

Lockerbie Academy



Learning @ Home

S3

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

Activities available in Teams or Online

On Teams, pupils will find a folder entitled Learning at Home. In this folder, there are a range of different workbooks to be filled in. The workbooks each relate to a different theory topic that is covered within the Administration and IT course. Pupils may select a topic of their own choice and can do these in any order. There are also PowerPoint Presentations on each of the topics. Pupils will be expected to work through these booklets at their own pace. Please do not be daunted at the amount of work in this folder. It is expected that only 1 of these topic booklets should be completed over the next two weeks.

Activities that don't require internet or a device

Have a chat to someone in your household who uses computers within their work. Write up a list of different things that they use the computer for in their job and compare them to the things that you have been learning in class. What is their job? Have any of the tasks that they do been mentioned to you in class? Do they use any of the Software that you have learned to? What do they use it for? Has this surprised you?

Activities available in Teams or Online

Tasks and Activities will be uploaded into the Files folder on Microsoft Teams. Teams have been made for both Ms Duncan and Miss Lochrie's S3 classes.

Activities that don't require internet or a device**TASK 1**

Could you all please continue with either your self-portraits or animal drawings. Try to be experimental with your art materials. You could try painting/creating a wash with a used teabag, honestly, great tonal colours. Be as imaginative as possible with your work. Aim to try a new technique this week in your drawing.

TASK 2**CROSSHATCHING TECHNIQUE**

Cross hatching is another technique which will help you get better at drawing.

You can use a pen or pencil.

To be successful you need to control the amount of lines and decide how close the lines need to be.

Also think about the direction of the lines, the more they cross the darker the tone will appear.

TASK 3

Do a drawing of either an animal or self-portrait in this style. It can be a section/cut off composition or whole face.

A5 or A4



Activities available in Teams or Online

If you are in communication with your class teacher on TEAMS please continue to do so. Your teacher may give you specific tasks to do on your team – please complete these by the due date set.

If not for the next two weeks start Distribution of organisms. Either read over the powerpoint presentation in teams or visit BBC bitesize National 5 biology life on Earth, distribution of organisms.

Link is <https://www.bbc.co.uk/bitesize/guides/z83qci6/revision/1>

Read over pages 1-3 (BBC Bitesize) or slides (1-37) which are about abiotic factors, biotic factors and sampling techniques.

Check out <https://www.bnhs.co.uk/youngnats/to-do/build-a-pitfall-trap/> which gives detailed instructions to set a pitfall trap. Try one at home, but remember, always let the animals go free and don't leave it more than 24 hours!

Watch this video on how to use a quadrat, think about your garden or an area near your house, it will have different habitats, how many quadrats would you need to use? Why?

<https://www.bbc.co.uk/bitesize/guides/zqskv9q/video>

A short quiz will be posted on your teams which you should complete.

Activities that don't require internet or a device

Make a quadrat as instructed and sample your garden or an area near where you stay. Think about how many quadrats do you think you will need to sample?

Before you start, sketch the area and identify the different areas that look like they contain different plants. Why are some plants only growing in certain areas, its is wetter, shadier, etc. Using your quadrat identify as many different plants as you can, if you don't know what they are, either draw a diagram make a description of them, give them a "name or number" and we can identify them when back in school, or ask a family member to help you.

Did you find as many plants as you expect to? Were there any patterns in the distribution of the plants?

1. Cut your duct tape into strips roughly 1cmx15cm with the scissors.
2. Placing two sticks together, wrap the tape strip around the crossing point several times, alternating the direction each time.



3. Repeat step 2 with the other three corners to make a square frame.

4. Tie a piece of string first lengthways, and then crossways, dividing the square into sections. The quadrat shown on the right is divided into four equal sections, but quadrats are commonly divided into many more.



Activities available in Teams or Online

Worksheet to complete on DIVERSIFICATION. It can be completed using the internet or by watching the news on TV. It can be found on Teams.

Activities that don't require internet or a device

Use the worksheet on the next page – DIVERSIFICATION – complete the task, watching the news on TV will give you examples of DIVERSIFICATION.

Activities available in Teams or Online

In TEAMS you will find a PowerPoint (with my commentary) on the current topic. You will also find an online quiz as well as a HYDROCARBON Summary word document.

Work through the PPT and use this to bulk up your jotter notes. If you do not have PPT then the summary document is just as good.

Another short online quiz will be posted next week!

Below is another task you can try but I stress that if you have access to TEAMS, the work above should keep you busy for the next 2 weeks.

