



## Learning Overview 1 June – Wednesday 1 July 2020

This information is intended as a guide for learners, parents and carers as to the learning being covered by each faculty and department for each year group during this month. Learners will have the specific details of instructions and deadline in their class Teams as this may vary from class to class within a department.

### Physical Education

Year /Class	
<b>S2 Core PE</b>	Weekly physical challenges.
<b>S3 Core PE</b>	Weekly physical challenges.
<b>S4 Core PE</b>	Weekly physical challenges.
<b>S3 National PE</b>	Introduction to how different factors impact on performance in sport. Watching video link examples.
<b>S3 Dance</b>	Weekly practical work and research of different dance techniques.
<b>S3 Sport and Recreation</b>	Weekly work based on researching a new activity, its rules, skills involved etc
<b>S3 UES</b>	Weekly fitness work based on Uniformed and Emergency Services
<b>S4 UES</b>	Carry out a variety of fitness tests and follow a local muscular endurance programme. Weekly research tasks for example the “organisational structure” of some of the Unformed Emergency Services.
<b>S4 Dance</b>	Learning a contemporary dance. Be able to recreate the performance accurately. Watch contemporary dance choreographies and identify the use of different techniques and devices.
<b>S4 Sport and Recreation</b>	Continuation of current work. Planning coaching sessions, research on sport and leisure industry, personal skills and qualities.
<b>S4 National PE</b>	Weekly tasks on using the correct structure to explain the impact of 4 main factors on performance in a variety of sports. Identifying factors from video clips
<b>Higher PE</b>	Twice weekly physical fitness training sessions. Monitoring the training programme. Identify and explain the impact of different factors on performance. Answering describe and explain questions.
<b>Advanced Higher PE</b>	Gathering data on performance in all 4 factors. Identifying the appropriateness of the data collection methods. Analysing the data gathered.
<b>NPA Team Sports</b>	Practical tasks associated with football.
<b>NPA Sport and Exercise Leadership</b>	Anatomy and Physiology. Researching circuit exercises in relation to muscles/muscle groups

## Art and Design

### Higher

Highers will be working on Practical for Design and Expressive and Critical for Design and Expressive. Their assignments will increasingly become based on their personal progress due to the individual nature of the folios.

### S2 Art and Design

Forward plan for June: S2 classes - All will be undertaking observational drawing work. Basic materials required are: pencil, paper, rubber, sharpener and coloured materials such as coloured pencils (or wet materials if pupils have access to them and wish to use them)

### S3 Art

Drawing activity and potentially design activity.

### S4 Art

The classes will continue with observational drawing following a similar format to the last few weeks. They may be given so written work based around a designer or Artist to compliment the drawings and introduce them to the requirements for National 5

### Tech

#### S2

Desk tidy instructions and assignments given on team pages, Hand in each week

#### S3 Design and Manufacture

What is Design and Manufacture? Create a power point using resources

The role of the design team, a table must be completed using provided resources

Design factors power point, create using info from given resources

#### S3 DEC

Sustainability

Power point, definitions and displays all instructions given in team

#### S3 Woodwork

Pages from the theory booklets will be assigned each week. A weekly hand in is expected. All information will be on the new teams. Some videos to watch and answer questions on.

## **Nat 5 Woodwork**

Theory from the booklets provided, they will be assigned 2 sets of questions each week from the booklet and the information is given in the notes provided to answer them

## **Higher graphics**

Finish off logo design, work on some new vocab, start looking at next project on ticket design, Hand expected each week, to check progress

## **S4 Nat 3 design and technology**

Look at packaging and how the colours work, information on packaging and designing your own packaging. Hand in expected each week.

## **S3 ES**

Week 1 – 1st June 2020 What is Engineering?

Week 2 – 8th June 2020

Bridge Design Challenge – Week 1

Watch the videos from the website called Bridge Design & Destruction part 1 and 2. Work through the PowerPoint called “Bridge Building” and complete the Week 1 tasks: <https>

Week 3 – 15th June 2020

Bridge Design Challenge – Week 2 Work through the PowerPoint called “Bridge Building” and complete the Week 2 tasks

Week 4 – 22nd June 2020

Bridge Design Challenge – Week 3 Work through the PowerPoint called “Bridge Building” and complete the Week 3 tasks

## **S4 N5 Graphics**

Continue with started Gizmo project

1st June 2020

Produce your preliminary designs for your advertising poster using page 163 of the textbook. You should also look at the DTP and Design Elements & Principles pages of the textbook too.

