

**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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|  | **25.08.25** | **01.09.25** | **08.09.25** | **15.09.25** | **22.09.25** | **29.09.25** | **06.10.25** | **13.10.25** |
| **Maths**  [Oak National Academy](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/maths)  [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) | Fractions  **Key stage 3**  **Maths**  [Multiplying fractions](https://classroom.thenational.academy/units/manipulating-and-calculating-with-fractions-7bfa)  Lessons 1 – 3  **Number**  **Fractions**  Multiplying fractions by fractions  Multiplying fractions | Fractions  **Key stage 3**  **Maths**  [Dividing fractions](https://classroom.thenational.academy/units/manipulating-and-calculating-with-fractions-7bfa)  Lessons 5 – 7  **Number**  **Fractions**  Multiply divide fractions intro  Dividing fractions | Fractions  **Key stage 3**  **Maths**  [Adding and subtracting fractions](https://classroom.thenational.academy/units/manipulating-and-calculating-with-fractions-7bfa)  Lessons 9 – 11  **Number**  **Fractions**  Equivalent fractions  Adding subtracting fractions | Algebraic expressions  **Key stage 3**  **Maths**  [Algebraic expressions](https://classroom.thenational.academy/units/expressions-equations-and-inequalities-7d65)  Lessons 1 – 2  **Algebra**  **Algebraic expressions**  Simplifying 1  Simplifying 2 | Brackets  **Key stage 3**  **Maths**  [Brackets](https://classroom.thenational.academy/units/expressions-equations-and-inequalities-7d65)  Lessons 3 – 4  **Algebra**  **Algebraic expressions**  Single brackets  Brackets | Straight line graphs  Key stage 3  Maths  [Graphical Linear equations](https://www.thenational.academy/teachers/programmes/maths-secondary-ks3/units/graphical-representations-of-linear-equations/lessons)  Lessons 1-4  Graphs and coordinates | Straight line graphs  Key stage 3  Maths  [Graphical Linear equations](https://www.thenational.academy/teachers/programmes/maths-secondary-ks3/units/graphical-representations-of-linear-equations/lessons)  Lessons 5-8  Graphs and coordinates | Straight line graphs  Key stage 3  Maths  [Graphical Linear equations](https://www.thenational.academy/teachers/programmes/maths-secondary-ks3/units/graphical-representations-of-linear-equations/lessons)  Lessons 9-12  Graphs and coordinates |
| **English**  Oak National Academy | [Considering ideas of rules and human nature in relation to 'Lord of the Flies' KS3 | Y9 English Lesson Resources | Oak National Academy](https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/lord-of-the-flies/lessons/an-introduction-to-lord-of-the-flies?sid-79bded=DGNQ2I2FsO&sm=0&src=4) | [An exploration of Chapter 1 of 'Lord of the Flies' KS3 | Y9 English Lesson Resources | Oak National Academy](https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/lord-of-the-flies/lessons/an-exploration-of-chapter-1-of-lord-of-the-flies?sid-5547a2=gy-RTSDgMa&sm=0&src=4) | [An exploration of Chapter 2 of 'Lord of the Flies' KS3 | Y9 English Lesson Resources | Oak National Academy](https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/lord-of-the-flies/lessons/an-exploration-of-chapter-2-of-lord-of-the-flies?sid-f09dc1=3ouvdO6FP4&sm=0&src=4) | [An exploration of Chapter 3 of 'Lord of the Flies' KS3 | Y9 English Lesson Resources | Oak National Academy](https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/lord-of-the-flies/lessons/an-exploration-of-chapter-3-of-lord-of-the-flies?sid-12609e=lRSjyTzCcD&sm=0&src=4) | [An exploration of Chapter 3 of 'Lord of the Flies' KS3 | Y9 English Lesson Resources | Oak National Academy](https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/lord-of-the-flies/lessons/an-exploration-of-chapter-3-of-lord-of-the-flies?sid-12609e=lRSjyTzCcD&sm=0&src=4) | [An exploration of Chapter 4 of 'Lord of the Flies' KS3 | Y9 English Lesson Resources | Oak National Academy](https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/lord-of-the-flies/lessons/an-exploration-of-chapter-4-of-lord-of-the-flies?sid-77a1ab=IMpAAav8kH&sm=0&src=4) | [An exploration of Chapter 5 of 'Lord of the Flies' KS3 | Y9 English Lesson Resources | Oak National Academy](https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/lord-of-the-flies/lessons/an-exploration-of-chapter-5-of-lord-of-the-flies?sid-1715c4=fQYcuSvXyg&sm=0&src=4) | [An exploration of Chapter 6 of 'Lord of the Flies' KS3 | Y9 English Lesson Resources | Oak National Academy](https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/lord-of-the-flies/lessons/an-exploration-of-chapter-6-of-lord-of-the-flies?sid-3eae4c=shKGGYN5iT&sm=0&src=4) |
| **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.  [Part 1](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**  National Geographic and Oak Academy | [What is geography?](https://www.nationalgeographic.org/education/what-is-geography/) | [Careers in Geography](https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=42b69c16-44dd-4729-a513-0b29dc371c60&lang=en-GB) | Geographer of year competition  [Where can geography take you?](C://Users/snorton/Downloads/Young-Geographer-of-the-Year2019-Competition-Guidelines.pdf) | [Factors influence population distribution](https://classroom.thenational.academy/lessons/what-are-the-factors-that-influence-population-distribution-6dhk0c)  [Population explosion](https://classroom.thenational.academy/lessons/what-is-the-population-explosion-65gk2r) | [Population structures](https://classroom.thenational.academy/lessons/how-do-population-structures-change-over-time-70wker) | [Population structure changes](https://classroom.thenational.academy/lessons/how-does-the-population-structure-change-as-a-country-develops-6mr30t)  [Population pyramids](https://classroom.thenational.academy/lessons/what-do-population-pyramids-show-6cwkjd) | [Strategies to control population](https://classroom.thenational.academy/lessons/what-strategies-have-been-used-to-try-and-control-population-growth-68t6at) | [Ageing population](https://classroom.thenational.academy/lessons/what-are-the-impacts-of-an-ageing-population-6wukcd) |
