**Learning Plan Year 11**

**Week Commencing : 15 Nov**

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| Subject | Activity | Additional Links | QA |
| English | This week, we will be finishing our mini-scheme on English Language Reading Paper 2 before we start revising for our mocks.  Your teacher will email you a PowerPoint to work through.  Please complete this and bring it with you when you return. | [Seneca Learning](https://senecalearning.com/en-GB/) |  |

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| Maths | Please watch the videos and make notes before attempting the worksheets.  Work can be emailed to your teacher or completed on paper and handed in when you return to school.  If you need any support or more challenging work, please email [mathematics@appletonacademy.co.uk](mailto:mathematics@appletonacademy.co.uk) | **Higher**  [Video 1](https://corbettmaths.com/2016/08/07/venn-diagrams/)  [Worksheet 1](https://corbettmaths.com/wp-content/uploads/2013/02/venn-diagrams-pdf.pdf)  [Video 2](https://corbettmaths.com/2013/03/30/trigonometry-missing-sides/)  [Worksheet 2](https://corbettmaths.com/wp-content/uploads/2020/05/Trigonometry-Exercise-329-330-331.pdf) - Question 2  [Video 3](https://corbettmaths.com/2016/08/07/quadratic-nth-term-version-1/)  [Worksheet 3](https://corbettmaths.com/wp-content/uploads/2019/02/Quadratic-nth-Term.pdf)  **Foundation**  [Video 1](https://corbettmaths.com/2012/08/20/substitution-into-expressions/)  [Worksheet 1](https://corbettmaths.com/wp-content/uploads/2013/02/substitution-pdf2.pdf)  [Video 2](https://corbettmaths.com/2012/08/20/product-of-primes/)  [Worksheet 2](https://corbettmaths.com/wp-content/uploads/2013/02/product-of-primes-pdf3.pdf)  [Video 3](https://corbettmaths.com/2013/05/16/recipes/)  [Worksheet 3](https://corbettmaths.com/wp-content/uploads/2013/02/recipes-pdf1.pdf) |  |

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| Science | Click on each link to find the lesson.  There are different lessons for Triple and Combined Science pathways, please check you are completing the correct one.  Complete all the tasks and write down your answers/notes on paper or on a word document/ppt.  Hand these to your science teacher when you return or email them from home.  If you need any support, please email [helen.jeffrey@appletonacademy.co.uk](mailto:mathematics@appletonacademy.co.uk) | **Combined Science** (11A/sc1, 11A/sc2, 11B/sc1, 11B/sc2): Inheritance, Variation and Evolution  Lesson 1: [**Variation and Natural Selection ( Part One )**](https://classroom.thenational.academy/lessons/variation-and-natural-selection-part-1-ccv3at?utm_source=copy-link&utm_medium=copy&utm_campaign=sharing-button&activities=intro_quiz+video+worksheet+exit_quiz&schoolUrn=145173)  Lesson 2: [**Variation and Natural Selection (Two)**](https://classroom.thenational.academy/lessons/variation-and-natural-selection-part-2-cmwk8d?utm_source=copy-link&utm_medium=copy&utm_campaign=sharing-button&activities=intro_quiz+video+worksheet+exit_quiz&schoolUrn=145173)  Lesson 3: [**Evolution and Extinction**](https://classroom.thenational.academy/lessons/evolution-and-extinction-cnk3gd?utm_source=copy-link&utm_medium=copy&utm_campaign=sharing-button&activities=intro_quiz+video+worksheet+exit_quiz&schoolUrn=145173)  Lesson 4: [**Darwin and Wallace**](https://classroom.thenational.academy/lessons/darwin-and-wallace-chh62c?utm_source=copy-link&utm_medium=copy&utm_campaign=sharing-button&activities=intro_quiz+video+worksheet+exit_quiz&schoolUrn=145173)  [I](https://classroom.thenational.academy/lessons/inherited-disorders-part-1-higher-c8u6ad)Lesson 5: review the previous lessons and create a set of revision notes.  **Triple Science** (Jef and Azzam): Rate and Extent of Chemical Change  Lesson 1: [**Formulations**](https://classroom.thenational.academy/lessons/pure-and-impure-formulations-cgvp4t?utm_source=copy-link&utm_medium=copy&utm_campaign=sharing-button&activities=video+worksheet+exit_quiz&schoolUrn=145173)  Lesson 2:[**Chromotography**](https://classroom.thenational.academy/lessons/chromatography-61gkcd?utm_source=copy-link&utm_medium=copy&utm_campaign=sharing-button&activities=intro_quiz+video+worksheet+exit_quiz&schoolUrn=145173)  Lesson 3: [**Interpreting Chromatograms**](https://classroom.thenational.academy/lessons/interpreting-chromatograms-6ct6ae?utm_source=copy-link&utm_medium=copy&utm_campaign=sharing-button&activities=intro_quiz+video+worksheet+exit_quiz&schoolUrn=145173)  Lesson 4: [**Testing Gases**](https://classroom.thenational.academy/lessons/testing-gases-ccrp4r?utm_source=copy-link&utm_medium=copy&utm_campaign=sharing-button&activities=intro_quiz+video+worksheet+exit_quiz&schoolUrn=145173)  Lesson 5: review the previous learning and create a set of revision notes. |  |

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| Subject | Activity | | Additional Links | | QA | |
| Geography | | Lesson 1: Coastal Management strategies  To identify the cost and benefits of different management strategies: Hard engineering; Soft engineering; Managed retreat  Lesson 2: Management of the Holderness Coast  To identify the reasons for management  To identify the management strategies  To explain the resulting effects and conflicts  Lesson 3: Check 20 Coastal Processes  Complete the check 20 on Coastal Processes | | [lesson 1](https://teams.microsoft.com/_#/school/files/Geography?threadId=19%3A898e6bcf559644f383055141464394c6%40thread.tacv2&ctx=channel&context=wc%252015.11.21&rootfolder=%252Fsites%252FAACRemoteLearningYr10%252FShared%2520Documents%252FGeography%252F2021%2520-%25202022%252FPaper%25201%252Fwc%252015.11.21)  [lesson 2](https://teams.microsoft.com/_#/school/files/Geography?threadId=19%3A898e6bcf559644f383055141464394c6%40thread.tacv2&ctx=channel&context=wc%252015.11.21&rootfolder=%252Fsites%252FAACRemoteLearningYr10%252FShared%2520Documents%252FGeography%252F2021%2520-%25202022%252FPaper%25201%252Fwc%252015.11.21)  [lesson 3](https://teams.microsoft.com/_#/school/files/Geography?threadId=19%3A898e6bcf559644f383055141464394c6%40thread.tacv2&ctx=channel&context=wc%252015.11.21&rootfolder=%252Fsites%252FAACRemoteLearningYr10%252FShared%2520Documents%252FGeography%252F2021%2520-%25202022%252FPaper%25201%252Fwc%252015.11.21) | |  | |
| History | | This week, we are finishing our work on the Historic Environment unit, then continuing our revision for our mocks.  Your teacher will email you a PowerPoint to work through.  Please complete this and bring it with you when you return. | | [Seneca Learning](https://senecalearning.com/en-GB/) | |  | |
| Spanish | | This week we will be preparing for our mock exams. Your teacher will send you a powerpoint to work through remotely if required and you should also follow the link and practise vocabulary in preparation for these exams.  You should complete your work on paper and bring it to your teacher when you are back in school.  You can email your teacher if you have any questions. | | [Quizlet](https://quizlet.com/join/4T8qSWV2d)  Miss Shepherd: [april.shepherd@appletonacademy.co.uk](mailto:april.shepherd@appletonacademy.co.uk)  Miss Cirulli: [susanna.cirulli@appletonacademy.co.uk](mailto:susanna.cirulli@appletonacademy.co.uk) | |  | |
| Photography | | There is a whole section of marks for your GCSE that can be gained by OBSERVING what's around you and finding things to inspire you. Your home is the ideal place to do this and there is more there to see than you may imagine. Task: Take 10 pictures of things around the house that inspire you. Try zooming in, using unusual angles and also try cropping and editing your images once you have taken them. If you are able to please present your images onto a power-point slide.  Email images to [rachel.henshaw@appletonacademy.co.uk](mailto:rachel.henshaw@appletonacademy.co.uk) | |  | |  | |
