



Coming together is a beginning

Keeping together is progress

Working together is success

- Henry Ford

Differentiation and Challenge

At BDB we believe it is important that **all students** are able to access and take part in **all lessons**. Students should always be able to engage with the work set and gain a sense of achievement by completing the tasks. However, we know that not all students work at the same level and therefore it is important that lessons are differentiated in order to allow all students to make progress. At BDB we use the **KNOW IT, GRASP IT, THINK IT** approach.

Learning Objectives

In all of your lessons teachers will discuss with you the learning objectives, these will be presented to you like this:

THINK IT - To **evaluate** the importance of giving to charity for Muslims

GRASP IT - To **explain** why Muslims give to charity using teachings from the Qur'an and Hadith

KNOW IT - To **describe** ways in which Muslims give to charity

These are an overview of what you will be learning during the lesson and what you are aiming to be able to do by the end of the lesson.

The **THINK IT** objective is the most challenging and requires students to have a deep understanding of the lesson content using higher order thinking skills.

The **GRASP IT** objective is of 'medium' difficulty and requires students to begin to explore more complex aspects of the content being covered.

The **KNOW IT** objective should be achievable for all students and requires them to gain key knowledge related to the lesson content.

Lesson Activities

Throughout the lesson activities will be differentiated using the same approach, for example:

"Allah created the heavens and the earth, and all that is between them, in six days." Qur'an	"God showers you with His grace and mercy. God is Most Kind towards the believers." Qur'an	
"We [Allah] are closer to him [mankind] than his jugular vein." Qur'an	"And your Allah is One Allah. There is no god but He." Qur'an	"He beget [game birth to] no one, nor is He begotten [given birth to]." Qur'an
KNOW IT	GRASP IT	THINK IT
Choose three of the quotes above – write them into your books. Under each quote write what they mean in your own words – linking them to one of the keywords.	Write two PEE paragraphs explaining two qualities of Allah, using two of the quotes above as evidence to support your points.	Which do you think is more important for Muslims – the belief that Allah is immanent or transcendent? How is it possible for Allah to be both? Use PEE paragraphs and evidence (quotes) to justify your view.

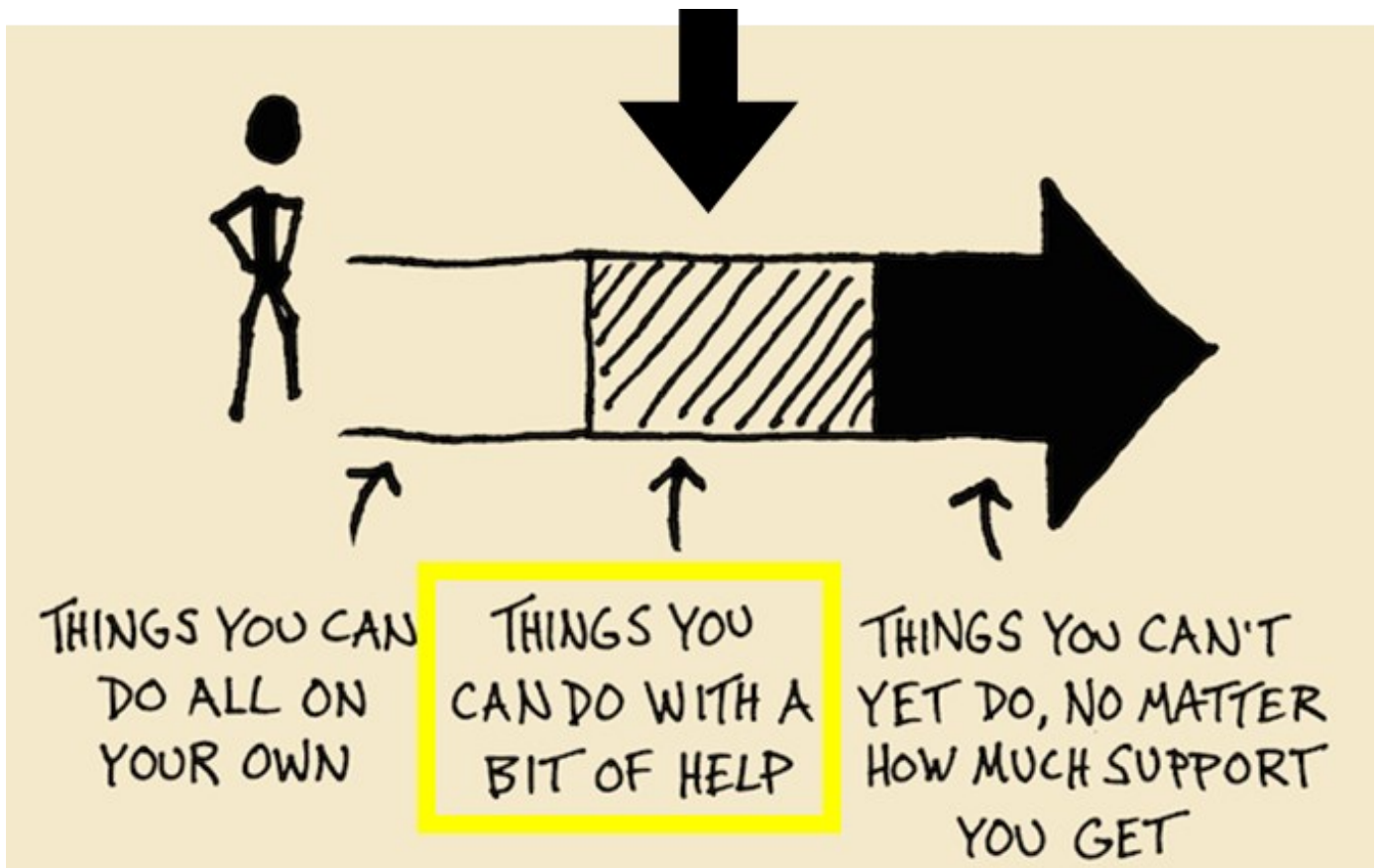
In this booklet students are asked to complete ONE of the activities, either **KNOW IT**, **GRASP IT** or **THINK IT**. In some lessons, students will be allowed to choose depending on how confident they feel, in others their teachers will direct each student towards a specific task depending on what is most suitable for them.

Challenge

It is normal for students to take pleasure from completing tasks successfully and the sense of achievement that brings. This can mean that it is tempting for students to choose the easiest tasks, rather than risk failing.

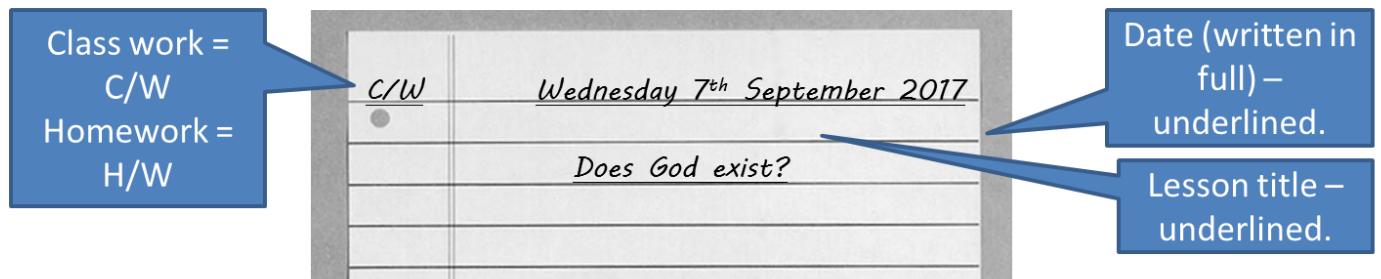
For other students, they believe it is important to jump straight to the hardest (**THINK IT**) tasks, even if they do not fully understand the previous ones (**KNOW IT** / **GRASP IT**).

Students should aim to complete tasks that fall into this 'zone.'



Exercise Books

What should my exercise book look like?



- ✓ Complete written work in **black** pen – not pencil.
- ✓ If self assessing or reflecting on your work, use a **green** coloured pen.
- ✓ When peer assessing, use a **blue** coloured pen and write 'Assessed by...'
at the bottom.
- ✓ Underline all dates and titles with a ruler.
- ✓ Take time over your handwriting to make sure it is clear, neat and legible.
- ✓ Do not doodle or scribble in your book.
- ✓ If you make a mistake, cross through it once.
- ✓ Do not tear pages from your book.
- ✓ Use every page.
- ✓ Ensure all sheets and resources are stuck in.
- ✓ When colouring diagrams in, use coloured pencils, not felt tips [unless told to do so].

Your work = black pen
Self Assessment = green pen
Peer assessment = blue pen
Teacher feedback = red pen

About Me

Name _____ Primary School _____

Have you got any brothers or sisters at BDB? Yes / No

I have Brother(s) in Yr..... I have Sisters(s) in Yr.....

Interests / Hobbies:

.....
.....
.....

Name 3 friends that will also start at BDB in September:

- 1.
- 2.
- 3.

Have you any concerns or worries about starting secondary school?

.....
.....

Strengths

Weaknesses

.....
.....
.....
.....



Language Analysis

The following extract is taken from 'Charlie and the Great Glass Elevator', and describes an alien which Charlie Bucket, his family, and Willy Wonka meet.

'It looked more than anything like an enormous egg balanced on its pointed end. It was as tall as a big boy and wider than the fattest man. The greenish- brown skin had a shiny wettish appearance and there were wrinkles in it. About three-quarters of the way up, in the widest part, there were two large round eyes as big as tea-cups. The eyes were white, but each had a brilliant red pupil in the centre. The red pupils were resting on Mr Wonka. But now they began travelling slowly across to Charlie and Grandpa Joe and the others by the bed, settling upon them and gazing at them with a cold malevolent stare. The eyes were everything. There were no other features, no nose or mouth or ears, but the entire egg-shaped body was itself moving very very slightly, pulsing and bulging gently here and there as though the skin were filled with some thick fluid.'

Adjectives are words which describe a noun (a thing/object/person/place).