Activities that don't require internet or a device

I realise that it will be difficult to always gain access to the internet at this time. Please answer the Hydrocarbon Questions below. PDF Hydrocarbon Summary document will also help as will the notes in your jotter. Answers will be given in two weeks time.

1. Draw the extended structural formula for

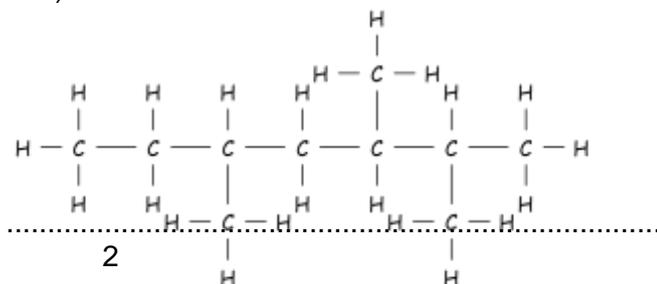
a) 2,4-dimethylheptane.

b) 3-ethyl-2-methylpentane.

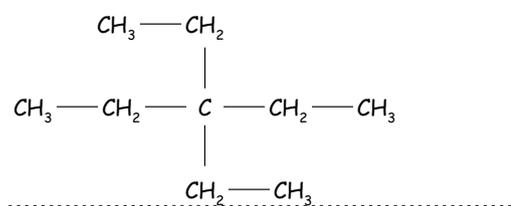
2

2 Write the systematic names for

a)



b)



3 Each box in the grid below shows the name of the formula of a compound.

<p>A</p>	<p>B</p> <p>butane</p>	<p>C</p>
<p>D</p> <p>ethene</p>	<p>E</p>	<p>F</p> <p>ethanol</p>

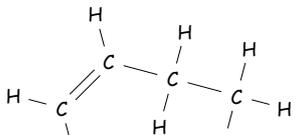
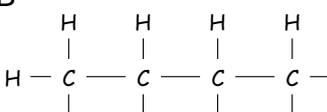
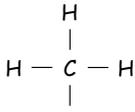
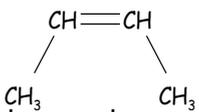
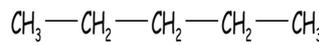
Which box (or boxes) shows

a) an alkene?

2

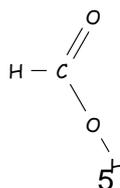
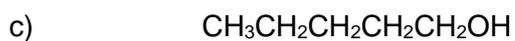
- b) an alkane? 2
 c) an alcohol? 2

4. The grid below shows some hydrocarbon molecules.

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p>D</p> 	<p>E</p> 	<p>F</p> <p>C_3H_6</p>

- a) Which **two** boxes show compounds which are isomersand..... 1
 b) Which box shows a molecule of butane? 1
 c) Which box shows a substance which could either be an alkene or a cycloalkane?
 1
 d) Which two boxes show an alkene?and..... 1

5. . Identify the homologous series each of the following molecules belongs to and name the compound shown.



Activities available in Teams or Online

All S3 Design & Manufacture pupils have been added to Microsoft Teams - S3 Design & Manufacture. This is accessed through your Glow account.

Given assignments will be in Files within the Teams S3 Design & Manufacture.

The assignment is the continuation of the '30 Day Design Challenge'. 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 initial research.

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 is a new booklet to move on to if finished the other work on the musical Blood Brothers. 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.

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! Pick one and create a CV as if you are applying for it. What skills would you need for the job? What experience do you have which would make you a suitable candidate? If you don't have any experience have a think about what you could do to gain this if this is a job you may be interested in doing.

Activities available in Teams or Online

Our Teams pages have all of the work set by your teachers. If you're struggling to get access, please get in touch with me 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 😊

If you are able to access teams, this activity can be shared in the 'posts' section for us all to see. If not, we will discuss what we accessed when we are back at school.

Enjoy these tasks and please get in touch if you need help.

Activities available in Teams or Online

S3 are continuing to work on a unit about health. Their learning objective is to be able to give detailed opinion about food.

Pupil should work through the Powerpoint. All the instructions are given on top of the slides. They have a small translation task to do and they need to create a couple of sentences using the grammar points and the vocabulary from the Powerpoint. They should send a picture of their work or their word document to Miss Jacquet for feedback.

When the pupils discover a new grammar point or new vocabulary they should take 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 (in their jotter or on a paper or a word document), match up 1 to 10 with the correct translation and with they should then attempt to translate expressions 1 to 10.

