

Subject	Guidance for Accessing Remote Learning
ACE	<p>Use this time to explore a topic beyond the school curriculum by completing a free MOOC (Massive Online Open Course) from Future Learn https://www.futurelearn.com/</p> <p>You can complete a course run by a range of leading universities in almost any topic on the planet and can download/print a certificate when you complete the programme.</p> <p>Attempt one of the two questions on the ACE programme remote learning sheet. Should you like to write your own question, please run it by Mr Ashdown.</p> <p>Below are a selection of enquiry questions you may choose to research and answer. These tasks are designed to CHALLENGE you and to help you develop important transferrable skills as you research relevant, reliable sources to present your opinion and evaluate the facts.</p> <ul style="list-style-type: none"> • How has Disney influenced modern society? • Has technology changed sport for the better? <p>Alternatively, students may devise their own question and submit it to Mr Ashdown for approval (RAs@goffs.herts.sch.uk). Answers must include arguments for and against the line of enquiry.</p> <p><u>Structure</u></p> <ul style="list-style-type: none"> • You must present your work with a RANGE of relevant research - do not just look at the first website on Google! • Ensure your work is supported by facts, not unfounded opinions. You can include opinions from reputable websites to back up your own ideas • Use a PEEL (point>evidence>explanation>link) structure to ensure your points are relevant and well substantiated • You should reference any websites you use at the bottom of your work, using footnotes. For example: <ul style="list-style-type: none"> ○ We want our students to grow as individuals with ambition, resilience and courage (1). <u>Reference</u> 1. https://www.goffs.herts.sch.uk/251/school-vision-and-ethos • Remember to explore both sides of the argument in your answer • Finish with a conclusion that summarises your findings and gives a clear indication of which side of the argument you agree with most (no sitting on the fence!)

Marking

Your answers will be graded according to the list below:

Distinction * - You will be rewarded an R5

- Outstanding knowledge and understanding
- Outstanding research
- Outstanding analysis/evaluation and/or discussion/explanation/development
- Outstanding, balanced arguments
- Outstanding structure throughout
- Accurate use of SPAG

Distinction - You will be rewarded an R4

- Very good knowledge and understanding
- Very good research
- Very good analysis/evaluation and/or discussion/explanation/development
- Very good, balanced arguments
- Very good structure throughout
- Accurate use of SPAG

Merit - You will be rewarded an R3

- Good knowledge and understanding
- Good research
- Good analysis/evaluation and/or discussion/explanation/development
- Good, balanced arguments
- Good structure throughout
- Some accurate use of SPAG

Pass - You will be rewarded an R2

- Satisfactory knowledge and understanding
- Satisfactory research
- Satisfactory analysis/evaluation and/or discussion/explanation/development
- Satisfactory, balanced arguments
- Satisfactory structure throughout
- Satisfactory use of SPAG

