



## Year 9 Summer Term Blended Learning Booklet

If your child has to self-isolate, please use the following guidelines to ensure they are able to continue learning whilst at home:

1. Inform the school of the need for your child to self-isolate by contacting [covid@woolmerhill.surrey.sch.uk](mailto:covid@woolmerhill.surrey.sch.uk)
2. The school will inform your child's teachers.
3. Use the blended learning booklet to access on line learning for the subjects your child will be missing.
4. Encourage your child to follow their school day and dedicate 50 min (single lesson) or 1hr 40min (double lesson) that would have been available to them in class. If they are unable to complete any tasks, please inform their teachers – this feedback will enable them to accommodate the needs of your child while they are isolating.
5. Home learning tasks will continue to be set via Google Classroom for all students whether in school or self-isolating and should be turned in by the set deadline.

# Art

## Summer Term

### Summer Term Overview:

This term pupils will be looking at the theme of Identity. They will undertake detailed personal analysis and research, carry out investigations through emulating artists and exploring the work of poet Apollinaire and contemporary artists.

They will select and use a variety of mediums including mono printing and create a personal response to theme.

### Useful websites:

Watch the video, <https://www.youtube.com/watch?v=YJ0x1Y0uMwQ>, then create your own calligramme.

Watch the lesson on identity and typography, have a go either digitally or by hand to create your own page entitled Typography.

<https://classroom.thenational.academy/lessons/identity-who-am-i-tyler-spangler-inspired-text-74w3ad?step=2&activity=video>

Watch the video and create a double page in mixed media expressing how you feel or show something about your identity.

<https://www.youtube.com/watch?v=MhCBU8OiScM>

# Computing & IT

## Summer Term 1<sup>st</sup> Half

### Overview:

Explore User interfaces:

- Understand what a user interface is
- Consider the factors to consider when developing a user interface

## Summer Term 2<sup>nd</sup> Half

### Overview:

Students opting for GCSE Computer Science to follow an alternative curriculum designed to support the transition from KS3 to KS4 Computer Science.

### Useful websites:

- Posted resources on Google Classroom – *including* GCSE Computer Science Classroom for GCSE students
- Computer Science (general): <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
- Seneca website (KS3 Computing course): <https://senecalearning.com/en-GB/>
- <https://classroom.thenational.academy/units/intro-to-python-programming-9c22>
- <https://classroom.thenational.academy/units/python-programming-with-sequences-of-data-7716>

# Design Technology

## Summer Term

### Overview:

- Students will rotate through three different Design Technology areas; Food, Textiles and Product Design.
  - In Food they will look at food commodities and nutritional content of food.
  - In Textiles they will demonstrate a range of hand printing skills to create a quad of lockdown inspired designs.
  - In Product Design they will complete a Graphics based project.

### Design Technology

- Students should log onto the following google classroom for Design Technology tasks.
- Google classroom code: n6piwdx