C'est (it is)

Ce n'est pas (it is not)

Il est (it/he is)

Ils sont (they are)

Elle est (it/she is)

Elles sont (they are)

1. grand
2. petit
3. long
4. rond
5. doux
6. insipide
7. savoureux
8. amer
9. dégoûtant
10. sec
11. dur
12. rafraîchissant

- a. long
- b. tasty
- c. Sweet (pleasant)
- d. dry
- e. disgusting
- f. small
- g. hard
- h. refreshing
- i. round
- j. bitter
- k. tasteless
- l. big

Then the pupils should attempt to translate these sentences in English:

1. J'adore manger des bananes et des fraises parce qu'elles sont toujours savoureuses et c'est bon pour la santé **puisque** elles sont riches en vitamines.
2. J'aime assez le fromage, surtout le brie car c'est très doux et ça apporte du calcium. **Cependant**, il ne faut pas trop en manger **car** ça fait **grossir**.
3. Je n'aime pas manger des carottes parce qu'elles sont souvent dures et dégoûtantes. Moi ce que j'aime assez c'est le pain, c'est **moelleux** et savoureux. **En plus**, c'est riche en fibres.
4. J'aime les bonbons car c'est doux et **sucré**. Il ne faut pas manger trop de produits sucrés mais c'est difficile car j'adore le chocolat, les biscuits et les gâteaux.

Activities available in Teams or Online

Pupils should continue to work on their Oceans 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 available in Teams or Online

All S3 Graphic Communication pupils have been added to Microsoft Teams - S3 Graphics. This is accessed through your Glow account.

Given assignments will be in Files within the Teams S3 Graphics.

The assignment is the continuation of the '30-day sketching' and 'cover subject sheets'. 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 as well as use the attached prompt sheets.

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 'Your Home Made Perfect' 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.

If you do not have access to the internet you can watch 'Your Home Made Perfect' on BBC2 on Sunday's at 5pm or Tuesday's at 8pm

Year group

S3

Subject History

Activities available in Teams or Online

Pupils have started to look at 'Scotland in the era of the Great War.' Currently focusing on the soldiers and their experiences. They should continue to work on the files which have been uploaded to 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 a free channel.

Year group

S3

Subject Home Economics

Activities available in Teams or Online

https://glowscotland-my.sharepoint.com/personal/gw08crawfordjon_glow_sch_uk/Documents/Document1.docx?web=1

https://glowscotland-my.sharepoint.com/personal/gw08crawfordjon_glow_sch_uk/Documents/Document2.docx?web=1

Choose and make one of the above recipes (choice might be dictated by availability of ingredients)

Present neatly on a plate, photograph and send to :

gw08crawfordjon@ea.dumgal.sch.uk

Activities that don't require internet or a device

Activities that don't require the internet or a device

Any questions you have you can email your class teacher through **Glow** or **post a message on Teams**.

Mrs McCutcheon's, Miss Waugh's and Mrs Anderson's classes:

Use the TJ Intermediate II textbook you have been issued. If you do not have one please email your teacher.

The link http://www.mathsrevision.com/index_files/National5.htm can be used to access power points.

Continue with the work you have already been given but the main focus over the next 2 weeks is:

Angle Properties – Chapter 14. Pages 158 – 160 Ex 14.1 and Ex 14.2

Fractions – Chapter 16. Pages 171 – 177 Ex 16.1, Ex 16.2, Ex 16.3, Ex 16.4 and Ex 16.5

Once these chapters are completed you can attempt the following questions as an assignment task.
Page 179 Questions 1,2,7,10,11. They will be posted as an assignment next week.

Mrs Armit's class:**Pythagoras Theorem - Chapter 2**

Pages 18 - 24 Ex 2.1 (questions 1, 3, 4, 6, 8, 9 (a, c, e)) Ex 2.2 (questions 1, 4, 9, 10, 11, 12, 13)
Ex2.3 (questions 1, 2, 4, 6, 7) and Ex 2.4

This video <https://www.youtube.com/watch?v=JDmgIbduKvE> shows an example of how to find the length of the hypotenuse and will help with Ex 2.1.

This video <https://www.youtube.com/watch?v=OgkE7tXy5FY> shows an example of how to find the length of a shorter side and will help with Ex 2.2.

Mr Boyles's class:

The following work is from your green National 4 textbook.

Can you concentrate on completing the work from Chapters 22 and 23.

