|  |
| --- |
| Dear Parent/Carer,  Although the school is currently closed due to Coronavirus, we are continuing to provide educational tasks for your children to complete.  In year 10, we suggest that children try to complete;   * 1.5 hours per week of English, Maths and Science (ie 4.5 hours a week in total) * 1.5 hours per week of their 3 option subjects (ie 4.5 hours a week in total) * 30 minutes of PE per day * 30 minutes of reading per day   Home learning tasks can be supplemented with work from a number of websites (see the [school home learning page](https://mayfield.portsmouth.sch.uk/about-us/emergency-closure) on the website for examples of these).  Teachers will set a weekly programme for your child to work through at home. This will be available for you to access on the school website every Monday. Please note that to access the work on a mobile or laptop you may need to install Word (available [here](https://play.google.com/store/apps/details?id=com.microsoft.office.word&hl=en_GB) for Android and [here](https://apps.apple.com/gb/app/microsoft-word/id586447913) for Apple) and Powerpoint (available [here](https://play.google.com/store/apps/details?id=com.microsoft.office.powerpoint&hl=en_GB) for Android and [here](https://apps.apple.com/gb/app/microsoft-powerpoint/id586449534) for Apple). If accessing the work on a laptop then pupils should be able to use Office 365 through their web browser and won't need to install any extra programs. If you have any problems accessing the work then please email Mr Gibson (gibsonr@mayfield.portsmouth.sch.uk).  Whilst it is important for your child to keep up with their learning at home, we appreciate that this can be a stressful time for children and adults. Looking after mental health is vital. Therefore, we suggest that the day is broken up into manageable learning chunks, interspersed with physical exercise, fun activities and time together as a family. Activities such as the 30 day lego challenge and the daily [Joe Wicks PE lessons](https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ) could be a good place to start.  As well as educational learning, the children could also begin to learn different life skills – make a meal for the family, sew on a button, write a letter to a distant family member, bake a cake using a recipe book etc.  We hope you are all keeping well and staying positive. |

**Core subject work for all pupils**

## English

Year 10s, this term you all need to work on your knowledge, understanding and development of English Language skills, as part of the GCSE Language course. The booklet found [here](https://mayfieldschoolpo2.sharepoint.com/:w:/g/English-Students/EURcg6nvmfRIhKvmxtKlGy8BVV0749p3eRabgK8BBv0hqg?e=z038dK) is a guided learning pack, related to each of the sections of *Paper 1: Creative Reading and Writing.* These skills are necessary for the study of unseen fiction texts and for successful creative writing. You can make notes separately, and work through the tasks on paper. This week, all students should read the introduction, read the extract and answer the questions on pages 1-10 of the booklet. If you’re looking for an extension, why not make revision cards or flash cards to remind yourself of the key skills for each question, ready for GCSE revision. Be resilient; be resourceful!

In addition, we want you to work on your spelling! This term the focus is on expanding vocabulary, useful for reading and writing. You can find the first week’s spellings [here](https://mayfieldschoolpo2.sharepoint.com/:w:/g/English-Students/EahXDZbbwc5DhYeJoS5xmcUB_j18Quzq1UQoA2bM952PYA?e=3ZwaJz). Remember, use your strategies: look, cover, write and check. Also, if any of the words are unfamiliar, look them up using a dictionary or [online](https://www.dictionary.com/).

Remember, whilst the focus is on Language remember to keep up your revision of Literature using the PiXLit App: <https://englishapp.pixl.org.uk/> you can log-on using the same information as Maths (see below). Try to revise the characters, narrative, themes and quotations for the texts you have read: *An Inspector Calls, A Christmas Carol* and *Romeo and Juliet*. Challenge yourself to the tougher tasks and log in regularly.

Finally, in preparation for your GCSEs, we’d like you to continue testing your reading comprehension. Attempt a minimum of ONE task a day from the 20th Century texts booklet found [here](https://mayfieldschoolpo2.sharepoint.com/:w:/g/English-Students/EWZB-j4ZA2pJhnvyZZNe-PEBZaXjZsuj8aHZEo3JC0lOyg?e=GaCvez). For our more able, or those hoping to exceed a Grade 5 at GCSE, have a go at a more challenging text from [here](https://mayfieldschoolpo2.sharepoint.com/:w:/r/English-Students/_layouts/15/Doc.aspx?sourcedoc=%7BECC68FA9-F386-4205-AFBA-E37F305AEF60%7D&file=19th%20Century%20Reading%20for%20Meaning%20Activity%20Booklet.docx&action=default&mobileredirect=true) as well. Time yourself, have only 10-15 minutes to read before trying the questions. You will have unseen texts on GCSE English Language Papers 1 and 2.

