

Lockerbie Academy



Learning @ Home

S1

Learning at Home

This booklet includes tasks from all your subject areas for at least the next two weeks. If you have been using Glow and Teams – your teacher’s will have provided the work there. This booklet is to help those that have not been able to access Teams.

We do not expect you to spend the same amount of time on school work; 2-3 hours is the most on a good day. The most important thing is to try as much as you can and that is all we can ask. It is important that you get into a routine though, and plan your week ahead. It could look like something this:

Time	Activity
Before 9am	Wake up (set an alarm for Monday-Friday) Make your bed Eat a healthy breakfast Get dressed Organise your work
9-10am	Exercise (see information from PE department)
10-11am	Academic time - using work from this pack/Glow
11am-12pm	Creative time - read, listen to music, make lunch for your family, do some gardening or painting or crafting
12-1pm	Academic time - using work from this pack/Glow
1-2pm	Lunch- spend time with your family, check in with friends- could you all have lunch on a conferencing app?
2-3pm	Academic time - using work from this pack/Glow
3-4pm	Chore time - what could you do around the house to help? What skills would be good to learn? Can you use the washing machine? Lawnmower? Iron?

Try to do something from each subject area over the next two weeks. So you could do one or two subjects a day.

We are trying to help you access Glow and Teams, so that your teachers can help you manage your work and help you if you are not sure what to do. If you do not have a device or no/poor internet – let us know and we will help get you online.

Named Person school email addresses:

HOUSE	STAFF	EMAIL
ANNAN	MRS ANDERSON	gw08andersonangela12@ea.dumgal.sch.uk
DRYFE	MRS ROSIE	gw11rosienatalie@ea.dumgal.sch.uk
	MR WILLIAMSON	gw09williamsonchris2@ea.dumgal.sch.uk
KIRTLE	MRS BOYLE	gw08boylecatherine@ea.dumgal.sch.uk
	MR WILLIAMSON	gw09williamsonchris2@ea.dumgal.sch.uk
MILK	MRS BOWKER	gw09bowkerrosalind@ea.dumgal.sch.uk

Any school contact numbers which will be manned:

01576 205170

Activities available in Teams or Online

Teams have been made for all of Ms Duncan and Miss Lochrie's S1 classes. Tasks and Activities will be uploaded into the Files folder on Microsoft Teams weekly. A Kahoot! Quiz will also be available every second week.

Activities that don't require internet or a device

Loo Roll Art Challenge!



...so, we're all stuck indoors and might be getting a little bored. Time to get your creative hat on!

Hopefully your household successfully got some toilet roll before it was all brought up!

The PINKFOOT GALLERY have set a fun challenge for you to let your inner artist shine.

With some very basic equipment you can give this challenge a go, maybe even challenge your family to get involved too.

You can follow the hints and tips below or free-style it!

When you're finished you can submit your masterpiece to the collection by simply adding the hashtag

#pinkfootloolchallenge

*There is a small, hidden in the photo at Pinkfoot Gallery poster, the above hashtag is spelled correctly!

Check out the 'Pinkfoot Gallery' Facebook page on the link below.

<https://www.facebook.com/pinkfootgallery/>



Equipment needed:

- Toilet/kitchen roll tube
- Material of your choice (paint, pen, coloured pens, coloured pencils, pencil etc.)
- A photo of a famous painting or artwork

Instructions

Step 1 – Find a famous piece of artwork of your choice

Step 2 – Using whatever material you want, recreate the famous artwork onto the toilet roll tube

Task 4 - Drawing Task

Equipment needed:

- Pencil
- Paper

Instructions

Draw the view from a window in your house. For an interesting point of view include the entire window frame / windowsill! Create a tonal drawing or a detailed line drawing

Examples of task work:



Activities available in Teams or Online

On Teams (S1 Science Red) you will find specific activities set by your teacher. Remember to check your class channel (1.1, 1.2 etc)

On Teams you can also find out how to access the S1-N4 Biology textbook which will give you lots of information and you can try the questions at the end of each chapter. Email your teacher with your answers for checking, or if you need any help.

