

Subject	Guidance for Accessing Remote Learning
ACE	<p>Continue with your GPQ (Goffs Project Qualification)</p> <p>You should ensure you have the following steps completed:</p> <ol style="list-style-type: none"> <li>1. Question (that focuses closely on a specific topic)</li> <li>2. A clear plan of how you will break the question down in order to answer it fully</li> <li>3. A selection of reliable sources of information</li> <li>4. Begin to write!</li> </ol> <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><b>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.</b></p> <ul style="list-style-type: none"> <li>• Could we live with dinosaurs if they existed now?</li> <li>• Are we the only life form in the universe?</li> </ul> <p>Students may also continue with their GPQ (Goffs Project Qualification).</p> <p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>• You must present your work with a RANGE of relevant research - do not just look at the first website on Google!</li> <li>• Ensure your work is supported by facts, not unfounded opinions. You can include opinions from reputable websites to back up your own ideas</li> <li>• Use a PEEL (point&gt;evidence&gt;explanation&gt;link) structure to ensure your points are relevant and well substantiated</li> <li>• You should reference any websites you use at the bottom of your work, using footnotes. For example:             <ul style="list-style-type: none"> <li>○ We want our students to grow as individuals with ambition, resilience and courage (1). <u>Reference</u></li> <li>1. <a href="https://www.goffs.herts.sch.uk/251/school-vision-and-ethos">https://www.goffs.herts.sch.uk/251/school-vision-and-ethos</a></li> </ul> </li> <li>• Remember to explore both sides of the argument in your answer</li> </ul>

- 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

	<ul style="list-style-type: none"> <li>• Satisfactory structure throughout</li> <li>• Satisfactory use of SPAG</li> </ul>
<b>Art</b>	<p>Choose your favourite sweet or treat. It can be a biscuit, cake, chocolate bar, savoury snack. You can arrange it for the drawing (break it in half, take a bit out of it, have a stack of them – depending on the type of snack) If there is text involved you should still use our drawing techniques to help you construct it.</p> <p>Produce a direct observational drawing of it in <b>pencil</b> (this means you have the object in front of you).</p> <p>Use techniques we have used previously:</p> <ul style="list-style-type: none"> <li>• Draw/sketch lightly</li> <li>• Break it down into shapes (look at positive and negative shapes)</li> <li>• Use the bolt on approach</li> <li>• Add tones (build up dark tone gradually by layering) to create 3D form</li> <li>• Add appropriate mark making to create texture</li> </ul> <p>If possible – photograph drawing and email to your teacher:  Mrs Brew: <a href="mailto:cbw@goffs.herts.sch.uk">cbw@goffs.herts.sch.uk</a>  Miss Brown: <a href="mailto:tbr@goffs.herts.sch.uk">tbr@goffs.herts.sch.uk</a></p>
<b>Careers</b>	<ul style="list-style-type: none"> <li>• <b>The Importance of Budgeting</b></li> <li>• Complete the task following the PowerPoint on preparing a budget</li> <li>• Consider the importance of budgeting and start to think about earning your own income and how you will distribute this</li> </ul> <p><b>Resources - on Doodle</b>  PowerPoint presentation  Accompanying sheet  YouTube video on budgeting: <a href="https://www.youtube.com/watch?v=XcRfjahDRSA">https://www.youtube.com/watch?v=XcRfjahDRSA</a></p>
<b>Drama</b>	<p>Students will be working on an adaptation project for coming weeks based on their favourite book. They will be turning it into a full scale play production to be shown in a west end theatre.</p> <p>They must complete the third task (page 5) based on this project using the booklet uploaded to doodle.</p>

