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| 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 should work on your knowledge, understanding and development of your poetry analysis skills as part of the GCSE Literature course. The lessons found [here](https://mayfieldschoolpo2.sharepoint.com/English-Students/Shared%20Documents/Forms/AllItems.aspx?viewid=ed26d29c%2Dcaa8%2D4612%2D8dd9%2Ded912eccf1f2&id=%2FEnglish%2DStudents%2FShared%20Documents%2FHome%20Learning%2FYear%2010%20Poetry%2FPower%20and%20Conflict%20Anthology%20Poetry%20Lessons) are based on each of the 15 poems from the Power and Conflict Poetry Anthology. You can add notes to your anthologies/make notes separately and work through the tasks on paper. Every student should aim to work on 1 of these per week. Pick the less familiar poems first - be resilient!

As well as this, you will apply your understanding of poetic techniques to the Unseen Poetry task set [here](https://mayfieldschoolpo2.sharepoint.com/%3Af%3A/r/English-Students/Shared%20Documents/Home%20Learning/Year%2010%20Poetry/Unseen%20Poetry%20Lessons?csf=1&web=1&e=e2DUBs). There is an unseen poetry question on GCSE Literature Paper 2. Remember to TWIST!

In addition, we want you to work on your spelling! You can find the fifth week’s spellings [here](https://mayfieldschoolpo2.sharepoint.com/%3Aw%3A/r/English-Students/_layouts/15/Doc.aspx?sourcedoc=%7B325F3DF0-C7D0-4399-A77A-93CEAE9071F7%7D&file=KS4%20Spellings%20Week%205.docx&action=default&mobileredirect=true). 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/).

Also, in preparation for your GCSEs, we’d like you to look at reading comprehension. Attempt a minimum of ONE task a day from the modern texts booklet you can find [here](https://mayfieldschoolpo2.sharepoint.com/English-Students/_layouts/15/Doc.aspx?sourcedoc=%7B51230BDB-1AC9-40C8-98EB-9665F6361858%7D&file=21st%20Century%20Reading%20for%20Meaning%20Activity%20Booklet.docx&action=default&mobileredirect=true&CT=1585840872280&OR=ItemsView). 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/%3Aw%3A/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.

Finally, have a look at the PiXL Lit 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*.

You could also always read a book!

## 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** 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 **20th 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 extending your understanding of the Bioenergetics topic you started last week, you previously looked at Photosynthesis and today you are going to look at Respiration as an essential process.

Click on this link -[> Respiration](https://mayfieldschoolpo2.sharepoint.com/%3Aw%3A/g/Science-Students/EaWj4b5LLYZEkFbW1q23RO4BhW3U9HjzCZVB0QhD32RqpA?e=Ae89in)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/%3Ab%3A/g/Science-Students/EaquPylRLVZKiS4lV-h6VhoBpbV1trkcMFrnuR80oM0Siw?e=CSSB3K), 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.

## 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 last few weeks, you have been researching and preparing for life when you leave school, considering post-16 options and careers. This week you can choose a skill or an area of knowledge which you would like to develop. This could be something that would help you to stand out when applying for jobs, or just something that you have always wanted to learn for the future. Some ideas are below, but it if you have something different that you would like to do, that’s fine too!

* + Learn British Sign Language: The second video here <https://learnsignlanguage.co.uk/bsl-free-offer/> will show you the letters of the alphabet to help you to get started. There are lots of other online resources too.
	+ Learn/develop a language: <https://www.duolingo.com/>
	+ Learn the phonetic alphabet and think about when you might need to use it: <http://www.msars.org.uk/pdf/phonetic_alphabet.pdf>
	+ Learn Morse code and think about when you might need to use it: <https://morse.withgoogle.com/learn/>
	+ Learn how to cook a dish: There are lots of recipes here <https://www.bbc.co.uk/food> or you could ask an adult at home to teach you.
	+ Learn first aid: <https://www.sja.org.uk/globalassets/documents/dofe/dofeselfteachworkbook.pdf?fbclid=IwAR02Z0tStqiltHuvlBykEPymCCj6pVy_JEImM66RPIM4IwHRI2MiaSSUf_8> - This is a very long document so I do not recommend printing it, however it has lots of useful information and links.

Whatever you choose to learn, make sure you stay safe.

**Option Subject Based Work**

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

## Art

Looking at the second page for observational drawing. Fill this with different media techniques. (pen, paints, charcoal, chalk, coloured pencils etc.) This can be another large drawing or lots of smaller outcomes to show off your skills using a range of media. Remember there is 24 marks for experimenting with different

## 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.

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/%3Aw%3A/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/%3Ab%3A/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

**Practical: (15 minutes)**

This link will teach you Jazz technique - you must be warmed up first, so warm yourselves up first for 5-10 minutes depending on how your body is feeling.

<https://www.youtube.com/watch?v=KRTrWc1MsXg>

**Section A/B: (30 minutes)**

Using the stimuli on the attached link , answer the following questions: (year 10 summer 1 week5) [https://mayfieldschoolpo2.sharepoint.com/:f:/g/dance-students/EmoO9yC27a9Gs5ujSgNsf8wBBiBnAzo3iHzqDI50BKGrJQ?e=d86lwe](https://mayfieldschoolpo2.sharepoint.com/%3Af%3A/g/dance-students/EmoO9yC27a9Gs5ujSgNsf8wBBiBnAzo3iHzqDI50BKGrJQ?e=d86lwe)

Stimulus 1:

* List as many different stimuli ideas as possible for a solo dance.
* Select one from your list and clearly outline your dance idea remembering to link clearly to the starting point.
* Write a motif including action/space/dynamics that relates to your dance idea.
* List 4 ways you could develop this motif.
* What structure would you use for this dance and why?
* What type of aural setting would you use for this dance and why?