TASK 1:

List five adjectives used in the paragraph above. Say how they make you feel about the alien. Example: "greenish-brown" makes me think the alien is disgusting, as these are both ugly colours.

- 1: _____
- 2: _____
- 3: _____
- 4: _____
- 5: _____

TASK 2:

Similes are comparisons – writers often say things are like other things, to help you understand their ideas and their characters.

Look at the following three similes Dahl uses to describe the alien:

"It looked more than anything like an enormous egg balanced on its pointed end."

"It was as tall as a big boy..."

"...there were two large round eyes as big as tea-cups."

Explain here why you think Dahl has used these similes. How do they make you feel about the alien? What do the similes make you think?



TASK 3:

In the box below, draw how you think the alien would look, based on Dahl's description. Label it with words/phrases from the paragraph – show somebody at home why you've drawn it as you have.

A large, empty rectangular box with a thick grey border, intended for a student to draw an alien based on a description. The box occupies most of the lower half of the page.



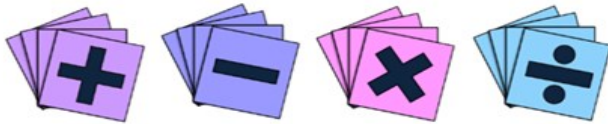
KNOW IT Task

Can You Make 100?

Age 11 to 14 ★

How many ways can you find to put operation signs (+, -, ×, ÷) between the digits make 100?

$$1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 = 100$$



Example

One example of how to do this would be

$$1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 \times 9$$

$$8 \times 9 = 72$$

$$1 + 2 + 3 + 4 + 5 + 6 + 7 = 28$$

$$72 + 28 = 100$$



GRASP IT Task

Gabriel's Problem

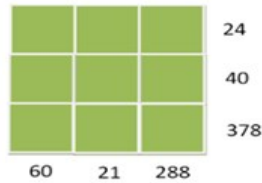
Age 11 to 14 ★

Gabriel wrote the numbers 1-9 in a 3x3 grid.

He then multiplied together all the numbers in each row and wrote the resulting product next to that row.

He also multiplied the numbers in each column together, and wrote the product under that column.

He then rubbed out the numbers 1-9.



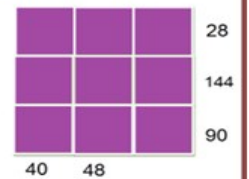
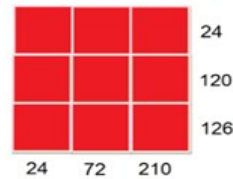
Can you work out where Gabriel placed the numbers 1-9?

Helpful Tip

- A product is made when two numbers are multiplied together (eg $4 \times 5 = 20$, where 20 is the product)

Extension

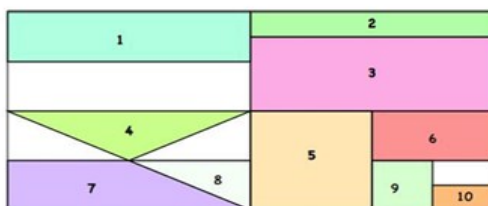
Can you fill these grids? One of them has more than one solution:



THINK IT Task

Fractions Rectangle

Age 11 to 14 ★



The large rectangle above is divided into a series of smaller quadrilaterals and triangles. Each of the shapes is a fractional part of the large rectangle.

Can you untangle what fractional part is represented by each of the ten numbered shapes?

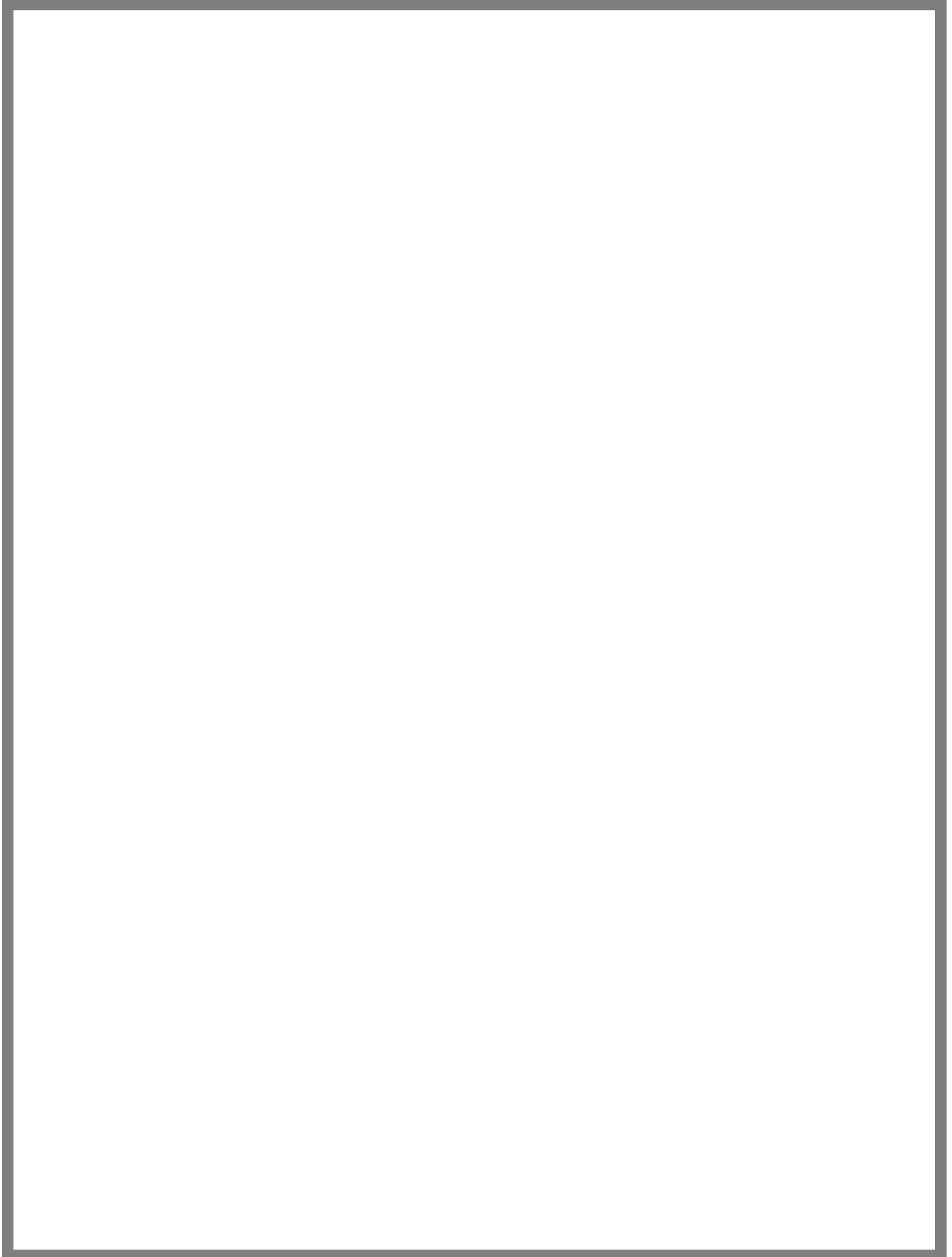
Extension

On an A4 piece of paper, see if you can create your own version of the problem.

Perhaps you could ask a family member to try and work out what fractional part is represented by each of your shapes.

Maths

Write your answers in the box below

A large, empty rectangular box with a thick grey border, intended for students to write their answers to the math problems.

Computer Science

CHALLENGE

1

All about Sheerwater

You are a budding journalist and have been asked to interview people from your family and turn it into a newspaper article.

The focus of the interview should be 'All about Sheerwater'.

- What is it like?
- What are the amenities in the area?
- How is the area being developed?
- What changes would they like to see?
- Any interesting historical facts about the area.

Get agreement to interview someone

Write up about 6 questions and interview them

Write up your interview in the style of a newspaper or magazine article.

CHALLENGE

2

Design a website

We want you to design or re-design the logo, navigation bar and homepage for either The Bishop David Brown School, Woking or If you have a family member (mum, dad, auntie or uncle) who runs their own business, create or update their brand identity and webpage. Your website design needs to include a new logo / navigation bar with a range of content / links to other social media such as twitter, Facebook and Instagram. Once again, your design can be drawn or through the use of IT. For inspiration, you are advised to look at a range of other examples.