Activities that don't require internet or a device

1. If you can access BBC Iplayer on your TV, watch BBC Bitesize Scotland Secondary 7. Science 2. It's an hour long, but here are the Biology bits relevant to our learning right now:

Approximate times	Topic
0-2.20	Cells
4.05-6.53	Cells and their uses
6.54-9.18	Respiration
9.19-12.05	Specialised/non-specialised cells

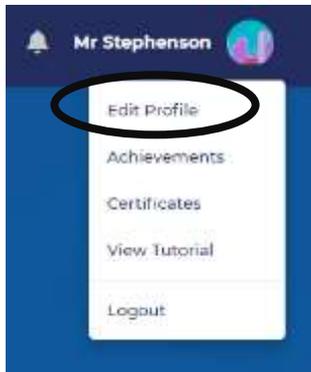
Some of the clips go into a lot of detail, which you will learn about when you move further up the school. Take a topic from the list, make some notes in your jotter as you watch it, and then make a poster or mind map about what you have learned.

2. One of the topics we are learning about is respiration. The word equation for respiration is:
Oxygen + glucose \longrightarrow carbon dioxide + water
Think about the times when you are putting oxygen and glucose into your body. Think about how to detect the carbon dioxide and the water that your body gets rid of.
3. On your daily walk, have a look for dandelions, daisies, clover and buttercups. Sometimes they grow in the most unexpected places! Count the number of each plant you can see, and when you get home you can draw a bar graph. If you don't have squared paper, use the lines in your Biology jotter and measure along the bottom with a ruler to make vertical lines.

Activities available in Teams or Online

Pupils can visit <https://idea.org.uk/> and sign up for account.

So you can receive certifications you need to link your account to Lockerbie Academy.



Click on your name at the top right and select Edit Profile

Type **LCKAS1** Into Organiser Codes and click ADD and SAVE.



The Inspiring Digital Enterprise Award, known as **iDEA** is a programme that helps pupils develop digital, enterprise and employability skills for free.

Pupils can sign up to this and work towards achieving their bronze, silver and gold awards.

Additionally, pupils can visit <https://www.typingtest.com/> and develop their typing skills.

Activities that don't require internet or a device

If you do not have internet access, the new series of **Dragons Den** is on BBC2 every Sunday at 9pm. Pupils can watch this and have a think about the following questions:

- What did you think about the products that were pitched?
- How did the pitch go?
- Did you agree with the dragons?
- Would you invest in the business?

Activities available in Teams or Online

This week and next we are focussing on Metal Chemistry. We are going to be looking at where metals are found and how they are extracted for use.

Task 1 - Start off by reading this passage:

“Metals can be extracted from *compounds* called *ores* (yes, like in Minecraft!) which are dug up from the Earth’s crust. These ores must be processed before the metals are useful. Depending on how *reactive* the metal is, different methods are used to *extract* them. Very unreactive metals, like gold or silver, can be extracted just with heat alone. Most ‘everyday’ metals, like copper, iron, and tin, are extracted by heating them with the element carbon. The most reactive metals, like sodium, are extracted using *electrolysis*.”

Write all of the words in italics into your jotter – these are definitions that we will learn today.

Task 2 – watch [this video](#) about how a blast furnace works to remove iron from its ore. This is the most important metal extraction process that takes place. Copy [this diagram](#) into your jotter and use the video (or the internet if you get stuck) to put the labels on it.

Task 3 – More reactive metals must be extracted using electrolysis – a process that uses electricity to remove the metal from its ore. Watch [this video](#) to get an idea of how aluminium is extracted. It’s quite complicated, isn’t it! I’d like you to summarise the process with a short paragraph. Make sure it’s easy to understand!

Task 4 – Remember the words in italics we wrote down earlier? Go back to them and write the definition for each word – you should be able to do this using the knowledge you’ve picked up throughout tasks 2 and 3!

Activities that don’t require internet or a device

The questions on the worksheet on the next page can be completed using the diagram on the sheet, as well as the Data Booklet excerpt that is included after the questions.

Reactions of Metals

Some metals are more reactive than others.

We can work out which are the most reactive metals, and which are the least reactive metals from the way they behave during chemical reactions.

This list of metals is called the

R..... S.....

1. Name the most reactive metal in the reactivity series?
2. Name the least reactive metal in the reactivity series?
3. Use your data book to find out the dates of discovery for the first three metals in the reactivity series:

a) Potassium b) Sodium c) Calcium

4. Use your data book to find out the dates of discovery for the last three metals in the series:

a) Silver b) Gold c) Platinum

potassium	most reactive	K
sodium		Na
calcium		Ca
magnesium		Mg
aluminium		Al
carbon		C
zinc		Zn
iron		Fe
tin		Sn
lead		Pb
hydrogen		H
copper		Cu
silver		Ag
gold		Au
platinum	least reactive	Pt

5. Why do you think that the unreactive metals were discovered much earlier than the most reactive metals?

Extraction of Metals from Ores

The more reactive the metal, the difficult it is to extract from its ore.

