

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.

I hope that you are well and for those of you who have been able to return to work in the last week or two, that it has been a positive return. The school building has been transformed as we prepare it for the Year 10 students who will return from next week.

Can I please ask you to ensure that your child or children are checking their school emails as well as 'Show my Homework'. If they are unsure how to do that, they can make contact with their tutor. Tutors and class teachers are sending out important messages through emails.

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 system now seems to be working more quickly but please, as ever, get in touch if you have any concerns.

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



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

Maths and Computer Science Home Learning

All of our students have been working extremely well at home, trying to build on their knowledge, consolidate their understanding of different topics and practice their problem solving skills. The Maths teachers at Lynch Hill have been working equally as hard to set work that is engaging, yet meaningful for all of our students and the quality of work produced has been outstanding.

Below, we have outlined what the students have been learning, some of the work produced, how they are engaging in feedback, as well as some puzzles that everyone at home can get enjoy.

But first, did you know that...

The word 'hundred' comes from the old Norse term 'hundrath', which actually means 120 and not 100.

In a room of 23 people, there's a 50% chance that two people have the same birthday.

'Forty' is the only number that is spelt with letters arranged in alphabetical order.

Every odd number has an 'e' in it.

'Four' is the only number in the English language that is spelt with the same number of letters as the number itself.

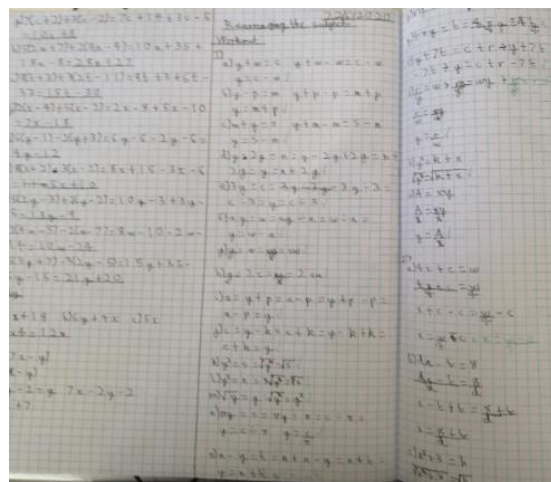
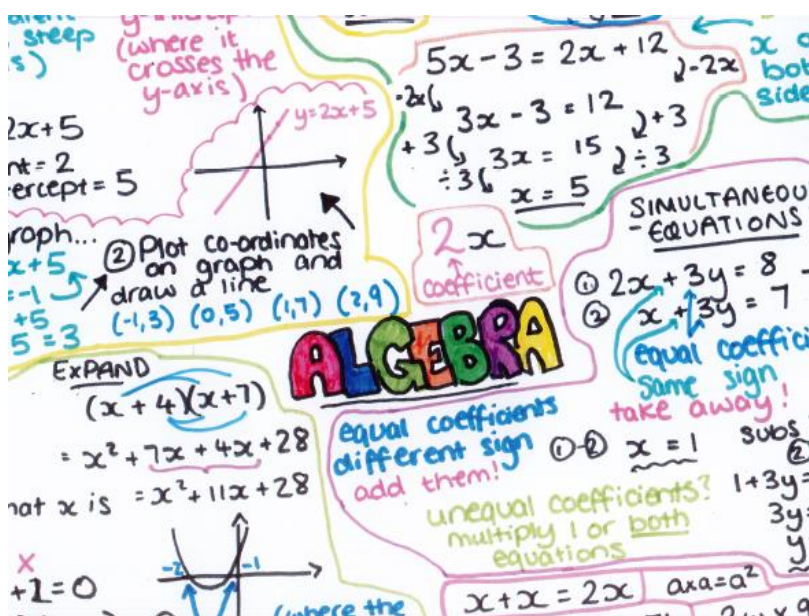
Year 7 and 8 Home Learning

Since the 23rd of March, our students started studying from home. The year 7 and 8s in particular, have been working on a range of algebraic topics, namely: Simplifying, Substituting into formulae, Factorising and Solving Equations. During this period, the students have learnt different algebraic skills that will help them with their STEM (Science, Technology, Engineering and Mathematics) requirements. Our year 7 and 8s have been using various resources, such as Show My Homework, MyMaths, quizzes, BBC Bitesize and 'corbettmaths' lessons, worksheets and videos to aid them with their learning.

After the students had completed their work on algebraic topics, they were asked to produce a Maths poster, linking what they have learnt in Algebra and how each topic is connected.