Art	<p>New Assignment – Everyday Objects</p> <p>Task 1: (1 hour – you can spend more time on it if you need to and go back to it as more information comes to you): Mind Map. (AO3) On one page of your sketchbook place the title ‘everyday objects’ in the centre. Using any keywords, ideas add to the mindmap. You should also include artists names and characteristics of their artwork.</p> <p>Begin Task 2: Artist Research (AO1) Each artist should take 1 – 2 hours (4 hours in total) Choose 1 specific category from Food & Drink, Household Objects and Interiors.</p> <ul style="list-style-type: none"> ➤ Pick 2 artists to explore. ➤ Find 6 images of relevant works by the artist (if you don’t have colour printing facilities, save them to print later) ➤ Choose one image by each artist and ask the following questions: <p>SUBJECT: What is happening in the piece; what is it of; what does it depict? Is it in a portrait, landscape or square format? What is the theme of the work?</p> <p>ELEMENT: This means looking at the formal elements of the artwork – line, tone, shape, form, colour, texture etc. What colours has the artist used? Is there a specific way the colours are organised? (primary, secondary etc) What sorts of shapes/forms have been used? Are there marks, textures on the piece? If so, what are they like? How would you describe them?</p> <p>MEDIA: What material/s have been used to create the work? What tools has the artist used to create the work? Can you find out anything that the artist does in the process of making their work?</p> <p>INTENTION: What can you find out about the artist? How does the work relate to other work made around the same time? Is it linked to a particular movement in art? Does the work have any relation to social/political history of its time? Can you link the work to other arts of the period, such as film, music or literature? How does the work make you feel? What do you like about it? Why do you think you feel like this? Does the colour, texture, form, or theme of the work effect your own mood when you look at it? Does the work create an atmosphere?</p> <p>Previous work should now be completed: Complete all presentation up to clay design/making with annotation: Title: Textile Design</p>
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	<p>Note: Any colours used echo that of the designers' work; It must be done to a very high standard. If you have a small A4 sketchbook you must complete a double page spread; If you have an A3 sketchbook you must complete one page. You must include:</p> <ul style="list-style-type: none"> • Write up of your answers to Guardian article in full sentences • images of the artist's work (hwk) • Also to present: <ul style="list-style-type: none"> • Your work on colour theory • Your colour way development work • Your cut paper design • Your annotations • Your pattern work (electronic print outs) <p>Clay development piece with photo of clay outcome and annotation questions</p>
Business	<p>Year 10's are currently working on Theme 2 and includes a section on Promotion. They will watch an advert on Domino's and answer an exam question related to this. In addition, they will use their knowledge of business and a reminder has been provided via a link to recommend a suitable ownership structure for Domino's. This has been placed on Doodle.</p>
Careers	<p>Preparing for Work Experience</p> <ul style="list-style-type: none"> • Use KUDOS to research the career that you are interested in going into (password stepwork05) • Use the feedback from you 1:1 mock interview to improve your CV • Re-write your CV using feedback and in readiness for your work experience placement <p>Resources - on Doodle: KUDOS website: https://kudos.cascaid.co.uk/#/ KUDOS website information for parents: https://www.cascaid.co.uk/wp-content/uploads/2019/09/Parents-Guide-eBook-V3.pdf PowerPoint from Year 10 Work Experience CED Mock Interview questions sheet CV template sheet</p>
Childcare	<p>Students have been working on their unit 3 coursework. Students need to complete their report on empowering children.</p> <p>The next section of this unit is to create flash cards. The flash cards must consist of:</p> <ul style="list-style-type: none"> - What is a key worker?

	<ul style="list-style-type: none"> - An example of a key worker. - The importance of a key worker. - The benefits of a key worker. <p>These flash cards can be handmade or done on the computer. They need to be precise and direct.</p>
Drama	Using the electronic booklet uploaded to doddle on Blood Brothers, answer the next set of questions from the booklet about staging key scenes, representing key themes and/or considering how you might stage the production from the perspective of a designer, director and an actor.
Economics	Year 10's are working on Paper 2. Exam papers and resources will be placed on Doddle.
English	<p>Year 10 have covered the GCSE Literature topics, ie Blood Brothers, A Christmas Carol, Power & Conflict poetry and touched on unseen poems. They have studied these texts in school with their class teachers. They have started Macbeth but will finish it when we return to school. It is imperative that all consolidation and revision tasks that are set on Doddle are completed, as we have missed some face to face teaching time and therefore, these cannot be completed in the classroom.</p> <p>Speeches are now complete and should have been emailed to class teachers and these will be presented and recorded when we return. Speeches should be practised and timed at home, at regular intervals. Students should practise with an audience (1 or 2 people is fine) and should be memorised and eye contact should be made, as it is a speech. Students should be quite knowledgeable about their topic and they will be asked questions about it, which will form part of their grade. This is part of the GCSE Language exam and is a requirement of the AQA exam board and students will be awarded a Pass/Distinction/Merit.</p> <p>Class teachers are also setting Language paper 1 tasks on Doddle.</p> <p>As well as the work set on Doddle, students can make revision posters, cue cards, leaflets ensuring they include key quotes, characters, key contextual factors, writer's ideas/intentions/messages, key themes, motifs and symbols. BBC Bitesize, Seneca and GCSE Pod are useful websites for students to use when creating their material. Students have been introduced to Mr Bruff, who analyses all the Literature texts on Youtube.</p> <p>Consolidate Literature studied so far: Finish Power and Conflict poetry Unseen poetry A Christmas Carol English Language paper 1 Revisit Blood Brothers</p>