8th June 2020

Produce 2 draft layouts using Microsoft Publisher (this can be downloaded through glow if you don't already have it using your glow email address) or PowerPoint if you can't get Publisher. Use page 164 of the textbook to help. You will use a photograph of your rendered Gizmo in your computer work.

15th June 2020

Evaluation of your final layout. Use page 165 of the textbook.

22nd June 2020

DTP task

Using the PowerPoint presentation about Desk Top Publishing, answer the DTP questions.

### **N5 and Higher Engineering science**

1st June 2020

N5s – Energy topic – PowerPoint to work through.

Highers – Continuing with Op Amps & calculations.

8th June 2020

N5s – Continuing with Energy topic using course notes.

Highers – Starting MOSFETs using course notes.

15th June 2020

N5s - Continuing with Energy topic using course notes.

Highers – Past Paper questions to reinforce learning.

22nd June 2020

N5s – Continuing with Energy topic using course notes.

Highers – Past Paper questions to reinforce learning.

### **N5 ES Mrs Pirie**

Continue with assignment in class notebook on invention they have chosen. A detailed guide is in the notebook but set as separate tasks weekly to guide pupils through it.

## Business Education Department

The Business Education department has been working sourcing appropriate work and materials that are beneficial to learning from home. It is difficult to recreate what we would be doing in a practical setting; however, we are achieving excellent engagement so are happy with this progress.

Those who don't or have not had access to ICT provisions we have endeavoured to work with the families and learners and to our knowledge all issues have been remedied.

Materials are designed along with learner conversations to reinforce prior learning, extend knowledge in various areas across our many subjects and we are encouraging outside thinking to enhance the learning from home experience (S2 YPI as an example).

These activities are by no means set in stone and will vary dependant on each learner and their individual needs and the order is expected to vary from that specified in the table below.

We will continue to adapt this education learning via learners feedback and will adapt accordingly as we know one size does not fit all and Wellbeing of our learners is our Primary focus.

### June 2020 overview in Business

S2	Business Introduction – online activities  Business Admin and ICT in the World of Work
S3	<b>Admin</b> – Progression from S2 work appropriate activities  <b>Business</b> – Progression from S2 work appropriate activities
S4	<b>Admin</b> – Weekly/Daily online lessons covering varied topics within the course (pupil lead)  Unit booklets with accompanying files/exercises  <b>Business</b> - Weekly online lessons covering varied topics within the course (pupil lead)  Understanding Business Quizzes
S5/6	<b>Admin</b> – Unit booklets with accompanying files  <b>Business</b> – Understanding Business notes, weekly lessons as per S4 (pupil lead) Assessments to gauge understanding
S6	<b>YE</b> – Working on setting up a business.

## Chemistry Department

### Schedule for June 2020

Curriculum Group	Activity
<b>Chemistry</b>	<p><b>S3</b>– Topic 2 – “Atomic Structure and Bonding”</p> <ul style="list-style-type: none"><li>• Introduction to Elements and Compounds,</li><li>• Introduction to the Periodic Table</li><li>• The structure of the atom</li></ul> <p><b>S4</b> – Topic 7 - “Acids and Bases”</p> <ul style="list-style-type: none"><li>• Precipitation reactions</li><li>• Spectator Ions</li><li>• Chemical calculations and titrations</li></ul> <p><b>Higher</b> - Unit 1 - “Bonding” &amp; “Rates of Reaction”,</p> <ul style="list-style-type: none"><li>• Bonding in Compounds</li><li>• Controlling rates of reaction</li><li>• Collision Theory &amp; Reaction profiles</li></ul> <p><b>Advanced Higher</b> – Unit 3 – “Researching Chemistry”</p> <ul style="list-style-type: none"><li>• Stoichiometry</li><li>• Gravimetric Analysis</li><li>• Complexometric Titrations</li></ul>

## Computing Science Department

As a department we have had to source and create different work for our classes from what we would normally have been working on in school. This is because our courses necessitate us teaching using quite specific software (Visual Basic, HTML/CSS, SQL) which a lot of pupils learning at home may not be able to access.

We have tried to locate materials which will reinforce prior learning, extend knowledge in Cyber Security and develop computational thinking skills – using puzzles and online coding activities.

Some of these activities will run for more than 1 week and the order may vary slightly from that specified in the table below.

