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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: Administration & IT

Year Group: S4/5/6

Level: National 4/5

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 – NATIONAL 4/5 – 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: Administration & IT

Year Group: S5/6

Level: Higher

Focus:

By the end of term pupils should have worked through:

- Introduction to Admin & IT
- Role of Admin & Senior Admin Assistant
- Time & Task Management (Targets)
- Time & Task Management (Time stealers & solutions)
- Time & Task Management (Tools for effective time and task management)

Assignments:

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

- Introduction to Administration & IT (My World of Work) ([Notebook page](#))
- Admin & Senior Admin Assistants ([Notebook page](#))
- Time & Task Management (Targets) 1/3 Personal Action Plan ([Notebook page](#))
- Time & Task Management (Targets) 2/3 Target Setting Questions ([Notebook page](#))
- Time & Task Management (Targets) 3/3 Monitoring & Evaluating Targets ([Notebook page](#))
- Time & Task Management (Time Stealers & Solutions) Task ([Notebook page](#))
- Time & Task Management (Tools for effective time and task management) Task ([Notebook page](#))
- Time & Task Management Revision Quiz ([Forms quiz](#))

Subject: Art & Design

Year Group: S4&5

Level: National 4/5 and Higher

Focus: Introduction and getting started on Practical Course. Students to do research into themes and topics for their Expressive and Design units. Students have examples of other student work and teacher guides to aid them with this process.

By the end of term we expect students to have chosen an area of design and expressive activity from graphics/body ornament and portraits/still life.

Created Pinterest boards exploring themes and media use by other artists and designers.

Completed a theme choice pro forma outlining approaches to both units

Produced a design brief

Assignments:

1. Pinterest board guide, create and populate a board for each unit. Student example folios in the 2 areas of design and 2 areas of expressive provided to model expectations.
2. Completion of theme choice sheet, audio guide also provided. Outline of practical units and marking scheme provided for student info.
3. Making a design brief. Presentation on process to writing a brief with modelling of good practice and examples. Students create initial mind map then write up design brief.
4. Start to Expressive investigation sheet. Create 2-3 observational quality studies in different media - pencil and pen will do as media. Audio explanation of activity provided.
5. Start to design investigation sheet. 1 quality analytical study relevant to theme of unit. Audio explanation of activity provided.

Subject: Art & Design

Year Group: S6

Level: Advanced Higher

Focus: Introduction and getting started on Practical Course. Students to carry out research and investigation into a chosen Expressive or Design theme for their portfolio. Examples of other student work and teacher guides have been provided to aid them with this process.

By the end of term we expect students to have:

- Chosen an area of Design or Expressive activity.
- Created a Pinterest board exploring selected theme and media use by other artists/designers.
- Created a Pecha Kucha presentation on areas of stimulus, inspiration and approaches they plan to use in their project.
- Produced a Design Brief or Expressive theme outline.
- Explored a range of media and approaches in initial investigation drawings.

Assignments:

6. Drawing skills – Use presentation to explore a variety of creative approaches to drawing as an artist. An opportunity to be creative and experiment in order to develop breadth in your portfolio.
7. Pinterest - Create and populate a board. Student example folios provided in various areas of Design and Expressive activity to model expectations.
8. Pecha Kucha presentation – Create presentation using the guide provided with examples of Pecha Kuchas and a YouTube tutorial on how to make one.
9. Design brief/Expressive theme outline - Presentation on process to writing a Design Brief showing examples and modelling of good practice. Students create initial mindmap, then write up design brief.
10. Start to investigation work – Create a minimum of 3 good quality observational studies as starting points for your project, use as wide a range of media as you can but pen and pencil will do. Audio explanation of activity provided.

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: Biology

Year Group: S4/5/6

Level: National 4/5

Focus: **Unit 1 Cell Biology** (Key area 1)

- **Week 1 – Lesson 1:** Cells and Microscopes
- **Week 2 – Lesson 2:** Animal and Plant Cells
- **Week 3 – Lesson 3:** Bacterial and Fungal Cells
- **Week 4 – Lesson 4:** Consolidation on Cell structure and Function
- **Week 5 – Lesson 5:** The Cell Wall in different cell types
- **Week 6 – Lesson 6:** Quiz and Evaluation

Assignments:

- **Week 1**
 - Read through the Cells and Microscope PowerPoint
 - **Complete Assignment 1:** Forms Quiz to test your prior knowledge on cells
 - **Complete Assignment 2:** Activity 1 – Cell Size
- **Week 2**
 - Read through Animal and Plant Cells PowerPoint
 - **Complete Assignment 3** – Cell Parts and Function Worksheet
 - **Complete Assignment 4** – Cell structure and Function Questions
- **Week 3**
 - Read through the Bacterial and Fungal Cells PowerPoint
 - Watch the “Cells” Video. Link on PowerPoint
 - Complete BBC Bitesize Quiz. Link in PowerPoint
 - **Complete Assignment 5** – Mix and Match
 - **Complete Assignment 6** – Cell Structure Mind Map
- **Week 4**
 - **Assignment 7** – Cell Biology past paper questions 1-5
 - **Assignment 8** – Traffic Light Learning Outcomes
- **Week 5**
 - Read through The Cell Wall PowerPoint
 - Watch the “Cell Wall” Video. Link in PowerPoint
 - **Assignment 9** – Problem solving Questions
- **Week 6**
 - **Assignment 10** – Forms Feedback Quiz

Subject: Biology

Year Group: S6

Level: Advanced Higher

Focus: Unit 1 – Cells and Proteins

Week 1 – Lab techniques for biologists. Health and safety

Week 2 – Liquids and solutions

Week 3 – Separation techniques

Week 4 – Antibody techniques

Assignments:

Each week read through PowerPoint and complete sections of work booklet.

Week 1 – Complete a risk assessment

Week 2 – Read through dilutions practical. Complete problem-solving questions.

Week 3 – Read through chromatography practical. Separation techniques assignment

Week 4 – Past paper Qs and homework questions.

