Remote Learning at Monifieth High School

Weekly Schedule for week beginning: **8 June 2020**

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| Curriculum Group | Activity |
| **English** | **S1 and New S3:** Week 2 of Theme park unit. Summarising and writing a review. **New S4/S5 Nat5:** Creative writing – draft of short story **New Higher classes:** Creative writing. Draft of short story. All classes have personal reading on Fridays. |
| **Classics** | **Nat5** * Work in Athens (men)
* Work in Athens (women)
* The Parthenon
* Theseus and the Minotaur
* Artemis and Apollo

**Higher** * Basics of Roman government
* The Servile Revolts
* The importance of the Punic wars
* Perseus
* Sisyphus
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| **Maths** | **S1** – Working with fractions **New S3** – Pythagoras’ Theorem (continued) **Supported S3** – Changing the Subject of a Formula **S4 Nat 5** – Sine Rule **S4 Nat 4** – Scattergraphs **S5/6 Higher** – Recurrence Relations (continued) **S5/6 Nat5** – Factorising (continued) **AdvH Maths** – Properties of Functions **AdvH Stats** – Random Variables |
| **Science** | **S1****1P1** - Compounds: access PowerPoint on Teams with directions for work to be submitted .**1D1** - continue with the lessons in the “Environments” topic. **1D2** - Compounds: access PowerPoint on Teams with directions for work to be submitted. **1D4** - Learning about food chains and webs before attempting to create your own. **1D3**: Write up for breaking compounds experiment: Take a note on the signs of a chemical reaction before completing a write up for an experiment. Watch a video, answer questions and write a note on separating mixtures. Chromatography experiment (optional). **1P3 & 1B2** - Task 1: PowerPoint on Identifying Metals. Research and Submit answers to: 1. Explain what is meant by an uncombined metal
2. Give examples of uncombined metals
3. Give examples of how you would separate the uncombined metals from the soil.

Task 2: Study the following video: <https://www.youtube.com/watch?v=fxBIgbRT8fw>Write a summary on how iron is extracted from its ore. **1B1 & 1B3** - Completing Earth's Resources with Prevention of corrosion (lesson 8) and revision of Earth's Resources. **1P2 -** Continue with the lessons in the “Environments” topic. **1P4** - “Earth Resources” |
| **Biology** | **S3 –** Completion of Annual plants onto Deciduous Tree lifecycles.**Nat5 –** Unit 3, Life on Earth - access PowerPoint on Teams with directions for work to be submitted.**Higher –** Gene Expression – Transcription and RNA Splicing, Extended answer on DNA**Human –** Work in Biology Teachers file. Two PowerPoints on protein expression and an extendedanswer question on same. **AdvH –** Next two weeks, learning about different sampling methods. Using scholar and resources provided. (JH) Separation techniques – work through content using pupil notes and scholar to help understanding. Past paper and consolidation questions to submit at the end. Optional practical to carry out at home (AM). |
| **Chemistry** | **S3 –** Download the Fuels pupil booklet. What is a Fuel and Fuel Triangle?**Nat5 –** Topic 2: “Atoms and the Periodic Table” writing chemical formulae (prefixes), the nucleus and nuclide notations.**Higher -*** + Read the lessons and watch the videos on Atom Economy.
	+ Attempt all the practice calculations before looking at the answers.
	+ Fill in pages 25 and 26 of pupil booklets.
	+ Do the “Getting the most from reactants quiz 2” in assignments.