| Art | | There is a whole section of marks for your GCSE that can be gained by OBSERVING what's around you and finding things to inspire you. Your home is the ideal place to do this and there is more there to see than you may imagine. Task: Take 10 pictures of things around the house that inspire you. You could base these objects on the artists that you have studied in lesson. For example, if your artists paints from still life objects you could create your own still life! Try zooming in, using unusual angles and also try cropping and editing your images once you have taken them. If you are able to please present your images onto a power-point slide.  Email images to [anna.wallace@appleonacademy.co.uk](mailto:anna.wallace@appleonacademy.co.uk) | |  | |  | |
| Product Design | | In lessons we have been modelling. Use the following questions to help annotate your models   1. Aesthetics- how have you considered aesthetics when modelling ? 2. Materials- what materials will be used to make your final product? 3. Safety- how will you ensure the product is safe to use 4. Size- how will you ensure the product is a suitable size   Email your annotations to [rachel.henshaw@appletonacademy.co.uk](mailto:rachel.henshaw@appletonacademy.co.uk) | |  | |  | |
| Food | | In lessons we have been looking at job roles  Write out a job description for:  Waiting staff-  Wine waiter (Le sommelier)-  Restaurant manager (*Maître d’Hôte) -*  Head waiter -  ***Restaurant manager*** *Maître d’Hôte*  There may be a manager for all different areas of large establishments, but only one in a small place.   * **Manager** – is in charge of day-to-day running of the company. * **Assistant manager** – responsible to the manager and will be in charge when the manager is absent.   Managers responsibilities can include (list 7):  What is the difference between personal attribute and skills?  You are a receptionist in a medium sized busy hotel, Split your page into two sections (personal attributes and skills) which personal attributes do you think are needed for a receptionist and which skills do you think are important to have (minimum of 4 each) | | Any questions please email [laura.talbot@appletonacademy.co.uk](mailto:laura.talbot@appletonacademy.co.uk)  Please either type or write out this and hand to Miss Talbot on your return to school. | |  | |
| Sport | | In this lesson, we will expand on reactions and decision making to coordinate attacking play to overcome an opponent. We will apply this to invasion games, focusing primarily on football. We will explore various ways to move the ball to beat an opponent. | | <https://classroom.thenational.academy/lessons/how-can-we-outwit-an-opponent-in-sport-64rk8d> | |  | |
| Child development | | Learning aim A. First slide defining inclusive practice. Second slide, outline three benefits that you have picked, briefly explaining what they mean. You then need a slide on each benefit, explaining why it is a benefit, how a setting can ensure they implement this and the impact it can have on a child. | |  | |  | |
| Health and Social Care | | Complete slides 94-106 about the impact on health and wellbeing | | [C3 LAA number 2.pptx](https://exceedacademiesbfd.sharepoint.com/:p:/s/appletonacademy_healthandfitnessfaculty/EVOujnC0mRhOmf5no6d7XnkBzeNfwaIsBIjMZRz-LlH1Ug?e=yiTTbN) | |  | |
| Drama | | For your home learning you will ensure that you have finished your initial draft for your component 1 coursework. I have put a r ange of helpful resources in your TEAMs are linked.  [Performing Arts (AAC Remote Learning Yr11) | Microsoft Teams](https://teams.microsoft.com/_#/school/files/Performing%20Arts?threadId=19:6ac2e347f949454b949d0b3ed4d6beae@thread.tacv2&ctx=channel&rootfolder=%252Fsites%252FAACRemoteLearningYr10%252FShared%2520Documents%252FPerforming%2520Arts%252FComponent%25201%252F2021%2520-%25202022)  There are 3 sections to complete, each must be 300-330 words in length and be under the following headings:  1. How ideas have been researched, created, and developed in response to the chosen stimulus  2. How ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning  3. How ideas have been developed, amended, and refined during the development of the devised piece.  