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: Business Management

Year Group: S4/5/6

Level: National 4/5

Focus:

By the end of term pupils should have worked through:

- Customer satisfaction
- Target markets and market segmentation
- Market research
- Marketing mix (product)

Assignments:

All assignments are available in the **Assignments tab** in the **General channel** on Teams (TYN – NATIONAL 4/5 – BUSINESS MANAGEMENT):

- Customer satisfaction questions ([Word document](#))
- Customer satisfaction word bank ([Word document](#))
- Market segmentation task ([Notebook page](#))
- Market segmentation questions ([Notebook page](#))
- Market research – desk & field comparison task ([Notebook page](#))
- Market research – methods of field research ([Notebook page](#))
- Market research & customers quiz ([Forms quiz](#))
- JD Sports case study ([Notebook page](#))
- Marketing mix (product) – new product development poster ([Notebook page](#))
- End of term assessment questions ([Notebook page](#))

Subject: Business Management

Year Group: S5/6

Level: Higher

Focus:

By the end of term pupils should have worked through:

- Introduction to the course; understand the main areas of study and how the course is assessed
- Sectors of Industry
- Sectors of Economy
- Types of organisation: Private sector
- Advantages and Disadvantages of Private Sector Organisations
- Types of organisation: Public sector

Assignments:

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

- Introduction to H BM ([Forms quiz](#))
- Sectors of Industry and Economy ([Forms quiz](#))
- Types of Organisation (Private Sector) ([Forms quiz](#))
- Advantages and Disadvantages of Private Sector Organisations ([Forms quiz](#))
- Types of Organisation (Public Sector) ([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: Chemistry

Year Group: S4 - S6

Level: National 4 and National 5

Focus:

Unit – Atomic Structure & Bonding

- ☆ Formulae Writing
 - ★ Valencies
 - ★ Groups
 - ★ Roman Numerals
 - ★ Ionic Formulae

- ☆ Acids & Bases
 - ★ pH Scale
 - ★ Neutralisation

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: Chemistry

Year Group: S5 & S6

Level: Higher

Focus:

Higher Chemistry Numeracy Skills

Unit – Chemical Changes & Structure

☆ Periodicity

- ★ Arrangement of Elements
- ★ Periodic Trends
- ★ Covalent Radii, Ionisation Energy & Electronegativity

☆ Structure & Bonding

- ★ Covalent Bonding
- ★ Polar Covalent Bonds
- ★ Bonding Continuum
- ★ Intermolecular Bonding
- ★ Hydrogen Bonding
- ★ Ionic Bonding

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: Chemistry

Year Group: S6

Level: Advanced Higher

Focus:

Unit - Inorganic Chemistry

- ☆ Electromagnetic Radiation & Atomic Spectra
- ☆ Atomic Orbitals, Electronic Configurations & the Periodic Table

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/ycnpq7el>

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: Computing Science

Year Group: S4/5/6

Level: National 5

Focus:

By the end of term pupils should have worked through the entire Systems topic (as detailed in each lesson Form) and understand:

- How numbers can be represented in Binary
- How to convert numbers from Binary to Decimal and vice-versa
- How floating point representation stores large numbers
- How characters are stored (ASCII)
- How bitmap and vector graphics can store images, and the differences between the two
- Basic computer architecture and what the main parts do (partly revision from S3)
- The environmental impact of computer systems and how these can be minimised
- The roles of firewalls and encryption

Assignments:

- Organising folder structure and recap of S3 binary.
- Reading lesson Course Notes and PPT content and taking own notes.
- Watching videos and taking own notes in each lesson.
- Worksheet and quiz on binary to decimal and decimal to binary conversion
- Worksheet and quiz on storage covering floating point and characters
- Practical exercises using online bitmap and vector editors and quiz questions on graphics
- Worksheet on computer structure and quiz questions
- Worksheet on energy usage and quiz questions
- Worksheet on security precautions, research worksheet and quiz questions

Microsoft Forms – Lesson resources and activities

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

Week 1: N5 Computer Systems: Course Introduction and Data Representation - Integers

<https://tinyurl.com/yakjpfoc>

Week 2: N5 Computer Systems: Data Representation – Text

<https://tinyurl.com/y8wl983f>

Week 3: N5 Computer Systems: Data Representation – Bitmap Image

<https://tinyurl.com/y8hsptlx>

Week 4:

1. N5 Computer Systems: Data Representation – Vector Image (Form Assignment on Teams)
2. N5 Computer Systems: Data Representation – Audio (Form Assignment on Teams)

Week 5:

1. N5 Computer Systems: Structure (Form Assignment on Teams)
2. N5 Computer Systems: Translators (Form Assignment on Teams)

Week 6:

1. N5 Computer Systems: Security Risks and Precautions (Form Assignment on Teams)
2. N5 Computer Systems: Environmental Impact (Form Assignment on Teams)

Subject: Computing Science

Year Group: S5/S6

Level: Higher

Focus:

By the end of term pupils should have worked through the entire Systems topic (as detailed in each lesson Form) and:

Understand that numbers that can be represented using a fixed number of bits.

Know how to convert two's complement numbers from binary to denary and vice versa.

Describe and exemplify floating-point representation of positive and negative real numbers, using the terms mantissa and exponent.

Describe the relationship between the number of bits assigned to the mantissa/exponent, and the range and precision of floating-point numbers.

Describe Unicode used to represent characters and its advantage over extended ASCII code (8-bit) in terms of numbers of characters.

Describe the relative advantages and disadvantages of bit-mapped graphics versus vector graphics.

Describe the concept of the fetch-execute cycle.

Describe the factors affecting computer system performance.

Describe the environmental impact of intelligent systems.

Describe and identify the implications for individuals and businesses of the Computer Misuse Act 1990.

Describe and identify security risks and how encryption is used to secure transmission of data in the use of public and private keys, digital certificates and digital signatures.

Assignments:

- Organising folder structure and recap of N5 binary exercises.
- Reading lesson Course Notes and PPT content and taking own notes.
- Watching selected videos and taking own notes in every lesson.
- Two's complement exercises and quiz questions.
- Floating Point exercises and quiz questions.
- ASCII and Unicode exercises and quiz questions.
- Practical exercises using online bitmap and vector editors and quiz questions on graphics
- Worksheet on computer structure and quiz questions
- Worksheet on environmental impact and quiz questions
- Worksheet on security precautions, research worksheet and quiz questions

Microsoft Forms – Lesson resources and activities

Week 1: H Data Representation – Course Introduction and refresh of N5 binary

<https://tinyurl.com/ycyen3gr>

Week 2: H Data Representation – Negative Integers <https://tinyurl.com/ycbe535e>

Week 3:

1. H Data Representation – Real Numbers (Form Assignment on Teams)
2. H Data Representation – Text (Form Assignment on Teams)

Week 4:

1. H Data Representation – Bitmap Image (Form Assignment on Teams)
2. H Data Representation – Vector Image (Form Assignment on Teams)

Week 5:

1. H Computer Systems Security Risks, Precautions and The Law (Form Assignment on Teams)
2. H Computer Systems Environmental Implications (Form Assignment on Teams)

Subject: Computing Science

Year Group: S6

Level: Advanced Higher

Focus:

Prior to starting the course, pupils will spend 2 weeks transferring Higher level programming skills in VB to Python so that distance learning can be supported in an online environment:

Following this, pupils will spend the remaining 3 weeks on the AH course covering the following topics illustrated through Python:

1. Data Types and Structures (2-D array and Linked Lists)
2. Algorithm Specification 1 (Linear Search and Binary Search)
3. Algorithm Specification 2 (Insertion Sort and Bubble Sort)

Assignments:

- Organising folder structure.
- Reading lesson Course Notes and PPT content and taking own notes.
- Code understanding and practical programming in Python on all Higher level programming content.
- Code understanding and practical programming in Python on api integration.
- Python H level programming quiz questions and problem-solving tasks (SQA questions).
- Watching selected videos on core AH concepts in 2D Arrays and Linked Lists and taking own notes and answering questions relating to this content.
- Extended response and multiple-choice quiz questions on Python H level programming.
- Practical problem-solving tasks using Records, Parallel Arrays and Arrays of Records in Python.
- Watching selected videos on core AH concepts 2D arrays and Linked Lists, taking own notes and answering questions relating to this content.
- Code understanding and practical programming in Python on 2D arrays and Linked Lists.
- Extended response and multiple-choice quiz questions on 2D arrays and Linked Lists.
- SQA questions on 2D arrays and Linked Lists.
- Watching selected videos on core AH concepts on Big O Notation, Linear and Binary Search algorithm analysis, taking own notes and answering questions relating to this content.
- Code understanding and practical programming in Python on Linear and Binary Search.
- Extended response and multiple-choice quiz questions on Linear and Binary Search.
- SQA questions on Linear and Binary Search.

- Watching selected videos on core AH concepts on Insertion Sort and Bubble Sort algorithms. analysis, taking own notes and answering questions relating to this content.
- Code understanding and practical programming in Python on Insertion Sort and Bubble Sort.
- Extended response and multiple-choice quiz questions on Insertion Sort and Bubble Sort.
- SQA questions on Insertion Sort and Bubble Sort.

Microsoft Forms – Lesson resources and activities

Week 1 and Week 2: Course Intro and H Python <https://tinyurl.com/ycwfc2k3>

Week 3: Data Types and Structures (Form Assignment on Teams)

Week 4: Algorithm Specification 1 - Searching (Form Assignment on Teams)

Week 5: Algorithm Specification 2 - Sorting (Form Assignment on Teams)

Subject: Craft, Design & Technology

Year Group: S2

Level: BGE

Focus:

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

- *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*

I can apply my knowledge and understanding of engineering disciplines and can develop/build solutions to given tasks. TCH 3-12a

- *Builds/simulates solutions to engineering problems*

Assignments:

All assignments have been set through the **S2 CDT Microsoft Team group**. Pupils should TRY as many assignments as they can. There is no pressure to achieve every task. They will develop problem solving and sketching skills that will help them throughout S2. The assignments are listed below:

1. *Sketching 1. Pen holder*
 2. *Sketching 2. Circles/Ellipses*
 3. *Sketching 3. Cylinders*
 4. *Sketching 4. More complex cylinders*
 5. *Sketching 5. Even more complex cylinders.*
-
1. *Engineering 1. Rubber band car challenge*
 2. *Engineering 2. Paddle boat challenge*
 3. *Engineering 3. Parachute challenge*
 4. *Engineering 4. Marble run challenge*
 5. *Engineering 5. Prosthetic hand challenge*

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: Dance

Year Group: S4-6

Level: National 5 Dance

Focus:

- To begin working through the National 5 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 create own dance through the choreography tasks which have been set and plan this out.

Assignments:

- Dance Fitness Testing Worksheet
- Jazz History Worksheet
- Mood Board
- Famous Choreographer Worksheet
- Flexibility Training Programme
- Practical Performance Practice
- Storyline Worksheet

Subject: Dance

Year Group: S4-6

Level: Higher Dance

Focus:

- To begin working through the Higher dance course looking at different styles of dance and building up knowledge and understanding of each of these styles of dance looking at the history of these along with famous choreographers.
- 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 create own dance through the choreography tasks which have been set and plan this out.

Assignments:

- Dance Fitness Testing Worksheet
- Jazz History Worksheet
- Mood Board
- Famous Choreographer Worksheet
- Flexibility Training Programme
- Practical Performance Practice
- Storyline Worksheet
- Analysis of Choreography

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:

6. *Design Process Task*
7. *Design Brief Task*
8. *Research Task*
9. *Function Task*
10. *Performance Task*
11. *Market Task*
12. *Aesthetics Task*

Subject: Design and Manufacture

Year Group: S4 - 6

Level: N4 and N5

Focus:

To build knowledge and understanding of the following topics:

- Design Process
- Design Factors

For pupils continuing learning, this is further learning building on prior knowledge. For pupils new to the course, this is new knowledge and efforts should be made to read the Course Notes set.

Assignments:

New pupils should access the **Course Notes within the Files section of N4_N5 DM Team group** and read/make notes on the following topics. This will prepare for consolidation of learning in August:

- *Section 1 Design Process*
- *Section 2 Design Factors*

All assignments have been set through the **N5_N5 DM Microsoft Team group**. Pupils should ensure that they are up to date with all assignments:

- 13. Research Task*
- 14. Specification Task*
- 15. Idea Generation (Sketching) Task*
- 16. Evaluation Task*
- 17. Design Process Revision Task*

Subject: Drama

Year Group: S2

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: 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: Early Learning and Childcare

Year Group: S4

Level: N5

Focus:

HC3C 45 Development and Wellbeing of Children and Young People (SCQF level 5)

This unit is designed to introduce students to the principles of development and wellbeing of children and young people.

-Students will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development.

Students will also learn about the wellbeing of children and young people and how a variety of factors may affect their development

Assignments:

- Complete glossary of key terms and concepts related to development
- Research and demonstrate knowledge and understanding of the Shanarri wellbeing indicators
- New born babies – checks by health professionals to ensure baby is well.
- New Born Reflexes – recognising and describing reflexes which new born babies have
- Research and develop knowledge of key milestones of PHYSICAL development 0-12 years – broken down into age groups.

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: Environmental Science

Year Group: S4-6

Level: N3/4

Focus:

The focus will be on the Sustainability unit of the N3/4 Environmental Science.

So far we have looked at:

- Introduction to sustainability.
- UN SDG
- Sustainable resources: Water
- Climate change, flooding and drought
- Food Security.

Assignments:

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

Subject: English

Year Group: S2

Level: All levels

Focus:

Students will work on improving two essential skills for English: writing for a range of different purposes and reading for understanding.

Each week students will be set a task related to the national creative competition that a member of the English department has set up generationlockdown.co.uk. They will be asked to write in three different styles that can be submitted to the competition: fiction, non-fiction and poetry.

