angle Constructing a 60° angle Construct a perpendicular from a line to a given point Loci problems</p>	<p>Week commencing 13th July: Circle theorems</p> <p>According to the ability of the set, the teacher will set textbook work and/or MyMaths work on:</p> <p>The eight circle theorems</p>
<p>WHEN: Deadlines for submission</p>		<p>Will be individually set for each class by the class teacher</p>	<p>Will be individually set for each class by the class teacher</p>	<p>Will be individually set for each class by the class teacher</p>
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>		<p>Tasks set on textbook work can be submitted via Fronter according to the teachers' instructions</p> <p>Tasks set on Mymaths are immediately marked by the program and the results sent to the teacher.</p>	<p>Tasks set on textbook work can be submitted via Fronter according to the teachers' instructions</p> <p>Tasks set on Mymaths are immediately marked by the program and the results sent to the teacher.</p>	<p>Tasks set on textbook work can be submitted via Fronter according to the teachers' instructions</p> <p>Tasks set on Mymaths are immediately marked by the program and the results sent to the teacher.</p>

KS3 – MODERN FOREIGN LANGUAGES

Since the end of March, the MFL department has set up new courses on Fronter for all KS3 students – instead of being set work in the classes they were taught in – and all students have been assigned to either Foundation or Higher level (eg: Spanish Foundation Year 7). We have done this to ensure that all students have access to the same work and resources.

All students have fortnightly learning activities (to match what their school timetable is like), which include a combination of worksheets, cultural activities and online tasks when possible.

Students also have vocab and grammar quizzes to complete every fortnight.

Answers for each fortnight will be revealed for students to self-assess their work and teachers will also provide feedback on Fronter.

You can also contact teachers via email, using the details provided on each Fronter course or via the school website.

Many thanks for all your support at home at those strange times!

The MFL team

KS3 – Years 7, 8 and 9 – MFL

Years 7/8/9	Cycle 1: 1st June	Cycle 2: 15 th June	Cycle 3: 29 th June	Cycle 4: 13 th July
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Years 7 & 8 Module 5 – final fortnight of work on the Summer term module, reflecting the topic that would have been covered in class: reading, listening grammar, vocabulary activities. <u>Help:</u> vocab lists attached, online websites, support boxes.</p> <p>Year 9 Transition work for GCSE part 2/4: grammar and speaking/writing skills. <u>Help:</u> vocab lists attached, online websites, support boxes.</p>	<p>Years 7 & 8 Revision of the year for all skills: reading, listening grammar, vocabulary. <u>Help:</u> vocab lists attached, online websites, support boxes.</p> <p>Year 9 Transition work for GCSE part 3/4: grammar and speaking/writing skills. <u>Help:</u> vocab lists attached, online websites, support boxes.</p>	<p>Years 7 & 8 Catch up week to ensure all have finished it all + activities from a language learning menu, including a lot of non-computer tasks! <u>Help:</u> vocab lists attached, online websites, support boxes + cultural project. *challenge and extra tasks put online for those who are up to date.</p> <p>Year 9 Transition work for GCSE part 4/4: grammar and speaking/writing skills. <u>Help:</u> vocab lists attached, online websites, support boxes.</p>	<p>Years 7 & 8 Cultural tasks and projects on topics covered in the year + preparation for next year. Essential GCSE skills also practised through culture.</p> <p>Year 9 Transition work for GCSE final: cultural research on GCSE topics for September. Essential GCSE skills also practised through culture. <u>Help:</u> vocab lists attached, online websites, support boxes.</p>
<p>WHEN: Deadlines for submission</p>	<p>Years 7 & 8 Week commencing 1st June (Monday for Y7/Tuesday for Y8)</p> <p>Year 9: week commencing 8th June (Monday)</p>	<p>Years 7 & 8 Week commencing 15th June (Monday for Y7/Tuesday for Y8)</p> <p>Year 9 week commencing 22nd June (Monday)</p>	<p>Years 7 & 8 Week commencing 29th June (Monday for Y7/Tuesday for Y8)</p> <p>Year 9 week commencing 7th July (Monday)</p>	<p>Years 7,8 & 9 Week commencing 13th July</p>
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	<ul style="list-style-type: none"> - vocab and/or grammar quizzes on Fronter - teacher feedback via Fronter - self assessment of reading/listening/grammar with answers revealed – same experience as in school - top scorers announced ever fortnight 	<ul style="list-style-type: none"> - vocab and/or grammar quizzes on Fronter - teacher feedback via Fronter - self assessment of reading/listening/grammar with answers revealed – same experience as in school - top scorers announced ever fortnight 	<ul style="list-style-type: none"> - vocab and/or grammar quizzes on Fronter - teacher feedback via Fronter - self assessment of reading/listening/grammar with answers revealed – same experience as in school - top scorers announced ever fortnight 	<ul style="list-style-type: none"> - vocab and/or grammar quizzes on Fronter - teacher feedback via Fronter - self assessment of reading/listening/grammar with answers revealed – same experience as in school - top scorers announced ever fortnight

