**Learning Plan Year 9**

**Week Commencing : 8th FEB**

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| Subject | Activity  | Links | Live Lesson Links | QA |
| English   |  Lesson 1 **Topic: Mental Health*** Click the link below and scroll to the Y9 work. Complete lesson 13: <https://appletonrevision.weebly.com/ks3-english.html>
* Complete your work on a word document or by hand, then email your work to Mrs Whittaker (Rebecca.Whittaker@appletonacademy.co.uk)
* If you need any help with your work, email Mrs Whittaker and she will get back to you.
* Complete 10 minutes of set work on Seneca.
 | <https://senecalearning.com/en-GB/> |   |  |
| Lesson 2**Topic: Celebrities & Mental Health*** Click the link below and scroll to the Y9 work. Complete lesson 14: <https://appletonrevision.weebly.com/ks3-english.html>
* Complete your work on a word document or by hand, then email your work to Mrs Whittaker (Rebecca.Whittaker@appletonacademy.co.uk)
* If you need any help with your work, email Mrs Whittaker and she will get back to you.
* Complete 10 minutes of set work on Seneca.
 | <https://senecalearning.com/en-GB/> |  |  |
| Lesson 3 - FEEDBACK SESSION**Topic: Jane Eyre*** Click the link below and scroll to the Y9 work. Complete lesson 15: <https://appletonrevision.weebly.com/ks3-english.html>
* Complete your work on a word document or by hand, then email your work to Mrs Whittaker (Rebecca.Whittaker@appletonacademy.co.uk)
* If you need any help with your work, email Mrs Whittaker and she will get back to you.
* Complete 10 minutes of set work on Seneca.
 | <https://senecalearning.com/en-GB/> | Pre-recorded feedback lesson can be found following the link below:<https://web.microsoftstream.com/channel/bb3c7d99-e2f8-4e76-89fa-4cf5b6790195> | HRS |

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| Subject | Activity  | Links | Live Lesson Links | QA |
| Maths   |  Lesson 1All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email mathematics@appletonacademy.co.uk Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.Support can be found on this video: [Click for support video](https://www.loom.com/share/756fc5eaeaf9488489c6bc25ef7a6d8a) |

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| Set 1 | Topic: Forming expressions and equationsVideo: [Video 1](https://www.loom.com/share/effe3c395a4445b489bca4f332712089)Worksheet: [Worksheet 1](https://exceedacademiesbfd-my.sharepoint.com/%3Ab%3A/g/personal/david_fox_appletonacademy_co_uk/Efs7UxJpqVdGpfOCibvu2RIB2Mm4lgUw__6MxOVqx3yCyA?e=9AyqQf) |
| Set 2 | Topic: Writing Expressions and EquationsVideo: [Video 1](https://www.loom.com/share/bf81d1024b3f41a4b463e7aa2a5136ac)Worksheet: Worksheet 1 |
| Set 3 | Topic: Intro to Basic Standard FormVideo: [Video 1](https://www.loom.com/share/8033a50aff7a4c3fb53c3c637a9614a1?sharedAppSource=personal_library)Worksheet: [Do Questions 1,2 and 3](https://corbettmaths.com/wp-content/uploads/2019/10/Standard-Form-Textbook.pdf) |

 | Live feedback is provided to all pupils when work is submitted via email or MS teams. Additional support will be provided for those who need it. |  |
| Lesson 2All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email mathematics@appletonacademy.co.uk Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.Support can be found on this video: [Click for support video](https://www.loom.com/share/756fc5eaeaf9488489c6bc25ef7a6d8a) |

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| Set 1 | Topic: Solving equations 1Video: [Video 2](https://www.loom.com/share/0a798b46eba84962aada56dcce555605)Worksheet: [Worksheet 2](https://exceedacademiesbfd-my.sharepoint.com/%3Ab%3A/g/personal/david_fox_appletonacademy_co_uk/EZ3tg9tYT1FHkEs2mXAK21wB27cfNVQqgsiWic_h-tHHrg?e=8ChVUB) |
| Set 2 | Topic: Solving equationsVideo: [Video 2](https://www.loom.com/share/b7063c7e1b804768a8b44904e2c1ccbe)Worksheet: [Worksheet 2](https://exceedacademiesbfd-my.sharepoint.com/%3Ab%3A/g/personal/diane_whitehead_appletonacademy_co_uk/EV02_BFCa9hOkxhxrWxw27QBTC3NqTVDVB3nGATZFPwX0g?e=Nis5ZM) |
| Set 3 | Topic: Intro to basic standard formVideo: [Video 2](https://www.loom.com/share/16b819520ccb49abbe9640b529a6142b?sharedAppSource=personal_library) Worksheet: [Do questions 4 and 5](https://corbettmaths.com/wp-content/uploads/2019/10/Standard-Form-Textbook.pdf)  |