<h1>Drama</h1>	
<b>Summer Term: 1<sup>st</sup> Half</b>	<b>Summer Term: 2<sup>nd</sup> Half</b>
<b>Overview</b> <ul style="list-style-type: none"> <li>Practitioners</li> <li>Students will study different practitioners throughout this half-term.</li> </ul>	<b>Overview</b> <ul style="list-style-type: none"> <li>Devising</li> <li>Students will use their practitioner work to create a piece of Drama</li> </ul>
<p>This half-term is all about learning the different techniques of different practitioners. For each practitioner, research and create a fact file or mindmap about their history and techniques.</p> <p>Use this link to help you with creating an effective mindmap:  <a href="https://www.youtube.com/watch?v=-Y1HJMugAPY">https://www.youtube.com/watch?v=-Y1HJMugAPY</a></p> <ol style="list-style-type: none"> <li>Bertlot Brecht (Epic Theatre)</li> <li>Stanislavski (Naturalism)</li> <li>Artuad (Theatre of Cruelty)</li> <li>Physical Theatre (Frantic Assembly)</li> <li>Steven Berkoff (Expressionism)</li> <li>Punchdrunk (Immersive Theatre)</li> <li>Musical Theatre</li> </ol> <p>These links will also help you:  <a href="https://www.bbc.co.uk/bitesize/topics/zm72pv4">https://www.bbc.co.uk/bitesize/topics/zm72pv4</a>  <a href="https://www.youtube.com/watch?v=H_M7t-kdVLw">https://www.youtube.com/watch?v=H_M7t-kdVLw</a>  <a href="https://www.youtube.com/watch?v=V7R_V2iCZoY">https://www.youtube.com/watch?v=V7R_V2iCZoY</a>  <a href="https://www.youtube.com/watch?v=iB1fPZX5Zgk">https://www.youtube.com/watch?v=iB1fPZX5Zgk</a>  <a href="https://www.youtube.com/watch?v=KkqwH5bpZxA">https://www.youtube.com/watch?v=KkqwH5bpZxA</a></p>	<p>Task 1: What is devising? - Read these two articles on devising and make notes on what devising is and how you, as a creator, can start the process.  <a href="https://thetheatretimes.com/what-is-devised-theatre/">https://thetheatretimes.com/what-is-devised-theatre/</a>  <a href="https://www.theatrefolk.com/blog/devising-drama-classroom/">https://www.theatrefolk.com/blog/devising-drama-classroom/</a></p> <p>Task 2: Choosing a stimulus. – Go through this guide on “How to Devise” to learn more about choosing a stimulus and starting the devising process.  <a href="https://www.bbc.co.uk/bitesize/guides/zhpcy9q/revision/1">https://www.bbc.co.uk/bitesize/guides/zhpcy9q/revision/1</a></p> <p>Task 3: Use this link to find a range a stimuli and select at least 3 things you would consider using for stimuli and create mind map ideas on each (try and use a range of image and music)  <a href="http://essentialdrama.com/tag/stimulus-for-drama/">http://essentialdrama.com/tag/stimulus-for-drama/</a></p> <p>Task 4: Create a story using your chosen stimuli as your base. You can do this by mind map or bullet points, but make sure your stimuli creates your response. While creating this story, think about how it would work in some of the theatre styles we looked at last half-term.</p> <p>Task 5: Choose from creating a monologue your story. Choose one practitioners’ style to create your piece in. Film your monologue and submit it onto Google Classroom or email your teacher.</p>

<h1>English</h1>	
<p>Summer Term: 1<sup>st</sup> half</p>	<p>Summer Term: 2<sup>nd</sup> half</p>
<p>Overview: Fiction: Reading and Descriptive Writing</p>	<p>Overview: Grammar for Writing</p>
<p>Links to websites and lessons:</p> <p>Lesson One: <a href="https://classroom.thenational.academy/lessons/unseen-fiction-texts-pre-1900-crt64e">https://classroom.thenational.academy/lessons/unseen-fiction-texts-pre-1900-crt64e</a></p> <p>Lesson Two: <a href="https://classroom.thenational.academy/lessons/maryeve-dichotomy-6dhkad">https://classroom.thenational.academy/lessons/maryeve-dichotomy-6dhkad</a></p> <p>Lesson Three: <a href="https://classroom.thenational.academy/lessons/thinking-about-space-where-do-women-belong-6wvp8d">https://classroom.thenational.academy/lessons/thinking-about-space-where-do-women-belong-6wvp8d</a></p> <p>Lesson Four: <a href="https://classroom.thenational.academy/lessons/responding-to-evaluation-questions-6hh6cr">https://classroom.thenational.academy/lessons/responding-to-evaluation-questions-6hh6cr</a></p> <p>Lesson Five: <a href="https://classroom.thenational.academy/lessons/evaluation-writing-it-up-6guked">https://classroom.thenational.academy/lessons/evaluation-writing-it-up-6guked</a></p> <p>Lesson Six: <a href="https://classroom.thenational.academy/lessons/reading-skills-unseen-fiction-cold-mountain-64r3ed">https://classroom.thenational.academy/lessons/reading-skills-unseen-fiction-cold-mountain-64r3ed</a></p> <p>Lesson Seven: <a href="https://classroom.thenational.academy/lessons/journeys-in-literature-cold-mountain-c5hkge">https://classroom.thenational.academy/lessons/journeys-in-literature-cold-mountain-c5hkge</a></p>	<p>Links to websites and lessons:</p> <p>Lesson One: <a href="https://classroom.thenational.academy/lessons/grammar-for-writing-sentence-construction-cmukar">https://classroom.thenational.academy/lessons/grammar-for-writing-sentence-construction-cmukar</a></p> <p>Lesson Two: <a href="https://classroom.thenational.academy/lessons/grammar-for-writing-using-semicolons-to-link-main-clauses-c4uk8c">https://classroom.thenational.academy/lessons/grammar-for-writing-using-semicolons-to-link-main-clauses-c4uk8c</a></p> <p>Lesson Three: <a href="https://classroom.thenational.academy/lessons/grammar-for-writing-the-colon-c8t3ar">https://classroom.thenational.academy/lessons/grammar-for-writing-the-colon-c8t3ar</a></p> <p>Lesson Four: <a href="https://classroom.thenational.academy/lessons/embedding-skills-to-use-a-range-of-grammatical-structures-68t3cc">https://classroom.thenational.academy/lessons/embedding-skills-to-use-a-range-of-grammatical-structures-68t3cc</a></p> <p>Lesson Five: <a href="https://classroom.thenational.academy/lessons/rhetoric-and-clarity-of-expression-counter-arguments-6cw30c">https://classroom.thenational.academy/lessons/rhetoric-and-clarity-of-expression-counter-arguments-6cw30c</a></p> <p>Lesson Six: <a href="https://classroom.thenational.academy/lessons/mastering-confused-words-6wtk4d">https://classroom.thenational.academy/lessons/mastering-confused-words-6wtk4d</a></p> <p>Lesson Seven: <a href="https://classroom.thenational.academy/lessons/grammar-for-writing-using-brackets-and-dashes-6mwkec">https://classroom.thenational.academy/lessons/grammar-for-writing-using-brackets-and-dashes-6mwkec</a></p>