Enterprise BTEC	Year 10 are working on Component 2. The task sheet for this has been placed on Doodle. Students have been working on this in lessons.
Food	Mock NEA 2 keywords to task, complete research, then put results into graphs discuss findings.
French	<p>Topic: Future plans- the future tense</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Go through the assigned presentation powerpoint on Doodle. Complete the quiz. 2. Complete the assigned tasks on www.languageut.com Students have been given individual log-in details. <p>Independent work: https://www.languagesonline.org.uk/French/Grammar/Future/index.htm</p>
Geography	<p>All work will be set on Doodle.</p> <p>Topic: UK Physical Landscapes (Coasts & Rivers)</p> <p>PowerPoint Presentations and worksheets will be uploaded to Doodle for your son/daughter to access for each lesson they would have had in school. The instructions for the tasks are on these. Please ensure they complete all tasks.</p> <p>There is an upcoming assessment – This will also be uploaded onto Doodle for them to complete. Please keep this safe as it will be marked by their class teacher once we return to school.</p> <p>If your child has a CGP revision guide they can use this to guide them on the information they need and to revise for the assessment.</p> <p>Please email mty@goffs.herts.sch.uk with any queries regarding this work.</p>
Health and Social Care	<p>Students have been working on coursework regarding the factors that affect growth and development will continue this using handout provided via Doodle. Exercises regarding this coursework will be set and students are directed to use the internet to research this topic but also communicate with Miss Hockley via email if they need to gain feedback.</p> <p>For those students who haven't yet submitted their changes I need these to ensure all is correct.</p>
History	<p><u>Weimar and Nazi Germany (Edexcel, Paper 3)</u></p> <p>Revisit Paper 1 (Medicine Through time)- Revising Medieval Medicine</p> <p><u>Lesson 1-</u> Medieval life expectancy</p> <p><u>Lesson 2-</u> Medieval Healers</p>

	<p>For all lessons, students to work through the PowerPoints on Doodle. Guidance on <u>how to revise</u> will also be set on Doodle.</p> <p>Helpful website links: https://www.youtube.com/watch?v=o7Bf_gkmtqo https://www.youtube.com/watch?v=nVJV8iEAm88</p>
ICT/Computing	<p>Computing: <i>Only for students who have chosen to study this subject</i> Use Solo Learn app to practice Python and they should be using the PowerPoint to learn the content and completing the worksheet as well as the home work sheet for each topic. The student should also use the answer sheets to check their work. They should have completed up to ocr j276 unit 4 ethics - L2 Computers in the modern world and L3 Legislation and privacy attached on doodle by the end of this week.</p> <p>ICT: Students will be given component 3 theory work to complete on doodle. They should have finished Pack A – Modern Technologies lessons worksheets. This week they should start doing the work in Pack B Cyber Security- Topic 1 System attacks and external threats and Topic 2 Internal threats and impact of breaches. Students should complete all the worksheets and home learning sheets that go with each topic. Students should be making revision notes for each topic as well. Their exam will be in February of Year 11.</p>
Italian	<p>Current topics:</p> <p>Consolidation of the topic of family and relationship with family members.</p> <p>Tasks to complete:</p> <ul style="list-style-type: none"> • Complete the tasks on family and relationship with family (tasks and listening file on Doodle) • Listening practice on www.thisislanguag.com (tasks set on Doodle) • Complete Kahoot challenge (link on Doodle) <p>Independent work:</p> <ul style="list-style-type: none"> ➤ Travel virtually with Sara to Italy and practise your listening skills (subtitles are available for support) https://www.almaedizioni.it/it/almatv/viaggio-con-sara/ ➤ Follow the animated Italian recipes on https://www.almaedizioni.it/it/almatv/italiano-in-cucina/, learn new vocabulary and, if you feel brave enough, practise your culinary skills following the instructions in Italian.
Literacy	<u>Responsive Reading</u>