 | Live feedback is provided to all pupils when work is submitted via email or MS teams. Additional support will be provided for those who need it. |  |
| Lesson 3All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email mathematics@appletonacademy.co.uk Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.Support can be found on this video: [Click for support video](https://www.loom.com/share/756fc5eaeaf9488489c6bc25ef7a6d8a) |

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| Set 1 | Topic: Solving Equations 2Video: [Video 3](https://www.loom.com/share/1db21b9e1bce42ca9f7b85e6e04fb870)Worksheet: [Worksheet 3](https://exceedacademiesbfd-my.sharepoint.com/%3Ab%3A/g/personal/david_fox_appletonacademy_co_uk/ES8O36mQW_NPsGR07io2-FEBW-xEkqPS3S7-BkNgSJAUiQ?e=8vFx6t) |
| Set 2 | Topic: Solving EquationsVideo: [Video 3](https://www.loom.com/share/a561caea92d94f11b40ec3f06658e078)Worksheet: [Worksheet 3](https://exceedacademiesbfd-my.sharepoint.com/%3Ab%3A/g/personal/diane_whitehead_appletonacademy_co_uk/EYaBL0KNCClNowb5Z370r_MBIOhDdLIVChO-QOo31NeGNA?e=Mi2B26) |
| Set 3 | Topic: Intro to basic standard formVideo: [Video 3](https://www.loom.com/share/c7e343e2769a4729bd5353ac3194a6a1?sharedAppSource=personal_library) Worksheet: [Do questions 6 only](https://corbettmaths.com/wp-content/uploads/2019/10/Standard-Form-Textbook.pdf)  |

 | Live feedback is provided to all pupils when work is submitted via email or MS teams. Additional support will be provided for those who need it. |  |

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| Subject | Activity  | Links | Live Lesson Links | QA |
| Science   |  Lesson 1Lesson Topic:  **Triple and band B**: photosynthesis req  practical **Band B**: energy Island  * Watch video lesson 13 and complete the tasks included.
* Complete the other activities for this lesson. Complete the Educake questions.
* Upload your work to Teams.

 All tasks and resources accessible via TEAMS.   (Year group/Science)   | Video lessonstriple and band B lesson 13<https://web.microsoftstream.com/video/81dbd5c8-6d20-4b51-9206-4d207605c80c>Band A lesson 13<https://web.microsoftstream.com/video/81dbd5c8-6d20-4b51-9206-4d207605c80c> |  |  |
| Lesson 2Lesson Topic:  **Triple and band B**: Aerobic respiration **Band A**: review of energy and application to real life   * Watch video lesson 14 and complete the tasks included.
* Complete the other activities for this lesson. Complete the Educake questions.
* Upload your work to Teams.

 All tasks and resources accessible via TEAMS.   (Year group/Science) | triple and band B lesson 14<https://web.microsoftstream.com/video/c5bbbbcd-1aae-49fd-9660-3ec38b64c258>Band A lesson 14<https://web.microsoftstream.com/video/770bf378-7f0f-466c-86ad-747b3c0089ba> |  |  |
| Lesson 3Lesson Topic: **Triple and band B**: Anaerobic respiration **Band A**: Review of Energy and calculations   * Watch video lesson 15 and complete the tasks included.
* Complete the other activities for this lesson. Complete the Educake questions.
* Upload your work to Teams.

