






Learning from Home Hub

Work instructions for any pupils unable to attend school during term time



Year 9

For the weeks beginning Monday 2nd and 9th May

Subject:	Work instructions:												
English	<p>Year 9.1 Using your Seneca Learning account at https://senecalearning.com/en-GB/, join the class code: u6rxdnllqs. (Please create a new account if you do not have one already.) Then go to “assignments” and complete Tasks 2.2.1-3.2.2 on English Lit: Edexcel GCSE Macbeth. For any questions or assistance, please email jwilkie@riverstonschool.co.uk</p> <p>Year 9.2 <u>Literary Fiction</u> Task 1: Read the story below: It was pouring with rain as Violet Verb ran quickly but miserably to school after having woken up late after a nightmare about a cow with an evil Eye. She bumped into Olly Onomatopoeia. “Pow!” he said. Suddenly, sensual Sarah and overweight Alan Alliteration appeared. “I smell sizzling sausages,” Sarah whispered warmly. “Firm, fat and fabulous, I bet,” he replied with a wink. The sun came out and smiled at Violet, who, exhausted from her run, decided to have a little lie down. She found some lovely soft green grass in the park, and flopped down, smiling to herself, happy as a pig in mud. Violet awoke with a shock. Shirley Short was shaking her arm while Katie Question stood next to her, looking quizzical. Violet had been dreaming that a herd of cows had been about to trample her. Shirley was saying, “Wake up.” “Why should she?” asked Katie “She’s late.” “Does that mean we should deprive her of sleep?” “Absolutely.” “Are you sure?” “Without a doubt.” “Do you get pleasure from being such a cow, Shirley?” “YES!” she shouted, running off. “Cow!” said Violet. “Shall we go to school now?” Katie asked, clasping Violet’s arm. “Okay, Vi. I think I’ve had enough of cows today!”</p> <p>Task 2 With a partner, repeat as much of the story as you can. Once finished, your partner should try, seeing if you can add any bits they missed.</p> <p>Task 3 Individually, tick off all the items you successfully recalled in the table below.</p> <table border="1" data-bbox="300 1848 1476 2047"> <thead> <tr> <th></th> <th>Story Element</th> <th></th> <th>Literary Technique</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Raining</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Violet Verb</td> <td></td> <td></td> </tr> </tbody> </table>		Story Element		Literary Technique	1	Raining			2	Violet Verb		
	Story Element		Literary Technique										
1	Raining												
2	Violet Verb												



Learning from Home Hub

Work instructions for any pupils unable to attend school during term time



3	Quickly but miserably		
4	Evil Eye		
5	Olly Onomatopoeia		
6	Sensual Sarah		
7	Sizzling Sausages		
8	Firm fat and fabulous		
9	The sun smiled		
10	Soft green grass		
11	Pig in mud		
12	Shirley Short		
13	Katie Question		
14	Herd of Cows		
15	Cow		

Task 4 Look at the list below and fill in the third column with the correct literary technique

- | | | |
|---------------------------|---------------------|----------------------|
| 1. First person narration | 2. Onomatopoeia | 3. Senses |
| 4. Alliteration | 5. Sibilance | 6. Short sentences |
| 7. Adjectives | 8. Adverbs | 9. Similes |
| 10. Metaphors | 11. Personification | 12. Pathetic Fallacy |
| 13. Repetition | 14. Question | 15. Powerful |

Once you have completed your work, please email it back to Miss Brown at nbrown@riverstonschool.co.uk for feedback and marking.

Jupiter

Tenses and Adverbials (please note the link for 2022)

Work set on Seneca

<https://app.senecalearning.com/dashboard/class/t9iy7a38zw/assignments/assignment/d09ddf1a-977e-4fa1-ae58-f1f6818ab448>

Class Code: **t9iy7a38zw**

Maths

Please note that the **MyMaths** <https://www.mymaths.co.uk/> and **MathsWatch** <https://vle.mathswatch.co.uk/vle/> online portals are where homework tasks will be set for students each week. Both need individual login details, please contact Mr Batchelor via email if you still require this. kbatchelor@riverstonschool.co.uk
The following links and the Maths Workout <https://www.mathsworkout.co.uk/> portal are to be used to supplement learning.
Please try to follow the week by week topics as closely as possible.