Remember, read for pleasure; try heritage fiction, poetry or linked texts to your key studies!

## Maths

**First task -** 1 Hour PIXL Maths APP (<https://mathsapp.pixl.org.uk/PMA2.html>)

Make sure that you click ‘allow Adobe’

**PIXL Login**

School ID - MF2916

User ID - Usual school login (16SbloggsJ)

Password - PASSWORD

Your teacher has set the relevant tasks. Once logged on:

1. Click "Select task"

2. Click "Homework Task" - This brings up the most recent HW set by your teachers.

3. Complete the questions set. If you need support click on "Video" or "Power Point".

If you click "Previous HW task" - brings up previous task questions

If you click "Homework Results" you can see your marks for each of your homeworks you have completed.

If you cannot access PIXL please email Mr Ralph on the following [**ralphs@mayfield.portsmouth.sch.uk**](mailto:ralphs@mayfield.portsmouth.sch.uk) with your: **Name, Year, School Username,** and **Maths Class** and he will help you.

**Second task** - 30 mins on Maths box <https://www.mathsbox.org.uk/2004.html>

Scroll to the bottom on the page and Select W/B **27th April 2020**

**Set 1 -** Answer and mark the **Higher A** questions.

**Set 2 -** Answer and mark the **Higher B** questions

**Set 3&4 -** Answer and mark the **Foundation A** questions**/** If you get lots incorrect try the **Foundation B** questions**.** If you still get lots correct try the **Foundation AA** questions

## Science

Please write any answers on paper, you do not need to print out any sheets (although feel free if you want to).

This week you are looking at some chemistry, in particular the concept of energy changes. This topic contains one of your important required practicals so you should be able to pick up some of the understanding of safety and calculations in practicals from this weeks work.

Click on this link -[>Energy changes](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Science-Students/Ed2OtsLTqaJJhuYxRuz0e3oBtaAwn4fwuIX0-rAEuG3EsA?e=7x4acX)to access and complete the task sheet

Please make sure you give yourself enough time to review your work from last week, check the answers you put down against the mark scheme [found here](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Science-Students/EZgG8GmkGTpMnzq9aHsP4nQBo5jO1cLPo9V8LHr_EOQmyw?e=QtRHLh), and correcting any mistakes in a different colour pen.

**Extension:** Why not try creating your own Kahoot? It can be on some of the subject knowledge you have covered in recent weeks then get your family or friends to see how much they know.

If you have any questions, or would like to send some examples of your work to us please email them to Mr Hoad – [Hoad-James@mayfield.portsmouth.sch.uk](mailto:Hoad-James@mayfield.portsmouth.sch.uk).

## PE

The key benefits of doing PE are enjoyment, challenge and improved mental health. Therefore we suggest that you should undertake 30 minutes of physical activity every day. This could include jogging, cycling, or some form of indoor exercise (for example [Joe Wicks daily PE activity on YouTube](https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ)) with other people in your household.

You could also create a training log to record how your fitness progresses. Things you could record are:

* Distances and times achieved
* Heart rates
* How does your body feel?
* Plan for future sessions

## PSHE

Over the next few weeks, we are going to revisit your learning in PSHE from previous years, to help to prepare you for a unit of work which you will do in year 11. You will be revisiting work on communities, such as living in Britain, treating people equally, and how Britain is governed.

When asked what the characteristics of being British are, people’s answers vary greatly. However, there are often some common features to their answers. Answer the following:

1. What do you understand a community to be?
2. What communities do you belong to?
3. What characteristics do you think are needed, to build a productive community?
4. What characteristics can you think of, which could have a negative impact on a community?
5. What words do you think of when you think of ‘Britishness’?

If you can, ask somebody else the same questions and compare their answers to your own. How are they similar/different? Remember to stay safe and only speak to people you know and can trust, whilst sticking to the government’s social distancing guidelines.