 All tasks and resources accessible via TEAMS.   (Year group/Science)  Lesson to include a live stream feedback session – joining link to be emailed out to students on the day.  | triple and band B lesson 15 <https://web.microsoftstream.com/video/37589658-4958-4f04-8542-a8cd04074db2> Band A lesson 15<https://web.microsoftstream.com/video/770bf378-7f0f-466c-86ad-747b3c0089ba> | Live session band A [https://teams.microsoft.com/l/meetup-join/19%3ameeting\_ZTMyN2I2OTMtODg1YS00YWEyLTg0MjMtN2QxNzlkMGFkZDMy%40thread.v2/0?context=%7b%22Tid%22%3a%22bf9979ca-505d-429a-98e3-f899d929ee1b%22%2c%22Oid%22%3a%2280868d74-32e5-4166-8fab-53daa1019de3%22%7d](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZTMyN2I2OTMtODg1YS00YWEyLTg0MjMtN2QxNzlkMGFkZDMy%40thread.v2/0?context=%7b%22Tid%22%3a%22bf9979ca-505d-429a-98e3-f899d929ee1b%22%2c%22Oid%22%3a%2280868d74-32e5-4166-8fab-53daa1019de3%22%7d) live session triple and Band B[https://teams.microsoft.com/l/meetup-join/19%3ameeting\_MGViN2QyZGEtM2MwMC00N2VlLTk1YjEtYjRjYWI1NDA3NmE4%40thread.v2/0?context=%7b%22Tid%22%3a%22bf9979ca-505d-429a-98e3-f899d929ee1b%22%2c%22Oid%22%3a%22b1303eec-b0b6-449a-b3c1-b7cab67ffc0d%22%7d](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_MGViN2QyZGEtM2MwMC00N2VlLTk1YjEtYjRjYWI1NDA3NmE4%40thread.v2/0?context=%7b%22Tid%22%3a%22bf9979ca-505d-429a-98e3-f899d929ee1b%22%2c%22Oid%22%3a%22b1303eec-b0b6-449a-b3c1-b7cab67ffc0d%22%7d)Both sessions will take place from 9:40 to 10:10amThese are optional live feedback session where a teacher will host a MS Teams meeting to go through some key points from the week and answer any questions on the work set: |  |

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| Subject | Activity  | Links | Live Lesson Links | QA |
| Geography   |  **Topic: Population and Migration** **Title: Migration to the UK**FEEDBACK – Given to students via Stream on their guided reading task from Week 5. Recorded lesson on a PowerPoint exploring migration to the UK. Students are to watch a video and note the advantages and disadvantages of living in the UK. From here students will need to create a newspaper article using all their knowledge from the Population and Migration topic. Final task is to complete a plenary quiz on Forms. Extended challenge: Students to compete in the “Where in the World” challenge. Students are expected to upload their work into the Year 9 folder within the Geography Teams channel under Files – Week 3 – Student Upload Zone. Any completed work needs to be saved as surname, initial and week number. E.g., TranterG3 | Lesson- <https://teams.microsoft.com/_#/school/files/Geography?threadId=19:173021994bd34df590857227aa53a736@thread.tacv2&ctx=channel&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FGeography%252FWeek%25206%252FLesson%2520Resources>Video- <https://www.youtube.com/watch?v=resEdx9k3rc>Forms- [https://forms.office.com/Pages/ResponsePage.aspxid=ynmZv11QmkKY4\_iZ2SnuGzkEiiJMHXBMpdV7WdTFXFhURElLMzg0U1dHTjZLRjMxTE9XNzFIMEhXMC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=ynmZv11QmkKY4_iZ2SnuGzkEiiJMHXBMpdV7WdTFXFhURElLMzg0U1dHTjZLRjMxTE9XNzFIMEhXMC4u) | Feedback forms the initial part of this lesson. A pre recorded lesson on Stream looks at the guided reading activity from last lessonAdditional live feedback is provided to all pupils when work is submitted via email or MS teams. Additional support will be provided for those who need it. |  |
| History | **Learning checkpoint**Students will watch a recorded lesson that contains their learning checkpoint. Students will complete a retrieval grid as an introduction. Students will then complete a learning checkpoint which is made up of a knowledge quiz and an extended piece.Students will need to download the learning checkpoint from the resources folder on Microsoft Teams. | <https://teams.microsoft.com/_#/school/files/History?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&threadId=19%3A5b9ee7e7ce9e460fb2ecf9b53c1a7562%40thread.tacv2&ctx=channel&context=History&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FHistory> |  |  |
| Spanish (core) | ¡Describimos *Las Meninas*!*(We describe* Las Meninas!)* Go to the Spanish channel on Teams and click on ‘Core Spanish Lessons’ at the top. Watch the ‘Week 6’ video, pausing the video to complete the tasks.
* When you’re finished, click on ‘Files’ - ‘Core Spanish’ - ‘Student Work’ and save your work in the ‘Week 6 – 8th February’ folder. Remember to save it in your teacher’s folder!

