



TABLE OF CONTENTS

| | |
|-------------------------------|----|
| Administration & IT..... | 3 |
| Biology..... | 4 |
| Business..... | 5 |
| Chemistry..... | 6 |
| Computing Science..... | 7 |
| Dance..... | 9 |
| Design & Manufacture..... | 10 |
| Drama..... | 11 |
| Environmental Science..... | 12 |
| English..... | 13 |
| French..... | 14 |
| Geography..... | 15 |
| Graphic Communications..... | 16 |
| Health & Food Technology..... | 17 |
| History..... | 18 |
| Maths..... | 19 |
| Modern Studies..... | 22 |
| Music..... | 23 |
| Physical Education..... | 25 |
| Physics..... | 28 |
| Spanish..... | 29 |

Subject: Administration & IT

Year Group: S3

Level: S3

Focus:

By the end of term pupils should have worked through:

- Administrative Assistant – Job Profile
- Tasks and Skills of an Admin Assistant
- Hazards
- Health and Safety

All PPT's and resources are in the '**Files**' section in the General channel. They are in a folder named '**Learning @ Home**'.

Assignments:

All assignments are available in the **Assignments tab** in the **General channel** on Teams (TYN – S3 – ADMIN & IT):

- Role of an Admin Assistant ([Word document](#))
- Tasks and Skills of an Admin Assistant ([Word document](#))
- Hazards ([Word document & Sway](#))
- Health and Safety Legislation ([Word document](#))

Subject: Biology

Year Group: S3

Level: BGE

Focus: Fragile Earth

In this topic we will be focussing on the basic needs of living things so that we can produce a reasoned argument about the likelihood of life existing elsewhere in the universe. we will be looking at the following themes:

- Gases in the atmosphere – The Carbon Cycle, Photosynthesis, Respiration and Global Warming
- Energy in food – Why do we need energy, how is energy in food measured, numeracy and investigation skills
- Life cycles and growth and development of plants and animals

Assignments:

For all lessons you must read through the PowerPoint, follow the instructions and complete the tasks

- Lesson 1 Basic needs – Make notes, wants and needs task.
- Lesson 2 Gases in the atmosphere – Draw a mind map/spider diagram, write instructions for testing for gases. Forms quiz.
- Lesson 3 The carbon cycle – Answer the questions and label a diagram of the carbon cycle.
- Lesson 4 Photosynthesis – Copy and complete the passage and word equation. Produce a summary of photosynthesis as a poster, short film or presentation.
- Lesson 5 Respiration – Copy and complete the passage and word equation, create a respiration mnemonic. Forms quiz.
- Lesson 6 Global warming – Write definitions, create a table and complete the action chart.
- Lesson 7 Energy in food (numeracy) - Complete energy in food worksheet.
- Lesson 8 Energy in food (investigation) – Write up investigation including table, graph, conclusion and evaluation.
- Lesson 9 Life cycle of a plant – Label diagrams and answer questions.
- Lesson 10 Life cycle of an animal – Label diagrams, takes notes and compare two different animals
- Lesson 11 fertilisation and development – Answer questions and complete the table.
- Final assessment – Design an animal that has adapted to live on another planet. Forms, multiple choice test.

Subject: Business

Year Group: S3

Level: BGE

Focus:

By the end of term pupils should have worked through:

- Setting up a Business (needs and wants/goods and services)
- Entrepreneurs (skills & qualities of successful entrepreneurs)
- Factors of production
- Sectors of industry and stages of production
- Sectors of the economy

Assignments:

All assignments are available in the **Assignments tab** in the **General channel** on Teams (TYN – S3 BGE – BUSINESS):

- Business set up pupil booklet completed ([Word document](#))
- Setting up a new business quiz ([Forms quiz](#))
- Entrepreneurs pupil booklet ([Word document](#))
- Entrepreneurs & business set up quiz ([Forms quiz](#))
- Factors of production pupil booklet ([Word document](#))
- Factors of production quiz ([Forms quiz](#))
- Sectors of industry definitions ([Notebook page](#))
- Sectors of industry re-cap questions ([Notebook page](#))
- Sectors of industry and factors of production quiz ([Forms quiz](#))
- Sectors of the economy task ([Notebook page](#))
- Social Bite case study ([Notebook page](#))
- Sectors of the economy re-cap questions ([Notebook page](#))
- Sectors of the economy quiz ([Forms quiz](#))

Subject: Chemistry

Year Group: S3

Level: BGE

Focus:

Unit - Fragile Earth

☆ Basic Needs

★ What are the Basic Needs for Life?

