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**Work set for Year 8**

Each subject has set tasks for you to complete:

* A **knowledge** based task (KO learning or BBC bitesize learning, for example)
* A **development** task (Seneca Learning, Hegarty, Quizlet, etc.)
* You must complete both parts of the work.
* Many of your teachers will be monitoring your work online (Seneca learning, Hegarty, Quizlet, etc.)
* Some of your teachers will ask you to upload work to Microsoft Teams if they cannot monitor it online.
* As of Monday 11 May, **you do not need to complete a work log** and submit this to your tutor. You can still use this document to plan out your working week, but this is optional.

**English**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | In this work pack we will work on your writing skills. You will need to complete the following tasks first.   1. Seneca Learning: Letters and Articles 2. Seneca Learning: Writing to…   **Class codes:**  8a -781y7diy5b  8b -shhjvy82hm  8c -gu0gmf7xt4  8d - ixbiejs0km   1. <https://www.bbc.co.uk/bitesize/articles/zn3nscw> Read through the lesson and complete the two mini tests. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | * Write a cover letter asking a prospective employer for part-time employment or work experience. There is a PowerPoint to help you with vocabulary, structure, and ideas. * Look back over your story from the last work pack and write a 500-word commentary explaining the choices you made when writing it. (See PowerPoint.) * Research one of your favourite authors, or an author you think is underappreciated. Write an article explaining why their work is important. For example, Rick Riordan’s books are inclusive, and he listens to his fanbase. |  |

**Maths**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | Individual tasks will be set on Hegarty Maths by your class teacher. You should always watch the video first to ensure you can complete the task successfully. Use your knowledge organiser workbook to record the evidence of watching the video (you will be asked to try examples) and then to show your working out for completing the exercise set.  Don’t forget you can use MemRi and FixIt5 to improve your previous learning – ask your class teacher if you are unsure. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | * BBC Bitesize KS3 Maths <https://www.bbc.co.uk/bitesize/subjects/zqhs34j> * Maths Made Easy <https://mathsmadeeasy.co.uk/ks3-revision/>   Scroll down for the full list of topics or use the search tool.   * If you would really like to challenge yourself then why not start practising for the next UKMT maths challenge, the top 40 students within each year group are entered each year. Please choose the correct age group for you using the links below:   Intermediate: [https://www.ukmt.org.uk/competitions/solo/intermediate-mathematical-challenge/archive](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ukmt.org.uk%2Fcompetitions%2Fsolo%2Fintermediate-mathematical-challenge%2Farchive&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7C2631ef1b62b14539311508d7f121b71e%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637242999421879862&sdata=o5tewLig5dAcs%2BTZqFOZQ01lv331tQX4B1H%2FIofFAeE%3D&reserved=0)  Junior: [https://www.ukmt.org.uk/competitions/solo/junior-mathematical-challenge/archive](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ukmt.org.uk%2Fcompetitions%2Fsolo%2Fjunior-mathematical-challenge%2Farchive&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7C2631ef1b62b14539311508d7f121b71e%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637242999421879862&sdata=q3k9yc3SluJg%2FJnDnYegXePiGL74LESiVUjMDkRw8bY%3D&reserved=0) |  |

**Science**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **7X1, X2, Y1 and Y2** | * **KO Atmosphere, Section E**   Use look, cover, write check to memorise this section (mark in green pen).   * **KO Atmosphere, section F**   Create a mind map or clock learning.   * **KO Lab skills, Section A**   Use look, cover, write check to memorise this section (mark in green pen). |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7X1, X2, Y1 and Y2** | * Complete ‘**Proportions of gases in the atmosphere’** assignment on Seneca learning. * Complete ‘**Oxygen and carbon dioxide in the atmosphere’** assignment on Seneca learning. * Complete ‘**Greenhouse gases and human activity’** assignment on Seneca learning. * Complete ‘**Greenhouse gases and climate change’** assignment on Seneca learning. |  |

**Philosophy & Ethics**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | **Spirited Arts Competition 2020**  We have finished our topic on Places of Worship and we wanted to give you the opportunity to reflect on what you have learnt this year and take part in the Spirited Arts Competition. This is a national competition that takes place every year and can involve all different forms of art. One of the themes this year is **Where is God?** which is relevant to our last topic on places of worship. The competition guidance asks students to think about:  Where is God? Atheists, agnostics and believers in God might all respond to this by expressing their sense of the search for God or finding God. Where’s God? In your heart, in prayer, in the temple or the universe? Or is she hiding? Is he not there at all? Looking for God, searching for him or her, matters: but how are we doing in finding God? Would you search with google or a ‘God detector’? Is God on Instagram or WhatsApp? Can God be found by prayer or by looking among the world’s suffering people?  **You can choose a different theme if you would prefer.**  **Useful links**  <https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2020/>  There are also lots of previous entries that you can see in the gallery for ideas.  <https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2019/> |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | **Spirited Arts Competition 2020**  Create a piece of art that reflects the theme Inspiration. This can be in the form of art (painting, drawing, sketching etc), poetry, photography, dance, music, drama or sculpture. In no more than 400 words explain your art and how it relates to the theme. Please submit your contributions on teams. We will then enter the best pieces to the competition. |  |

