

Targeted Home Learning

Year:9

Targeted Home Learning

Subject: Computing

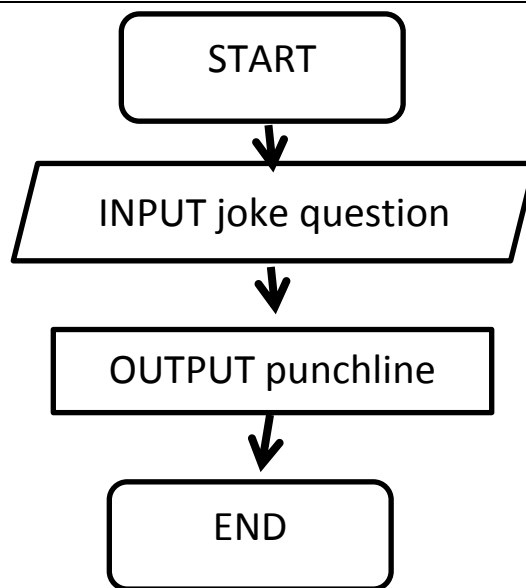


Year 9: Complete the two challenges

Challenge 1

Write a program that asks a user a question for a joke and when the user presses a key, it outputs the punchline to that joke.

Flowchart:



Pseudocode:

```
SET x = INPUT (joke question as input so user has to press a key)
PRINT punchline
```

Glued code:

Code needed:

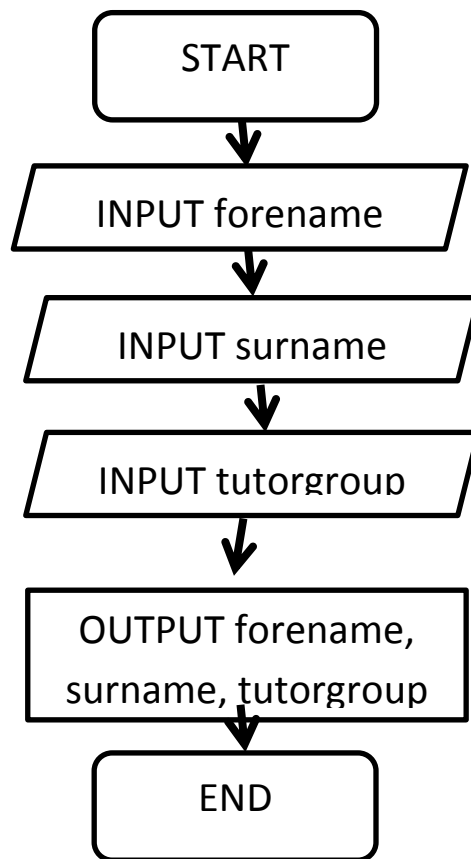
PRINT

INPUT

Challenge 2

Write a program that asks the user for their first name, their surname and their tutor group and then outputs this information back to them.

Flowchart:



Pseudocode:

```
SET forename = INPUT
SET surname = INPUT
SET tutorgroup = INPUT
PRINT forename, surname, tutorgroup
```

Glued code:

Code needed:

PRINT

INPUT

Use the following links to help you: <https://www.python.org/about/gettingstarted/>

Targeted Home Learning

Subject: Drama

Year 9:

Complete a rehearsal evaluation of your mock performance.

Choose a performance where you have created and improved work.

Explain how the rehearsal worked.

Explain what worked well in the rehearsal and why

Justify changes made in the rehearsal

Make suggestions of further improvements next rehearsal.

Use key terminology:

Improvement

Scene

Audience

Staging

Characterisation

Stimulus

Targeted Home Learning

Subject: Enterprise



Year 9:

Emerging:

Explain what the Stock Exchange is and what are the three countries where the Stock Exchange is found.

Expected:

Explain what is meant by the following terms:

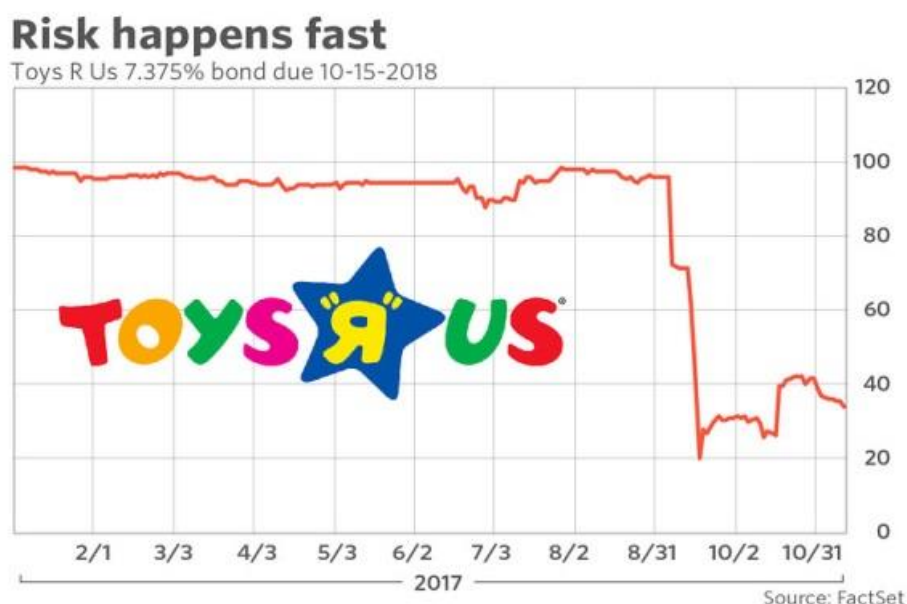
- Stock market
- FTSE 100
- Investor
- Share
- Market capitalisation