☆ Air

★ The Atmosphere

★ Carbon Cycle

★ Global Warming

☆ Water

★ Water Treatment

★ Fit to Drink

☆ Chemistry

★ Biofuels

★ Life on Another Planet

Assignments:

Students will have lesson content in OneNote to make notes on, PowerPoints imbedded in OneNote will also be uploaded into the Files section in Teams. Questions, videos and Assignments will be issued to build knowledge and understanding.

Subject: Computing Science

Year Group: S3

Level: BGE

Focus:

By the end of term pupils should have worked through aspects of the Computer Systems and Data Representation topics and:

Understand that the same information can be represented in more than one representational system.

Understand that different information can be represented in exactly the same representation.

Understand logical operators – AND, OR, NOT

Demonstrate an understanding of the Von Neumann architecture and how machine code instructions are stored and executed within a computer system.

Explain what a computer is and why we use it.

Explain why computers use Binary to represent numbers.

Convert numbers from Base 10 to Base 2 and from Base 2 to Base 10.

Write messages in code.

Explain what ASCII stands for and why ASCII code is not 'big' enough.

Explain what bitmap images can be used for.

Describe bitmap images are made up.

Explain effect the number of pixels has on the quality of the image.

Assignments:

- Organising folder structure.
- Downloading PPT for each lesson and reading content.
- Watching Code.org videos (see URLs below) and taking own notes in all lessons on Computer Systems.
- Mind mapping using PPT.
- Decimal to Binary worksheet download and upload of solutions.
- Decimal to Binary quiz on conversions.
- Watching videos on Key Presses and ASCII and Unicode coding systems.
- ASCII worksheet download and upload of solutions.
- ASCII quiz.

- Getting creative with ASCII task.
- BBC Teach video on Bitmaps.
- Download of practical tasks exploring image resolution and upload of solutions.
- Quiz on bitmap graphics.

Microsoft Forms – Lesson resources and activities

All lesson resources and activities are fully embedded in the URLs below:

Week 1: What makes a computer a computer? <https://tinyurl.com/y7vg8kkq>

Week 2: Binary and Data <https://tinyurl.com/ybegz28r>

Week 3: Logic and Circuits <https://tinyurl.com/y9mwgs3z>

Week 4: Memory, CPU, Input and Output <https://tinyurl.com/ycnpg7el>

Week 5: Data Representation – Number (Form Assignment on Teams)

Week 6: Data Representation - Text (Form Assignment on Teams)

Week 7: Data Representation - Graphic (Form Assignment on Teams)

Subject: Dance

Year Group: S3

Level: S3 Dance

Focus:

- To begin working through the S3 dance course looking at different styles of dance and building up knowledge and understanding of each of these styles of dance.
- To improve individual performance through fitness and flexibility training and then apply these to the technical exercises and individual dance solos for the practical element of the course.
- To understand the choreography part of the course.

Assignments:

- Dance Fitness Testing Worksheet
- Jazz History Worksheet
- Alignment and Posture Worksheet
- Famous Choreographer Worksheet
- Flexibility Training Programme
- Practical Performance Practice
- Storyline Worksheet

Subject: Design and Manufacture

Year Group: S3

Level: BGE

Focus:

The class have been building knowledge and understanding to help prepare them to embark on the design of products. They have been working on the following Benchmarks:

- Uses aspects of the **design process** to reach a solution for a given brief
- Identifies relevant **design factors** in a design brief

Assignments:

All assignments have been set through the **S3 DM Microsoft Team group**. Pupils should ensure that they are up to date with all assignments. The learning from these topics will be consolidated in August:

1. *Design Process Task*
2. *Design Brief Task*
3. *Research Task*
4. *Function Task*
5. *Performance Task*
6. *Market Task*
7. *Aesthetics Task*

Subject: Drama

Year Group: S3

Each pupil will have completed a variety of tasks exploring several areas of the drama curriculum, including:

- Writing a critical film review
- Characterisation
- Improvisation

All pupils are expected to become familiar with the layout and sections of Teams and Class Notebook in order to fully access the curriculum.