There are many ways students can show how they are working at home. Here is some lovely work from Ibrahim Yousuf on rearranging equations to make x the subject

Figure 1- Poster produced by Arondeep on algebraic topics studied



Year 7 and 8 UKMT - Junior Maths Challenge (JMC)

This year, the Junior Mathematical Challenge was due to take place on the 30th April for our Year 7 and 8 pupils. Throughout the year, they worked extremely well with Mr Alami-Chaouni to prepare themselves to gain the highest marks they could achieve. Due to the special circumstances we are faced with, the challenge had to be cancelled.

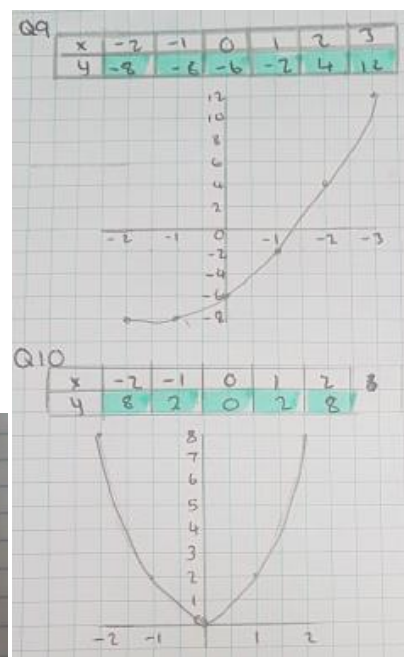
However, we are still very keen for students to have the chance to experience the JMC so we can inspire a love of problem solving, **so it will now be taking place online! The Challenge will be live between 22 June-3 July.** Mr Alami-Chaouni will be contacting individual students to complete this at a given date and time. There will be an opportunity for students to take part in a practice challenge that will allow students to see how it works and get a feel for the online system. More details will be emailed to them. This is a great opportunity to make use of their fantastic problem solving skills and a way to experience how this will work online.

Year 9 Home Learning

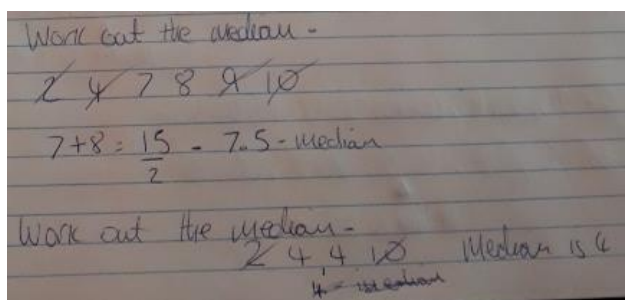
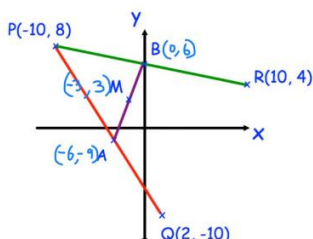
The Year 9 students have been working on a variety of topics since lockdown, spanning from linear and quadratic graphs, real life functions, area, volume, angles and averages.

They have thrown themselves into the complex topics being covered and used videos from Corbett Maths to help with their understanding.

Here are some examples of work some of our students have produced. The work on Mid-points has been produced by Ali-Abrar, Drawing Quadratic Graphs by Deena and Averages by Simran.



Question 1: A is the midpoint of the line PQ.
B is the midpoint of the line PR.
M is the midpoint of the line AB.
Find the coordinates of the point M



Year 10 Home Learning

The year 10 students have been working on a variety of topics throughout the home-schooling period, such as Construction, Loci, Bearings and Quadratic Equations, as well as Simultaneous Equations, Cubic Graphs and Circle Theorems. I think we can all agree that these are very difficult topics to grasp, yet the students have given 100% in all their attempts at learning these using all the resources available to them.

Below are some examples of work produced, the type of feedback students are engaging with and the quiz activities they have been working through.

Show My Homework Class Quiz

Students have been fully engaging with quizzes set on show my homework, providing them with instant feedback on their understanding of different topics.