Embedded:

What is the role of a stock broker? Explain what they do and how much money they are able to make.

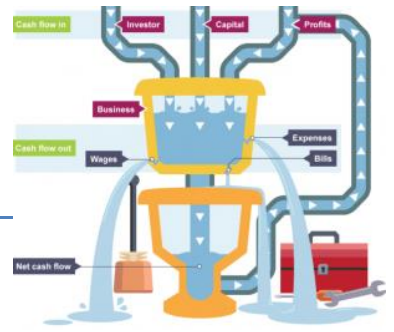
Exceptional:

Explain the trend in the Toys R Us shares between 2016 and 2017 and give reasons behind this trend.



Targeted Home Learning

Subject: Business Studies



Year 9/10:

Cash Flow – complete the 3 challenges

Name:.....

Challenge 1

Define cash flow

Why is cash flow forecasting **important** for businesses? (2)

Distinguish the difference between **receipts** and **payments** (2)

Categorise the following as either **inflow** or **outflow** for a business (7):

Wages	
Sales revenue	
Purchase of stock	
Credit sales	
Bank loan	
Bank loan repayments	
Sale of an asset	

Challenge 2:

Diksha started a business on 1st July 2005. She placed all her savings of £20,000 as initial capital into the business bank account in June 2005. **Fill in her cash flow** using the following information (the first month has been done for you).

- Her projected sales of stock are July/ £17000, August/ £18000, September/ £20500 and October/ £21500
- Her predicted purchases of stock are July/ £9000, August/ £10500, September/ £11000 and October/ £12000
- Business rates: £15,000 per year, to be paid in twelve equal monthly installments.
- Rent: paid monthly as follows: £700 in July to be increased by £100 from August onwards.
- Estimated gas usage for three months is £500, payable in October.

	July	August	September	October
	£	£	£	£
Opening Balance	20000			
Receipts				
Sales	17,000			
Total Receipts	17,000			
Payments				
Purchases	9000			
Rent	1250			
Rates	700			
Gas	0			
Total Payments	10950			

Closing Balance	26050			
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(9)

Is Diksha's cash flow positive or negative? **Explain** why. (2)

What would you warn Diksha about in regards to the main **disadvantage** of cash flow forecasting (2)

Challenge 3:

Tiffanie is planning the launch of her new business venture selling aftershaves and perfumes in Mill Hill. **Fill in her cash flow** using the following information.

Tiffanie has savings of £2000 to invest and plans to get a bank loan of £5000, all before September. She does not forecast any sales in September, but knows she must purchase £500 worth of stock in September, £3000 in October, £3200 in November and £3500 in December. Salaries and wages of £2000 are outgoing every month whilst loan repayments of £275 (including interest) has to be repaid as from October. Monthly overheads are £150. Tiffanie forecast sales of £500 in October, £2000 in November and £3000 in December.

	September	October	November	December
	£	£	£	£
Opening Balance				
Receipts				
Total Receipts				
Payments				
Total Payments				
Closing Balance				

(12)

Do you think Tiffanie is wise to launch this business? **Give reasons** for your answers. (3)

Explain in your own words the difference between **cash** and **profit**. (4)

Targeted Home Learning

Subject Religious Studies

Year: 9

Expected: Make a list of key words about war, peace and conflict.

Embedded: Make a spider diagram about the reasons for war, sort into two categories (justified and not-justified)

Exceptional: Make a short 3 minute video about religious responses to war, peace and conflict.

Targeted Home Learning

Subject: Science

Year: 9

Collect your completed finals paper from each of your science teachers.

On each paper select one topic where you lost marks.

Produce a revision sheet for each of these topics. Revision sheets should contain the following information:

- All the key words to do with the topic

- A mindmap of the key ideas from the topic

- A detailed explanation of how to correctly answer the question from the test

Targeted Home Learning

Subject: French

Year: 9

Before you attempt a task, read through the passages and highlight / underline all the words you recognise.

