



# Year 9 REMOTE CLASSROOM

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**DETERMINED TO MAINTAIN ACCESS TO HIGH QUALITY LESSONS**

Subject Leaders have provided work in the table below for all your core and options subjects. Please select the work for your subjects and use the remote access to the S:Drive to access the resources needed to complete your work.

<https://hap.formbyhighschool.com/HAP/login.aspx>

Students can also keep track of their weekly tasks by accessing the 'Homework Calendar' within the Class Charts app.

<https://www.classcharts.com/homework/calendar/Formby-High-School>

<b>ENGLISH</b>	<p>S:Drive→English→Distance Learning→KS3→Year 9</p> <ul style="list-style-type: none"><li>• Detective Fiction Booklet</li><li>• Read and complete the tasks on P1-7</li><li>• Choose one of the online novels for Key Stage 3 or a novel of your choice. You will complete the book review in the folder when complete.</li></ul>
<b>MATHS</b>	<p>All students are asked to log on to Hegarty Maths. All tasks are set for you and will be live from 9am on Monday 23rd March to be completed by 9am on Monday 30th March. It is suggested that you spread the work out over the week. It should take approximately 2 hours in total.</p> <p>If you are finding a task particularly difficult, please watch the associated video clip first. If you are still struggling, contact your class teacher on their temporary email address. Screenshots of particular questions would be useful for teachers to see the particular issues with which you are struggling. Please <b>do not</b> leave comments under each question. These will be ignored.</p> <ul style="list-style-type: none"><li>• Set 1 &amp; 2 students: Pythagoras' Theorem 2 - Tasks 502-507</li><li>• Set 3, 4 &amp; 5 students: Angles 2 - Tasks 480-487</li><li>• Set 6 students: Substitution - Tasks 780-785</li><li>• Set 7 students: Percentages 2 – Tasks 85-88</li></ul> <p>Once these tasks have been completed, all students must create a revision poster to summarise the key points on an A4 sheet of paper. An example of this can be found on the Student Drive. Go to Mathematics/KS3 for this.</p>

<b>SCIENCE</b>	Year 9 unit on 'The Universe'. Students can access work from the following location on the <a href="#">S:Drive→Science→5 - School Closure Resources→Year 9</a>
<b>ART</b>	<p><b>Theme: Everyday Objects (Perfume bottles)</b></p> <p>Students are to use the two word document folders and related power-point guidance which is located in the Art folder on the S:Drive. Please use the following links for detailed guidance and source imagery.</p> <p><b>Links as follows:</b></p> <p><a href="#">S:Drive→Art→Year 9 2020→Year 9 Work from home Project One</a>  <a href="#">S:Drive→Art→Year 9 2020→Object drawing handouts Y9</a>  <a href="#">S:Drive→Art→Year 9 2020→Everyday Objects – drawing</a></p>
<b>BUSINESS</b>	<p>Students now have access to all topics within <b>Unit 2 - Influences on Business</b>. They are to spend 2 hours on each topic starting with 2.1 Technology. In each folder, students have access to a PowerPoint that explains all the information they need to know. They can complete the worksheet, or alternatively create their own set of notes on each topic.</p> <p>Once students have read through the PowerPoint, there is an assessment to be completed on each topic. Students should attempt the assessment before self-assessing (purple pen) their work. Answers are provided along with the assessment. BBC Bitesize also has materials that can be used to help understand this topic. Students should search for AQA Business GCSE and then type in the topic.</p> <p><a href="#">S:Drive Drive→Business and ICT Drive→Mr Tynan Drive→Year 9 Drive→Unit 2 - Influences on Business</a></p>
<b>COMPUTING</b>	<p><b>Lesson 2</b></p> <p>Complete one hour's worth of revision using your presentation and any additional materials in preparation for your next assessment</p>
<b>CREATIVE iMEDIA</b>	<p><b>Mr Rigby's group:</b></p> <p>Students are to complete an evaluation of their digital graphic based on three different areas. Students need to write paragraphs using the support document that can be accessed from student resources. Students need to identify 4 strengths, 4 weaknesses and improvements, and 3 areas for development. These should be done in separate paragraphs.</p> <p>Students should gain access to the S drive and use the document found here: <a href="#">S/ICT/Ks4/iMedia/R082/Evaluating your Digital Graphic</a></p> <p><b>Both Groups:</b></p> <p>A folder has been set up on the S drive named 'working from home'. Students can access the folder using the following pathway:  <a href="#">S:ICT\Key Stage 4\iMedia\Working from Home</a></p> <p>Students can work through the revision presentations for R081: Pre-Production Skills making their own notes/mind maps on each topic. This is their examination unit. Students also have access to past papers if they want to test their own knowledge once they have read through all presentations.</p>
<b>DANCE</b>	Students should begin working on their solo choreography. Please use the resource booklet sent to you via Class Charts.
<b>DRAMA</b>	Students should begin working on their lyric project. Full details can be found in the <a href="#">S:Drive→Drama→Key Stage 4→Year 9 Closure work→Year 9 Lyric project</a>
<b>ENGINEERING</b>	Miss Wareing will set you work via Class Charts.
<b>GEOGRAPHY</b>	All work 'investigating the characteristics and challenges of cold environments' can be located in this folder of the <a href="#">S:Drive → Geography →SCHOOL CLOSURE YEAR 9</a>
<b>HISTORY</b>	<p>Complete tasks on pages 11 -12 (using source material from pages 4-9 to help) – can be completed on worksheet if able to print or students' own version directly into books if not.</p> <p><a href="#">S:Drive→History→Key Stage 4→Remote Working – Document Crime &amp; Punishment Recap.</a></p>