They will be asked to create success criteria for how to write in the different styles and read examples of effective entries to the competition in all formats.

They will also be asked to complete research tasks, using the resources that are available on the website. They will be asked to summarise their key findings from the information.

They will then pick out the one piece of writing they would like to be their final submission. This will need to be between 500-700 words – preparing students for the coursework element of their National 5 or National 4 course in fourth year. They will need to edit their work and receive feedback on how to improve it.

Each week students will also be set reading for understanding tasks, which have been planned to develop the skills they need as they move through English at the school. They will submit one completed exercise per week.

Assignments:

- Weekly writing tasks
- Weekly comprehension tasks.
- Research and summary tasks related to generationlockdown.co.uk.
- A completed submission to the competition of between 500-700 words.

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: English

Year Group: S4/5/6

Level: N4

Focus:

Students will be introduced to two main skills they will need through National 4, through completing a unit on homelessness in Scotland.

The first is completing their first writing assessment for the course. They will undertake a research task in order to find out what homelessness is really like in Scotland. They will then write a letter to the MP for homelessness in Scotland, Kevin Stewart. By doing so they will develop confidence in how to write a formal letter, exploring how to sustain a formal tone and build in a range of vocabulary.

This letter will outline what they believe should change about how the homeless are treated in society. Students will work on developing the clarity and impact of their writing, by drafting paragraphs and responding to feedback.

Alongside tasks to develop students' writing skills, they will also complete a range of reading tasks. These tasks will be related to the homeless letter and ask students to read material related to homelessness in Scotland. They will then complete comprehension questions based on that reading material.

Assignments:

- Weekly writing tasks
- First draft of a formal letter
- Reading comprehension practise

Subject: English

Year Group: S4/5/6

Level: N5

Focus:

Students will work on a range of skills that will be important to the N5 course. They will undertake practice exercises on different RUAE (Reading for Understanding, Analysis and Evaluation) questions types.

To help prepare a folio draft they will also work through a range of different exercises on creating character, setting, dialogue and so on.

Students will also have a practice language skills exercise each week to help them improve their written English.

Students will prepare for the Critical Reading paper by developing their textual analysis skills through study of the poem *Mid-Term Break* and completion of a textual analysis practice exercise.

Assignments:

- Weekly RUAE practice questions
- First draft of creative folio piece
- Weekly language skills practice exercises
- Textual analysis practice on the assigned poem

Subject: English

Year Group: S4/5/6

Level: ESOL – all levels

Focus:

Students will work on developing a range of skills related to Reading, Writing and Listening. They will also be assigned work to help improve grammar and vocabulary.

As appropriate to level, they will engage in a variety of tasks related to ‘Everyday Living’ and the ‘World of Work/Study’; for example, writing a personal blog or email, or formal/informal letters, a report, or a review, or a persuasive essay.

All ESOL students have access to a wide range of online resources to encourage regular reading up to and beyond June: www.learninenglish.teens – especially the section called ‘Magazines’

Assignments:

As above

Subject: English

Year Group: S5/6

Level: Higher

Focus:

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

To help prepare a folio draft they will also work through a range of different exercises on creating character, setting, plot and so on.

Students will prepare for the Critical Reading paper by developing their textual analysis skills through study of the poem 'Havisham' and completion of a textual analysis practice exercise.

Assignments:

- Weekly RUAЕ practice questions
- First draft of creative folio piece
- Textual analysis practice on the assigned poem

Subject: English

Year Group: S6

Level: Advanced Higher

Focus:

Students have been issued a power-point to help them become familiar with the various components of the AH course.

We will be working mainly on finding appropriate texts for dissertation reading, though some time will also be devoted to discussing possible texts for the Literary Study.

Assignments:

- Choosing texts for the dissertation / conducting some initial research
- Analysis of exemplar dissertations
- Thinking about Literature texts

Subject: French

Year Group: New S2

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 'school topic' (subject opinions, describing their school and the school uniform)
- Revised the vocabulary from the S1 course (self, family, home area and school) to prepare for the End of S1 Reading and Listening Assignments
- Recapped the French alphabet and the use of the written accents

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: 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: French

Year Group: S4-S6

Level: National 4/5

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:

- Had an introduction to the National courses (PowerPoint with voice over notes).
- Revised the use of regular present tense verbs
- Revised the use of irregular present tense verbs
- Revised language learned in BGE that will be important for National (self, descriptions, home area, school, hobbies)

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/Forms Assignments
2. Quizlet Vocab revision activities
3. Writing and activities including creating a short piece of writing on the topic of 'self'
4. Speaking activities - students have been asked to record their writing as a voice note and send for feedback. They will then be issued some follow up questions to prepare in order keeping with final national assessments.
5. In coming weeks, Students will be given support to complete some reading and listening activities similar to final National assessments.

Subject: French

Year Group: S5-S6

Level: Higher

Focus:

Pupils will have the opportunity to develop their reading, writing, listening and talking skills in order to understand and use French. In Higher there is also a fair emphasis put on Translation skills

Students have so far:

- Had an introduction to the Higher courses (PowerPoint with voice over notes).
- Revised the use of regular present tense verbs
- Revised the use of irregular present tense verbs
- Discussed family relationships

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/ Forms Assignments
2. Quizlet Vocab revision activities
3. Writing and translation activities including creating a short piece of writing on the topic of 'self and family'
4. Listening activities from a range of sources including This is Language
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

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: Geography

Year Group: S4/5/6

Level: National 4&5

Focus:

Mapskills Lessons:

- Grid References
- Map Symbols
- Scale

Global Issues-Health Lesson:

- Malaria: Causes and Solutions
- Heart Disease: Causes and Solution
- HIV/Aids: Causes and Solutions
- Health leaflet/poster
- Forms Assessment

Assignments:

All PowerPoints are located in the Files tab on Teams. Students should work their way through each task on the PowerPoints and take notes. Tasks and past paper answers should be uploaded to assignments.

Subject: Geography

Year Group: S5/6

Level: Higher

Focus:

Global Issues-Health and Development lessons:

- Introduction and accessed iTunesU course
- 1. Development Indicators
- 1.2 Reliability of Indicators
- 2. Variations in Development
- 3. Primary Health Care
- 4. Malaria
- Forms Assessment Part 1
- Forms Assessment Part 2

Assignments:

All PowerPoints are located in the Files tab on Teams. Students should work their way through each task on the PowerPoints and take notes. Tasks and past paper answers should be uploaded to assignments.

