**Year 10 – Week beginning 20th April**

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| **English** | **Weekly Writing Challenge: Write a letter to NHS Heroes and key workers, thanking them for all their hard work. Aim to write 200 words and include the word ‘unprecedented’. You will need to find out the definition of this word and you may have heard it used a lot in the media. Make sure you set your letter out correctly. If you are unsure how to set out a letter, the following website will help you:** [**https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/zkq8hbk**](https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/zkq8hbk)  **Task 1**  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 15 question quiz about the context. Create a spider diagram or poster containing the information. 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.  **Task 2**  Complete the 5-A-Day starter questions below:    **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 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>    *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-17-pdf3.pdf>  <https://corbettmaths.com/wp-content/uploads/2015/09/april-18-pdf3.pdf>  <https://corbettmaths.com/wp-content/uploads/2015/09/april-19-pdf3.pdf> (answers emailed out later in the week to check)  2) Emailed worksheet on factorising quadratics. All students should be able to complete the bronze section, and attempt the silver questions. Video help available at <https://vle.mathswatch.co.uk/vle/browse/323> for bronze and <https://vle.mathswatch.co.uk/vle/browse/360> for silver.  3) Page 280-283 in the ActiveLearn textbook – attempt all questions (practice of solving quadratics by factorising)  4) MathsWatch exercise set – please leave this until last so that you can check your understanding of all the other practice you have done. | | Work for 10W3, 10W4, 10W5, 10D1 and 10D2  · Starters for the week are: · Corbettmaths starter dated 21st April 2020: <https://corbettmaths.com/wp-content/uploads/2015/09/april-21-pdf2.pdf>. · Watch the Mathswatch video clip 75 <https://vle.mathswatch.com/vle/browse/233>  · 10w3 please also complete the Apply section of the Corbett maths sheet. Page 2 only. <https://corbettmaths.com/wp-content/uploads/2018/11/Order-of-Operations-Exercise-211-pdf.pdf> If other sets feel they can then please also have a go at this. | | | | |
| **Science** | **10W1** | **10W2** | **10W3** | **10W4** | **10W5** | **10D1** | **10D2** |
| **Biology: the inverse square law, light intensity and the rate of photosynthesis, students have a booklet to complete and extra resources for reference will be emailed weekly.**  **Physics: Students will be starting revision on topic P2 electricity. They will be emailed instructions and links to BBC bitesize and you tube revision clips. They will have 2 tasks to complete on Seneca.**  **Chemistry – students should continue using their own materials to revise from, topics 1 to 5, also using video clips previously emailed to all.** | **Biology: Plotting a straight-line graph and calculating the equation of a straight line. Resources emailed to students weekly.**  **Physics: Students will be starting revision on topic P2 electricity. They will be emailed instructions and links to BBC bitesize and you tube revision clips. They will have 2 tasks to complete on Seneca.**  **Chemistry – students should continue using their own materials to revise from, topics 1 to 5, also using video clips previously emailed to all.** | **Biology: plotting a straight-line graph. Resources will be emailed to students weekly.**  **Physics: Students will be starting revision on topic P2 electricity. They will be emailed instructions and links to BBC bitesize and you tube revision clips. They will have 2 tasks to complete on Seneca.**  **Chemistry – students should continue using their own materials to revise from, topics 1 to 5, also using video clips previously emailed to all.** | **EHA: Revising chemistry topic 3 and Cell Biology (cell structure). Work in emails and SENECA**  **Physics: Students will be starting revision on topic P1 – Energy. This week looking at Energy stores and energy equations. Worksheets and links will be emailed out and educake set.** | **EHA: Revising Cell Biology (cell structure, cell division and cell transport). Work in emails and SENECA**  **Physics: Students will be starting revision on topic P1 – Energy. This week looking at Energy stores and energy equations. Worksheets and links will be emailed out and educake set.** | **Monday & Tuesday:**  **Photosynthesis**  Complete tasks set on Teams, including BBC Bitesize tasks, Seneca assignment and the pages titled ‘Photosynthesis’ and ‘Required Practical: Investigating Photosynthesis’ in your workbook.  **Tuesday, Wednesday & Friday**:  **Respiration**  Complete tasks set on Teams, including BBC Bitesize tasks, Seneca assignment and the pages in your workbook titled 'Respiration’, ‘Responding to Exercise’ and ‘Metabolism’. | **Physics: Students will be starting revision on topic P1 – Energy. This week looking at Energy stores and energy equations. Worksheets and links will be emailed out and educake set.**  **Chemistry – students should continue to revise topics 1 to 5 in Chemistry, using revision guides and video clips to be emailed on the relevant days.** |
