

Pre-Learning

Year: 9

Pre-Learning

Subject: Geography

Year: 9

Using the following website: <https://www.bbc.com/bitesize/guides/zxn87hv/revision/1>

Create a hyper-organised mind map on the 'Glaciated Environments' topic.

Aim to have a different colour to represent processes, landforms and the Lake District.

Pre-Learning
Subject: Drama

Year: 9

Research who Stanislavski is and bullet point a list of his techniques and methods.

Challenge – Can you list any that we have used in drama lessons?

Targeted Home Learning

Subject: Computing

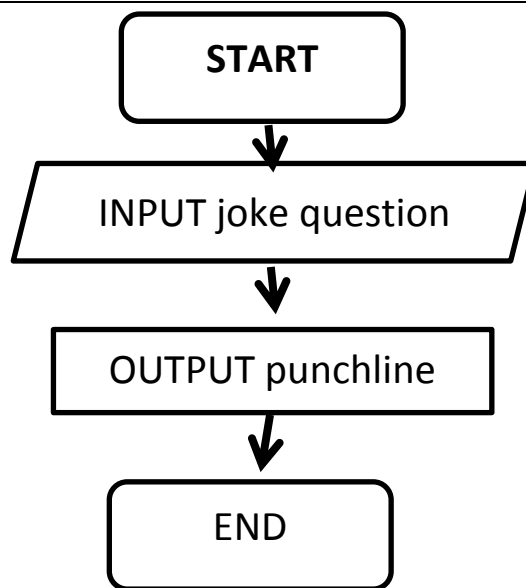


Year 9: Complete the two challenges

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:

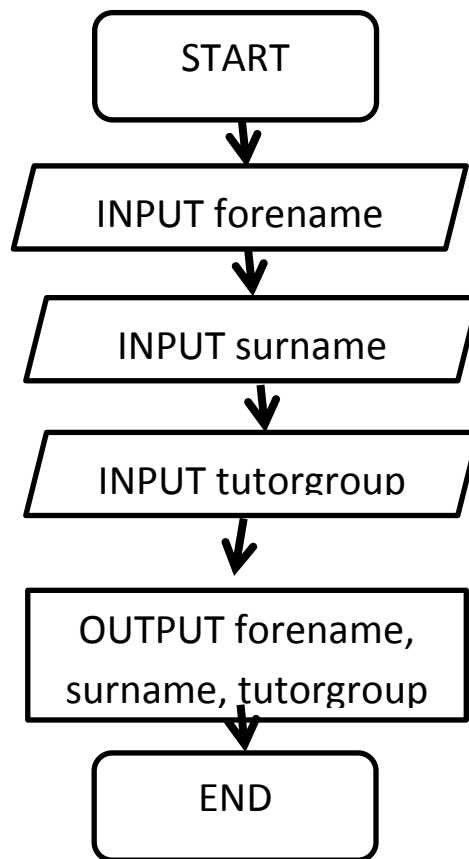
PRINT

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/>

Pre-Learning

Subject: Mathematics

Year: 9

For pre-learning children can work independently on Hegarty maths to prepare for topics they will be taught in Half-Term 2. In the tables below are the topics from the scheme of work to be taught and the task numbers to be completed. If you are not sure if your child is working from higher or foundation, ask your teacher.

If your child completes the pre-learning they will be well prepared for the next half-term and make better progress in lessons as a result!

Higher

Topic		Hegarty Maths Task Number
2.1 Algebraic indices	Use the rules of indices to simplify algebraic expressions.	99, 100, 101
		173, 174, 175
2.2 Expanding and factorising	Expand brackets.	
	Factorise algebraic expressions.	160
		31, 167
2.3 Equations	Solve equations involving brackets and numerical fractions.	177, 178, 179, 180, 181, 182, 183
	Use equations to solve problems.	
		34
2.4 Formulae	Substitute numbers into formulae.	155
	Rearrange formulae.	279, 280, 281
	Distinguish between expressions, equations, formulae and identities.	
2.5 Linear sequences	Find a general formula for the nth term of an arithmetic sequence.	197, 198
	Determine whether a particular number is a term of a given arithmetic sequence.	
2.6 Non-linear sequences	Solve problems using geometric sequences.	264
	Work out terms in Fibonacci-like sequences.	
	Find the nth term of a quadratic sequence.	
2.7 More expanding and factorising	Expand the product of two brackets.	162, 163, 164
	Use the difference of two squares.	165
	Factorise quadratics of the form $x^2 + bx + c$	

