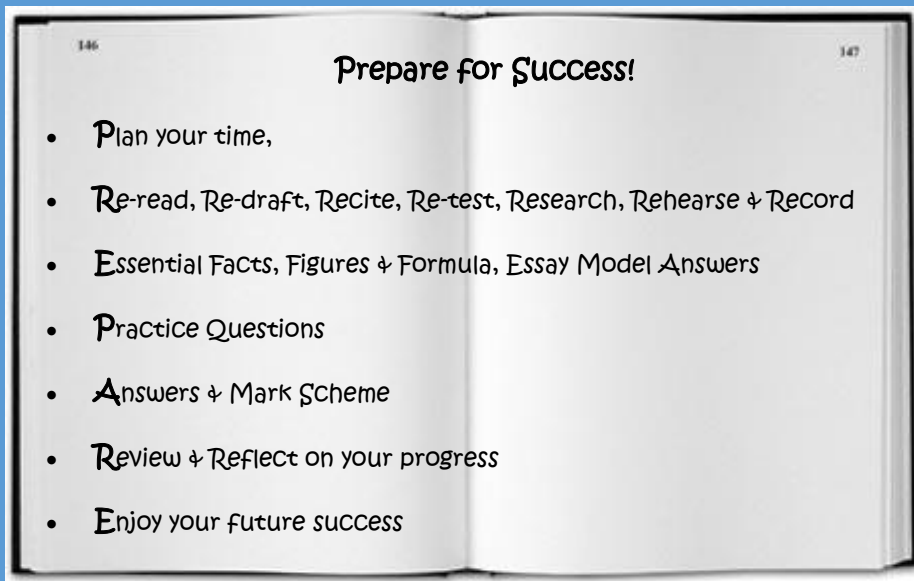




Shenfield High School



# PREP

## Newsletter

### Year 8

### Autumn Term 2



## What is 'PREP'?

'PREP' is a model for learning. We know that success comes from hard work and that does not stop at 3pm on a school day. We want students to build good habits in order to be successful in their education and this model is the key to that success.

'PREP' is short for PREPARE:

- **P**lan your time,
- **R**e-read, Re-draft, Recite, Re-test, Research, Rehearse & Record
- **E**ssential Facts, Figures & Formula, Essay Model Answers
- **P**ractice Questions
- **A**nswers & Mark Scheme
- **R**evue & Reflect on your progress
- **E**njoy your future success

## Types of PREP

- **EduLink PREP** – This is curriculum aligned work that has a deadline. This is work set by the class teacher that will need to be handed-in or completed for a certain lesson. This will be recorded on EduLink, but should also be handwritten in student planners.
- **Wider PREP** – This is on the PREP newsletter each half term and is there to broaden understanding, deepen knowledge and improve the hinterland. We want students to explore their subjects in greater detail and be inspired. The wider PREP is linked to 'C Points' which will be awarded for completion. Students can only be 'Exceeding' for Attitude to Learning if they complete Wider PREP on a regular basis.
- **Super-Curricular** – Supported through the PREP Newsletter and House competitions. This is a way to direct parents to additional learning opportunities such as historical sites, museums, galleries, theatre, media, tv etc that can help to cement a fuller understanding of the curriculum. There are many ways to learn and these provide one of the most active ways to improve learning.

## Attitude to Learning Score includes PREP

**Attitude to Learning Overview**

	<b>Behaviour</b>	<b>Effort</b>	<b>PREP</b>
<b>Exceeding Expectations</b>	Highly motivated, engaged and mature approach to classroom learning.	Consistently working to the best of their ability, striving to learn more and improve.	Regularly completes Wider PREP from the PREP Newsletter.
<b>Meeting Expectations</b>	Hardworking and committed approach to classroom learning.	Work hard to complete all tasks within the lesson.	Has completed EduLink PREP, by the deadline set, to a good standard.
<b>Occasionally Below Expectations</b>	Sometimes distracted and does not meet the expectations of the classroom.	Work is sometimes incomplete or not given the care and attention required.	Has missed the EduLink PREP deadline and/or the PREP lacks care and attention.
<b>Consistently Below Expectations</b>	Poorly motivated and often distracting others. Does not meet classroom expectations consistently.	Work is often incomplete or not given the care and attention that is required.	Has consistently missed EduLink PREP deadlines and/or the PREP consistently lacks care and attention.



