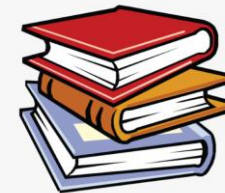




# Bellshill Academy

## Home Learning S1

Week beginning:  
**Monday 25<sup>th</sup> Jan 2021**



Subject	Task	Where to Find it	-Pupils should complete -Pupils will learn
P.E	Work through each task on Challenge worksheet 3: Task 1 – Physical Task 2 – Mental and Emotional Task 3 - Social	Teams	Pupils will be learning different ways to develop their physical, mental, emotional and social health.
Science	<b>Properties of substances</b> Continue with lessons from last week lessons 4-6. Lesson 4- groups of the periodic table Lesson 5- consolidation Lesson 6- compounds	Teams	Name and identify the groups of the periodic table.  Describe the characteristics of the group 1,7 and 8/0 elements and the transition metals  Give examples of the name, atomic number and symbol of elements belonging to group 1,7,8/0 and transition metals  State that compounds are made up of two or more elements chemically joined.  Naming compounds containing up to three different elements
S1 Mrs Barr Mr Melrose Ms Davidson	Algebra – Solving Equations including those with brackets	Folder labelled “Week Beginning 25 <sup>th</sup> January” in the Files of your class team.	<b>Pupils should complete all tasks given during class times and also the weekly homework assignment which will be posted at the end of this week.</b>
S1 Mrs McRoberts	Algebra – solving equations (more practice)	Folder labelled “Week Beginning 25 <sup>th</sup> January” in the Files of your class team.	<b>Pupils should complete all tasks given during class times and also the weekly homework assignment which will be posted at the end of this week.</b>

<b>S1 Mrs Lawrie</b>	Whole Numbers – Rounding to the nearest 10, 100 and 1000 Angles	<b>Folder labelled “Week Beginning 25<sup>th</sup> January” in the Files of your class team.</b>	<b>Pupils should complete all tasks given during class times and also the weekly homework assignment which will be posted at the end of this week.</b>
<b>S1-6 PSHE</b>	A variety of Health and Wellbeing Resources	Support Base Team	Have a look at the resources and choose any task.
<b>English Ms McHugh</b>	A Stranger Came Ashore Chapter 8 on.	Teams	Read and understand the text with a focus on character, setting, theme and plot.
<b>English Mr Maguire</b>	A Stranger Came Ashore Chapter 9-12.	Teams	Read and understand the text with a focus on character, setting, theme and plot.
<b>English Mr Alexander</b>	The Boy in the Striped Pyjamas	Teams	Read and understand the text with a focus on character, setting, theme and plot.
<b>English Mrs Connor</b>	The Boy in the Striped Pyjamas	<b>Teams</b>	Read and understand the text with a focus on character, setting, theme and plot.
<b>Read Write Inc</b>	Set 3 Sounds and Comic Strip task	Teams	Understand and be able to use the sounds in written work.
<b>French</b>	Leisure Topic and the weather.	<b>Teams</b>	Understand vocabulary and be able to use it in reading, listening, talking and writing.
<b>Music</b>	Understanding Music – Tam O’Shanter second Live lesson with follow-up activities in Assignments.	TEAMS for individual classes for live lesson. Files> Class Materials for Powerpoint Assignments for Tasks	Pupils should attend the live lesson if possible, then complete all tasks in the Assignment. Pupils will learn about Tam O’Shanter – the poem and the music, and should be able to recognise parts of the story in the music, and various important instruments.

