



## Wigston Academy

Responsibility Ambition Resilience Engagement Respect

Year 9



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

|                                                                                         | 27.10.25                                                                                                                                                  | 03.11.25                                                                                                                                                  | 10.11.25                                                                                                                                                   | 17.11.25                                                                                                                                                     | 27.11.25                                                                                                                                                      | 01.12.25                                                                                                                                                     | 08.12.25                                                                                                                                                              | 15.12.25                                                                                                                                                  |
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| <b>Maths</b><br><a href="#">Oak National Academy</a><br><br><a href="#">Sparx Maths</a> | <b>Probability:</b><br><a href="#">possible outcomes</a><br>Lessons 1-3<br><br>Independent learning:<br><br><b>Number:</b><br>Fractions and mixed numbers | <b>Probability:</b><br><a href="#">possible outcomes</a><br>Lessons 4-6<br><br>Independent learning:<br><br><b>Geometry:</b><br>Line and shape properties | <b>Probability:</b><br><a href="#">possible outcomes</a><br>Lessons 7-9<br><br>Independent learning:<br><br><b>Geometry:</b><br>Nets, plans and elevations | <b>Probability:</b><br><a href="#">possible outcomes</a><br>Lessons 10-12<br><br>Independent learning:<br><br><b>Geometry:</b><br>Nets, plans and elevations | <b>Probability:</b><br><a href="#">possible outcomes</a><br>Lessons 13-14<br><br>Independent learning:<br><br><b>Number:</b><br>Factors, multiples and primes | <b>Probability:</b><br><a href="#">theoretical outcomes</a><br>Lessons 1-4<br><br>Independent learning:<br><br><b>Number:</b><br>Fractions and mixed numbers | <b>Probability:</b><br><a href="#">theoretical outcomes</a><br>Lessons 5-8<br><br>Independent learning:<br><br><b>Number:</b><br>Fractions and percentages of amounts | <b>Probability:</b><br><a href="#">theoretical outcomes</a><br>Lessons 9-13<br><br>Independent learning:<br><br><b>Number:</b><br>Percentage change       |
| <b>English</b><br>Oak National Academy                                                  | <a href="#">Considering the relationship between the poetry of WW1 and the context KS3   Y9 English Lesson Resources   Oak National Academy</a>           | <a href="#">Understanding patriotism in Rupert Brooke's 'The Soldier' KS3   Y9 English Lesson Resources   Oak National Academy</a>                        | <a href="#">Analysing the presentation of patriotism in Rupert Brooke's 'The Soldier' KS3   Y9 English Lesson Resources   Oak National Academy</a>         | <a href="#">Writing about patriotism in Rupert Brooke's 'The Soldier' KS3   Y9 English Lesson Resources   Oak National Academy</a>                           | <a href="#">Understanding the concept of remembrance in John McCrae's 'In Flanders Fields' KS3   Y9 English Lesson Resources   Oak National Academy</a>       | <a href="#">Analysing John McCrae's call to arms in 'In Flanders Fields' KS3   Y9 English Lesson Resources   Oak National Academy</a>                        | <a href="#">Writing about John McCrae's 'In Flanders Fields' as a call to arms KS3   Y9 English Lesson Resources   Oak National Academy</a>                           | <a href="#">Writing a comparative response on perspectives of war and sacrifice in WW1 poems KS3   Y9 English Lesson Resources   Oak National Academy</a> |

