

**Year 9**

**Wigston Academy**

**Responsibility Ambition Resilience Engagement Respect**

Use this table to look up the assigned subject for the week you are absent from School. You can then go to either National Oak Academy, BBC Bitesize, MyMaths, Seneca learning or Everlearner to complete the lesson. All work must be completed in your exercise book. You must also ensure that you complete any Home Learning activities set via Satchel:One PSHCE and Global Citizenship work will be set on Satchel:One

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|  | **26.08.24** | **02.09.24** | **09.09.24** | **16.09.24** | **23.09.24** | **30.09.24** | **7.10.24** | **14.10.24** |
| **Maths** [Oak National Academy](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/maths) | Fractions[Multiplying fractions](https://classroom.thenational.academy/units/manipulating-and-calculating-with-fractions-7bfa)Lessons 1 – 3 | Fractions[Dividing fractions](https://classroom.thenational.academy/units/manipulating-and-calculating-with-fractions-7bfa)Lessons 5 – 7  | Fractions[Adding and subtracting fractions](https://classroom.thenational.academy/units/manipulating-and-calculating-with-fractions-7bfa)Lessons 9 – 11 | Algebraic expressions[Algebraic expressions](https://classroom.thenational.academy/units/expressions-equations-and-inequalities-7d65)Lessons 1 – 2 | Brackets[Brackets](https://classroom.thenational.academy/units/expressions-equations-and-inequalities-7d65)Lessons 3 – 4  | Straight line graphs[Graphical Linear equations](https://www.thenational.academy/teachers/programmes/maths-secondary-ks3/units/graphical-representations-of-linear-equations/lessons)Lessons 1-4 | Straight line graphs[Graphical Linear equations](https://www.thenational.academy/teachers/programmes/maths-secondary-ks3/units/graphical-representations-of-linear-equations/lessons)Lessons 5-8 | Straight line graphs[Graphical Linear equations](https://www.thenational.academy/teachers/programmes/maths-secondary-ks3/units/graphical-representations-of-linear-equations/lessons)Lessons 9-12 |
| [Sparx Maths](https://auth.sparxmaths.uk/oauth2/auth?client_id=sparx-maths-sw&hd=ebf4af1b-3ef7-4401-90ba-a7ba44444ddf&redirect_uri=https%3A%2F%2Fstudentapi.api.sparxmaths.uk%2Foauth%2Fcallback&response_type=code&scope=openid+profile+email&state=RrVgdJjJxRWvaq4jdPo-U7wN1jFyv_JT5pnXzvyU0Alf6F91tpS3s2BZliQ37IIEevttAnLfrT1K78TBuI-cT_HcAuTSTOLCEGq-gVpOnecerrH6GvZqEFFMhxU2g15MNJd9oaOpBlokOiJKSIsTNWWgPLpy3479zFGCZC451O9hNmRg4QUyoEDEh1eCBfcBx-GOto9v_BWJQ-wZeOtYAJk0T_zxrzh19Ldlg6sFmlms0S2Of3fuRPfBaEyrIMtd) | NumberFractionsMultiplying fractions by fractionsMultiplying fractions | NumberFractionsMultiply divide fractions introDividing fractions | NumberFractionsEquivalent fractionsAdding subtracting fractions | AlgebraAlgebraic expressionsSimplifying 1Simplifying 2 | AlgebraAlgebraic expressionsSingle bracketsBrackets | Graphs and coordinates | Graphs and coordinates | Graphs and coordinates |
| **English**Oak National Academy  | Romantic poetry and paired texts: [Introduction to the Romantics:](https://www.thenational.academy/teachers/programmes/english-secondary-ks3-l/units/introduction-to-the-romantics-e546/lessons)[Introduction to Poetry :](https://www.thenational.academy/teachers/programmes/english-secondary-ks3-l/units/introduction-to-the-romantics-e546/lessons/introduction-to-poetry-6xj3et#slide-deck) | BBC Bitesize Ks3 English: Form and structure/Writing a response to a poem/Literary terms/Test your knowledge[How to respond to poetry guide for KS3 English students - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zqsvbqt/articles/zj8mxbk#zggdwnb6) | Oak Academy, year 9, English, Grammar for Writing, lesson 4:[Embedding skills to use