**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/2012/08/10/angles-in-a-full-circle/)  [Worksheet 1](https://corbettmaths.com/wp-content/uploads/2013/02/angle-facts-pdf1.pdf) Q3, 4 and 5  [Video 2](https://corbettmaths.com/2013/04/04/parallel-lines-angles/)  [Worksheet 2](https://corbettmaths.com/wp-content/uploads/2013/02/angles-in-parallel-lines-pdf1.pdf)  [Video 3](https://corbettmaths.com/2012/08/10/angles-in-a-triangle/)  [Worksheet 3](https://corbettmaths.com/wp-content/uploads/2013/02/angles-in-a-triangle-pdf1.pdf)  **Higher**  [Video 1](https://corbettmaths.com/2012/08/09/reading-cumulative-frequency-graphs/)  [Worksheet 1](https://corbettmaths.com/wp-content/uploads/2021/02/Cumulative-Frequency.pdf) Q4 - Q8  [Video 2](https://corbettmaths.com/2013/05/15/drawing-and-reading-box-plots/)  [Worksheet 2](https://corbettmaths.com/wp-content/uploads/2019/07/Box-Plots-pdf.pdf)  [Video 3](https://corbettmaths.com/2012/08/19/finding-frequencies-from-histograms/)  [Worksheet 3](https://corbettmaths.com/wp-content/uploads/2020/07/Histograms.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):  Biology; Ecology  Lessons 1 [**Forces and Elastic Potential Part 2**](https://classroom.thenational.academy/lessons/forces-and-elasticity-part-2-70vk6t)  Lesson 2 [**Pressure**](https://classroom.thenational.academy/lessons/pressure-6xgkgc)  Lesson 3:[**Speed**](https://classroom.thenational.academy/lessons/speed-c5jp4t)  Lesson 4: [**Distance Time Graphs**](https://classroom.thenational.academy/lessons/forces-and-work-6ngkec)  Lesson 5: [**Acceleration**](https://classroom.thenational.academy/lessons/the-elastic-potential-store-70u62t)  **Triple Science** (Ash and Azzam):  Lesson 1: [**Decay Equations**](https://classroom.thenational.academy/lessons/decay-equations-crup6d)  Lesson 2: [**Activity And 1/2 Life**](https://classroom.thenational.academy/lessons/activity-and-half-life-ht-c9jk6d)  Lesson 3: [**Uses And Hazards of Radiation**](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  Remember you have Educake to complete | | [Mumbai challenges](https://exceedacademiesbfd.sharepoint.com/:p:/s/AACRemoteLearningYr9/EYpP_wdwaalPnaZSxtZIw3kB4zrjbtts-wiwxODT44wdwQ?e=2rtbIG)  [Mumbai opportunities](https://exceedacademiesbfd.sharepoint.com/:p:/s/AACRemoteLearningYr9/EVDgVDJo_qZBssQTXfJGFLUBxbE4urQKIZ4NiGUg_9_byA?e=oGkupn)  [Mumbai booklet](https://exceedacademiesbfd.sharepoint.com/:p:/s/AACRemoteLearningYr9/ERxTZsYxpjVNvBYj3uDRHVkBkOhoiMo6MPoXyhTsc4TeOQ?e=bdM84c) | |  | |
| 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 discussing our diets and adding fluency to our Spanish through the use of direct object pronouns.  You should complete the worksheet on paper and bring your work to your teacher when you’re back in school.  You can email your teacher if you have any questions. | | [Worksheet](https://exceedacademiesbfd.sharepoint.com/:b:/s/AACRemoteLearningYr9/ERMYyCObuVdCtks1paqGXHIBGaUUIU0WJGz27fRwjRrfKw?e=Atc2dS)  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 | | Your task is to create a series of at least 10 photos inspired by the theme of **Scale.** Take as many different images as you can.  Once you have taken your photographs you should add them to a Power-point slide, or another presentation program/app of your choosing.  On the slide with your presented photographs you should include the title of the theme. Email your completed work to [anna.wallace@appletonacademy.co.uk](mailto:anna.wallace@appletonacademy.co.uk)  **Tips and ideas:**   * Photographer **Slinkachu** (images above) uses tiny models of people to create surreal images. Do you have any models or toys that you could use to set up photographs? * Consider camera angle and where you position yourself. If you are low down and angle the camera ‘up’ this will create an illusion of height. * Experiment with **forced perspective.** * Try rotating your photo to create illusions. | |  | |  | |