**AdvH –** Start Transition Metals (oxidation states, oxidation number, ligands and transition metal complexes). |
| **Physics** | **S3 –** Writing up an investigation on the temperature and volume of a fixed mass of gas. Follow the plan set out in WEEK 1 in 'Under Pressure”.**Nat5 –** PowerPoint on safety around radiation, making notes and diagrams and attempting some trickier calculation questions.**Higher –** Higher learners will have to study from the link below. Topic: Forces on a Charge Complete Task 1 and 2 if not complete. And then move on to Task 3 and Task 4.<https://higherphysics.home.blog/2019/09/16/2-1-particles/>**AdvH -** Torque and Angular momentum and planning your second experiment. |
| **Business/Computing** | **S1 Comp**: Power Point: Complete Harry Potter tasks, check and submit. Dragons’ Den – Advertising task (task 6). **S3 Bus Man:** Introduction to Understanding Business. **S3 Comp**: Scratch programming – Mario and Cars **Nat5 Comp**: Lesson 6 – IDP Selection & Lesson 7 – Average Marks **H Comp**: Lesson 8: Design (Pseudocode) & Lesson 9 Implementation **AH Comp:** Data Types and Structures **Nat5 Bus Man (JW):** External Factors (PESTEC) tasks. **Nat5 Bus Man (JM):** Third sector organisations.**H Bus Man**: Public sector and third sector tasks. **Nat5 Admin**: E-mail/ E-diary and Corporate Image **H Admin**: PowerPoint and E-mail/ E-diary |
| **Technical** | **S1 into 2**: Course Introduction and Sketching Exercise. |
| **Design and Manufacture** | **S3:** Continue Gadget Storage Project N5: Design – research techniques & specification, Manufacture – metal theory.**H: Design –** idea generation, Manufacture –environmental impact. **AdvH: Design –** graphic techniques, Manufacture – manufacturing processes. |
| **Engineering Science** | **S3:** Using Yenka and series circuits.**Nat5:** Calculations using Power and Ohms Law. **H:** PP based assignment on Young’s Modulus. |
| **Graphic Communication** | **S3:** CAD Theory PDF Booklet to read on CAD theory then answer questions on word template. **Nat5:** British Standards PDF Booklet to read on BS conventions then answer questions on word template. **H:** British Standards PDF Booklet to read on BS conventions then answer questions on word template. **AdvH**: Exam questions on the last 5 research tasks. Word template to answer on. |
| **Woodwork** | **S3:** FORM 1 based on tools and their uses cards. S4 2 forms.**Nat4/5:** 2 Forms based on Tools and their uses cards. |
| **Metalwork** | **S3:** Homework exercise 1&2**Nat4/5:** Theory Notes and Homework Booklet Task 5&6 |
| **STEM/Developing the Young Workforce** | **F1 in Schools:** Teams Phoenix and Fusion complete week 2 of their four week plan. Prodesktop available to download on year group Teams if required. TeamMeeting at 12:30 on Friday. **Nail Bar:** Continue with branding activities- branding to be complete by 15th June.**Barista:** Continue with branding activities and Young STEM Leader theory work- branding to be complete by 15th June. |
| **Modern Languages** | **S1 French:** Pupils are learning to describe what other people do using “il” and “elle”. Work posted on Teams. **S1 Spanish**: This week we will continue with work on adjectives describing subjects and teachers and will begin to form and write our own opinions and reasons.**S3 French:** Pupils are learning to describe what happened in the past tense “catching up with Mr Julien” assignment posted on Team. **S3 German**: - Continue with introduction to German. **S3 Spanish**: Pupils have Worksheets in Teams based on pages 98 & 99 of Viva 1 to complete. **S4 French**: Pupils are giving opinions on TV and Reality TV. They have an assignment in Teams and two forms to complete. **S4 Spanish**: Pupils will continue the “En Forma” topic. They will complete work on daily routine and then look at advice about getting fit. They also have Pearson interactive activities to complete online. **Higher French**: Pupils will complete text 5 from the Society Booklet. There will also be Listening and Writing exercises posted. **Higher Spanish**: Pupils have Reading, Listening and Writing practice on the topic of friendship/bullying, consolidation of Present Tense and revision of Immediate Future Tense.**Adv Higher Spanish**: pupils should continue reading their book and complete Reading and Writing exercises. |