CHALLENGE

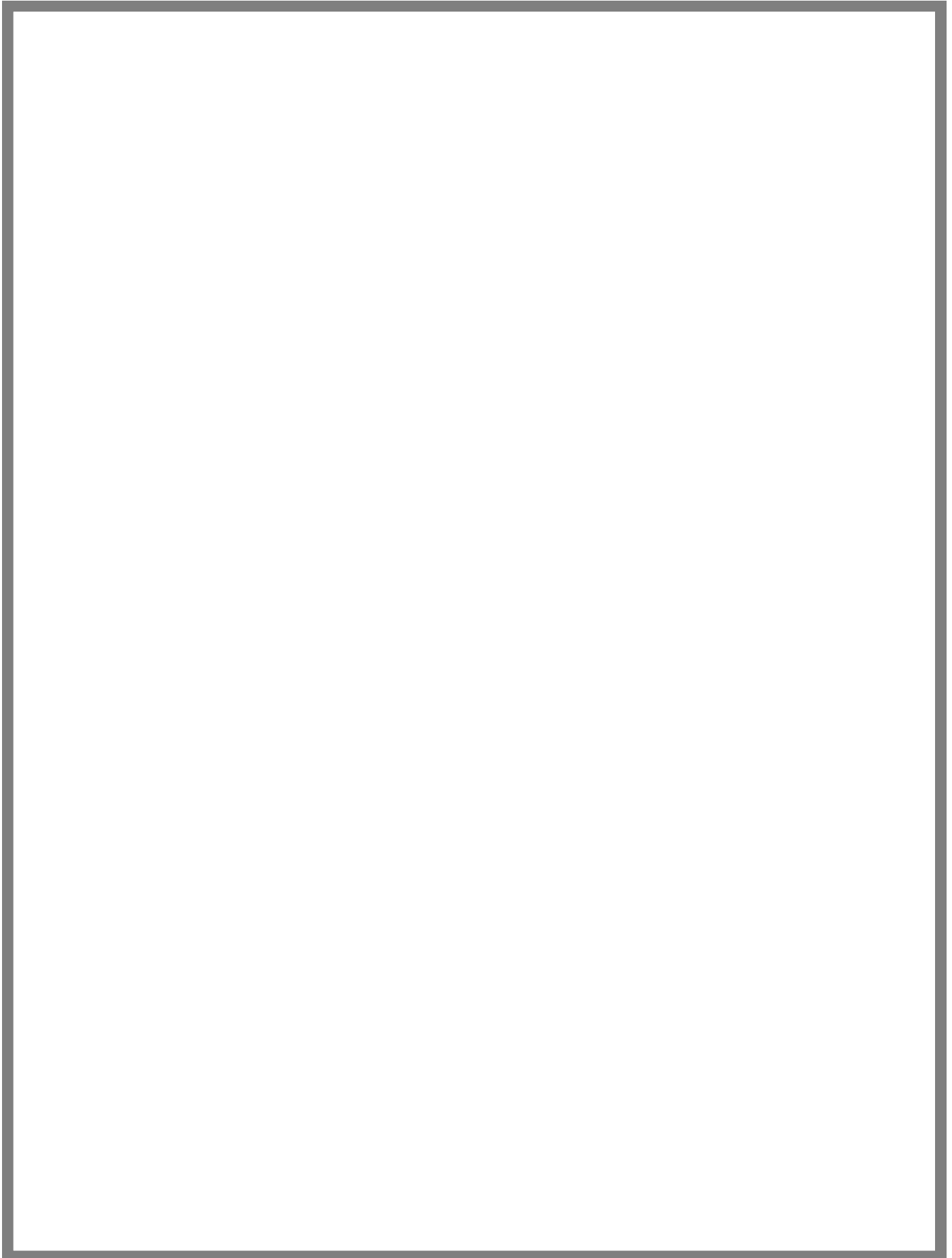
3

Create the enemy in an animated Science Fiction Movie / Game

EA Sports are developing a new computer game and movie linked to aliens attacking earth in 2021. The aliens are called Divoc's. **EA Sports** want you to send in sample ideas of what the aliens should look like. So, you need to draw samples of your initial ideas as well as **one** drawing of your final idea, which you can add some colour. The game / movie is called '**Stop the Alien Invasion**'.

Computer Science

Write your answers in the box below

A large, empty rectangular box with a dark gray border, intended for the student to write their answers to the questions.

CHALLENGE

1

Special features of birds



In your garden, on a walk or in a local park, choose a bird to watch closely.

Draw a diagram of your bird and label the parts of the bird's body on the diagram.

Why do you think the bird needs wings?

Why does it have claws?

Why does the bird have feathers?

CHALLENGE

2

Sugar or salt?



In this activity you will plan and do an investigation to answer this question:

Can you dissolve more sugar, or more salt, in a glass of water?

For each of the below, decide if you will change it or measure it or keep it the same?

- substance (sugar or salt)
- amount that dissolves
- volume of water
- temperature of water

CHALLENGE

3

The moon



Watch the moon every night for a week.

Write down what it looks like each day. Think about its shape, and brightness. We on Earth have just one moon, but some planets have many of them. Others don't have any. See if you can find out which planets have moons, and which don't?

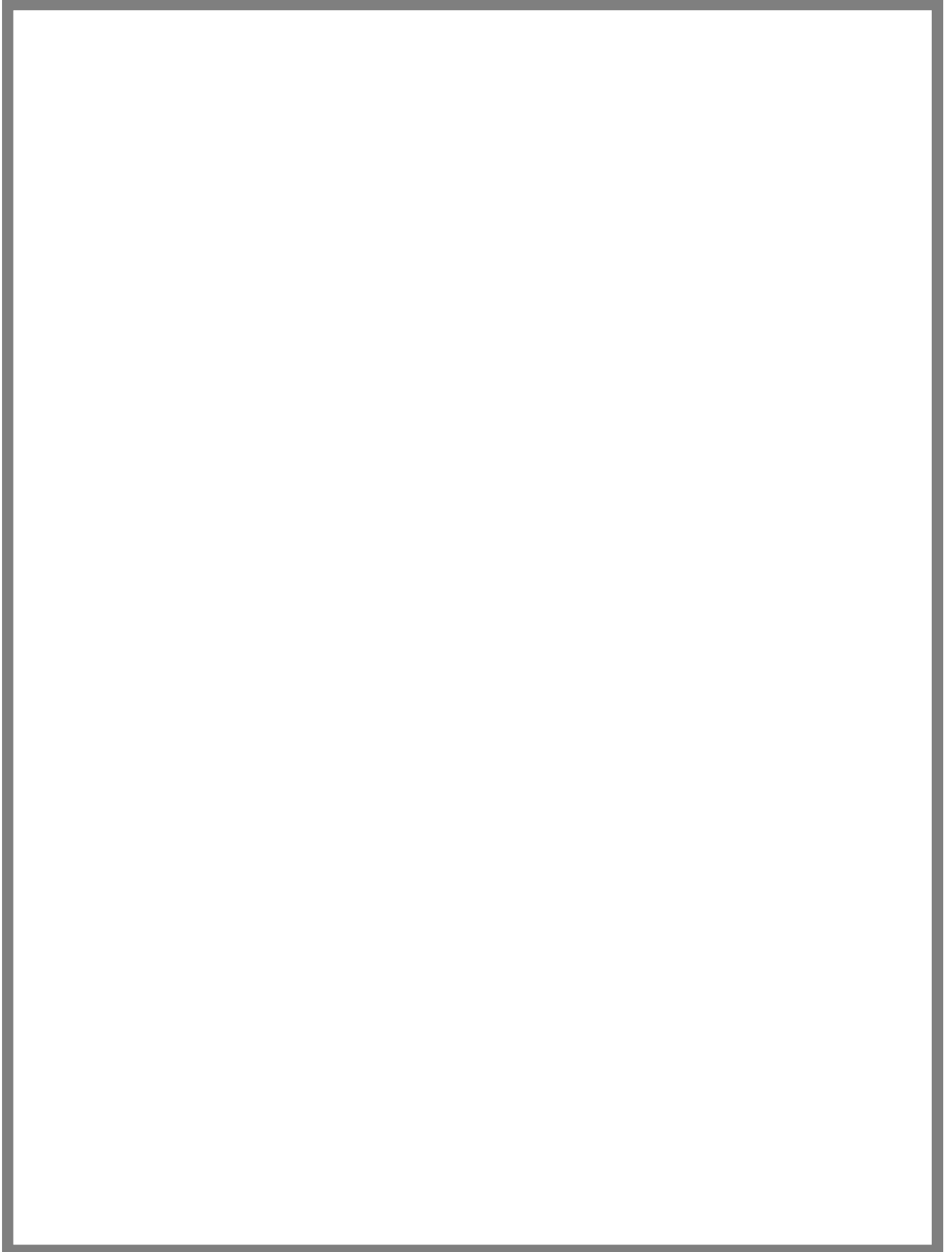
Make a poster to show your findings. You could include:

- Names of other planets
- How many moons each planet has
- Sizes of other planets
- Distances of other planets from the sun

We can't wait to see your posters in September!

Science

Write your answers in the box below

A large, empty rectangular box with a dark gray border, intended for students to write their answers to the science questions.

Geography

Welcome to the Geography department at Bishop David Brown school. Please have a go at the challenges to prepare you for your geographical adventures that you will go on in the next five years.

CHALLENGE

#1

**What is
Geography??**

<https://www.youtube.com/watch?v=SM4Q4yuSUPK>

Watch the video link above and then create a spider diagram using images to show what the study of Geography is about.

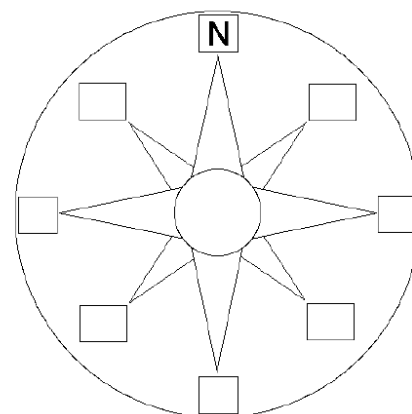
CHALLENGE

#2

A compass is an important tool for map readers. It tells you which way is North and where to find East, South and West. Together these are known as the four cardinal points of the compass. However, there are four other points. These fall between four cardinal points of the compass. These are known as ordinal points. Can you answer the following questions.

- What is a compass?
- What is a compass used for?
- Name a device on which a compass can be found?

Complete the eight points on the compass below.