<p><b>English</b></p>	<p><b><u>Back Packing around the Globe: Folk Tales</u></b></p> <p><b>Skill:</b> Reading, writing and listening to folk tales. Here students will be taught the conventions required for writing, the relevance and origin of Folk Tales.</p> <p>This week students will be exploring a variety of famous Folk Tales, originating from different parts of the world. In doing so students will read specific tales from: Africa, India, China, Native America and Vietnam. Student are likely to experience some nostalgic moments, as they may revisit stories told at Primary School and will be able to watch some examples from CBeebies ‘Tinga Tinga Tales’.</p> <p>Students will complete a series of tasks both reading and writing based, around the tales they have read and listened to. The tales will vary from comprehension style, re-telling narratives in own words and using stories as a stimulus; in order to write their own.</p> <p>The main focus of the tales be to introduce the concept of morals and the significance behind them.</p> <p>Based on their teachings, students will then create their own story booklets, where they will compose 5-10 of their own short tales for Year 2 students. Here students will write stories with specific moral foci: bravery, jealous, being kind, following rules, individuality, and being organised. Students will be required to use their descriptive writing skills in order to write vivid and engaging tales.</p> <p>Students will be incorporating skills such as: MAPSO, senses, punctuation for effect, adverbs and Tier 2 vocabulary.</p> <p><b>Students should also be reading for at least 20 minutes each day and adding at least two new Tier 2 vocabulary into their Victorious Vocabulary booklets.</b></p>
<p><b>Food</b></p>	<p>Nutrients and healthy eating.</p>
<p><b>French</b></p>	<p><b>Topic: En ville – Où vas-tu le weekend? (Where do you go at the weekend ? Part 2</b></p> <p><b>Tasks:</b> Complete the assigned Doodle quizzes and Languagenut assignments. Students have been given individual log-in details for Languagenut. The Vocabulary booklet is attached on Doodle to help you.</p> <p><b>Independent work:</b></p> <p><b>Vocabulary:</b>  <a href="https://quizlet.com/gb/307449295/dynamo-1-module-5-les-mots-essentiels-flash-cards/">https://quizlet.com/gb/307449295/dynamo-1-module-5-les-mots-essentiels-flash-cards/</a></p> <p><b>Grammar:</b>  <a href="https://quizlet.com/gb/467277635/dynamo-1-module-51-places-in-town-flash-cards/">https://quizlet.com/gb/467277635/dynamo-1-module-51-places-in-town-flash-cards/</a></p>

	<p><a href="https://www.languagesonline.org.uk/French/Grammar/Various/1163.htm">https://www.languagesonline.org.uk/French/Grammar/Various/1163.htm</a></p>
<b>Geography</b>	<p>All work will be set on Doodle.</p> <p>Topic: <b>Brazil Olympics</b></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>Please email <a href="mailto:nka@goffs.herts.sch.uk">nka@goffs.herts.sch.uk</a> with any queries regarding this work.</p>
<b>History</b>	<p><b><u>Tudor Reformation</u></b></p> <p><b><u>Lesson 3-</u></b> Edward and Church  <b><u>Lesson 2-</u></b> Mary I and Church</p> <p>Students to work through the PowerPoint on Doodle.</p> <p>Helpful website links:  <a href="https://www.youtube.com/watch?v=DzWvbeLtP1k">https://www.youtube.com/watch?v=DzWvbeLtP1k</a>  <a href="https://www.youtube.com/watch?v=LS-27NuxqU8">https://www.youtube.com/watch?v=LS-27NuxqU8</a></p>
<b>ICT/Computing</b>	<p>Complete Lesson 4 on the booklet for project charity awareness.</p>
<b>Literacy</b>	<p><b><u>Public Speaking</u></b></p> <p>Students work through public speaking booklets on doodle and finish writing their speeches (these need to be completed by the end of this week <b>Friday 1st May</b>)</p> <p>Helpful website links:  <a href="https://www.youtube.com/results?search_query=public+speaking+world+championship">https://www.youtube.com/results?search_query=public+speaking+world+championship</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/z4w96v4">https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/z4w96v4</a></p>

	<p><b>Students complete week 2 on 'Responsive Reading Booklet' [on doddle]</b></p> <p>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: <a href="https://www.goodreads.com/shelf/show/ks3">https://www.goodreads.com/shelf/show/ks3</a> <a href="https://www.dictionary.com/">https://www.dictionary.com/</a> <a href="https://www.goffs.herts.sch.uk/339/reading-activities">https://www.goffs.herts.sch.uk/339/reading-activities</a></p>
<b>Maths</b>	<p>Most of the work will be set on <a href="http://www.hegartymaths.com">www.hegartymaths.com</a></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 <a href="http://www.corbettmaths.com">www.corbettmaths.com</a> 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><b>Set 1 – Probability</b> <a href="https://www.mathsgenie.co.uk/resources/5-probability-trees.pdf">https://www.mathsgenie.co.uk/resources/5-probability-trees.pdf</a></p> <p><b>Set 2 – Probability</b> <a href="https://www.mathsgenie.co.uk/resources/5-probability-trees.pdf">https://www.mathsgenie.co.uk/resources/5-probability-trees.pdf</a></p> <p><b>Set 3 – Probability</b> <a href="https://www.mathsgenie.co.uk/resources/4-probability-and-relative-frequency.pdf">https://www.mathsgenie.co.uk/resources/4-probability-and-relative-frequency.pdf</a></p> <p><b>Set 4 – Probability</b> <a href="https://www.mathsgenie.co.uk/resources/2-writing-probability-and-the-probability-scale.pdf">https://www.mathsgenie.co.uk/resources/2-writing-probability-and-the-probability-scale.pdf</a></p> <p><b>Set 5 – Probability</b> <a href="https://www.mathsgenie.co.uk/resources/2-writing-probability-and-the-probability-scale.pdf">https://www.mathsgenie.co.uk/resources/2-writing-probability-and-the-probability-scale.pdf</a></p>