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:

- 18. Drawing Conventions, Symbols and British Standards*
- 19. BSI Dimensioning Common Objects*
- 20. Drawing Interpretation - Visualisation*
- 21. Introduction to Freehand Sketching 1 - Warm-up; Freehand Circles; Orthographic House; One Point Perspective Building; Two Point Perspective Shelf*
- 22. Introduction to Freehand Sketching - 2 - Layout of a full Orthographic Drawing*
- 23. 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: Health and Food Technology

Year Group: S4/S5

Level: N4/5/H

Focus:

Product Development Unit

Diet through Life

Scottish Dietary Goals

Assignments:

- Stages of Food Product Development – Complete booklet, research key terms and create power point presentation to display knowledge of all 7 stages of Food Product Development
- Complete Diet through Life booklet including research and presentations.
- Complete work on Scottish Dietary Goals and apply to diet and health

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: History

Year Group: S4/5/6

Level: National (all levels)

Focus:

Unit 1 - Free at Last? Civil Rights in the USA 1918-1968

Section 1 – Immigration up to 1928

Assignments:

Students should have completed the following posts on itunesU:

Welcome and self-evaluation

Background to the USA – posts 0.1-0.4

Section 1 – Immigration up to 1928 – posts 1.1 – 1.8

Students must upload their classwork to the relevant post on itunesU.

Subject: History

Year Group: S5/6

Level: Higher

Focus:

Unit 1: Britain 1851-1951.

Section 1 – An evaluation of the reasons why women won greater political equality by 1928.

Assignments:

Students should have completed the following lessons:

Introduction: Background

1.1 Changing Attitudes

1.2 Suffragists

1.3 Suffragettes

1.4 The impact of the Great War

1.5 Influence of other countries

All lessons can be found on the 'Britain 1851-1951' Channel in the Files section on Teams.

Students must also complete all assignments which includes their first essay.

Subject: History

Year Group: S6

Level: Advanced Higher

Focus:

Germany 1918

Students should have read the background information on the creation of Germany in 1871 and the political, social and economic structure of the country prior to the First World War.

They should also have completed the first topic “The German Revolution 1918/19” identifying the key events in the creation of the new, democratic Weimar Republic. Students will be issued an essay and source question on this upon our return in August so need to have done this work.

Assignments:

ITunesU posts 0.0-0.3

ITunesU posts 1.2, 1.4

Subject: Home Economics

Year Group: S2

Level: BGE

Focus:

Health and Safety and ensuring good hygiene practices in the school kitchens

Food Poisoning- causes and prevention

Food Storage- introduction to 4 areas of food storage and how to keep food in the correct place n at the correct temperature to minimise bacterial growth

Introduction to Scottish dietary Goals through the Eatwell Guide.

Assignments:

- Safety in the Kitchen Revision booklet
- Food Poisoning
- Food Storage
- The Eatwell Guide – Fruits and Vegetables
- The Eatwell Guide - Complex Carbohydrates

Subject: Human Biology

Year Group: S5/6

Level: Higher

Focus: **Unit 1 Human Cells** (Key Area 1)

- Week 1 - **Lesson 1:** Cells and Stem Cells
- Week 2 – **Lesson 2:** Somatic and Germline Cells
- Week 3 – **Lesson 3:** Meiosis and Germline Cells
- Week 4 – **Lesson 4:** Cancer Cells
- Week 5 – **Lesson 5:** Self-evaluation and Feedback

Assignments:

- **Week 1**
 - Read course introduction and cells and stem cells PowerPoint.
 - Watch a “Stem Cell Story” Video. Link in PowerPoint
 - **Complete Assignment 1** – Cells and Stem cells question sheet
 - **Complete Assignment 2** – MS Case Study
- **Week 2**
 - Read the somatic and germline cells PowerPoint
 - Watch the “Mitosis” video. Link in PowerPoint
 - **Complete Assignment 3** – Mitosis Revision task
 - **Complete Assignment 4** – Mitosis Revision Questions
- **Week 3**
 - Read the Meiosis in Germline cells PowerPoint
 - Watch the “Amoeba Sisters” video on Meiosis. Link in PowerPoint
 - **Complete Assignment 5** – Meiosis Mix and Match
 - **Complete Assignment 6** – Human Cells Mind map
- **Week 4**
 - Read the Cancer Cells PowerPoint
 - Watch the “Cancer Treatment” Video. Link in PowerPoint
 - **Complete Assignment 7** – Information Leaflet
 - **Complete Assignment 8** – Key area 1 Past Paper Questions
- **Week 5**
 - **Complete Assignment 9:** Traffic Light Learning Outcomes
 - **Complete Assignment 10:** Feedback Form

Subject: Mandarin

Year Group: S4

Level: National 5

Focus:

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

Learning outcomes:

1. be able to recognise at least 8 new words on each topic
2. be able to understand at least 6 new words in English when hearing them
3. Practise writing new words

Students have covered the new topics of:

- Jinbu 2 Daily routine
- Jinbu 2 Places in town
- Jinbu 2 At the supermarket
- Jinbu 2 Let's go clothes shopping!

Assignments:

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

1. Quizlets for copying out new words in jotter and practising pronunciation and recognition of the vocabulary.
2. Reading and writing worksheets for consolidation.
3. Quizizz /Gimkit/Wordwall games for revision tasks.
4. Audio online lesson every two weeks to go over the grammar points and practise speaking/listening/reading skills

Subject: Mandarin

Year Group: S5

Level: Higher

Focus:

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

Students have so far:

1. Had an introduction to the Higher courses and teachers (PowerPoint with voice over notes).
2. Revised language skills for self-introduction
3. Had an introduction to Chinese poetry and the Poet Du Fu.
4. Learned some Chinese idioms and their use in contexts.
5. Discussed their lockdown experience using “time capsule” task.
6. Students have been offered one-hour weekly online LIVE session for Q&A or discussion of the above focal points.

Assignments:

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

1. Quizlet vocabulary activities
2. Online quizzes such as Quizlet Live, BookWidgets
3. Reading activities such as poetry reading and analysis and paragraph reading with comprehensions questions.
4. Writing tasks such as question making, sentence making using focused structures, and paragraph writing about life during lockdown.
5. Listening and speaking tasks such as self-introduction, reciting poems, videos of teachers with follow-up questions, and stories of Chinese idioms.

Subject: Mandarin

Year Group: S6

Level: Advanced Higher

Focus:

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

Students have so far focused on the skills of reading and writing:

- Reading comprehension on Marriage and Portfolio Writing

Assignments:

1. Read through the AH student guide booklet
2. Complete Reading tasks on Marriage 剩女
3. Familiarise themselves with the portfolio marking instructions and try to use the judging criteria to mark some previous candidates' work.
4. Check the AH portfolio recommendation list from SQA, do some research online to find out the top 3 topics they are interested in choosing.
5. Audio online lesson every week to go over the assignments.