<p><b>Music</b></p>	<p>Performing skills – Auld Lang Syne/Braveheart - video tutorial. If pupil does not have an Keyboard at home please download a keyboard app if possible.</p> <p>Composing – Live lesson and/or video tutorial - pupils will compose a Scottish melody on the black notes of the keyboard to play along with their Drama tasks.</p>	<p>TEAMS for individual classes. Files &gt; Class Materials for video tutorials <b>Assignments</b> for tasks and Practice Diary</p>	<p>Pupils should watch the video tutorials/attend the live lesson if possible and complete Assignment tasks, including uploading a video and filling their practice diary. Pupils will be able to perform Auld Lang Syne on keyboard (or app) Pupils should have started composing their Scottish melody</p>
<p><b>Drama</b></p>	<p>The Selkie Bride – Live lesson - pupils will focus on the Characterisation Technique ‘Writing in Role’ with associated tasks. Consideration of the 5 senses when providing descriptions and Success Criteria for writing a Diary entry. Literacy - Selkie Poetry, shape poems and soundscapes. Use of voice revision - PPTRAFICPAVE</p>	<p>TEAMS for individual classes for live lesson. Files &gt; The Selkie for PowerPoints and resources Assignments for tasks to be uploaded</p>	<p><b>Pupils should attend live lessons if possible then complete all tasks within PowerPoints, including written tasks dealing with characterisation technique, Writing in role.</b></p> <p><b>Pupils will continue to use the stimulus ‘The Selkie Bride’ to create ideas for further drama and literacy tasks.</b></p>
<p><b>1A Social Subjects Mr Reilly</b></p>	<p>Pupils will work through the nest PPT lesson on inequalities. There is a voice over PPT called Types of Discrimination. Pupils will read the information and complete each task as they progress. By the end of the lesson pupils will have completed Three mind maps on a type of discrimination of their choice.</p>	<p><b>TEAMS</b></p>	<p>By the end of the lesson pupils will have completed Three mind maps on a type of discrimination of their choice.</p>
<p><b>1B Social Subjects Mr Taylor</b></p>	<p>Lesson 3 combatting stereotypes and will produce an information leaflet on what stereotypes are and why they can be harmful to others</p>	<p><b>Class Team Files Section</b></p>	<p>To describe what a stereotype is.  To explain how harmful stereotypes can be.</p>
<p><b>1D Social Subjects Mrs Higgins</b></p>	<p>Pupils will continue to work on the Modern Studies unit of work titled “Inequality in society”. Pupils will gain an understanding of discrimination and emplify how it can affect certain groups in society. Pupils will complete table with examples of different types of discrimination. They will also complete a newspaper article.</p>	<p>Resources will be on the file section of the team page for their class. Resources will consist of PowerPoints and an information booklet</p>	<p>Pupils will learn the meaning of the discrimination. They will be able to identify different types of discrimination and who is being discriminated against.</p>

