

Home Learning Activities

Teacher: JHA

Learning Beyond the Classroom

KS3

2026-2027

Topic	Home Learning Activities	Online Learning Links	SMSC
Hair and Beauty Teaching personal care, hygiene, and basic beauty treatments. Students learn about the importance of self-care and how to perform simple beauty routines.	Theory: Research skincare routines and hygiene practices using the links provided and google search. Theory: Create a leaflet explaining basic manicure and pedicure techniques. Theory: Create a poster setting out a basic skincare routine for a teenager. Practical: Practice makeup application and hair styling on yourself or someone at home (who has given permission!) Take photographs and send to John (e-mail given below)	In brief: What is the structure of hair and how does it grow? - InformedHealth.org - NCBI Bookshelf The Nail Unit - Plate - Germinal Matrix - Bed - TeachMeAnatomy 7 Common Health and Safety Hazards in the Hair Salon The Ultimate Beauty Salon Equipment Checklist Beauty Salon Chairs	So S Ca
Landscaping Teach students about designing, creating, and maintaining outdoor spaces. These activities cover aspects of horticulture, garden design, sustainability, and environmental stewardship.	Practical: With support use a gardening spade to maintain a flower bed or piece of land. If you do not have space at home, find a relative or family friend who is happy for you to do some work in their garden. Practical: With support clearing and preparing areas of land. Practical: Taking part in gardening activities with support.	https://www.youtube.com/watch?v=Ganj4nVObvA https://www.youtube.com/watch?v=UAADH99FhzE https://www.youtube.com/watch?v=vZ9ovcyfh2s	So H

	Take photographs of your work and send to John (e-mail given below)	https://www.rhs.org.uk/education-learning/gardening-children-schools/family-activities https://www.rhs.org.uk/education-learning/gardening-children-schools/family-activities/grow-it	
Bike Maintenance Teach students the fundamentals of bicycle care and repair. This includes understanding bicycle parts, performing routine maintenance, and troubleshooting common issues.	Theory: Watch a video on how to change a bike tyre and repair a puncture on a bike. Summarise the key steps by writing out a step by step list. Theory: Using the links provided, find out about the safety checks you need to do on a bike prior to going out for a ride. Create a poster that someone could display with their bike giving the safety checks that they need to complete. Practical: With support find out how to change a tyre and repair punctures on a bicycle. Practical: With support conducting safety checks before rides. If you do not have a bike, find a relative or family friend who is happy for you to do some work with them on their bike.	https://worldexpeditions.com/Blog/your-6-step-bike-safety-checklist-the-m-check https://www.youtube.com/watch?v=jh5Zv6Dcn6k&t=40s https://www.halfords.com/bikes/how-to-guides/how-fix-a-puncture.html#:~:text=Top%20tip%3A%20If%20you're,out%20riding%2C%20use%20your%20lips! https://www.youtube.com/watch?v=NBtNYLX362w https://www.bikeradar.com/advice/workshop/essential-bike-maintenance-tips	So H Ca

Bush Craft These sessions provide students with essential outdoor survival skills. These activities include exploring nature, outdoor education, fire safety, shelter building, and navigation. Students learn to appreciate nature and develop resilience and problem-solving skills.	Theory: Find out about different types of shelter and where in the world they would be used. Create a leaflet showing your findings. Theory: Find out what the native plants, trees and animals are in England and the UK. Go on a walk and identify the plants, trees and animals that you see. If possible, take photographs and share with John. Theory: List the 3 parts to the fire triangle and what are the main factors to consider for each.	https://muddyfaces.co.uk/activities/dens-shelters https://muddyfaces.co.uk/activities/knots-and-cordage https://www.rspb.org.uk/birds-and-wildlife/identifying-birds https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/ https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/animals/ https://learningintheleaves.co.uk/the-fire-triangle https://www.hants.gov.uk/education-and-learning/participation-lifelong-learning/trailblazer/coordinators/trailblazer-ideas	So Cu H
Landscaping Teach students about designing, creating, and maintaining outdoor spaces. These activities	Return to the space that you were working on in HT2. Practical: With support use a gardening spade to maintain a flower bed or piece of land. If you do not	https://www.youtube.com/watch?v=Ganj4nVObvA	So H

cover aspects of horticulture, garden design, sustainability, and environmental stewardship.	have space at home, find a relative or family friend who is happy for you to do some work in their garden. Practical: With support clearing and preparing areas of land. Practical: Taking part in gardening activities with support. Take photographs of your work and send to John (e-mail given below)	https://www.youtube.com/watch?v=UAADH99FhzE https://www.youtube.com/watch?v=vZ9ovcyfh2s https://www.rhs.org.uk/education-learning/gardening-children-schools/family-activities https://www.rhs.org.uk/education-learning/gardening-children-schools/family-activities/grow-it	
John Muir Award The John Muir Award is an environmental award scheme focused on wild places. It encourages people of all backgrounds to connect with, enjoy, and care for wild places. The award is named after John Muir, a Scottish-American naturalist, writer, and advocate for the preservation of wilderness in the United States	Discover a Wild Place: Explore a local park, woodland, beach, or any natural area. Explore It: Spend time in the wild place. Undertake activities such as walking or observing wildlife. Conserve It: Take practical actions to care for the wild place. Activities might include litter picking, habitat restoration, or wildlife monitoring. Share Your Experiences: Share your discoveries and conservation efforts with others. This can be done through presentations, social media, blogs, or artwork.	https://www.johnmuirtrust.org/john-muir-award https://www.johnmuirtrust.org/whats-new/wild-and-well https://www.johnmuirtrust.org/	So M B H

*Where possible, please send any completed work into school. If this is not possible, please e-mail photos to j.hayward@greenwood.hants.sch.uk

*If you have any difficulties with any of the tasks, please e-mail j.hayward@greenwood.hants.sch.uk for support