Subject: Maths

Year Group: S2

Level: 2

Focus:

- w/b 1st June: Long Multiplication
- w/b 8th June: Division
- w/b 15th June: Negative Numbers

Assignments:

- On Notebook you will be given all notes and classwork exercises. Please submit if you can.

Subject: Maths

Year Group: S2

Level: Level 3 Extension Teams class: TYN – Maths – New S2 – Level 3 Extension

Focus:

w/b 8th June

- Area of Compound Shapes (two rectangles)
- Area of Compound Shapes (rectangle and triangle)
- Volume of Cubes/Cuboids

w/b 15th June

- Compound volumes (two cuboids)
- Working backwards from volume of cube/cuboid to find missing length
- Liquid Volumes

w/b 22nd June

- Rounding to decimal places
- Rounding in contexts

Assignments:

- All work to appear on main Teams channel. Please complete the work in your jotter/paper. No need to submit this.
- A Microsoft Forms activity will always appear later in the week. Please make sure you complete and submit this.

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: <ul style="list-style-type: none">• 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: Maths

Year Group: S4/5/6

Level: N4 / Microsoft Teams Name: TYN – S4/5/6 - Maths - N4

Focus:

w/b 8th June

- Wages/Salaries (finding weekly/daily pay)
- Using percentages to find discounted cost
- Following timetables
- Finding time periods

w/b 15th June

- Measuring lengths using rulers
- Measuring the amount of liquid in a container using a scale
- Line Graphs

w/b 22nd June

- Making frequency tables
- Making bar graphs from frequency tables
- Revising all content since change of timetable

Assignments:

- Work will appear on the main channel on Teams
- Whenever a Microsoft Forms activity is submitted, please make sure you complete and submit it.

Subject: Maths
Year Group: S4/5/6
Level: N4 on to N5 / Teams Name: TYN – S4/5/6 - Maths – N4 on to N5
Focus: w/b 8th June <ul style="list-style-type: none">• Highest Common Factor• Factorising using highest common factor w/b 15th June <ul style="list-style-type: none">• Formula in contexts• Patterns and developing formulae w/b 22nd June <ul style="list-style-type: none">• Gradient of slope• Comparing gradients
Assignments: <ul style="list-style-type: none">• All work to be posted to channel on Microsoft Teams. Please complete work in jotters/papers.• Please complete and submit any Microsoft Forms activities

Subject: Maths

Year Group: S4/5/6

Level: National 5, MS Team TYN - S4/5/6 - Maths - N5

Focus:

- w/b 8th June: Applications 1.3 - Fractions
- w/b 15th June: Applications 1.3 - Percentages
- w/b 22nd June: Applications 1.3 - Percentages

Assignments:

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

Subject: Maths
Year Group: S5/6
Level: Higher
Focus: <ul style="list-style-type: none">• w/b 1st June: Straight Line• w/b 8th June: Straight Line• w/b 15th June: Straight line consolidation and completing the square• w/b 22nd June: Quadratics, including quadratic inequalities
Assignments: <p>All lessons are/will be posted Teams - "Files" - "Class materials" - "Lessons"</p> <p>The lessons should be completed in date order with notes and examples copied into jotters/work pads. The lessons have exercise to be completed to enable students to practise and consolidate what has been learned. The answers are available in the lessons and students should be checking their work to the answers – students need to remember that solutions should include full workings – that is where marks are awarded in exams. Full support has been available by email when students have been stuck.</p>

Subject: Maths

Year Group: S6

Level: Advanced Higher

Focus:

- w/b 1st June: Partial Fractions Types 1-3
- w/b 8th June: Partial Fractions Type 4 and Division of Polynomials
- w/b 15th June: Binomial Theorem
- w/b 22nd June: Complex Numbers 1

Assignments:

- Exercises assigned to be uploaded to Teams

Subject: Media

Year Group: S4/5/6

Level: N5/H

Focus:

Students will work on a range of skills that will be important to the Media course. They will explore the key aspects of Media and apply them to a film of their choosing.

They will learn to analyse technical and cultural codes.

They will understand genre conventions and how directors use these.

To help prepare for their exam, they will write structured answers on the key aspects of language and categories.

Assignments:

- Categories analysis
- Language analysis
- Extended written answer on language
- Extended written answer on categories
- Some understanding of representation

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: Modern Studies

Year Group: S4/S5/S6

Level: National 4/National 5

Focus:

- Introduction to the USA
- Branches of government in the USA
- Political Rights in the USA
- Representation in the USA
- US elections – why vote?

Assignments:

- 1.0 Introduction to the USA
- 1.1 USA webquest
- 1.2 USA – land and people
- 1.3 USA – stereotypes
- 2.1 USA Branches of Government
- 2.2 Political Rights in the USA
- 2.3 Representation in the USA
- 2.4 US Elections – why vote?
- 2.5 Branches of Government poster
- 2.6 Political Rights guide

Subject: Modern Studies

Year Group: S5/S6

Level: Higher

Focus:

- Judicial overview
- Legal Rights and threats
- Causes of crime (beginning)

Assignments:

- 0.1 Judicial overview – Scotland
- 1.1 Legal Rights
- 1.2 Threats to Legal Rights
- First essay – Legal Rights and Responsibilities Essay
- 2.0 Theories of Crime Overview
- 2.1 Biological Causes of Crime
- 2.2 Mental Disorder and Crime

Subject: BGE Music

Year Group: New S2

Overview

Your job in June

- To access your S2 Music Team
- To access & complete your weekly assignments posted in Teams
- To complete your assignments using Forms
- If you need help: access the help section in your Team & ask any questions using the "Hands Up" form

Assignments and Tasks

1. W/B 19th May: Trumpet Quiz (Forms) Notation Quiz (Kahoot)
2. W/B 26th June: Instruments & Treble Clef Notation (Forms)
3. W/B 2nd June: John Williams: Marvellous Musical Podcast Ep10 (Forms)
4. W/B 9th June: Maverick Musicians: Marvellous Musical Podcast Ep 6 (Forms)
5. W/B 16th June: Beethoven: Marvellous Musical Podcast Ep7 (Forms)
6. W/B 23rd June: End of Term Quiz (Kahoot via Teams)

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: National 5 Music Performing

- Course introduction and 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 National performance.
On each instrument they will begin to select pieces for their final 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: N5 & Higher Music Technology

Year Group: S4-6

Overview

Your job in June

To access your N5 & H Music Technology Team

To access & complete your Foley assignments

To access and become familiar with using Class Notebook

To become familiar with the Course Content, Requirements and Overview of your Music Technology Course

Assignments and Tasks

All Students:

Foley

Foley Activity 1 – Intro to Foley: Watch 2 videos and complete Quiz in Forms

Foley Activity 2 – Creating a Sound Design Map: Watch 2 videos & identify Foley sounds to create in Paddington Bathroom Scene.