	<p><i>*students should be reading for 2 hours every week in order to continue improving their literacy levels and not fall behind. Links below can be found to the Goffs Academy reading lists and websites to help complete the responsive reading activities.</i></p> <p>Students complete week 2 on ‘Responsive Reading Booklet’ [on doddle] Students to read extract from ‘The Circle’ answer the questions that follow and complete vocabulary work, defining key quotes and filling in vocabulary booklets.</p> <p>Helpful website links: https://www.goodreads.com/shelf/show/ks3 https://www.goodreads.com/shelf/show/gcse-reading-list https://www.dictionary.com/ https://www.goffs.herts.sch.uk/339/reading-activities</p>
Maths	<p>Most of the work will be set on www.hegartymaths.com</p> <p>Students need to watch the videos set and make detailed notes including examples (see pdf for a guide to what this should look like) then complete the quizzes that go with each video.</p> <p>If pupils struggle with a question they can leave a note for their teacher to see who can then respond to the question. The topics on the scheme of work to be covered as below, however class teachers may set some other work on Doddle also, please ask pupils to prioritise the work set on Doddle.</p> <p>If you have issues with accessing HegartyMaths then please go on www.corbettmaths.com and search for the topic for your set (see below), watch the video and then complete the worksheet instead. Your teacher will add another homework on Doddle labelled ‘Optional Extra Maths Work’ with the relevant links to help you.</p> <p>This week you should be consolidating the content covered last week. Once you have completed all the work set on HegartyMaths please go to the link below for your set to complete some exam style questions to consolidate your understanding. You do not have to print them out, you can write your answers on a piece of paper. We will post the answers at the end of the week for you to mark your work.</p> <p>Set 1 – Vectors https://www.mathsgenie.co.uk/resources/5-vectors.pdf https://www.mathsgenie.co.uk/resources/9-vectors.pdf</p> <p>Set 2 – Vectors https://www.mathsgenie.co.uk/resources/5-vectors.pdf</p> <p>Extension: https://www.mathsgenie.co.uk/resources/9-vectors.pdf</p>

	<p>Set 3 WEST – Circle Theorems</p> <p>Set 3 EAST – Vectors</p> <p>https://www.mathsgenie.co.uk/resources/5-vectors.pdf</p> <p>Set 4 – Vectors</p> <p>https://www.mathsgenie.co.uk/resources/5-vectors.pdf</p>
Media BTEC	<p>Topic: Component 1 – Exploring media products</p> <p>Work: Continue your work on Learning Aim B by completing the workbook pages provided on Doodle.</p> <p>Links: Students choose their own texts to analyse.</p> <p>Documents: Workbook on Doodle</p>
Media Studies	<p>Topic: Developing Your Ideas for the NEA</p> <p>Work: Continuing on from the coursework tasks you began last week, you will begin to research the conventions of your chosen genre.</p> <p>Links: https://goffsfilmmandmedia.wixsite.com/tips</p> <p>Documents: NEA Workbook Part 3 – Genre Conventions</p>
Music	<p>(2 lessons per week)</p> <p>Students should spend time selecting a piece and rehearsing for their next SOLO performance assessment.</p> <p>Students should also see Doodle for instructions on revising/researching topics for the GCSE Listening Exam -</p> <p><u>The Conventions of Pop</u></p> <p><u>Film Music</u></p> <p><u>The Concerto through Time</u></p> <p><u>Rhythms of the World</u></p>
PE - Core	<p>Youtube clips set on Doodle for home workouts without any equipment (example - https://www.youtube.com/watch?v=ml6cT4AZdqI)</p> <p>https://www.youtube.com/watch?v=XIeCMhNWFQQ</p> <p>30 Day Ab challenge: App</p>