The reactive the metal the easier it is to extract from its ore.

3 main methods for extraction

- A. Heat alone
- B. Heating with carbon
- C. Electrolysis – passing an electric current through the molten ore

1. Which method above do you think uses the least energy?
2. How reactive do you think the metals that can be extracted from their ores using heat alone are?
3. Which method above do you think uses the most energy?
4. Do you think this method is used to extract very reactive or very unreactive metals from their ores?

Names, Symbols, Relative Atomic Masses, Densities and Dates of Discovery

(Relative atomic masses, also known as average atomic masses, have been rounded to the nearest 0.5)

Element	Symbol	Relative atomic mass	Density (g cm ⁻³)	Date of Discovery
Actinium	Ac	227	10.1	1899
Aluminium	Al	27	2.70	1825
Americium	Am	243	13.7	1944
Antimony	Sb	122	6.68	Ancient
Argon	Ar	40	0.0018	1894
Arsenic	As	75	5.78	~1250
Astatine	At	210	unknown	1940
Barium	Ba	137.5	3.62	1808
Berkelium	Bk	247	14.8	1949
Beryllium	Be	9	1.85	1798
Bismuth	Bi	209	9.79	1753
Boron	B	11	2.47	1808
Bromine	Br	80	3.12	1826
Cadmium	Cd	112.5	8.69	1817
Calcium	Ca	40	1.54	1808
Californium	Cf	251	unknown	1950
Carbon	C	12	*	Prehistoric
Cerium	Ce	140	6.77	1803
Caesium	Cs	133	1.93	1860
Chlorine	Cl	35.5	0.0032	1774
Chromium	Cr	52	7.15	1797
Cobalt	Co	59	8.86	1739
Copper	Cu	63.5	8.96	Ancient

Element	Symbol	Relative atomic mass	Density (g cm ⁻³)	Date of Discovery
Manganese	Mn	55	7.47	1774
Mercury	Hg	200.5	13.5	Ancient
Molybdenum	Mo	96	10.2	1778
Neodymium	Nd	144	7.01	1885
Neon	Ne	20	0.0009	1898
Neptunium	Np	237	20.2	1940
Nickel	Ni	58.5	8.90	1751
Niobium	Nb	93	8.57	1801
Nitrogen	N	14	0.0013	1772
Osmium	Os	190	22.6	1803
Oxygen	O	16	0.0014	1774
Palladium	Pd	106.5	12.0	1803
Phosphorus	P	31	1.82	1669
Platinum	Pt	195	21.5	1735
Plutonium	Pu	244	19.7	1941
Polonium	Po	209	9.20	1898
Potassium	K	39	0.89	1807
Praseodymium	Pr	141	6.77	1885
Promethium	Pm	145	7.26	1944
Protactinium	Pa	231	15.4	1913
Radium	Ra	226	5.00	1898
Radon	Rn	222	0.0097	1900
Rhenium	Re	186	20.8	1925

Activities available in Teams or Online

All S1 pupils have been added to Microsoft Teams - S1 Design & Technology. This is accessed through your Glow account.

Given assignments will be in Files within the Teams S1 Design & Technology.

The assignment is the continuation of the '20 Design Challenges'. You can work through the given challenges in any order you wish (two to three challenges a week). Some challenges may require you to do some research first on the given topic.

You can share the results of your work with your teachers and peers by posting pictures on Teams.

Activities that don't require internet or a device

Watch an episode of 'The Repair Shop', 'Money for Nothing' or 'Inside the Factory' available on BBC iPlayer (<https://www.bbc.co.uk/iplayer>). Plenty of episodes to choose from, once registered, and good educational entertainment for all the family.

These programmes are also currently show on live TV if you do not have access to iPlayer:

- Inside the Factory – BBC2 – Friday's at 8am, Sunday's at 6pm
- Money for Nothing – BBC1 – Saturday and Sunday at around 3pm
- The Repair Shop – BBC2 – Tuesday's at 8am

Activities available in Teams or Online

In teams there are another two written work lessons. These should be typed on if possible and emailed back to the pupil's teacher. They can be done on paper and a photo taken of this also if that is easier.