Subject: Environmental Science

Year Group: S3

Level: N3

Focus:

The focus will be on a discrete unit called Fragile Earth, lessons include:

- The basic needs for life.
- Gases in the atmosphere.
- The Carbon Cycle.
- Photosynthesis
- Important resources that humans rely on: water
- Global Warming.

Assignments:

Each of the above topics have associated assignments, to be completed by the end of term.

Subject: English

Year Group: S3

Level: BGE

Focus:

Students will work on a range of skills that will be important to the BGE course. They will undertake practice exercises on different RUAЕ (Reading for Understanding, Analysis and Evaluation) questions types.

To help prepare for writing a report, pupils will work on sentence structure, layout, tone and word choice.

Students will also read and analyse a poem (*Glasgow 5th March 1971*). This will develop their textual analysis skills through study of the poem and completion of a textual analysis practice exercise.

Assignments:

- Weekly RUAЕ practice questions
- First draft of report
- Weekly language skills practice exercises
- Textual analysis practice on the assigned poem

Subject: French

Year Group: New S3

Level: Broad General Education

Focus:

Pupils will have the opportunity to develop their reading, writing, listening and talking skills in order to understand and use French.

Students have so far:

- Consolidated their knowledge of the 'Hobbies' topic (sports, opinions, reasons for opinions,)
- Practised the use of regular Present Tense verbs
- Revised the formation and the use of the verbs 'jouer' and 'faire'
- Consolidated their knowledge of the 'holidays' topic
- Revised the vocabulary from the S2 course (hobbies, healthy living and holidays) to prepare for the End of S2 Reading and Listening Assignments

Assignments:

A range of tasks has been set to revise and consolidate learning from the above focal points. They have included:

1. Online quizzes such as Kahoots/GIMKITS/Quizizz/ Form Assignments
2. Quizlet Vocab revision activities
3. Writing activities including creating a short piece of writing on the topic of 'School'
4. Listening activities from a range of sources including Linguascope
5. Reading activities such as gap fills and comprehension questions
6. Speaking activities - students have been encouraged to get in touch with peers via technology to practise pronunciation, as well as teach family members some French tidbits

All students have been issued with an END OF YEAR Reading and Listening Assignment via Microsoft Forms. It is important that students engage with these two tasks.

Subject: Geography

Year Group: S3

Level: BGE

Focus:

Mapskills Lessons:

- Introduction and famous Geographer
- Digimaps
- Map Symbols
- 4 & 6 Figure Grid References
- Direction and Scale
- Relief
- Cross section & sketching
- Assessment and concluding task

Assignments:

All PowerPoints are located in the Files tab on Teams. Students should work their way through the tasks on the PowerPoints and complete the worksheets which are available in each folder.

Subject: Graphic Communication

Year Group: S3

Level: BGE

Focus:

Representing ideas, concepts and products through a variety of graphic media

I can apply a range of graphic techniques and standards when producing images using sketching, drawing and software. TCH 3-11a

I can extend my use of manual and digital graphic techniques to realise ideas, concepts and products and recognise the importance of real-world standards. TCH 4-11a

- *Produces sketches which show an understanding of proportion.*
- *Produces 2D and 3D sketches using a range of techniques.*
- *Produces rendered drawings which may include colour, surface texture, tonal change*
- *Interpret Graphic drawings and draw information from these to answer questions*

Assignments:

All assignments have been set through the **S3 GC Microsoft Team group**. Pupils should TRY as many assignments as they can. There is no pressure to achieve every task. They will develop knowledge for understanding foundational drawing symbols and line types for drawing interpretation; sketching and presentation skills that will help them throughout S3. The assignments are listed below:

8. *Drawing Conventions, Symbols and British Standards*
9. *BSI Dimensioning Common Objects*
10. *Drawing Interpretation - Visualisation*
11. *Introduction to Freehand Sketching 1 - Warm-up; Freehand Circles; Orthographic House; One Point Perspective Building; Two Point Perspective Shelf*
12. *Introduction to Freehand Sketching - 2 - Layout of a full Orthographic Drawing*
13. *Introduction to Freehand Sketching- 3 - More complex Orthographic Drawings*

Subject: Health and Food Technology

Year Group: S3

Level: BGE level 4

Focus:

Hygiene and Safety – recap on the safety and hygiene rules necessary for working in a school kitchen and contract making commitment to follow the guidelines – needs to be completed prior to practical work commencing.

Introduction to concept that Diet needs change depending on lifestyle and age and stage.

Assignments:

- Safety in the Kitchen Revision Booklet
- Diet Through Life Part 1 – Teenagers – including booklet questions, research, planning meals, and investigation on packed lunches – findings to be displayed as a presentation (power point or other)
- Diet Through Life Part 2 – Pregnant Women, Babies, Toddlers and Young Children – including booklet questions, nutrition research and production of a healthy eating guide for pregnant women.
- Diet Through Life Part 3 – The Elderly – including booklet questions, research and production of a guide for the elderly to use to help them to keep fit and healthy.
- Diet Through Life Part 4 – Vegetarians – Types of vegetarian, amending menus and production of an information leaflet or poster which gives vegetarians advice on how to ensure they do not miss out on essential nutrients.

Subject: History

Year Group: S3

Level: BGE

Focus: By the end of term pupils should have completed an introductory unit to the Titanic. Tasks are released each Tuesday on the S3 History Teams and should be submitted under the Assignments tab.

Assignments:

Lesson 1 – Titanic Introduction

Lesson 2 – The Class System

Lesson 3 – Life on board the Titanic

Lesson 4 – White Star Line

Lesson 5 – Captain Smith

Lesson 6 – The Sinking

Lesson 7 & 8 – Who is to blame?

Lesson 9 & 10 – Presentations

Lesson 11 – End of unit quiz

| |
|--|
| Subject: Maths |
| Year Group: S2/3 |
| Level: 3 MS Team: TYN - S2/S3 - Maths - Level 3 |
| <p>Focus:</p> <p>Multiples/Factors/Primes</p> <ul style="list-style-type: none"> • Finding the lowest common multiple • Finding the highest common factor • Prime Numbers <p>Powers</p> <ul style="list-style-type: none"> • Evaluating whole numbers with whole number powers (non calc.) • Evaluating whole numbers with whole number powers (calc.) • Changing between large numbers and scientific notation • Changing between low numbers and scientific notation <p>Measurement</p> <ul style="list-style-type: none"> • Finding the missing length when given the perimeter of a shape (include irregular shapes with one side missing but include squares rectangles, equilateral/isosceles/right triangles) • Develop and use the formula for the area of a triangle • Calculating area of triangle in contexts • Working backwards from area of rectangle/square/triangle to find missing length • Calculating area of compound shapes involving rectangles/rectangles and triangles) • Calculating area of compound shapes in context. <p>w/b 15th June</p> <ul style="list-style-type: none"> • Calculating the volume of compound shapes (involving cubes, cuboids) • Liquid Volumes (include questions where, given the rate a tank fills up/drains, how long will it take to empty the tank) • Working backwards from volume of cube/cuboid to find missing length <p>w/b 22nd June</p> <ul style="list-style-type: none"> • Rounding to decimal places • Rounding in contexts • Properties of 2D shapes |
| <p>Assignments:</p> <p>All lessons covering these topics will be on Teams - "Files" - "Class materials" - "Lessons"</p> <p>The lessons need to be done in date order and notes and examples copied into jotters/work pads. The exercises are included in the lessons and answers are given for students to check their work. Students should be showing all their workings as shown in the examples in the lesson.</p> |

Subject: Maths

Year Group: S3

Level: 4, MS Team: TYN – S3 – Maths – Level 4

Focus:

- w/b 8th June: Statistics – Stem & Leaf, Real World Problems, Algebra Revision
- w/b 15th June: Probability, Algebra Revision
- w/b 22nd June: Statistics consolidation, Algebra Revision

Assignments: Please check Teams for Forms Quizzes and PDFs containing worked examples and questions.