Stimulus 2:

* list as many different stimuli ideas as possible for a dance for three people. (Remember you can focus on a few words rather than the whole poem)
* Select one from your list and clearly outline your dance idea remembering to link clearly to the starting point.
* Describe 3 formations that you would use throughout the dance
* What structure would you use for this dance and why?
* What type of aural setting would you use for this dance and why?

**Section C: (45 minutes)**

Lets change it up and focus on the new set work whoop whoop....

**Within Her Eyes:** <https://www.youtube.com/watch?v=uvC58t5JwhM&feature=emb_logo>

**Costume**

Task 1: Watch the whole performance

Task 2: In the same way we have looked at the other set works, make notes/diagrams about the following:

* Costumes
* Lighting (time of day/weather)
* Aural setting

## Drama

Write a rehearsal plan for when we return to school. Where are you going to begin, what do you need to develop and how can you ensure you are ready for your exam performance. You have around 10 lessons remaining.

## French

**Task 1** – <https://forms.gle/8dqQybG3dGbC84bU9>

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

Hot Deserts - Thar Desert

The next part of the living world topic is Hot Deserts. Some of the classes made a start on this section before schools closed. The main case study that we are using for this topic is the Thar Desert. This wek I want you to complete some research about the Thar desert and create a presentation and set of flash cards about different aspects of the desert

There are two PDF documents from the textbook in the class folders (links below) that will be the best source of information alongside the internet research that you might do.

Include:

* + The location of the Thar desert (use a map)
	+ The climate conditions (find a climate graph)
	+ What economic opportunities are there in the Thar desert?
		- How can people make a living from using resources in the desert?
	+ What challenges are there to living in the Thar desert?
		- What makes it difficult to live there?

In the Microsoft Teams folder are a range of video links and resources that will help you to complete these revision resources and deepen your knowledge on this topic. You will find this in the Class Materials folder in your Year 10 class folder on Microsoft teams. Here are the links if you can’t find the team folder.

[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

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| Elizabethan England | **Monkey Monkey revision site** | Revise key people, dates and events for unit 1 Elizabeth-Early 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 court and Parliament only.**Task 1:** Select **revision cards**. Read through all 7 topics under the heading court and Parliament. (from childhood-Essex rebellion) Select the first topic (Elizabeth’s childhood) 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 7 topics for unit 1.
* 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 ‘government’. 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/%3Aw%3A/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/%3Aw%3A/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/%3Aw%3A/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

**Unit 2 Assignment 2** – Draw a table and ask 10 people which poster they like the best and why? Amend and improve one of your posters in response to your feedback. This is your final piece of work for this assignment. Remember – Creative & imaginative!

## Sports Studies

Review of Learning – Access your Learning Outcome 2 in Unit 3 on SharePoint and reflect on your Lesson Plan. (2 weeks).

This should include:

1. Clear explanations of the progressions used at each stage of the session.
2. Clear guidance on how to deliver each part with diagrams (if required)
3. Teaching points to improve performance and equipment.

The lesson plan should be able to be followed by another student if required.

## Photography

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| *Ensure the two tasks set for last week are complete*. * **Task 3/ Slide 3 and 4-** Research the work of Jon Measures. Create a research slide based on his photography- this should include **relevant information** about his work, a selection of photographs of his work, **your opinion** (by choosing your favourite image of his) and how his photography links to the project theme (in this case ‘Architecture’) **On a separate** **slide** you should also analyse one image of his using the formal elements. **REMEMBER YOUR PRESENTATION IS IMPORTANT**

***If you have completed all of the above tasks and have spare time then begin the next task below but this can be started after half term*** * **Task 4/Slide 5 and 6-** Research the work of Gina Soden. Create a research slide based on her photography- this should include **relevant information** about the photographer’s work, a selection of photographs of her work, **your opinion** (by choosing your favourite image of hers) and how her photography links to the project theme (in this case ‘Architecture’)- **On a separate slide** you should also analyse one of her images using the formal elements. **REMEMBER YOUR PRESENTATION IS IMPORTANT**
 |

## Spanish

**Task 1** – Retrieval quiz - <https://forms.gle/9U9bCoFKCee4wdos7>

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/zvfvjhv>

Follow the link to BBC Bitesize and complete the “revise” activities regarding to Shopping. 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 exam paper

Complete the Foundation or Higher Reading exam paper. Both papers and tracks can be found by following the links below.

FOUNDATION: <https://revisionworld.com/sites/revisionworld.com/files/Questionpaper-Unit3Paper3F-June2011.pdf>

HIGHER: <https://revisionworld.com/sites/revisionworld.com/files/Questionpaper-Unit3Paper3H-June2011.pdf>

For the markscheme, Follow the link to Revision world and find past exam papers <https://revisionworld.com/sites/revisionworld.com/files/Markscheme-Unit3Paper3F-June2011.pdf>

<https://revisionworld.com/sites/revisionworld.com/files/Markscheme-Unit3Paper3H-June2011.pdf>