Mr Park's class:

Chapter 25 Ratio and Proportion. Complete by end of April.

Chapter 26 Understanding and Using Measures. Complete by end of April.

Chapter 27 Interpreting Graphs

Chapter 28 Making Decisions

And all 4 homework exercises by end of May.

This work would have been scheduled for completion at the end of the year in May so students should try to get one topic completed every couple of school weeks.

The notes at the start of each chapter should allow students to complete the exercises.

Homework has been posted. Homework Solutions and assessment practice will be posted first week in June.

Activities available in Teams or Online

The current Covid-19 Pandemic has created a number of significant problems for our developed countries but the impact on the Developing world could be much more significant. The focus of our work for the next two weeks will be the risks faced in the developing world caused by Covid-19.

Lesson 1: Read the following article <https://www.bbc.co.uk/news/world-52373888>

Write a summary in your Class Notebook in Teams that highlights what the head of the World Food Programme (W.F.P) David Beasley, thinks is going to be one of the major risks facing developing countries with this current pandemic. You could include pictures and any other additional information.

Lesson 2: <https://www.wfp.org/countries>

Open the page above, pick one of the countries from the list, and read about what the World Food Programme (W.F.P) has been doing.

Write a short summary in your Class Notebook in Teams on that country and the work the W.F.P has been / is doing.

Activities that don't require internet or a device

Lesson 1: Watch the news once each day and see if there are any mentions of Covid-19 pandemic in countries outside UK/Europe/USA, so countries in the Developing world.

Make summary notes of how they are coping with the Outbreak of Covid-19 in their country in your jotters.

Lesson 2: Make a poster or information leaflet to raise awareness of the impact that Covid-19 could have on the Developing world.

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 Teams for you to complete

There are also quizzes uploaded on Teams

Clickview Interactive Video: https://clickv.ie/w/z_Cm

Youtube: Videos by Chris Hadfield, a Canadian astronaut. Some are debunking myths, others are live broadcasts from the ISS!

Scholar: You can start to look at some N5 content on the subjects we have covered in S3 – Dynamics, Waves and Space. These are online notes and quizzes and can be accessed by the Scholar tile on your glow launch pad.

Activities that don't require internet or a device

Keep a diary of interesting things you can see in the Night Sky. These can include; satellites, planets, constellations etc. Venus should be visible this month if you see a bright object if you have a clear horizon to the West, the object that looks like a bright star is actually Venus.

Make a model of a rocket ship using recycling from your home. Think about what the rocket ship would need, and the forces involved in take off.

Think about what humans would need to survive in space. Try and design a 'base' on a planet and think of ways we could get: oxygen, food, water, heat, shelter, power. If you can watch 'The Martian' there's some good ideas!

Activities available in Teams or Online

All S3 Practical Crafts pupils have been added to Microsoft Teams - S3 Practical Crafts. This is accessed through your Glow account.

Given assignments will be in Files within the Teams S3 Practical Crafts or through posts from staff.

The assignment is a continuation of 'Sequence of operations' in Files and follow up activities can be found in a teacher post with link to 'teachingwoodwork.com'

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' or 'Money for Nothing' 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:

- Money for Nothing – BBC1 – Saturday and Sunday at around 3pm
- The Repair Shop – BBC2 – Tuesday's at 8am

Activities available in Teams or Online

CRIME & PUNISHMENT

Watch the documentary of female prisoners who are serving life terms in prison. 'Stacey Dooley, Locked Up With The Lifers' on BBC iplayer.

Create a table of arguments for and against keeping murderers in prison until they die.

Also, do you think this type of prison is too lenient in the way it treats these prisoners. Write an argument in favour or against remembering to explain your point of view with as many points as you can.

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.

Consider these pictures – why may these people be considered inspirational? What qualities do they have?

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 you postman you could attach it to your front door. Could you use social media?

Activities available in Teams or Online

S3 will now move on to conflict. On slide 3 they should translate the Spanish into English.

Slide 4 and 5 They should note, in English, who they do not get on with and why they do not get on with these people

Slide 6 Household chores. Pupils should note the Spanish in their work book and then translate into English.

Slide 7 is an important grammar note and pupils should read it carefully.

Slide 8 is a revision of quantifiers.

Once they have completed this they should write three sentences using a quantifier + I have to + household chore.

Hay que
Debo
Tengo que

They should access languages online and revise household chores.

They should then attempt to write three sentences using a quantifier + I have to + household chore.

Hay que
Debo
Tengo que

Activities that don't require internet or a device