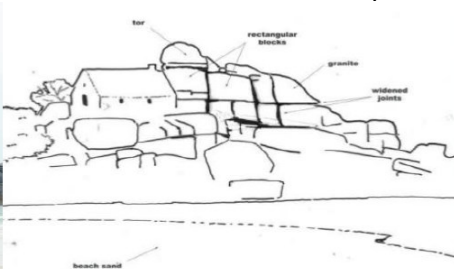


CHALLENGE

#3

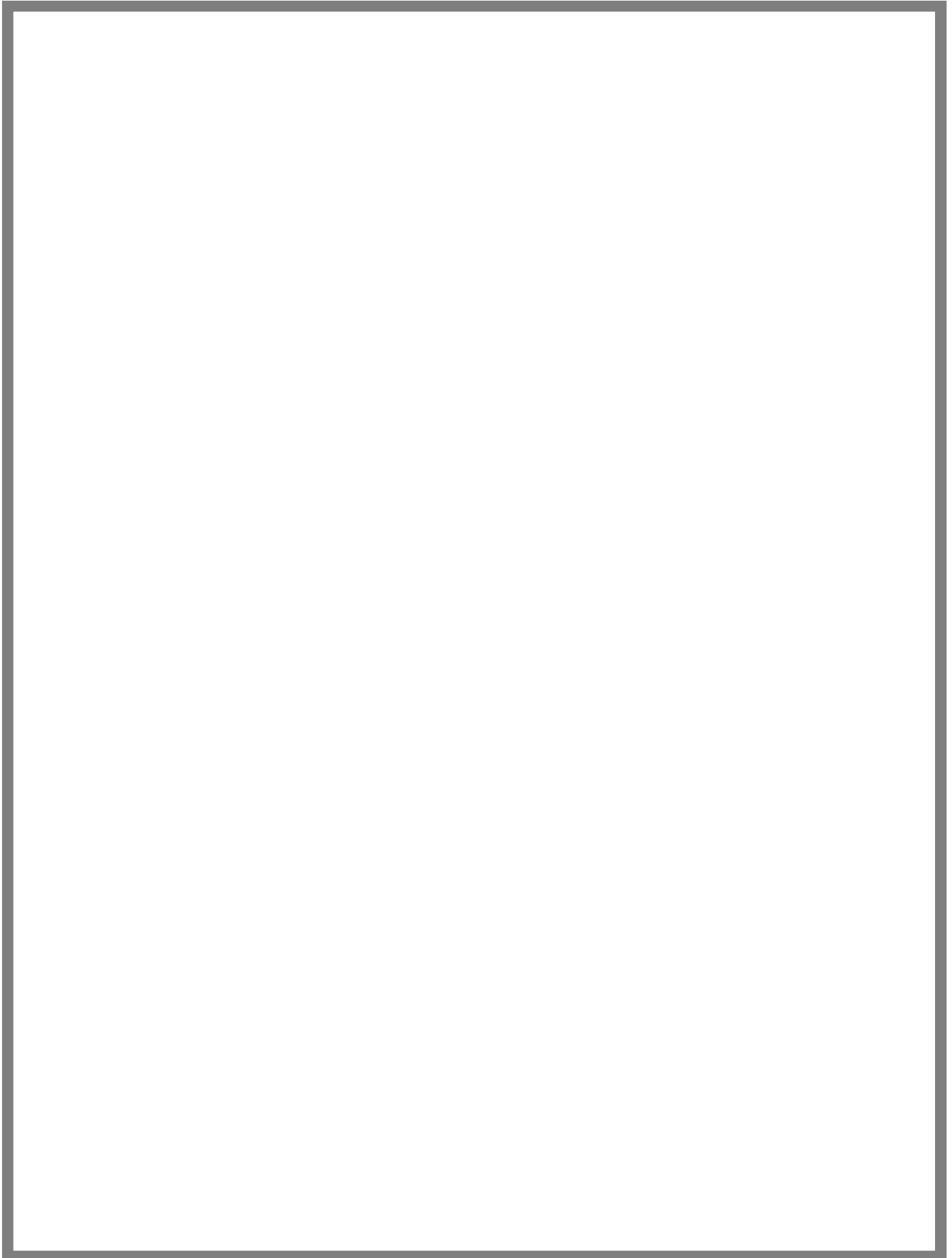
Field sketches are pencil drawings of real life geographical features. Follow this quick step guide to create the perfect field sketch.

- Identify the landscape that needs to be sketched
- Write a title that will help locate the sketch e.g. 'Site One'.
- Draw an outline of the main features of the landscape with a pencil, e.g. hills, valleys, buildings and roads.
- Add detail to the sketch to record more information, e.g. river features such as meanders, river cliffs.
- Annotate or label the sketch to give more information about the landscape and conditions.



Geography

Write your answers in the box below

A large, empty rectangular box with a thick grey border, intended for students to write their answers to the geography questions.

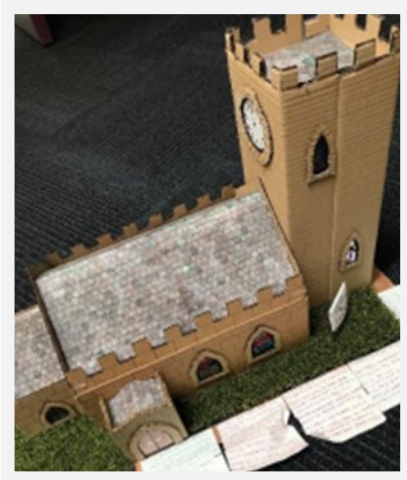
History

CHALLENGE

The Personal History Project is your opportunity to produce an individual project on a history topic of your choice. This can be anything – within reason! You will research your topic in detail, before planning and creating a presentation about it. This could be in the form of a PowerPoint presentation, a display poster or an extended written piece. Presentations may be supported by a model (like the church on the right), but the main focus should be on the written content.

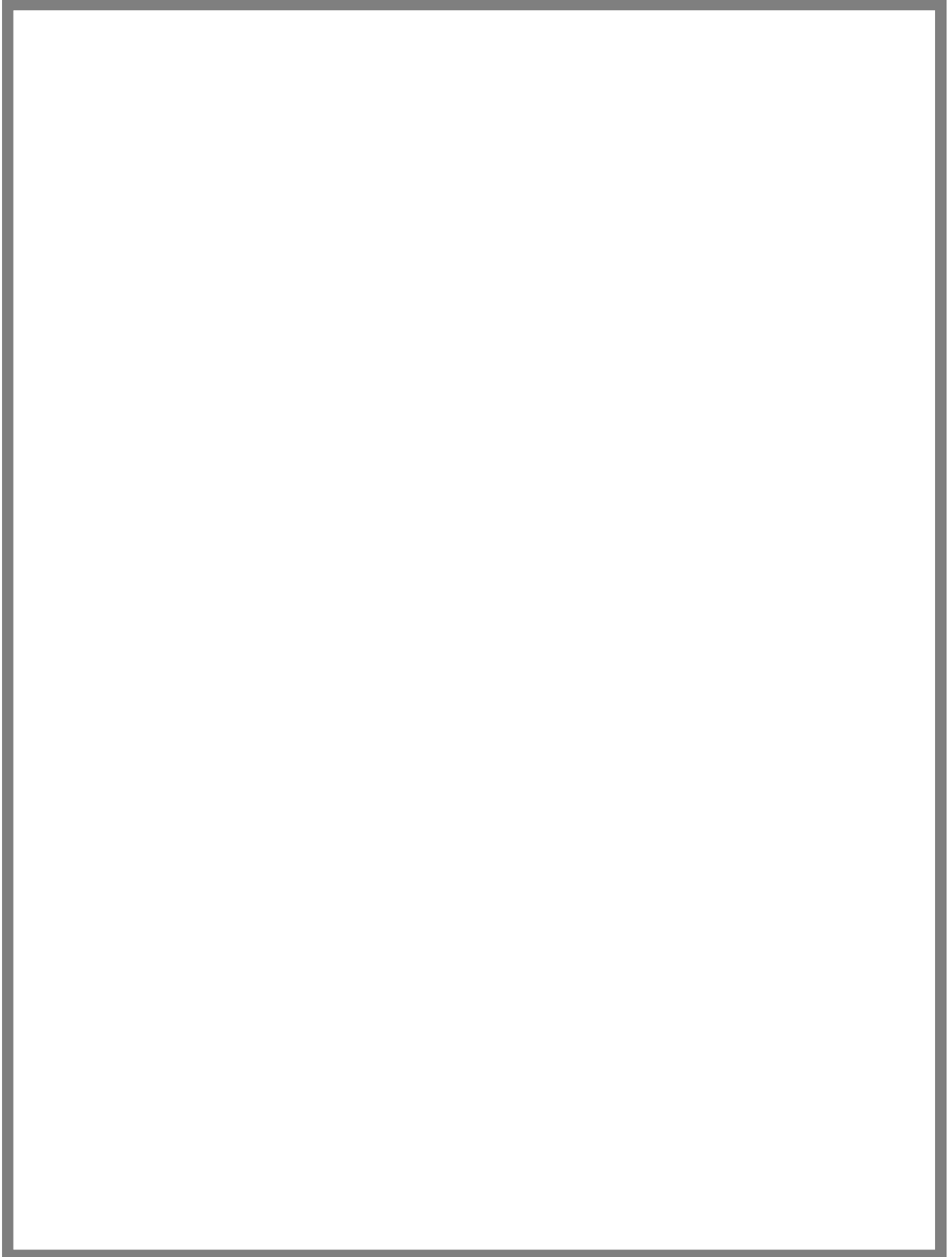
WHAT ARE THE RULES?

- Your project must have a specific focus. In other words, it should be about a specific person, event or thing. For example, 'The Victorians' would be too broad; you would need to narrow it down to a particular aspect of the Victorian period, e.g. 'Victorian Inventions'.
- You need to come up with an enquiry question. This is a question about your topic, which you will investigate and answer in your project. For example:
 - ✓ What was the most important invention in the Victorian period?
 - ✓ How did World War One affect our local area?
 - ✓ Who was the most significant person in the Civil Rights movement?
- Your topic must be easily researchable. Although we encourage topics that are unique or haven't been done before, it mustn't be so obscure that it cannot be researched using books and the internet.
- Before you begin your project, you need to plan. You will have to think carefully about what topic you will choose, what your enquiry question will be, and what sources you will use to investigate it.



History


Write your answers in the box below

A large, empty rectangular box with a dark gray border, intended for the student to write their answers to the history questions.