A French Bulldog with brown and white fur is wearing gold-rimmed glasses and is positioned behind an open book. The background is a light gray surface covered with various colorful educational icons, including a rocket, a globe, a microscope, a paint palette, a basketball, a potted plant, a purple umbrella, a pair of boots, a notebook, a pencil, a pair of scissors, a clock, a tree, a pair of glasses, a beaker, a telescope, and the equation  $E=MC^2$ . The word "PREP" is written in large, bold, blue capital letters at the top left, followed by the text "is not optional" and "It's a way of life..." in white with black outlines. At the bottom right, the hashtags "#PREP4Success" and "#Burning4Learning" are displayed in white.


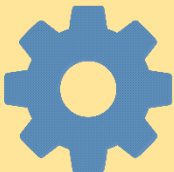

**PREP** is not optional  
It's a way of life...




#PREP4Success  
#Burning4Learning

A French Bulldog wearing gold-rimmed glasses is sitting on an open book. The background is a light gray surface covered with various colorful educational icons, including a rocket, microscope, globe, potted plant, umbrella, palette, scissors, notebook, basketball, boots, and the equation  $E=MC^2$ . The word "PREP" is written in large, bold, blue letters at the top left, followed by the text "is not optional" and "It's a way of life..." in white. In the bottom right corner, the hashtags "#PREP4Success" and "#Burning4Learning" are displayed.

**PREP** is not optional  
It's a way of life...

#PREP4Success  
#Burning4Learning

English	Mystery and Adventure	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>• Watch a play at the Theatre that has an adventure/mystery theme.</li> <li>• Research some well-known mystery/adventure texts/writers. Make some notes on your findings.</li> <li>• Watch a TV series or film that demonstrates elements of the mystery/adventure (Quantum Leap 2022).</li> <li>• Go and visit The London Film Museum – there is a Harry Potter Photographic Exhibition currently on.</li> </ul>
		 <b>Challenge Task</b>	<p>Read Oliver Twist by Charles Dickens. Write a diary entry from the perspective of the protagonist Oliver. Remember to include emotive language and facts from the story.</p>	
		 <b>Collaboration Task</b>	<p>Create your own mystery and adventure mood board with a series of pictures. You can use this to help you plan your own story.</p>	
		 <b>Contribution Task</b>	<p>Make your own vocabulary bank of words that you could use in mystery and adventure writing. Try to use challenging vocabulary to improve the quality of your writing. Ensure you try to learn the definitions of any new words!</p>	

Mathematics	Pie charts/construction/estimating	Wider PREP		Super-Curricular Activities
		 <b>Challenge Task</b>	<p><u>Mr Russell's Excellence Challenge:</u></p> <p>Where in the world? [Elon Musk's favourite interview question]</p> <p><i>You're standing on the surface of the Earth. You walk one mile south, one mile west and one mile north. You end up exactly where you started. Where are you?</i></p> <p>Use short paragraph or diagram to explain your answer and return to Mr Russell.</p>	
		 <b>Collaboration Task</b>	<p><u>Mrs Toshniwal's Excellence Challenge:</u></p> <p>Maths Rap/Song</p> <p>Write and record a short rap or portion of a song with lyrics about your favourite maths topic and email to Mrs Toshniwal.</p>	
		 <b>Contribution Task</b>	<p><u>Mr Miller's Excellence Challenge:</u></p> <p>1996 Puzzle</p> <p>Use the numerals 1, 9, 9 and 6 exactly in that order to make the following numbers: 28, 32, 35, 38, 72, 73, 76, 77, 100 and 1000 You can use the mathematical symbols +, -, ×, /, √, ^ (exponent symbol) and brackets.</p>	

Visit the Wonderlab at the Science Museum in London

"This unmissable interactive experience will ignite your curiosity, fuel your imagination, and inspire you to see the world around you in new and exciting ways."