**Option Subject Based Work**

**(only to be completed by pupils who study these subjects)**

## Art

You should have completed the following for the ‘In the Kitchen Project’ before half term:

1. Title Page
2. Mindmap
3. Moodboard
4. Two observational drawing pages in pencil and your other chosen media of food/ kitchen related items.

If you would like someone to look at your work so far and provide feedback you can email images to Miss Astles and she will be happy to answer any questions: [Astlesk@mayfield.portsmouth.sch.uk](mailto:Astlesk@mayfield.portsmouth.sch.uk)

This week you will be starting your first artist research page. You will be looking at the artist Graham Smith. (It’s okay if you have already looked at this artist in a previous project, try to do some different studies/ observations to expand your research further.) This is what his work looks like below:



**Artist research page: You will need to complete the following on at least two A3 pages in the style of the artist’s work:**

* Title – Graham Smith.
* Artist study from at least one of the artist images in a media that matches the artists style.
* Writing information about the artist – what does he do? How does he do it? What is the work about? How does it link to your theme? How can you recreate and develop this artists style in your own work? Think about how the artist uses composition. The artwork overlaps, takes up the whole page and he playfully inserts bubble writing/ notes to express thoughts and diary entries. Whilst he also focuses on line as he uses pen to create his work. (Analyse his work in your own words)
* Stick in/ attach images of the artist’s work into your book.

## Business Studies

A full guide is available in the [Student SharePoint](https://mayfieldschoolpo2.sharepoint.com/Business-Students/Shared%20Documents/Forms/AllItems.aspx?viewid=8e0ff8ed%2D6e40%2D4d51%2D9aae%2D90751c4cc8a6&id=%2FBusiness%2DStudents%2FShared%20Documents%2FStudents%20Working%20From%20Home%2FYear%2010), select “WFH Year 10”.

Your main task is to complete the weekly deadlines seen on the document above, this is on Seneca Learning. I will be able to track your progress. If you’re in class [10A click here](https://mayfieldschoolpo2.sharepoint.com/Business-Students/Shared%20Documents/Forms/AllItems.aspx?viewid=8e0ff8ed%2D6e40%2D4d51%2D9aae%2D90751c4cc8a6&id=%2FBusiness%2DStudents%2FShared%20Documents%2FStudents%20Working%20From%20Home%2FYear%2010), if you are in class [10C click here](https://app.senecalearning.com/dashboard/join-class/1q19spnt2k). You will need to create an account, please use your school email.

Additional tasks, including a movie/documentary list will also be found in the SharePoint section linked above. However, remember those are optional, additional materials and not a replacement to the Seneca learning tasks.

Please do read through the document first, but any questions feel free to email me on [batchelort@mayfield.portsmouth.sch.uk](mailto:batchelort@mayfield.portsmouth.sch.uk).

Stay safe. I look forward to seeing your progress on Seneca Learning.

## Computing

During your computing time this week we would like you to work on your programming skills. If you are a confident programmer then you can do any of the following tasks:

1. Carry on working through the homework tasks you have been using all year ([click here](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Computing-Staff/EQg7bOHvYDhPhtWFv_v4z9UBALfxoTTx4cZAA9r8PUnDVA?e=idqAzi))
2. Start work on these advanced challenges (this is a new booklet many of you won’t have seen before – [click here](https://mayfieldschoolpo2.sharepoint.com/:b:/g/Computing-Staff/ERmuBSMjUvZCoM4KmLlNP_QBFCr-EmWhBjOfFRS8TZg1MQ?e=lQjWDv))
3. Continue working on any program you have begun this year (for example your text based adventure game)

If you are not feeling so confident with your programming skills then you may want to use the Codecademy Python course – although it is set up for Python 2 there are only a few small differences to what you have been taught ([click here](https://www.codecademy.com/learn/learn-python)).

## Dance

Hello year 10’s happy summer term 2 hope you are all well and safe 😊 the focus for the next 8 weeks is to make sure you do not forget what you have learnt about the set works you have studied.

**Practical: 30 minutes**

Complete a full warm up consisting of the following stages:

* Pulse raiser: eg. Jogging
* Stretching: this should work on all areas of the body from head to toe. Remember to stretch both sides equally.
* Mobility: eg. Arm swings/hip circles
* Dynamic movements: practice sharp changes in speed and direction eg: shuttle runs
* Skill rehearsal- practice specific skills.

This warm up should take you around 10- 15 minutes if completed to a high standard

You must now complete a HIIT workout.