Religious Studies

CHALLENGE

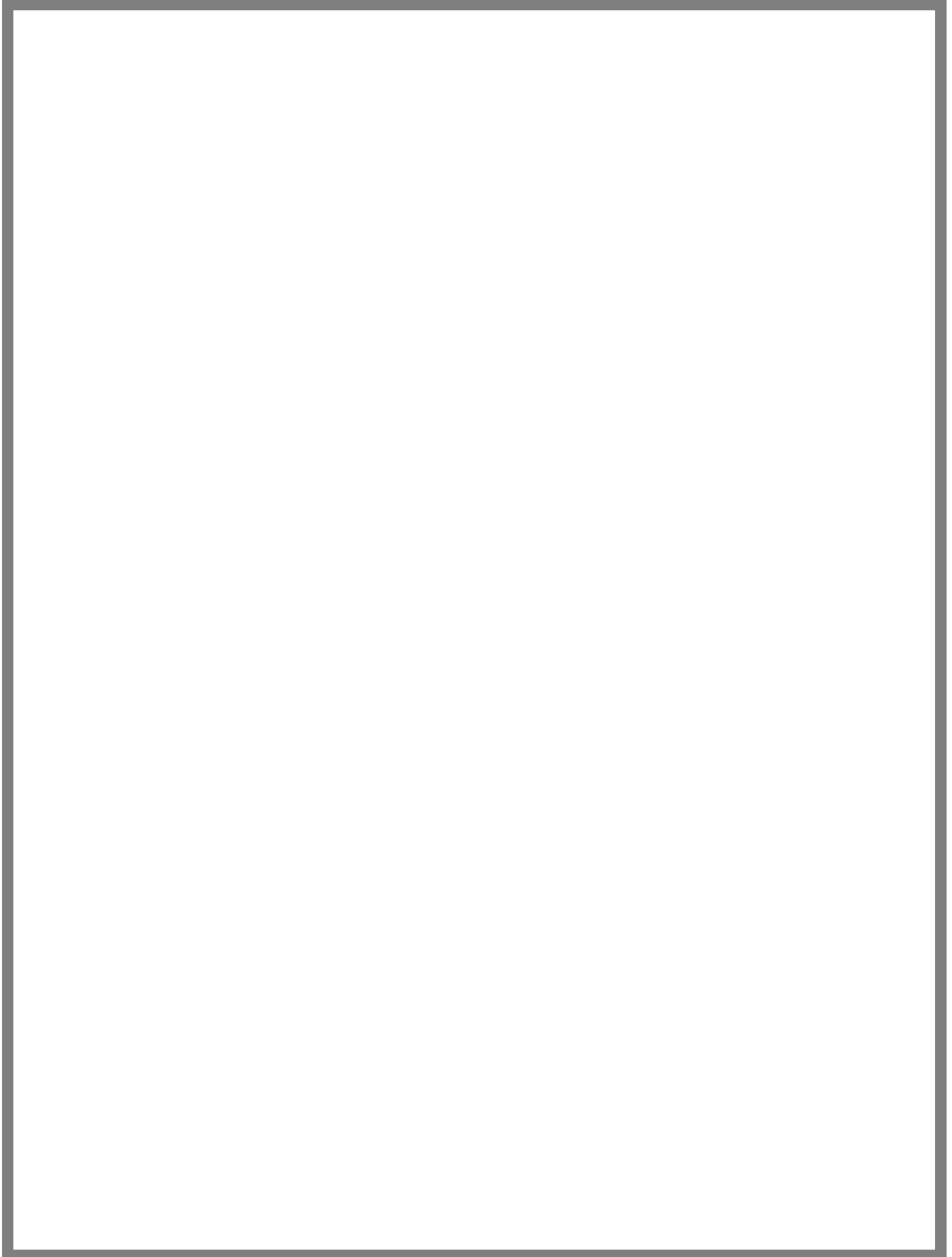
Complete as many of the challenges below as possible during the months of July and August. We look forward to hearing all about your challenges when you join us in Year 7. Try to keep a record of your progress.

Complete a (safe) random act of kindness (e.g. washing the dishes, giving someone a compliment).	Design your own and paint or draw a stained glass window.	Create a new religion. What are the beliefs? What festivals do you celebrate?	Try to find and make a list of food items with this label in your home:	Watch a documentary to do with religion (e.g. Rebuilding Notre Dame or Morgan Freeman's 'The Story of God').
Cook a religious food item (e.g. challah bread, latkes, hot cross buns, baklava). PLEASE ASK PARENTAL PERMISSION FIRST.	Try your hand at religious calligraphy!	Create a place of worship out of recyclable materials (e.g. church, mosque, mandir etc.).		Make a list of as many religions as you can possibly find online.
Colour in a mandala online or on paper.	Write a creative story with a moral (e.g. treat others the way you would like to be treated, do not give in to temptation).	Create a children's game to show your understanding of a topic you enjoyed in RE this year (e.g. Snap, Snakes and Ladders etc.)	Search online for a religion you have never heard of before and create an informative poster about it.	Design a poster showing your understanding of religion. Be creative!
Research and create an informative leaflet about a religious celebration which happens in June.	Go for a walk (safely) and pay attention to what you can see, hear and smell.	Ask your family or research online; three religions in the local area.	Design a new religious symbol. Give a reason as to why your symbol looks the way it does.	Research 3 famous religious figures and explain what they did.
Write a sentence about the following: Where do you like to go when you want to feel peaceful? Why does this place bring you peace?	Write down five things you are grateful for today.	Research celebrities who may be religious, or non-religious! Create a set of questions about their beliefs such as: 'What do you believe in?' or 'What do you celebrate?' Try to see if you can find the answers to your questions too!	Give yoga a go! It's great for relaxation and it developed from Hinduism!	
	Research a random country in the world and create a leaflet about the main religion within that country. What do they celebrate? Do they have a holy book?			
		Navigate the BBC News website to find a news article about how a religion in the UK has helped the community during the coronavirus pandemic.		



Religious Studies

Write your answers in the box below

A large, empty rectangular box with a dark grey border, intended for students to write their answers to the questions above.

Art

CHALLENGE

#1

Hints & Tips



1. You will need:
- Loo roll
 - Basic drawing or painting equipment
 - Possibly an image for inspiration



2. If you are struggling for inspiration then you could find an image on the internet or in a book to copy.

Once you've got an image in mind, you can draw/paint it straight on to the loo roll or you could draw a light / rough guide to what you want to draw before starting.



3. Don't forget this is a three-dimensional piece of art, your drawing / painting should stretch at least two thirds of the way around, if not all the way around! Consider your full composition before you start.

4. Don't forget to be resourceful...even with a basic biro pen you can apply tone and shade with cross-hatching. If you want to paint but don't have any paints, what about using tea / coffee for staining or use food colouring?



5. Above all...have **FUN & ENJOY!**

CHALLENGE

#2



Answer the questions below referring to Roy Lichtenstein work.

Look closely, what can you see in the painting?

Where do you think they are going? What makes you think that?

How does the painting make you feeling? Why?

CHALLENGE

#3



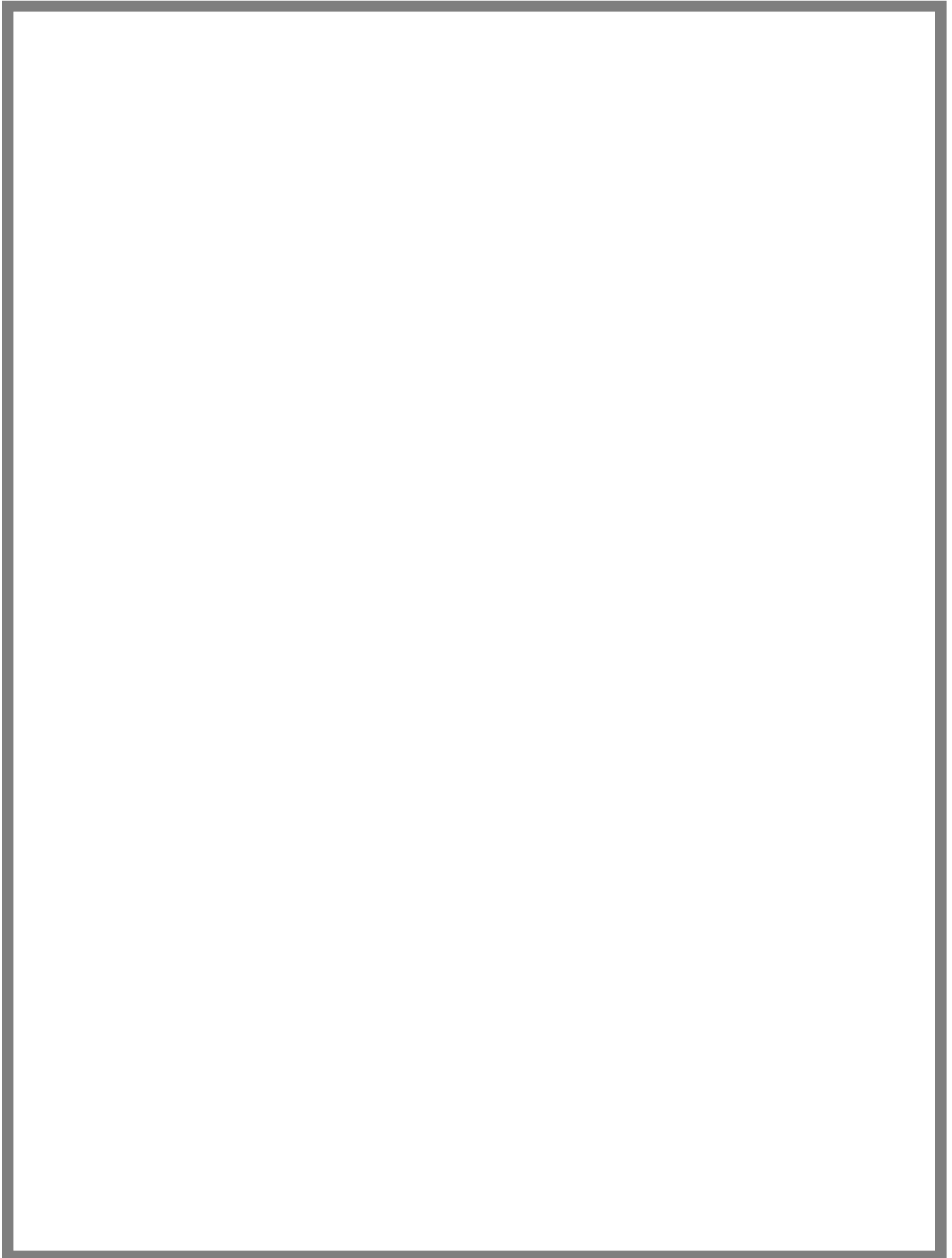
On A5 paper and in pencil draw a close up of an eye.