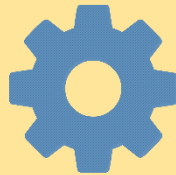



[Wonderlab: The Equinor Gallery | Science Museum](#)

Advent

As we get closer to Christmas, see if you can complete the daily tasks on this interactive advent calendar!



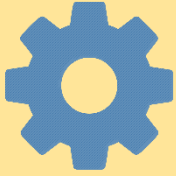

[Advent Calendar 2021 - Secondary \(maths.org\)](#)



Science	Investigations	Wider PREP		Super-Curricular Activities
		<div> Challenge Task</div>	Watch the following experiment video all the way through. ARE ELEPHANTS AFRAID OF MICE? <a href="https://www.youtube.com/watch?v=WpTSA_25wGE">https://www.youtube.com/watch?v=WpTSA_25wGE</a> As you watch the video note down what the <b>independent, dependent</b> and <b>control variables</b> are. Observe and decide if the method and equipment is <b>accurate</b> if it is why? If not how could it be improved? Choose the right type of graph and present the results you would expect to get and explain the science behind why they got the results they did in the video.	Check out these places to visit.  Body Worlds London  
		<div> Collaboration Task</div>	Complete the “challenge” task and present the information. Present your completed task to a family member or friend and ask them for feedback. Note down a few improvements they suggested you make.	<b>Chelmsford Science Festival</b> October 12 <sup>th</sup> - 18 <sup>th</sup>  Cambridge Science Centre
		<div> Contribution Task</div>	Present everything you have noted down from watching the video in an interesting and engaging way, this can be in the form of a poster or presentation (like PowerPoint).	 Fancy a night in front of the box?  <u><b>Netflix Documentaries</b></u> <ul style="list-style-type: none"><li>• <i>Our Planet</i></li><li>• <i>72 Dangerous Animals</i></li><li>• <i>Unnatural Selection</i></li><li>• <i>Explained</i></li></ul>

# SCIENCE PREP Drop-In Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Before School</b>					
<b>Break time</b>					
<b>Lunchtime</b>	<b>Science KS3 &amp; KS4</b> (Science Office)  <b>Triple Science KS4</b> (Mr Hall)	<b>Science KS3</b> (Science Office)	<b>Science KS3 &amp; KS4</b> (Science Office)	<b>Science KS3 &amp; KS4</b> (Science Office)	<b>Science KS3 &amp; KS4</b> (Science Office)
<b>After School</b>	<b>Chemistry</b> (Mr Richards & Mrs Helim)	<b>Biology</b> (Mr Fletcher S12 & Mrs Masters)			<b>Physics</b> (Dr Pope)

ART	CUBIST ANIMALS	Wider PREP		Super-Curricular Activities
		 <p>Challenge Task</p>	<ul style="list-style-type: none"> <li>• [HI] Make a Cubist animal collage</li> <li>• Either take multiple photographs of an animal from different angles or find multiple photographs of an animal online and print off.</li> <li>• Using a pencil, a ruler, draw lines across the pictures to divide them up into squares and rectangles.</li> <li>• Cut them out and reconstruct your animal in a Cubist way, overlapping the squares.</li> </ul> <div data-bbox="1052 635 1267 699">Like this!</div> 	
		 <p>Collaboration Task</p>	<ul style="list-style-type: none"> <li>• [HI] Make a Picture Cubist</li> <li>• Choose an animal and draw an outline of it onto paper, then with a pencil and ruler, draw lines over the image to make different angular shapes.</li> <li>• Incorporate the lines into the picture and colour it in focussing on tone, like this... you can use pencils, pastels or paint.</li> </ul> 	