This can focus on any of the following areas (focus on a different area each week to mix it up)

* Abdominals and core
* Legs and Glutes
* Arms, back and shoulders
* Cardiovascular.

You can either create your own HIIT workout or research an existing one, there are loads online for example Joe Wicks.

Ensure that you stretch and cool down once you have completed the workout to lower your heart rate

**Section A/B: 30 minutes**

Thinking about the set phrases (Scoop and Breathe) describe one movement example from each phrases of the following Physical skills:

* Posture
* Flexibility
* Alignment
* Control
* Strength

How do these skills help when performing the set phrases?

What Physical skills do you need to work on regarding the set phrases and why?

**Section C: (30 minutes)**

*(All set works are also on Vimeo)*

This week's Focus: Exam Questions

**Alinha Curva:** <https://www.youtube.com/watch?list=PLBhgvcteMlthpNdpVUZjOMSoJxwSXSk6l&time_continue=93&v=z_yqDn_20PQ&feature=emb_logo>

**E of E:**  <https://www.youtube.com/watch?v=p1thJqQrxYk&feature=emb_logo>

**Shadows:** <https://www.youtube.com/watch?time_continue=4&v=bHmICKqjzQU&feature=emb_logo>

Using the notes and retrieval practice you completed last term, attempt/complete the following exam questions.

Practice Questions: **COSTUME**

1) Explain how the costumes worn in Shadows contribute to the overall understanding of the work. (12 Marks)

2)Describe a costume from Alinha Curva and how it communicates the theme of the dance. (6 Marks)

3) Describe the use of costume worn in E of E contributes to the audience’s understanding of the choreographic intention. (12 Marks)

## Drama

Project 1

For the first part of this half term your task is to create your own production of a monologue. You will need to work on your character, rehearse, learn your lines, find a costume and then perform your monologue. You have the option of filming your monologue and emailing it to your Drama teacher as evidence of your work. Use the monologues below, or choose an alternative one from one of these websites.

<https://www.monologuearchive.com/>

<https://www.dramanotebook.com/monologues-teenagers/#IRemember>

**Gender:** Any  
 **Genre:** Dramatic  
 **Description:** A young man reminisces about his friend Sadako, and the thousand paper cranes she folded during the Atomic age.

I’m a liar… \*huhm\* Well I’m certainly something. It’s easy to get strange around here. So many grim faces, so many doctors, so many treatments. It all stops making sense after a while. “acute malignant leukemia of the lymph glands” sounds fancy, don’t it? ‘Atom Bomb Disease’ rolls off the tongue better. It was the course of governments that led to the most destructive weapon ever conceived, but it was the people who paid the price. No presidents no emperors, us kids. I wish I could sleep, I’m always tired in the morning, the nurses call me out for looking bleary. I think it’s funny, they know I don’t have anywhere to be. I’ve spent so many nights staring out this same window looking at this same street lamp. I blame the snores from the five other people in this room. I can never sleep when I want to. You think something so basic to living would come easier. Maybe if I fold some cranes, all my struggles would be solved (laughs). I shouldn’t joke about that. No, it’s wrong. It feels wrong to Sadako. Oh, Sadako. She’s in a better place now, outta this place at least. Only twelve in this hospital, this is no place for little girls, this is no place for anyone. Too sterile too gray too hopeless. I can’t stop thinking about Sadako, how she spent her last few week folding all those cranes. I had told her a while ago, jokingly of course, the legend that anyone who folded one thousand paper cranes would be granted a wish. Fold a thousand. Money? Done. Superpowers? Easy. Not dying? Easy. The poor thing spent her last months folding and folding and folding. Not taking in music or colors or flavors, but folding the same damn thing again and again. She only got up to six hundred something, before she (looks for word) went. It didn’t matter in the end, I knew it wouldn’t, paper cranes can’t cure cancer, I know that. I Shouldn’t have told her that. I’m a liar. Maybe it wasn’t the worst thing, hope is hope right? And she found that, had it. I think she realized it wasn’t gonna save her, she must have, she wasn’t dumb. I know she saw the end coming, but she kept folding. I can’t understand why she would spend all those hours on something so pointless. I messed with her head with, I’m older I shoulda known better, I shoulda done better. It’s good she spent her time doing something she wanted to do, that is that. But its, it’s weird to think she’s becoming a hero for it isn’t it, the cranes I mean? I hear them talking about how inspirational her story is. Really? They saw how it ended, how it ends for all of us, what’s beautiful about that? I can hardly bear to think about it. It’s not ok, it’s not right. It’s so helpless can’t you see? Folding paper and legends, that’s not enough to build hope on, but it’s all we get. It’s cruel. Nothing inspirational about it. Nothing more to say about it. She’s no hero, none of us are, we’re all just dying in our own ways. I really need to get some sleep, it’s so late. Nothing stops the morning.