**History**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | **Section C:** Draw and label a typical factory workers house from the Industrial Revolution  **Section D:** Create a mnemonic of the word ‘DISEASE’ to explain why so many people suffered from deadly diseases, such as cholera, during the Industrial Revolution. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | **One Chilli:**  Research and create a mindmap about the Industrial Revolution in Nottingham. Include important buildings that are still around today and explain how they were used during the Victorian/Industrial Age.  **Two Chilli:**  Research one of the following companies/places that thrived in Nottingham during the Industrial Revolution and create a poster:   * Boots * Raleigh Bikes * Lace Market   **Three Chilli:** Research one of the following companies/places that thrived in Nottingham during the Industrial Revolution and write two PEEL paragraphs that answer the following: Explain why [company] did well as part of the Industrial Revolution in Nottingham:   * Boots * Raleigh Bikes * Lace Market |  |

**Geography**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | Using your Asia KO:  **Box 4 – learn the information about China’s one child policy**  ALSO: Explain your point of view to whether this policy was fair or not.  **Box 5 – learn the impacts of China’s one child policy**  ALSO: Using your own thinking, what other impacts may have happened due to the one child policy?  **Box 6 – learn the information on the River Ganges**  ALSO: Research how and why the River Ganges is so important to Asia and the cultures that can be found there. |  |
| **Development Opportunities**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | * <https://www.bbc.co.uk/bitesize/guides/zvp39j6/revision/1>   Read all of the sections and the tests.   * <https://www.youtube.com/watch?v=OGeU350SkRc> + <https://www.youtube.com/watch?v=qUFqRcBfxjc>   Watch both of these videos and describe how the river is being impacted by humans. |  |

**Spanish**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | Practise the links below little and often, as there is a lot to learn but you can re-visit the Quizlet and keep practising until you remember them.    Year 8 KO 1 Present continuous: [https://quizlet.com/\_5hw4qi](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_5hw4qi&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7Cea54a70e4bd64989cf9908d81907e73b%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637286869019409858&sdata=zrVrRzW4uh2UTQStWnitcHAUpdJa6XEz%2ByN6xMLm31s%3D&reserved=0)    Practise ‘mi mundo’ Quizlet [https://quizlet.com/\_50sfl0](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_50sfl0&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7Cea54a70e4bd64989cf9908d81907e73b%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637286869019419807&sdata=o9xrG26YXcl82N%2BRncucoTzT9mqN0SJxF0UInzNlvW0%3D&reserved=0) |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | * Practise ‘aquí se habla espanol’ vocab Quizlet: [https://quizlet.com/\_6u4v26](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_6u4v26&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7Cea54a70e4bd64989cf9908d81907e73b%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637286869019419807&sdata=vmzWWG1wL9Ph77DD5FIig%2FXebLwtLmbwh0GI7I6urCo%3D&reserved=0) * Practise Seneca KS3 Spanish [www.senecalearning.com](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.senecalearning.com%2F&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7Cea54a70e4bd64989cf9908d81907e73b%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637286869019419807&sdata=8aJqvPR69v4nAbnPHPOyG4NTyGVHVwA6O6OatluxVNY%3D&reserved=0) * Practise Spanish on Duolingo * Practise Spanish numbers: [https://quizlet.com/\_4no5s8](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_4no5s8&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7Cea54a70e4bd64989cf9908d81907e73b%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637286869019429768&sdata=AwlZt5YpISRVi083fXR839%2BvdjIjnn6pcoqHS1GyAN0%3D&reserved=0) * Practise some past tense verbs: [https://quizlet.com/\_4dxq20](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_4dxq20&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7Cea54a70e4bd64989cf9908d81907e73b%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637286869019429768&sdata=FsT%2BaYJWZPShA2RzBYsQygw1C%2BcYIrZhOg6v48Zcr8U%3D&reserved=0) * Do some BBC Bitesize practice [https://www.bbc.co.uk/bitesize/subjects/zfckjxs](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bbc.co.uk%2Fbitesize%2Fsubjects%2Fzfckjxs&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7Cea54a70e4bd64989cf9908d81907e73b%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637286869019439733&sdata=aP5vqIXJ2mgSTlLCnDuOPATiPlcwP8de8xJ3bCYaSbU%3D&reserved=0) * Do some Spanish writing and email it to your teacher * Revise previous sections of vocabulary from your pink booklet |  |