## Super-Curricular Activities


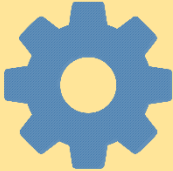

- Visit the Tate Britain to see their collection of Cubist artwork:  
Tate Britain, Millbank, London, SW1P 4RG
- Watch this video on cubism:  
<https://www.youtube.com/watch?v=V6ZT1705Slw>
- Read this video on how to make cubist art  
<https://www.youtube.com/watch?v=V15rXg1nJ6w>
- Read this Guide to cubism from the Tate  
<https://www.tate.org.uk/art/art-terms/c/cubism>


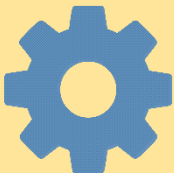




## Contribution Task

- [HI]Cubist Research
- Cubists Pablo Picasso and Georges Braque's were influenced by artwork made by non-European, indigenous cultures, like tribal African masks.
- Make a fact file of images of how different indigenous cultures have portrayed animals in art- through drawing and sculpture. You could look at ancient Egypt, Tribal Africa, European cave paintings, etc.
- Put it onto an A4 or A3 piece of paper and label when and where the images are from.

Computer Science	Programming in Python	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Visit Bletchley Park - <a href="https://bletchleypark.org.uk/">https://bletchleypark.org.uk/</a></li> <li>Visit the Centre for Computing History <a href="http://www.computinghistory.org.uk/">http://www.computinghistory.org.uk/</a></li> <li>There is a plethora of Computer Science based films and documentaries across the common streaming services.  Suggestions include: The Imitation Game, The Social Dilemma, The Social Network and The Great Hack (age restrictions apply. Consult parents or carers before watching)</li> </ul>
		 <b>Challenge Task</b>	<ul style="list-style-type: none"> <li>Create a piece of media explaining the career opportunities that can arrive from being a computer programmer</li> </ul>	
		 <b>Collaboration Task</b>	<ul style="list-style-type: none"> <li>Create a plan for a computer game of your choice. Think about things like:</li> <li>The type of game, the setting, the aim of the game, the graphics etc</li> </ul>	
		 <b>Contribution Task</b>	<ul style="list-style-type: none"> <li>Create a poster that can be displayed in the department that describes how computer games are made</li> </ul>	

Drama	Devising from a Stimulus/ Styles of Theatre (2)	Wider PREP		<b>Super-Curricular Activities</b> <ul style="list-style-type: none"> <li>• <b>Try and see a production at your local theatre, if you can – Panto season is upon us!</b></li> </ul> <a href="https://brentwood-theatre.co.uk/whats-on/">https://brentwood-theatre.co.uk/whats-on/</a> <a href="https://chelmsfordtheatre.co.uk/">https://chelmsfordtheatre.co.uk/</a> <a href="https://www.thebroadwaybarking.com/sales">https://www.thebroadwaybarking.com/sales</a>
		 <b>Challenge Task</b>	<p>Closer to Christmas, we will be exploring “Refugee Boy”. Use the internet to research the following facts</p> <ul style="list-style-type: none"> <li>• What is a refugee?</li> <li>• What reasons may someone have to leave their home/ become refugees?</li> <li>• How many refugees are there in the world?</li> <li>• Are there any charities/ organisations which can help refugees?</li> </ul> <p>Then present your research neatly</p>	
		 <b>Collaboration Task</b>	<p>Work with a friend/someone from home to create an audio play based on the Refugee Boy stimulus you will be exploring in class. This is a play that only requires the voice of the actors.</p> <p>You will need to use a voice memo app on your phone, or you may borrow a Dictaphone. You will need to write a script for the actors to follow, and you will also need to use objects around the house (or a sfx website such as the BBC sound effects Library) <a href="https://sound-effects.bbcrewind.co.uk/search">https://sound-effects.bbcrewind.co.uk/search</a> . You can email your audio clips to your Drama teacher.</p>	