a range of grammatical structures](https://classroom.thenational.academy/lessons/embedding-skills-to-use-a-range-of-grammatical-structures-68t3cc) | Oak Academy, year 9, English, Grammar for Writing, lesson 6:[Mastering confused words](https://classroom.thenational.academy/lessons/mastering-confused-words-6wtk4d)And lesson 7:[Grammar for writing: using brackets and dashes](https://classroom.thenational.academy/lessons/grammar-for-writing-using-brackets-and-dashes-6mwkec)  | Oak Academy, year 9, English, Grammar for Writing, lesson 8:[Refining punctuation in creative writing](https://classroom.thenational.academy/lessons/refining-punctuation-in-creative-writing-6mu62t) Oak Academy, year 9, English, Language skills – fiction – Reading, lesson 1: [Approaching unseen fiction texts](https://classroom.thenational.academy/lessons/approaching-unseen-fiction-texts-70upat)  | BBC Bitesize Spelling:[Spelling - KS3 English - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zxwhp4j) | Oak Academy, year 9, English, Grammar for Writing, lesson 1:[Grammar for writing: sentence construction](https://classroom.thenational.academy/lessons/grammar-for-writing-sentence-construction-cmukar) | Oak Academy, year 9, English, Grammar for Writing, lesson 2:[Grammar for writing: using semicolons to link main clauses](https://classroom.thenational.academy/lessons/grammar-for-writing-using-semicolons-to-link-main-clauses-c4uk8c) Llesson 3:[Grammar for writing: the colon](https://classroom.thenational.academy/lessons/grammar-for-writing-the-colon-c8t3ar)  |
| **Languages French**Oak National Academy | Describing and saying where you went on holiday e.g (name of country, city, different locations etc). | Saying who you went on holiday with. (Different types of people). | Saying how you travelled to your holiday destination.(Different types of transport). | Saying where you stayed on holiday.(Different types of accommodation) | Describing and saying the various activities that you did while on holiday, | Saying and describing what the weather was like while you were on holiday,(Different types of weather).  | Expressing opinions and giving reasons. | Describing jobs using, masculine and feminine nouns.  |
| **Languages Spanish** | [Describing events in the past and present part 1](https://classroom.thenational.academy/lessons/describing-events-in-the-past-and-present-part-12-c4r3ae) | [Describing events in the past and present part 2](https://classroom.thenational.academy/lessons/describing-events-in-the-past-and-present-part-22-6ruk8c) | [Comparing past experiences part 1](https://classroom.thenational.academy/lessons/comparing-past-experiences-part-12-chhk6t) | [Comparing past experiences part 2](https://classroom.thenational.academy/lessons/comparing-past-experiences-part-22-c8wked) | [Talking about people and places now.](https://classroom.thenational.academy/lessons/talking-about-people-and-places-now-vs-in-general-part-22-60vkjr) | [Comparing what you and someone else do- media part 1](https://classroom.thenational.academy/lessons/comparing-what-you-and-someone-else-we-do-news-and-media-part-12-61jp6c) | [Comparing what you and someone else do- media part 2](https://classroom.thenational.academy/lessons/comparing-what-you-and-someone-else-we-do-news-and-media-part-22-64rp8t) | [Town](https://app.senecalearning.com/classroom/course/8f4c33cc-b1b1-4c49-bff7-f2dd6cc12b1f/section/9e047bbf-3b55-4c1e-86c7-61188d4b1bea/session#:~:text=Click%20Start%20learning,Grammar) |