### June 2020 overview

S2	Computer Security – online encryption activity using a Caesar Cipher wheel Careers in Computing - Video with written activity
S3	Web Design - Reminder of HTML involving an activity creating a Digital Postcard Programming – Video and online algorithmic task Cyber Security – online task Cyber Security – computational thinking task
S4	Online quiz checking Computer Security knowledge & Great Fire of London code cracking challenge Online badge work for Internet and Web Design Code based activity reinforcing HTML/CSS
S5	Security Risks - Teacher led PowerPoint describing Tracking Cookies and DDoS attacks. This will incorporate external videos to watch and exam style questions to answer. Use of Khan Academy to strengthen the use of HTML and CSS in particular - with good explanations about classes and ids.
S6	Data Representation – hexadecimal system explained via narration on PowerPoint followed by written answers to exam style questions Practical work involving SQL – DDL and PHPMyAdmin

## PERTH ACADEMY DRAMA PLAN/TIMELINE MAY/JUNE 2020

CLASS/YEAR	TASKS	VIDEO/PPT	LIVE LESSON (TO BE RECORDED)	TEACHER
<b>S1 → S2</b>	Continuation of Ernie's Tasks, culminating in FINAL DESIGN CHALLENGE AT EOY	WEEKLY PPT WITH VIDEO EMBEDDED	DAY/TIME TBC ONCE A WEEK	LH
<b>S2 → S3</b>	West Side Story – 2 more Tasks then into S3 intro Unit	WEEKLY PPT WITH VIDEO EMBEDDED	DAY/TIME TBC ONCE A WEEK	KR
<b>S4 National 4/5</b>	<ul style="list-style-type: none"> <li>• Intro to Section 2 – various Stimuli and Responses</li> <li>• Stimulus response</li> <li>• Share responses (either live or submit response)</li> <li>• Create monologues</li> <li>• Collate responses and share with cohort</li> </ul>	Booklet in Files, WEEKLY PPT WITH VIDEO EMBEDDED	DAY/TIME TBC TWICE A WEEK	KR Nat 5 resources made available for Senior Drama
<b>Senior Drama (Higher)</b>	<ul style="list-style-type: none"> <li>• Focus on Section 3 – Performance Analysis</li> <li>• Watch live streamed performance</li> <li>• Create analysis notes (in any format including video)</li> <li>• Create character analysis for background detail (in any format including video)</li> </ul>	WEEKLY PPT WITH VIDEO EMBEDDED	DAY/TIME TBC TWICE A WEEK	LH

## BGE English Online Learning – June Overview

Date of Issue	S2 Work	S3 Work
2/6/20	Personal Writing 1	Expressive Writing 1
8/6/20	Personal Writing 2	Expressive Writing 2
15/6/20	Personal Writing 3	Expressive Writing 3
22/6/20	Personal Writing 4	Expressive Writing 4

### S2

In the month of June pupils will be covering a 4-week unit on personal writing. This unit will cover the key features of personal writing and how to apply these features to your own work. Each week the pupils will be given a PowerPoint to work through with a range of activities to complete. These activities will lead up to the pupils writing their own personal piece in the fourth week using the knowledge and skills they have developed throughout this unit of work.

All work will be assigned on Teams and pupils should submit their weekly work on Teams using Assignments and Class Notebook.

### S3

In the month of June pupils will be covering a 4 week unit on expressive writing. This unit will cover the key features of creative and personal writing and how these features can be used in their own work. Each week the pupils will be given a PowerPoint to work through with a range of activities to complete. These activities will lead up to the pupils writing their own personal piece in the fourth week using the knowledge and skills they have developed throughout this unit of work.

All work will be assigned on Teams and pupils should submit their weekly work on Teams using Assignments and Class Notebook.

## National 4 English Online Learning – June Overview

National 4 English pupils will be working on a Listening Unit (one of the core elements of the course) with a particular focus on SitComs. Pupils will have an element of choice and be able to choose some of their own viewing content via Netflix, YouTube, Prime or any of the standard TV channels or catch up services.

Pupils will have an Assignment each week with accompanying materials on Teams to develop their listening and information processing skills.

All work will be assigned on Teams and pupils should submit their weekly work on Teams using Assignments and Class Notebook.

