

Covid-19 Newsletter

Welcome

Good afternoon,
In these strange and difficult times, I intend to send a weekly newsletter to share any updates that I have received from the government, update you on the situation at school and also support in your efforts to maintain your children's learning and also their (and yours!) health and wellbeing.

Attention is now turning to the Autumn Term and we are planning for a return of all students, following on from the government's recent announcement. What is not yet clear, is whether that means ALL students at the same time OR ALL students but on a rota. As soon as I have some clarity, I will write to you, setting out the approach that we will be taking.

The work that is being set online needs to continue until the end of term but we have made some adjustments to the quantity being set and also given a clearer timetable for when it is to be completed. Hopefully this will help you manage your child's workload more easily. Any queries, please refer to page 2 of this newsletter.

School remains open every day to any students that fall into these two categories:

1. Students whose parents are Key Workers – this list is widely available and has been sent out. Students should only attend school if no other care is possible. Home remains the safest place.
2. Vulnerable Students who have been **contacted by the school**.

I would ask that you contact us if you intend to send your child into school because they fall into one of these two categories and they have not been coming in already. This way we will be better prepared for any students that we receive.

Reception is now only staffed every day between 8am-11 am.

All relevant resources, links and updates are on the school website.

Please feel able to email at any point if you have any queries and I will respond as quickly as I am able.

c.thomas@lhea.org.uk



Free School Meals

The government has now confirmed that these will be continued over the summer holidays. Further details will follow.

The email address for parents and carers, who are experiencing difficulties is:
freeschoolmealsparentscarers@edenred.com

I also understand that for some parents and carers, these are very challenging times financially and you may now wonder if you are eligible for Free School Meals after a change in your circumstances.

Click here to check whether you are eligible for Free School Meals and here to fill in the online application form.

How to support home learning



Can I please ask you to make sure that your children check their school email as well as Show My Homework. Information on how to access their email will be sent out on Show My Homework.

They should also be encouraged to reply to emails that they receive from their teachers and tutor.

Show My Homework and Remote Learning – some reminders

- 1) Show My Homework (SMHW) is a simple online programme where teachers upload details of learning activities and resources that should be completed at home. All students at LHEA have an account with SMHW and should view this site on a daily basis.
- 2) Parents/carers have also been invited to set up an account.
- 3) The mobile app and notifications ensure parents/carers always know what homework their child has and when it's due.
- 4) Once logged in, the best way to view your child's homework is to click on the "calendar" block.
- 5) Clicking on a coloured bar reveals the detailed description of the activity and when it is due.
- 6) The SMHW app is available to download from Apple and Google.
 - Open the app and type in "Lynch Hill Enterprise Academy"
 - Type in your email/username and password.
 - You will be taken to your child's To-do List
- 7) If any parent/carer needs help with setting up accounts, or if any student has either forgotten their password or has been experiencing trouble logging in, please contact Mr Arnold using l.arnold@lhea.org.uk
- 8) Any student who is not able to access online resources from home can come into school and collect paper copies of work which are all available in reception, arranged by Year group.
- 9) Can I remind you that staff are not necessarily setting work for individual lessons? At times they may set a longer piece of work, designed to last for the equivalent of several lessons

Progress Reports

Please be aware that Progress Reports for all students will be posted home at the end of the Summer term. These will include data for the Spring term and, where possible, the Summer term. A Parentmail message will be sent to alert parents/carers that the reports have been posted.

Science Home Learning

Key stage 3

Year 7

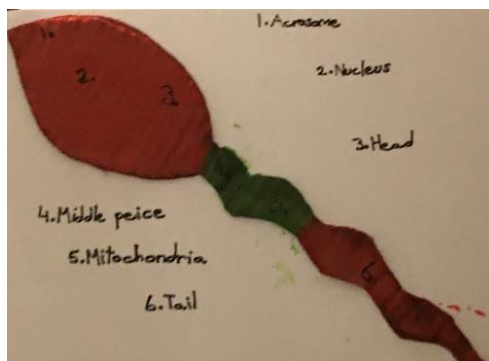
The year 7 have been working on a range of topics (such as sound, light and body systems) during lockdown using the diversity of learning tools available on Kerboodle. Recently, the science department organised a competition and challenged Year 7 students to make a 3D model of a specialised cell e.g. animal, plant, sperm, egg, nerve or red blood cell.

