**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 | **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; EcologyLessons 1 [**Stopping Distances**](https://classroom.thenational.academy/lessons/stopping-distance-6wvk4c) Lesson 2 [**Car Safety**](https://classroom.thenational.academy/lessons/collisions-and-car-safety-crwkce)Lesson 3:[**Review Lesson**](https://classroom.thenational.academy/lessons/combined-science-review-6mw3gc)Lesson 4: [**Case Study, Sir Issac Newton**](https://classroom.thenational.academy/lessons/case-study-sir-isaac-newton-e9jp6g)Lesson 5: review the previous learning and create a set of revision notes.**Triple Science** (Ash and Azzam): Lesson 1: [**Atomic Structure Review (Part One)**](https://classroom.thenational.academy/lessons/p4-atomic-structure-review-part-1-6rv38d)Lesson 2: [**Atomic Structure Review (Part Two)**](https://classroom.thenational.academy/lessons/p4-atomic-structure-review-part-2-64t32r)Lesson 3: [**Infectious Disease**](https://classroom.thenational.academy/lessons/infectious-disease-6wu3ce) Lesson 4: [**Viral and Bacterial Disease**](https://classroom.thenational.academy/lessons/viral-and-bacterial-disease-68v3at) Lesson 5: [**Fungal and Protists Disease**](https://classroom.thenational.academy/lessons/fungal-and-protist-disease-6xk3gt) |  |

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| Geography   | This lesson considers your UK urban case study – Leeds.Use the lesson to complete your work and email it to your geography teacher | [Leeds case study](https://exceedacademiesbfd.sharepoint.com/%3Ap%3A/s/AACRemoteLearningYr9/EXv4IkV9krVEq11ojA4yhtMB0Tu0RKw8qXsBgm0Qmv_HxQ?e=B6KgcE)[Leeds Knowledge organiser](https://exceedacademiesbfd.sharepoint.com/%3Ai%3A/s/AACRemoteLearningYr9/ETPt0bljVvtAscROkj5ZlQYBvIUtnucCIx5llrKHTtzh_Q?e=oA6HMs) |  |
| 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 beginning work on the imperfect tense, in order to describe what our lifestyles used to be like. Follow the link to gain an introduction to the imperfect tense and start to practise forming it. You should then follow the second link for some additional practice. Bring any completed work to your teacher when you’re back in school.You can email Miss Shepherd if you have any questions.  | [The imperfect tense - when to use it - Revising Spanish grammar - imperfect tense - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zryhgwx/revision/1)[Worksheet](https://exceedacademiesbfd.sharepoint.com/%3Ab%3A/s/AACRemoteLearningYr9/EbwV3nsO1q5Fjq2KiDgfVwUBJNNS7K4pd6JlKou9e_y9Dw?e=cSBXat)Miss Shepherd: april.shepherd@appletonacademy.co.uk |  |
| Photography  | Your task this week to take a collection of images based on your chosen theme. Look carefully around your home, what items could you use? Remember to consider camera angle and lighting. Email images to anna.wallace@appletonacademy.co.ukAim to take a minimum of 10 photographs.If you have taken your final images your next task is to edit. You can use Photoshop or could use editing apps on your phone such as Pixlr. Remember to take screen shots of the editing process. Email all edited images to the email address above. |  |  |
| Art   | This week your task is to focus upon design ideas based upon your research. Aim to create a minimum of 4 designs, try experimenting with colour and shade.Collect primary source imagery to help you, if you require images printing email to anna.wallace@appletonacademy.co.ukIf you have completed your 4 design ideas your next task is to choose one of your designs to develop. You may experiment with different colours or add/take away details from your original design. |  |  |
| Product Design | This week we are looking at single scale production. Please answer the questions on this <https://technologystudent.com/pdf16/singleitem.pdf> using the information from here. <https://technologystudent.com/joints/sing1a.htm>  |  |  |
| Food  | This week you will be exploring special diets, symptoms of food intolerances and allergies and food alternatives. Useful website <https://www.nhs.uk/conditions/food-intolerance/>  | [Link to lesson](https://exceedacademiesbfd.sharepoint.com/%3Aw%3A/s/AACRemoteLearningYr9/EZwlHKiyeXBCqs5ESSQ1lWMBU9hzWoiifZoVys2YFOoyog?e=TiV47Q)Once you have completed the work that has been set, email this to your food teacher. | 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/%3Aw%3A/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/%3Ap%3A/g/personal/jamie_kerrigan_appletonacademy_co_uk/EbDZMcCzHvBAnW6UK9AtDIgBKgYKd26rHPSI4ENHALzDiQ?e=PuEnxq) |  |
| Health and Social Care  | Continue with your assignment on one drive. This will be either Component 2 Aim A or Component 1 Aim A depending on where you are up to and what sections you have to finish. If you have any questions please email Miss Young. |  |  |
| 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. | <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. Please ensure you use the example to support you and it is saved in your personal folder in TEAMS.  | 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 or 7 – Genre Characteristics, you need to do the lessons before moving on.Teams > AAC 10C/MP1 > Class Notebook > Component 1 > Lesson 8 - Repetition & Difference | [Link to tracker](https://exceedacademiesbfd.sharepoint.com/%3Ax%3A/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 | Complete the learning aim A booklet, performance table two on All That Jazz. Use your knowledge of content taught in the lesson and your own research to complete the information table on 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 6 same sex marriage](https://classroom.thenational.academy/lessons/same-sex-marriage-chgpae) |  |
| 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/%3Af%3A/s/AACRemoteLearningYr9/EleCY_Tzi2pMpr1J0EPgNVoBUIslkmyIGofg9Mcs9RWXeA?e=0CFrH3)  |  |
| iMedia | 10D/Im1Google ‘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 foot and leg movement to help with kicking a ball in sport. We will apply this to invasion games focusing primarily on football. We will also introduce you to different passing techniques that can be used in these sports. | <https://classroom.thenational.academy/lessons/how-is-foot-eye-coordination-used-in-sport-cthpad> |  |