### National 5 English Online Learning – June Overview

Week	Persuasive Essay	R.U.A.E. Question Types
Week 1. Monday 1 <sup>st</sup> June	Choose Topic and research	Own words Context
Week 2. Monday 8 <sup>th</sup> June	Topic agreed with teacher and outline essay plan submitted	Summarising Quote
Week 3. Monday 15 <sup>th</sup> June	Study persuasive techniques	Word choice Sentence structure
Week 4. Monday 22 <sup>nd</sup> June	Write and submit first draft which must include a bibliography	Imagery Tone
Week 5. Monday 29 <sup>th</sup> June		Linking Evaluation
Week 6. Monday 6 <sup>th</sup> July	Reading and preparing for 11 <sup>th</sup> August	Reading and preparing for 11 <sup>th</sup> August

### Higher English Online Learning – June Overview

Week	Persuasive Essay	R.U.A.E. Question Types
Week 1. Monday 1 <sup>st</sup> June	Choose Topic and research	Own words Context
Week 2. Monday 8 <sup>th</sup> June	Topic agreed with teacher and outline essay plan submitted	Link Imagery
Week 3. Monday 15 <sup>th</sup> June	Study persuasive techniques	Sentence structure Word choice
Week 4. Monday 22 <sup>nd</sup> June	Write and submit first draft which must include a bibliography	Tone Evaluation
Week 5. Monday 29 <sup>th</sup> June		Final Comparative question
Week 6. Monday 6 <sup>th</sup> July	Reading and preparing for 11 <sup>th</sup> August	Reading and preparing for 11 <sup>th</sup> August

## Gaelic / Gàidhlig classes 2020-21 - June Overview

### S1 Gàidhlig

In S1 Gaelic-medium classes the emphasis is mainly on trying to maintain speaking and writing skills. I have developed a transitional unit of work in which pupils study a Gaelic poem, take stock of their school career so far and produce a piece of writing in the form of a letter to their future selves.

### S2 Gàidhlig

As in S1, we will attempt to maintain basic skills. I change the focus regularly to keep pupils' interest, using short self-devised exercises. I have also developed workbooks for S1 and S2 which form a backbone of assessable work throughout those two years. S2 will be continuing with this.

### S4 Gàidhlig - Jessica H.

As she enters S4 however, we will be putting more emphasis on reading and analysis of texts, especially Gaelic short stories and factual pieces. She is currently doing a unit of work in which she is comparing a traditional story from the oral tradition to a story written by a twentieth-century author. In addition to the benefits of studying the language itself, the intention is to set both pieces in context and gain an understanding of how styles vary.

### S3 Gaelic (learners)

As a starting point I have found it beneficial to study something with which most pupils can usually make an immediate connection: personal names in Gaelic, used in simple phrases such as 'Who are you?', 'I am...', 'What is your name?', 'My name is...'. We will also look at common words in English which are directly derived from Gaelic. Previously, I have taught Gaelic place names in a later topic, but this year I would like to introduce it earlier, since pupils invariably find it accessible and interesting.

### S4/5 Gaelic (learners)

Continuing to progress through the course, which I have divided into around 16 topics. The next one is the weather, a useful subject for introducing different tenses.

### S5 Gaelic (learners) - Jamie R.

We are currently focusing on money and numbers.

**HE Department - What's on in June 2020**

<b>Class</b>	<b>W/B 1st June</b>	<b>W/B 8<sup>th</sup> June</b>
<b>S2</b>	<b>REHIS Food &amp; Health 1</b> Pupil workbook to complete	<b>REHIS Food &amp; Health 2</b> Pupil workbook to complete
<b>S3 HFT</b>	<b>Food for Health</b> Nutrients – Protein Worksheets / quiz	<b>Food for Health</b> Nutrients – Carbohydrates Worksheets / quiz
<b>S3 Hosp</b> <b>S3 SFW</b>	<b>Cookery Skills, Techniques &amp; processes</b> Knife skills- practical skill/worksheet	<b>Cookery Skills, Techniques &amp; processes</b> Knife skills- practical skill/worksheet
<b>S3</b> <b>CHILD/C</b>	<b>Child Development</b> Intro to course with PP Physical Dev - workbook	<b>Child Development</b> Emotional & Social Dev - workbook
<b>S4 HFT</b>	<b>DRV's</b> Intro & worksheets	<b>DRV's</b> Complete worksheets
<b>S4 HOSP</b>	<b>Cookery Skills, Techniques and Processes-</b> Methods of Cooking and Testing for readiness reading · Quiz/questions	<b>Understanding and Using Ingredients-</b> Current Dietary Advice/Eatwell plate reading · Quiz/Questions
<b>S4 CHILD/C</b>	<b>Play</b> Unit assessments	<b>Play</b> Unit assessments
<b>S5/6 HFT</b>	<b>Product Development</b> Muffin challenge – workbook Stages/Generation/Screening	<b>Product Development</b> Muffin challenge– workbook Prototype/testing/making
<b>S5/6 CAKE</b>	<b>Functional Properties of Egg and Sugar</b> Information sheets and quiz	<b>Storage and Preparation of Ingredients and Cakes</b> Information sheets and quiz

