**Year 10 – Week beginning 27th April**

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| **English** | **Task 1**  **Weekly Writing Challenge: Aim to write 200 words. Include the word ‘Magnitude’-you will need to find out what this word means. Write down a definition.**    **Task 2**  Use your ‘Romeo and Juliet’ knowledge organiser (you should have a copy of this in your planner-you will have used it for some homework tasks in the Autumn Term) to create a comic strip version of the plot of ‘Romeo and Juliet’. If you cannot find your copy of the knowledge organiser your English teacher will email you a copy and there will be a link to this on the school website. If you want to use a computer to create your comic strip, rather than draw it, the following website might be useful:  <https://www.storyboardthat.com/>  or <https://www.pixton.com/>  You might also want to watch the following clip to remind you of the story (as well as using your knowledge organiser). <https://www.youtube.com/watch?v=dRrvQ1vZxcg>  **Task 3**  Read the article (your English teacher will email you a copy of this) and answer the questions at the bottom. This will broaden your understanding of the poem and help you to read a range of different texts.  **Task 4**  Mrs Cox has created a guide to using and signing up for a website called Massolit: <https://www.massolit.io/users/sign_up> Your teachers will email this to you and there will be a link to this on the school website.  Massolit is a website that allows you to access several lectures from university lecturers about the literature texts we have studied. This will allow you to deepen your knowledge and understanding of the texts we have studied. This week I would like you to **continue to** watch and make notes on the lectures about ‘Romeo and Juliet’: <https://www.massolit.io/courses/shakespeare-romeo-and-juliet-88fcffc6-2177-4e07-8cc1-e36058a865c1>  **Task 5**  Answer the following 5-A-Day Questions:    You can also have a look at the lessons for Year 10 English on BBC Bitesize: <https://www.bbc.co.uk/bitesize/tags/zr7447h/year-10-lessons/1>  *If you fancy a bit of reading you can get lots of audiobooks for free from Audible:* [*https://stories.audible.com/start-listen*](https://stories.audible.com/start-listen)*. You can listen to them and escape the world for a bit. There are still some activities available for you to complete on Doddle. Stay safe and take care.* | | | | | | |
| **Maths** | **10W1** | **10W2** | **10W3** | **10W4** | **10W5** | **10D1** | **10D2** |
| 1. Starters from CorbettMaths   <https://corbettmaths.com/wp-content/uploads/2015/09/april-27.pdf>  <https://corbettmaths.com/wp-content/uploads/2015/09/april-28.pdf>  <https://corbettmaths.com/wp-content/uploads/2015/09/april-28.pdf>  <https://corbettmaths.com/wp-content/uploads/2015/09/april-29.pdf>  (answers emailed out later in the week to check)   1. Emailed worksheet on factorising quadratics with coefficients of x2. Read the examples carefully and then attempt the questions   Video help available at <https://vle.mathswatch.co.uk/vle/browse/360>   1. MathsWatch exercise on factorising set – please leave this until last so that you can check your understanding of all the other practice you have done 2. Emailed worksheet on solving quadratics using the formula. Read the examples carefully and then attempt the questions   Video help available at <https://vle.mathswatch.co.uk/vle/browse/359>   1. MathsWatch exercise on quadratics - please leave this until last so that you can check your understanding of all the other practice you have done | | **Week beginning 27th April 2020 Topic is Reciprocals. Work for 10W3, 10W4, 10W5, 10D1 and 10D2**   * Starter for this week is: Corbettmaths starter dated the 28th April: <https://corbettmaths.com/wp-content/uploads/2015/09/april-28-pdf2.pdf> * Watch the **Mathswatch video clip 76** **or** **Corbett maths clip 145** <https://vle.mathswatch.com/vle/browse/234> **OR** <https://corbettmaths.com/2012/08/21/reciprocals-2/> * Complete the following worksheets: <https://corbettmaths.com/wp-content/uploads/2018/12/Reciprocals-worksheet.pdf>   **OR**  <https://vle.mathswatch.com/downloads/worksheets/GCSE/clip76.pdf>  **OR do both!**  **Reciprocals:** A reciprocal is a number that can be written as a fraction.   * Write decimals as fractions before trying to find their reciprocals (0.2 is 2/10) * You cannot have a reciprocal of zero (Why not?) * Fractions can be flipped over to get the reciprocal (What does flipped over mean?) * You can write any number as a fraction by giving it a denominator of 1 | | | | |
| **Science** | **10W1** | **10W2** | **10W3** | **10W4** | **10W5** | **10D1** | **10D2** |