Include details such as the eyelashes, eyelid texture, eyebrow, pattern of the iris...

Add light and dark tones to make the study look three dimensional.

Art

Write your answers in the box below

A large, empty rectangular box with a dark gray border, intended for students to write their answers to the question above.

Design and Technology

Design and Technology is a very popular subject at BDB. My vision for our students at BDB school is to become confident at being creative, innovative and problem solving.

Developing an understanding of social and environmental issues of design is a key issue that is explored throughout Key Stages 3 and 4. Bearing this in mind, I am going to set you a challenge before you join BDB school in September.

Currently, all around the UK people have needed to adapt to a new way of living. Since the end of March, Adults and students have needed to change their way of working and start working from home. This is in response to **STAY HOME, SAVE LIVES** from the government. However, for some, this is proving to be quite difficult. Some adults and students do not have access to a space where they can complete their work. People are requiring support to help organise themselves without having to spend money on buying organisation trays from stores. **This is an opportunity for you to get creative at home, save money and protect the environment by using recycled materials in the home.**

You must select a challenge and make a model. You must take a photograph of your model and email it jwright@bdb.surrey.sch.uk before September. Remember, you must ask permission from your parent/ carer before making your model. The work has to be your own so make sure there is a label with your name on it placed next to the model you have created. Get creative and have fun!

CHALLENGE

1

Design and make a model (prototype) of a desk organiser suitable to the modern way of working. The product must:

- Include areas to store stationary, i.e. pens, pencils and rulers.
- Be eco- friendly and upcycle products you have around the house that you would normally throw away into the recycling bin.

CHALLENGE

2

Design and make a minimum of 2 models (prototypes) of a desk organiser suitable to the modern way of working. The product must:

- Include areas to store modern electronic products as well as traditional working products such as stationary.
- Be eco- friendly and upcycle products you have around the house that you would normally throw away into the recycling bin.

CHALLENGE

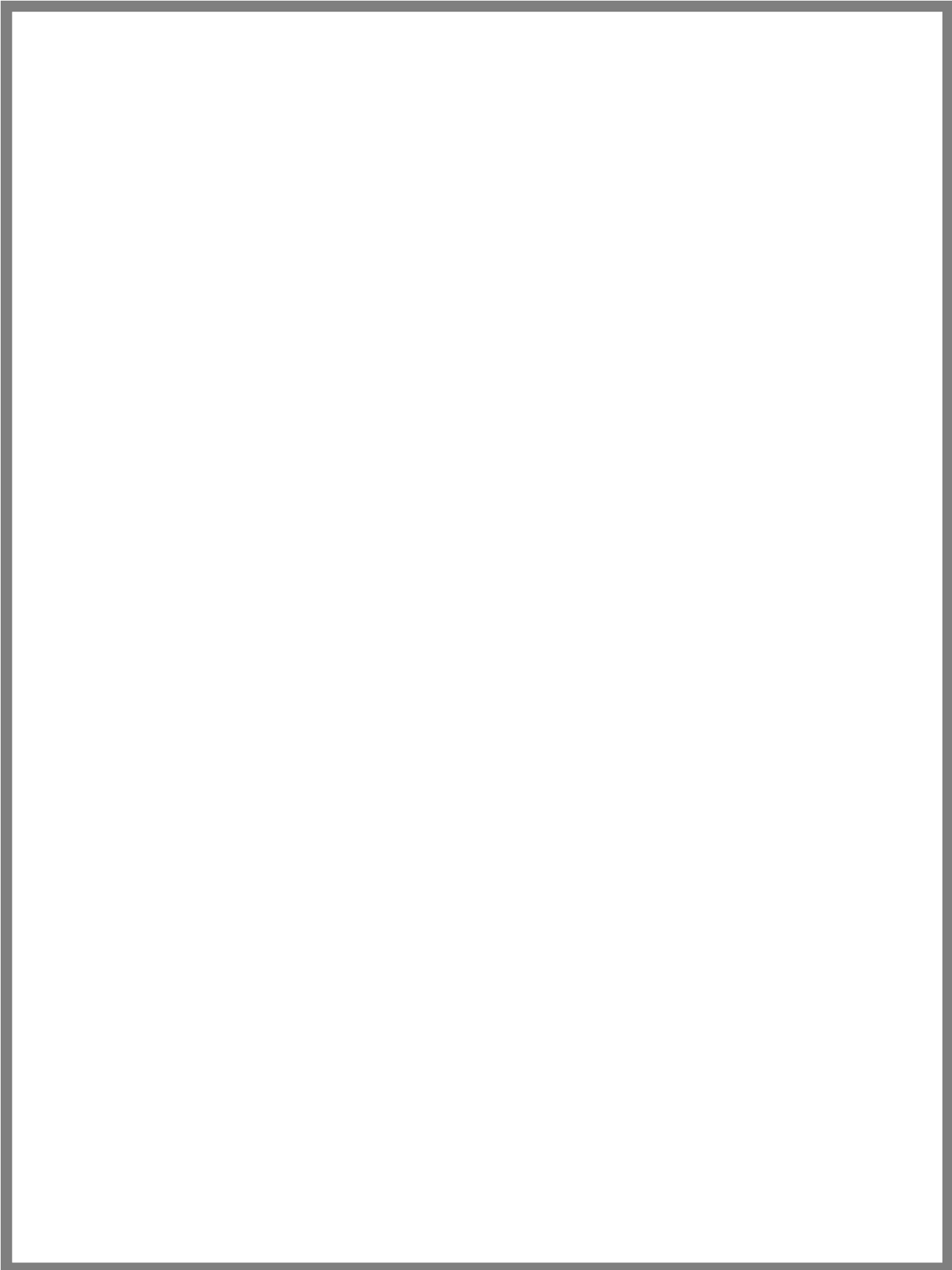
3

Your challenge is to design and make a minimum of 2 different models using a range of different materials (prototypes) of a desk organiser suitable to the modern way of working. The product must:

- Include areas to store modern electronic products as well as traditional working products such as stationary.
- Be eco- friendly and upcycle products you have around the house that you would normally throw away into the recycling bin.
- Provide a written explanation of what materials you have used and why they are suitable for the product.

Design and Technology

Write your answers in the box below

A large, empty rectangular box with a dark grey border, intended for students to write their answers to the questions above.

Food Technology

Food and Nutrition is a very popular subject at BDB. My vision for our students at BDB school is simple. I want you to develop knowledge and understanding of nutrition, healthy eating, food preparation, food hygiene and safety and cooking techniques, to prepare you for your adult life. With that in mind, I am going to present you with several challenges before you join the school in September.

Your challenge is to select a challenge level from a choice of Know It, Grasp It and Think It task and prepare a dish. You must take a photograph for your completed dishes and e-mail it to npereira@bdb.surrey.sch.uk before September.

But remember, you must ask permission of an adult, i.e. parents or guardian before cooking and cook under their supervision. The work has to be your own so make sure there is a label with your name on it placed next to the dish you have made. Those who have submitted their photograph will be entered into a lucky draw for a mystery prize. So get cooking and remember to take a photograph of your dish.

CHALLENGE

1



Log onto:

<https://www.foodafactoflife.org.uk/recipes/11-14-l2c/cheesy-scones/>

Make a batch of “Cheesy Scones”.
Make sure they are all the same size.

CHALLENGE

2



Log onto:

<https://www.foodafactoflife.org.uk/recipes/food-life-skills/layered-salad/>

Make a “Colourful Layered Salad”.

CHALLENGE

3



Log onto:

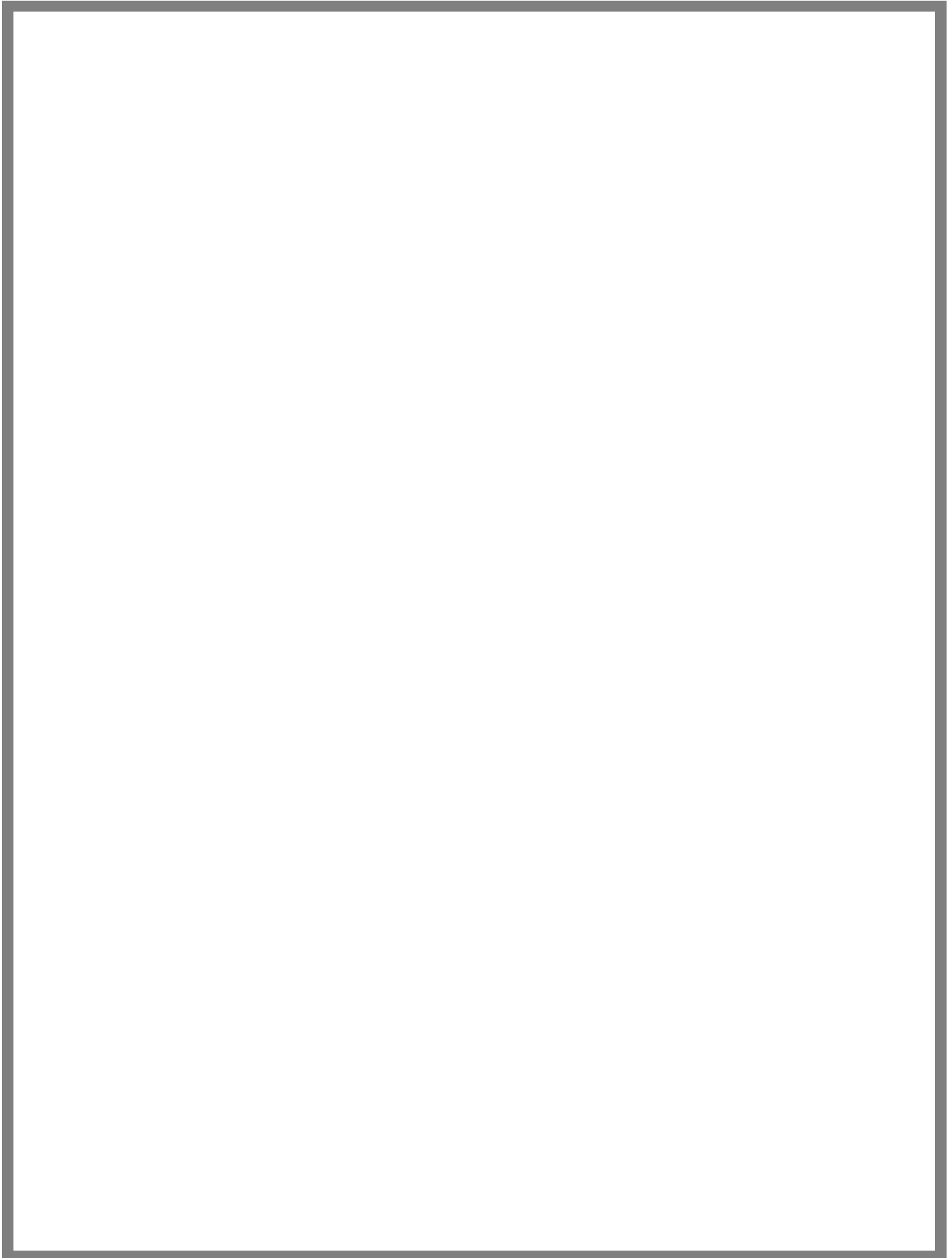
<https://www.foodafactoflife.org.uk/recipes/food-life-skills/tomato-bean-and-pasta-soup/>