<b>Class</b>	<b>W/B 15<sup>th</sup> June</b>	<b>W/B 22<sup>th</sup> June</b>
<b>S2</b>	<b>REHIS Food &amp; Health 3</b> Pupil workbook to complete	<b>REHIS Food &amp; Health 4</b> Pupil workbook to complete
<b>S3 HFT</b>	<b>Food for Health</b> Nutrients – Fats Worksheets / quiz	<b>Food for Health</b> Nutrients – Vitamins Worksheets / quiz
<b>S3 Hosp</b> <b>S3 SFW</b>	<b>Cookery Skills, Techniques &amp; processes</b> Knife skills- practical skill/worksheet	<b>Cookery Skills, Techniques &amp; processes</b> Knife skills- practical skill/worksheet
<b>S3</b> <b>CHILD/C</b>	<b>Child Development</b> Language Dev - workbook	<b>Child Development</b> Intellectual Dev - workbook
<b>S4 HFT</b>	<b>DRV's</b> Assessment	<b>Product Development</b> Introduction to unit
<b>S4 HOSP</b>	<b>Understanding and Using Ingredients-</b> Getting to know ingredients- Meat/Poultry/fish reading · Quiz/Questions	<b>Understanding and Using Ingredients-</b> Getting to know ingredients- Dairy/eggs reading · Quiz/Questions
<b>S4 CHILD/C</b>	<b>Play</b> Unit assessments	<b>Play</b> Unit assessments
<b>S5/6 HFT</b>	<b>Product Development</b> Muffin challenge– workbook 1 <sup>st</sup> Prod run/Marketing plan	<b>Product Development</b> Create Power Point presentations
<b>S5/6 CAKE</b>	<b>Preparation of Equipment</b> Information sheets and quiz	<b>Processing Techniques</b> Information sheets and quiz

## Mathematics

(Progress and topics are subject to change depending on student understanding of material covered)

### S1 2<sup>nd</sup> Level

TJ2A Chapter 17 – Multiples and Factors

Moving on to TJ2B:

- Consolidation of Whole Number
- Chapter 1 Whole Numbers

### S1 3<sup>rd</sup> Level

Speed, Distance and Time

Revision of S1 work

Powers and roots

Money

### S2 2<sup>nd</sup> Level

During May and June, we will be working on the following topics from the provided textbooks (TeeJay 2b & Nat 4 Maths):

Statistics (TJ 2b Chapter 17)

Whole numbers (TJ N4 Ch 18)

Decimals (TJ N4 Ch 20)

Approximation & estimation (TJ N4 Ch 21)

Negative numbers (TJ N4 Ch 19)

In addition to this a weekly quiz will be assigned which must be completed.

### S2 3<sup>rd</sup> Level

During May and June, we will be working on the following topics from the provided textbook (TeeJay Nat 5 Lifeskills):

Decimals (Chapter 2)

Percentages (Chapter 3)

Graphs, Charts and Table (Chapter 9)

Probability (Chapter 10)

Nat 5 Numeracy Revision (Practice Assessment Questions from various sources)

In addition to this a weekly survey checking that materials are accessible and a quiz will be assigned which must be completed.

#### S4 National 4 Applications of Mathematics

During May and June, we will be working on the following topics from the provided textbook (Teejay Nat 4 Lifeskills):

Comparing Data Sets (Chapter 30)

Graphs, Charts & Tables 2 (Chapter 31)

Gradients (Chapter 13)

Perimeters (Chapter 14)

Assigned homework will relate to Finance and Numeracy.

#### S4 National 4 Mathematics

During May and June, we will be working on the following topics from the provided textbook (Hodder and Hibson Nat 4 Maths):

Rotational Symmetry (Chapter 6)

Collecting Data (Chapter 7)

Averages and Range (Chapter 8)

Pie charts (Chapter 9)

Probability (Chapter 10)

Scattergraphs (Chapter 17)

Revise Expressions and Formulae Unit (digital pg 94)

Straight Lines (Chapter 11)

In addition to this a weekly quiz will be assigned which must be completed.

#### S4 National 5 Mathematics

During May and June, we will be working on the following topics from the provided textbook (TeeJay Nat 5 Maths):

Percentages (Chapter 2)

Revising fractions (p32)

Simultaneous equations (Chapter 4)

Revise Pythagoras (p49)

Revise Straight lines (p62)

Revise Factorising (p69)

Possibly start Trig formulae (Chapter 8)

In addition to this a weekly quiz will be assigned which must be completed.