| **Physics – Students need to continue revision on Electricity topic. They will be emailed out links to bitesize and you tube clips. They will have 2 tasks set on Seneca.**  **Biology – continue with B4 Bioenergetics topic. Look at the uses of glucose and then revise the whole of B4. Instructions emailed on a Monday.**  **Chemistry – continue to use your revision guides and the youtube video links along with BBC bitesize to revise topics 1 to 5. Details and links will be emailed.** | **Physics – Students need to continue revision on Electricity topic. They will be emailed out links to bitesize and you tube clips. They will have 2 tasks set on Seneca.**  **Biology – continue with B4 Bioenergetics topic. The inverse square law and light intensity and factors affecting the rate of photosynthesis. All instructions emailed on a Monday.**  **Chemistry – continue to use your revision guides and the youtube video links along with BBC bitesize to revise topics 1 to 5. Details and links will be emailed.** | **Physics – Students need to continue revision on Electricity topic. They will be emailed out links to bitesize and you tube clips. They will have 2 tasks set on Seneca.**  **Biology – continue with B4 Bioenergetics topic. Calculating the equation of a straight-line y=mx + c. All instructions emailed out on a Monday.**  **Chemistry – continue to use your revision guides and the youtube video links along with BBC bitesize to revise topics 1 to 5. Details and links will be emailed.** | **Biology: Revision of Unit 1 via Seneca and revision mats. Info emailed out on Monday**  **Physics – Students need to continue revision of P1, I will email the worksheets and answers by Monday.**  **This week we will focus on using the equations for P1.** | **Biology: Revision of Unit 1 and 2 via Seneca and revision mats. Info emailed out on Monday**  **Physics – Students need to continue revision of P1, I will email the worksheets and answers by Monday.**  **This week we will focus on using the equations for P1.** | **Topic C5: Energy Changes**  We will be learning about the energy changes that take place in chemical reactions. This is the last of the Paper 1 content for us to learn before we move onto revision.  Details regarding the tasks will be set on Teams. | **Physics – Students need to continue revision of P1, I will email the worksheets and answers by Monday.**  **This week we will focus on using the equations for P1.**  **Biology: Revision of Unit 1 and 2. Worksheets to be emailed by Monday.**  **Chemistry – students should continue revising all topics done so far. Details of links etc will be emailed on Monday.** |
| **Computer Science** | You are to complete the remainder of the revision work book on Teams and then click hand in so that Mr Christie can mark it. You should have 2 sections left to complete. | | | | | | |
| **Enterprise** | As for previous weeks, all work will be set on MS Teams. Instructions will be provided via email on the Monday before each week. · Our next short term focus will be on Pass 3 – how businesses use market research to find out about their customers’ needs and Pass 4 and Pass 5 how a business is affected by the economy · Materials to completed these passes are available via the Team ‘Files’ tab. · Please check the examples and Component 1 Assignment brief regularly to check how you should approach the tasks · Please post any questions to the General Team channel with regards to the work or message Mr Turner directly. | | | | | | |
| **French** | * This half-term we are continuing our work on holidays from Theme 2, Module 5 * You will be working from “Studio for AQA” online and a PowerPoint * You can turn in or email your work * Go to Teams to find complete instructions for this week’s assignment dated Monday 27th April. * Remember that you can still turn in or email your work even if you have missed the deadline. | | | | | | |
| **Geography** | Step one watch the two YouTube clips links below. They are from Planet Lacey: Geography Revision, click on Paper 2 unit 3 and then Paper 2 unit 4.  <https://www.youtube.com/watch?v=XfMI0grZUw8>  <https://www.youtube.com/watch?v=-_FMyRXHtyc>  Complete page 3 of booklet. Extra, additional challenge – make notes from the YouTube clips. | | | | | | |