There is still the links with videos to watch and the prop task details. Prop photographs and other activities should also be emailed once completed.

Every morning there is a daily question about drama or film/TV which pupils can answer and a weekly Kahoot quiz.

National Theatre are streaming a performance every Thursday night at 7pm or it can be watched for a week after. These are great! Pupils can email their thoughts on the production to their teacher and watch accompanying backstage videos on YouTube on the National Theatre productions.

Activities that don't require internet or a device

Pupils can:

Listen to radio dramas on the BBC sounds apps – keep a record of what they are listening to.

Write a monologue or script based on experiences on lockdown. What are different people experiencing at this time? This can be recorded if possible or performed to family members.

Design costumes and make-up/hair for a fantasy film, TV show or play. Making sure to colour and label each design.

Create a fact file about their favourite actor, including film/TV/plays they have been in.
Make a poster of all the jobs in the Film, TV, Theatre industry that they can think of!

Activities available in Teams or Online

Our Teams page will have activities from your class teacher. If you are struggling to access this, please get in touch via email.

Activities that don't require internet or a device

1. Read a novel, story or newspaper article. Try your best to read for at least 15 minutes every day. There are also some free audiobooks available on audible. Look it up on Google and listen to any of the Tween, Teen or classic novels and short stories.
2. Media tasks:

Analysing Adverts

You will watch or listen to an advert on the television, radio or even on YouTube. Your teacher might give you some slightly more specific instructions.

- **Watch** the advert.
- **Summarise** the content of the advert and **explain** what it was trying to sell you.
- **Identify** how the advert tried to grab your attention or persuade you to buy something. Try to find at least three pieces of **evidence**.

Evaluate whether the advert was successful or not, giving reasons for your answer •

Finding Information

You should choose a topic that interests you and use the radio and television to research it. You will find lots of interesting non-fiction on BBC iPlayer and 4oD.

1. **Explain** why you have chosen your topic and what you hope to find out.
 2. **Watch** your choice, making notes as you go.
 3. **Summarise** the main points in your own words.
 4. **Explain** whether or not you found the information you needed, giving at least three pieces of **evidence**
-
3. Journalism- Design a set of 10 questions and interview someone in your household about their experiences during lockdown. Record their answers and then write a report (suitable to go on a blog) about what lives are like during lockdown. You may want to ask questions like:
 - can you tell me how your life has changed since lockdown was announced?
 - what are you doing during the days to keep busy?
 - what three things are you most looking forward to doing once lockdown has lifted and why?
 - what have you learned about yourself during lockdown?

And any other questions you can come up with 😊

Activities available in Teams or Online

S1 are continuing to work on the unit about town. They are now working on the directions in French. Before the holidays they were given a little challenge to create a mini booklet and write in it some vocabulary about directions (see Teams – file section – French – term 4 work – Défi n°2). Now they are going to use this vocabulary to ask and give directions.

Pupil should work through the Powerpoint.

When the pupils are discovering a new grammar point or new vocabulary they should be taking down notes in their jotters, on a piece of paper or in a word document. Some audio files are included in the Powerpoint, they need to download the Powerpoint to be able to access it as the preview from Team does not enable it.

Pupils are also given a weekly challenge (French) which is published on the group chat.

Activities that don't require internet or a device

Pupils who do not have an internet access should take down the following key vocabulary (jotter or paper or word document) and with it they should attempt to create a mini dialogue (someone who is lost who asks for directions and someone who is helping and giving the directions). They could draw two characters (like a comic book) and try to include the following vocabulary.

I. Asking for directions

Excusez-moi/ Pardon = Excuse me/sorry
Où est le magasin ? = Where is the shop?
Où sont les magasins ? = Where are the shops ?
Pour aller au magasin s'il vous plaît ? = To go to the shop please?

II. Give directions

Allez tout droit = Go straight on
Tournez à gauche/à droite = Turn left/right
Continuez jusqu'aux feux/jusqu'au rond-point = Continue up to the traffic lights/roundabout
Traversez le pont = Cross the bridge
Prenez la première rue à droite = Take the first street to the right
Prenez la deuxième rue à gauche = Take the second street to the left
Prenez la troisième rue à droite = Take the third street to the right

Then to practice the speaking, pupils could ask a member of the household to practice this mini dialogue with them.