**Task 1;** Choose your monologue, either the above or one from the suggested websites. Then create a mind map of everything you know about the character from the monologue and the situation that they are in.

**Task 2**; In a different colour add the things that you don’t know from the text, for example information about the character back ground and hobbies etc. It is up to you as the actor to decide these things about your character.

Each week I would like you to practice the monologue and learn it so that by the end of the term you know it off by heart.

## French

**Task 1** – <https://forms.gle/Nhovt992qFa7wCSA7>

You are to follow the link to a Google Form retrieval quiz

Please complete the relevant information with your name and your teacher.

There are 10 questions and each question is worth 3 marks. You will be completing one of these retrieval quizzes every week so keep a track of your scores and see where your strengths are and where you need a bit more work on.

**Task 2** – Bitesize revise and test

<https://www.bbc.co.uk/bitesize/guides/zfgqvk7/revision/1>

Follow the link to BBC Bitesize and complete the “revise” activities regarding **Imperfect Tense**. Complete the revision tasks first and create your own notes based on this topic. Refer to your revision notes throughout the week and then after revising this topic, go back to this link and complete the “Test” part. Any gaps in your knowledge from the test should be further revised in a different manner by creating another resource or more spaced timing.

**Task 3** – Reading and Listening

Log on to Active Learn and complete the reading and listening activities set to you.

## Geography

**NIGERIA**

You are going to complete a research project about Nigeria. This will be a crucial case study for the main topic of Year 11. This will take you 3 weeks to complete as it requires an in depth look at the country.

Nigeria is our example of a Low Income Country and for your GCSE you need to know the following aspects.

• the location and importance of the country, regionally and globally

• the wider political, social, cultural and environmental context within which the country is placed

• the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development

• the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country

• the changing political and trading relationships with the wider world

• international aid: types of aid, impacts of aid on the receiving country

• the environmental impacts of economic development

• the effects of economic development on quality of life for the population.

The link to the task sheet is here – [TASK SHEET](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Geography-Students/EXT9JXAPx1ZAv6ua2JvXwvoBtuTHUdQhR7b4mtMuKakojQ?e=ZNRFpn)

The task has been broken down into sections and you should look to complete 3 sections each week. Each section has a couple of sub questions to research. You should use the textbook pages that have been scanned and uploaded to sharepoint and teams folders linked below. You can use wider research from the internet too but I recommend using the textbook first.

[Geography Sharepoint](https://mayfieldschoolpo2.sharepoint.com/:f:/g/Geography-Students/ElR0_-5vP81BmlLmI4tXPBgBSFOrx8Ef-EbkSGyWoy5zMw?e=UpUroA)

[10A – HUG/ROY](https://teams.microsoft.com/l/file/63D6D6A1-184E-4BDE-8819-A914C09C61BB?tenantId=c68cb7d7-a661-461a-ab08-7a3094d6e411&fileType=docx&objectUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10A2019-20%2FClass%20Materials%2FUrban%20Issues%20Revsion%20-%20week%20beginning%2020th%20April1.docx&baseUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10A2019-20&serviceName=teams&threadId=19:1b371fe551d3426fa6f3985f606a767e@thread.tacv2&groupId=c7606046-2cc6-4d88-9b72-ac820e145a11)

[10B1 - RAN](https://teams.microsoft.com/l/file/DBCDF35A-80EF-4B35-AD04-AE2C21F7D7F2?tenantId=c68cb7d7-a661-461a-ab08-7a3094d6e411&fileType=docx&objectUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10B12019-2020%2FClass%20Materials%2FUrban%20Issues%20Revsion%20-%20week%20beginning%2020th%20April1.docx&baseUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10B12019-2020&serviceName=teams&threadId=19:5e506b3288c74defa44cdc2d8ec5127f@thread.tacv2&groupId=096480bc-c8a6-4527-839d-f99a41925ab1)