Foley Activity 3 – Creating Foley Recordings: Watch two videos on Microphone positioning & Tips for recording Foley. Use Garageband on your iPad to record your Foley sounds.

Course Overview: Project

Accessed the Music Technology Course Overview section in Class Notebook in Teams and completed the Form to choose their first project to begin the planning process in Class Notebook.

Students continuing from S3 should have completed these additional tasks:

1. Everyone Can Create Music Book: Chapters 1-6
2. Intellectual Property: Research Focus on Case Studies
3. Music Technology Styles & Genres: Prezi & Kahoot Quiz

Subject: Higher Music

- Course introduction and Information on listening, Literacy, composition and performance on 2 instruments.
- PERFORMANCE - Each pupil will have confirmed the 2 instruments they would like to take forward for Advanced Higher performance.

On each instrument they will provide information of 50% minimum of the programme that they wish to take forward to the final performance.

They will have liaised with their instructor at least 5 times during this period to get feedback and direction on their choices and performance.

It is expected that pupils will have recorded into Classroom Notebook 3 working points per instrument per week. This should be done in the TEAM for their instrument or by arrangement with their instructor.

- LITERACY - Each pupil will have completed the N5 Revision literacy course.
- COMPOSITION - Each pupil will have completed a Noteflight induction and tasks for composition. Will have decided what they would like to compose for.
- LISTENING - Pupils will complete revision tasks for N5 level.

Subject: Advanced Higher Music

- Course introduction and Information on listening, Analysis, Literacy, composition and performance on 2 instruments.
- PERFORMANCE - Each pupil will have confirmed the 2 instruments they would like to take forward for Advanced Higher performance.

On each instrument they will provide information of 50% minimum of the programme that they wish to take forward to the final performance.

They will have liaised with their instructor at least 5 times during this period to get feedback and direction on their choices and performance.

It is expected that pupils will have recorded into Classroom Notebook 3 working points per instrument per week. This should be done in the TEAM for their instrument or by arrangement with their instructor.

- LITERACY - Each pupil will have completed the Higher Revision literacy course and completed the end of unit test for evidence.
- COMPOSITION - Each pupil will have completed a Noteflight induction and tasks for composition. Will have decided what they would like to compose for.
- ANALYSIS - Each pupil will have completed 2 tasks introducing them to music analysis and have decided the pieces that they would like to write about.

Subject: PC Passport

Year Group: S4/5/6

Level: NPA

Focus:

By the end of term pupils should have worked through:

- Introduction to PowerPoint
- PPT key skills

Assignments:

All assignments are available in the **Assignments tab** in the **General channel** on Teams (TYN – NPA – PC PASSPORT):

- Introduction to PC Passport ([PowerPoint document](#))
- PPT – Task 2 ([PowerPoint document](#))
- PPT – Task 3 ([PowerPoint document](#))
- PPT – Task 4 ([PowerPoint document](#))

Subject: Philosophy

Year Group: S5-6

Level: Higher & N5

Focus:

Students must have studied lessons 1- 6 from ItunesU

Assignments:

They must have completed all tasks that can be found in the end of each lesson.

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=af6sSGo3tUKfacnke7-5xHB4nSijbhxDmXS1iV9toSJUQ0NFVv5FM1IENUhUU1hQOUxTOEZfVVIQTS4u>
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: Physical Education

Year Group: S4

Level: National 3-5

Focus: THEORY Prior Knowledge Assessment (PKA)

Please find links below to the 'Prior Knowledge Assessment' tasks that students should have completed before the Summer break. These assessments will help identify gaps in knowledge prior to learning new course information.

Students should complete the 'Initial PKA' and then work through 'Levels 1-4'. For Levels 1,2+3 there are accompanying Quizlet links which should be used as preparation for the Forms assessment.

All Forms assessments have been opened and can be completed at any time during the Summer break.

Initial PKA

<https://forms.office.com/Pages/ResponsePage.aspx?id=af6sSGo3tUKfacnke7-5xEKKL7sGz-FCtazdiOIXqB1UNzFFT1FDTk1HMzdVSUY5OEs2MUIYWU9UVC4u>

LEVEL 1

https://quizlet.com/_8f7att?x=1jqt&i=ir68l

<https://forms.office.com/Pages/ResponsePage.aspx?id=af6sSGo3tUKfacnke7-5xEKKL7sGz-FCtazdiOIXqB1UNkI3UEdRS0ZVT1RNUzJPM1FHQjhUMk5YWi4u>

LEVEL 2

https://quizlet.com/_8f76f8?x=1jqt&i=ir68l

<https://forms.office.com/Pages/ResponsePage.aspx?id=af6sSGo3tUKfacnke7-5xEKKL7sGz-FCtazdiOIXqB1UOERIUjFZM1JaRUNCTVVSUEhRVFM5REdJOS4u>

LEVEL 3

https://quizlet.com/_8f07b5?x=1jqt&i=ir68l

<https://forms.office.com/Pages/ResponsePage.aspx?id=af6sSGo3tUKfacnke7-5xEKKL7sGz-FCtazdiOIXqB1UMEZXTIISNIZQVkJHNktNNIdYNkk5OFoyTS4u>

LEVEL 4

<https://forms.office.com/Pages/ResponsePage.aspx?id=af6sSGo3tUKfacnke7-5xEKKL7sGz-FCtazdiOIXqB1UMURHWjVEMUtQRVkyMU43UVNUTFJXUkg2Mi4u>

Focus: PRACTICAL Muscular Endurance Training Program

All information needed to complete task is on iTunesU S3 A&P 2019/20 – Cycle 4 (All students have access to this).

Students should complete:

DATA COLLECTION (testing) before PDP, during PDP (mid-test) and after PDP. Submit results on the test sheet and answer questions as outlined in the muscular endurance booklet.

COMPLETE PDP (training program of 3 circuit training sessions a week) as outlined in the muscular endurance booklet.

EVALUATE PDP (complete an evaluation of the PDP and a look at what steps you would take) as outlined in the muscular endurance booklet.