Figure 1- Show my homework quiz assessment taken by 10L/Ma2 on Simplifying Expressions

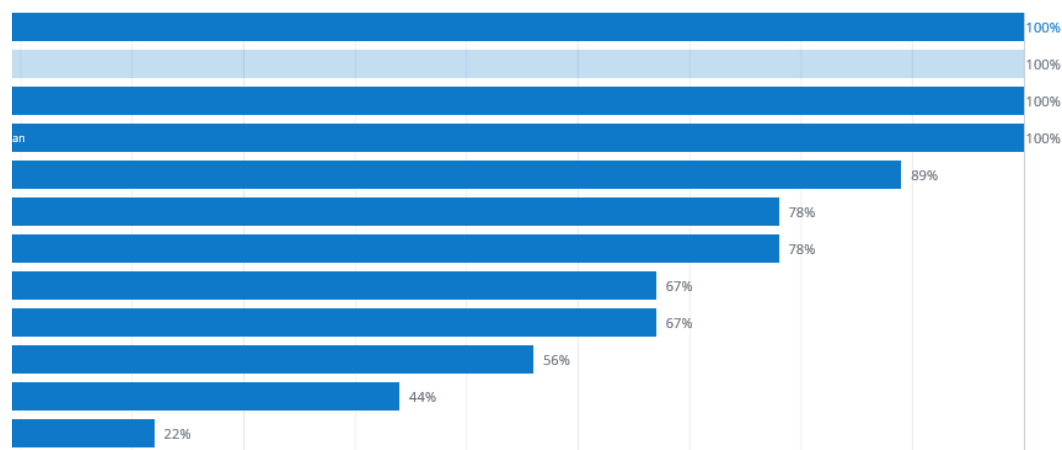


Figure 2 – Below, the quiz completed by Kayleigh, along with feedback.

Questions

Expand and Simplify $(a + 1)(a + 5)$

Expand and Simplify: $(b - 2)(b + 5)$

$(c+2)^2$ is the same as

Expand and simplify: $(d - 3)^2$

Expand and Simplify: $(2e + 3)(3e + 5)$

Expand and Simplify $(3f - 2)(4f + 8)$

Expand and Simplify $(2g + 1)(5g - 3)$

A rectangle has a length of $x + 5$ and width of $x - 2$. Find an expression for the area of the rectangle

Expand and simplify $(x + 3)(x + 5)(x + 4)$

Attempt 1 Attempt 2 Attempt 3

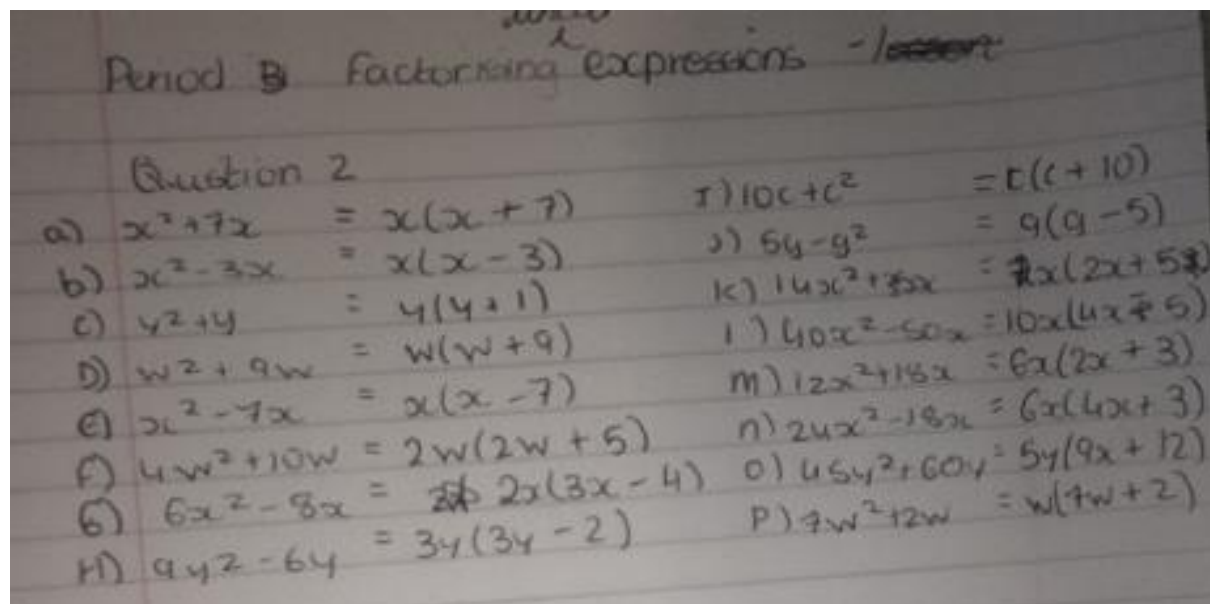


S: You are able to expand double brackets with negative terms and those with a coefficient in front of 'x', as well as three brackets, producing cubic expressions. Well done.