| **Science** | Practical skills for carrying out a scientific investigation[I can plan and carry out an investigation](https://www.bbc.co.uk/bitesize/guides/zvmc4qt/revision/1) | Practical skills for carrying out a scientific investigation[I can plan and carry out an investigation](https://www.bbc.co.uk/bitesize/guides/zvmc4qt/revision/1) | Practical skills for carrying out a scientific investigation[I can plan and carry out an investigation](https://www.bbc.co.uk/bitesize/guides/zvmc4qt/revision/1) | Practical skills for carrying out a scientific investigation[I can plan and carry out an investigation](https://www.bbc.co.uk/bitesize/guides/zvmc4qt/revision/1) | Practical skills for carrying out a scientific investigation[I can plan and carry out an investigation](https://www.bbc.co.uk/bitesize/guides/zvmc4qt/revision/1) | Practical skills for carrying out a scientific investigation[I can plan and carry out an investigation](https://www.bbc.co.uk/bitesize/guides/zvmc4qt/revision/1) | Practical skills for carrying out a scientific investigation[I can plan and carry out an investigation](https://www.bbc.co.uk/bitesize/guides/zvmc4qt/revision/1) | [The world of the microscope](https://app.senecalearning.com/classroom/course/891f0540-1d79-11e8-a6da-15f18bba751c/section/5b373340-1d7a-11e8-a6da-15f18bba751c?mode=default)[Animal and plant cells](https://app.senecalearning.com/classroom/course/891f0540-1d79-11e8-a6da-15f18bba751c/section/509ea530-1d7a-11e8-a6da-15f18bba751c?mode=default) |
| **Humanities Geography** | Continuity OakPopulation(Unit 2 Year 8-Population)[Factors influence population distribution](https://continuityoak.org.uk/Lessons?r=295) [What is a Population explosion?](https://continuityoak.org.uk/Lessons?r=296) | Continuity OakPopulation(Unit 2 Year 8-Population)[Population structures](https://continuityoak.org.uk/Lessons?r=298)  | Continuity OakPopulation(Unit 2 Year 8-Population)[Population pyramids](https://continuityoak.org.uk/Lessons?r=300)  | Continuity OakPopulation(Unit 2 Year 8-Population)[Strategies to control population](https://continuityoak.org.uk/Lessons?r=301) | Continuity OakPopulation(Unit 2 Year 8-Population)[Ageing population](https://continuityoak.org.uk/Lessons?r=302) [How is the UK managing an ageing population?](https://continuityoak.org.uk/Lessons?r=303) | Continuity OakPopulation (Unit 2 Year 8-Population)[What is migration?](https://continuityoak.org.uk/Lessons?r=304) | Continuity OakPopulation(Unit 2 Year 8-Population)[What factors affect migration?](https://continuityoak.org.uk/Lessons?r=305) | Continuity OakPopulation(Unit 2 Year 8-Population[How are the USA and Mexico linked?](https://continuityoak.org.uk/Lessons?r=2038) |
| **Humanities History** | **What is War?**[YouTube: What is War?](https://www.youtube.com/watch?v=_EANX6vF-vY)[YouTube: The Causes of War](https://www.youtube.com/watch?v=VTiYHyKbX1E) | **Causes of the First World War – Alliances**Oak Academy[Lesson 1: The Systems of Alliance](https://classroom.thenational.academy/lessons/systems-of-alliance-cmukgr) | **Causes of the First World War – Germany**Oak Academy[Lesson 3: Germany – A New Nation](https://classroom.thenational.academy/lessons/germany-a-new-nation-c5jpac) | **Causes of the First World War – Imperial rivalries**Oak Academy[Lesson 4: Imperial rivalries](https://classroom.thenational.academy/lessons/imperial-rivalries-cdhkae) | **Causes of the First World War – Nationalism and militarism**Oak Academy[Lesson 5: Nationalism and militarism](https://classroom.thenational.academy/lessons/nationalism-and-militarism-c8w66r) | **What really caused the outbreak of the First World War?**Oak Academy[Lesson 6: What really caused the outbreak of WW1?](https://classroom.thenational.academy/lessons/what-really-caused-the-outbreak-of-wwi-cgwk2d)v | **What was the Western front?**Oak Academy[Lesson 1: An introduction to the Western Front](https://classroom.thenational.academy/lessons/introduction-to-the-western-front-c8vk8e) | **The First World War**Trenches Oak Academy: What do the stories of the ‘often forgotten armies’ reveal about the Western Front? [Lesson 1: Introduction to the Western Front](https://classroom.thenational.academy/lessons/introduction-to-the-western-front-c8vk8e) |