Pupil could also watch TV programs/series on platforms like Netflix/Amazon Prime or Disney + in French and add the subtitles in English to develop their listening skills and gain vocabulary.

Activities available in Teams or Online

Pupils should continue to work on their tundra project. The details for this are on teams. Any questions get in touch with Mrs Boardman or Mrs Campbell.

Activities that don't require internet or a device

Watch	What If?! 
<ul style="list-style-type: none"> • The Brecon Beacons – Monday 7pm, BBC2 • Race across the world – Tuesday 7pm and Sunday 8pm, BBC2 • Wild Shetland – Scotland's Viking Frontier – Monday 8pm, BBC Scotland • Expedition Volcano – Tuesday 9pm, BBC4 • The River Wye – Thursday 7.30pm, BBC2 • Natural World – Saturday 11:15am, BBC2 • San Andreas (film) – Saturday 6:45pm, ITV2 • Countryfile – Sunday 6.15pm, BBC1 • Mediterranean w. S.Reeve – Sunday 7pm BBC 2 • Primates – Sunday 8:15pm, BBC1 	<p>What would happen if...</p> <p>Predators such as lynx and wolves were reintroduced to Scotland?</p> <ul style="list-style-type: none"> • Think about the opportunities and challenges this would create. Would it be a positive or negative experience?
CREATE Challenge 	What If?! 
<p>This week is slightly different because we want to celebrate Earth day (22/04). So, each day we thought you could try to do a piece of art or writing representing the following...</p> <ul style="list-style-type: none"> Day 1 – Wildlife Day 2 – Freshwater Day 3 – One Planet Day 4 – Food Day 5 – Forests Day 6 – Climate Day 7 - Oceans 	<p>What would happen if...</p> <p>MEXICO BECAME AS WEALTHY AS THE USA?</p> <p>Think about the opportunities and challenges this would create. Would it be a positive or negative experience?</p>

Activities that don't require internet or a device

Keep a food diary for 5 days (it does not need to be Monday to Friday)

Start tomorrow and write down everything you consume (eat AND drink). For each day have a look and identify:

- 2 items of fruit/vegetables
- 2 sources of complex carbohydrate
- 1 protein
- 1 dairy
- 1 source of fat

If for any of the days you cannot identify 1 (or more) of things you have been asked to highlight then have a think and take a note of a simple change/addition you could make to meet these targets.

Activities available in Teams or Online

Pupils are continuing with their work on the 'Wars of Independence', specifically at William Wallace and his role in this through the great Battle of Stirling Bridge. All S1 History have work set on teams in the form of power points with activities attached.

Activities that don't require internet or a device

Pupils who are unable to access a home device or the internet should watch 'horrible histories' which is on daily, Monday to Friday, on CBBC – this is free channel.

Activities that don't require internet or a device

Everyone should have access to their textbooks – these have been made available online if anyone does not have a copy. Get in touch with your Maths teacher if you need access to resources.

S1 Level 3 Maths – 3A Textbook (Miss Waugh, Mrs Armit, Mr Boyle and Mrs McCutcheon)

Continue with the work already given but the main focus is:

- finish Chapter 8 – Perimeter and Area (Pages 67 – 76)
- Page 77 (the Revisit-Review-Revise exercise at the end of chapter 8)
 - Questions 1 (a, d, e, f), 2 (c), 3 (a, b)
 - If able, take a photo of your working (page 77) and upload to Teams (in Assignment section)

Work from before:

- Chapter 12 – Volumes (Pages 104 – 111)
- Chapter 10 – The Circle 1 (Pages 88 – 94)
- Do some research on pi (π) and create a poster about what you have learned.
- Chapter 14 – The Circle 2 (Pages 125 – 130)

S1 Level 2 Maths – 2A Textbook (Mr Boyle)

Continue with the work already given but the main focus is:

- finish Chapter 9 – 2-Dimensional Shapes (Pages 80 – 86)
- Page 87 (the Revisit-Review-Revise exercise at the end of chapter 9)
 - Questions 2, 3, 4, 6
 - If able, take a photo of your working (page 87) and upload to Teams (in Assignment section)

Work from before:

- Chapter 9 – 2-Dimensional Shapes (Pages 80 – 86)
- Chapter 13 – Length, Area, Volume and Weight (Pages 113 – 143)

The BBC Scotland Channel are showing educational programmes at 11am everyday (for a variety of subjects) so you could watch that.