They were instructed to be as creative and imaginative as possible using any household items. Additionally, they had to use keywords to clearly label each part in their cell and produce an information card describing the main function (job) of the cell. To support the students, pictures of sample models and a simple level ladder sheet were provided to help them reach their target level, produce the best model possible and attain achievement points.

This is the Level ladder used to facilitate the grading of the submitted work

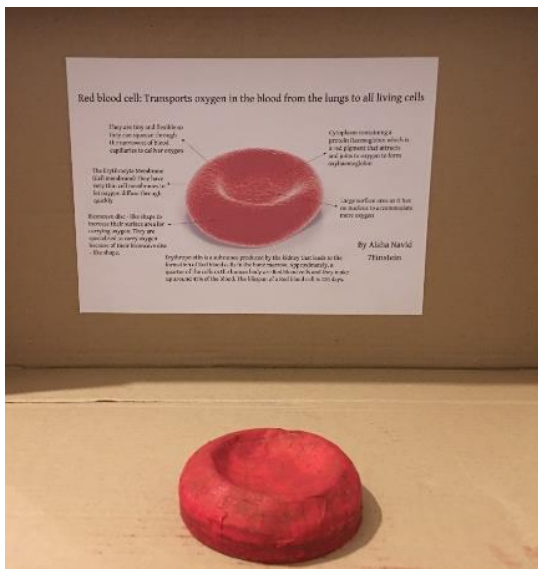
Level	You may have....
1	<ul style="list-style-type: none">• Made a simple model of a cell.• Identified some parts of the cell correctly.• Explained some functions of parts of the cell
2	<ul style="list-style-type: none">• Made an accurate model of a cell.• Labelled most parts of the cell correctly.• Identified most functions correctly• Described some interesting facts about the cell
3	<ul style="list-style-type: none">• Made an accurate model of a particular specialised cell• Labelled all parts of the cell correctly• Explained functions of all parts of the cell and included some additional interesting facts about unusual characteristics of the specialised cell

Some examples of models that were submitted by students...

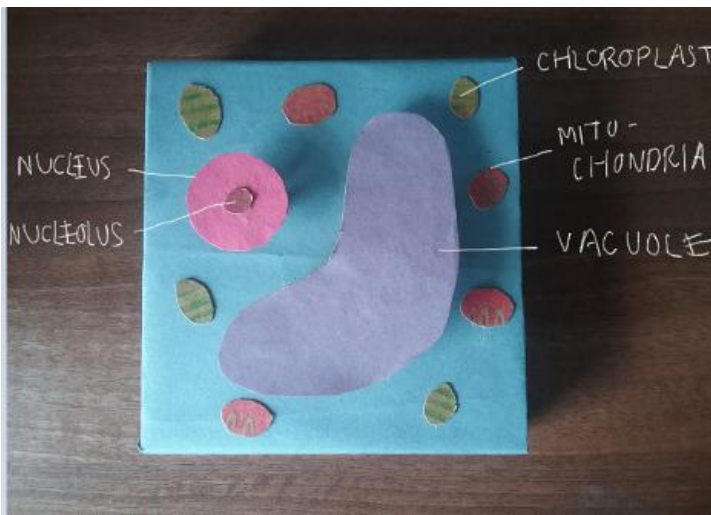


Feedback:

Good accurate model of a sperm cell and labelled all the cell parts. Student has achieved some parts of level 1 and 2 but has not explained the function of the cell parts. Awarded level 1 (not 1+)



Feedback:
 Student has made a very good accurate 3D model of a red blood cell, labelled all the cell components correctly and explained their functions. They have stated some interesting facts, however, they have not included any unusual characteristics.
 Awarded level 3 - (not 3)



Feedback:
 Model of a plant cell with most of the cell components labelled.
 Student has not explained the function of the cell parts. Awarded level 1 not 1+



Feedback:
 Excellent and accurate 3D model of an animal cell. All cell parts correctly labelled with their functions, included details at a higher level. Described some interesting facts about the cell. Awarded level 3.