<https://www.foodafactoflife.org.uk/recipes/3-5-years/brilliant-bread/>

And make a “Tomato, Bean and Pasta Soup” and a batch of “Bread rolls”.

Food Technology

Write your answers in the box below

A large, empty rectangular box with a dark grey border, intended for students to write their answers to the questions above.

Modern Foreign Languages

¡Hola! ... Bonjour!

Welcome to the Modern Foreign Languages Department at Bishop David Brown School!

For your first term at BDB you will be studying both French and Spanish. To prepare yourself, please complete the three challenges below before you join us in September.

CHALLENGE

1

Get cooking!



One of France's most famous national dishes is *les crêpes*. That's pancakes to you and me!

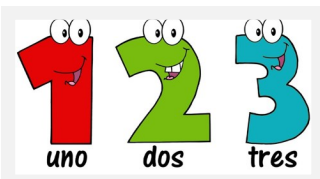
Use the recipe below **with an adult to help you** and remember to take a photo of the final product to show us in September.

<https://www.bbcgoodfood.com/recipes/classic-crepes>

CHALLENGE

2

Get counting!



We would love you to join us in September already knowing your numbers in Spanish from 1-20.

Use the videos below to be able to say, write and understand numbers 1-20 in Spanish.

<https://youtu.be/zzhHrQbHZMA>

CHALLENGE

3

Get researching!

France is not the only country in the world where French is spoken.



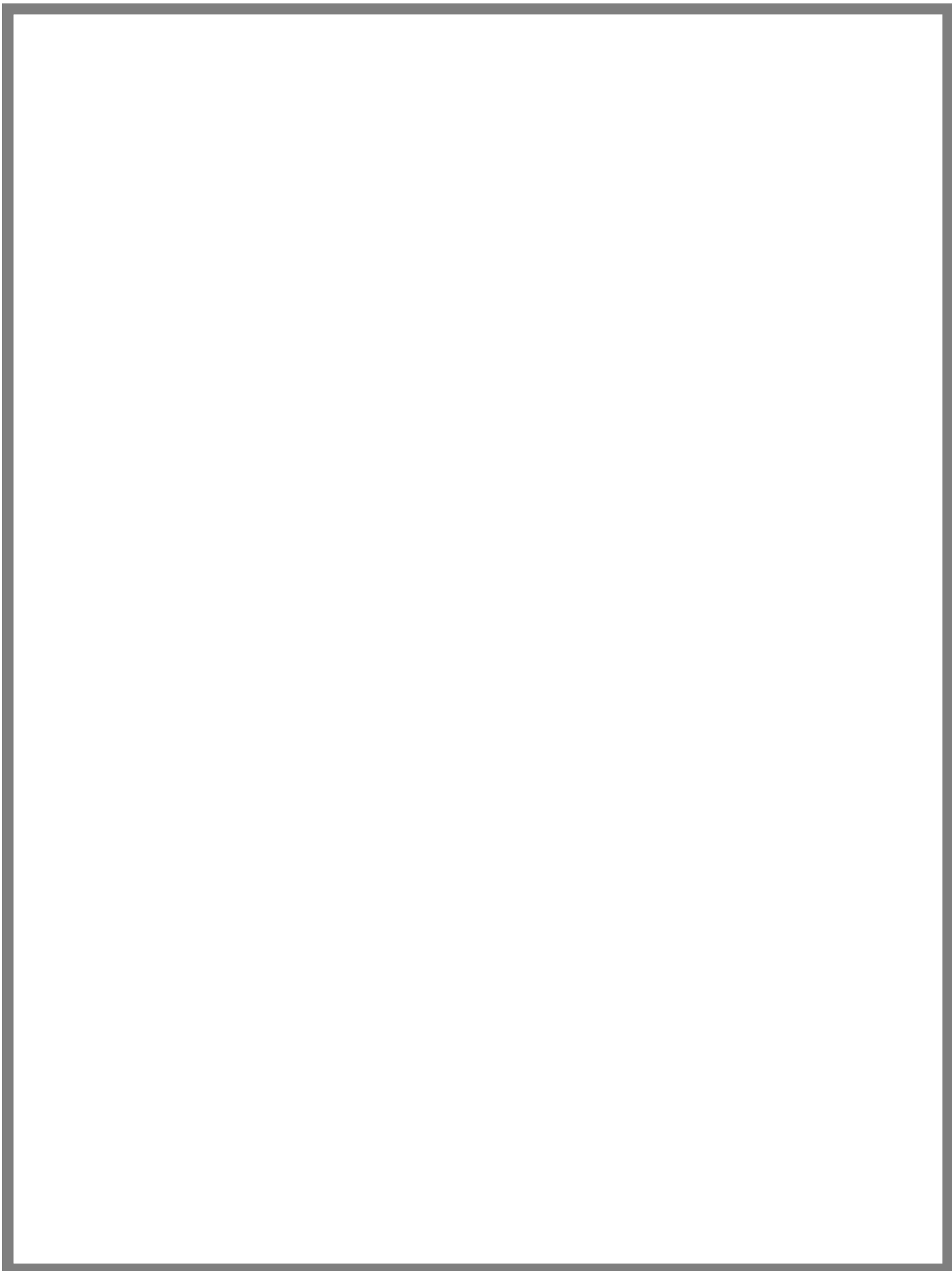
Research another French speaking country and make a poster to show what you have learned about that country.

Think about:

- Population
- Location
- Food: famous dishes?
- Geography: important rivers or mountains?
- History
- Famous monuments
- Famous people

Modern Foreign Languages

Write your answers in the box below

A large, empty rectangular box with a dark grey border, intended for students to write their answers to the questions above.

Performing Arts

In Year 7, you will have a lesson of Music and Drama once a week, where you will sing, perform and have lots of fun! Every year, our school produces a school musical. This year, we are very much looking forward to performing *Disney's Moana JR.* In preparation for your time at BDB, have a go at the following 'Musical Moana' challenges and remember to have fun!

CHALLENGE

#1

Listen to the rap from Moana's 'You're Welcome' and create your own rap about Hawaii and Hawaiian culture. Make sure each verse is 4 lines in length and the last word of each line has to rhyme with the previous line's final word.

'You're Welcome' link <https://www.youtube.com/watch?v=79DijItQXMM>

An example of a rap you could create is below:

***Here in Hawaii where the coconuts are ripe,
There's plenty here to go around, sharing is our life.
We welcome you to paradise, where the sun glows so bright,
Every day brings new adventures, the mountains are in sight!***



CHALLENGE

#2

Imagine you are a set designer for our school play. Draw the stage of Moana which must include a desert island, a raft boat and the Pacific Ocean!

Alternatively, get an empty shoe box or cardboard box and design your own set using recycled materials!

CHALLENGE

#3

Read the following lyrics of Moana's famous song, 'How Far I'll Go.'

***I've been standing at the edge of the water, 'Long as I can remember, never really knowing why I wish I could be the perfect daughter
But I come back to the water, no matter how hard I try. Every turn I take, every trail I track. Every path I make, every road leads back
To the place I know, where I can not go, though I long to be
See the line where the sky meets the sea it calls me and no one knows, how far it goes
If the wind in my sail on the sea stays behind me. One day I'll know, if I go there's just no telling how far I'll go
Oh oh oh, oh, oh oh oh oh, oh oh oh
I know, everybody on this island seems so happy on this island. Everything is by design
I know, everybody on this island has a role on this island. So maybe I can roll with mine
I can lead with pride, I can make us strong. I'll be satisfied if I play along, but the voice inside sings a different song
What is wrong with me? See the light as it shines on the sea it's blinding. But no one knows, how deep it goes
And it seems like it's calling out to me, so come find me. And let me know, what's beyond that line, will I cross that line?
See the line where the sky meets the sea it calls me. And no one knows, how far it goes
If the wind in my sail on the sea stays behind me. One day I'll know, how far I'll go***