| **Computer Science** | **As for previous weeks, all work will be set on MS Teams.**  **Instructions will be provided within the Year 10 group on the weekend before each week.**   * **Our next short term focus will be computer networks and computer systems topics** * **Materials to revise these topics will be available via the Team ‘Files’ tab.** * **I would also like you to work through these two sections on the revision workbook that is also accessible Via Teams.** * **Please post any questions to the General Team channel with regards to the work or message Mr Christie directly.** | | | | | | |
| **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 going to be continuing the work on holidays from Module 5 * You will be working from “Studio for AQA” online and the Module 5 booklet you were issued with, prior to school closure. * You can turn in your work via Teams or you can email it. * Go to Teams to find complete instructions for this week’s assignment dated Monday, 20th April. | | | | | | |
| **Geography** | You should have all completed your Manchester Booklet – (Please make sure that this is completed in addition to this work being set).  Step one: watch the two YouTube clips links below. (They are from Planet Lacey: Geography Revision, click on Paper 2 unit 1 and then Paper 2 unit 2).  <https://www.youtube.com/watch?v=M1drmu72QiU>  <https://www.youtube.com/watch?v=5bGdv1joUkw>  Complete pages 1 and 2 of booklet. Extra, additional challenge – make notes from the YouTube clips. | | | | | | |
| **Food & Nutrition** | Produce a mini project on the following topic - Factors affecting food choice. How do the following influence food choice? 1. Physical activity level (PAL) 2. different celebrations and occasions. 3. The cost of food. 4. Food preferences. 5. Enjoyment. 6. Food availability. 7. Healthy eating. 8. Income. 9. lifestyles. 10. Seasonality. 11. Time of day. 12. Time available to cook. One page per heading. Any problems email me. I will be emailing you. | | | | | | |
| **History** | **Paper 1: Conflict and Tension the Inter-War Years, 1918-1939**  This is the story of how, after the Great War, people with a genuine vision tried to create a better world… and how that dream was shattered. It is a new topic and you need to complete the activities in the booklet – save a copy for yourself.  Lesson 1: The end of the First World War and the Paris Peace Conference  There are video links in the work booklet and there is also an information ‘textbook’ for you to use. Both booklets are in your TEAMS class folder.  Take care and stay safe. We miss teaching you! | | | | | | |
| **RE** | Year 10- Continue to work through the Religion Peace and conflict PowerPoints on Teams and email your exam questions from the 100 Day's challenge. See Teams Class materials in our class folder. | | | | | | |
| **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. The first stage of this is for students to take at least 5 high quality portrait photographs (these can be of other people, self-portraits or a combination of both). Students should then prepare some very light pencil grids in their sketchbook in preparation for drawing the portraits using the grid method.**  **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) Using Teams (10A or 10B Technology) Look under Assignments and complete units 7.1 and 7.3. These are the same as we work on in class – watch and learn from the powerpoint then try to complete worksheet and homework sheet for that unit. Answers will be uploaded the following week for checking along with the next assignments. When checking over work students need to pay particular attention to areas they were not clear about, making corrections and additions to their work (ideally in a different colour). This is a very valuable part of the learning process since it focusses on what students did not know.  2) emails have been sent to students with connections to video clips about manufacturing processes and related topics. These are intended to be informative, provide a change from completing worksheets and give a valuable insight to real life manufacturing. A new email with other suggestions on will be sent next week.  3) 10A will continue with the trophy project via email. So far pupils have sketched out initial ideas and have begun to develop their design. This week pupils will focus on the final design and draw their design from different viewpoints using a range of sketching techniques. The work will be sent via email with images or videos to aid learning, pupils should take a photo of their work and email it back if possible. | | | | | | |
| **Graphics** | Now that they have developed the logo and branding, students will be sketching out ideas for the overall shape of the box. Once students have finished their initial ideas (box), development sheet (box) including a detailed drawing of the final design they will need to download Google Sketchup to their home laptop or one of the recommended 3D modelling apps for designing 3D shapes. They will then create a digital 3D rendering of their Easter Egg box and add screen shots of this to their project powerpoint booklet (the next part of the booklet to be emailed out). They will then self-assess their work using the table provided. | | | | | | |