| **Expressive Arts** |  |
| **Drama** | **S1 -** Live chat Tuesday 9am. Devising task issued on Forms Monday am. **S3 -** Use the Forms link on assignments to complete a three-scene plan – focusing on Man Vs Man Conflict. Use the PowerPoint from last week to guide you through the questions if necessary. Live Chat Friday 9am.**Nat 5 - LIVE LESSON TALK THROUGH- 12:30pm-1pm on MONDAY**. This live lesson will be an introduction to lighting and sound and how this links to mood and atmosphere. Mood and Atmosphere Assignment to be completed by Monday 15th June 9am. **Higher -** Due Tues 9th June: Assignment on Themes & design features of “Frankenstein” Pupils will then complete an essay template based on Acting Features and themes. (issued Tues 9th, due Mon 15th) Live Lessons: Monday, 12:30-1pm Thurs, 3-3:30pm.**NPA:** “Peter Pan” assignment 1 due Tues 9th. Pupils will then be given a “Peter Pan 2” assignment, looking at lighting, sound and set features. (Set Tues 9th and due Mon 15th) National Theatre log in details are on the Teams page. **NC**: Draft of Acting Styles & Practitioners report due Monday 8th. Pupils will then complete “voice and movement theory” assignment for Mon 15th. (issued Mon 8th) **NPA/NC** Q&A available: Mon 10:30-11 Thurs, 12:30-1pm. |
| **Art** | **S1 -** New remote learning pack for S1 was posted on Monday 1st June for the rest of June. These packs can be printed and sent out as learning packs if required. **S3 - DESIGN ELEMENT Task 2** due date 12.06.20 Create a set of key images for your thematic images and market research. 4 IMAGES MINIMUM for Thematic images and Market Research. Details for each task will be posted in Teams Assignments for pupils. **Nat5 - Column A Nat 5**: **Expressive** – Assignment will be posted on Thursday: Read and take notes of Vincent Van Gogh fact file. Write out key point, then take down all the Social & Cultural Influences. **Design** – Complete any Theme research images and find examples of jewellery market research and save and send all to Mrs Neill. Themes must be finalised **Column D Nat 5:** **Written Element (Expressive) – Monday**: Have a look through the SQA Nat 5 Art & Design Specimen paper.<https://www.sqa.org.uk/files_ccc/ArtandDesignSQPN5.pdf> Then the Critical booklet: Read over and take notes of pg. 1 & 2 and write down all of pg. 3 the “What Where Why” notes. **Thursday**: Read and take notes of Vincent Van Gogh fact file. Write out key points and then write out all the Social & Cultural Influences notes.**Higher -****Column A Higher:** **Design** – Slotted Structures: This week's task is to move from 2d to 3d. **Expressive - Monday:** Practical research- the pupil will read through the practical booklet in files. They will explore Pinterest and google for examples of the theme they will use for their practical portraiture work this year ( select 10 example of your theme onto a word doc ).**Column E Higher:****Design**: **Task 4** First 3D model to be made in white paper/card. Exemplars and instructions will be posted in teams. **Completed doodles and photos of 3D models can be placed in folders on Class Notebook for 11.06.20.** **Expressive Monday**: Read through Visual Element slides 19 – 25. From this, select 2 Visual Elements and copy all the prompts from the relevant slides.**AdvH -** Continued reviews of **Sheet 1 or equivalent Samples and sketches and other visual evidence should be places in pupil folders in Class Notebook**. Development of first stage drawings and sketches, first stage samples images in design for both styles of folios. **These will form Sheet 2 of their final presentation.** **Written creative writing and or poems task and video shoot task due for 04.06.20.** Extension work Links posted for RA and other life drawing live classes for this class can be used to develop life drawing skills. |
| **Music** | **S1 -** Music literacy worksheets and quizzes New AHS Kahoot challenge posted weekly.**S3 -** Instrument selection and issuing of 1 piece to work on till the summer. New AHS Kahoot challenge posted weekly.**Nat5 -** Pupils are continuing to work on one piece of music per instrument. N5 Music Literacy Booklet Assignments are set weekly. New AHS Kahoot challenge posted weekly.**Higher -** Mondays will be Focus on Sound. Working through a different Higher LESSON each week. Thursdays will be practical, depending on what instruments are available at home. This arrangement will continue till school returns. |