Lesson Eight:

<https://classroom.thenational.academy/lessons/descriptive-detail-close-analysis-cnj30c>

Lesson Eight:

<https://classroom.thenational.academy/lessons/refining-punctuation-in-creative-writing-6mu62t>

French	
Summer Term: 1 <sup>st</sup> Half	Summer Term: 2 <sup>nd</sup> Half
<p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• What you were like</li> <li>• Imperfect tense</li> <li>• Sports</li> <li>• Fairy tales</li> <li>• Board games – imperfect tense</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Imperfect tense</li> <li>• Present tense</li> </ul>	<p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Regions in France – Normandy</li> <li>• Travel arrangements</li> <li>• Arranging hotel accommodation</li> <li>• Visiting an attraction</li> <li>• A sporting event</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Conditional</li> <li>• Verbs with à and de</li> </ul>
<p><b>Links to websites and lessons:</b></p> <ul style="list-style-type: none"> <li>• Seneca Learning Year 9 French REMOTE LEARNING group: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Class Code: 8ocwb9jpae</li> <li>• Imperfect tense practice: <a href="https://www.bbc.co.uk/bitesize/guides/zh7pcqt/revision/1">https://www.bbc.co.uk/bitesize/guides/zh7pcqt/revision/1</a></li> </ul>	<p><b>Links to websites and lessons:</b></p> <ul style="list-style-type: none"> <li>• Seneca Learning Year 9 French REMOTE LEARNING group: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Class Code: 8ocwb9jpae.</li> <li>• Then use the link: Seneca Learning Year 9 French REMOTE LEARNING group: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Class Code: 8ocwb9jpae</li> </ul>

# Geography

Summer term

## Overview - Coastal processes

Coastal processes and landforms and the need for the coastal zone to be managed in a sustainable way.

## Key Themes / Questions to be explored

- Why is the coastline of the UK so important?
- How are waves formed?
- What impact do weathering and mass movement have on the coastal environment?
- How does erosion help to shape the coastal environment?
- Why is Clive having to change his walking route at Barton – on – Sea?
- How is material transported and deposited along the coastline?
- How does erosion create coastal landforms?
- How does deposition create coastal landforms?
- How can coastlines be managed?
- Hard engineering: Case Study

## Links to websites and lessons:

The 11 lessons in this online course cover everything that we will study as part of this scheme of learning.

<https://classroom.thenational.academy/units/coasts-1033>

coastal processes, landforms and management

<https://www.bbc.co.uk/bitesize/topics/z6bd7ty>

# History

## Summer term

### Overview:

During this term, we will be studying a range of social changes that took place in the 20<sup>th</sup> century. We will examine societal changes in both Britain and the wider world. You will examine the women's suffrage movements, the effect of WW1 on the Home Front and its role in changing attitudes. From an examination of the Roaring Twenties, we will move onto studying the 1930s focusing on Nazi Germany and the Holocaust. This in turn will lead onto the ending of the British Empire and the Civil Rights Movement. We will end this unit by investigating how Britain changed from the 1960s to the 1990s.