Subject: Maths

Year Group: S3

Level: Level 4 Extension

Focus:

- w/b 1st June: Factorising (CF, D2S, Trinomial, CF & D2S and CF & Trinomial)
- w/b 8th June: Linear Equations (non-fraction)
- w/b 15th June: Linear Equations (with fractions)

Assignments:

- w/b 15th June: All Linear Equations
- w/b 22nd June: Recap all topics aforementioned

On Notebook you will be given all notes and classwork exercises – these do not need to be submitted.

Your Quiz will be assigned through Forms and will be notified on the Teams Page. **FOR FEEDBACK YOU MUST PROVIDE YOUR WORKING BEFORE THE DEADLINE.** Follow instructions issued on Teams (ie use of Genius Scan) to upload work.

Subject: Modern Studies

Year Group: S3

Level: Third/Fourth

Focus:

- Nature of crime
- Extent of crime
- Causes of crime (overview)

Assignments:

- 1.0 Crime and deviance
- 1.1 Knife Crime
- 1.2 Types of Crime
- 1.3 Crime Rates in Scotland
- 1.4 Causes of Crime Introduction
- 1.4.1 Causes of Crime Introduction 2
- 1.5 Causes of Crime – Poverty
- 1.6 Causes of Crime – Social Causes
- 1.7 Types of Crime poster
- 1.8 Causes of Crime infosheet

Subject: Music Performing

Year Group: S3

- Information on listening, literacy and performance on 2 instruments.
- PERFORMANCE - Each pupil will have confirmed the 2 instruments they would like to take forward for performance.

On each instrument they will begin to select pieces for their programme

Where appropriate, will have liaised with their instructor during this period to get feedback and direction on their choices and performance

It is expected that pupils will have recorded sections of their performance into Classroom Notebook on each instrument. This should be done in the TEAM for their instrument or by arrangement with their instructor.

- LITERACY - Each pupil will have completed 2 literacy tasks.
- LISTENING - Pupils will have completed various listening tasks, including David Walliams podcast and National 4 level concept activities.

All pupils are expected to become familiar with the layout and sections of Teams and Class Notebook in order to fully access the curriculum.

Subject: Music Technology

Year Group: S3

Overview

Your job in June

To access your S3 Music Technology Team

To complete the Technology Questionnaire

To access & complete your Foley assignments

To access and become familiar with using the Collaboration Space in Class Notebook

To upload a file in the Collaboration space in Class Notebook

Assignments and Tasks

W/B 19 May: Kahoot Quiz

Foley

W/B 26 May Foley Activity 1 – Intro to Foley: Watch 2 videos and complete Quiz in Forms

W/B 2 June Foley Activity 2 – Foley Artists: Watch 3 videos & identify 3 Foley sounds to create in Paddington Bathroom Scene.

W/B 9 June Foley Activity 3 – Creating Foley Recordings: Watch two videos on Microphone positioning & Tips for recording Foley. Pick one sound from Foley Activity 2 and record with your device camera. Upload in Class Notebook Collaboration Space

W/B 16 June Foley Activity 4 – Creating & Recording Foley Sounds: Create, record and upload your Foley sounds for Paddington Bathroom scene to your group page in Class Notebook.