I: Try to work through the questions below to challenge yourself on expanding 3 brackets with negative terms.

$$(3x + 5)(3x + 2)(x - 10) (2x - 3)^3 - (x - 4)^3$$

Figure 3 - Home learning task completed by Aqueelah Year 10



Strengths:

Well done. You are demonstrating solid understanding on factorising expressions. Just double-check your answers to j) and o).

Improvement:

For j), the negative sign is attached to the incorrect term. See what happens if you were to re-expand the bracket. Would you have the same answer at the question?

For o), is there a higher factor you can put outside the bracket?

Response by student:

O) $45y^2 + 60y = 15y(3y+4)$

I) $(10+c)c$

ActiveLearn Live Stream lessons

To help all GCSE-level students continue to engage with maths learning, lessons from Active Learn have been designed fully focus on building key problem-solving and reasoning skills and bringing maths to life in new ways. Not only are the lessons live and interactive, but they are also grounded in using maths to explore and solve real-life problems. The students have enjoyed using a different method and teaching style to learn new topics and will continue to do so.

Examples of live lessons are given on the right, with another 10 sessions students can join.

Tuesday 19 May	11:00 -11:45 am	Volume of cubes, cuboids and right prisms We'll be exploring how using volumes of cubes, cuboids and right prisms will help you to plan out a stage or arena for your large-scale event.	<ul style="list-style-type: none"> - Recall and use the formulae for the area of a triangle - Calculate volumes of right prisms and shapes made from cubes and cuboids
Tuesday 26 May	11:00 -11:45 am	Surface areas of cuboids and prisms We'll be exploring how calculating surface areas and performance areas of cuboids and prisms can help you ensure that a stage or arena space can work best for your large-scale event.	<ul style="list-style-type: none"> - Sketch nets of cuboids and prisms - Find the surface area of a prism - Find surface area using rectangles and triangles

If for any reason students are unable to join the livestreams or want to watch them afterwards, they can be found here: <https://www.youtube.com/playlist?list=PLTO8p8hoj-A7Rcn1OEAPleyCwF-bOTMUZ>

Timetable Rock stars Leader Board

All students across the school have been provided with login details for TimeTable Rockstars. Before school closed, students were practicing their multiplication skills during their computer-based lessons and became very competitive with each other. They have continued to use this resource during their home learning with fantastic results for speed on answering times table questions.

Learning the times tables is extremely important, as they are the building blocks of maths, and with multiplication mastered, students can do almost anything!

Top 10 students according to speed on Timetable rockstars

C	Name	Rockname	Initial Studio Speed	Current Studio Speed
1	Haroon Abbas	King Zeller	0.71	0.61
2	Raghav Sood	Fruity Treadgold	1.11	0.64
3	Taroob Kayani	Lynda Lamont	0.95	0.78
4	Adam Raja	D. Focht	1.16	0.80
5	Aisha Navid	Flora Easton	2.44	0.81
6	Mohammed Farhad	Sky Boomshakalaka	0.91	0.88
7	Sami Naseem	Prince Pack	1.13	0.93
8	Mansour Khalfan	Amazon Boomshakalaka	2.14	0.96
9	Taimur Kayani	Jim Sanchez	1.79	0.97
10	Aron Skowronski	James Xhan	3.09	0.97

Computer Science

The Computer Science department would like to thank the students as majority have been working hard and completing the work that has been set.

Year 7 have been working through the topic of "Understanding Computers", which is a theoretical unit covering the basic principles of computer architecture and use of binary. Pupils have been learning the Input-Process-Output sequence and the Fetch-Decode-Execute cycle. Pupils are also learning some simple binary to decimal conversion and vice versa, and learn how text characters are represented using the ASCII code. This will be followed by some simple binary addition. Pupils will learn more in depth how storage devices represent data using binary patterns and physically save these patterns. Finally, they will look at a brief history of communication devices, how new technologies and applications are emerging and the pace of change.

Year 8 have been working through the topic of "Networks", it is a theoretical unit covering the basic principles and architecture of local and wide area networks. Pupils are learning that the World Wide Web is part of the Internet, and how web addresses are constructed and stored as IP addresses. Client-server, peer-to-peer networks and the concept of cloud computing are all described. Ways of keeping data secure and simple encryption techniques will also be covered.

Since the beginning of May all of Year 9 have been doing GCSE style work for Computer Science. This has come in the form of GCSE Pod via www.gcsepod.com. The work that has been set include Binary Logic, the CPU and secondary storage. While the work is challenging the Computer Science department has had positive feedback from students who are grateful for this work and have enjoyed completing it and were looking for more work to do via GCSE Pod.

See email below.