**Digital Theatre Details:**

<https://edu.digitaltheatreplus.com/>

Login: student.Shenfield

password: dt123

**Watch :** Alice in Wonderland, Wind in the Willows



## Contribution Task

Contribute to your group's in class performance, by helping to organise the following:

- An additional stimulus from home (with an adult's permission!)
- Bring props and costumes from home (with an adult's permission!)
- Organise sfx and send your Drama teacher the links, ready for the performance lesson <https://sound-effects.bbcrewind.co.uk/search>
- Write a script for the performance, to help your group members to remember their lines.
- Design the set or costume elements of your performance. This could be in a collage style, or on A4 paper. You could even create a 3D miniature set inside a shoe box!


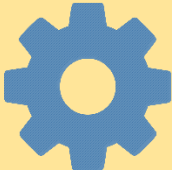

### Drama online Library Details:

<https://www.dramaonlinelibrary.com/>




Username: 97QG8Dg)y+



Password: 2He(6Ed%Rv

**Watch:** Peter Pan, Treasure Island

Geography	Ecosystems	Wider PREP		Super-Curricular Activities
		<div> Challenge Task</div>	<p>[ER] There are vital ecosystems all over the planet, research one we've not look at in class, include:</p> <ul style="list-style-type: none"><li>• Location and climate</li><li>• Adaptations of plants and animals</li><li>• How it is being impacted by humans?</li><li>• Why it is important to humans?</li><li>• How can we protect it for the future?</li></ul>	<ul style="list-style-type: none"><li>• Visit the Natural History museum to explore the variety of life the world has to offer. <a href="https://www.nhm.ac.uk/">https://www.nhm.ac.uk/</a></li><li>• RHS Hyde Hall shows off the wide variety of small scale ecosystems here in Essex, and the wider UK. <a href="#">RHS Garden Hyde Hall   Events &amp; attractions in Chelmsford, Essex / RHS Gardening</a></li></ul>
		<div> Collaboration Task</div>	<p>[HI] Use the keywords and facts we have learned in Geography to make a revision quiz for your classmates in preparation for the Decision Making Assessment in this unit.</p>	<ul style="list-style-type: none"><li>• Colchester Zoo allows you to see conservation work in action as well as experience wildlife from around the world. <a href="#">Welcome to Colchester Zoo   A Wild Family Day Out (colchester-zoo.com)</a></li></ul>
		<div> Contribution Task</div>	<p>[HI] Create a poster explaining how people can take action to prevent further destruction of the rainforest. There are a huge number of resources out there but can you sift through them and compile a succinct and helpful guide for teenagers or families like yours?</p>	<ul style="list-style-type: none"><li>• Planet Earth, Blue Planet, Life, Our Planet, 7 Worlds One Planet are just a few of the amazing Sir David Attenborough documentaries that highlight the amazing natural world and variety of ecosystems around us – watch them on <a href="#">iPlayer</a>, or <a href="#">Our Planet on YouTube</a></li></ul>