### Links to websites and lessons:

#### The 1920s

[https://www.ducksters.com/history/us\\_1900s/roaring\\_twenties.php](https://www.ducksters.com/history/us_1900s/roaring_twenties.php)

[https://www.ichistory.com/uploads/1/0/2/9/10290322/why\\_boom\\_sources\\_and\\_activites\\_2018\\_.pdf](https://www.ichistory.com/uploads/1/0/2/9/10290322/why_boom_sources_and_activites_2018_.pdf)

#### The Holocaust

Use the following link to access a series of 6 lessons which investigate the Holocaust, what was it, who was responsible for the camp systems and how people tried to resist

<https://www.holocausteducation.org.uk/teacher-resources/post-it-online-courses/6-things/>

#### Ending the British Empire

<https://www.youtube.com/watch?v=AUG7NecYZg>

<https://www.iwm.org.uk/history/the-end-of-the-british-empire-after-the-second-world-war>

Use the link that follows to examine a case study of the Ending of the British Empire and how it affected India

<https://www.nationalarchives.gov.uk/education/empire/g3/cs3/background.htm>

The next link takes you to 4 lessons examining decolonising of the Empire

<https://teachers.thenational.academy/units/who-decolonised-in-the-twentieth-century-5a4b>

#### The Civil Rights Movement

<https://www.bbc.co.uk/bitesize/guides/zcpcwmn/revision/1>

<https://www.youtube.com/watch?v=URWvLhU-emw>

[https://www.ducksters.com/history/civil\\_rights/african-american\\_civil\\_rights\\_movement.php](https://www.ducksters.com/history/civil_rights/african-american_civil_rights_movement.php)

<https://www.adl.org/education/resources/backgrounders/civil-rights-movement>

**Britain from the 1960s onwards**

This link will take you to 6 lessons that are based around 'Swinging 60s'

<https://teachers.thenational.academy/units/what-kind-of-stories-can-be-told-about-the-sixties-6018>

# Year 9 Mathematics

## Summer term overview with links to topic notes and tasks:

- In the first instance, please check on your google classroom for tasks that will have been set according to the home learning schedule, and for other tasks/activities that may have been set alongside lessons.
- Perimeter, Area and Volume
  - <https://www.bbc.co.uk/bitesize/topics/zrf3cdm>
- Inequalities
  - <https://www.bbc.co.uk/bitesize/guides/z9ck7ty/revision/1>
- Angles, Constructions and Shapes
  - <https://www.bbc.co.uk/bitesize/articles/zf8rf82>
  - <https://www.bbc.co.uk/bitesize/topics/zdr9wmn>
  - <https://www.bbc.co.uk/bitesize/topics/zwckjxs>
- Transformations
  - <https://www.bbc.co.uk/bitesize/topics/z3pfb9q>
- Pythagoras Theorem
  - <https://www.bbc.co.uk/bitesize/articles/zvi93j6>
  - <https://www.bbc.co.uk/bitesize/topics/zkbc87h>
- Trigonometry
  - <https://www.bbc.co.uk/bitesize/articles/zrmwcmn>
  - <https://www.bbc.co.uk/bitesize/topics/z93rkqt>

## Home Learning Tasks:

- **Hegarty Maths** and **Mathspad** tasks are set regularly, reviewing work covered in lessons. Work is marked online, and scores recorded for class teacher.
- **ttrockstars.com** gives times tables practice.
- Contact [pstringer@woolmerhill.surrey.sch.uk](mailto:pstringer@woolmerhill.surrey.sch.uk) for any forgotten login details.

# Music

## Summer Term: 1<sup>st</sup> Half

### Option A: Romantic Era – solo Piano Performing

- If you have a keyboard or piano at home, learn a piece of music from Chopin, Beethoven, Tchaikovsky or Rachmaninov (choices on Google Classroom)
- **Step 1:** Aim to learn Left & Right hands – just get it accurate.
- **Step 2:** Practice until it's fluent & confident
- **Step 3:** Vary the dynamics and play it expressively.