As last week’s lesson was slightly shorter due to form time, this week’s lesson will not be a feedback lesson but will instead build on the learning that we did in week 5. Teachers will be available during the session allocated to this lesson to support students via email and Teams. Specific feedback is emailed to students upon submission of work. If students send images of work, comments will be emailed. If students share editable documents, comments will be written on the document and students notified via email. | [Click here for Spanish lesson videos](https://teams.microsoft.com/l/channel/19%3Ad2d1e60e30514b81967fb9447c597b3f%40thread.tacv2/tab%3A%3A7035d3d1-27e8-4d9a-88de-8aadcf624e27?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b)[Click here and upload your work](https://teams.microsoft.com/_#/school/files/Spanish?threadId=19%3Ad2d1e60e30514b81967fb9447c597b3f%40thread.tacv2&ctx=channel&context=Week%25206%2520-%25208th%2520February&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FSpanish%252FCore%2520Spanish%252FStudent%2520Work%252FWeek%25206%2520-%25208th%2520February)  |  |  |
| PE | Principles of Training: VariationStudents are sent and exercise programme with a twist. The individual circuit type exercises are determined by the letters in their name. This focuses on the variation principle of training and adds interest to a workout programme.KS3 – Name Spelling Challenge Students can choose their level of challenge based on their own level of fitness with a Bronze, Silver and Gold option where each level represents an increased intensity.Links are also sent to online workouts with varied levels of intensity for differing levels of fitness. | https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ |  |  |
| Digital Literacy | Lesson 6 – Fake News**It is important that you do your work in the Class Notebook. It saves automatically. Do not do work on paper or in documents. contact your teacher if you have any problems with this.**This is a 100-minute lesson so should have been completed by 05.02.21, but only a handful of students have.. I have given you lovely few people feedback in lesson 5 for the last task as that one is assessed for your overall Y9 grade, also if you finish early complete some iDEA award badges! Two Y8s have completed their bronze award this half term but no Y9s yet!You are to access Teams through Google or downloading the app and use your school details to log in. In the **Y9 Digital Literacy** team is the **Class Notebook**; click it, then open the lessons up on the left, then click your name and then **Topic 1 Lessons** and **Lesson 6 – Fake News.** If you can’t edit the lesson, it’s probably because you haven’t clicked on your name! Use the videos and audio comments on the right to understand the tasks. For the amber task, you may draw on paper and photograph or scan it if you can or keep it until you can come into school.Use the **Posts** tab in Teams to let your teachers know if you need help or have finished. Also continue to work on the iDEA award, complete any badges you can. | <http://idea.org.uk>  |  |  |
| Art (core) | Drawing portraits to show real life – slide 7For your final task, watch the Mask Portrait tutorial on YouTube (link on the ppt), and draw along with your pencil on paper, adding personal details at the end to turn the drawing into either yourself or someone in your family. You could even work into your drawing with black pen over the top. Or if you have pencil crayons you could attempt it all in one colour! Blue would work well - or maybe two-tone or rainbow!Photograph your work and email to your teacher. | [Art (AAC Remote Learning Yr9) | Microsoft Teams](https://teams.microsoft.com/_#/school/conversations/Art?threadId=19:e4ae6e655b354913a1598f5f3e9ff32e@thread.tacv2&ctx=channel) | Lessons are pre-recorded and students are emailed links (and the work) also on Teams/stream. We are then available for live feedback/questions via email/Teams. |  |
| DT (core) | Product Design:Draw own ideas– slide 12Read through the information on the PPT. Task: Choose 1 or 2 of these products to enhance/improve: **Watch these videos on how to draw in 3D:**<https://youtu.be/3BHPki2z9Lk><https://youtu.be/nWhTIXXQNvo><https://youtu.be/O90jykULvxQ>Task - Draw 4 to 6 different ideas. Slide 13 Photograph your work and email to your teacher. | <https://teams.microsoft.com/_#/school/files/Design%20Technology?threadId=19%3A662ef0a7c08645cfaf0a09a50eb84e0a%40thread.tacv2&ctx=channel&context=Product%2520Design&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FDesign%2520Technology%252FProduct%2520Design>  | Lessons are pre-recorded and students are emailed links (and the work) also on Teams/stream. We are then available for live feedback/questions via email/Teams. |