Year 8

Our year 8 students have been steadily working through the curriculum completing the topics that would have been taught over this period. For physics they studied motion and pressure, chemistry tasks based on acids and metals and then finally, biology covered adaptations and inheritance.

This was followed by a Project on Healthy Eating at home to consolidate and apply work studied in the autumn term. The students had to monitor what they ate, analyse it and explain the benefits of eating healthy.

Some examples of student's work...



Excellent comparison of how different foods can be replaced for healthier options! Well done.

Topic on Day 9

Short Speech (DAY 10)

By: Jessica, 8-0

Hello everyone, my name is Jessica and we'll be talking about Michael Phelps, an America swimmer that was born on June, 30 1985. He won alot of competitions in the Olympics, but, how? Well, Michael Phelps takes in 112,000 calories each day when he's training! I was super surprised when I've researched this and read it all through... well some. I mean if you think about it, that's alot of calories and alot of hard work too.

Well done for your explanation! You have clearly seen why an athlete would require a higher amount of calories in their diet!

My normal weekly foods and my new healthy weekly foods.

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Cereal	Cereal	Toast	Cereal	Cereal
Lunch	-Ham Sandwich -Yoghurt -Crisps	-Ham Sandwich -Yoghurt -Crisps	-Cheese Sandwich -Sausage Roll -Crisps	-Can of Ravioli -Cucumber Sticks	-Ham Sandwich -Yoghurt -Crisps
Dinner	Homemade Burgers and Homemade Chips	Chicken Tikka Masala	Chicken and Bacon Pie with Air Fried Chips	Spaghetti Bolognese	Chicken Fillet with Air Fried Chips

My normal weekly food timetable.

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Porridge	Cereal	Porridge	Porridge	Toast
Lunch	-Salad sandwich -Yoghurt -Cucumber Sticks	-Salad -Carrot Sticks -Yoghurt	-Ham Sandwich -Cucumber Sticks -Tomatoes	-Ravioli -Slice of Bread	-Cheese Roll -Carrot Sticks -Yoghurt
Dinner	Chicken Wrap	Salmon with vegetables	Salad with baby potatoes	Tacos with fries	Jacket Potato with Veg

My healthy timetable

Chemistry-Acids and Metals

Acids and Metals

1. Hannah mixed some zinc with some sulphuric acid. She observed bubbles of gas coming from the zinc. Name the gas in the bubbles.

hydrogen ✓

2. Copy and complete the sentences about the test for hydrogen using the words below:

squeaky pop	hydrogen	lighted	burns	mouth
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To test for hydrogen, you need a lighted splint. Put it at the mouth of a test tube of the gas you are testing. If the gas with a squeaky pop, then the gas is hydrogen ✓

3. Write the word equation showing all the reactants and products to represent the reaction that takes place when zinc metal reacts with sulphuric acid.