**Drama**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | Complete Summer Term 1 Knowledge Organiser ***Shakespeare***  Section C- Midsummer Night’s Dream and Othello |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | ***Shakespeare and the Globe Theatre in Tudor Times***  <https://www.bbc.co.uk/bitesize/clips/zx9kjxs>  ***Shakespeare in focus – the theatre.***  Watch the video and complete the 2 activities.  <https://www.bbc.co.uk/bitesize/articles/zd93gwx>  ***Royal Shakespeare Company***  Have a look at A Midsummer Night’s Dream and Othello specifically and any other of Shakespeare’s plays that catch your interest.  <https://www.rsc.org.uk/shakespeare-learning-zone>  Look out for a quiz on Teams ***w/c 13th July*** that will be based on your KO learning and development work. |  |

**DT**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | Read the following KO, you may wish to make notes/flashcards/mind maps as you will be set a weekly Seneca task that related to each KO.  Week one: Textiles  Week two: DT- plastics  Week three: Food |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | **Complete the assignments set by your teacher on Seneca.**  **If you have not done so already, please join the relevant Seneca class using the link below, make sure you pick your DT group.**  **8A** <https://app.senecalearning.com/dashboard/join-class/555fokjhim>  **8B** <https://app.senecalearning.com/dashboard/join-class/5y5i3i4ako>  **8C** <https://app.senecalearning.com/dashboard/join-class/04ucjc9lfj>  **8D** <https://app.senecalearning.com/dashboard/join-class/hcj3r616x6>  **Take part in the following online lesson from BBC bitesize:**  <https://www.bbc.co.uk/bitesize/articles/zngvgwx>  **Build a burger task:** this will be posted separately in teams |  |

**ICT**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | **Task 1** Research a travel destination and create a Travel Poster for that destination. Include things such as Local attractions, how to get there, where you can stay, what the currency is, what the local food is. You can add other relevant information and add pictures to make it stand out  **Task 2** Make a business card for a travel agency. Make sure that you include all the relevant information that you would expect to find on a business card. If you need to you can see examples on google images.  **Task 3** – Create a short report on how the world has been using ICT in order to get everyday jobs done through lockdown. For example schools using teams and email to communicate with students and send work home. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | * [**www.code.org**](http://www.code.org) **– have a go at the programming challenges** * [**www.codecombat.com**](http://www.codecombat.com) **– have a go at programming challenges** * <https://scratch.mit.edu/> use the tutorials to make a game in scratch |  |

**Art**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | **Task 1**   * Using your KO -Learn about Egyptian Art.   **Task 2**   * Create a mind map of all the facts about Egyptian art. You could also include images to make it creative!   **Task 3**   * Using the Egyptian Hieroglyphs sheet, have a go at writing your own coded message.   **Task 4**   * Using your KO- learn about the impressionists.   **Task 5**   * Go online and type ‘Post Impressionist artists’ into a search engine. If you use google then all the artists will line up at the top of your page with their names. Find at least six artists- (at least 2 of these need to be women) that were part of the impressionist movement, include their name, nationality and an image of one of their paintings.   **Task 6**   * Choose your favourite impressionist painter and have a go at creating your own impressionist style piece-you could use colouring pencils, paint if you have some at home but equally you could do a tonal piece with a biro using cross hatching. You could draw a still life, a landscape or a portrait-the choice is yours! |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | Now you are going to find out a bit about Post Impressionism:  **Task 7**  Go to link:  <https://ed.ted.com/on/mSkAyQyI>  Watch the video and answer the questions on paper.  **Task 8**  Dig Deeper: Click on the link and listen to the song and watch the images. Consider what the line 'How you tried to set them free, they would not listen, they did not know how, perhaps they'll listen now.' means and write down your thoughts- there is a hint to help you in the box.  **Task 9 ( Optional)**  If you are interested watch the trailer for ‘Loving Vincent’ which is a film that has been made about his life using his many paintings, it’s only a short clip of the film but really interesting to see the paintings come to life.  **Task 10**  Discussion- read the quote written by Vincent Van Gogh to his brother Theo. Decide what Vincent meant by this and whether you think it is true.  **Task 11(Optional)**  Practical task: Inspired by Starry Night, create your own landscape in your choice of materials, use images from holidays or your local area but consider what you might change about the images and how you might help the sky come to life. Consider colour and mark making to help. |  |