| RE | Why is the Bible important?Follow the link to the lesson. complete all tasks on a word document or ppt (or alternatively use paper) and take a picture Save your work into the correct folder on the teams yr9 channel.Answer the Qs and tasks on each slide and save your work on the teams area once complete. Work can be accessed in the RE file on Teams. Open the Lesson Resources folder. You can download the video and any resources from here. Complete your work as a Word document or take a photo of your completed work. Save your work as SURNAME First initial – Week 6, e.g. DRAKE F – Week 6 Upload this in the Student Work folder on Teams.Feedback session to be done via individual email as and when work is completed by the student. | <https://teams.microsoft.com/l/file/2741E39A-7188-4C16-8019-DDFB47F7CD25?tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b&fileType=ppt&objectUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2FAACRemoteLearningYr9%2FShared%20Documents%2FRE%2Fweek%20commencing%20%208.1.21%2Flesson%20resource%2Fweek%20commencing%208.1.21.ppt&baseUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2FAACRemoteLearningYr9&serviceName=teams&threadId=19:c5432c8268594b0fa79de28a302d67b4@thread.tacv2&groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66><https://www.youtube.com/watch?v=ak06MSETeo4&feature=youtu.be> |  |  |
| PSHE | Interview Skills :Continuation from last week. Written responses to interview questions should be completed and sent to PSHCE teacher. | [https://exceedacademiesbfd.sharepoint.com/:f:/s/AA-SecondaryCurriculum/Ehh8FkjJajNAp3KYUpnP1TEBOvLmFHgdE\_KSrHZrWvVRZw?e=leiSWF](https://exceedacademiesbfd.sharepoint.com/%3Af%3A/s/AA-SecondaryCurriculum/Ehh8FkjJajNAp3KYUpnP1TEBOvLmFHgdE_KSrHZrWvVRZw?e=leiSWF) | One to one individual feedback given via email. |  |
| Drama | Lesson 1Hard to Swallow – Session 8Access the SWAY via your emails or via TEAMs and complete session 6 of the SWAY. Each session is designed to help you understand the plot, characters, themes, style, and purpose of the play Hard to Swallow by Mark Wheeller. The unit acts as an introduction to the set text that your component 3 written exam will be focused on in your final year of the GCSE.In session 8 students will continue working on their exam style questions, recapping key vocabulary and looking at the technical elements of creating a fully developed performance. There is also a step by step video giving feedback on previous sessions, examples of good work and a guide of this week’s session which can be found using the link.  When the tasks are completed make sure to upload a copy of your work to the correct TEAMs area and save it as your full name – E.G Miss Bottomley Session 1. Alternatively, you can email Mrs France Smith with your work. | <https://appletonrevision.weebly.com/ks4-drama.html> | <https://web.microsoftstream.com/channel/09883438-90ef-4a19-9719-c2c753adac15> |  |
| Lesson 2Hard to Swallow – Session 9Access the SWAY via your emails or via TEAMs and complete session 6 of the SWAY. Each session is designed to help you understand the plot, characters, themes, style, and purpose of the play Hard to Swallow by Mark Wheeller. The unit acts as an introduction to the set text that your component 3 written exam will be focused on in your final year of the GCSE.In session 9 students will be analysing the impact of lighting by reviewing previous recordings of the original play. They will comment on atmosphere and purpose of the technical element as well as pick out key conventions for performance from the scenes.There is also a step by step video giving feedback on previous sessions, examples of good work and a guide of this week’s session which can be found using the link.  When the tasks are completed make sure to upload a copy of your work to the correct TEAMs area and save it as your full name – E.G Miss Bottomley Session 1. Alternatively, you can email Mrs France-Smith with your work. | <https://appletonrevision.weebly.com/ks4-drama.html> | <https://web.microsoftstream.com/channel/09883438-90ef-4a19-9719-c2c753adac15> |  |
| Spanish | Lesson 1Practicamos el tema *(We practise the topic)** Go to the Spanish channel on Teams.
* Click on ‘GCSE Spanish Lessons’ at the top and watch the ‘Week 6 – Lesson 1’ video. Pause the video as you need to complete the tasks.
* When you are finished, click on ‘Files’ - ‘GCSE Spanish’ - ‘Student Work’ and save your work in the ‘Week 6 – 8th February’ folder.