Subject: Higher Physical Education

Year Group: S4-6

Overview

Your job in June

Personal review of current participation, activities which you feel give you best access to Higher PE Performance marks

What do I remember from N5 coursework and can I set myself targets to reflect areas that require development next year- **MESP related content**

Assignments and Tasks

- Complete Activity/participation Questionnaire - Forms
- Complete Prior Knowledge Test 1- Forms
- Complete Fitness Test- Initial/Interim/Final- for review
- Complete 4-week training programme
- Regularly update Training Diary (as Monitoring Tool) for August, evidence of Cycle of Analysis
- Prior Knowledge Test 2
- Review of success of Muscular Endurance programme
- Phases of Training: Transition & Pre-Season Phase CRE Summer Programme

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: Physics

Year Group: S4

Level: National 4 / National 5

Focus:

- Week b 18 May: Introduction. Units, prefixes and scientific notation
- Week b 25 May: Average and instantaneous speed, vectors and scalars
- Week b 1 June: Distance and displacement, speed and velocity, adding vectors
- Week b 8 June: Acceleration and velocity-time graphs
- Week b 15 June: Forces
- Week b 22 June: Newton's Laws

Assignments:

- Week b 18 May: No assignment
- Week b 25 May: Average and instantaneous speed, vectors and scalars QUIZ
- Week b 1 June: Distance and displacement, speed and velocity, adding vectors WORKSHEET
- Week b 8 June: Acceleration and velocity-time graphs QUIZ
- Week b 15 June: Forces WORKSHEET
- Week b 22 June: Feedback form

Subject: Physics

Year Group: S5/6

Level: Higher

Focus: Introducing the course

Units, prefixes and uncertainties Units, prefixes and scientific notation

Appropriate use of units and prefixes. SI units should be used with all physical quantities, where appropriate. Prefixes should be used where appropriate.

These include pico (p), nano (n), micro (μ), milli (m), kilo (k), mega (M), giga (G) and tera (T).

Use of the appropriate number of significant figures in final answers.

This means that the final answer can have no more significant figures than the value with least number of significant figures used in the calculation.

Appropriate use of scientific notation.

Uncertainties

Knowledge of scale reading, random, and systematic uncertainties in a measured quantity.

All measurements of physical quantities are liable to uncertainty, which should be expressed in absolute or percentage form.

Scale reading uncertainty is an indication of how precisely an instrument scale can be read.

Random uncertainties arise when measurements are repeated and slight variations occur. Random uncertainties may be reduced by increasing the number of repeated measurements.

Use of an appropriate relationship to determine the approximate random uncertainty in a value using repeated measurements.

Focus: Starting ODU unit

Use of resolution of vectors, vector addition, and appropriate relationships to solve problems involving projectiles.

$$d = \bar{v}t$$

$$s = \bar{v}t$$

$$v = u + at$$

$$s = ut + \frac{1}{2}at^2$$

$$v^2 = u^2 + 2as$$

$$s = \frac{1}{2}(u + v)t$$

Assignments:

Teams: Up to 9th June: Significant figures practise, uncertainties practise, making a quiz

Up to 19th June: Vectors homework 1

Up to 26th June: equations of motion homework 1

Subject: Physics

Year Group: S6

Level: Advanced Higher

Focus:

- Week b 25 May: Kinematic relationships
- Week b 1 June: Angular motion
- Week b 8 June: Kinematic relationships and Angular motion - Revision
- Week b 15 June: Rotational dynamics
- Week b 22 June: Angular momentum

Assignments:

- Week b 8 June: Kinematic relationships and Angular motion WORKSHEET
- Week b 15 June: Rotational dynamics WORKSHEET

Subject: Practical Cookery

Year Group: S4/5

Level: N4/5

Focus:

Hygiene and Safety and how this is applied to the-

- Planning of meals
- Purchasing and storing of ingredients
- Use of ingredients and equipment
- Service of dishes
- Clean as you go and finishing off.

Assignments:

Complete the ReHIS course Elementary Food Hygiene using the links to the booklet and handbook

This can be awarded as an extra course and covers the hygiene content of the units and exam

The assignment has a detailed timeline showing how the course should be completed and is broken down into manageable chapters.

To proceed to practical activity next term this work must be completed.

Subject: Social Subjects

Year Group: S2

Level: BGE

Focus:

Geography: Natural Wonders Project

Religious and Moral Education: Introduction to Mythology

Assignments:

Natural Wonders Project – Students should work through lessons 1-6 to complete a presentation on their chosen natural wonder. All lessons can be found in the Files tab in the class materials folder. Students should upload their completed project to the relevant assignment.

Introduction to Mythology – Students should complete lessons 1-6 and write their own Greek Myth. All lessons are attached to the relevant assignments.

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.

Subject: Spanish

Year Group: S4-S6

Level: National 3/4/5

Focus:

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

Students have so far:

- Had an introduction to the National courses (PowerPoint with voice over notes).
- Researched a cultural task to develop their awareness of Spain and Spanish speaking countries
- Revised the topic of 'Self and Family' including the grammar points of the verb 'ser' and 'adjectival agreement'
- Discussed family relationships

Assignments:

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

1. Creating a PowerPoint or Poster on Spain/Spanish Speaking countries
2. Online quizzes such as Kahoots/GIMKITS/Quizizz/ Forms Assignments
3. Linguascope Vocabulary building activities
4. Quizlet Vocab revision activities
5. Creating a piece of writing on the topic of 'self' and 'personality, as preparation for the job application as per the SQA Writing Exam
6. Listening activities form a range of sources
7. Reading activities

Subject: Spanish

Year Group: S5-S6

Level: Higher

Focus:

Students will develop their Spanish skills to an intuitive-level of fluency within the 4 language skills of Reading, Writing, Listening and Talking - In Higher there is also a fair emphasis put on Translation skill.

Topics covered so far include:

- An overview of Higher Spanish and its expectations
- An In-Depth look at sentence structure and the function of words within a sentence
- A thorough explanation of conjugation and the role it plays in understanding and communication
- Detailed lessons on the formation and usage of the present tense.
- Activities to help recognise and understand the present tense in real contexts.
- Reading comprehension activities from authentic Spanish sources
- Irregular verb formation and the 'rules' that govern it.
- Reflexive verbs and their everyday usage.

All lessons are voice-annotated to enhance understanding and to let students hear pronunciation as they go.

All lessons come with implicit and explicit vocab building.

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
2. Detailed PowerPoint lessons with Voice Notes to add extra explanations and an element of interactivity
3. Quizlet Vocab revision activities
4. Writing and translation activities including creating a short piece of writing on the topic of 'El Presente'
5. Listening activities from a range of sources including This is Language
6. Reading activities such as gap fills and comprehension questions

7. 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.
8. Translation tasks with an emphasis on accurate language in both source and target languages.

Subject: Travel and Tourism

Year Group: 5&6

Level: National 4&5

Focus:

Introduction to Scotland lessons:

1. Introduction to Scotland
2. Forms Quiz
3. Scotland Infographic
4. Growth of Tourism
5. Planning Holiday
6. Final concluding task

Assignments:

All PowerPoints are located in the Files tab on Teams. Students should work their way through each task on the PowerPoints and take notes. Completed tasks should be uploaded to assignments.