HISTORY	Elizabeth I	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Royal Museums of Greenwich – Click <a href="#">HERE</a></li> <li>Tower of London – Click <a href="#">HERE</a></li> <li>Hampton Court Palace – Click <a href="#">HERE</a></li> <li>At the National Portrait Gallery you can view portraits of the Tudors. You can also view the artwork online – Click <a href="#">HERE</a></li> <li>Horrible Histories – <a href="#">BBC Iplayer</a></li> <li>BBC Bitesize – <a href="#">Click HERE</a></li> <li>Horrible Histories the board game. There is also a copy of this in the department for playing at lunchtimes (speak to your teacher to play it) – <a href="#">Amazon Link</a></li> <li>We have many Horrible Histories books and magazines within the department. Speak to your teacher if you would like to read these at break or lunchtimes.</li> </ul>
		 <b>Challenge Task</b>	<b>[HI]</b> Create a timeline of the religious changes in England from Henry VIII to Elizabeth I. How do you think the English people would have been affected by these changes? Write a paragraph to explain underneath your timeline.	
		 <b>Collaboration Task</b>	<b>[RT]</b> Research the following portraits of Elizabeth I: <b>‘The Rainbow Portrait’</b> and <b>‘The Armada Portrait’</b> . What do they tell us about her? How do they do this?	
		 <b>Contribution Task</b>	<b>[RT]</b> Contribute to the debate amongst historians about the Tudor monarchs:  The Tudors are probably the best-known ruling royal family in the world. The first Tudor, Henry VII, ruled from 1485 until his death in 1509. He made the country stronger, richer and safer than it had been for a long time. But how did the rest of the Tudor monarchs do? Your task is to research and work out who you think was the most successful Tudor monarch after Henry VII’s death and write an extended answer. Was it his son, Henry VIII... or one of his grandchildren, Edward VI, Mary I or Elizabeth I?	

French	Module 1 – Ma vie de famille	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Visit a local French restaurant in your area – what do you recognise on the menu? Ask if you can take one home!</li> <li>Take a look at the labels on your clothes, food items and other items around the home – what does the writing in French say? Can you work it out?</li> </ul>
		 <b>Challenge Task</b>	<p><b><u>Tune in your eyes and ears...</u></b></p> <p>Practice your listening and reading skills! Try watching your favourite television shows on Netflix (or similar) with the French subtitles. Alternatively, you could change the audio setting to French and have English subtitles!</p> <p>You could even try this with your games console e.g. PlayStation or Xbox, but remember how to change it back to English when you need to!</p> <p>You could always come along to MFL Film Club on Wednesday lunchtimes in H14 and talk about what you've watched or played!</p>	
		 <b>Collaboration Task</b>	<p><b><u>Be a 'word-nerd'...</u></b></p> <p>Find an article on the internet about anything that you are particularly interested in (e.g. sport, music, film, television) and make a list of new words and their meanings in English from what you find in the article. You can use Collins online French dictionary to help you with the definitions.</p> <p>Be proud and bring your work to lessons for your teacher to review!</p>	





## Contribution Task

### Are you a roving reporter...?

Using your own research create a fact-file of a famous city in France or any other French-speaking country and include the following information;

- The population (how many people live there)
- Where it is on a map of France (include the map)
- Three interesting landmarks/places to see
- Three interesting facts about the city
- Pictures to make your work more interesting
- Why is this city so renowned?
- Anything else you want to include!

We'd love to put your creation on display in the MFL Department, so get creative and make it interesting, colourful and informative!

Spanish	Module 1 – Mi familia y mis amigos	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>• Visit a local Spanish restaurant in your area – what do you recognise on the menu? Ask if you can take one home!</li> <li>• Take a look at the labels on your clothes, food items and other items around the home – what does the writing in Spanish say? Can you work it out?</li> </ul>
		 <b>Challenge Task</b>	<p><b><u>Tune in your eyes and ears...</u></b></p> <p>Practice your listening and reading skills! Try watching your favourite television shows on Netflix (or similar) with the Spanish subtitles. Alternatively, you could change the audio setting to Spanish and have English subtitles!</p> <p>You could even try this with your games console e.g. PlayStation or Xbox, but remember how to change it back to English when you need to!</p> <p>You could always come along to MFL Film Club on Wednesday lunchtimes in H14 and talk about what you've watched or played!</p>	
		 <b>Collaboration Task</b>	<p><b><u>Be a 'word-nerd'...</u></b></p> <p>Find an article on the internet about anything that you are particularly interested in (e.g. sport, music, film, television) and make a list of new words and their meanings in English from what you find in the article. You can use Collins online Spanish dictionary to help you with the definitions.</p> <p>Be proud and bring your work to lessons for your teacher to review!</p>	



