**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/2013/03/17/angles-in-quadrilaterals/)  [Worksheet 1](https://corbettmaths.com/wp-content/uploads/2013/02/angles-in-a-quadrilateral-pdf2.pdf)  [Video 2](https://corbettmaths.com/2012/08/10/angles-in-polygons/)  [Worksheet 2 Q1-3](https://corbettmaths.com/wp-content/uploads/2013/02/angles-in-polygons-pdf2.pdf)  [Video 3](https://corbettmaths.com/2012/08/10/angles-in-polygons/)  [Worksheet 3](https://corbettmaths.com/wp-content/uploads/2013/02/angles-in-polygons-pdf2.pdf) Q4-8  **Higher**  [Video 1](https://corbettmaths.com/2013/02/15/equivalent-fractions/)  [Worksheet 1](https://corbettmaths.com/wp-content/uploads/2019/03/Equivalent-Fractions-pdf.pdf)  [Video 2](https://corbettmaths.com/2012/08/20/fractions-of-amounts/)  [Worksheet 2](https://corbettmaths.com/wp-content/uploads/2013/02/fraction-of-an-amount-pdf2.pdf)  [Video 3](https://corbettmaths.com/2012/08/21/increasing-or-decreasing-by-a-fraction-of-a-quantity/)  [Worksheet 3](https://corbettmaths.com/wp-content/uploads/2018/12/Increasing-by-a-Fraction-pdf.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 [**Velocity Time Graphs**](https://classroom.thenational.academy/lessons/velocity-time-graphs-6wr3gr)  Lesson 2 [**Terminal Velocity**](https://classroom.thenational.academy/lessons/terminal-velocity-75hkec)  Lesson 3:[**Newton's Laws**](https://classroom.thenational.academy/lessons/newtons-laws-c9k3at)  Lesson 4: [**Acceleration Required Practical**](https://classroom.thenational.academy/lessons/acceleration-rpa-part-1-6xhp2c)  Lesson 5: [**Acceleration Required Practical (Part Two)**](https://classroom.thenational.academy/lessons/acceleration-rpa-part-2-c4v3gr)  **Triple Science** (Ash and Azzam):  Lesson 1: [**Fission and Fusion**](https://classroom.thenational.academy/lessons/fission-and-fusion-70tk6c)  Lesson 2: [**Atomic Structure Review (Part One)**](https://classroom.thenational.academy/lessons/p4-atomic-structure-review-part-1-6rv38d)  Lesson 3: [**Atomic Structure Review (Part Two)**](https://classroom.thenational.academy/lessons/p4-atomic-structure-review-part-2-64t32r)  Lesson4: [**History Of Atomic Models**](https://classroom.thenational.academy/lessons/history-of-atomic-models-c8wk2t)  Lesson 5: Review the previous learning and create a set of revision notes. |  |

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| Geography | | This lesson is the first lesson in the UK urban section. use this lesson to learn about the distribution of population and location of UK cities | | [UK Urban](https://exceedacademiesbfd.sharepoint.com/:p:/s/AACRemoteLearningYr9/EQcz7rECC3tDlmBBqQw5CIYBO3IDzLDW3PdN-aihL_5lkw?e=6YAgB5) | |  | |
| 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’ll be talking about what we’re going to do in future in order to lead a healthier lifestyle.  Follow the links to practise two ways of referring to the future (the near future and the simple future).  You can email your teacher if you have any questions. | | [Immediate future and its formation - Revising Spanish grammar - future tense - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zrvprj6/revision/2)  [Future tense - Revising Spanish grammar - future tense - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zrvprj6/revision/4)  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 **TWISTS** 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:  Skin, fabric, fingers, screws. | |  | |  | |
| Art | | In this lesson, we will learn how to accurately draw the eyes and then practise drawing them.  Resources:  <https://teachers.thenational.academy/lessons/people-the-eyes-6rvk2d> | |  | |  | |
| 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> | |  | |
| Food | | This week you will be completing AC1.3 as your deadline is the 4th February.  Explain characteristics of unsatisfactory nutrition intake  **Key questions to cover for each deficiency** (you should choose 4).  What is the name of the deficiency and the nutrient lacking?  What are the symptoms of this deficiency?  What are food sources of this particular nutrient?  How could this effect students or elderly people? | | [Link to lesson](https://exceedacademiesbfd.sharepoint.com/:p:/s/AACRemoteLearningYr9/ERy88NkvsZtIkBue5RbUpQgBFa7-TqTDONVLQYF0W3G6nQ?e=sn3sFx) | | 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 4-5 on your TEAMS area for Performing Arts.  Please email Miss Lamb for a copy of your personal Script.  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). | | <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 | | Continue with your Unit 5 initial skills document.  Use the example to support you writing your strengths, weaknesses and targets. | | 10A  [(1) 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%252FUnit%25205%252010A)  10D  [(1) 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%252FUnit%25205%252010D) | | 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 have moved onto Task 2 of Component 1.  If you have not completed Lesson 6 – Genre, you need to do the lesson before moving on.  Teams > AAC 10C/MP1 > Class Notebook > Component 1 > Lesson 7 - Genre Characteristics | | [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 6 sexuality](https://classroom.thenational.academy/lessons/attitudes-towards-sexuality-6mt3cd) | |  | |
| 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://classroom.thenational.academy/lessons/impact-on-attitudes-and-behaviour-69h6ct?activity=video&step=2&view=1) | |  | |
| 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. **Once complete paste L10-11** orange/green work into your assignment 1 PowerPoint.  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 explore how processing of visual input can guide hand and arm movement to help with reaching and grasping in sport. We will apply this to a number of invasion games focusing primarily on netball and basketball. We will also introduce you to different passing techniques that can be used in these sports. | | <https://classroom.thenational.academy/lessons/how-is-hand-eye-coordination-used-in-sport-6hjk6r> | |  | |