**Learning Plan Year 10**

**Week Commencing :**

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| Subject | Activity | Additional Links | QA |
| English | This half term we are going to look at creative writing.  Your teacher will email you through a PowerPoint to work through.  Please complete this and bring it with you when you return.  You can also practise your language work on Seneca: there is a course entitled AQA English Language in your class page. | [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) | **Foundation**  [Video 1](https://corbettmaths.com/2019/03/27/fibonacci-sequences/)  [Worksheet 1](https://corbettmaths.com/wp-content/uploads/2021/09/Fibonacci-Worksheet.pdf)  [Video 2](https://corbettmaths.com/2013/11/13/patterns-and-sequences/)  [Worksheet 2](https://corbettmaths.com/wp-content/uploads/2019/03/Sequences-Patterns-pdf.pdf)  [Video 3](https://corbettmaths.com/2013/12/19/angles-straight-line-video-35/)  [Worksheet 3](https://corbettmaths.com/2013/12/19/angles-straight-line-video-35/) Q1 and Q2  **Higher**  [Video 1](https://corbettmaths.com/2012/08/27/stratified-sampling/)  [Worksheet 1](https://corbettmaths.com/wp-content/uploads/2019/07/Stratified-Sampling-pdf.pdf)  [Video 2](https://corbettmaths.com/2017/05/17/capture-recapture/)  [Worksheet 2](https://corbettmaths.com/wp-content/uploads/2018/09/Capture-Recapture-pdf.pdf)  [Video 3](https://corbettmaths.com/2012/08/09/drawing-cumulative-frequency-graphs/)  [Worksheet 3](https://corbettmaths.com/wp-content/uploads/2021/02/Cumulative-Frequency.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 **your** teacher | **Combined Science** (10A/sc1, 10A/sc2, 10B/sc1, 10B/sc2): Forces  Lessons 1 [**Forces An Introduction**](https://classroom.thenational.academy/lessons/forces-an-introduction-cgwk0d)  Lesson 2 [**Weight Mass and Gravity**](https://classroom.thenational.academy/lessons/the-kinetic-energy-store-6thpad)  Lesson 3:[**Resolving Forces**](https://classroom.thenational.academy/lessons/resolving-forces-ht-6hgp4r)  Lesson 4: [**Forces and Work**](https://classroom.thenational.academy/lessons/forces-and-work-6ngkec)  Lesson 5: [**Elastic Potential**](https://classroom.thenational.academy/lessons/the-elastic-potential-store-70u62t)  **Triple Science** (Ash and Azzam):  Lesson 1: [**Atomic Structure**](https://classroom.thenational.academy/lessons/exploring-inside-an-atom-c9h6ac)  Lesson 2: [**Isotopes and Ionisation**](https://classroom.thenational.academy/lessons/isotopes-and-ionisation-crrk8c)  Lesson 3: [**History of Atomic Models**](https://classroom.thenational.academy/lessons/history-of-atomic-models-c8wk2t)  Lesson4: [**Radioactivity**](https://classroom.thenational.academy/lessons/radioactivity-6tgkjc)  Lesson 5: review the previous learning and create a set of revision notes. |  |

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| Geography | | Use these 2 lessons to complete your notes on the opportunities and challenges in Mumbai | | [Mumbai challenges](https://exceedacademiesbfd.sharepoint.com/:p:/s/AACRemoteLearningYr9/EYpP_wdwaalPnaZSxtZIw3kB4zrjbtts-wiwxODT44wdwQ?e=2nlLTf)  [Mumbai opportunities](https://exceedacademiesbfd.sharepoint.com/:p:/s/AACRemoteLearningYr9/EVDgVDJo_qZBssQTXfJGFLUBxbE4urQKIZ4NiGUg_9_byA?e=OZoPBc)  [Mumbai booklet](https://exceedacademiesbfd.sharepoint.com/:p:/s/AACRemoteLearningYr9/ERxTZsYxpjVNvBYj3uDRHVkBkOhoiMo6MPoXyhTsc4TeOQ?e=uHYdVI) | |  | |
| History | | We are continuing our unit on Migration, Empires and the People.  Your teacher will send you a PowerPoint and resources to work through.  Please bring back completed work when you return.  Email your teacher with any queries.  The Seneca course for Migration has now been added to your class and can be accessed using the link. | | [Seneca](https://senecalearning.com/en-GB/) | |  | |
| Spanish | | This week we will be continuing our work on healthy and unhealthy lifestyles, shifting our focus to the food and drink that people choose.  You should follow the first link and complete the tasks in order to revise vocabulary linked to food and drink.  You should then follow the second link to practise general vocabulary from this topic.  Complete your work on paper and bring it to your teacher when you’re back in school.  You can email your teacher if you have any questions. | | [Vocabulary - food and meals - Food and eating out in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zr8c7nb/revision/1)  <https://quizlet.com/_7si144?x=1jqt&i=qtuv5>  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 | | For this lesson, we will learn about lighting and composition in photography. We will learn why they are so important, and then practise using the rule of third to create our own photographs.  <https://teachers.thenational.academy/lessons/photography-lighting-and-composition-c5hk2r> | | <https://teachers.thenational.academy/lessons/photography-lighting-and-composition-c5hk2r> | |  | |