Zinc + sulfuric acid = zinc sulfate+ hydrogen ✓

4. Write down which metal and which acid you would use to make zinc chloride.

Acid Chlorine Hydrochloric acid

Metal zinc ✓

Well done Hashim
Excellent work

most reactive

Metal	Reaction with oxygen	Reaction with water	Reaction with acid
Potassium	Burns strongly with a <u>lilac</u> flame.	Very fierce and ignites (<u>catches</u> fire).	Too dangerous to <u>perform</u> .
Sodium	Burns strongly with a <u>yellow</u> flame.	Fierce but it does not <u>ignite</u> .	Too dangerous to <u>perform</u> .
Magnesium	Burns with a blinding <u>white</u> flame.	Very slow reaction but <u>it</u> reacts with steam.	Very fast reaction that <u>produces</u> hydrogen gas.
Zinc	Burns slowly with a dull <u>red</u> flame.	Reacts slowly with <u>steam</u> .	Quite a slow reaction. Some hydrogen produced.
Iron	Does not burn but it <u>glows</u> brightly.	Very slow reaction with <u>steam</u> .	Very slow reaction.
Lead	Melts but does not burn.	No reaction.	Extremely slow.
Copper	Does not burn but it <u>forms</u> a black coating.	No reaction.	No reaction.
Gold	No reaction.	No reaction.	No reaction.

least reactive

- P_o_t_a_s_s_I_u_m is the most reactive metal. ✓
- G_o_l_d is the least reactive metal. ✓
- Potassium and sodium are too reactive to add to a_c_I_d ✓
- You should not look at m_a_g_n_e_s_I_u_m when it burns in oxygen. ✓
- G_o_l_d does not corrode because it is an unreactive metal. ✓
- Metals react faster with a_c_I_d_s than they do with water. ✓

Reece well done
Excellent effort

For the latter part of the summer term the year 8 students will be introduced to some GCSE work in preparation for year 9 when they actually start the AQA (9-1) syllabus. The first unit, B1 Cell structure and transport, reviews the structure of the cell and explores how vital substances can enter and leave it.

Key stage 4

Year 9

Although, technically year 9 falls under the KS3 banner, in the Science department like many other schools we start teaching GCSE content in year 9. This is to enable enough time to cover the breadth and demands of the new (9-1) specifications. We study the AQA syllabus.

Students have adapted well to this; they are already familiar with the excellent online resources provided by Kerboodle, where they have access to the digital textbooks, worksheets, interactive tasks and lesson presentations that can be used in class. In addition, at this level there is a vast array of resources students may find helpful to support their learning; from revision guides, workbooks, instructional videos to past paper questions.

During the lockdown period, students have continued to study and work through the AQA syllabus aiming to cover up to topic 4 in each of the 3 science disciplines (Biology, Chemistry and Physics). In addition, to reinforce and develop a deep understanding of a key fundamental chemistry topic – students were asked to build a 3D model of an atom, annotate it and write about the component subatomic particles. They also had to identify highlight the differences between an atom, ion and isotope.

To make sense of our current situation, students were encouraged to develop their writing skills by writing an article reviewing the excellent BBC documentary: Coronavirus – a Horizon special part 1. This documentary clearly explains the science relating to the virus which directly links with the B5 & B6 topics on communicable diseases and prevention.

Some examples of student's work...



Ions and Isotopes

Ions-an atom or group of atoms that carries a positive or negative electric charge as a result of having lost or gained one or more electrons.

Isotope-An isotope of a chemical element is an atom that has a different number of neutrons (that is, a greater or lesser atomic mass) than the standard for that element. The atomic number is the number of protons in an atom's nucleus.

THE DIFFERENCES-Isotopes are atoms that have the same numbers of protons but different numbers of neutrons. An ion is an atom that has gained or lost electrons, so it now has more or fewer electrons than it does protons. So an ion has a negative or positive charge.



Atom

→ This atom of Carbon has 6 protons and 6 neutrons in its nucleus and 6 electrons orbiting the nucleus.

→ All the atoms of a particular element have the same number of protons. The number of protons in each atom of an element is called its atomic number.

→ The number of protons plus neutrons in the nucleus of an atom is called its mass number.

→ Given the atomic number and the mass number, you can work out how many protons, electrons, and neutrons are in the atom.

number of neutrons = mass number - atomic number.

Type of sub-atomic particle	Relative charge	Relative mass
proton	+1	1
neutron	0	1
electron	-1	very small, 2000 electrons to make the same mass.