Subject: BGE PE

Year Group: S1-S3

Level: BGE

Focus:

- To develop knowledge and understanding of how the body works and how to keep fit and healthy.
- To develop knowledge and understanding of fitness through testing and training using a muscular endurance circuit.
- Encouraged to be as active as possible through different ways including: Mr Jaggs twitter challenges, Jo Wicks Body Coach, daily walks with family, cycling etc

Assignments:

- Fitness Tests – 3 times to compare scores to see if there is an improvement.
- Training diary after each session
- 6-week muscular endurance training programme
- Various worksheets on the body including: The body, The heart, Healthy Eating and Diet, Fitness and Keeping Active.

Subject: Physical Education

Year Group: S3

Level: N/A

Focus: THEORY – Building course knowledge

All Forms/Quizzes and assessments should be completed before the Summer break and can be found on the Microsoft Teams page “TYN – S3 Analysis and Performance” or listed below.

Assignment 1 – Muscular endurance testing

Complete the data collection of the three areas we are focussing our circuit training on
Submission date 22/05/2020

Recap of week 1

<https://forms.office.com/Pages/ResponsePage.aspx?id=af6sSGo3tUKfacnke7-5xHB4nSijbhxDmXS1iV9toSJUQ0NFVv5FM1IENUhUU1hQOUxTOEFVVIQTS4u>
Submission date 29/05/2020

Assignment 2 – Factors impacting Performance

Complete the Table attached and submit it about each of the sporting scenarios.

Use the MESP document attached to provide subfactors that you can use for each factor in every scenario

Submission date 05/06/2020

Assignment 3 – Factors impacting performance Recap Quiz

Match the subfactor to the MESP Factor to the best of your abilities.

Submission date 15/06/2020

Assignment 4 – Mid PDP Review

This is a brief monitoring form to look at how your PDP (Personal Development Plan) is currently going. Think carefully about your answers and be honest about your performance. Complete it after your final session this week.

Submission date – 15/06/2020

Assignment 5 – Muscular Endurance Circuit

Complete the data collection of the three areas we are focussing on and submit your test results and answer the questions

Submission date 26/06/2020

Focus: PRACTICAL

Complete your 3 circuit training sessions a week to develop Muscular Endurance.

Complete any additional runs, cycles, walks etc. to maintain CRE and general wellbeing.

Subject: Physics

Year Group: S3

Level: BGE

Focus: Finishing Fragile Earth project until 12-06-2020

By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. SCN 1-06a

By observing and researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it. SCN 2-06a

By using my knowledge of our solar system and the basic needs of living things, I can produce a reasoned argument on the likelihood of life existing elsewhere in the universe. SCN 3-06a

Starting speed. Until 26-06-2020

By making accurate measurements of speed and acceleration, I can relate the motion of an object to the forces acting on it and apply this knowledge to transport safety. SCN 4-07b

I can use appropriate methods to measure, calculate and display graphically the speed of an object, and show how these methods can be used in a selected application. SCN 4-07a

Assignments:

Teams: Up to 9th June: Space homework 1 and 2, days, months, seasons, years

Up to 19th June: Speed homework 1.

Subject: Spanish

Year Group: New S3

Level: Broad General Education

Focus:

Students will be given the opportunity to touch base with a new language and develop their Reading, Writing, Listening and Talking skills in order to prepare them for a potential National or Higher award.

Students have so far:

- Gone over basic pleasantries
- Learned introductions
- Learned numbers in depth from 1-100, and are familiar with 1-1000
- Learned how to talk about themselves, including age, birthday.
- Learned how to describe themselves physically: Eyes hair, specific adjectives.
- Explored Spanish and Latin American culture.
- Completed tasks related to Spanish lifestyles and @Home cultural immersion.

Assignments:

A range of tasks has been set to revise and consolidate learning from the above focal points. They have included:

7. Online quizzes such as Kahoots/GIMKITS/Quizizz
8. Detailed PowerPoint lessons with Voice Notes to add extra explanations and an element of interactivity
9. Quizlet Vocab revision activities
10. Writing and translation activities including creating a short piece of writing on the topic of 'Myself'
11. Listening activities from a range of sources including This is Language
12. Reading activities such as gap fills and comprehension questions
13. Speaking activities - students have been encouraged to get in touch with peers via technology to practise pronunciation, as well as teach family members some Spanish tidbits.