<b>HOSPITALITY &amp; CATERING</b>	<p><b>Assessment 3: Street food</b></p> <ol style="list-style-type: none"> <li>1. Revise the following topics using the different powerpoints provided and the revision material you made last week. (1 hour) <ul style="list-style-type: none"> <li>• Environmental issues and sustainability</li> <li>• Cooking methods</li> <li>• Customer/consumer rights</li> <li>• Time plan of recipes</li> <li>• Street food</li> </ul> </li> <li>2. Complete the test (45 minutes)  S:Drive→Food and nutrition→year 9→assessment 3</li> </ol>
<b>MUSIC</b>	<p><b>Film music project:</b> students should locate the PowerPoint and audio resources in the S:Drive. Complete lessons 1 and 2 activities using the web links provided.  S:Drive→Music→Key Stage 4→2019-20→Year 9→FILM MUSIC 1-4</p> <p>You should also watch this short videos by composer Hans Zimmer who explains his creative process whilst composing his score for 'Pirates of the Caribbean'  <a href="https://www.youtube.com/watch?v=FMvg8XWDp3w&amp;feature=share">https://www.youtube.com/watch?v=FMvg8XWDp3w&amp;feature=share</a>  <a href="https://www.youtube.com/watch?v=JOH7-lvVeT0&amp;feature=share">https://www.youtube.com/watch?v=JOH7-lvVeT0&amp;feature=share</a></p>
<b>PE</b>	<p>Your GCSE group teacher will upload work to your Class Charts account. Resources will be saved here:  S:Drive →Physical Education→GCSE PE theory→Y10 school closure or Y9 school closure</p>
<b>RELIGIOUS STUDIES</b>	<p>You will find instructions and resources for your Religious Studies class in a named folder in S:Drive →RAVE →Home Study →Year 9</p>
<b>SPANISH</b>	<p>Access your e-textbook online <a href="https://www.pearsonactivelearn.com/app/Home">https://www.pearsonactivelearn.com/app/Home</a></p> <ul style="list-style-type: none"> <li>• Review the work and vocabulary you have covered in Viva GCSE Foundation book Module 2 pages 26-37 (*Note – all students to use Foundation book for this task)</li> <li>• Complete any outstanding tasks if you have any</li> <li>• Make sure your book is up to date – complete any unfinished classwork</li> <li>• <b>New task – Access the 'mi instituto' worksheet in the S drive. Do the worksheet, mark it (answers provided) then write a similar description of your own school. Stick to the model given and just change details where you can using your end of Module 2 vocab pages on Foundation or Higher books to help.</b></li> <li>• If you have time, need extra work, or find any of the tasks above too difficult, you can follow the suggested activities in the Year 7-9 Distance Learning instructions in the S drive.</li> </ul>

## HOME WORKOUTS

Thank you to the PE Department, would have put some ideas together for home workouts:

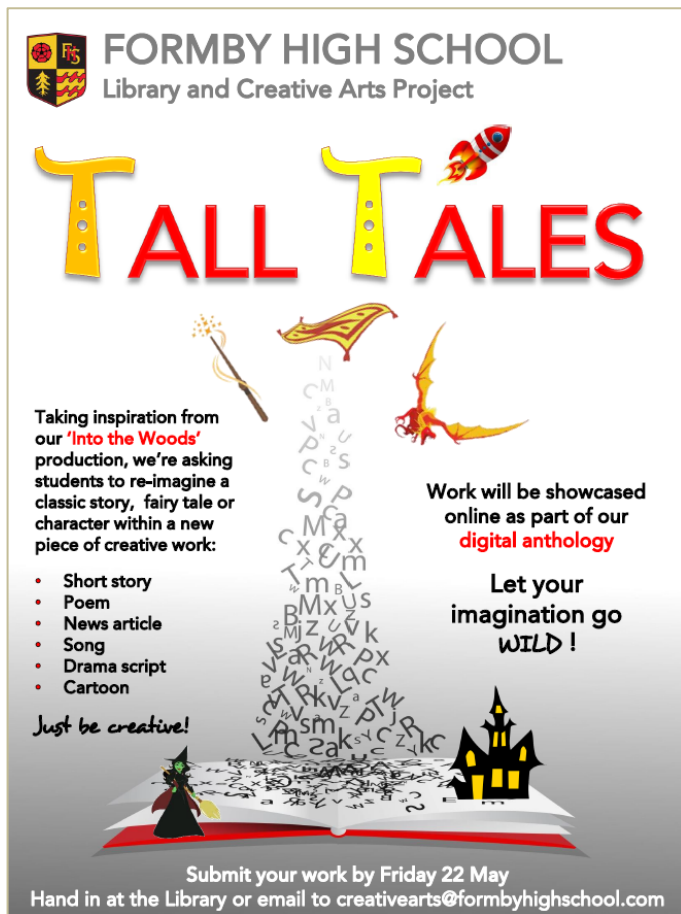
S:Drive →Physical Education → Home Workout ideas

## SOFTWARE ACCESS

For students who might not have access to Microsoft Office software at home (Word, Powerpoint etc), [www.openoffice.org](http://www.openoffice.org) is a freely downloadable platform that allows you to open, work in, save and send documents that have been created using Office applications.

## GO THE EXTRA MILE

For students who wish to stretch their creative muscles, please explore these two projects, which we will be running across the school over the coming months:



**FORMBY HIGH SCHOOL**  
Library and Creative Arts Project

# TALL TALES

Taking inspiration from our 'Into the Woods' production, we're asking students to re-imagine a classic story, fairy tale or character within a new piece of creative work:

- Short story
- Poem
- News article
- Song
- Drama script
- Cartoon

Just be creative!

Work will be showcased online as part of our **digital anthology**

Let your imagination go **WILD!**

Submit your work by Friday 22 May  
Hand in at the Library or email to [creativearts@formbyhighschool.com](mailto:creativearts@formbyhighschool.com)



**FORMBY HIGH SCHOOL**

# GAIIA

A creative learning project that explores all that is unique and fragile about our planet and the world around us

## CREATIVE LEARNING PROJECT

### SUMMER EXHIBITION 2020

↓ Ideas

- Write an essay, speech or 'think piece'
- Write a story, article or blog post
- Build an informative website
- Create a piece of art, a script or dance
- Compose a song, rap or poem
- Make a short film
- Design an eco-friendly project, engineer or solution to a specific global issue

Are you concerned about the deterioration of our planet?  
Are you inspired by the dynamic duo of Attenborough and Thunberg?  
If so, how could you share your ideas and get the message out to our school community?

Submit your ideas to the Creative Arts Office by June



You could also use this online resource to stimulate a piece of independent research into a topic about which you are particularly interested.

<https://docs.google.com/document/d/1GtiW-Y2oTMoS59CxFTIXv8fgL-3s7ZDpiVHxFj4xh3I/edit>



For family members who are working at home or who are keen to use some time to brush up on their own language skills in the weeks ahead, this free app is very good. [www.duolingo.com](http://www.duolingo.com)