[10B2 - HUG](https://teams.microsoft.com/l/file/EDA978FB-A205-407E-A73A-C75B62BE6E73?tenantId=c68cb7d7-a661-461a-ab08-7a3094d6e411&fileType=docx&objectUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10B22019-2020%2FClass%20Materials%2FUrban%20issues%20Revision%20Week%20beginning%2020th%20April.docx&baseUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10B22019-2020&serviceName=teams&threadId=19:0ffd72e53e53449694fb008cf82b36d5@thread.tacv2&groupId=ac919304-080d-47e6-ae18-f4741e293d1f)

[10C1 – ROY](https://teams.microsoft.com/l/file/67C21084-13A3-4D98-BD10-97A56196C4B7?tenantId=c68cb7d7-a661-461a-ab08-7a3094d6e411&fileType=docx&objectUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10C12019-20%2FClass%20Materials%2FUrban%20Issues%20Revsion%20-%20week%20beginning%2020th%20April1.docx&baseUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10C12019-20&serviceName=teams&threadId=19:1ac2ae27b4a54b81b4776a99d973ab24@thread.tacv2&groupId=8ae60f98-6083-4953-91cb-a83e90f8ddba)

[10C2 - RAN](https://teams.microsoft.com/l/file/FB758036-922F-4EE3-831D-B80719008916?tenantId=c68cb7d7-a661-461a-ab08-7a3094d6e411&fileType=docx&objectUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10C2%2FClass%20Materials%2FUrban%20Issues%20Revsion%20-%20week%20beginning%2020th%20April1.docx&baseUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10C2&serviceName=teams&threadId=19:30cf6294df384bd58ed893e6b82a639f@thread.tacv2&groupId=89b73164-ee3c-4abc-a3e1-51420e4925af)

## History

|  |  |  |  |
| --- | --- | --- | --- |
| Elizabethan England | **Monkey Monkey revision site** | Revise key people, dates and events for **unit 2** Elizabeth Life | <http://www.monkeymonkeyrevision.co.uk/index.php>  It will ask you to log in, just sign in as **a guest**. Click on Elizabethan England (red box)  This week you will focus on Elizabethan Life only.  **Task 1:** Select **revision cards**. Read through all 6 topics under the heading Elizabethan Life (from Gentry-Golden Age) Select the first topic (Rise of the Gentry) and read through carefully. Once read click on the grey ‘switch to gap fill’ at the bottom. Read through and fill in the gaps. You can set difficulty rating in the purple box. It will automatically set at core but you can change to essential (basic) or challenge (difficult). If you need help, press ‘hint’. Once done press ‘check’ to reveal the answers.     * After checking your answers click the grey button again ‘switch to info’ and it will take you back to the revision card you have just read. At the bottom press ‘next’ and you will move onto the next topic. Repeat this process until you have completed all 6 topics for unit 2 * Once done press the back arrow in the top left of your screen and it will show you your progress on each topic. If you are able, screen shot it and send it in an email to your History teacher so they can see your progress too.     **Task 2**:  Go back to the home page (press back arrow again) and select ‘**factbuster**’. In the left hand purple box change ‘All topics’ to ‘Elizabethan Life’. You can choose to take the multiple choice quiz or for a harder option select ‘text box’ and you will need to insert your own answer without choices (make sure spelling is correct otherwise it will be considered the wrong answer) Again it will show you how well you know the facts, once all green you can press ‘ignore’ and just keep repeating the test with facts you are not sure of, until they are all green- then send a pic to your teacher! |

## IT ( BTEC)

**Assignment work**

Over the last couple of weeks, you have been working on the first assignment which is all about Data and how it's been collected, this assignment can be found [here](https://mayfieldschoolpo2.sharepoint.com/:w:/r/ICT-Students/_layouts/15/Doc.aspx?sourcedoc=%7B9E9B2740-8AC2-48D2-9083-8A0ADF0F11A0%7D&file=AAB-Component-2-LA-A%20Updated.docx&action=default&mobileredirect=true), the support sheets for this assignment can be found [here](https://mayfieldschoolpo2.sharepoint.com/:w:/r/ICT-Students/_layouts/15/Doc.aspx?sourcedoc=%7BA8E974BD-9FC1-4BAA-A084-5758588D2D03%7D&file=Example%20Assignment%201.docx&action=default&mobileredirect=true). If you are able to complete this, please do so.