### S5/6 National 5 Applications of Mathematics

During May and June, we will be working on the following topics from the provided textbook (TeeJay Nat 5 Lifeskills):

Number Work (Chapter 1)

Decimals (Chapter 2)

Percentages (Chapter 3)

Fractions (Chapter 4)

Time/Distance/Speed (5)

In addition to this a weekly survey checking that materials are accessible, a weekly homework and a quiz will be assigned which must be completed.

### S5/6 National 5 Mathematics

During May and June we will be working on the following topics from the provide textbook (H/G NAT 5)

Change the subject of a formula (worksheets)

Fractions (Chapter 22)

Surds and Indices (Chapter 2 and 3)

In addition to this a weekly quiz and/or homework sheet will be assigned and must be completed.

### Higher

During May and June, we will be working on the following topics from the provided textbook.

Straight Line (Chapter 1)

Graphs and Functions (chapter 11 and exercise 6.5)

Radians and Exact values (Chapter 6)

In addition to this a weekly quiz will be assigned which must be completed.

### Advanced Higher

Expressing proper rational functions in partial fractions

Simplifying improper rational functions by algebraic division

Binomial Theorem

Revision and extension of Chain Rule

Product and Quotient Rules for differentiation

## Modern Languages - June 2020

Curriculum Group	Activity
<p><b>Modern Languages</b></p> <p><b>French</b></p> <p><b>Spanish</b></p> <p><b>Both (French and Spanish)</b></p> <p><b>S3 Languages for Life and work</b></p> <p><b>S3 Languages and culture</b></p>	<p><b>S2 and S3</b>– students will be working on topics previously learnt in S1 and S2 to reinforce basic knowledge while discovering and trialling some new complex language structures such as modal verbs, infinitive structures, complex opinions....</p> <p>The work is shared via Teams assignment and can be using a variety of platforms depending on the tasks and skills:</p> <p><b>Vocabulary learning:</b> Quizlet (students created their own account)</p> <p><b>Speaking:</b> Flipgrid (app/website) Students to record themselves using the app or the website when needed. There is the option to hide faces with smiley faces. Students should use the GLOW (Microsoft) email address and password)</p> <p><b>Reading and writing:</b> Slides shared via Teams assignment which needs to be shared back when requested.</p> <p>To check understand and completion of some tasks, <b>Quiz</b> are set via Team (assignment). Students should always complete the other tasks first.</p> <p><b>Youtube</b> is also used to share new information/knowledge with students. Links will be shared when appropriate.</p> <p><b>S3 Languages for Life and work</b></p> <p>Students will revisit some basic French/Spanish to introduce themselves using a variety of platforms.</p> <p><b>Vocabulary learning:</b> Quizlet (students created their own account)</p> <p><b>Speaking:</b> Flipgrid (app/website) Students to record themselves using the app or the website when needed. There is the option to hide faces with smiley faces. Students should use the GLOW (Microsoft) email address and password)</p> <p><b>Reading and writing:</b> Slides shared via Teams assignment which needs to be shared back when requested.</p> <p>To check understand and completion of some tasks, <b>Quiz</b> are set via Team (assignment). Students should always complete the other tasks first.</p> <p><b>Youtube</b> is also used to share new information/knowledge with students. Links will be shared when appropriate.</p> <p><b>S3 Languages and culture</b></p> <p>Overview of the course:</p> <ol style="list-style-type: none"> <li>1. Comparing selected aspects of Scottish culture with cultures of other countries</li> </ol>

2. Learning topic-related phrases in 3 different languages over the course of 3 units (German, Spanish, French)

3. Learning about your own language & culture - Scotland:

1) Scotland: Develop a fact file based on personal research & knowledge.

2) Scottish culture: Develop knowledge relating to various aspects of Scottish culture: Research project tasks with specific questions on a range of topics to choose from. Students can create PP presentations or posters.

3) Exploring 'Scots' language: finding examples for Scottish slang vocabulary: create an Alphabet poster

#### RESOURCES

\* Tasks & instructions on TEAMS

\* Internet research (suggested websites)

\* video links

\* there will be flexibility in terms of submitting work: students can work on paper and send in photographs of their work or submit electronic copies of their work via email or on TEAMS

**S4 –**

French: Students will be working on 2 things:

1. Speaking presentation on the topic of Health and Well-being (already seen in S3) using the N5 speaking criteria. The work will be done using Live Q&A to support understanding of criteria and written task shared by Teams so they can get their work marked. The actual speaking practise will be completed via Flipgrid.
2. Students will be revising some grammatical aspects such as tenses that are needed in order to prepare later for the Directed writing (N5).