Learning from Home Hub

Work instructions for any pupils unable to attend school during term time



	<p>When accessing MyMaths please complete the Lesson part of the homework before attempting the task, as this will help with understanding. When accessing MathsWatch please watch the videos relating to the topics alongside answering the questions.</p> <p>Year 9.1 Geometry: Pythagoras Theorem 1 and 2 https://corbettmaths.com/2012/08/19/pythagoras-video/</p> <p>Year 9.2 Bar charts https://corbettmaths.com/2012/08/10/reading-bar-charts/ https://corbettmaths.com/2013/04/15/drawing-bar-charts/</p> <p>Jupiter Structures - Finding right angles https://corbettmathsprimary.com/2018/05/30/types-of-angle-video/ https://corbettmathsprimary.com/2018/05/30/times-tables-videos/</p>
Science	<p>Year 9.1 and 2 Seneca Class Code: 8nyjlqyrvk Complete all set assignments</p> <p>Topic: The Circulatory and Nervous Systems Oak National Academy (Video Lessons) - Please write notes from the activities during these lessons and record any quiz scores:</p> <p>Lesson: The Lungs Link: https://classroom.thenational.academy/lessons/the-lungs-ccu3qe</p> <p>Lesson: Blood and Blood Vessels Link: https://classroom.thenational.academy/lessons/blood-and-blood-vessels-c8t62c</p> <p>Lesson: The Heart Link: https://classroom.thenational.academy/lessons/the-heart-6ct3jd</p> <p>Lesson: Heart Rate Link: https://classroom.thenational.academy/lessons/heart-rate-6cr32r</p> <p>Lesson: Heart Disease Link: https://classroom.thenational.academy/lessons/heart-disease-61k68d</p> <p>Lesson: The Nervous System Link: https://classroom.thenational.academy/lessons/the-nervous-system-6rt64e</p> <p>Lesson: Reflex Arcs Link: https://classroom.thenational.academy/lessons/reflex-arcs-6hhp4r</p> <p>Lesson: Reaction Time Part 1 Link: https://classroom.thenational.academy/lessons/required-practical-reaction-time-part-1-74vkqd</p> <p>Lesson: Reaction Time Part 2 Link: https://classroom.thenational.academy/lessons/required-practical-reaction-time-part-2-71jkqt</p> <p>Jupiter Topic: Structures Oak National Academy (Video Lessons) - Please write notes from the activities during these lessons and record any quiz scores:</p>



Learning from Home Hub

Work instructions for any pupils unable to attend school during term time



	<p>Lesson: Particle Structures Link: https://classroom.thenational.academy/lessons/how-do-particles-in-solids-liquids-and-gases-behave-cnj38t</p> <p>Lesson: Particle Structures 2 Link: https://classroom.thenational.academy/lessons/what-do-particles-in-pure-substances-and-mixtures-look-like-6wup6c</p> <p>Lesson: Microscopes Link: https://classroom.thenational.academy/lessons/microscopes-74wkat</p> <p>Lesson: Unicellular Organisms Link: https://classroom.thenational.academy/lessons/unicellular-organisms-6cuk0r</p> <p>Lesson: Plant Cells Link: https://classroom.thenational.academy/lessons/plant-cells-6cwpcd</p> <p>Lesson: Animal Cells Link: https://classroom.thenational.academy/lessons/animal-cells-chh62c</p> <p>Lesson: Comparing Animal and Plant Cells Link: https://classroom.thenational.academy/lessons/comparing-animal-and-plant-cells-6gv38r</p> <p>Lesson: Elements Link: https://classroom.thenational.academy/lessons/elements-c4rkje</p> <p>Lesson: Atoms Link: https://classroom.thenational.academy/lessons/atoms-6hjkd</p>
Topic	<p><u>Complete work set on Seneca Globalisation</u></p> <p>To join Miss Young's class: Year 9 Topic 2022 (Note the new link for 2022) Tasks will be set on Seneca https://app.senecalearning.com/dashboard/class/rp8m93jj6z/assignments/assignment/68a83de0-ba0d-4de3-a415-7c00ee87e133</p> <p>Class code: rp8m93jj6z</p>
ICT	<p>Year 9.1 and 9.2 Python 3 coding practice https://hourofpython.trinket.io/a-visual-introduction-to-python#/turtles/meet-tina Units to be covered: Welcome, Turtles, Repeating with loops and lists.</p>



Learning from Home Hub

Work instructions for any pupils unable to attend school during term time



	<p>Welcome!</p> <p>An Hour of Code</p> <p>Turtles!</p> <ul style="list-style-type: none"> Meet Tina Moving Saying Hello Color Tina's pen Tina's grid Going in Circles <p>Repeating with Loops and Lists</p> <ul style="list-style-type: none"> Lists of numbers Loops of lists Changing Colors <p>Jupiter Learning how to manoeuvre objects in Python https://codecombat.com/play/dungeon?hour_of_code=true</p>
Art and Design	<p>On A4 paper, make a poster celebrating your favourite artist or designer. Include their name, why they are your favourite and images of their work</p> <p>Please send completed work to Mrs Sin at hsin@riverstonschool.co.uk for feedback and attainment monitoring.</p>
Drama	<p>Please choose from the following list of musical productions; create a PowerPoint presentation about the history of the show, location of its performances, and popular songs:</p> <ul style="list-style-type: none"> • Wicked • The Lion King • Matilda • Jamie • Mama Mia • Blood Brothers <p>Once you have completed your work, please send it to Miss Watson for feedback and marking to vwatson@riverstonschool.co.uk</p>
Forest School	<p>Complete the following task. Research and make a poster on the following:</p> <ol style="list-style-type: none"> 1. How many types of Ladybird are there in the UK? What do the different colours mean? 2. Do both halves of a worm live if they are cut in half? <p>Send to Miss Watson at vwatson@riverstonschool.co.uk once complete.</p>
Music	<p>Week 1</p> <p>In hip hop there is a concept known as the “Four” Elements”, encompassing what is considered to be the foundational concepts of the genre. These are: DJing, MCing, B-Boying and Graffiti. Today we will be looking at the DJ, and how he came about.</p>