**Next Steps**

If you are unable to finish that assignment or you have finished it, you will find the next sets of tasks/learning [here](https://mayfieldschoolpo2.sharepoint.com/:w:/r/ICT-Students/_layouts/15/Doc.aspx?sourcedoc=%7BFDB67A11-DF40-435F-9EBE-F88319D2E9CB%7D&file=Year%2010%20IT%20BTEC%25). They are broken down into lessons, which will take you approx. 1 hour to complete. Keep All the work/notes/answers - you will need them for Y11.

## Music

|  |
| --- |
| This half term you are going to be working on your Performing Skills similar to what we have done in class. To begin with you need to select a suitable piece of music which you have not tried to play before. Then you need to give yourself a target for this piece overall (E.g. Play with 2 hands together accurately, fluently, adding expression etc.). **Each week you should practise your piece for at least 20 minutes which should also include any technical exercises (scales, arpeggios etc) a day and, on Fridays, video yourself playing the part(s) you have learnt.** On Friday you should also complete a diary entry which includes: -   * How much you have completed * What were the difficult aspects of what you were trying to learn? * How did you break the section down into manageable partss? * Who did you perform the section or whole piece to and how effective was the performance? * What are you going to work on next?   The video and diary entries are an important part of your coursework. |

## Sports Studies

All students to research a sporting event from over the last two years. This can be a fixture, tournament or event.

Task 1 – Why was it memorable to you? Why did you choose this specific event?

Students should write an introduction to their event, outlining the key details about it including headlines, key data and results.

Eg – Wimbledon 2019 – The semi-final match between Federer and Nadal – Why is this of interest to you?

## Photography

The tasks this half term follow on from the work based on the theme of ‘Architecture’ and will all be useful reference for when we complete this project when we are back to school.

As a result of last half term’s work you should have a familiarity with Jon Measure and Gina Soden’s photography.

**Task 1**- **Formal elements analysis-** Choose an image by Jon Measures and one of Gina Soden’s photographs. You can select these from the internet or use the ones provided below.

***Jon Measures***

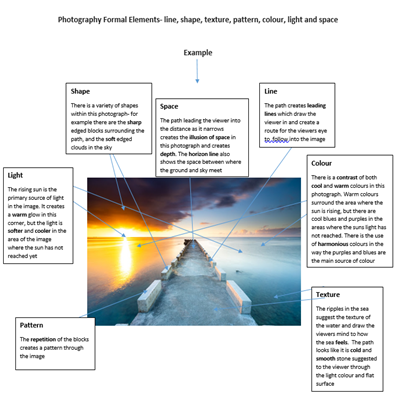


***Gina Soden***



|  |
| --- |
|  |

Label where you can identify the formal elements in the photographs you have chosen. You should structure/lay this out in the same way as demonstrated in the example below



## Spanish

* Task 1 – Retrieval quiz <https://forms.gle/vmef6r3aTBDetbS39>

You are to follow the link to a Google Form retrieval quiz

Please complete the relevant information with your name and your teacher.

There are 10 questions and each question is worth 3 marks. You will be completing one of these retrieval quizzes every week so keep a track of your scores and see where your strengths are and where you need a bit more work on.

* Task 2 – A choice of two tasks, at least complete one of them.

**EITHER one**

Before school closed, you collected a folder full of worksheets and exercises. Complete any of those activities and share with me your work that has been completed. Take a photo of the work and email it to me.

**OR two**

<https://www.bbc.co.uk/bitesize/guides/zb3g2sg/revision/1>

Follow the link to BBC Bitesize and complete the “revise” activities regarding to Travel, Journeys and Transport. Complete the revision tasks first and create your own notes based on this topic. Refer to your revision notes throughout the week and then after revising this topic, go back to this link and complete the “Test” part. Any gaps in your knowledge from the test should be further revised in a different manner by creating another resource or more spaced timing.

* Task 3 – Speaking exam paper

Look at the below photocard for your second part of the speaking exam. First job is to translate the five bullet points and then once you have understood the points, write your answers for them.

Remember, the pattern generally follows as;

1- Describe the photo *Use PALMW*

2- Opinion

3 – Past tense

4 – Future tense

5 – Opinion

Email your answers to [currierb@mayfield.portsmouth.sch.uk](mailto:currierb@mayfield.portsmouth.sch.uk)

