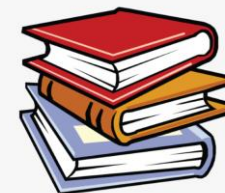




# Bellshill Academy

## Home Learning S5 & S6

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



Subject	Task	Where to Find it	-Pupils should complete -Pupils will learn
<b>Advanced Higher Chemistry</b>	Product Preparation and determination techniques. Notes and past paper questions provided via the 'Files' tab to supplement live lessons.	Teams	To understand techniques used in preparation and in the determination of purity of products.
<b>P.E (NAT 4)</b>	Pupils who are up-to-date with work: Model performers – Go through powerpoint and complete follow-up tasks.	<b>Class materials folder</b>	<b>Pupils will use the knowledge of model performers to answer questions in tasks.</b>
<b>P.E (NAT 5)</b>	Complete portfolio (Section 2) questions – identified by class teacher. Directed to appropriate ppt and follow-up assignment.	PPT – Class materials folder Assignment – posted in assignment tab	Pupils will use their prior knowledge and information from the ppt to answer portfolio-based questions.
<b>P.E (Higher)</b>	Lesson 1 – Feedback – Ppt and follow-up assignment. Lesson 2 – Monitoring and Evaluating – Ppt and follow-up assignment. Lesson 3 – Course Revision – Ppt and assignment	PPT – Class materials folder Assignment – posted in assignment tab	Understand how to and why we use feedback during a training prog. Understand how to monitor and evaluate a training prog. effectively.
<b>Dance</b>	Continue to develop choreography and update diary. Work to choreography timetable for online teaching sessions with dancers. Begin to look at writing 1 <sup>st</sup> section of choreographic review.	Class materials folder.	Pupils should prepare to teach their choreography session on assigned day. Pupils should read through ppt on beginning their choreographic review and complete the follow up tasks.
<b>National 5 Chemistry</b>	Watch voiced over powerpoint, take summary note of information, complete weekly assignment task & revision past paper questions assignment.  Live Tutorials Wed/Fri Lesson 1 – Fuels + Combustion Lesson 2 – Mass from balanced equations, assignment help	Teams page in files tab & assignment	Pupils will be able to state products of combustion. Explain what is meant by exothermic / endothermic. Be able to write word and molecular equations for combustion reactions Be able to understand mass/mole ratios and apply them to work out mass in a balanced equations

<b>Higher Chemistry</b>	<p>Lesson 5 - Molar volume – powerpoint will be discussed via live lesson. Notes provided Task – Molar volume questions</p> <p>Lesson 6 - Excess calculations – powerpoint will be discussed via live lesson. Notes provided. Task – Excess calculation questions</p>	Teams	<p>Pupils will be able to :</p> <ul style="list-style-type: none"> <li>· Give the definition of molar volume</li> <li>· Perform calculations using the relationship between molar volume, number of moles and volume of gas.</li> </ul> <p>Identify the limiting reactant and the reactant in excess by calculation, using a balanced equation.</p>
<b>Higher Physics</b>	<p>Nuclear physics- nuclear equations Energy mass equivalence Fission reaction calculations Fusion reactions and reactor models</p>	Teams	<p>Pupils will</p> <ul style="list-style-type: none"> <li>· Use nuclear equations to describe radioactive decay and fission and fusion reactions.</li> <li>· Describe mass and energy equivalence, including calculations.</li> <li>· Describe coolant and containment issues in nuclear fusion reactors.</li> </ul>
<b>National 5 Physics Mr McGuire</b>	<p>Mon – Speed &amp; acceleration</p> <p>Tue – Acceleration &amp; deceleration Equations</p> <p>Thu – Velocity / Time graphs</p> <p>All live lessons in Teams meeting</p>	<p>Teams – join the meeting for the live lessons. I will call everyone in the team when the lesson is starting. The lessons will be posted in the Team Files at the end of the lesson</p>	<p>Students will develop an understanding of acceleration and it's relationship to changing speed. Students will be able to use the speed and acceleration equations correctly. Students will develop an understanding of speed – time graphs. This will carry on to the following week</p>
<b>Higher Human Biology</b>	<p><b>Complete the lessons and questions on Immunology Pupils will then move on structure and divisions of the nervous system.</b></p>	Teams	<p>Pupils should be able to describe the structures and divisions of the central nervous system, the peripheral nervous system and autonomic nervous system</p>