KS3 Year 7 - MUSIC

Year 7	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 8th June: Make you own instrument. Sstudents to design and make their <i>own instrument</i>.</p> <p>Students can choose any instrument and make one using recycled materials or objects from home. The boys will take a photo of their instrument and send in with a description of the process. The instrument can be from anywhere in the World.</p> <p>PPT and accompanying resources.</p>	<p>Week commencing 15th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 22nd June: Pentatonic Scales. Students consolidate their learning of different scales (Major and Minor already done)</p> <p>Students learn about the notes of the scale, how to use the scale to improvise and how Pentatonic scales have affected World Music. Listening work: Gamelan. Students to produce a PowerPoint. You clips and PPT resources given.</p>	<p>Week commencing 29th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 6th July: Music Quiz. Students revisit key areas of learning from September.</p> <p>Music quiz on the Elements of music and instruments of the Orchestra and basic theory including rhythm and notes on the staff. Listening quiz included 'Which Instrument?' self-marked.</p>	<p>Week commencing 13th July: Questionnaire to receive feedback on delivery of schemes of work and outcomes.</p> <p>Students have the opportunity to reflect on their progress this year.</p> <p>Self-Assessment</p>
<p>WHEN: Deadlines for submission</p>	<p>Monday 22nd June</p>	<p>Monday 6th July</p>	<p>Friday 11th July</p>	<p>Friday 17th July</p>
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	<p>Assessment Task is set as an assignment so students upload the instrument picture and description and staff will review awarding an effort mark and feedback via fronter.</p>	<p>Assessment Task is set as an assignment so students upload their Power-point on Pentatonic Scales /Gamelan and staff will review awarding an effort mark and feedback via fronter.</p>	<p>Marks generated at end of the quiz.</p>	

KS3 Year 8 - MUSIC

Year 8	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 8th June: Students listening work project.</p> <p>Students given a range of Listening work to assess and discuss using key Music Language.</p>	<p>Week commencing 15th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 22nd June: Make your own Celtic Folk instrument Project.</p> <p>Background learning. Information and resources on different Celtic instruments including the Bodran Drum, Hurdy Gurdy, Fiddle and Whistle etc. Listening clips and pictures of different Celtic instruments included in the resources. Students to make their own Celtic instrument using recycled materials from home.</p>	<p>Week commencing 29th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 6th July: Fusions. Listening work given on British and World Folk Music. Listening work to include Release (from the GCSE syllabus)</p> <p>Students look at how musical fusions are created. Release includes Celtic instruments fused with African Music and Dance Music. Listening tasks included and examples of instruments. Students are required to make their own presentation on the 'Release' as a Word Document, Flash Cards or Power point.</p>	<p>Week commencing 13th July Music Questionnaire to receive feedback on delivery of schemes of work and outcomes. Self-Assessment.</p>
<p>WHEN: Deadlines for submission</p>	Monday 22 nd June	Monday 6 th July	Friday 11 th July	Friday 17 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	Assessment Task is set as an assignment so students upload the Power Point and staff will review awarding an effort mark and feedback via fronter.	Assessment Task is set as an assignment so students upload their Folk Instrument as a photo/Word Document/power point and staff will review awarding an effort mark and feedback via fronter.	Assessment Task is set as an assignment so students upload their Fusion Flashcards, Word Document or PowerPoint and staff will review awarding an effort mark and feedback via fronter.	Survey Monkey