<b>Music</b>	<p>Worksheets will be uploaded to Doodle with questions to be answered, in full sentences. (Topics = Violin + Double Bass and Cello)</p> <p>Students should also continue to use the XYLOPHONE app, or a real instrument, to rehearse and improve their improvisation solo for their assessment.</p>
<b>PE</b>	<p>The Body Coach workout videos will be posted on Doodle for students to access (example - <a href="https://www.youtube.com/watch?v=0xE3CpbbVeA&amp;t=828s">https://www.youtube.com/watch?v=0xE3CpbbVeA&amp;t=828s</a>) <a href="https://www.youtube.com/watch?v=1skBf6h2ksl">https://www.youtube.com/watch?v=1skBf6h2ksl</a> 30 Day Ab challenge: App</p>
<b>Product Design</b>	<p>Students are to use the ACCESSFM sheet on doodle to evaluate their design ideas from the design sheets they were asked to create on the previous remote learning task. They should apply each of these criteria to their ideas and then select the one idea or a combination of ideas that suits the criteria the best.</p>
<b>RS/Sociology</b>	<p>Students will have a pack on 'Christian beliefs on God' that will both build on their prior learning and will be useful when covering content in year eight and nine. The document cannot be edited so students can complete the tasks either in a word document or handwritten.</p> <p><b>Complete electronic copies can be emailed to <a href="mailto:Ebo@goffs.herts.sch.uk">Ebo@goffs.herts.sch.uk</a> where I will log rewards.</b></p> <p><b>Research/Reading:</b>  REOnline Festivals calendar - <a href="https://www.reonline.org.uk/festival-calendar/">https://www.reonline.org.uk/festival-calendar/</a> - Useful for research on current festivals  REOnline - Subject knowledge - <a href="https://www.reonline.org.uk/subject-knowledge/">https://www.reonline.org.uk/subject-knowledge/</a> - Reliable info on main religions/worldviews  Email a believer (REonline) - <a href="http://pof.reonline.org.uk/">http://pof.reonline.org.uk/</a> - Students can email people on their religious/worldviews  Guardian online - Religion - <a href="https://www.theguardian.com/world/religion">https://www.theguardian.com/world/religion</a> - news/current religious issues  BBC Bitesize KS3 - <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a>  BBC Bitesize GCSE - <a href="https://www.bbc.co.uk/bitesize/subjects/zb48q6f">https://www.bbc.co.uk/bitesize/subjects/zb48q6f</a> - Need to select correct exam board</p> <p><b>Videos:</b>  BBC GCSE RS videos - <a href="https://drive.google.com/open?id=1rccZolahqH4eFcPM6Nn1KxQ5fIZgwD5wgsyrg6oxN0s">https://drive.google.com/open?id=1rccZolahqH4eFcPM6Nn1KxQ5fIZgwD5wgsyrg6oxN0s</a> - Relatively new films from young people from main religions  Most BBC RE clips - <a href="https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNE">https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNE</a> - Virtually all RE subject videos organised by series  Truetube - <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a> - Loads of great videos  REquest - Christianity - <a href="https://request.org.uk/">https://request.org.uk/</a> - Videos and research info  The Bible society videos - Christian - <a href="https://www.youtube.com/user/biblesocietytv/videos">https://www.youtube.com/user/biblesocietytv/videos</a> - Videos on some useful concepts in Christianity</p>