<b>National 5 Biology</b>	Live tutorial Monday- discuss homework questions and open book assessment questions  Continue with proteins and enzymes topic-complete questions, notes and activities	Teams	Describe the 5 different types of proteins with examples. Explain the structure and function of enzymes.
<b>Maths Higher</b>	Continuation of Integration	<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>N5 Maths</b>	Algebraic Fractions  Vectors	<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>N5 Maths Apps</b>	Direct proportion, inverse proportion and exam type questions on perimeter, area and ratio	<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>N4 Maths Apps</b>	Averages and Scattergraphs	<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>S5/6 PSHE</b>	A variety of Health and Wellbeing resources	Support Base Team	Complete any task(s)
<b>Mr Scott English</b>	The Truman Show	Teams	<b>Watch and understand the film with a focus on cinematography.</b>
<b>Mr Scott Media</b>	Assignment	Teams	Use techniques learned to create a media product.
<b>Mr Alexander</b>	A Hanging	Teams	Use critical essay techniques learned to write an essay on the text.
<b>Mrs Connor</b>	Othello	Teams	Use critical essay techniques learned to write an essay on the text.
<b>Mr Maguire</b>	Folio writing. Ongoing work on poetry and essays.	Teams	Use techniques learned to create essays for folio.

<b>Ms McHugh</b>	The Lighthouse and RUAЕ	Teams	Read and understand the text with a focus on theme and foreshadowing.
<b>Geography (Higher &amp; Nat 5) Mr Snelling</b>	<b>Climate Change Solutions (and effectiveness) –</b> watch/work through the Solutions powerpoint, with audio commentary, and take down notes on the <b>solutions and the effectiveness of each.</b>	<b>S5/6 Geography Team – Files – Climate Change – Audio commentary folder –</b>  <b>Part 3 Solutions powerpoint</b>	<b>Mon 3/4–</b> note taking. <b>Wed 1/2 –</b> exam question assessment will be issued as an assignment.  <b>Thurs 6/7 –</b> exam question completed on Teams by end of school day.
<b>Modern Studies (Higher &amp; Nat 5) Mr Taylor</b>	UK Governments response to underdevelopment	<b>Files Section of teams page clearly marked higher/ N5</b>	To understand the UK Government responses to underdevelopment
<b>RMPS (Higher &amp; Nat 5) Mr Nicolson</b>	<b>Christianity –</b> Judgement, Heaven and Hell – listen to/watch videos within Powerpoint Pupils to take notes Existence of God – Big Bang Theory – pupils to work through booklet/Powerpoint (video links) Pupils to take notes	<b>Files Section of Teams - Christianity Folder</b>  <b>Files Section of Teams – Existence of God folder</b>	To describe what Christians understand by Judgement, and the afterlife.  To describe the Big Bang Theory, as a counter to the Cosmological argument.
<b>RMPS (Higher &amp; Nat 5) Mrs Lavery</b>	<b>Medicine –</b> euthanasia - viewpoints <b>Existence of God –</b> Introduction to Cosmological Argument	<b>Files Section of Teams - Medicine Folder</b>  <b>Files Section of Teams – Existence of God folder</b>	To analyse religious and non-religious views on euthanasia To describe the Cosmological argument
<b>History (Higher &amp; Nat 5) Mr Reilly</b>	<b>Higher:</b> Pupils can start to create a draft essay on the USA Issue 2 “obstacles to Black civil rights”. The essay question will be uploaded to TEAMS and the pupils will upload their completed work to Notebook  <b>Nat 5:</b> N5 pupils will work on completing the N5 Unit Assessments on Scotland and Britain. These are open book and pupils can use their notes to complete them.	<b>Teams</b>	Higher Pupils will complete their essay for the following Monday. N5 Pupils should work on the assessments and complete the Scottish one by Monday (Attempt to start and complete the British one).

<b>Travel and Tourism</b> <b>Mrs Bowes</b>	Continuing with Scotland outcome 2 – To research holiday scenarios for people holidaying in Scotland – full holiday itinerary and costing depending on the clients requirements Catch up on previous weeks work	Teams page – files – class work – Scotland unit – outcome 2	To be able to research a holiday for a client to include all requirements.
<b>Music N5/H/AH</b>	Performing – pupils should practise on both instruments (if possible) and complete a practice diary with self-reflection. Performing music and Performing videos are available for all levels in Files. There will be a live check in for updates. Staff will be available for help, pupils can upload videos for feedback.	Teams - Assignments Files>Class Materials for music/audio/videos	Pupils will improve their performing skills and be able to play pieces up to exam standard.
<b>Music Nat 5</b>	Understanding Music- Pupils should have prepared 2016 N5 Paper. They should learn the meanings of all concepts and listen to them on mymusiconline so that they can recognise them aurally. This is preparation for doing the actual past paper with audio in a live lesson.	TEAMS/Files/Past Papers	Pupils will understand the terminology involved in exam questions and will have knowledge of all relevant concepts in order to do the past paper.
<b>Music Higher</b>	Understanding Music- Pupils should have prepared 2017 Higher Paper. They should learn the meanings of all concepts and listen to them on mymusiconline so that they can recognise them aurally. This is preparation for doing the actual past paper with audio in a live lesson. Learning to identify Time signatures video 2 on Teams.	TEAMS/Files/Past Papers/Kahoot	Pupils will understand the terminology involved in exam questions and will have knowledge of all relevant concepts in order to do the past paper.
<b>Music Advanced Higher</b>	Literacy – exam style questions	Teams Assignments Files>Class materials	Pupils will understand how to attempt literacy exam questions.