| **Food & Nutrition** | **Carry on with the work I set you last week on food choice and email your work to me.**   1. **Physical activity level (PAL). What is it? 2. Celebrations and Special occasions. Think about the different times of the year that you and your family have special occasions. What types of foods do you eat? Are these healthy/unhealthy? How do you serve these foods? How do you prepare the food? 3. Cost of Food. Think about people/ on a low income and a high income. What types of foods will both groups buy? Does income make a difference to the food we buy and eat? 4. Preferences. Do we prefer some foods over others? What influences these choices? Remember foods high in fat, salt and sugar are often eaten in large amounts because they taste good. These foods are often not good for us in large quantities. 5. Enjoyment. Why do we enjoy food? Think about the social aspect of eating food? 6. Food availability. What affects availability of food buying. Think about the weather, types of shops e.g. farm shops to local supermarkets. Think about pests, pandemics and how these can affect food availability. 7. Healthy eating. Does eating healthy affect the types of foods we buy? 8. Income. How does income affect food choices we make? 9. Lifestyles. People who work shifts, drive lorries all day or night, people can turn to food if they are stressed or anxious. Can you think of any other lifestyles that affect our food choices? 10. Seasonality. What are seasonal foods. What grown foods are available in the UK at certain times of the year? Does buying food from abroad have an impact on the environment? 11. Time of day. What foods do we choose to eat at different times of the day? 12. Time to prepare foods and cook. How does this affect the choice of food we eat? Do we have time? Are we lazy? Do we have the skills?** | | | | | | |
| **History** | **Conflict and Tension workbook – part 2**  **You are going to find out about the aims of the Big Three at the Paris Peace Conference and why there might be disagreements. Please complete tasks 7, 8, 9 and 10. There is an optional challenge task at the end for anyone that wants to push themselves and their thinking a bit further.**  **The work is on Teams assignment and you can upload the work there. Please keep a copy of the booklet for yourself and add it to your previous work. There are some pages from the textbook to help you and a video link.**  **Take care and keep safe.** | | | | | | |
| **RE** | **Continue to work through the class materials and PowerPoints saved on Teams. This includes work from the Religion peace and conflict unit and also from Islamic beliefs and practices.There is also a list of 100 exam questions on the document ‘100 day challenge', you should chose 3 questions a week from this each week. There are practice papers saved into this folder too if you would rather choose some exam questions from any practice paper. Try to chose 3 a week and send your answers to Miss Hill’s email. Please make sure that you include the questions you have chosen to answer. If you have any problems accessing this please email Miss Hill.** | | | | | | |
| **Art** | Students will build on their Portraiture project coursework. Detailed instructions will be set by email on Office 365 and if possible, students should respond to the teacher’s email to let them know they have completed the work.  Main Tasks: To produce a series of portraits that express what life is like in lockdown. Detailed instructions were emailed to all students on 20th April. Last week, students should have taken at least 5 high quality portrait photographs (these can be of other people, self-portraits or a combination of both). If this has not been done yet, then it should be done this week in order for students to be able to create their portraits properly. Students should also have prepared some very light pencil grids in their sketchbook or on any other surface they choose to work on. This week students should start drawing their portraits in these grids from their photographs, focusing on the accuracy of their line drawing.  Other tasks: Work through all tasks set before Easter (including reading written feedback attached in the back of sketchbook and acting on it). | | | | | | |
| **Technology** | **1) Use answer sheets (attached to email) to check your answers from last week's units 7.1 and 7.3. Be honest, it’s the areas you did not understand where the greatest learning occurs. By all means email any queries.**  **2) Complete units 7.4 (specialist tools etc) and 7.5 (Surface treatment) again, attached to the email. These are quite small units, read around the topics on the internet for areas you are not so sure of.**  **3) Useful video links – Also on the email there are some more useful video links if you fancy a break from the completion of worksheets.** | | | | | | |