| Art | | Developing drawing techniques:  For this task, we will be looking at drawing fundamentals and image appreciation, focussing on pencil drawing. We will be working on free-hand plotting and building techniques, as well as methods for shading and hatching quickly using traditional pencils & digital media.  <https://teachers.thenational.academy/lessons/embedding-drawing-fundamentals-with-paper-and-pencil-c5h68t>  Bring completed work to your next art lesson: | | <https://teachers.thenational.academy/lessons/embedding-drawing-fundamentals-with-paper-and-pencil-c5h68t> | |  | |
| Product Design | | **Answer the following questions and bring the answers into school on your return.**  **METALS KNOWLEDGE ORGANISER QUESTIONS:**  1. What is the difference between a ferrous metal and a non-ferrous metal?  2. Describe what an Alloy is.  3. What is the environmental impact of metal?  4. Describe the properties of Pewter.  5. What is pewter casting?  6. What does CAD stand for? Give an example  7. What does CAM stand for? Give an example  8. What are the advantages of CAD?  9. What are the advantages of CAM?  10. Look up the ‘Physical Properties’ of metals and explain each one  If you need any help, please email me on:  [ChristinaTsobanoglou@appletonacademy.co.uk](mailto:ChristinaTsobanoglou@appletonacademy.co.uk) | |  | | TSO | |
| Food | | [Year 10 food remote learning](https://exceedacademiesbfd.sharepoint.com/:p:/s/AACRemoteLearningYr9/EVEvXz0hj-5EuoM2mB8uPbUB2BDiP_NfjWFLVRU8hgQYNw?e=AR2xCw)  Work through the powerpoint and answer the questions.   1. Define the term “provider” 2. Define the term “service 3. .Define the term commercial and non-commercial 4. Give an example of a non-commercial establishment 5. Complete a mindmap showing the different types of services offered by hotels 6. Explain the difference between mainstream catering and fine dining 7. Identify the following type of pub/bar from the description given:   a)These pubs have play areas and serve food  b)These bars have a dress code and have sophisticated décor   1. Identify the different needs of the 3 types of customers – leisure, business and local | | For support from your teacher use the email provided below.  Once complete, please email your work to your Food teacher:  Miss Richardson- [charlotte.richardson@hotmail.co.uk](mailto:charlotte.richardson@hotmail.co.uk)  Miss Talbot- [Laura.talbot@appletonacademy.co.uk](mailto:Laura.talbot@appletonacademy.co.uk) | |  | |
| 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/:w:/g/personal/jamie_kerrigan_appletonacademy_co_uk/ETJpABXsmcNLvuYw3T9lZG8BYvcKMXeVASWFkvB3ZeR-fw?e=kwwWia) | |  | |
| Child development | | Unit 3 learning aim B. Continue on the previous word document. Using my powerpoint, explain what our early years setting does to implement inclusive practice in relation to the eight boxes you wrote about previously (how they adopt a non-judgemental attitude, how they implement a welcoming environment etc.). | | [Learning Aim B](https://exceedacademiesbfd-my.sharepoint.com/:p:/g/personal/jamie_kerrigan_appletonacademy_co_uk/EaRf4yPSB_ZFny-sWv1fMMUBz0XrcRsCuCT5mE_x-nhpvA?e=5cRa4O) | |  | |
| Health and Social Care | | Continue with your assignment on one drive. Complete slide 115 writing your assignment about how health and social care services meet the needs of individuals, explaining how barriers to one service can be overcome. | | [C2 Aim A.pptx](https://exceedacademiesbfd.sharepoint.com/:p:/s/appletonacademy_healthandfitnessfaculty/EVSfGADRSbtBifl8wwh0pHwBBKX_6hNmrjQm4i4fgGviKQ?e=UrXUSL) | |  | |
| Drama | | Work through lessons 1 – 3 on your TEAMS area for Performing Arts.  Complete all of the tasks either on paper or online. Once completed send a photo of your work or the online version to [sarah.lamb@appletonacademy.co.uk](mailto:sarah.lamb@appletonacademy.co.uk).  When it says to watch the clip, look in the notes section of the slide at the bottom. | | [Performing Arts (AAC Remote Learning Yr10) | Microsoft Teams](https://teams.microsoft.com/_#/school/files/Performing%20Arts?threadId=19:39fecc445c8843399334f7f6e32b4ace@thread.tacv2&ctx=channel&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FPerforming%2520Arts%252FYear%252010%2520Home%2520Learning%2520HT3) | | BTM | |