### Option B: Written & listening project Romantic era piano.

- If you do not have access to a piano or keyboard, then do listening and analysis task.
- **Step 1:** Research the development of the Grand Piano in this era 1800-1900 – include a diagram of how the action works (google is your friend) Listen to a piece from the list below and explain how it is influenced by this (size, volume, range, power)
- **Step 2:** Research a biography of Frederick Chopin or Sergei Rachmaninov. Make sure you capture influences and developments of their style – how would you recognise their music?
- **Step 3:** Romantic music is known for beautiful melodies (RH) and arpeggios (in LH) It is known for its virtuoso technique. It is known for its range of dynamics and use of tempo rubato.
  - LOOK these things up and then listen to another piece from the list – write an analysis of it focusing on these things!
  - You could also use MAD T Shirt page on Google to help you.

**Both Options** to upload to google and email Mr Nash with your work.

## Summer Term: 2<sup>nd</sup> Half

### Option A: Composing

- Write your own song lyrics and melody (or add to those written by your group.
- Use a keyboard, piano or guitar for your backing.
- You could also use Songmaker app or Garage band or any other software to create your backing.
- Either verses or chorus could be rapped if you like but not compulsory.
- The piece **MUST** have 3 layers (or more) Vocal, Chords, Beat.
- Record and email to Mr Nash.
- Listen to a Pop / Rock song and analyse the Structure – what order do the verses & choruses go in? Are there other sections and if so when? How many layers are there? Does this change, if so when where and how?

### Option B: Cover versions – Performing or Appraising.

- In school we will be performing cover versions.
- If at home – choose a song and google the name of the song followed by 'guitar chords' this will tell you what triads/ chords to use.
- Use this chord sheet to create a performance of your chosen song- it will be your version (so needn't be identical to original)
- **Appraising:** Listen to two different versions of the same song.
  - Compare and contrast the two versions – Analyse in what ways they are different/ same.
  - Which do you prefer and why – be detailed and specific.

**Link to lessons:**

Choice 1: <https://youtu.be/HVau-JRGirg>

Choice 2: <https://youtu.be/Gus4dnQuiGk>

Choice 3: <https://youtu.be/g1uLrHq9TDg>

**Link to lessons:**

# Religious Studies

Summer Term: 1<sup>st</sup> Half

This half term you are doing a module on the Holocaust. Every week we will focus on a specific person who had Faith through Fear. Each person will have either strengthened or lost their faith because of their experiences in the Holocaust. The module will culminate in the Butterfly Project; a creative task that will enable you to focus on a child who lost their life during the Holocaust and to represent them through the use of a Butterfly.

## Overview

- Lesson 1: Introduction
- Lesson 2: Who was Anne Frank?
- Lesson 3: Why do we remember Oskar Schindler?
- Lesson 4: Who was Maximilian Kolbe?
- Lesson 5: Who was Irena Sendler?
- Lesson 6: The Butterfly Project

Links to websites and lessons:

Please email Miss Whitaker for resources for each lesson:  
[awhitaker@woolmerhill.surrey.sch.uk](mailto:awhitaker@woolmerhill.surrey.sch.uk)

Summer Term: 2<sup>nd</sup> Half

Please email Miss Whitaker for the contents of this half term's lessons. She will send you resources! [awhitaker@woolmerhill.surrey.sch.uk](mailto:awhitaker@woolmerhill.surrey.sch.uk)

Links to websites and lessons:

Please email Miss Whitaker for resources for each lesson:  
[awhitaker@woolmerhill.surrey.sch.uk](mailto:awhitaker@woolmerhill.surrey.sch.uk)

# Science

## Summer Term

### Overview:

All subjects will continue with the curriculum teaching to include **Biology: Infection and response, Chemistry: Quantitative Chemistry and Physics: Atomic Structure.**