| **Performance Studies (Dance)** All resources and instructions will be on [Satchel:One](https://www.satchelone.com) | [Read and then write a paragraph about capoeira as a dance](https://cdob.co.uk/about) | [Read and then write a paragraph about capoeira as a martial art](https://cdob.co.uk/about) | Answer the following:Is Capoiera a dance or fight? Give movement examples.  | [Take part in this workshop and then write a paragraph about the key movements used in the workshop.](https://www.youtube.com/watch?v=Di2T6FVtI5A)  | Mission impossible –Design the costume that your spy might wear for their dance | Mission impossible –Design the staging that your dancer might perform on.  | Mission impossible –Evaluate your work in dance this term. Refer to things you think you have done well, things you have improved at and how you improved. Then write about what you would like to continue to improve and how you intend to make the improvement.  | [Take part in this Zumba workout for healthy performer](https://www.youtube.com/watch?v=mZeFvX3ALKY) |
| **Performance Studies (Drama)** | Research and write a description about Verbatim Theatre. Find out what it is and how we perform using this style. Answer the final question – why use Verbatim theatre? | [Use the link to find a PowerPoint to follow to complete the lesson on the play we are studying](https://prezi.com/udgss-5cuj0f/too-much-punch-for-judy/). | Write your own script that is based on given young people advice. The topics for your script could be ‘Do not smoke’ or ‘Do not drink and drive’ or ‘Say no to Bullying’. | Create a TV advert or radio advert that is based on given young people advice. The topics for your script could be ‘Do not smoke’ or ‘Do not drink and drive’ or ‘Say no to Bullying’. | Explore the resources found here: [Create a minimum of 3 flashcards about DNA](https://stageagent.com/shows/play/12866/dna/clips) | Explore the resources found here: [Create a minimum of 3 flashcards about DNA and a character description for two character in DNA.](https://stageagent.com/shows/play/12866/dna/clips) | Explore the resources found here[Create a minimum of 3 flashcards about DNA and the themes and issues found in the play](https://stageagent.com/shows/play/12866/dna/clips). | Evaluate your work in drama this term. Refer to things you think you have done well, things you have improved at and how you improved. Then write about what you would like to continue to improve and how you intend to make the improvement. |
| **Performance Studies (Music)** | [Blues: Intro and context](https://classroom.thenational.academy/lessons/to-be-able-to-perform-and-transpose-a-12-bar-blues-bass-line-64tp8d) | [Blues: Verse and Bass line](https://classroom.thenational.academy/lessons/to-be-able-to-perform-and-transpose-a-12-bar-blues-bass-line-64tp8d) | [Blues: Chords and Duet task](https://classroom.thenational.academy/lessons/to-understand-how-to-build-primary-chords-from-a-bassroot-note-and-the-function-of-a-turnaround-chord-ctk62t) | [Blues: Shuffle Blues patterns](https://classroom.thenational.academy/lessons/to-be-able-to-perform-blues-rhythms-and-walking-basslines-61h3et) | [Blues: Shuffle Blues patterns and chords](https://classroom.thenational.academy/lessons/to-understand-how-to-build-primary-chords-from-a-bassroot-note-and-the-function-of-a-turnaround-chord-ctk62t) | [Blues: Structure and