<p>PE - BTEC Dance</p>	<p>Theory: Continue to work on your coursework booklet. You must complete the mid-way skills audit table and state what skills that you have improved upon during the workshops. Complete the evaluation sections underneath the skills audit table.</p> <p>Practical: Try to learn the next part of the choreography for Cats and Rhythm Nations. https://www.youtube.com/watch?v=OAwaNWGLM0c https://www.youtube.com/watch?v=AiaGOdHU7dk</p>
<p>PE - BTEC Sport</p>	<p>Students are to continue with component C Learning Aim A coursework. The assignment is to complete the PowerPoint that shows how two successful leaders show skill and qualities in their practice. Follow the guidance on the teaching PowerPoint that includes the skills ad qualities that you need to write about.</p> <p>If finished students need to start assignment 1 Learning Aim B- Benefits of exercise. Create a leaflet using the guidance from powerpoint.</p> <p>If students have any outstanding corrections to do for component A (injuries) then they must complete these. Students should have their assignments with their feedback.</p> <p>All guidance PowerPoints have been attached on doddle.</p>
<p>PE - GCSE</p>	<p><u>Components of Fitness (Consolidation):</u></p> <ul style="list-style-type: none"> • Muscular Strength, Muscular Endurance, Speed, Agility, Balance, Co-ordination, Flexibility, Reaction Time, Power, Cardiovascular Endurance
<p>Photography</p>	<p>Continue to work through Photographer studies. Ben Heine and Paperboyo Photography studies Students are to use the work pack and produce a study for each photographer:- Ben Heine and Paperboyo They are to read through the information on both photographers and then are to choose two images of both photographers to write about using the SEMI analysis sheet. Students are then to produce photos inspired by the photographer’s work. Students a can present their work either on a power point or by hand. Students are to analyse and evaluate their work, with the analysis and prompt sheets that are attached to the work pack.</p>
<p>Product Design</p>	<p>Continue work for the mock NEA - Students should now finalise their design idea. They should produce a final drawing and include dimensions they should calculate the amount of material they will need to make their final design and put this on a cutting list – see page 14 of the guide on doddle or hard copy that was given to some students. Google sketch up is free to download – if possible practice using this to communicate design ideas.</p>

Psychology

**Social influence –
Topic: Crowd and Collective Behaviour - social factors**

Students will need to look at the social factors that affect crowd and collective behaviour.

They will need to:

- Define what is crowd or collective behaviour
- Write the definitions of the 3 social factors: deindividuation, social loafing and culture
- Look at the description of three studies (Zimbardo, Latane and Asch) and decide which social factor is affecting the collective behaviour, and whether it causes antisocial or prosocial behaviour in the participants
- They will then need to complete a table to look at examples or research into these factors to see how they affect behaviour, and briefly evaluate each factor
- Answer an exam style question to consolidate their understanding of the social factors

Extension/Stretch & Challenge (optional):

- Students are to read Zimbardo's study on deindividuation on page 146.
- Students then watch a demonstration of deindividuation displayed by Derren Brown and answer questions on a pdf file that compares the two. (Link: <https://www.youtube.com/watch?v=8b8IO7cpaV0&list=PLAZ27CqbEinZBiMeFwKcTBdPYcVLLqfyh>)

Useful website for additional information –

<https://learndojo.org/gcse/aqa-psychology/social-influence/>

Students can also sign into the online textbook at:

<https://illuminate.digital/aqapsychgcse/>

Username: SGOFFS6

Password: STUDENT6

The textbook (pages 150) will provide information to complete the tasks.

RS/Sociology

Thematic studies home learning booklet/power points which have tasks focused on each specific topic – each task is different ranging from interpretation, analytical, comprehension, creative etc. in order to vary up the activities.

Students will be set one 12-mark question to answer and send back to Mr. Bora via the contact details below.

Complete electronic copies can be emailed to Ebo@goffs.herts.sch.uk where I will log rewards.

Research/Reading:

REOnline Festivals calendar - <https://www.reonline.org.uk/festival-calendar/> - Useful for research on current festivals

	<p>REOnline - Subject knowledge - https://www.reonline.org.uk/subject-knowledge/ - Reliable info on main religions/worldviews Email a believer (REonline) - http://pof.reonline.org.uk/ - Students can email people on their religious/worldviews Guardian online - Religion - https://www.theguardian.com/world/religion - news/current religious issues BBC Bitesize KS3 - https://www.bbc.co.uk/bitesize/subjects/zh3rkqt BBC Bitesize GCSE - https://www.bbc.co.uk/bitesize/subjects/zb48q6f - Need to select correct exam board</p> <p>Videos: BBC GCSE RS videos - https://drive.google.com/open?id=1rccZolahqH4eFcPM6Nn1KxQ5flZgwD5wgsyrg6oxN0s - Relatively new films from young people from main religions Most BBC RE clips - https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF - Virtually all RE subject videos organised by series Truetube - https://www.truetube.co.uk/ - Loads of great videos REquest - Christianity - https://request.org.uk/ - Videos and research info The Bible society videos - Christian - https://www.youtube.com/user/biblesocietytv/videos - Videos on some useful concepts in Christianity The Bible project - https://www.youtube.com/user/jointhebibleproject/playlists - Christianity based concepts</p> <p>Revision/Quizzing: Seneca - https://www.senecalearning.com/ - Board specific GCSE content Quizlet - https://quizlet.com/en-gb - You will need to find relevant/reliable pre-made quizzes MrMcMillanREvis - https://www.youtube.com/user/MrMcMillanREvis/playlists - Catholic Christianity revision videos</p>
<p>Science</p>	<p><u>Set 1 only:</u> B11 Hormonal coordination C11 Polymers P10 Forces and motion</p> <p><u>All other classes:</u> B12 Reproduction C12 The Earth's resources P12 Electromagnetic waves</p> <p>Students will be expected to complete the work assigned by their teacher via doddle.</p> <p>Teachers will set work that indicates when the student would have had that lesson, so they can allocate time appropriately e.g. Mon P1.</p> <p>Many resources and links to web sites will be provided by each teacher directly on doddle. In addition to these, the following web sites can be used to support students studying at home:</p>