Foundation

		Hegarty Maths Task Number
2.1 Algebraic expressions	Use correct algebraic notation. Write and simplify expressions.	156, 157
2.2 Simplifying expressions	Use the index laws. Multiply and divide expressions.	39, 40
		102
2.3 Substitution	Substitute numbers into expressions.	24, 44
2.4 Formulae	Recognise the difference between a formula and an expression. Substitute numbers into a simple formula.	154
		155
		279
2.5 Expanding brackets	Expand brackets. Simplify expressions with brackets. Substitute numbers into expressions with brackets and powers.	160
		161
2.6 Factorising	Recognise factors of algebraic terms. Factorise algebraic expressions. Use the identity symbol \equiv and the not equals symbol \neq	31, 32
		167
2.7 Using expressions and formulae	Write expressions and simple formulae to solve problems. Use maths and science formulae.	

Pre-Learning

Subject: French

Year: 9

The past (perfect) tense- read through the grammar explanations and complete the grammar exercises to support and strengthen your progress this half term.

THE PERFECT TENSE

The perfect tense is used to describe what happened in the past, an action which is completed and is not happening now.

It is made up of two parts: either *avoir* or *être* in the present tense, and a past participle.

Samedi dernier, j'ai chanté dans un concert. (Last Saturday, I sang in a concert.)

Hier, ils sont allés à La Rochelle. (Yesterday, they went to La Rochelle.)

Regular verbs form the past participle as follow:

-er verbs change to -é eg. *travailler* becomes *travaillé*

-re verbs change to -u eg. *attendre* becomes *attendu*

-ir verbs change to -i eg. *finir* becomes *fini*

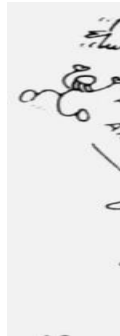
Many verbs have irregular past participles. Look them up in your verbs table!

Many verbs form the perfect tense with *avoir*. This includes many common verbs which have irregular past participles, such as:

<i>Avoir</i>	<i>eu</i>	<i>Faire</i>	<i>fait</i>
<i>Boire</i>	<i>bu</i>	<i>Mettre</i>	<i>mis</i>
<i>Comprendre</i>	<i>compris</i>	<i>Pouvoir</i>	<i>pu</i>
<i>Connaître</i>	<i>connu</i>	<i>Prendre</i>	<i>pris</i>
<i>Croire</i>	<i>cru</i>	<i>Savoir</i>	<i>su</i>
<i>Devoir</i>	<i>dû</i>	<i>Voir</i>	<i>vu</i>
<i>Dire</i>	<i>dit</i>	<i>Vouloir</i>	
<i>Être</i>	<i>été</i>	<i>voulu</i>	

With *avoir*, the past participle doesn't change to agree with the subject

About thirteen verbs form the perfect tense with *être*. They are in this picture.



Chers M. et Mme Lacan,

Je suis parti de Paris avec une heure de retard et je suis arrivé à Londres à dix heures du soir. Mes parents sont venus me chercher à l'aéroport et nous sommes rentrés à la maison après minuit.

J'ai passé des vacances merveilleuses chez vous. J'ai vu beaucoup de choses et j'ai beaucoup aimé la visite du Mont-Saint-Michel. J'ai trouvé les repas délicieux.

Pendant mon retour en France, mon frère est allé en Italie avec des amis. Ils ont voyagé en voiture et ils ont fait du camping. Ils ont mangé beaucoup de spaghettis. Ils ont visité Pise et ils ont vu la célèbre tour de Pise. Ils sont rentrés à la maison vendredi.

Un grand merci à toute la famille.

ACTIVITY 1: underline all the verbs in the perfect tense:

ACTIVITY 2: Avoir ou être? For each of these verbs, decide whether you need to use 'avoir' (A) or 'être' (E) in the perfect tense.

Arriver	.....	Trouver	.....
Venir	.....	Aller	.....
Rentrer	.....	Voyager	.....
Passer	.....	Faire	.....
Voir	.....	Manger	.....
Aimer	.....	Visiter	.....
Retourner	.....	

ACTIVITY 3: Fill-in the gaps with the correct form of **avoir** or **être**.

Ex. J' ai vu des peintures superbes dans un musée.

- 1) M. et Mme Levert _____ vu une célèbre peinture italienne au Louvre.
- 2) Luc _____ monté au troisième étage de la Tour Eiffel.
- 3) Nicole et Claire _____ trouvé des vêtements pas chers au marché aux puces.
- 4) Hélène _____ visité Notre Dame.
- 5) Nous _____ allés sur les Champs-Élysées.
- 6) Pierre et Marc _____ pris le métro à la Vilette, où ils _____ visité un musée des sciences.