Please ensure you read the component 1 handbook, it has the mark scheme and a high-level example to support you.  I have also emailed you a more detailed breakdown of your home learning/homework to work on over the half term. | | Make sure you save your work into a folder with your name on it, in the TEAMS area:  [Performing Arts (AAC Remote Learning Yr11) | Microsoft Teams](https://teams.microsoft.com/_#/school/files/Performing%20Arts?threadId=19:6ac2e347f949454b949d0b3ed4d6beae@thread.tacv2&ctx=channel&rootfolder=%252Fsites%252FAACRemoteLearningYr10%252FShared%2520Documents%252FPerforming%2520Arts%252FComponent%25201%252F2021%2520-%25202022)  Any queries please email me at [stephanie.bottomley@appletonacademy.co.uk](mailto:stephanie.bottomley@appletonacademy.co.uk) | | BTM | |
| Music | | In your TEAMs area, there are a series of videos that give you step by step tutorials on how to use a range of DAW technology for your unit 4 composition unit. Click on the tab linked here:  [Music (AAC Remote Learning Yr11) | Microsoft Teams](https://teams.microsoft.com/_#/school/tab::ba272f05-90b7-4493-8694-10a0cb51a7e9/Music?threadId=19:df33d043f2994c1a9d7c21222303fa41@thread.tacv2&ctx=channel)  Complete at least one tutorial from the link above. The completion of your tutorial will go towards your unit 4 coursework and must be documented. Please ensure that you read what you need to do for your coursework by opening and filling in the Unit 4 coursework template before you start the tutorial, the tutorial relates to slide 1-4 on the template.  The template can be found here:  [PPTX File viewer | Microsoft Teams](https://teams.microsoft.com/_#/pptx/viewer/teams/https:~2F~2Fexceedacademiesbfd.sharepoint.com~2Fsites~2FAACRemoteLearningYr10~2FShared%20Documents~2FMusic~2FUnit%204%20Coursework%20template.pptx?threadId=19:df33d043f2994c1a9d7c21222303fa41@thread.tacv2&baseUrl=https:~2F~2Fexceedacademiesbfd.sharepoint.com~2Fsites~2FAACRemoteLearningYr10&fileId=35595c34-5be0-4634-a254-0e76a2a1a6fe&ctx=files&rootContext=items_view&viewerAction=view)  (ensure you download and reupload the PPT to your OWN folder, which you need to create and label with your name)  Mr Ayres’ class:  [Music (AAC Remote Learning Yr11) | Microsoft Teams](https://teams.microsoft.com/_#/school/files/Music?threadId=19:df33d043f2994c1a9d7c21222303fa41@thread.tacv2&ctx=channel&rootfolder=%252Fsites%252FAACRemoteLearningYr10%252FShared%2520Documents%252FMusic%252FMr%2520Ayres%2520yr%252011%2520UNIT%25204)  Mr Woodhead’s class:  [Music (AAC Remote Learning Yr11) | Microsoft Teams](https://teams.microsoft.com/_#/school/files/Music?threadId=19:df33d043f2994c1a9d7c21222303fa41@thread.tacv2&ctx=channel&rootfolder=%252Fsites%252FAACRemoteLearningYr10%252FShared%2520Documents%252FMusic%252FMr%2520Woodhead%2520Y11%2520Unit%25204) | |  | | BTM | |
| Media Production | | **11A/Mp1** - Complete Component 2 Assignment 3, using the guidance to the left of the slides to help you complete your evaluation.  **11C/Mp1** - Now you have started Component 2 Assignment 1, complete each section (provided you have inserted the recording of the game you chose) referring to the guidance on the left of the slides and the lesson in Class Notebook that the task refers to, to remind you of each of the pre-production tasks you must carry out. Refer to the tracker in the General Channel Files Class Materials. | | [Link to Component 2 Files](https://teams.microsoft.com/_#/school/files/Component%202?threadId=19%3A570d7e6c655b4d2f984136c6bca90098%40thread.tacv2&ctx=channel&context=Component%25202&rootfolder=%252Fsites%252F10AMp1%252FShared%2520Documents%252FComponent%25202)  [Link to Component 2 Files](https://teams.microsoft.com/_#/school/files/Component%202?threadId=19%3Ab33a18f7e9444c6e98dd756a12f17ae1%40thread.tacv2&ctx=channel&context=_Assignment%2520Resources&rootfolder=%252Fsites%252F10CMp1%252FShared%2520Documents%252FComponent%25202%252F_Assignment%2520Resources) | | HAL | |