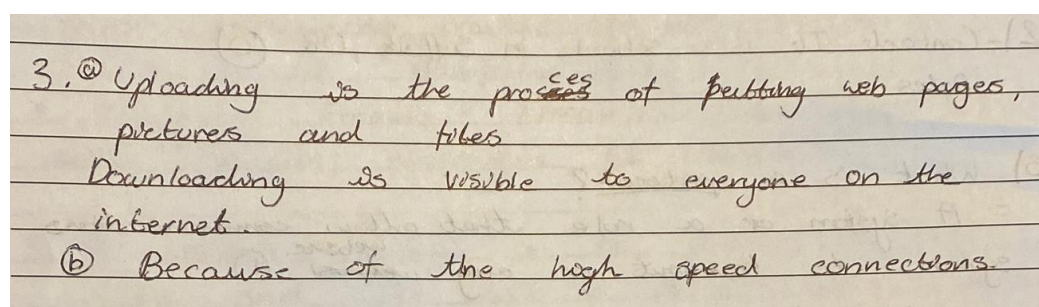
May we have more of these GCSEpods for homework especially for Year 10 and 11

Thankyou.



Lynch Hill Enterprise Academy

Year 10, who are well into their GCSE have been set work that has been both revision of topics and also an introduction of topics that they have not done before. Work has been set through both Show My Homework and GCSE Pod. Some of the topics that have been covered include Functions, Procedures and File operators to include a few. Below I have included some screenshots of work that has been produced by students from KS3 to KS4.



3. To make a procedure run its code what do we do? Fill in one circle.

- ☐ It does this automatically ☐ Add it to an array
☐ Assign it to a variable ☒ Call it

[1]

4. a) Complete the procedure *ending* to output the text *goodbye*.

```
procedure ending ()
    print ("goodbye")
endprocedure
```

[2]

b) Write the code needed to call the procedure *ending*.

endprocedure

[1]

5. Write a procedure named *printMenu* which outputs two options for the user as follows:

```
1: Play Game
2: Quit
```

```
Procedure printMenu()
Print("1: Play Game")
Print ("2: Quit")
endprocedure
```

[3]

6. It is possible for a procedure to have inputs given to it. What are these inputs known as?

parameters

[1]

6. How many identifiers does a function have? Fill in one circle.

- ☐ Zero ☒ One ☐ One or more

[1]

7. a) Create a function named *yearConverter* which will take a number, *years*, as an input, convert it into *days* and then return this. Assume 365 days in each year.

Function *yearConverter*(num1)

Input num1

Years = num1

Years * 365

Return years

[4]

b) Complete the code below to convert 15 years into the number of days using the function *yearConverter*.

days = Years * 365

print (days)

[1]

8. When a function is called with arguments it will normally create a copy of the arguments for use within the function. How have the arguments been passed to the function? Fill in one circle.

- ☒ Passed by reference ☐ Passed by value

[1]

1. What do the following acronyms stand for?

ROM: R=read O=only M=memory [1]

RAM: R= random A=access M=memory [1]

2. Give one use for **ROM** [1]

Some puzzles for you to enjoy...

Please submit your answers to Mrs Patel to earn achievement points

The four button has dropped off!

How can you do these calculations using this calculator?

$$59994 + 8003$$

$$559 - 254$$

$$255 \times 34$$

$$25\% \text{ of } 540$$

$$\frac{1}{7} + \frac{1}{4}$$

$$0.14 \times 23.44$$

$$244^4$$

Four Gone!



TRANSUM

Three people enjoy a meal at a Thai restaurant. The waiter brings the bill for £30 so each person pays £10.

Later the chef realises that the bill should have only been £25 so he sends the waiter back to the table with £5. The waiter was not very good at Maths and could not figure out how to divide the £5 so he gave each person a £1 and kept £2 for himself.

So....the three people have paid £9 each for the meal.

$$3 \times £9 = £27$$

The waiter kept £2

$$£27 + £2 = \text{£29}$$

What happened to the other pound? Does this make sense?



And finally, some great websites to support students with their Maths Home Learning



Corbettmaths

School username

School password



Primes Lessons

<p>HCF & LCM</p> <p>Lesson 1</p> <p>Start lesson</p>	<p>Product of Prime Factors</p> <p>Lesson 2</p> <p>Start lesson</p>
<p>Using Prime Factor Decomposition to Find HCF & LCM</p> <p>Lesson 3</p> <p>Start lesson</p>	<p>HCF and LCM using Venn Diagrams</p> <p>Lesson 4</p> <p>Start lesson</p>