ACTIVITY 4:

Fill-in the sentences with the complete form of the perfect tense

Ex. J' **ai pris** un café dans le restaurant du musée. (prendre)

- 1) Sophie et Charlotte _____ une glace dans un jardin public au centre de Paris.
(manger)
- 2) André _____ à Montmartre, où il _____ le Sacré Cœur.
(aller/voir)
- 3) Moi, j' _____ l'Arc de Triomphe, où j' _____ le tombeau du
soldat inconnu. (visiter/voir)
- 4) Lise _____ du shopping dans un grand magasin et elle _____
_____ des cartes postales. (faire/acheter)
- 5) Dans un centre d'art moderne, Jean et Christophe _____ l'escalier
jusqu'au café, où ils _____ une limonade. (prendre/boire)
- 6) Nous _____ le métro à Marne-la-Vallée, et nous _____ la
journée à Disneyland Paris. (prendre/passé)

ACTIVITY 5: Fill-in the questions.

Ex. **Avez-vous passé** un bon week-end ? (passer)

- 1) Qu'est-ce que vous _____ ? (faire)
 - 2) Comment _____-vous _____ ? (voyager)
 - 3) _____-vous _____ au restaurant à midi ? (manger)
 - 4) Qu'est-ce que tu _____ comme plat principal ? (choisir)
 - 5) Est-ce que tu _____ une glace ? (acheter)
 - 6) Qu'est-ce que vous _____ au musée ? (voir)
 - 7) Ta mère _____-t-elle _____ beaucoup de photos ? (prendre)
 - 8) Et ton frère, _____-t-il _____ un souvenir ? (acheter)
-

Pre-Learning

Subject: Media Studies

Year 9:

Task 1: Investigate and apply Propp's theory

- Watch the following clip on Youtube
<https://www.youtube.com/watch?v=5AFRX8qSPFo&safe=true>
- Write down the explanation of Propp's theory
- Now select a movie which you can apply Propp's theory to. Try to explain what happens in the movie at each stage of Propp's narrative theory

	Explanation(Use the Youtube Clip to help you)	Example from your film – explain what happens in your film at each stage.
The Hero		
The Villain		
The Princess's father		
The False Hero		
The Helper		
The Dispatcher		

Pre-Learning

Subject: Physical Education

Year: 9

Use the internet and other information sources to pre-learn and prepare for the next topic.

Make notes and summaries on;

The location of bones.

Pre-Learning

Subject: Art

Year: 9

Artist Links, Artist Links, Artist Links!

Artist links are of high importance and refer to 25% of your overall marks in your GCSE. They bend and shape the way our work develops over the year and are often the missing link we need to create exciting, high quality and different work. Over the half term you are expected to research and create reference sheets relating to an 'Artist Link' that suits, bends or shapes your work. The sheets should be seen as a piece of art work in itself, and display the quality and ability you have as an artist, along with signs of understanding the artists' work; through trying the techniques used and maybe writing a little about it (annotation).

Expected number of 'Artist links' per half term - 3

Pre-Learning

Subject: KS3 DT

Year: 9

- Make a mood board about a specific designer or design movement and annotate it.
- Describe the key features of the design movement and use examples to explain what they were inspired by.
- Design a lamp in this style. Annotate key features and where you got your ideas from.

Pre-Learning

Subject: KS3 Food

Year: 9

Research the following technological developments:

- Nutritional modification/fortification
- Additives

Produce information for each one in the form of a mind map.

Add images and make a list of all the foods associated with these developments.

Pre-Learning Home Learning

Subject: Business Studies



Year 9:

Level 4-5:

Explain, using examples the key differences and similarities between public sector and private sector businesses.

Level 6-7:

Explain the reasons why someone may want to create a not-for-profit organisation. Explain what a not-for-profit organisation is, and give some examples of well-known not-for-profit organisations.

Level 8-9:

An entrepreneur is unsure whether or not they should set up a private company that then donates a lot of money to charity, or to set up a charity in the third sector. Advise them on what they should do using your knowledge of the private sector and third sector.

Pre-Learning

Subject: Science

Year: 9

This will allow you to reach a 1 on the HL grade, it is to be done in conjunction with weekly pre learning set in class

Your teacher will tell you the HL topic you will be covering next half term.

You must research this topic in detail and produce an extended piece of work in your own words.

This can be in the form of

- a learning map
- a fact-file
- the detailed 4W'S and H (a high quality piece of work will look at the What if.....also)
- an animation
- a detailed model
- a talk- show

Be creative!!

A minimum of 2 sources must be used and the work must be referenced (your teacher will show you how to do this)