KS3 Year 9 - MUSIC

Year 9	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks</p>	<p>Week commencing 1st June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 8th June: GCSE related task linked to theme Film Music'</p> <p>Students given listening and written tasks around Film Music. Students learn how to recognise build ups and musical techniques to create tension and suspense.</p>	<p>Week commencing 15th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 22nd June: GCSE related task 'The Film Music of Hans Zimmer and John Williams.</p> <p>Students look at the GCSE set work 'Main Title/Rebel Blockade Runner from Star Wars and how musical themes are used. Students compare John Williams to Hans Zimmer. Students research Zimmer's music and create a Power Point.</p>	<p>Week commencing 29th June: Teachers to mark online Fronter work and give feedback.</p> <p>Week commencing 6th July: GCSE related task Music for Stage 'Defying Gravity from Wicked'.</p> <p>Students look at how music is created for Screen using the GCSE set work 'Defying Gravity' from Wicked. Musical devices are explained through You Tube clips and pieces of the score.</p>	<p>Week commencing 13th July: Music Questionnaire to receive feedback on delivery of schemes of work and outcomes. Self Assessment</p>
<p>WHEN: Deadlines for submission</p>	Monday 22 nd June	Monday 6 th July	Friday 11 th July	Friday 17 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	<p>Assessment Task is set as an assignment so students upload the Power Point and staff will review awarding an effort mark and feedback via fronter.</p>	<p>Assessment Task is set as an assignment so students upload their Power Point, and staff will review awarding an effort mark and feedback via fronter.</p>	<p>Assessment Task is set as an assignment so students upload their Power Point, and staff will review awarding an effort mark and feedback via fronter.</p>	Survey Monkey

KS3 Year 7 – PE

Year 7	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Identify important bones and their role in the skeletal system The importance of injury prevention A range of fitness tests Short and long term effects of exercise on the body Independent Study Task</p>	<p>Week commencing 1st June Virtual sports day</p> <p>Week commencing 8th June: 1. Complete a series of fitness/sporting tests 2. What does the test need you to do 3. Complete your results and upload them</p>	<p>Week commencing 15th June: - Skeletal system - Identify and label a series of the most important bones in the skeleton</p> <p>Week commencing 22nd June: - Being able to identify major bones - Identifying the major functions of the skeleton</p>	<p>Week commencing 29th June: - Prevention of injury - Identifying methods to reduce the risk of injury</p> <p>Week commencing 6th July: - Continuing the theme of injury prevention - Looking at more methods/procedures to prevent injury - Looking/completing at fitness tests from booklet - Effects of exercise on the body</p>	<p>Week commencing 13th July - Extension task</p>
<p>WHEN: Deadlines for submission</p>	15 th June	29 th June	13 th July	17 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	A booklet with the work will be on fronter	Complete the tasks and then upload onto fronter	Complete the tasks and then upload onto fronter	Complete the tasks and then upload onto fronter

KS3 Year 8 – PE

Year 8	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Identify important bones and their role in the skeletal system The importance of injury prevention A range of fitness tests Short and long term effects of exercise on the body Independent Study Task</p>	<p>Week commencing 1st June Virtual sports day</p> <p>Week commencing 8th June: 1) Complete a series of fitness/sporting tests 2) What does the test need you to do 3) Complete your results and upload them</p>	<p>Week commencing 15th June: - Skeletal system - Identify and label a series of the most important bones in the skeleton</p> <p>Week commencing 22nd June: - Being able to identify major bones - Identifying the major functions of the skeleton</p>	<p>Week commencing 29th June: - Prevention of injury - Identifying methods to reduce the risk of injury</p> <p>Week commencing 6th July: - Continuing the theme of injury prevention - Looking at more methods/procedures to prevent injury - Looking/completing at fitness tests from booklet - Effects of exercise on the body</p>	<p>Week commencing 13th July - Independent Study Task - See booklet on fronter</p>
<p>WHEN: Deadlines for submission</p>	13 th June	27 th June	11 th July	18 th July
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	Complete the tasks and then upload onto fronter	Complete the tasks and then upload onto fronter	Complete the tasks and then upload onto fronter	Complete the tasks and then upload onto fronter

KS3 Year 9 – PE

Year 9	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<p>WHAT: Content – brief description What will the boys have to do on Fronter Identify important bones and their role in the skeletal system The importance of injury prevention A range of fitness tests Short and long term effects of exercise on the body Independent Study Task</p>	<p>Week commencing 1st June Virtual sports day</p> <p>Week commencing 8th June: 1) Complete a series of fitness/sporting tests 2) What does the test need you to do 3) Complete your results and upload them</p>	<p>Week commencing 15th June: - Musculoskeletal system - Identify and label a series of the most important bones in the skeleton</p> <p>Week commencing 22nd June: - Being able to identify major bones and muscles - Identifying the major functions of the muscles and skeleton</p>	<p>Week commencing 29th June: - Prevention of injury - Identifying methods to reduce the risk of injury</p> <p>Week commencing 6th July: - Heart rate - Resting HR - Maximum HR - Exercise and HR</p>	<p>Week commencing 13th July - Nutrition - Balanced diet - Diet for athletes - Extension task</p>
<p>WHEN: Deadlines for submission</p>	<p>15th June</p>	<p>29th June</p>	<p>13th July</p>	<p>17th July</p>
<p>HOW: Assessment opportunities and form of feedback, how will the work be marked</p>	<p>Complete the tasks and then upload onto fronter</p>	<p>Complete the tasks and then upload onto fronter</p>	<p>Complete the tasks and then upload onto fronter</p>	<p>Complete the tasks and then upload onto fronter</p>