<p><b>Drama Higher</b></p>	<p>Section 1 – Past Paper Revision Section 2 – Past Paper Questions Section 3 – Past Paper Question and discussion.</p>	<p>TEAMS Files &gt; The Crucible Files &gt; Past Papers Files &gt; Performance Analysis Assignments</p>	<p>Pupils will develop and deepen their understanding of ‘The Crucible’ and ‘Doctor Faustus’ in order to successfully engage with written papers. Pupils will write a fully-developed response to essay questions.</p>
<p><b>NATIONAL 4 NATIONAL 5 HIGHER ART AND DESIGN</b></p>	<p><b>SENIOR ART AND DESIGN EXPRESSIVE AND DESIGN ACTIVITY</b> Pupils will produce drawings based on their established folio themes with reference to images and primary resources. Pupils will continue to explore expressive and design techniques using different media and scales and working from both primary and secondary resources to produce effective outcomes.</p> <p><b>DESIGN CRITICAL TASK</b> Pupils will discuss artwork with reference to the visual elements.</p> <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.</p> <p>Pupils should follow the instructions provided and upload their completed outcomes via the assignment return tab. In most cases, taking a clear photograph of the work to upload is required.</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>S5/S6 Art and Design 5D: Microsoft Team Code- xxvja6p</p>	<p><b>Art and Design Expressive and Design Activity</b> The purpose of these practical tasks is to refine practical skills and generate expressive and design folio outcomes.</p> <p><b>Design Critical Task</b> The purpose of this task is to refine and develop design critical skills.</p> <p>Read all instructions provided carefully.</p> <p>Each pupil should produce a series of drawing outcomes using the material/media of their choice.</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>ADVANCED HIGHER ART AND DESIGN</b></p>	<p><b>SENIOR ART AND DESIGN EXPRESSIVE ACTIVITY</b>  Pupils will produce drawings based on their established folio theme with reference to images and primary resources.  Pupils will continue to explore expressive techniques using different media and scales and working from both primary and secondary resources to produce effective outcomes.</p> <p><b>ART CRITICAL TASK</b>  Pupils will complete dissertation tasks, completing artwork analysis and artist bios.</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>S5/S6 Art and Design 5D:  Microsoft Team Code-  xxvja6p</p>	<p><b>Art and Design Expressive and Design Activity</b>  The purpose of these practical tasks is to refine practical skills and generate expressive folio outcomes.</p> <p><b>Art Critical Task</b>  The purpose of this task is to refine and develop art critical skills to produce art written assessment outcome.</p> <p>Read all instructions provided carefully.</p> <p>Each pupil should produce a series of drawing outcomes using the material/media of their choice and a written outcome.</p> <p>Read, listen and follow the instructions provided carefully for each task.</p> <p><b>All tasks shared via Microsoft Teams.</b></p>
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<b>Higher Admin &amp; IT Mr Ruddy</b>	Recap and practice questions on Health & Safety theory	2020 - 2021 Higher Admin & IT Assignment and Files tabs	Successfully submitting completed assignments.
<b>N5 Admin &amp; IT Mr Ruddy</b>	Recap and practice questions on Electronic Communication theory	2020 - 2021 N5 Admin & IT Assignment and Files tabs	Successfully submitting completed assignments.
<b>Higher Computing Science Mr Ruddy</b>	Recap and practice questions on Software Development	2020 - 2021 Higher Computing Science Assignment and Files tabs	Successfully submitting completed assignments.
<b>S5/6 N5 Business Mr Campbell</b>	Continue working through Managing People unit	S5/6 Business team	Pupils should complete tasks posted in Assignments
<b>S5/6 Woodwork Mr Ramsay</b>	Woodwork Joints	S5/6 PWW team	Pupils should be able to name joints Pupils can describe the uses of joints
<b>S5/6 N5/H D&amp;M Mr O'Hara</b>	Ideas for mock folio.	S5/6 D&M Team	Pupils will sketch and annotate concept designs for practice folio.
<b>S5/6 N5/H Graphics Mr O'Hara</b>	DTP task.	S5/6 Graphics Team	Pupils will complete thumbnail sketches and desktop published advertising leaflet/poster.
<b>Higher Business Management</b>	Human Resources – training and appraisals	Higher Business Management Team	Pupil answers to homework questions.



## 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/)