Learning from Home Hub

Work instructions for any pupils unable to attend school during term time



As mentioned before, hip hop began in the block parties staged in the Bronx area of New York in the late 1970s. At these parties, people were hired to play for the party-goers. DJ Kool Herc in particular was considered to be the originator of hip hop DJing, playing music from James Brown, Jimmy Castor and Babe Ruth to entertain guests. The audience was made up of mostly teenagers, and was distinct from the audience of other club DJs in New York at the time.

He developed the style that was the blueprint for future hip hop. Herc used the record to focus on a short, heavily percussive part in it: the “break”. Since this part of the record was the one the dancers liked best, Herc isolated the break and prolonged it by changing between two record players. As one record reached the end of the break, he cued a second record back to the beginning of the break, which allowed him to extend a relatively short section of music into “five-minute loop of fury”, allowing for dancer to go on for much longer than the music would otherwise allow. See it here:

<https://www.youtube.com/watch?v=7qwmI-F7zKQ>. A good example of turntabling can also be found here: <https://youtu.be/o9vKAWft9k0?t=72>.

DJs eventually started making their own beats which they created from smaller sections of older records. This technique was known as *sampling*, and it has been a staple of hip hop production all the way up to the present day. *Follow God* by Kanye West is a good example of hearing sampling in a modern song. *Follow God* is interesting because it also incorporates original production, which was the next step forward for the classic hip hop DJ.

Gradually, technology progressed to the point where DJs were able to create their own beats. This began the era of the producer, of which the music is most likely what you’re familiar with when you think of hip hop. Most hip hop today is made with original instrumentals, which are created from scratch on laptops and computers using music software. An example of someone taking you through the production process can be found here: <https://www.youtube.com/watch?v=cqS8eocf4DQ>. There is a very small amount of bad language, which I believe you’re able to overlook.

DJs still accompany rappers on stage when they perform, acting as the accompaniment and supporting the vocalist. Without a DJ rappers would be rapping to thin air.

Week 4

This week we will be looking at the next element of hip hop: the MC.

MC stands for master of ceremonies. MCs can be found everywhere: it is not a term exclusive to hip hop. Anywhere you find an event, and have someone presenting or leading the occasion, they will be known as the MC. Take for example the Oscars, or the Grammys – they will always have an MC.






Learning from Home Hub

Work instructions for any pupils unable to attend school during term time



	<p>In a hip hop context, MCs began as hosts at the aforementioned hip hop parties who would prompt people to dance. Influenced by original spoken-word artists, emcees began to do rhythmic call-and-response with the audience, a technique that eventually morphed into the poetic form of rapping that we know now. You can hear the style of early rapping in the following video, where rhymes began to be added to MCs' shout-outs to get partygoers dancing: https://www.youtube.com/watch?v=pLSmNafnaGo.</p> <p>Gradually, rapping has become more and more complex and virtuosic, and we will go over the different elements of rapping in a future lesson. One compartment of MCing that has come with this is freestyling. Originally found as a written verse that has no specific topic, the hip-hop definition of freestyle emerged with Myka 9 of Freestyle Fellowship as a rap or rhyme created in the moment or "off the top of the head." Examples of good freestylers are Juice World, ASAP Rocky, and Harry Mack, as can be seen here: https://www.youtube.com/watch?v=ggGThHzAilw.</p> <p>Rappers now have become some of the most famous and influential celebrities in the world, with many people saying they have assumed the position of the rock stars of the last few decades. With hip hop now the world's biggest genre, it may be easy to see how they are correct.</p> <p>Once you have completed your work, please email it back to Mr Turner at cturner@riverstonschool.co.uk for feedback and marking.</p>
Literacy Skills	Jupiter t-e-1629210851-supertato-caption-writing-activity_ver_2.pdf (twinkl.co.uk)
Creative Writing	<p>Task 1:</p> <p>1. Draw a monster. 2. Write a plausible backstory for the monster that makes it a sympathetic character.</p>  <p>Task 2:</p>



Learning from Home Hub

Work instructions for any pupils unable to attend school during term time



**“Bad decisions
make good stories.”**

– unknown

**Tell a story in which bad
decisions are made.**

Once you have completed your work, please email it back to Miss Brown at nbrown@riverstonschool.co.uk for feedback and marking.

ASDAN

Jupiter

Complete the following worksheets:

<https://www.twinkl.co.uk/resource/which-habits-are-healthy-and-unhealthy-activity-sheet-t-p-393>

<https://www.twinkl.co.uk/resource/cfe2-p-124-personal-hygiene-word-search-english>

<https://www.twinkl.co.uk/resource/t-n-2803-colour-by-2s-5s-10s-multiplication>