#### Spanish

We will be finishing the topic of home area and then doing revision of all the S3 topics and some grammar work. The revision topics are: media and technology, relationships and holidays. We will be using a variety of resources including live 'lessons' if the trial goes well. This will be done by setting up a meeting in teams which can be accessed via the calendar (in the menu at the left of the teams screen)

Resources / platforms used will include:

Vocabulary learning: Quizlet (students created their own account)

Speaking: Flipgrid (app/website) Students to record themselves using the app or the website when needed. There is the option to hide faces with smiley faces. Students should use the GLOW (Microsoft) email address and password)

**Reading, writing and listening**: this work will be in OneNote. You can access it through the class notebook on teams but the best / fastest way to use it is through the app which you can install on laptops, tablets etc. Pupils should log in to OneNote with their GLOW email address where they will find a folder for them already exists. The work is then put into their folder when it is set and they can write on the document. When they have completed the task, pupils 'hand in' the task in teams assignments and upload a copy of their work.

To check understanding of some key aspects of the course (grammar / vocabulary) A **Quiz** may be set via Team (assignment). Students should always complete the other tasks first.

**S5/S6**

**French: Students will be working on 2 things:**

- 1.** Students will be consolidating their knowledge of some grammatical aspects such as tenses and develop use of new structures that are needed in order to prepare later for the Directed writing and speaking (Higher).
- 2.** Students will start preparing for the directed writing and will be given regular written task via Teams (and oral via Flipgrid). Their work will be marked and shared back so it can be improved at a later stage.

**Spanish**

We will be working on the topic of health and doing grammar work.

We will be using a variety of resources including live 'lessons' which at present will be 2pm on a Tuesday although this may change. This will be done by setting up a meeting in teams which can be accessed via the calendar (in the menu at the left of the teams screen).

Resources / platforms used will include:

**Vocabulary learning**: Quizlet (students will create their own account)

**Speaking**: Flipgrid (app/website) Students to record themselves using the app or the website when needed. There is the option to hide faces with smiley faces. Students should use the GLOW (Microsoft) email address and password)

**Reading, writing and listening**: this work will be in OneNote. You can access it through the class notebook on teams but the best / fastest way to use it is through the app which you can install on laptops, tablets etc. Pupils should log in to OneNote with their GLOW email address where they will find a folder for them already exists. The work is then put into their folder when it is set and they can write on the document. When they have completed the task, pupils 'hand in' the task in teams assignments and upload a copy of their work.

To check understanding of some key aspects of the course (grammar / vocabulary) A **Quiz** may be set via Team (assignment). Students should always complete the other tasks first.

## **Music Tasks Summary (June)**

### **MUSIC**

#### **S2**

- Glass Bottle Music
- Rock and Pop investigation 1
- Rock and Pop “Virtual Performance”
- Rock and Pop – Bands worksheets

#### **S3**

- Instruments of the Orchestra Powerpoint
- Instruments of the Orchestra section investigation
- Glass Bottle Music Performance
- Personal Performance Review

#### **Nat 5/Higher**

- Baroque PowerPoint and Quiz
- Baroque concepts task (instrumental)
- Baroque Concepts task (vocal)
- Noteflight composition starter task

### **MUSIC TECHNOLOGY**

#### **S3**

- Introduction Video
- What is Foley/SFX task
- Microphones task
- Studio Equipment investigation

#### **Nat 5/Higher**

- Sound Spotting Feedback
- Create One Drive SFX folders
- Create sound ideas table
- Intellectual Property Lesson
- Intellectual Property Research Task