| **Graphics** | Watch the following videos about using the ‘crating’ drawing technique to get you started: <https://www.youtube.com/watch?v=ee1SuplpAfw> <https://www.youtube.com/watch?v=BV8T2DJynWc> <https://www.youtube.com/watch?v=x9L9Vfj0UFE>  Then, use this skill to complete the following pages in your digital sketch book (your own powerpoint) for the ongoing **‘Easter Egg Packaging’ project**:  1) Box Design – Initial ideas. On this page you will need to use a crating technique to help you sketch out a range of ideas (in 3D) for your Easter Egg logo to adorn. Remember at this stage of the design process you need to include a wide range of different ideas. Be creative! Think outside of the box! (Pun not intended). Use your research to help you generate ideas.  2) Box Design – Development. On this page you will need to choose ONE of your box ideas and create 3 different versions of it, making little changes to refine your idea.  3) Final Design – On this page you need to create a high quality, highly planned out drawing of your final idea. This is the idea we will take forward, so make sure it looks as professional as it possible can!  Could you also look out in your emails for the **theory powerpoints**. I’ll be sending you 2 to get on with this week. You will need to read through the powerpoints and then download and complete the questions.  As always, get in touch if you have any questions or if you need help. | | | | | | |
| **Health & Social Care** | **We should have now finished our learning aim coursework and will now start to look at learning aim B**  **Before the Easter break I emailed a link to the course textbook or posted the pages to those that had requested a pack.**  **Health & Social Care Values**  **The care values consist of**   * **Empowering and promoting independence** * **Respect for others** * **Maintaining confidentiality** * **Preserving dignity** * **Effective communication** * **Safeguarding and duty of care** * **Promoting anti-discriminatory practice**   **Activities**   1. **Read pages 98-111** 2. **Produce a mind map with care values in the middle and the values around the outside with a description of what each one means. You may need to split them further eg empowering and promoting independence can be split into empowerment and independence with a description for each** 3. **On Monday morning I will email a scenario a scenario. Please answer the questions below the scenario** | | | | | | |
| **Psychology** | **Unit 3: Problems in Psychology continued**  We are now moving on to the second mental health problem of depression. As always, details will be given on Teams.  **Lesson 1: Clinical Depression –** What are the classification characteristics of clinical depression? What are the key statistics and patterns of diagnosed clinical depression?  **Lesson 2: The Biological Explanation of Depression** – the evolutionary explanation and social rank theory of clinical depression.  **Lesson 3: Criticising the Biological Explanation of Depression –** evaluating the explanation with a focus on the reductionism versus holism debate. | | | | | | |
| **Performance** | **Find and watch a “musical of your choice” there are some live ones being streamed on you tube if you follow the link here:**  <http://filmedonstage.com/news/76-free-musicals-and-plays-you-can-now-stream-during-the-coronavirus-outbreak-updating-daily>  Choose a character from the musical and design a new costume for a more modern version of the story.  Draw the costume, add colour and label each element explaining why you have chosen specific materials or colours.  There are some help materials available in teams for this. | | | | | | |
| **GCSE PE** | 1. Continue to work on Senca for revision purposes.  2. Work on the quizzes located in the teams area under assignments.  3. There are three lessons in the teams folder for Paper 2 Socio-Cultural Influences.  4. Please complete the tasks and save your work in the completed work folder under your name with the date and number of the lesson.  5. Topic - **Sports Psychology** - Lesson 1 – Characteristics of Skillful movement  6. Topic - **Sports Psychology** - Lesson 2 – Classification of Skills  7. Topic - **Sports Psychology** – Lesson 3 – Applying practical examples of skills for each continuum.  Should you have any questions please contact Mrs R Sweeney (r.sweeney@waltonledale.lancs.sch.uk) | | | | | | |
| **Sport** | Task, Using all the information below and any research you can do, detail how POSITIVE EFFECTS THAT MEDIA CAN HAVE ON SPORT. It can be in any format you want ( I wouldn’t use PowerPoint). Any issues let me know.  **POSITIVE EFFECTS THAT MEDIA CAN HAVE ON SPORT (Title)**  LO2: Understand positive effects that the media can have on sport (sub Title)  **Increased exposure of minority sports** - greater range of sport covered in the media (e.g. growth in popularity of darts after Sky coverage)  **Increased promotional opportunities**, i.e. - clubs/sports can promote themselves more through different media (e.g. own websites, TV channels) & individuals can have almost unlimited access to information about their favourite team/club/ performer through different media.  **Education -** developing a better understanding of sports through media coverage (e.g. learning about rules or techniques through expert analysis)  **Increased income which benefits sport,** i.e. - income generated by media rights goes to the sport or sports clubs, which they can invest (e.g. in facilities like stadium improvements, coaching facilities, etc.)  **Inspiring people to participate, -** exposure/coverage in media makes more people want to take part (e.g. when British teams do well at the Olympics it often leads to increased participation at grass roots; participation in tennis usually increases around the time of Wimbledon)  **Creation of positive role models** (e.g. Baroness Tanni Grey-Thompson DBE has become a prominent role model through coverage of her success in the Paralympics)  **Competition between sports and clubs, i.e. -** competition for supporters/viewers means that sports and clubs need to think more about the needs of their customers and how to attract new audiences (e.g. ticket offers for under 16s, alternative formats such as Twenty20 cricket or Twickenham double-header in Rugby Union Premiership).  **Mrs Eastham’s Unit:** Revise Learning Objective 1 from your books and revision materials provided. Create a mind Map for this. Continue to work on the past papers I have set you in our TEAMS folder. You can send me pictures of your answers and/or use the mark scheme to see how well you have done and improve your answers. | | | | | | |
| **ICT** | You should go to <https://nearpod.com/student/> on your computer or download the ‘Nearpod’ app on your smart device. When prompted, enter the code ‘**YTVAO**’ to complete the interactive lesson ‘A2 – Cloud Storage and Cloud Computing’**. Enter your full name (and class) so your teacher knows you have completed it.** Read the slides carefully and complete the activities. This is essential revision for your Component 3 exam.  Alternatively, follow this link to complete the lesson: <https://share.nearpod.com/vsph/93N5B6HANu>  If students or parents have any questions, they should contact Mr J. Moorcroft ([j.moorcroft-jones@waltonledale.lancs.sch.uk](mailto:j.moorcroft-jones@waltonledale.lancs.sch.uk)) or Mr D. Turner ([d.turner@waltonledale.lancs.sch.uk](mailto:d.turner@waltonledale.lancs.sch.uk)). | | | | | | |
| **Core**  **PE** | Things to have a go at if you get the chance   1. Can you run 2.6k??? What time can you do it in? I will be running 2.6k (video this week). If you can run 2.6k and time yourself, let me know your times. I will try and keep track of quickest time and most improved just sent me your times. Good luck  |  |  |  |  | | --- | --- | --- | --- | | Most improved time in secs | | Quickest time | | | Year 7 Boy |  | Year 7 Boy |  | | Year 7 girl |  | Year 7 girl |  | | Year 8 Boy |  | Year 8 Boy |  | | Year 8 girl |  | Year 8 girl |  | | Year 9 Boy |  | Year 9 Boy |  | | Year 9 girl |  | Year 9 girl |  | | Year 10 Boy |  | Year 10 Boy |  | | Year 10 girl |  | Year 10 girl |  | | Staff |  | Staff |  |   YOU CAN ALSO DO ANYTHING PREVISOUSLY SET THAT YOU DIDN’T GET CHANCE TO DO OR WANT TO TRY AND IMPROVE ON   1. Cardio workout   <https://www.youtube.com/watch?v=ml6cT4AZdqI&t=324s>   1. PE with Joe wicks (every week day morning at 9 or re-watch later) 2. The Sally up challenge (Here is my first attempt at an easier version), there is loads of different visions try a few   <https://www.youtube.com/watch?v=F_ehhGW-vew>   1. Try one of many 30 day workout videos on you tube (example links below) – can you complete it – tell me how you get on   <https://www.youtube.com/watch?v=gC_L9qAHVJ8> (first timers)  <https://www.youtube.com/watch?v=C0MffRAbROw&list=PL1KBOwjK3l3c0fnvH9eoUItl66naqbQ8J>  <https://www.youtube.com/watch?v=SkEl_LPd07o>   1. Start with 1 press up and/or sit up on day one, day two do 2, day three do 3, day 4 do 4 etc etc. who can get to the highest number??? (they must be consecutive). 2. There is loads of PE work on doddle, 19 quizzes to try and complete.   Stay home - Stay safe. | | | | | | |
| **Careers** | **You should have received an email before the Easter break and added to a Year 10 careers team. If you have not been added to the team please email** [**p.wall@waltonledale.lancs.sch.uk**](mailto:p.wall@waltonledale.lancs.sch.uk)**.**  **Within the assignments folder you must**   1. **Complete your own CV** 2. **You must choose a job advert from the list on Teams and write a letter of application** 3. **You must start to write your personal statement ready to complete your college applications**   **All resources are saved on teams but if you need any further help please email** [**k.royal@waltonledale.lancs.sch.uk**](mailto:k.royal@waltonledale.lancs.sch.uk) | | | | | | |