<p><b>1E Social Subjects</b> <b>Mr Snelling</b></p>	<p><b>Week 1 – Mr Snelling (Mon period 5)</b></p> <p>1E World Development Powerpoint – UK/Malawi differences</p> <p>(this week focusing on the <b>economic indicator GNP</b>)</p>	<p><b>S1 Team – Files – World Development – Audio Commentary – 1E World Development powerpoint</b></p>	<p>Watch/work through audio commentary powerpoint (<b>slides 18 – 25</b>) – taking down the notes on the GNP of the UK and Malawi (either on paper or on a word document)</p>
<p><b>RE 1A</b> <b>Mrs Lavery</b></p>	<p>Parables – <b>The Wise and Foolish Builders</b></p> <p>Work through the Powerpoint – listening to story, and watching video attached.</p> <p>Read through story on page 7 (Jesus and the Parables booklet) – complete tasks on page 8.</p>	<p><b>S1 Team – Files – Jesus and the Parables</b> <b>Wise and Foolish Builders PPT</b> <b>Jesus and the Parables booklet.</b></p>	<p>Pupils to re-tell the story of the two builders</p> <p>Pupils should be able to describe the meaning behind the story.</p>
<p><b>RE 1C</b> <b>Mrs Lavery</b></p>	<p>Parables – The Prodigal Son</p> <p>Work through Powerpoint</p> <p>Read through page 4-5 (Jesus and the Parables booklet), answer questions on page 6.</p>	<p><b>S1 Team – Files – Jesus and the Parables</b> <b>The Prodigal Son PPT</b> <b>Jesus and the Parables booklet.</b> <b>Class Notebook</b></p>	<p>Pupils to describe key beliefs about Jesus.</p> <p>To re-tell the story of the Prodigal Son</p>
<p><b>RE 1D</b> <b>Mrs Lavery</b></p>	<p>Parables – <b>The Wise and Foolish Builders</b></p> <p>Work through the Powerpoint – listening to story, and watching video attached.</p> <p>Read through story on page 7 (Jesus and the Parables booklet) – complete tasks on page 8.</p>	<p><b>S1 Team – Files – Jesus and the Parables</b> <b>Wise and Foolish Builders PPT</b> <b>Jesus and the Parables booklet.</b></p>	<p>Pupils to re-tell the story of the two builders</p> <p>Pupils should be able to describe the meaning behind the story.</p>
<p><b>RE 1E</b> <b>Mr Nicolson</b></p>	<p>Parables – The Prodigal Son</p> <p>Work through Powerpoint</p> <p>Read through page 4-5 (Jesus and the Parables booklet), answer questions on page 6.</p>	<p><b>S1 Team – Files – Jesus and the Parables</b> <b>The Prodigal Son PPT</b> <b>Jesus and the Parables booklet.</b></p>	<p>Pupils to describe key beliefs about Jesus.</p> <p>To re-tell the story of the Prodigal Son</p>

<p><b>BGE S1 ART AND DESIGN</b></p>	<p><b>Colour Theory and Art and Design Theory Tasks.</b></p> <ul style="list-style-type: none"> <li>• <b>The Visual Elements task sheets.</b></li> <li>• <b>The Colour Wheel task sheets.</b></li> <li>• <b>Colour Theory task sheets.</b></li> </ul> <p>Practical support on how to complete tasks is available in the assigned Class Team with learning and teaching resources shared in the marked folder in the files area. Support includes practical exemplars, demonstration videos as well as written instructions. Pupils should follow the instructions provided and upload their completed outcomes via the assignment return tab.</p> <p>In most cases, taking a clear photograph of the work to upload is required.</p> <p>An extension task resource is also available in all team folders.</p> <p>WK 1 SECTIONS: 1.3/1.6/1.4/1.2/1.7/1.1/1.5</p>	<p><b>A learning and teaching resource folder has been placed in each Microsoft team marked w/b 25/01/21.</b></p> <p><b>The Microsoft Team will be named:</b></p> <p>1.1 Art and Design - <b>dligv1r</b>  1.2 Art and Design - <b>b0fy3i8</b>  1.3 Art and Design - <b>507htts</b>  1.4 Art and Design - <b>soh3woc</b>  1.5 Art and Design - <b>qmstmjr</b>  1.6 Art and Design - <b>pjrydky</b>  1.7 Art and Design - <b>o3gsrni</b></p>	<p>The purpose of this unit is to further develop pupil knowledge and understanding of colour theory and art and design terms.</p> <p>Each pupil should produce individual task outcomes and upload via their assignment pages.</p> <p>Read, listen and follow the instructions provided carefully for each task.</p> <p><b>All tasks shared via Microsoft Teams.</b></p>
<p><b>1.7 ICT Mrs Potter</b></p>	<p>Pupils will continue with the Mickey Magic tasks covering internet research and word processing.</p>	<p>1.7 ICT Team under Files.</p>	<p>Pupils upload relevant results from their internet research to Teams.</p>
<p><b>All S1 sections Home Ec Mrs Pryde</b></p>	<p>Laundry Labels on Clothes tasks.</p>	<p>2020-2021 S1 ICT, HE, Tech team ~ Assignments</p>	<p>Pupils should upload completed work through Assignments.</p>
<p><b>1.2 ICT Mr Ruddy</b></p>	<p>Pupils will complete Internet Safety unit. Pupils will then begin Mickey Magic unit covering internet research and word processing.</p>	<p>1.2 ICT Team under Files and Assignments.</p>	<p>Pupils should complete tasks posted in Assignments.</p>