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| Log on to <a href="#">ActiveLearn</a> (username 855FirstnameLastname, password Wigston9), complete the tasks from the “Courses / Exercises” tabs – use the Knowledge Organiser (downloadable from Watapp/Weduc) to help you. | Module 2 Unit 3                                                                                                                                             | Module 2 Unit 4                                          | Module 2 Unit 5                                                              | Module 3 Unit 1                                                                            | Module 3 Unit 2                                                                                                                     | Module 3 Unit 3                                                                                         | Module 3 Unit 4                                                                                                          | Module 3 Unit 5                                                                                                               |
| <b>Languages Spanish</b>                                                                                                                                                                                                     | <a href="#">Town</a>                                                                                                                                        | <a href="#">Geography</a>                                | <a href="#">Shops</a>                                                        | <a href="#">Places in the town</a>                                                         | <a href="#">Directions</a>                                                                                                          | <a href="#">Food and Snacks</a>                                                                         | <a href="#">Eating out</a>                                                                                               | Talking about Events in the past and present – <a href="#">Part 1</a>                                                         |
| <b>Science</b>                                                                                                                                                                                                               | <a href="#">Eukaryotic and Prokaryotic Cells</a><br><br><a href="#">Specialisation in animal cells</a><br><br><a href="#">Specialisation in plant cells</a> | <a href="#">Diffusion</a><br><br><a href="#">Osmosis</a> | <a href="#">Active transport</a><br><br><a href="#">Exchanging materials</a> | <a href="#">Cell division</a><br><br><a href="#">Growth and differentiation</a>            | <a href="#">Stem Cells</a><br><a href="#">Stem cell dilemmas</a>                                                                    | <a href="#">Tissues and Organs</a><br><br><a href="#">The human digestive system</a>                    | <a href="#">Catalysts and enzymes</a><br><br><a href="#">Factors affecting enzyme action</a>                             | <a href="#">Changes in energy stores</a><br><br><a href="#">Conservation of energy</a><br><br><a href="#">Energy and work</a> |
| <b>Humanities Geography</b><br>Oak Academy                                                                                                                                                                                   | <a href="#">Ageing Population</a>                                                                                                                           | <a href="#">What is migration?</a>                       | <a href="#">What factors affect migration?</a>                               | <a href="#">How are Mexico and USA linked?</a><br><br><a href="#">Impacts of Migration</a> | <b>The geography of the Middle East</b><br><a href="#">Where is the middle East?</a><br><a href="#">Physical and human features</a> | <b>The geography of the Middle East</b><br><a href="#">What is the climate like in the Middle East?</a> | <b>Issues of Urbanisation</b><br>Where is Dubai and why did it grow?<br><a href="#">Part 1</a><br><a href="#">Part 2</a> | <b>The geography of the Middle East</b><br><a href="#">Is tourism a benefit to the UAE?</a>                                   |

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| <b>Humanities History</b><br>Oak Academy, YouTube, BBC Bitesize                                             | <b>The First World War</b><br><br>Weapons<br>BBC Teach: World War One: World War One with Dan Snow<br><a href="#">Machine Guns</a><br><br><a href="#">Tanks</a> | <b>The First World War</b><br>The Battle of the Somme<br>BBC Teach: World War One: Articles<br><br><a href="#">WW1: Why was the first day of the Somme such a disaster?</a> | <b>The First World War</b><br><br>Recruitment<br>BBC Teach: World War One – Jeremy Paxman: The Great War<br><br><a href="#">History GCSE / National 5: Why did thousands of men enlist at the start of WW1?</a> | <b>The First World War</b><br><br>The Empire at War<br>Oak Academy: What do the stories of the ‘often forgotten armies’ reveal about the Western Front?<br><br><a href="#">Lesson 2: Ganga Singh v</a> | <b>The First World War</b><br><br>The Chinese Labour Corps<br><br>Oak Academy: What do the stories of the ‘often forgotten armies’ reveal about the Western Front?<br><br><a href="#">Lesson 4: Chinese Labour Corps</a> | <b>The First World War</b><br><br>The Russian Revolution<br><br>Oak Academy: Why did WWI end in November 1918?<br><br><a href="#">Lesson 1: The Eastern Front and the Russian Revolution, 1917</a> | <b>The First World War</b><br><br>End of the First World War<br>Oak Academy: Why did WWI end in November 1918?<br><br><a href="#">Lesson 4: The Armistice, 1918</a>               | <b>The First World War</b><br><br>Family History during the First World War<br><br><a href="#">WW1: How do you find out what your family did in the Great War?</a> |
| <b>Performance Studies (Dance)</b><br>All resources and instructions will be on <a href="#">Satchel:One</a> | <a href="#">Read and then write a paragraph about capoeira as a dance</a>                                                                                       | <a href="#">Read and then write a paragraph about capoeira as a martial art</a>                                                                                             | Answer the following:<br>Is Capoeira a dance or fight?<br>Give movement examples.                                                                                                                               | <a href="#">Take part in this workshop and then write a paragraph about the key movements used in the workshop.</a>                                                                                    | 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 | 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.                      |