| **Photography** | **S3 -** The photographers will research 2 still life photographers by writing a short biography for each photographer and select 4 examples of their work.**Nat5 -** The photographers will continue to work on the weekly plan. This week they will take 20 photographs of portraits on their phone or cameras (thinking about what they learned from the portrait photographers they researched).**Higher -** The photographers will continue working through their booklet from when to use different colour reflectors through to the single lens reflex camera. |
| **Music Technology** | **S3 -** Different contexts – Where is Music Technology found? New AHS Kahoot challenge posted weekly**.****Nat5 -** Assignment on Analogue and Digital New AHS Kahoot challenge posted weekly.**Higher** -Continue assignment on Technological Developments Mic’ing up a drumkit New AHS Kahoot challenge posted weekly. |
| **Social Subjects**All resources on class teams | **S1 Social Subjects &RME** – China IDL Ancient Religions activities.  |
| **Geography** | **S3 Geography** – Tourism in Kenya**Nat5 Geography** - Urban map work**Higher Geography** – Continuing research on migration from Syria**AdvHigher Geography** – Issues Essay: continuing to research a topic Study: Identify a topic to study. |
| **History** | **S3 History** – Myths of the Wild West**Nat5 History** – Scottish Studies & N5 WW1 Project**Higher History** – Women and the vote: Impact of WW1**AdvHigher History** - AH Biographies/ Appeasement and the Road to War  |
| **RMPS/RME** | **S3 RMPS** – Egoism activities**S3 Core RME** – RMPS challenge**S4 Core RME** – Scottish Studies Project**Nat 5 RMPS** – continuing IVF tasks**Higher RMPS** – Environmental causes of crime |
| **Modern Studies** | **S3 Modern Studies** – LGBTQ rights in Russia**Nat5 Modern Studies** - USA – housing and education inequalities**Higher Modern Studies** - Essay writing/ South Africa’s global influence |
| **Tourism** | **Nat5 Tourism** – Impact of covid19 on tourism industry |
| **Politics** | **Higher Politics** - Black lives matter: Power, authority and legitimacy of movement. |
| **Health Improvement** |  |
| **P.E.** | There are many different roles and responsibilities within sports that we encounter. Pick a sport or your choice (preferably one that you have experience either participating in or one that you enjoy watching). Other than the players/participants, there are others who can impact on the quality of a performance (referees, umpires, judges, coaches, physiotherapists, spectators, etc). Choose 3 of the roles suggested above and in the space provided, describe the 3 main qualities that each have in helping create a positive experience for the players/participants. How does their role help support the successful completion of the sport?Please note, you are expected to give examples of each point you make. These examples can relate to your own experiences from games/performances that you have participated in. Please be specific when describing each example.  |
| **H.E.** | Watch an episode of “Next in Fashion” on Netflix. If you do not have Netflix, you can watch an episode of “Sewing Bee” on BBC iPlayer (Link Below)<https://www.bbc.co.uk/iplayer/episode/m000hk4v/the-great-british-sewing-bee-series-6-episode-1> Now design a piece of clothing of your choice, colour the finished article in and say what season you would wear this in and what age group could wear this. |
| **Early Learning and Child Care** | **S3 and Nat5**Une the PowerPoint in Teams to create your own Nursery name. |
| **Social Education**  | **S5** **Mental Health & Wellbeing (L5)** Unit 1: Understanding Mental Health * Read information on PowerPoint: Lesson 1
* Answer questions on Jane’s Story
* Complete questions 1 and 2a in Assessment Booklet.
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| **Volunteering** | **Unit 1: Preparing to Volunteer** Pupils should continue to work on Outcome 3 Tasks 1-4.  |
| **Leadership** | **Unit 1: Leadership: An Introduction**Pupils should continue to work on Unit 1: * Tasks 1 & 2
* Johari’s Window and complete task
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