| Dance | | Research the roles, responsibilities and skills of the dancer, choreographer, costume designer, lighting designer and set designer in All That Jazz. | |  | |  | |
| RE | | Click on each link to find the lesson.  Complete all the tasks and write down your answers/notes on paper.  Hand these to your RE teacher when you return. | | [Lesson 2 social justice](https://classroom.thenational.academy/lessons/social-justice-and-human-rights-65gkar) | |  | |
| PSHCE | | This half-term students are studying communication in relationships.  Students are to complete the work set and bring it in with them to school. | | [L3- Managing unwanted attention](https://teams.microsoft.com/_#/school/files/PSHE?threadId=19%3Af556ed2bd67b4bb487b081ac1d0aae25%40thread.tacv2&ctx=channel&context=Week%25203&rootfolder=%252Fsites%252FAACRemoteLearningYr10%252FShared%2520Documents%252FPSHE%252FLessons%2520and%2520Resources%252F2021-2022%252FWeek%25203) | |  | |
| iMedia | | **11B/Im1 - R081**  We are revisiting the content for the R081 exam unit to prepare for the R081 Mock exam on the 24th of Nov 2021. Complete **Lesson 1 – Moodboards** **& Lesson 2 – Mind Maps** in class notebook **(NEW R081 2022)**.  In the **class tracker** your R081 lessons are tracked on a weekly basis, check the feedback and complete any outstanding parts of the lessons.  Remember to complete the lesson under your named class notebook.  **11C/Im1 - R081**  We are going through the content for the R081 exam unit to prepare for the R081 Mock exam on the 24th of Nov 2021.. Complete **Lesson 1 – Moodboards** **& Lesson 2 – Mind Maps** in class notebook.  In the **class tracker** your R081 lessons are tracked on a weekly basis, check the feedback and complete any outstanding parts of the lessons.  Remember to complete the lesson under your named class notebook. | | [R081 Lessons Class Notebook](https://exceedacademiesbfd.sharepoint.com/sites/10BIm1/_layouts/15/Doc.aspx?sourcedoc=%7bc25e72b4-4197-4581-a873-4c0b81a9be19%7d&action=edit&wd=target%28_Lessons%2FR081.one%7C7a201428-1e4b-4b6a-806e-ce22f5a8ea63%2F%29&wdorigin=717)  [11B Class Tracker](https://teams.microsoft.com/l/file/BA8D4EA9-F37A-4B88-AD41-C6CE0FF6380E?tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b&fileType=xlsx&objectUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2F10BIm1%2FClass%20Materials%2F11B_Im1%20Tracker.xlsx&baseUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2F10BIm1&serviceName=teams&threadId=19:7cf7726aaff8469db82ac8b725b34b24@thread.tacv2&groupId=47d2dfc8-9e51-4e51-b187-9df4bc2550bf)  [R081 Lessons Class Notebook](https://exceedacademiesbfd.sharepoint.com/sites/10CIm12/_layouts/15/Doc.aspx?sourcedoc=%7b839b39e2-3dcb-4aa7-b9aa-453bc9dcdb93%7d&action=edit&wd=target%28_Lessons%2FR081.one%7C07af2eb8-f796-425d-8a48-b4f1a667da3c%2F%29&wdorigin=717)  [11C Class Tracker](https://teams.microsoft.com/l/file/2971E229-D060-4116-A0B7-790D9238E499?tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b&fileType=xlsx&objectUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2F10CIm12%2FClass%20Materials%2F11c_im1_ocr_imedia_tracker_2020_2022.xlsx&baseUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2F10CIm12&serviceName=teams&threadId=19:cfb3e4b5d21e492c91c7995d07e6f061@thread.tacv2&groupId=76384c2c-ff37-4534-a9f3-ed7e9fccc606) | | HAL | |
| PE | | In this lesson, we will expand on reactions and decision making to coordinate attacking play to overcome an opponent. We will apply this to invasion games, focusing primarily on football. We will explore various ways to move the ball to beat an opponent. | | <https://classroom.thenational.academy/lessons/how-can-we-outwit-an-opponent-in-sport-64rk8d> | |  | |