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|                                    |                                                                                                  |                                                                                                                                                        |                                                                                                                                               |                                                                                                                     |                                                          |                                                                                                                                                                         | you would like to continue to improve and how you intend to make the improvement.                                                                                         |                                                                                                                                                                                        |
| <b>Performance Studies (Drama)</b> | Explore the resources <a href="#">found here</a> :<br>Create a minimum of 3 flashcards about DNA | Explore the resources <a href="#">found here</a> :<br>Create a minimum of 3 flashcards about DNA and a character description for two characters in DNA | Explore the resources <a href="#">found here</a> :<br>Create a minimum of 3 flashcards about DNA and the themes and issues found in the play. | Take part in <a href="#">this workshop</a> and then write a paragraph about the key movements used in the workshop. | Write a diary entry for a character from the play DNA    | 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? | 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’. |
| <b>Performance Studies (Music)</b> | <a href="#">Blues: Intro and context</a>                                                         | <a href="#">Blues: Verse and Bass line</a>                                                                                                             | <a href="#">Blues: Chords and Duet task</a>                                                                                                   | <a href="#">Blues: Shuffle Blues patterns</a>                                                                       | <a href="#">Blues: Shuffle Blues patterns and chords</a> | <a href="#">Blues: Structure and lyrics</a>                                                                                                                             | <a href="#">Blues: Structure Shuffle Blues patterns and chords</a>                                                                                                        | Album cover, completer sheet 2,4,7 <a href="#">Link</a>                                                                                                                                |
| <b>PE</b>                          | <a href="#">New Age Kurling – At Home</a>                                                        | <a href="#">Sitting Volleyball – At Home</a>                                                                                                           | <a href="#">Boccia – At Home</a>                                                                                                              | <a href="#">Wheelchair Basketball – At Home</a>                                                                     | <a href="#">Indoor Golf</a>                              | <a href="#">Joe Wicks Beginners HIIT Workout</a>                                                                                                                        | <a href="#">15 Minute Boxing Workout at Home</a>                                                                                                                          | <a href="#">30 Minute Tabata Workout at Home</a>                                                                                                                                       |
| <b>Computing</b>                   | Algorithms – Psuedocode                                                                          | <a href="#">Programming - Python</a>                                                                                                                   | <a href="#">Programming - Python</a>                                                                                                          | <a href="#">Programming - Python</a>                                                                                | <a href="#">Programming - Python</a>                     | <a href="#">Programming - Python</a>                                                                                                                                    | <a href="#">Programming – Python - assessment</a>                                                                                                                         | Christmas Activity. Pixel Art; Publisher                                                                                                                                               |

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|     | Classroom<br>Teams                                   |                              |                                         |                                       |                                              |                                                              |                                                                    | Calendars and<br>Cards.                                                                                                                             |
| ADT | <a href="#">Fibres and<br/>Fabrics.<br/>Textiles</a> | <a href="#">Future food.</a> | <a href="#">The world of<br/>design</a> | <a href="#">Technical<br/>drawing</a> | <a href="#">Technical<br/>textiles.</a><br>- | <a href="#">Food<br/>techniques<br/>and<br/>preparation.</a> | <a href="#">Explore<br/>different<br/>photoshop<br/>techniques</a> | Explore<br>different<br>photoshop<br>techniques<br><br><a href="#">100+<br/>Photoshop<br/>Effects<br/>Tutorials to<br/>Elevate Your<br/>Designs</a> |