lyrics](https://classroom.thenational.academy/lessons/to-understand-how-blues-singers-communicate-emotion-and-how-blues-lyrics-are-structured-60t36d) | [Blues: Structure](https://classroom.thenational.academy/lessons/to-be-able-to-perform-and-transpose-a-12-bar-blues-bass-line-64tp8d)[Shuffle Blues patterns and chords](https://classroom.thenational.academy/lessons/to-be-able-to-perform-and-transpose-a-12-bar-blues-bass-line-64tp8d) | [How is a blues scale constructed?](https://www.thenational.academy/pupils/programmes/music-secondary-year-8-l/units/band-musicianship-2-the-blues-6049/lessons/to-explore-a-blues-scale-through-improvisation-6gtkcd/overview)  |
| **PE** | [New Age Kurling – At Home](https://youtu.be/C-j4jgzc2j8) | [Sitting Volleyball – At Home](https://youtu.be/1rpLzAY9p0E) | [Boccia – At Home](https://youtu.be/6gOKknFCE0Q) | [Wheelchair Basketball – At Home](https://youtu.be/KISyO02EZTk) | [Indoor Golf](https://youtu.be/VVEGoC6fexc) | [Joe Wicks Beginners HIIT Workout –](https://youtu.be/5nZ2iBGvFhE)  | [15 Minute Boxing Workout at Home -](https://youtu.be/pWLEkO0MlXs)  | [15 Minute Boxing Workout at Home -](https://youtu.be/pWLEkO0MlXs)  |
| **Computing** | Induction | Computational Logic unit – Wigston Spy AcademyLesson 1: Number Shift and Compression Codes | Computational Logic unit – Wigston Spy AcademyLesson 2: Spy Code and Cypher | Computational Logic unit – Wigston Spy AcademyLesson 3: Pigpen and Vigenere Cipher  | Computational Logic unit – Wigston Spy AcademyLesson 4: Digital Locks and Coded Pixel Images | Computational Logic unit – Wigston Spy AcademyLesson 5: Thinking Test and Solving Problems. | Computational Logic unit – Wigston Spy AcademyEnd of unit Assessment | Computational Logic unit – Wigston Spy AcademyReviewIDEA Badges - CyberSecurity |
| **ADT** | [Fibres and Fabrics. Textiles](https://www.thenational.academy/teachers/programmes/design-technology-secondary-ks3-l/units/understanding-fibres-and-fabrics-8af7/lessons/the-impact-of-fashion-65h6cd#slide-deck) | [Future food.](https://www.thenational.academy/teachers/programmes/design-technology-secondary-ks3-l/units/future-food-and-the-application-of-science-4e11/lessons/dietary-variety-70w3ed)  | [The world of design](https://www.thenational.academy/teachers/programmes/design-technology-secondary-ks3-l/units/core-design-skills-a819/lessons/the-world-of-design-60r34t) | [Technical drawing](https://www.thenational.academy/teachers/programmes/design-technology-secondary-ks3-l/units/core-design-skills-a819/lessons/technical-drawings-cgtk6c)  | [Technical textiles.](https://www.thenational.academy/teachers/programmes/design-technology-secondary-ks3-l/units/understanding-fibres-and-fabrics-8af7/lessons/technical-textiles-69gp2d)  | [Food techniques and preparation](https://www.thenational.academy/teachers/programmes/design-technology-secondary-ks3-l/units/future-food-and-the-application-of-science-4e11/lessons/cooking-techniques-and-preparing-food-safely-68r3ct). | [Explore different photoshop techniques](https://youtu.be/fGxH76JYDdQ)  | [Explore different photoshop techniques](100%2B%20Photoshop%20Effects%20Tutorials%20to%20Elevate%20Your%20Designs%20-%20Design%20%28envato.com%29)  |
| **Global Citizenship**<https://www.weduc.com/> | Fundamental British Values: What is prejudice & discrimination? | FBV: What are protected characteristics? | FBV: What is misogyny? | FBV: What is ableism? | FBV: What is ageism? | FBV: What is Racism? | Assessment | Hidden Figures |
| **PSHCE** <https://www.weduc.com/> | No lesson | HWB: Personal development | HWB: The importance of happiness | HWB: Emotional health and well being | RSE: Relationships and marriage | Black history month | WW: Launch of work shadowing | WW: study skills, presentation, organisation and research skills |