Miss Shepherd will be available during the session allocated to this lesson to support students via email and Teams.Specific feedback is emailed to students upon submission of work. If students send images of work, comments will be emailed. If students share editable documents, comments will be written on the document and students notified via email. | [Click here for Spanish lesson videos](https://teams.microsoft.com/l/channel/19%3Ad2d1e60e30514b81967fb9447c597b3f%40thread.tacv2/tab%3A%3Ad1e06710-d4cb-4bc3-a25d-9e0f8f6a814d?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b)[Click here and upload your work](https://teams.microsoft.com/_#/school/files/Spanish?threadId=19%3Ad2d1e60e30514b81967fb9447c597b3f%40thread.tacv2&ctx=channel&context=Week%25206%2520-%25208th%2520February&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FSpanish%252FGCSE%2520Spanish%252FStudent%2520Work%252FWeek%25206%2520-%25208th%2520February)  |  |  |
| Lesson 2Feedback* Go to the Spanish channel on Teams.
* Click on ‘GCSE Spanish Lessons’ at the top and watch the ‘Week 6 – Lesson 2’ video. Pause the video as you need to complete the tasks.
* When you are finished, click on ‘Files’ - ‘GCSE Spanish’ - ‘Student Work’ and save your work in the ‘Week 6 – 8th February’ folder.