| Music | | In your TEAMs area I have uploaded a music theory booklet for you to work through, please download and upload back into the area. You must create your own folder with your name on it.  This will support your learning in school as you develop your knowledge on notation and the elements of music. | | Create your folder and save your work here:  [Music (AAC Remote Learning Yr10) | Microsoft Teams](https://teams.microsoft.com/_#/school/files/Music?threadId=19:59c594172bc241239c08e5401e320a35@thread.tacv2&ctx=channel&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FMusic%252FY10%2520HT1%2520Home%2520Learning) | | BTM | |
| Media Production | | **10B/Mp1**  Teams > AAC 10B/Mp1 > Component 2 Channel > Files > Assignment 1 PowerPoint.  Complete each of the pre-production documents, either using paper or websites like Celtx for the navigation wireframe / script. Use the tracker to help you.  **10C/MP1**  You should be finishing assignment 1, looking at the different media products analysing the purpose, primary audience and secondary audience for each media product. You all have a folder in Teams for Component 1 with the PowerPoint template for the assignment which you need to complete the work on. Remember you need to do a present and past for your media products. 6 media products in total, 3 present and 3 past.  All of you have been given feedback on what you have done for assignment 1 so far (See your assignment 1 PowerPoint), read through the feedback and act accordingly when completing the rest of the assignment. | | [Link to tracker](https://exceedacademiesbfd.sharepoint.com/:x:/s/9BMp1/Ecw_404KnHNDmIT-q3IoWxEBhhaIrYObxv8RbbDirImCbQ?e=KU2q3Qhttps://exceedacademiesbfd.sharepoint.com/:x:/s/9BMp1/Ecw_404KnHNDmIT-q3IoWxEBhhaIrYObxv8RbbDirImCbQ?e=KU2q3Q)  [Link to Team](https://teams.microsoft.com/l/team/19%3a34d5da4df7fa41f09a2b2f738d001296%40thread.tacv2/conversations?groupId=13beba20-7dcf-4c95-8da7-ce1352af7cae&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b)  [Link to Team](https://teams.microsoft.com/l/team/19%3aBAtf1-ANUGJr3R37bT8_oRtG56TFmSrI9tJkEmrRE5k1%40thread.tacv2/conversations?groupId=098646e2-9c20-4092-9530-20e133459753&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b)  [Link to Component 1 Files](https://teams.microsoft.com/_#/school/files/Component%201?threadId=19%3A2d644f686db84f45be86bc24aaa3e5be%40thread.tacv2&ctx=channel&context=Component%25201&rootfolder=%252Fsites%252FAAC10CMp1%252FShared%2520Documents%252FComponent%25201) | | HAL | |
| Dance | | Research the roles, responsibilities and skills required by the dancer, choreographer, costume designer, lighting designer and set designer for All That Jazz. Write a short paragraph detailing your findings for each. | |  | |  | |
| 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 3 divorce](https://classroom.thenational.academy/lessons/divorce-c9jkcd) | |  | |
| PSHCE | | This half-term in PSHCE we are looking at relationships, pleasure and challenges.  Work through the work set and bring your work with you to your next lesson.  If you have any queries, email your PSHCE teacher. | | [Y10 PSHCE](https://exceedacademiesbfd.sharepoint.com/:p:/s/AACRemoteLearningYr9/EW8YbpI1IzZLs0cmCCe4RfYBOXqGMMv4NE94u4OWCtPzMw?e=KKwhI1) | |  | |
| iMedia | | 10D/Im1  Google ‘Teams’ on a laptop/PC preferably, and sign in:  Teams > AAC 10D/Im1 > Class Notebook > Topic 1 > Lesson 10 – The Effect of the Audience on Digital Graphics  Complete all written sections, inform Mr Halston via email or on Team posts when complete. | | [Link to iMedia Team](https://teams.microsoft.com/l/team/19%3aUfj4K0SqkPE4Po4vRoJ_9YgeeM-fTkmUiXjdyqemC_Q1%40thread.tacv2/conversations?groupId=d8b28d9e-fe5f-4c9c-a706-e20c1b1b40b9&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b) | | HAL | |
| PE | | In this lesson, we will learn how to measure fitness and experiment with measuring levels of fitness for different components. We will learn how to use protocols and how to interpret data that is produced. | | <https://classroom.thenational.academy/lessons/how-can-fitness-be-measured-6cv34c> | |  | |