| **Health & Social Care** | I will email students two documents – the marking criteria and further explanation as to how your grades are awarded.   1. Read your work that we have completed so far and use the marking criteria to self-assess yourself. – Have you met the criteria for each of the grades? If needed add more detail to your work 2. Are the health care needs of the individuals being met? (This is the document in the middle of the two tables you have completed)   In this section you have to make your own judgements and justify your decisions, using the information from the first table.   * Are the needs of your two individuals being met? If so, how and why? If not, how and why? * Can you think of any other services that could help the two individuals? – You will need to explain how they can help   These questions must include detail as they are for the Merit and Distinction criteria   * You must be clear with your arguments * You must rank order the services in order of importance – you must justify (explain) why you have ranked each service in this order * Look at alternative therapies that you may not have included on your table but which could help the service user | | | | | | |
| **Psychology** | **Schizophrenia Core Study**  This week we will focus on the Daniel et al. (1991) study into the effects of amphetamines on schizophrenia. As usual, we need to learn about the aim, variables, procedure, etc. as well as the criticisms of the study.  We will also look at the research methods aspect of sampling, in particular, the different sampling techniques and their strengths and weaknesses.  Details will be set on Teams as always. | | | | | | |
| **Performance** | **Writing a Film Review: Choose a film to watch and then write a review**  **Imagine that your review is to be posted on an Internet film website. It will be read by people of all ages. It should be between 500- 700 words.**   1. Film title. You could also include a **star rating** here. 2. Introduction: what you expected from the film 3. Genre: what type of film is it? Does it have a message? 4. Plot: what happens in the film? Does the plot make sense? Is it easy enough to follow? Is it believable? 5. Characters: Who are the main characters and what are they like? Who are the actors playing these parts, and are they good in the parts? 6. What is the camerawork/ animation like? If there are special effects, what are they like? Are there beautiful scenes? Are there moments when the camera is used in an interesting way? 7. Did you enjoy the film? Why/why not? What were its good and bad points? 8. Write about a scene you particularly enjoyed or remembered. Why was it good/ memorable? 9. Would you recommend this film? To what sorts of people? Why? | | | | | | |
| **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 - Commercialisation of Physical Activity and Sport - **Lesson 1 – Sponsorship** 6. Topic - Ethical and socio-cultural issues in physical activity and sport - **Lesson 2 – Ethics in Sport** 7. Topic - Ethical and socio-cultural issues in physical activity and sport – **Lesson 3 – Drugs in Sport**   **Should you have any questions please contact Mrs R Sweeney (r.sweeney@waltonledale.lancs.sch.uk)** | | | | | | |
| **Sport** | **New Assignment**  **R054 Sport and the media**  **LO1 – The first task in teams**  [**https://teams.microsoft.com/l/file/22085CE8-92C0-49A4-B326-D667090782D8?tenantId=e2c1c4a9-e444-46de-bc3b-a98c82527d33&fileType=docx&objectUrl=https%3A%2F%2F8884150.sharepoint.com%2Fsites%2FCAMNATGMO%2FShared%20Documents%2FGeneral%2FR054%20Sport%20and%20the%20media%2FTask%20R054%20Sport%20and%20the%20media%20LO1.docx&baseUrl=https%3A%2F%2F8884150.sharepoint.com%2Fsites%2FCAMNATGMO&serviceName=teams&threadId=19:ce6d4f418f384759a717ada54725493d@thread.skype&groupId=5e516a5d-2945-40c9-a81f-e5b9f88245a3**](https://teams.microsoft.com/l/file/22085CE8-92C0-49A4-B326-D667090782D8?tenantId=e2c1c4a9-e444-46de-bc3b-a98c82527d33&fileType=docx&objectUrl=https%3A%2F%2F8884150.sharepoint.com%2Fsites%2FCAMNATGMO%2FShared%20Documents%2FGeneral%2FR054%20Sport%20and%20the%20media%2FTask%20R054%20Sport%20and%20the%20media%20LO1.docx&baseUrl=https%3A%2F%2F8884150.sharepoint.com%2Fsites%2FCAMNATGMO&serviceName=teams&threadId=19:ce6d4f418f384759a717ada54725493d@thread.skype&groupId=5e516a5d-2945-40c9-a81f-e5b9f88245a3)  **Task two will follow** | | | | | | |
| **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 ‘**JAIQT**’ to complete the interactive lesson ‘A1 – Communication Technologies’**. 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/UGqtmDSqMu>  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 try, 5 physical and 1 mental   1. Cardio workout   <https://www.youtube.com/watch?v=ml6cT4AZdqI&t=324s>   1. PE with Joe wicks (every week day morning at 9 or rewatch 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. | | | | | | |