**Learning Plan Year 11**

**Week Commencing : 8th November 2021**

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| Subject | Activity  | Additional Links | QA |
| English   | This week, we will be starting 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 | **Higher**[Video 1](https://corbettmaths.com/2018/11/30/probability-videos/) [Worksheet 1](https://corbettmaths.com/wp-content/uploads/2021/03/Probability-2.pdf)[Video 2](https://corbettmaths.com/2013/06/16/independent-events/) [Worksheet 2](https://corbettmaths.com/wp-content/uploads/2020/04/Independent-Events.pdf) [Video 3](https://corbettmaths.com/2013/05/07/tree-diagrams/) [Worksheet 3](https://corbettmaths.com/wp-content/uploads/2019/04/Tree-Diagrams.pdf) **Foundation**[Video 1](https://corbettmaths.com/2018/11/30/probability-videos/) [Worksheet 1](https://corbettmaths.com/wp-content/uploads/2021/03/Probability-2.pdf) [Video 2](https://corbettmaths.com/2013/05/04/listing-outcomes/) [Worksheet 2](https://corbettmaths.com/wp-content/uploads/2013/02/listing-outcomes-pdf1.pdf) [Video 3](https://corbettmaths.com/2013/06/18/sample-space-diagrams/) [Worksheet 3](https://corbettmaths.com/wp-content/uploads/2021/03/Sample-Spaces.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 | **Combined Science** (11A/sc1, 11A/sc2, 11B/sc1, 11B/sc2): Inheritance, Variation and EvolutionLesson 1: [The Scientist Nancy Chang](https://classroom.thenational.academy/lessons/nancy-chang-chj30t) Lesson 2: [Protein Synthesis](https://classroom.thenational.academy/lessons/protein-synthesis-68w62c) Lesson 3: [Genetic Inheritance](https://classroom.thenational.academy/lessons/genetic-inheritance-higher-c5jk4t) Lesson 4: [Inherited disorders](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 ChangeLesson 1: [Rate of Reaction required practical part 1](https://classroom.thenational.academy/lessons/rate-of-reaction-required-practical-part-1-60tp4t) Lesson 2: [Rate of reaction part 2](https://classroom.thenational.academy/lessons/rate-of-reaction-required-practical-part-2-ccw64c) Lesson 3: [Surface area and rate of reaction](https://classroom.thenational.academy/lessons/effect-of-changing-surface-area-on-rate-of-reaction-c9k32t) Lesson 4: [Temperature and rate of reaction](https://classroom.thenational.academy/lessons/effect-of-changing-temperature-on-rate-of-reaction-6wu6cd) Lesson 5: review the previous learning and create a set of revision notes.  |  |

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| Geography   | Lesson 1: Erosional LandformsTo explain how headlands and bays formTo explain how cliffs and wave-cut platforms formTo sequence how cracks, arches, stacks and stumps formLesson 2: Depositional LandformsTo identify, describe and explain features formed by coastal depositionTo annotate diagrams to show the impact of deposition on coastlinesLesson 3: Holderness CoastlineTo investigate an example of a section of coastline in the UK to identify its major landforms of erosion and deposition | [Lesson 1](https://teams.microsoft.com/_#/school/files/Geography?threadId=19%3A898e6bcf559644f383055141464394c6%40thread.tacv2&ctx=channel&context=wc%25208.11.21&rootfolder=%252Fsites%252FAACRemoteLearningYr10%252FShared%2520Documents%252FGeography%252F2021%2520-%25202022%252FPaper%25201%252Fwc%25208.11.21)[Lesson 2](https://teams.microsoft.com/_#/school/files/Geography?threadId=19%3A898e6bcf559644f383055141464394c6%40thread.tacv2&ctx=channel&context=wc%25208.11.21&rootfolder=%252Fsites%252FAACRemoteLearningYr10%252FShared%2520Documents%252FGeography%252F2021%2520-%25202022%252FPaper%25201%252Fwc%25208.11.21)[Lesson 3](https://teams.microsoft.com/_#/school/files/Geography?threadId=19%3A898e6bcf559644f383055141464394c6%40thread.tacv2&ctx=channel&context=wc%25208.11.21&rootfolder=%252Fsites%252FAACRemoteLearningYr10%252FShared%2520Documents%252FGeography%252F2021%2520-%25202022%252FPaper%25201%252Fwc%25208.11.21) |  |
| History   | This week, we are continuing our work on the Historic Environment unit.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’ll be continuing our work on charity and voluntary work. Follow the link and recap sections 1 and 2 – then complete all other sections. Write your answers on paper and bring them to your teacher when you’re back in school.You can email your teacher if you have any questions. | [Vocabulary - social issues - Other social and global issues in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zjmk6v4/revision/1)Miss Shepherd: april.shepherd@appletonacademy.co.ukMiss Cirulli: susanna.cirulli@appletonacademy.co.uk  |  |
| Photography  | Your first task is to create a series of at least 10 photos inspired by the theme of **Empty.** Take as many different images as you can. Once you have taken your photographs you should add them to a Power-point slide, or email images directly to your teacher.**Tips and ideas:*** Think about ways to use everyday objects that you have at home such as glasses, cups, plates, containers. These can easily be filled and emptied to create still life photoshoots.
* Try taking photos of different rooms in your house which have no one in (empty).
* Empty streets make great photographs. Look for leading lines and vanishing points, that take your eye through the photo.
* Try using black & white and other filters.
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| Art   | In art you have visually explored the work of your chosen artist. Your home learning task is to now take your own primary source photographs (loosely) based upon their work. For example if your artist has people in their work you could take photographs of the people that you live with (with their permission of course). You could also create your own still life from objects at home and photograph/draw from. |  |  |
| Product Design | Look at the Designer Arne Jacobsen and the work he has produced. Use the style of his work to influence 5 of your designs for your product to keep children ‘fit and active’. Think about the following:1. What textures did Jacobsen use for his products
2. What were the shapes he used