## Contribution Task


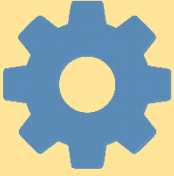

### Are you a roving reporter...?




Using your own research create a fact-file of a famous city in Spain or (any other Spanish-speaking country and include the following information;


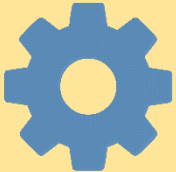

- The population (how many people live there)
- Where it is on a map of Spain (include the map)
- Three interesting landmarks/places to see
- Three interesting facts about the city
- Pictures to make your work more interesting
- Why is this city so renowned?
- Anything else you want to include!

We'd love to put your creation on display in the MFL Department, so get creative and make it interesting, colourful and informative!



Music	Classical	Wider PREP		<b>Super-Curricular Activities</b> <ul style="list-style-type: none"> <li>Visit a 'Classical' Music concert at the Royal Albert Hall. A list of concerts can be seen using the following link: <a href="https://www.royalalberthall.com/tickets/?Genres%5B5%5D=5">https://www.royalalberthall.com/tickets/?Genres%5B5%5D=5</a></li> <li>Remember to document your visit writing down what impact seeing and hearing a live orchestra had on you. Consider how different the film was by hearing a live orchestra performing the soundtrack.</li> <li>Visit a 'Classical' concert at Cadogan Hall in London - <a href="https://cadoganhall.com/whats-on/genres/orchestral/?gclid=EAlaIQobChMI9pyTiLe65wIVwrHtCh10MgNQEAAYASAAEglsk_D_BwE">https://cadoganhall.com/whats-on/genres/orchestral/?gclid=EAlaIQobChMI9pyTiLe65wIVwrHtCh10MgNQEAAYASAAEglsk_D_BwE</a></li> <li>Watch the following TED talk video on the 'Transformative Power of Classical Music' <a href="https://www.youtube.com/watch?v=r9LCwI5iErE">https://www.youtube.com/watch?v=r9LCwI5iErE</a></li> </ul>
		 <b>Challenge Task</b>	<p>[HI] Research the following Classical composers:</p> <ul style="list-style-type: none"> <li>- Mozart</li> <li>- Joseph Haydn</li> <li>- Beethoven</li> </ul> <p>Create a file fact on each of the composers and then consider why Mozart and Beethoven are more well known than Haydn.</p> <p>What struggles did Beethoven have in later life?</p>	
		 <b>Collaboration Task</b>	<p>[HI] Using the skills and knowledge that you have learnt in class, write your own piece of music in a 'Classical' style using musical notation.</p> <p>This piece should be different to the one that you have written in class.</p>	
		 <b>Contribution Task</b>	<p>[HI] Use the following video to create a 'Classical' Music timeline that can be used as an information display in the Music classrooms. <a href="https://www.youtube.com/watch?v=vfT4xyKQOzY">https://www.youtube.com/watch?v=vfT4xyKQOzY</a></p> <p>Watch the video on the Development of the Piano. <a href="https://www.youtube.com/watch?v=4uCCw_hmILA">https://www.youtube.com/watch?v=4uCCw_hmILA</a></p> <p>Create a sales advert for this new invention – the piano.</p>	