	<p> https://www.tassomai.com/ https://www.kerboodle.com/users/login https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw/playlists https://www.senecalearning.com/ https://www.physicsandmathstutor.com/ https://www.goffs.herts.sch.uk/307/subject-information </p>
<p>Spanish</p>	<p>Topic: Future plans - Future tense</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Go through the assigned powerpoints on Doodle and complete the quizzes. 2. Complete the tasks assigned on www.languagenut.com Students have been given individual log-in details for Languagenut. <p>The Vocabulary booklet is attached on Doodle to help you p23-24</p> <p>Independent work: https://www.languagesonline.org.uk/Spanish/Future/index.htm </p>
<p>Textiles</p>	<p>This term students would be continuing to create a textiles product based on the task given and completing relevant folder work. If you have access to a sewing machine and you have your work you are more than welcome to continue making- please do so with supervision from a guardian!</p> <p>The exam you will sit at the end of year 11 is worth 50% of the course so I would like you to work towards this over the coming weeks. The following book is recommended by the exam board and covers all of the content required for your exam. Please be aware that the first part of your paper (worth 40%) covers all material areas and the second part (worth 60%) covers Fashion and Textiles. https://www.amazon.co.uk/dp/1292184582/ref=cm_sw_r_em_api_i_c_1agHEb584K7S8 Edexcel GCSE (9-1) Design and Technology Student Book (Edexcel GCSE Design and Technology (9-1)) Paperback – 9 Aug 2017 1292184582</p> <p>I would like you to research and present the following topic (<i>you can choose the method but please be mindful we will need to access the work in class. Examples could include; flashcards, sketchbooks etc</i>)</p> <p>What are ferrous and non-ferrous metals? Explain the difference</p> <p>Research the following metals: mild steel, stainless steel, cast iron, aluminium, copper and brass.</p>

	<p>When collecting your research you might want to collect images of typical products made from the metal, some properties (i.e. pliable), advantages and disadvantages and where it is from/sourced.</p> <p>When you return to class you will be given a small sample of each of the metals.</p>
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Log In Instructions for Hegarty Maths

Go to old HegartyMaths

Existing users

Contact us

Teacher log in

Student log in

Go to www.hegartymaths.com & click **Student log in**.

Start FREE teacher trial

Find your school

School name

Enter your school name correctly and select it.

Enter your details

Make sure these are accurate.

Harry

Hamilton

1 January 2001

Next

Welcome Harry

Please set a password to login.

Password

Confirm password

Login

Set and confirm your own password. Remember to write it in your maths book and planner!

No

Has your teacher set you work?

Yes

Your homework will be found in the **My Tasks** page.

Skills

Number Introduction to algebra

Algebra Manipulating expressions

Collecting like terms 1

Watched 6.00x

New lesson HegartyMaths avg 79%

Collecting like terms 2

Watched 6.00x

New lesson HegartyMaths avg 79%

Simplifying expressions involving multiplication

Watched 6.00x

New lesson HegartyMaths avg 82%

You can Search for a task or Choose lesson.

You can view all tasks completed before in **My Scores**.