How could they influence your designs  |  |  |
| Food  | To recap from prior learning, create your own research page (like the knowledge organisers/ like a poster) of the different htypes of service? Find out at least one more type of service and explain what it is. Ensure you give an advantage and a disadvantage of each type of service.  |  |  |
| Sport   | All 14 tasks have been sent out via email that can be watched on loom. Please access the unit 2 work booklet through one drive and work through the tasks for unit 2 coursework. Link is also accessible here. | [Unit 2 completion](https://exceedacademiesbfd-my.sharepoint.com/%3Aw%3A/g/personal/jamie_kerrigan_appletonacademy_co_uk/ETJpABXsmcNLvuYw3T9lZG8BYvcKMXeVASWFkvB3ZeR-fw?e=kwwWia) |  |
| Child development   | Use the learning aim D powerpoint to complete the slides on how the key person approach can support each area of a child's development. You need to complete a slide for each type of development using relevant examples. If this is complete, you need to read the case study on Matilda. You then need to write a slide on each type of development, explaining how the key person supports each area of Matilda's development. | [Learning Aim D](https://exceedacademiesbfd-my.sharepoint.com/%3Ap%3A/g/personal/jamie_kerrigan_appletonacademy_co_uk/EfaWHef3rAFAv3dahryHUKoBoyP0dKuU_cf1WQoW-fWryw?e=wN9zVf) |  |
| Health and Social Care  | Complete slides 86-91 about financial resources and the impact on health and wellbeing. | [C3 LAA number 2.pptx](https://exceedacademiesbfd.sharepoint.com/%3Ap%3A/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 range 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 | 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. | [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 All that jazz and write a review for a magazine on this piece. You need to convince the audience to watch this performance. What is it about? What is the purpose of the performance? How are the lights, costume and set used to make the piece effective? |  |  |
| 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 1 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. | [Week 2](https://teams.microsoft.com/_#/school/files/PSHE?threadId=19%3Af556ed2bd67b4bb487b081ac1d0aae25%40thread.tacv2&ctx=channel&context=L2%2520-%2520Assertiveness&rootfolder=%252Fsites%252FAACRemoteLearningYr10%252FShared%2520Documents%252FPSHE%252FLessons%2520and%2520Resources%252F2021-2022%252FWeek%25202%252FL2%2520-%2520Assertiveness)  |  |
| iMedia | **11B/Im1 - R081**We are now starting to revisit the content for the R081 exam unit. Complete **Lesson 1 – Moodboards** in class notebook (NEW R081 2022). Remember to complete the lesson under your named class notebook.**11C/Im1 - R081**We are now starting the content for the R081 exam unit. Complete **Lesson 1 – Moodboards** in class notebook.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)[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) |  |
| PE | In this lesson, we will combine a series of isolated skills to produce a movement pattern in sport. We will apply this to invasion games, focusing primarily on basketball. We will learn how to prepare our body position to maximise linking skills together. | <https://classroom.thenational.academy/lessons/how-can-sports-skills-be-linked-together-65h6cc> |  |