## Term 4 Overview RMPS/ Philosophy

Year Group	Activity Overview June 2020	Online Access Via Microsoft Teams
S2 RME	<b>Research Task</b> Pupils will be working on a research task based on inspirational people and considering how our beliefs impact on our actions.	Team Name S2 RMPS 2020 /21
S3 Core RME	<b>Research Task</b> Pupils will be working on a research task based on inspirational people and considering how our beliefs impact on our actions.	Team Name S3 Core RMPS 2020/21
S3 Philosophy	<b>An Introduction to Philosophy</b> Pupils will be given a variety of activities to introduce them to philosophy / philosophical thinking / philosophical concepts	Team Name S3 Philosophy 2020/21
S4 Core RME	<b>Thinking about Morality</b> Students will be issued with variety of different moral dilemmas to consider on a weekly / fortnightly basis	Team Name S4 Core RMPS 2020/21
S5 Core RME	<b>Religious, Moral &amp; Philosophical Matters Menu</b> Students will be given a variety of activities relating to religious, moral and / or philosophical issues, students can choose which activities they wish to engage with based on personal interest.	Team Name S5 Core RMPS 2020/21
S5/6 Higher RMPS	<b>An Introduction to Higher RMPS</b> Students have been issued with a course overview, they will be issued with materials relating to Medical Ethics and Religious and Philosophical Questions on alternate weeks.	Team Name S5/6 Higher RMPS 2020/21
S6 AH RMPS	<b>An Introduction to AH RMPS</b> Students have been issued with a course overview, they will be issued with materials and activities relating to Medical Ethics and the Philosophy of Religion on alternate weeks.	Team Name S6 AH RMPS 2020/21

## Science Department

Curriculum Group	Activity
<b>Science</b>	<p><b>S3-</b> Team is called '<b>PA Science S3 2020-21</b>'. Work will be posted early in the week usually including a PowerPoint with short activities and at least one assignment. For the month of June, the topic will be- <i>Fragile Earth, Food</i>.</p> <p><b>S4-</b> Team is called '<b>PA Science S4 2020-21</b>'. Work will be posted early in the week usually including a PowerPoint with short activities and at least one assignment. For the month of June, the topic will be telecommunications.</p>
<b>Biology</b>	<p><b>S3-</b> Team is called '<b>PA Biology S3 2020-21</b>'. Work will be posted early in the week usually including a PowerPoint with short activities and at least one assignment. The first topic will be <i>Environmental Biology</i> and will last until the end of term.</p> <p><b>Nat5-</b> Team is called '<b>PA Biology S4 2020-21</b>'. Work will be posted early in the week usually including a PowerPoint with short activities and at least one assignment. The first topic will be <i>Respiration</i>, this will be followed some focused problem-solving revision and mind maps for the final week of term.</p> <p><b>Higher-</b> Team is called '<b>PA Biology Higher 2020-21</b>'. Work will be posted early in the week usually including a PowerPoint with short activities and at least one assignment. For the month of June, the topic will be- 1.3 Gene Expression followed by some focused revision of problem solving and knowledge using past papers and mind maps.</p> <p><b>Advanced Higher-</b> Team is called '<b>AH Biology- Perth City Campus 2020-21 (PA)</b>'. Work will be posted early in the week usually including a PowerPoint with short activities and at least one assignment. For the month of June, the topics will be: <i>3.1-3.3 Investigative Biology</i>.</p>
<b>Physics</b>	<p><b>Nat5-</b> Team is called '<b>PA S4 N5 Physics 2020-21</b>'. Work is posted on a Monday and normally involves a PowerPoint, some exercises and one Assignment. They will be spending June finishing off the Radiation part of the <i>Waves and Radiation</i> Unit.</p> <p><b>New S3-</b> Team will be called '<b>PA S3 Physics 2020-21</b>'. For June, they will be studying a short 4-week unit on Space. Videos, PowerPoints, problems and a weekly Assignment will be set.</p> <p><b>Higher=</b> Team is called '<b>PA Physics H 2020-21</b>'. We have begun the first unit, <i>Our Dynamic Universe</i>. We are intending to finish the Motion section, and some of the Forces section of the Unit. Work is set weekly, PowerPoints, videos and explanatory notes are provided. A weekly Assignment is set and collected.</p>

## Social Subjects – June Home Learning Tasks

<b>New S2</b>	S2 Course Introductions and Bingo Challenge – Lots of different tasks linked to Geography, History and Modern Studies to get involved in and submit to your teacher
<b>S3</b>  Geography History Modern Studies People and Society	Ocean’s and Sustainability Topic The Jacobites Poverty: A Comparative Study. Kenya – Kibera Case Study Introduction/skills development
<b>S4 Nationals</b>  Geography  Environmental Science History Modern Studies People and Society	Urban (developed and developing cities) with Case studies of Perth and Rio de Janeiro Human Influence on Biodiversity Changing Britain 1760-1914 Skills plus USA topic Revision / Assessment Skills work
<b>S5/6 - N5/H</b>  Geography History Modern Studies	Population topic and moving onto Development and Health Votes for Women Paper 2 skills / USA unit Introduction
<b>Advanced Higher</b>  Geography History	Gathering Techniques Background reading. Alexander III