| Art | | **People- proportions of the face**  In this lesson, we will learn how to accurately draw the proportions of the face and then practise drawing them.  Resources and video:  <https://teachers.thenational.academy/lessons/people-the-face-68upac> | |  | |  | |
| Product Design | | Types of production  This week you will be researching and learning about types of production.  Look into a range of types such as  Batch, mass, continuous, just in time, one -off.  Explain what they are and refer to real industry examples for each one of them.  If you need any help, please email me:  [ChristinaTsobanoglou@appletonacademy.co.uk](mailto:ChristinaTsobanoglou@appletonacademy.co.uk) | | <https://technologystudent.com/joints/scalep1.htm> | | TSO | |
| Food | | Special diets  This week you will be exploring a number of different special diet which need to be considered in Hospitality.  Starter- Define a number of diets and what foods can and cant be eaten.  Main- research visible and non visible symptoms .  Plenary- exam questions . | | [Link to lesson](https://exceedacademiesbfd.sharepoint.com/:w:/s/AACRemoteLearningYr9/EZwlHKiyeXBCqs5ESSQ1lWMBU9hzWoiifZoVys2YFOoyog?e=NyxZ1H) | | RCD  TAL | |
| 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.). Once finished, you need to suggest a minimum of four improvements that the setting could make to ensure they are inclusive and explain the impact on the child. | | [Unit 3B](https://exceedacademiesbfd-my.sharepoint.com/:p:/g/personal/jamie_kerrigan_appletonacademy_co_uk/EbDZMcCzHvBAnW6UK9AtDIgBKgYKd26rHPSI4ENHALzDiQ?e=PuEnxq) | |  | |
| 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 | | n 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 Task 1 pre-production documents, either using paper or websites like Celtx for the navigation wireframe / script. Use the tracker to help you.  **10C/MP1**  We are now moving onto Task 2 of Component 1.  Teams > AAC 10C/MP1 > Class Notebook > Component 1 > Lesson 6 - Genre | | [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) | | HAL | |
| Dance | | Research the roles, responsibilities and skills required by the dancer, choreographer, costume designer, lighting designer and set designer for Emancipation of Expressionism. Write a short paragraph detailing your findings for each. | | [Skills Sheet](https://exceedacademiesbfd-my.sharepoint.com/:w:/g/personal/jamie_kerrigan_appletonacademy_co_uk/ESRweHPuenVDrMAKZgSybIcBLseT6RH_L8wG6feGU4outQ?e=sLLQO8) | |  | |
| 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 4 sex and marriage](https://classroom.thenational.academy/lessons/sex-outside-of-marriage-6rt66r) | |  | |
| 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/:f:/s/AACRemoteLearningYr9/EqhI-JBl6TVJmnez_TcRkM4Brn9EPr0k_MoShFihcp6Lnw?e=nyRN0Z) | |  | |
| iMedia | | 10D/Im1  Google ‘Teams’ on a laptop/PC preferably, and sign in:  Teams > AAC 10D/Im1 > Class Notebook > Topic 1 > Lesson 11 – How the Properties of Digital Graphics affect their Suitability for use  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 expand on the fitness measurements to set SMART goals to help improve fitness. We will learn how to build a personalised circuit training programme focused on achieving fitness goals. | | <https://classroom.thenational.academy/lessons/how-can-training-be-personalised-74vkgr> | |  | |