Scientific Journalism

Your task is to write a Review Article for "First News" on one of the programmes listed above. Include a summary to outline the key points / messages and some images to illustrate your point.

Email me directly (t.nandhra@lhea.org.uk) with your work. Achievement points on offer!! I will double them for anyone's work that gets published in the School's Newsletter.

The sooner I receive it the more points will be awarded.

What I chose:

Coronavirus a Horizon Special part 1 (links to topic B6):
https://www.youtube.com/watch?v=qczTsWCrk_o

Coronavirus could be our END?

A pandemic virus, Covid-19 or also known as Coronavirus has taken us by surprise and unprepared as it kills many of the weak, due to their frail immune system. Many of those who are vulnerable are people over the age of 70 or with any underlying health issues, or pregnant.

Scientists globally all over the world are trying their best to suppress this disease and create a cure to save and protect the people of the world. The only compromise to decelerate this virus is to stay home where it is safe and to only leave your establishment when it is necessary. **No more than 1 person should leave their home together.**

The origin of Covid-19 was believed by some scientists to lie somewhere in Central China/ Wuhan as early as November and established in December 2019. It was first realised when a 57-year-old seafood trader in Wuhan had contracted the virus, scientists were able to see first-hand the damage this virus could cause. As this proceeded more patients caught the virus as well as its symptoms.

After the continuous cycle of patients encountering the disease the first sample was taken on December 24th, less than 8 weeks from the first affected individual of Coronavirus. 5 days later from obtaining the sample, it was Wuhan Centre for Disease Control to firstly examine and investigate the source of the outbreak.

As investigations were made to prevent more casualties of the outbreak, deaths in other parts of the world were fast seen especially in Italy with 10 deaths in a 50-day period of the virus being first seen. In mid-January there was the first confirmed report of the Wuhan Coronavirus, this proved that over time the outbreak would spread across the world globally. Originally it was classified as an epidemic virus when it was first announced but then was recently changed to a pandemic virus due to the spread all over the world.

It was then proved by the reports, cases, and deaths of the pandemic that over time it would spread and kill exceedingly quicker than it would the day before. This means that over time if Coronavirus isn't suppressed soon and reaches a certain point where it would kill thousands per day, we wouldn't stand a chance against it as it kills individuals within a matter of weeks. Unfortunately, and terrifyingly, there is still no effective vaccine to this pandemic, the virus symptoms are devastating to those unfortunate to possess it, as it causes severe airway or respiratory infection/restrictions.

An excellent piece of writing.

Good details of the discovery and origins of the outbreak.

EBI – if you included some images to make it more eye-catching, as you would find in an actual article. This would be important for scientific journalism in terms of encouraging a wide spectrum of people to read it.

To develop your article further, you could have included more of the science – antigen spikes and how viruses invade host cells as part of their life cycle. Also perhaps mention the research taken place into testing & development of a vaccine.

Year 10

During year 10 the main bulk of the curriculum is studied, allowing more time in year 11 for revision, consolidation and practice for “high stakes” assessment. Students proficiency in using all the support resources available to them will ensure they can achieve their true potential. In science, the main resources we refer to in class are Kerboodle, GCSEpod, GCSE science resources available on the School's website, efocus (practical support) and You Tube videos such as “freesciencelessons”.

Find below some information to support home learning for GCSE science

Kerboodle

Kerboodle is an online teaching, learning and assessment service, working alongside the textbooks for a truly blended learning experience.

AQA GCSE Sciences (9–1) Kerboodle contains a bank of resources and assessments to support AQA GCSE Biology, Chemistry, Physics, and Combined Science Trilogy.



At LHEA all students have got full access to Kerboodle, where they can access students an extensive bank of learning resources including videos, animations, podcasts, worksheets and the digital versions of the textbooks used in class.

All students have a personalised logins, their username is usually set as their first initial and surname.

For example, Ali Hassan

Username: ahasan

Password: ahasan (default setting – can be changes by the student)

Institute code: aly8

Forgotten passwords can be reset following the link or email your teacher to reset it for you.