Activities available in Teams or Online

The focus of our tasks for the next two weeks will be education for sustainability. Please navigate to Teams find out more information about the task. If you are unable to access Teams, please look at the lesson plans below.

Lesson 1: The importance of Bees

Step 1: Please read the following document on the importance of bees by clicking on this link:

<https://friendsoftheearth.uk/bees/why-do-we-need-bees>

Step 2: After you have looked at the information, write down at least 2 reasons why some people believe that humans will not survive if bees become extinct.

Step 3: Familiarise yourself with the flowers that are found in early spring that the bees rely upon as a source of food. You will find a list of local plants and flowers by clicking on this link

<https://www.woodlandtrust.org.uk/blog/2018/01/early-spring-flowers-flowering-plants-and-shrubs/>

Step 4: Create a survey to take on your daily exercise to count the number of flowers that the bees need that you see! You could list the varieties on one column and then indicate the number of times you see them in another column

Lesson 2: Analyse and use the information you have collected

1. Create a bar graph that shows the types of plants you encountered on your walk and number of times you saw them. Please save your work into Course notes on Teams
2. Draw a conclusion about the types of flower that are most common in your area. Again save your work on Teams
3. Research ways to make gardens and other green spaces more bee friendly! Create a poster to encourage Bee Friendly Gardens and or build a Bee hotel – please post your work on Teams

Activities that don't require internet or a device

Lesson 1: The Importance of Bees – bees help to pollinate the plants that we rely upon as a food source. Without them, we would struggle to survive.

Step 1: On your daily exercise – take a note of the flowers you see that may feed bees – daisies – dandelions – snow drops – cherry blossoms – blue bells. Also count the number of times that you see them.

Step 2: Create a bar graph that shows the plants you encountered and the number of times you saw them.

Step 3: Draw a conclusion about the types of flowers that are the most common in your area.

Step 4: Create a poster that may encourage bee friendly gardens – don't use weed killer on plants that flower etc.

We are missing you all – take care and stay safe – Miss Bone

Activities available in Teams or Online

Miss Little – All work is available on teams

- 1) Orchestra Task – Complete the task on both the string & woodwind section. This can be created on the computer or on paper.
- 2) Music Theory booklet – complete worksheets 1,2. & 3.

Mr Preston

Tackle any of the tasks in Miss Little's list also:

- 3) Go to <https://mymusiconline.co.uk/national-3> and learn concepts in the style category. The concepts and definitions can then be placed in a word document.

Activities that don't require internet or a device

- 1) Music theory booklet – complete worksheets 1, 2 & 3.
- 2) Listen to the radio and take notes on all the different genres & styles of music you can hear. Take note of the style, instrumentation & artists
- 3) Creating music – using household items create rhythms or music with instruments. Use lyrics from a story or poem to create a song/rap. Or, create your own lyrics.

Activities available in Teams or Online

We would like you to keep a log of all the activities you engage in to help maintain your Health and Well-being throughout this time.

You can still be active in your house or garden but **remember** to only do so with members of your **own household!**

To access the activity log sign into teams and select S1 PE. Click on assignments and follow the instructions from there.

Activities that don't require internet or a device

We would like you to keep a log (see next page) of all the activities you engage in to help maintain your HWB throughout this time. You can still be active in your house or garden but **remember** to only do so with members of your **own household!**

If you are able to, send this back to the PE staff – or send a picture of your log to the schools facebook account. You should keep a weekly log for as long as we are required to keep learning at home.

Here is some inspiration for how to stay active whilst at home:



Walk the dog



Go for a jog



Follow a yoga/Zumba/aerobics tutorial on YouTube



Set a daily step goal (📱 or 🕒)



Learn a new Tik Tok dance

- In addition to these tasks, we want you to try and take some time out of your day to complete a wellbeing activity:



- The final columns are asking you to take note of how many hours you slept the night before and put a **✅** or **❌** if you manage to stay off your phone/laptop/console for 1 hour.