| **Humanities History**  Oak Academy, YouTube, BBC Bitesize | **What is War?**  [What is War?](https://www.youtube.com/watch?v=_EANX6vF-vY)  [The Causes of War](https://www.youtube.com/watch?v=VTiYHyKbX1E) | **World War One**  [Lesson 1: Growing international tension](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/world-war-one-how-total-was-it-for-people-in-the-british-empire/lessons/international-tension/overview)  Adult supervision recommended | **World War One**  [Lesson 2: Outbreak of war in 1914](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/world-war-one-how-total-was-it-for-people-in-the-british-empire/lessons/the-outbreak-of-war/overview)  Adult supervision recommended | **World War One**  [Lesson 3: The Western Front](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/world-war-one-how-total-was-it-for-people-in-the-british-empire/lessons/the-western-front/overview)  Adult supervision recommended | **World War One**  [Lesson 4: The First World War in the colonies](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/world-war-one-how-total-was-it-for-people-in-the-british-empire/lessons/war-in-the-colonies/overview)  Adult supervision recommended | **World War One**  [Lesson 5: The impact of WWI on the Homefront](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/world-war-one-how-total-was-it-for-people-in-the-british-empire/lessons/the-war-at-home/overview)  Adult supervision recommended | **World War One**  [Lesson 6: The Impact of the WWI across the Empire](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/world-war-one-how-total-was-it-for-people-in-the-british-empire/lessons/the-impact-of-wwi-across-the-empire/overview)  Adult supervision recommended | **World War One**  [Review of your learning](https://www.bbc.co.uk/bitesize/topics/z4crd2p) |
| **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. | Design the staging for a scene based on Christmas. You may also want to write about the dance or play that would take place during the scene. |
| **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](https://prezi.com/udgss-5cuj0f/too-much-punch-for-judy/) to find a PowerPoint to follow to complete the lesson on the play we are studying. | 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](https://stageagent.com/shows/play/12866/dna/clips). Create a minimum of 3 flashcards about DNA | Explore the resources found [here](https://stageagent.com/shows/play/12866/dna/clips). Create a minimum of 3 flashcards about DNA and a character description for two character in DNA. | Explore the resources found [here](https://stageagent.com/shows/play/12866/dna/clips). Create a minimum of 3 flashcards about DNA and the themes and issues found in the play. | 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) | [Blues: Intro and context](https://classroom.thenational.academy/lessons/to-be-able-to-perform-and-transpose-a-12-bar-blues-bass-line-64tp8d) |
| **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** | Key IT skills:   * Logging into the computer * Creating folder structure * Accessing office 365 apps – teams, outlook * Logging into Weduc. * AUP (Acceptable Use Policy) | Baseline Assessment  Functional IT skills | Computational Logic unit – Wigston Spy Academy  Lesson 1: Number Shift and Compression Codes | Computational Logic unit – Wigston Spy Academy  Lesson 2: Spy Code and Cypher | Computational Logic unit – Wigston Spy Academy  Lesson 3: Pigpen and Vigenere Cipher | Computational Logic unit – Wigston Spy Academy  Lesson 4: Digital Locks and Coded Pixel Images | Computational Logic unit – Wigston Spy Academy  Lesson 5: Thinking Test and Solving Problems. | Computational Logic unit – Wigston Spy Academy  End of unit Assessment |
| **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)  Research Cubism | [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).  Research Pablo Picasso and his Cubist movement | [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)  Draw a range of facial features using tone | [Technical drawing](https://www.thenational.academy/teachers/programmes/design-technology-secondary-ks3-l/units/core-design-skills-a819/lessons/technical-drawings-cgtk6c)  Draw a range of facial features using tone | [Technical textiles](https://www.thenational.academy/teachers/programmes/design-technology-secondary-ks3-l/units/understanding-fibres-and-fabrics-8af7/lessons/technical-textiles-69gp2d).  Draw a range of facial features using tone | [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)  Research different social factors on Identity and how social media influences this | [Explore different photoshop techniques](https://youtu.be/fGxH76JYDdQ)  Look at different ways artists create cubist portraits and draw some as inspiration | Explore different photoshop techniques  [100+ Photoshop Effects Tutorials to Elevate Your Designs](https://elements.envato.com/learn/100-awesome-photoshop-effect-tutorials)  Look at different ways artists create cubist portraits and draw some as inspiration |