This pre-recorded lesson will go through feedback on the piece of writing which students completed in week 5. Miss Shepherd will be available during the session allocated to this lesson to support students via email and Teams.Specific feedback is emailed to students upon submission of work. If students send images of work, comments will be emailed. If students share editable documents, comments will be written on the document and students notified via email. | [Click here for Spanish lesson videos](https://teams.microsoft.com/l/channel/19%3Ad2d1e60e30514b81967fb9447c597b3f%40thread.tacv2/tab%3A%3Ad1e06710-d4cb-4bc3-a25d-9e0f8f6a814d?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b)[Click here and upload your work](https://teams.microsoft.com/_#/school/files/Spanish?threadId=19%3Ad2d1e60e30514b81967fb9447c597b3f%40thread.tacv2&ctx=channel&context=Week%25206%2520-%25208th%2520February&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FSpanish%252FGCSE%2520Spanish%252FStudent%2520Work%252FWeek%25206%2520-%25208th%2520February)  |  |  |
| Food | Lesson 1*AC2.1:Explain factors to consider when proposing dishes for a menu*For this task you have been asked to consider a range of things to consider when planning new menu. This could be a number of factors such as budget, special diets and target market. Use the internet or ask family members for information.  Once complete, email your work to your teacher. | [Hospitality and Catering (AAC Remote Learning Yr9) | Microsoft Teams](https://teams.microsoft.com/_#/school/conversations/Hospitality%20and%20Catering?threadId=19:e802c42e08064f85a255ab2f451f6c92@thread.tacv2&ctx=channel) <https://teams.microsoft.com/_#/school/files/Hospitality%20and%20Catering?threadId=19%3Ae802c42e08064f85a255ab2f451f6c92%40thread.tacv2&ctx=channel&context=Week%25205&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FHospitality%2520and%2520Catering%252FMiss%2520Talbot%252FWeek%25205> | Lessons are pre-recorded and students are emailed links (and the work) also on Teams/stream. We are then available for live feedback/questions via email/Teams. |  |
| Lesson 2Year 1 Starter – Recap 6 R’s from last lesson, what are they and write definition. - Then find out definition for environment, ethical, moral and social in relation to foodMain- Task 1 – Look at the image. What is wrong with the image and why  Task 2 – Using the PowerPoint copy and paste the cards into the correct section on the resource document. The information will either fit into social, moral or environmental.Plenary – Write your own definition from today's learning of environment, social and ethical/moral issue. Then find out what the term sustainability is. | <https://teams.microsoft.com/_#/school/files/Hospitality%20and%20Catering?threadId=19%3Ae802c42e08064f85a255ab2f451f6c92%40thread.tacv2&ctx=channel&context=Week%25205&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FHospitality%2520and%2520Catering%252FMiss%2520Talbot%252FWeek%25205> | Lessons are pre-recorded and students are emailed links (and the work) also on Teams/stream. We are then available for live feedback/questions via email/Teams.<https://web.microsoftstream.com/video/8ab1521b-01de-475d-9a68-6adc00a25271> |  |
| Health and Social Care | Lesson 1Individualised feedback for students. Feedback provided for level 2 pass 1 section of the assignment. Corrections/additions to be completed by students.  |  | Help and support is provided to all pupils when work or questions are submitted via email or MS teams. Coursework can be seen when accessed. Staff check what work has been completed that week. If adequately completed and have passed that section of the coursework, the next video lesson in the series is sent out to help them complete work.Additional support will be provided for those who need it. |  |
| Lesson 2Individualised feedback for students. Feedback provided for level 2 pass 2 section of the assignment. Corrections/additions to be completed by students. |  | Help and support is provided to all pupils when work or questions are submitted via email or MS teams. Coursework can be seen when accessed. Staff check what work has been completed that week. If adequately completed and have passed that section of the coursework, the next video lesson in the series is sent out to help them complete work.Additional support will be provided for those who need it. |  |
| Music | Lesson 1Film MusicAccess the SWAY via your emails or via TEAMs and complete session 7 of the SWAY. Each session is designed to give students an experience of music in the film world. Through identifying key elements and instruments of the style, researching famous composers and beginning to compose their own film music using Daw technology. In session 7, 8 and 9 students will look on TEAMs, where there is a PowerPoint labelled Film Music in practice. These slides cover various methods and practices taken by film music composers. Add additional slides to your presentation with the answers to the questions from the PowerPoint using the same title for each slide. Make sure all slides are complete for our session.There is also a step by step video giving feedback on previous sessions, examples of good work and a guide of this week’s session which can be found using the link.  When the tasks are completed make sure to upload a copy of your work to the correct TEAMs area and save it as your full name – E.G Miss Bottomley Session 1. Alternatively, you can email Mr Denson with your work. | <https://appletonrevision.weebly.com/ks4-music.html> | <https://web.microsoftstream.com/channel/5a483a34-6a50-4ed6-b379-77fd40107723> |  |
| Lesson 2Film MusicAccess the SWAY via your emails or via TEAMs and complete session 8 of the SWAY. Each session is designed to give students an experience of music in the film world. Through identifying key elements and instruments of the style, researching famous composers and beginning to compose their own film music using Daw technology. In session 7, 8 and 9 students will look on TEAMs, where there is a PowerPoint labelled Film Music in practice. These slides cover various methods and practices taken by film music composers. Add additional slides to your presentation with the answers to the questions from the PowerPoint using the same title for each slide. Make sure all slides are complete for our session.There is also a step by step video giving feedback on previous sessions, examples of good work and a guide of this week’s session which can be found using the link.  When the tasks are completed make sure to upload a copy of your work to the correct TEAMs area and save it as your full name – E.G Miss Bottomley Session 1. Alternatively, you can email Mr Denson with your work. | <https://appletonrevision.weebly.com/ks4-music.html> | <https://web.microsoftstream.com/channel/5a483a34-6a50-4ed6-b379-77fd40107723> |  |