<b>1.5 ICT Mr Ruddy</b>	Pupils will complete Internet Safety unit. Pupils will then begin Mickey Magic unit covering internet research and word processing.	1.5 ICT Team under Files and Assignments.	Pupils should complete tasks posted in Assignments.
<b>1.5 Tech Mr Ramsay</b>	1-Point Perspective sketching	1.5 Tech Team	Pupils should demonstrate accurate 1-PP sketching skills
<b>1.2 Tech Mr Ramsay</b>	1-Point Perspective Sketching	1.2 Tech Team	Pupils should demonstrate accurate 1-PP sketching skills
<b>1.3 ICT Mr Campbell</b>	Complete Internet Safety 3	1.3 ICT team	Pupils should complete tasks posted in Assignments
<b>1.4 ICT Mr Campbell</b>	Complete Internet Safety 2	1.4 ICT team	Pupils should complete tasks posted in Assignments
<b>1.7 ICT Mr Campbell</b>	Complete Internet Safety 3	<b>1.7 ICT team</b>	Pupils should complete tasks posted in Assignments
<b>1.3 Tech Mr O'Hara</b>	Disney sketching and rendering	1.3 Team	Pupils should watch the videos and complete the sketches.
<b>1.1 ICT Mr Scott</b>	Mickey Magic Internet research Word processing	1.1 Team	Pupils complete online quiz Pupils complete worksheets and submit for marking

### Health and Wellbeing Links

Sleep [www.nhs.uk/live-well/sleep-and-tiredness/how-to-get-to-sleep/](http://www.nhs.uk/live-well/sleep-and-tiredness/how-to-get-to-sleep/)

Sleep [www.sleepscotland.org/](http://www.sleepscotland.org/)

Mental Health [www.samaritans.org/samaritans-in-scotland/](http://www.samaritans.org/samaritans-in-scotland/)

Mental Health [www.samh.org.uk/](http://www.samh.org.uk/)

Mental Health [www.moodcafe.co.uk](http://www.moodcafe.co.uk)

Mental Health [www.handsonscotland.co.uk/](http://www.handsonscotland.co.uk/)

Mental Health [www.seemescotland.org/](http://www.seemescotland.org/)

Mental Health [www.mentalhealth.org.uk/](http://www.mentalhealth.org.uk/)

Happiness [www.actionforhappiness.org/](http://www.actionforhappiness.org/)

Positive mental Health [www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/wellbeing/](http://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/wellbeing/)

Positive mental Health [www.helpguide.org/articles/mental-health/building-better-mental-health.htm](http://www.helpguide.org/articles/mental-health/building-better-mental-health.htm)

Positive Mental Health [www.time-to-change.org.uk/resources](http://www.time-to-change.org.uk/resources)

Positive Mental Health [www.youngminds.org.uk/](http://www.youngminds.org.uk/)

Positive Mental Health [www.place2be.org.uk/](http://www.place2be.org.uk/)

Study Skills [www.skillsyouneed.com/learn/study-skills.html](http://www.skillsyouneed.com/learn/study-skills.html)

Study Skills UCAS [www.ucas.com/undergraduate/student-life/study-skills-guides](http://www.ucas.com/undergraduate/student-life/study-skills-guides)

Study Skills [www.amazon.co.uk/100-Activities-Teaching-Study-Skills/dp/1526441314](http://www.amazon.co.uk/100-Activities-Teaching-Study-Skills/dp/1526441314)

Learning Styles [www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml](http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml)

Learning Style Assessment [www.how-to-study.com/learning-style-assessment/](http://www.how-to-study.com/learning-style-assessment/)