	<p>The Bible project - <a href="https://www.youtube.com/user/jointhebibleproject/playlists">https://www.youtube.com/user/jointhebibleproject/playlists</a> - Christianity based concepts</p> <p><b>Revision/Quizzing:</b>  Seneca - <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a> - Board specific GCSE content  Quizlet - <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a> - You will need to find relevant/reliable pre-made quizzes  MrMcMillanREvis - <a href="https://www.youtube.com/user/MrMcMillanREvis/playlists">https://www.youtube.com/user/MrMcMillanREvis/playlists</a> - Catholic Christianity revision videos</p>
<b>Science</b>	<p><b>B3: The circle of life - (food webs, carbon cycle, variation, DNA)</b>  <b>C3: Particle theory - (particle model, Brownian motion, changing state)</b>  <b>P3: Forces all around us - (resultant forces, Hooke's Law)</b></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>Useful on-line resources:  <a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a>  <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p>
<b>Spanish</b>	<p><b>Topic: Mi ciudad: ¿Qué hay en tu ciudad? (What is in your town?) – Part 2</b></p> <p><b>Tasks:</b> Complete the assigned Doddle quizzes and Languagenut assignments. Students have been given individual log-in details for Languagenut. The vocabulary booklet is attached on Doddle to help you.</p> <p><b>Independent work:</b></p> <p><b>Vocabulary:</b>  <a href="https://quizlet.com/145754775/viva-1-module-51-flash-cards/">https://quizlet.com/145754775/viva-1-module-51-flash-cards/</a></p> <p><b>Grammar:</b>  <a href="https://quizlet.com/327009022/adjective-agreement-in-spanish-flash-cards/">https://quizlet.com/327009022/adjective-agreement-in-spanish-flash-cards/</a></p>
<b>Textiles</b>	<p>Students would be starting a new term using the creative and practical skills learnt in class to create their very own product. Practical skills learnt might include; tie dye, hand sewing, applique and many more.</p>



My challenge to you is to design a product using the following specification (or rules);

- It must use a minimum of 5 different skills (*i.e. seams, beading, embroidery etc*)
- It must use at least 2 different fabrics (*please remember that cotton is a fibre not a fabric and that it can include recycled materials*)
- It could be based on a theme (*consider your favourite hobby or colour?*)
- It must be able to be made within 4- 6 lessons
- Ideally no bigger than A3 paper

I would like you to create 4 different designs based on the specification above and label your designs.

# 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](http://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

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

Welcome Harry  
Please set a password to login.

Password

Confirm password

Login



No **Has your teacher set you work?** Yes

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

You can Search for a task or Choose lesson.

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

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

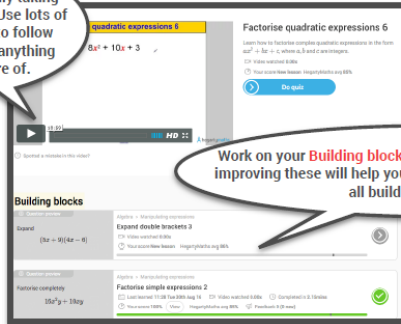
You have no pending tasks

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

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	50%	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

### 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**  
Regular octagon with side length 7.4cm  
Perimeter = 8 x 7.4 = 59.2cm

**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!

**Example 8**  
Shaded square with side 2mm  
Perimeter = 4 x 2 = 8mm

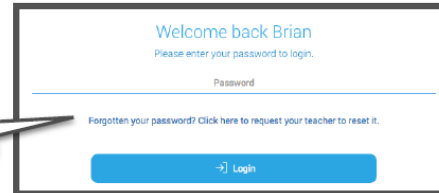
**Example 9**  
Shaded rectangle with width 6m and height 11m  
Perimeter = (2 x 6) + (2 x 11) = 34m

**Example 10**  
Shaded regular hexagon with side 5m  
Perimeter = 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.



Welcome back Brian  
Please enter your password to login.

Password

Forgotten your password? Click here to request your teacher to reset it.

→ 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?

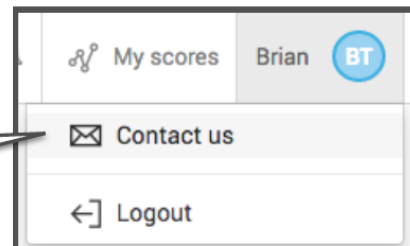
**In short, yes!** The video and the quiz are designed together so that you can be successful. The video will show you how to tackle the majority of the problems assessed in the quiz.

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.



My scores Brian BT

Contact us

Logout