### Year 9 Biology: Infection and Response

1. Infectious Diseases <https://classroom.thenational.academy/lessons/infectious-disease-6wu3ce>
2. Viral and Bacterial Disease <https://classroom.thenational.academy/lessons/viral-and-bacterial-disease-68v3at>
3. Fungal and Protist Disease <https://classroom.thenational.academy/lessons/fungal-and-protist-disease-6xk3gt>
4. Immunity <https://classroom.thenational.academy/lessons/immunity-cnk3ad>
5. Vaccines <https://classroom.thenational.academy/lessons/vaccines-70u6cc>
6. Antibiotics <https://classroom.thenational.academy/lessons/antibiotics-6gv62c>
7. Testing Drugs <https://classroom.thenational.academy/lessons/testing-drugs-part-1-6wwker> | <https://classroom.thenational.academy/lessons/testing-drugs-part-2-60r32c>
8. Monoclonal Antibodies <https://classroom.thenational.academy/lessons/monoclonal-antibodies-6djp2t>
9. Plant diseases and deficiencies <https://classroom.thenational.academy/lessons/plant-diseases-and-deficiencies-part-1-61jpcd> | <https://classroom.thenational.academy/lessons/plant-diseases-and-deficiencies-part-2-cnjp6r>

### Year 9 Chemistry: Quantitative Chemistry

1. Relative Formula Mass (FT) <https://classroom.thenational.academy/lessons/relative-formula-mass-ft-only-64r3cc>
2. Relative Formula Mass (HT) <https://classroom.thenational.academy/lessons/relative-formula-mass-ht-only-6gtp8d>
3. Moles and Avogadro's Constant (HT) <https://classroom.thenational.academy/lessons/moles-and-avogadro-constant-ht-only-chj3it>
4. Reacting Masses (HT) <https://classroom.thenational.academy/lessons/reacting-masses-ht-only-69jk4d>
5. Reacting Masses and Yield (HT) <https://classroom.thenational.academy/lessons/reacting-masses-and-yield-gcse-chemistry-c4wkge>
6. Atom Economy <https://classroom.thenational.academy/lessons/atom-economy-6mt3ac>
7. Concentration <https://classroom.thenational.academy/lessons/concentration-6rr6cc>

8. Titration Calculation <https://classroom.thenational.academy/lessons/titration-calculations-chj6cd>
9. Limiting reactants <https://classroom.thenational.academy/lessons/limiting-reactants-6mup4c>
10. Gas Volumes <https://classroom.thenational.academy/lessons/gas-volumes-cgwk6c>

### **Year 9 Physics: Particle Model of the Atom**

1. Particle models <https://classroom.thenational.academy/lessons/particle-models-6tj34r>
2. Density of Solids <https://classroom.thenational.academy/lessons/density-of-solids-60w3at>
3. Density required Practical <https://classroom.thenational.academy/lessons/density-required-practical-6hhk2r>
4. Density of Liquids <https://classroom.thenational.academy/lessons/density-of-liquids-64tp8c>
5. Internal Energy <https://classroom.thenational.academy/lessons/internal-energy-70t6ad>
6. Heating and Cooling Substances <https://classroom.thenational.academy/lessons/heating-and-cooling-substances-c4wp4c>
7. Latent Heat <https://classroom.thenational.academy/lessons/latent-heat-chjk2r>
8. Gas Pressure <https://classroom.thenational.academy/lessons/gas-pressure-69hp6r>
9. Pressure and volume <https://classroom.thenational.academy/lessons/pressure-and-volume-part-1-chhk8c> | <https://classroom.thenational.academy/lessons/pressure-and-volume-part-2-6xhkjr>

# Spanish

## Summer Term: 1<sup>st</sup> Half

### Overview:

- Children's rights
- Fair trade and opinions
- Recycling
- Description of a town
- Imperfect tense

### Grammar:

- Imperfect tense

### Links to website and lessons:

- Google Classroom: <https://classroom.google.com/h>
  - Code to join: 5weewlf
- Seneca Year 9 Spanish group: <https://senecalearning.com/en-GB/>
  - Code to join: q6t3r1whka

Then follow the link: <https://app.senecalearning.com/dashboard/class/q6t3r1whka/assignments/assignment/2f53ea26-3aad-4496-8ea0-2d1fbad17008>

## Summer Term: 2<sup>nd</sup> Half

### Overview:

- Meeting and greeting people
- Learning about Madrid
- Buying a souvenir in a shop
- Describing a day trip
- Describing what I will do

### Grammar:

- Preterite tense
- Future tense
- Opinion verbs

### Links to websites and lessons:

- Google Classroom: <https://classroom.google.com/h>
  - Code to join: 5weewlf
- Seneca Year 9 Spanish group: <https://senecalearning.com/en-GB/>
  - Code to join: q6t3r1whka