PE	Half term two	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>• Watch some sporting events live (if possible) or watch on the television: November &amp; December: <a href="#">2022 sporting calendar: Big events from Winter Olympics to the World Cup - BBC Sport</a></li> <li>• <a href="#">Register for the Vitality 5km parkrun: register   parkrun UK</a></li> <li>• Mindfulness activities: <a href="https://www.youtube.com/watch?v=pcrA7QV_Jxg">https://www.youtube.com/watch?v=pcrA7QV_Jxg</a> <a href="https://biglifejournal.com/blogs/blog/5-fun-mindfulness-activities-children-breathing-exercises">https://biglifejournal.com/blogs/blog/5-fun-mindfulness-activities-children-breathing-exercises</a></li> <li>• Continue the couch to 5km: <a href="#">Couch to 5K Training Plan -A Complete Guide for Beginners (runtothefinish.com)</a></li> <li>• Sports to try in Brentwood: <a href="#">Sports and activities   Brentwood Council</a></li> <li>• Sports complexes in Essex: <a href="https://www.tripadvisor.co.uk/Attractions-g186278-Activities-c56-t131-Essex_England.html">https://www.tripadvisor.co.uk/Attractions-g186278-Activities-c56-t131-Essex_England.html</a></li> </ul>
		 <b>Challenge Task</b>	<a href="#">Silverline 719802 Disposable Overall XXL 146cm (58") : Amazon.co.uk: Clothing</a>  Use the link above to buy a disposable overall suit! Draw on the suit all the bones and the muscles you have learnt. Colour the muscles in a different to the bones. Once you have completed it, wear it and send your teacher in picture of the front and back. 19 bones and 13 muscles!	
		 <b>Collaboration Task</b>	<b><u>Create a video!</u></b>  Get together with a partner and find an app on your smart phone and create a video demonstrating the different skills you have learnt in one curriculum area so far this year. An example could be Netball: Different types of passing, explaining the footwork, talking through the areas on the court and shooting! One person can demonstrate the skills whilst the other talks about the skills.	
		 <b>Contribution Task</b>	Bring you school planner to extra-curricular clubs. Once the morning, lunch or after school club has finished, ask a member of PE staff to sign on the day you attended that club. 4 Signatures from staff will result in a contribution point!	

Social Science	Politics	Wider PREP		Super-Curricular Activities
		 <b>Challenge Task</b>	<p>Produce some research into what the different political parties say. You could do the Conservative or Labour parties, or you could look at a smaller party such as the Liberal Democrats or the Green Party.</p> <p><a href="https://www.geographyinthenews.org.uk/issues/issue-26/political-parties-and-the-general-election/ks3/">https://www.geographyinthenews.org.uk/issues/issue-26/political-parties-and-the-general-election/ks3/</a></p>	<p>To gain more knowledge, you could visit the following online sites</p> <p>Visit the virtual tour of the Houses of Parliament.</p> <p><a href="https://www.parliament.uk/visiting/virtualtour/">https://www.parliament.uk/visiting/virtualtour/</a></p> <p>How Parliament works in 60 secs</p> <p><a href="https://www.parliament.uk/education/teaching-resources-lesson-plans/how-parliament-works-60-secs/">https://www.parliament.uk/education/teaching-resources-lesson-plans/how-parliament-works-60-secs/</a></p> <p>General Elections in 60 secs</p> <p><a href="https://www.parliament.uk/education/teaching-resources-lesson-plans/general-election-60-secs/">https://www.parliament.uk/education/teaching-resources-lesson-plans/general-election-60-secs/</a></p> <p>Be an MP for a week</p> <p><a href="https://www.parliament.uk/MPforaweek">https://www.parliament.uk/MPforaweek</a></p> <p>Watch the news about what is happening in politics now. Write up a story which has made the headlines this week.</p>
		 <b>Collaboration Task</b>	<p>In advance of our lessons on whether or not people should have to vote, you could collaborate with others by asking for their opinions. You could talk to friends and family and ask them if they agree or disagree with the responsibility of voting in political elections and ask them for their reasons on either side. You could present this work in a table of the opposite arguments.</p>	
		 <b>Contribution Task</b>	<p>It is always good when our learning in one subject contributes to learning in another. You could overlap your reading and literacy skills with Social Science by choosing to read “The Accidental Prime Minister” by Tom McLaughlin. You could overlap History with Social Science by researching the life and work of Winston Churchill who was Prime Minister in the UK during WW2</p>	