Expected

Je suis allé en Espagne l'année dernière. Il y avait une piscine à l'hôtel et j'ai nagé chaque jour. Aussi, nous avons mangé dans un restaurant chaque soir et j'ai aimé la nourriture espagnole. Il faisait chaud et du soleil toujours.

1. Use the text to find the French for the following words.

- a) I went
- b) Last year
- c) There was
- d) I swam
- e) Spanish food
- f) It was hot

2. Answer the following questions in English.

- a) Where did he go on holiday last year?
- b) Where did they stay?
- c) What did he do every day? Mention TWO things.
- d) What did he like?
- e) What was the weather like?

Now translate the text into English. Try to break it down into smaller chunks yourself. Write the French in the left-hand column and translate it in the right-hand column.

French	English

Embedded

Je suis en vacances aux États Unis avec ma famille. Nous restons dans un hôtel cinq étoiles dans le centre de New York. C'est incroyable! Nous sommes allés ici en avion, et c'était assez vite, mais un peu ennuyeux. J'ai regardé un film et j'ai dormi un peu. Hier, nous avons visité un musée, qui était fascinant, et nous avons mangé dans un restaurant. J'ai mangé un hamburger et des frites et j'ai bu cinq cocos, car ils étaient gratuits! L'année prochaine, j'irai en France avec mon collègue. Ce sera génial.

1. Match the French and English.

1. Je suis en vacances	A. By plane
2. Nous restons	B. I drank
3. En avion	C. I'm on holiday
4. Un musée	D. We're staying
5. J'ai bu	E. I will go
6. J'irai	F. A museum

2. Fill in the grid with his opinions.

<i>Example: The hotel</i>	<i>It's incredible</i>
A. The plane journey	
B. The museum	
C. School trip	

3. Now translate the text into English.

Exceptional

Quand j'avais dix ans, je suis allée en vacances avec ma famille et ma meilleure copine. Nous sommes allés en _____ et nous sommes restés dans un hôtel terrible! Il était vieux et délabré, et les chambres étaient trop petites. De plus, il n'y avait pas de salle de bains dans la _____ et il fallait partager la salle de bains avec toutes les autres personnes dans l'hôtel. Ils ont dit qu'il y aurait une vue sur la mer, mais nous avons une vue sur le parking. Il y avait une _____, mais c'était minuscule et l'eau était sale. Nous n'avons pas pu nager dans la piscine, et j'étais vraiment déçue.

S'ils avaient nettoyé la piscine ou si nous avions eu une vue sur la mer, les vacances auraient été mieux, mais pas vraiment. La seule solution aurait été de _____ dans un autre hôtel! Je ne retournerais _____ à cet hôtel!

1. Translate the following words into English.

	French	English
A	piscine	
B	rester	
C	hôtel	
D	Canada	
E	jamais	
F	manger	
G	chambre	
H	Italie	

2. Fill in the blanks in the text with the appropriate word from task 1.

3. Now translate the text into English.

Targeted Home Learning History

Year: 9

Year 9: The Vikings

The Great Danes

Create a set of mini-biographies which look at the three Great Viking Leaders.

These are: Harald Bluetooth, Svein Forkbeard and King Canute.

We will use these notes in lesson!

Targeted Home Learning

Subject KS3 Food

Year: 9

Plan three dishes that are from the Mediterranean cuisine. You have a three hour timescale.

The dishes must show technical skills for example:

- Sauce making
- Bread making
- Pastry making
- Working with meat, fish, poultry or vegetarian alternatives
- Meringues
- Batters
- Coating

Produce a time plan for your dishes and give an explanation of why you have chosen them. In your explanation include the nutritional content, sensory qualities and cost.

Targeted Home Learning

Subject: Geography

Year: 9

Complete an A4 factfile on our case study of Dharavi in Mumbai.

You must include:

Grade 0-3: Location and Background information on Mumbai.

Grade 4-6: An explanation of the opportunities and challenges faced there, including case study specific facts.

Grade 7-9: An evaluation of the different schemes used to manage the issues there (sanitation & electrification projects, resettlement schemes and the incremental housing scheme)

Targeted Home Learning

Subject Design and Technology

Year: 9/10

Expected - Make a mood board about a specific designer or design movement and annotate it

Embedded - Describe the key features of the design movement and use examples to explain what they were inspired by.

Exceptional - Chose a design movement. Design a lamp in this style. Annotate key features and where you got your ideas from

Targeted Home Learning English

Year: 9

Research one of the following conflicts:

- The Iraq Invasion 2003
- The Crimean War and the Battle of Balaclava
- Wilfred Owen's role in World War One.

For your chosen conflict, create a factsheet that could include:

- Reasons for the conflict.
- Main countries involved.
- Outcome of the conflict.
- British attitudes to the conflict.