| Product Design | Lesson 1Final Design Concept Presentation PageCreate a presentation page of rendered final design concept.Watch the YouTube videos and refer to the provided examples for inspiration of layout and presentation styles.Photograph your work and email to your teacher. | [Design Technology (AAC Remote Learning Yr9) | Microsoft Teams](https://teams.microsoft.com/_#/school/conversations/Design%20Technology?threadId=19:662ef0a7c08645cfaf0a09a50eb84e0a@thread.tacv2&ctx=channel) | Lessons are pre-recorded and students are emailed links (and the work) also on Teams/stream. We are then available for live feedback/questions via email/Teams. |  |
| Lesson 23D Modelling of Final Design ConceptUsing minimum paper/card and tape/glue, create a 3D scale model of final design. Use the provided examples to aid understanding and progress in task.Photograph your work and email to your teacher. | As above | As above |  |
| Photography | Lesson 1 & 2Slide 14, 15. 16 Draw onto mixed media – Decide what you want to draw on…it can be plain paper.. BUT it doesn’t have to be paper. You could draw on…A receiptThe back of a cereal boxA old cardboard boxBrown paperAn envelopeNewspaperA book pageAn unrolled toilet rollFabricCreate a new drawing and email to your teacher. | [Photography (AAC Remote Learning Yr9) | Microsoft Teams](https://teams.microsoft.com/_#/school/conversations/Photography?threadId=19:254df7475f584162b5828fe2ad232f47@thread.tacv2&ctx=channel) | Lessons are pre-recorded and students are emailed links (and the work) also on Teams/stream. We are then available for live feedback/questions via email/Teams. |  |
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| Sport | Lesson 1Applying the rules of football in 4 specific scenarios Read the 4 scenarios that are set out for you in the coursework booklet. Explain what the officials would do in each scenario to apply the rules correctly. Explain the rule that has been broken, what physical actions the officials would do and how the game would continue from that point Submitting work:Work to be completed on coursework document on OneDrive which will be created and shared by class teacher |  | Help and support is provided to all pupils when work or questions are submitted via email or MS teams. Coursework can be seen when accessed. Staff check what work has been completed that week. If adequately completed and have passed that section of the coursework, the next video lesson in the series is sent out to help them complete work.Additional support will be provided for those who need it. |  |
| Lesson 2Explain the requirements of victory in football and badminton Use your own knowledge or the internet to explain what a team needs to do to win a game in football and what an individual needs to do to win a match in badminton. You need to explain in detail the methods of scoring goals or points and how this translates to winning a game or match. Submitting work:Work to be completed on coursework document on OneDrive which will be created and shared by class teacher | * <https://www.thefa.com/football-rules-governance/lawsandrules>
* <https://corporate.bwfbadminton.com/statutes/?id=14915#1513733461252-a16ae05d-1fc9>
* <https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3>
* <http://www.worldbadminton.com/rules/>
 | Help and support is provided to all pupils when work or questions are submitted via email or MS teams. Coursework can be seen when accessed. Staff check what work has been completed that week. If adequately completed and have passed that section of the coursework, the next video lesson in the series is sent out to help them complete work.Additional support will be provided for those who need it. |  |
| Media Production | Lesson 1 & 2    You should by now have started the Component 1 assignment. As this is an assignment document, it can be completed through the browser or on PowerPoint if you have it on your device.  Look in the **9B/Mp1** Team for a video post explaining how to start Assignment 1.  The template for it is in the **Component 1 Channel**, in **Files**tab, in the **Class Materials** folder.    You must follow the video to take a copy of that template to begin working on.  Keep the work in the folder with your name on underneath the Class Materials folder.    The minimum expectation for work is what is in the video, but if you want to move on, just follow the guidance on the left-hand side of the assignment slides!   | Link to live session Tuesday 9th Feb @12.00PM:[https://teams.microsoft.com/l/meetup-join/19%3a9e32f2c767a348198c2c805011492448%40thread.tacv2/1612551078109?context=%7b%22Tid%22%3a%22bf9979ca-505d-429a-98e3-f899d929ee1b%22%2c%22Oid%22%3a%227852c318-4ff4-46e1-bff6-589498d093aa%22%7d](https://teams.microsoft.com/l/meetup-join/19%3A9e32f2c767a348198c2c805011492448%40thread.tacv2/1612551078109?context=%7b%22Tid%22%3a%22bf9979ca-505d-429a-98e3-f899d929ee1b%22%2c%22Oid%22%3a%227852c318-4ff4-46e1-bff6-589498d093aa%22%7d) Link to help start the assignment: <https://web.microsoftstream.com/video/ee4f75cc-afbe-412d-920b-2e24582e4114>   |  |  |
| Dance | Lesson 1Emancipation of Expressionism Read the information on the powerpoint about the performance piece Emancipation of Expressionism Conduct your own research on the piece Begin to fill in the table on page 8/9 This needs to be in detail so the more research you do the better! Send your work to your teacher |  | Help and support is provided to all pupils when work or questions are submitted via email or MS teams. Coursework can be seen when accessed. Staff check what work has been completed that week. If adequately completed and have passed that section of the coursework, the next video lesson in the series is sent out to help them complete work.Additional support will be provided for those who need it. |  |
| Lesson 2Emancipation of Expressionism Read the information on the powerpoint about the performance piece Emancipation of Expressionism Conduct your own research on the piece Begin to fill in the table on page 8/9 This needs to be in detail so the more research you do the better! Send your work to your teacher |  | Help and support is provided to all pupils when work or questions are submitted via email or MS teams. Coursework can be seen when accessed. Staff check what work has been completed that week. If adequately completed and have passed that section of the coursework, the next video lesson in the series is sent out to help them complete work.Additional support will be provided for those who need it. |  |
| Art | Lesson 1 & 2Slide 14, 15. 16 Draw onto mixed media – Decide what you want to draw on…it can be plain paper.. BUT it doesn’t have to be paper. You could draw on…A receiptThe back of a cereal boxA old cardboard boxBrown paperAn envelopeNewspaperA book pageAn unrolled toilet rollFabricCreate a new drawing and email to your teacher. | [Photography (AAC Remote Learning Yr9) | Microsoft Teams](https://teams.microsoft.com/_#/school/conversations/Photography?threadId=19:254df7475f584162b5828fe2ad232f47@thread.tacv2&ctx=channel) | Lessons are pre-recorded and students are emailed links (and the work) also on Teams/stream. We are then available for live feedback/questions via email/Teams. |  |
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