KS3 Year 7 – RE

Year 7	Cycle 1	Cycle 2	Cycle 3	Cycle 4
WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks	Week commencing 1st June Year 7 quiz on Christianity, and Judaism. Consolidation of work learnt so far.	Week commencing 15th June: Independent research project. Religious Art Split into lessons	Week commencing 29th June: Independent research project. Religious Art Split into lessons	Week commencing 13th July Independent research project. Religious Art Split into lessons
WHEN: Deadlines for submission	10 th June	22 nd June	2 nd July	13 th July
HOW: Assessment opportunities and form of feedback, how will the work be marked	By the teachers with feedback	By the teachers with feedback	By the teachers with feedback	By the teachers with feedback

KS3 Year 8 – RE

Year 8	Cycle 1	Cycle 2	Cycle 3	Cycle 4
WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks	Week commencing 1st June Intro to Buddhism	Week commencing 15th June: The life of Buddha	Week commencing 29th June: Eight fold path and Nirvana	Week commencing 13th July Short video summaries with questions for revision (Quiz style assessment)
WHEN: Deadlines for submission	10 th June	22 nd June	2 nd July	13 th July
HOW: Assessment opportunities and form of feedback, how will the work be marked	By the teachers with feedback	By the teachers with feedback	By the teachers with feedback	By the teachers with feedback

KS3 Year 9 – RE

Year 9	Cycle 1	Cycle 2	Cycle 3	Cycle 4
WHAT: Content – brief description What will the boys have to do on Fronter Which resources will help them to complete the tasks	Week commencing 1st June Independent research project. Human rights and the death penalty. Split into lessons	Week commencing 15th June: Independent research project. Human rights and the death penalty. Split into lessons	Week commencing 29th June: Independent research project. Human rights and the death penalty. Split into lessons	Week commencing 13th July Independent research project. Human rights and the death penalty. Split into lessons
WHEN: Deadlines for submission	10 th June	22 nd June	2 nd July	13 th July
HOW: Assessment opportunities and form of feedback, how will the work be marked	By the teachers with feedback	By the teachers with feedback	By the teachers with feedback	By the teachers with feedback

KS3 Year 7 - SCIENCE

Year 7	Biology	Chemistry	Physics
Topics	Inheritance Revision Science skills	Chemical Energy Revision Science Skills	Waves Revision Science Skills
What type of activities you can expect	Worksheets Videos Poster making Model building Quizzes on BBC Bitesize		
Assessments	Inheritance end of unit test End of year test covering: Cells, Interdependence, Reproduction and Inheritance	Chemical Energy end of unit test End of year test covering: Particle model, Separating mixtures, Periodic table, Elements, Acids and Alkalis and Chemical Energy	Waves end of unit test End of year test covering: Energy, Electricity, Forces and Waves
Feedback	Mix of teacher feedback and automatic marking.	Mix of teacher feedback and automatic marking.	Mix of teacher feedback and automatic marking.

KS3 Year 8 - SCIENCE

Year 8	Biology	Chemistry	Physics
Topics	Revision Science skills	Earth Resources Revision Science Skills	Waves Revision Science Skills
What type of activities you can expect	Worksheets Videos Poster making Model building Quizzes on BBC Bitesize		
Assessments	End of KS3 test covering: Cells, Interdependence, Reproduction, Inheritance, Respiration, Photosynthesis, Digestion, Evolution	Earth Resources end of unit test End of KS3 test covering: Particle model, Separating mixtures, Periodic table, Elements, Acids and Alkalis, Chemical Energy, Types of reactions, Metals and non-metals, Earth Structure, Climate, Universe and Earth Resources	Waves end of unit test End of KS3 test covering: Energy, Electricity and magnetism, Forces and Waves
Feedback	Mix of teacher feedback and automatic marking.	Mix of teacher feedback and automatic marking.	Mix of teacher feedback and automatic marking.

KS3 Year 9 - SCIENCE

Year 9	Biology	Chemistry	Physics
Topics	Bioenergetics Science skills	Structure and Bonding	Mechanics
What type of activities you can expect	Worksheets Videos Quizzes on BBC Bitesize and GCSEPod Activities on Collins connect		
Assessments	Bioenergetics end of unit test	Structure and Bonding end of unit test	Mechanics end of unit test
Feedback	Mix of teacher feedback and automatic marking.	Mix of teacher feedback and automatic marking.	Mix of teacher feedback and automatic marking.