_____ 's HWB LOG – Week _

Day	Physical Activity	Time Spent	Wellbeing Activity	Time Spent	Level Achieved		Hours of Sleep	60 mins screen free?
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								



30 mins of activity



45 mins of activity



60+ mins of activity

Activities available in Teams or Online

There are tasks in S1 Science Red Team in Files> Energy and Sound

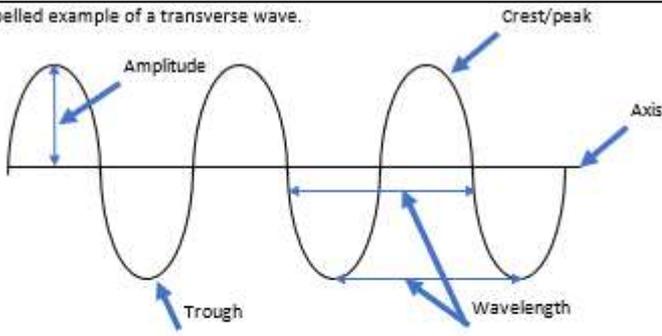
There are also quizzes uploaded on Teams

Clickview Interactive Video: <https://clickv.ie/w/x4Am>

Activities that don't require internet or a device

Please complete the Waves worksheet

1. This is a labelled example of a transverse wave.



For each of the words below, try and come up with a definition using the diagram above. The first has been done as an example. |

Amplitude: The distance between the axis and the crest of a wave.

Axis:

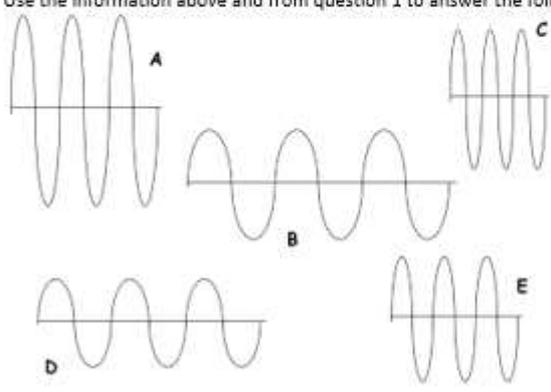
Crest/Peak:

Trough:

Wavelength:

2. The frequency of a wave is the number of waves per second. In a sound wave, a higher frequency means that a sound is higher pitched.

Use the information above and from question 1 to answer the following questions.



Which of the waves has:

- The highest frequency?
- The shortest wavelength?
- The largest amplitude?
- The longest wavelength?
- The lowest pitch?
- The smallest amplitude?

Make a labelled diagram of a wave – be as creative as you like – you can use a slinky, some string, a dressing gown tie or pens and paper

If you go for your daily exercise, think about waves you may encounter. You may walk past some water waves, or some satellite dishes ready to receive radio waves. You can hear sound waves and see visible light waves.

Activities available in Teams or Online

JUSTICE

Look up the word 'justice' and write out a definition of it. Find an example in the world of justice in action. Explain why you think this is an example of justice. Then, find an example of 'injustice' in the world and explain why you think this example is unfair and unjust.

Using each of the letters from the word 'JUSTICE', create, colour and illustrate a poster than uses each letter to highlight a point or an example of justice.

J U S T I C E

EXTRA ACTIVITY – ANNE FRANK

Choose the relevant age from this website:

<https://annefrank.org.uk/home-learning-resources-for-ages-11-16/>

Activities that don't require internet or a device

Use your jotter or paper to complete this task.



Task

Write a letter/draw a picture saying thank you to a person or organisation who you feel has been inspirational throughout Covid-19. e.g NHS/Care Worker – Captain Tom Moore – Delivery Drivers – Post Man/Woman. There may even be someone in your family or community who has been extraordinary and you would like to show them how much you appreciate the work they continue to do at this very challenging time.

Success Criteria

- Write a letter/draw a picture.
- If you do not know them introduce yourself.
- Tell them why you think they are inspirational.
- Explain why you appreciate them.
- End by thanking them.
- Can you send it to them? If, for example it is for your postman you could attach it to your front door. Could you use social media?

Activities available in Teams or Online

S1 Spanish have been focussing on food.

Focus for the next two weeks will be healthy life styles and being able to identify different food groups. Pupils should work through the powerpoint.

Slide 1 – Reading comprehension with true or false questions on slide 2

Slide 3 and 4- Slide 3 has different food groups . Write these out into a table and then on slide 4 sort the Spanish food items into the correct group - Translations should be provided.

Access languages online and look at the section about food.

Pupils can access a variety of websites to research what a typical Spanish diet consists of, for example, what do they usually eat for breakfast, lunch etc.