Lesson	Score	EM	Time	Attempts	Assessment taken
Factorise simple expressions 2	100%	1.00x	0.15mins	0 / 0	11:28 Tue 30th Aug 16
Distributive law of multiplication	30%	0.20x	2.81mins	0 / 0	13:53 Mon 8th Aug 16
Simple subtraction & its meaning	100%	1.00x	8.20mins	0 / 0	13:49 Mon 8th Aug 16
Simple addition & its meaning	20%	0.00x	0.68mins	0 / 0	13:45 Mon 8th Aug 16

Click on the task to take it again and try to improve your score.

You have no pending tasks

Request more tasks from your teacher

Please choose a teacher...

Other teachers

hegartymaths

If you have no tasks you can always Request more from your teacher.

Doing a task

Watch the video carefully taking the best notes you can. Use lots of colour and work hard to follow each example. Replay anything you might be unsure of.

Work on your Building blocks. If you struggle with the video then improving these will help you access the task better. Aim to make all building blocks 100%.

Did you understand the video?

No

Yes

Do quiz

Great homework checklist	WWW	EBI
I write the title, date and HW for all my tasks		
I take full notes from the video		
I try to model my work the way I was shown in the video		
I use a ruler a pencil for all diagrams		
I write every question and full solution in my book		
I mark my work as I go		
When I get an incorrect answer, I try to correct this in a different colour pen		
I write my score in my book at the end of the quiz		

What score did you get in the quiz?

100% Great effort! Why not try the next HW or improve some of your other scores.

70 - 99% Try the quiz again and work hard to learn from any previous mistakes.

Below 70% Don't give up. If you have taken full notes of the video, worked on your building blocks and you're still struggling then leave comments for your teacher to ask for help. It's important you make sure you ask your teacher for help to make sure you can eventually get 100%.

VIDEO NOTES
Hegarty Maths = Perimeter (2) 14th July 2016

Example ① Square with side 7mm
Perimeter = 7+7+7+7 = 28mm
Key Words: Length, Units, Distance
Don't forget units!

Example ② Rectangle with sides 4m and 9m
Perimeter = 4+9+4+9 = 26m
Doesn't matter which method you use, they all work!

Example ③ Regular hexagon with side 9m
Perimeter = 6 x 9 = 54m
Regular means all sides are same length

Example ④ Square with side length 5cm
Perimeter = 4 x 5 = 20cm
Always draw a sketch from the information given

Example ⑤ Equilateral triangle with side length 4.1mm
Perimeter = 3 x 4.1 = 12.3mm
Use distributive law of multiplication

Example ⑥ Square with side length 2.4cm
Perimeter = 4 x 2.4 = 9.6cm

Example ⑦ Rectangle with width 5.2cm and height 7.9cm
Perimeter = (2 x 5.2) + (2 x 7.9) = 26.2cm
Mental Maths: 5.2 + 7.9 = 13.1, 13.1 x 2 = 26.2
REMEMBER! There is more than one way!

1) Perimeter of shaded shape? No calculator! 4 sides all with single dash. Square. P = 4 x 2 = 8mm ✓

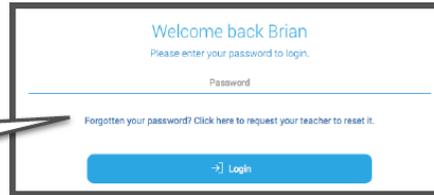
2) Perimeter of shaded shape? Rectangle. P = (2 x 6) + (2 x 11) = 12 + 22 = 34m ✓

3) Perimeter of shaded shape? 6 equal sides. Hexagon. P = 6 x 5 = 30m ✓

FAQ's

What if I forget my password?

This link will **notify your teacher** that you need the password reset when they next login.



What device should I use?

HegartyMaths will work on any modern device but we **recommend a PC or Mac for the best experience**. Tablets work well too.

HegartyMaths will work on the latest versions of Chrome, Edge, IE and Safari. **We do not support Firefox.**

What browser should I use?

Do I have to watch the video?

In short, yes! The video and the quiz are designed together so that you can be successful. The video will show you how to tackle the majority of the problems assessed in the quiz.

Try and explain to your teacher in a comment what you think is wrong. Submit a **question problem report**.

What do I do if I think there is a mistake in a question?

How can I contact HegartyMaths?

You can give us feedback on the site using the **contact us** form.