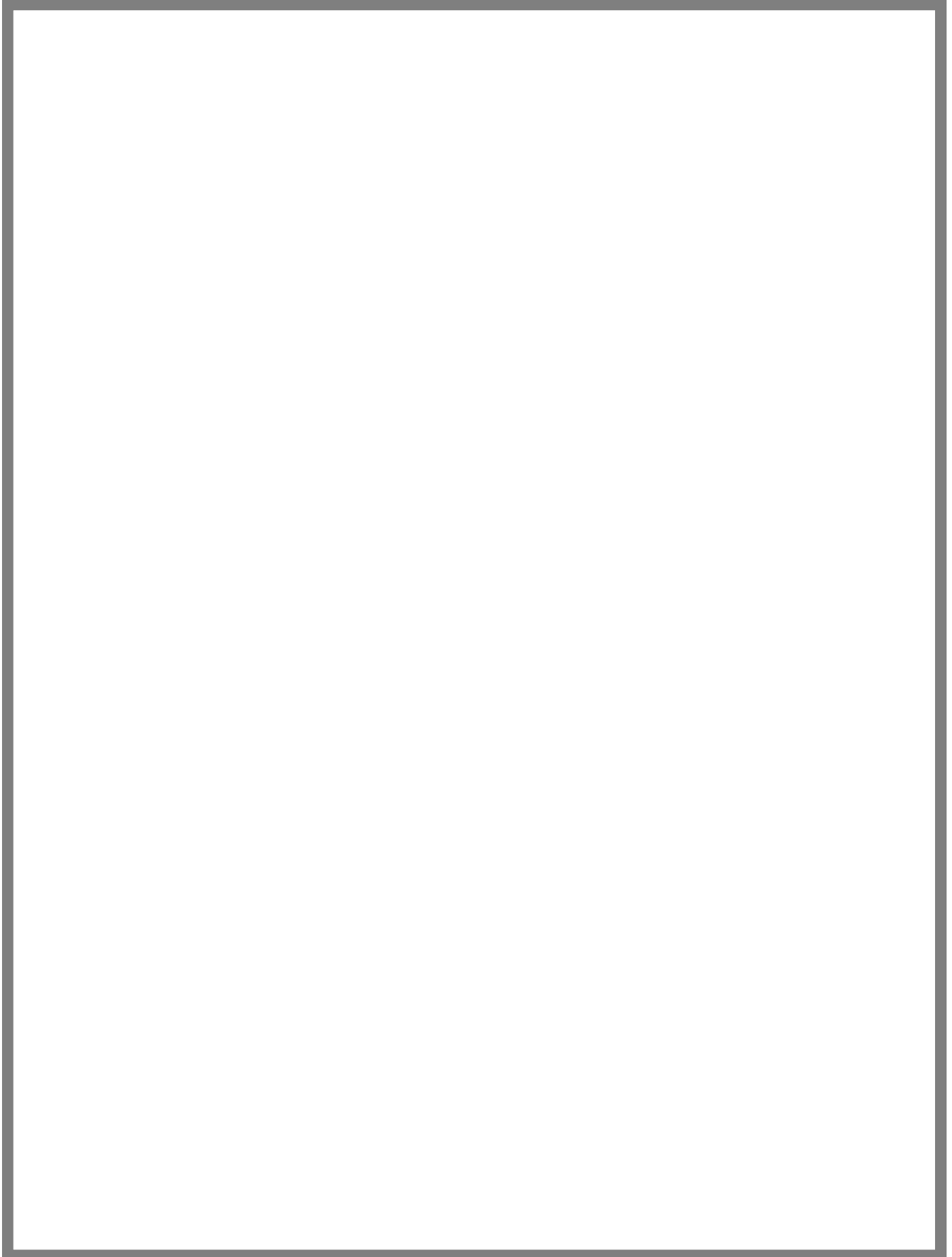
Task 1: Sing along to the song, using the following video:

https://www.youtube.com/watch?time_continue=157&v=i66p0_wZ9F0&feature=emb_logo

Task 2: Sing along and choreograph (design) your own dance movements! Can you sing and dance at the same time?

Performing Arts

Write your answers in the box below

A large, empty rectangular box with a dark gray border, intended for students to write their answers to the questions above.



Please read this before you start your workout!

The BDB PE department welcome you to the Year 6 Lockdown games! These challenges are physical and will require you to be sensible and thoughtful when completing them. Please consider your clothing, the equipment you are using and the area you are exercising.

Please give every challenge your best, as you would in your PE lessons in school. As always in PE we value integrity and sportsmanship, so be honest with the results of your workout or fitness challenge. Strive to beat your personal best and achieve greatness.

The PE department will be awarding Housepoints for your efforts when you start BDB in September.

Good luck and have fun!

The Lockdown Games—How to Play?

The Lockdown Games have been designed to test your accuracy, balance, coordination and skill level across six different challenges.

Each challenge is categorised into either 'CHALLENGER' OR 'LEGENDARY' . In the true spirit of the Lockdown Games we want everyone to complete both levels of the challenge.

You can complete each challenge a **maximum of three times** with your best score going forward. Record this on your tracker.

Each challenge contains short instructions and requires you to record your best efforts on your worksheet.

Equipment List

The equipment list below details everything you need to equip yourself to take part in the Lockdown Games. Anything in the essential column, you must have to take part. The items in the substitute column can act as replacements for items you may not have.

Gather all the equipment before starting.

Essential	Substitute
Water Bottle	
Toilet Roll (x1)	Tennis Ball/Orange
2 Tins	2 bottles/2 shoes
Mug	Bowl
Tea Bags	Scrunched up paper
1 small tea towel	Hand towel or sheet of A4 paper
Timer/Smart phone	Count out loud

CHALLENGE

#1

Total Teabags

CHALLENGER Status

1. Place a mug (target) on a flat surface and take three large steps away from target (3-4m away)
2. Face towards your target
3. You have five attempts at landing as many teabags into the mug as possible.

LEGENDARY Status

1. Place a mug (target) on a flat surface and take three large steps away from target (3-4m away)
2. Face the opposite direction of your target.
3. You have five attempts at landing as many teabags into the mug as possible.

Can you beat Mr Roberts score of.....3

CHALLENGE

#2

Bottle Flip

CHALLENGER Status

1. Stand next to a raised surface and take one step away.
2. Attempt to flip the bottle in one full rotation and land it flat on the surface.
3. Your score is how many times you can land the bottle in a row without it falling over.

LEGENDARY Status

1. Stand next to a raised surface and take three steps away.
2. Attempt to flip the bottle in one full rotation and land it flat on the surface.
3. Your score is how many times you can land the bottle in a row without it falling over.

Can you beat Mr Frasers score of.....4

CHALLENGE

#3 Toilet Roll Catch

CHALLENGER Status

1. Make sure you have plenty of space around you and hold the toilet roll in both your hands.
2. Throw up in the air, rotate 180 degrees and catch it behind your back.
3. Your score is how many times you catch the toilet roll in a row without it dropping on the floor.

LEGENDARY Status

1. Make sure you have plenty of space around you and hold the toilet roll in both your hands.
2. Throw it up into the air and catch it behind your back whilst facing the same direction.
3. Your score is how many times you catch the toilet roll in a row without it dropping on the floor.

Can you beat Mr David's score of.....4

CHALLENGE

#4 Target Roll

CHALLENGER Status

1. Fold a tea towel (small towel or sheet of A4 paper in half).
2. Take three large steps away from the target (4-5m).
3. Use a toilet roll and attempt to land it on the target by rolling it.

LEGENDARY Status

1. Fold a tea towel (small towel or sheet of A4 paper in half and then in half again).
2. Take three large steps away from the target (4-5m).
3. Use a toilet roll and attempt to land it on the target by rolling it.
4. Your score is determined by how fewer attempts it takes to land it on the target, first time is the best possible score!

Can you equal Miss Martins perfect score on legendary?

CHALLENGE

#5

SOUPerbowl

CHALLENGER Status

1. Position two tins (or any other item) two hand widths apart at a distance of 4-5m away.
2. Using an orange (tennis ball or toilet roll) attempt to roll the item through the gate.
3. The highest score is the most amount of successful rolls in 30 seconds.

LEGENDARY Status

1. Position two tins (or any other item) one hand width apart at a distance of 4-5m away.
2. Using an orange (tennis ball or toilet roll) attempt to roll the item through the gate.
3. The highest score is the most amount of successful rolls in 30 seconds.

Can you beat Mr Rodgers score of 6?

CHALLENGE

#6

Balance the Toilet Roll

CHALLENGER Status

1. Position a toilet roll on the top of your head.
2. Whilst keeping the toilet roll steady, move down into a press up position and then stand back up again.
3. Using a timer, complete this in the quickest time possible without dropping the toilet roll.

LEGENDARY Status

1. Position a toilet roll on your forehead.
2. Whilst keeping the toilet roll steady, move down towards the ground ensuring your back is in contact with the floor
3. Return to standing position.
4. Using a timer, complete this in the quickest time possible without dropping the toilet roll.

Growth Mindset

At Bishop David Brown School we believe that being resilient is important. People who are resilient are able to cope with challenges and bounce back quickly from mistakes or things that go wrong. To help you develop your resilience we encourage students, parents and teachers to have a Growth Mindset.



What is Growth Mindset?

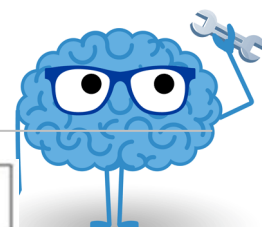
Your mindset is the attitudes and values you hold about yourself and the world around you. People with a Growth Mindset believe that their abilities and intelligence is not fixed, with time and practice you can improve and get better. Your brain is like a muscle; with training and effort it can become stronger and you can become better at any number of different skills, challenges and subjects.

Why is Growth Mindset important?

- Students with a Growth Mindset are not afraid to make mistakes, in fact they believe that mistakes are something we can learn from and improve on.
- Students with a Growth Mindset do not give up, they are prepared to give anything a go.
- Students with Growth Mindsets are not threatened by other people's successes, they see this as a way to learn from others and make themselves better.
- Students with a Growth Mindset welcome constructive feedback and appreciate being given ways in which they can improve.
- Students with a Growth Mindset enjoy setting themselves challenges and targets and see the value in working towards them.
- Students with a Growth Mindset work hard! They work hard because they know that by working hard, eventually they will improve.
- Students with a Growth Mindset are happier at school and are able to make excellent progress towards their goals.

How can I develop my Growth Mindset?

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them





Head of School: Mr James Rodgers

Albert Drive,
Woking,
Surrey,
GU21 5RF

Telephone: 01932 349696

www.bdb.surrey.sch.uk
www.twitter.com/bdbschool



Unity Schools Trust
Excellence through collaboration