**Music**

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| **There is no Knowledge organiser for Music this half term. Please use the tasks below for your work. Miss Wilson will set these on teams for you where there will be links to help you with your tasks and it will tell you when you need to complete each assignment.** | | **Tick when complete** |
| **8a, b, c and d** | **S - STEEL DRUMS –** Make a fact file about the steel drums – where they are from, how they are played, characteristics of the music etc.  Use the link in teams to listen to how they sound.  **T – TREBLE CLEF -** Make yourself a revision card on treble clef using the link  on teams then test yourself using your revision card.  **U - UPBEAT** – slow songs often have upbeat remixes. Choose a song and its  remix and make a comparison chart You will find plenty to choose from on  Youtube. i.e. – Hello by Adele, Perfect – Ed Sheeran or pick your own.  **V- VOICE** – Have a good sing! Start with a warm up link on Teams then pick a song - search for a karaoke version of it on Youtube, and sing along.  **W - WEST END** – the West End is famous for theatres, many showing musicals. Choose a musical (or Disney film with songs) and choose two contrasting songs. Make a chart showing the differences between them.  **X - XYLOPHONE –** have a go at making a xylophone out of glass jars filled with water. You will have to experiment with how much is needed to get the notes right. Then compose a short tune or see if you can play one that you know! |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | **Y - YOUR FAMILY** – ask at least five members of your family (by phone or text is fine!) to tell you one or two songs they love, and why, and who sang it. Listen to all the songs and make a family playlist that you can enjoy together. Make a written version explaining who, their choice and their reason and share with your family. Make sure you ask members of all ages!  **Z - ZIMMER –** Hans Zimmer is a famous film music composer. Find two contrasting films that he has written music for and write a musical description for each, followed by a comparison (three paragraphs). Use the elements reminder on the hub to help. |  |

**PE**

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| **Class**  **Teacher** | **Knowledge Organiser sections in order with suggested strategies** | **Tick when complete** |
| All classes   KSJ/PCO/SMC | **Week 1 – 29/06 – 03/07**  Ring Ring it is your work out calling  **Task:**  -Follow the instructions on the PowerPoint  -Pick a telephone number – this can be your own or use the schools (on the PowerPoint)  -Complete the chilli work out best suited for you  -Complete this every morning for five days  **Week 2 – 06/07 - 10/07**  Interval Training – ‘Interval training workout involves alternating periods of high-intensity effort with periods of low-intensity effort, which is called the recovery.’  **Task**  -Complete 20 minutes of interval training with either running or cycling.  -You need to complete 30 seconds of high intensity running/cycling with 1 minutes rest.  -Complete this for 20 minutes a day.  **Week 3 – 13/07 – 17/07**  Sports Day!!!!!!!  Usually we would have all taken part in sports day. Therefore I want you to see how you would have done in the different events.  **Task**  -Record your scores for the following events:   1. Standing long jump – record in centimetres how far you can jump from standing 2. 25m sprint – time yourself how fast you can run 25 metres. You can multiply this by 4 to get your score over 100 metres 3. Long distance running – time yourself on how fast you can run a certain distance. This would usually be 1500 metres and above. Challenge yourself to run as far as possible. 4. Tennis ball throw – As most of us do not have shot puts in our garden, use a tennis ball to see how far you can throw it using the correct technique. |  |
| **Extension activities if you want to/can do something practical:**  **Here are other ideas for you to keep fit and exercise more whilst at home:**   * + Joe Wicks (PE with Joe) – They are on 9am daily and can be watched later in the day, too [https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fchannel%2FUCAxW1XT0iEJo0TYlRfn6rYQ&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7Cf49b32f540bd42a5e85708d7d192b1af%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637208300287030622&sdata=0ukBWKY5jALpITAvE8Fav8DSVbAcTy6turpPypwZqlM%3D&reserved=0)   + Oti Mabuse Dance Sessions – Available on [https://www.youtube.com/user/mosetsanagape](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fuser%2Fmosetsanagape&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7Cf49b32f540bd42a5e85708d7d192b1af%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637208300287030622&sdata=H5kwISMG4SOdLoyq4aHGqH7AuefJNZPeOO7RpVrQ%2BNw%3D&reserved=0)   + 30 Day Sit up Challenge – complete 30 sit ups a day for 30 days. This can be with breaks or without   + Couch to 5k – this app can be downloaded and allow you to progressively work towards 5k   + You should let your teacher know how you are getting-on using Microsoft Teams, once every 3 weeks | |  |