Students and parents: Please note that Kerboodle is not currently available for home or individual purchase. If your school doesn't currently use Kerboodle, please speak directly to your school. If your school does use Kerboodle, you can continue to access this as normal from home.

kerboodle

Lessons, Resources, Assessment, and Kerboodle Books

Contact us about trying Kerboodle

Username/Email
ahasan

Password
.....

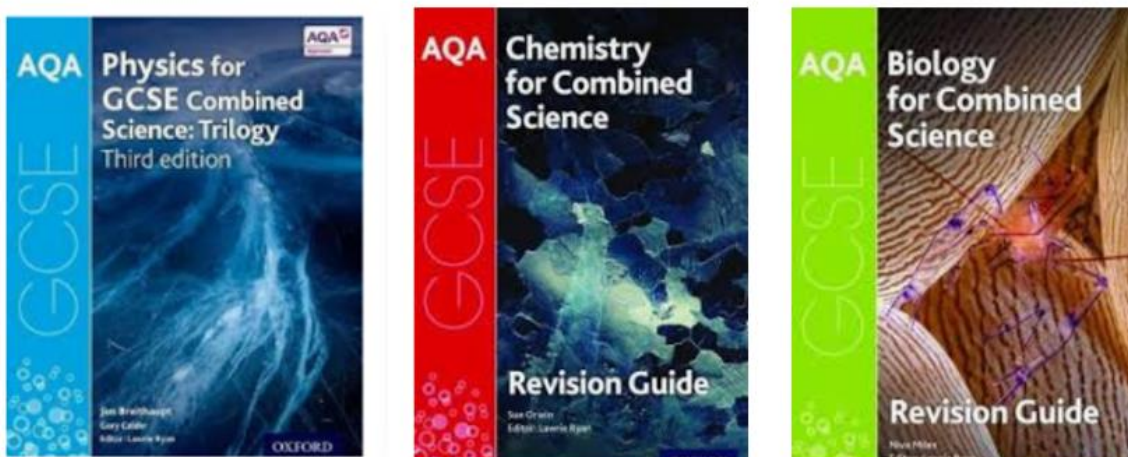
Institution Code
aly8

Log in

[Trouble logging in?](#)

Advice and tools are available to help you use and navigate Kerboodle from home, there are also YouTube videos showing this.

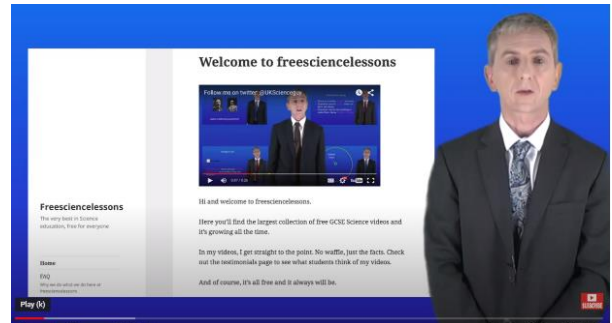
- [Getting started](#)
- [Navigate around your courses](#)
- [Reset passwords - 'Trouble logging in'](#) on the login screen.
- [Complete and submit assignments](#)
- [View Student Book](#)
- [Use interactive tools](#)
- [Use Markbook to view your marks](#)



These revision guides published by Oxford University Press are highly recommended as their layout exactly matches the text books used in class. There are also ones available specifically for Triple (Separate) Sciences. There are other good guides produced by other publishers such as CGP, Collins and Letts.

Other useful revision resources

freesciencelessons



 PHYSICS & MATHS TUTOR

YouTube



The whole of AQA Biology Paper 1 in only 63 minutes!! GCSE 9-1 Science revision

Science and Maths by Primrose Kitten · 951K views · 1 year ago

I want to help you achieve the grades you (and I) know you are capable of; these grades are the stepping stone to your future ...

CC