



St Edward's
School


Remote Learning Pack

Year 10

Week Beginning 8th February 2021 – Buffer and Bridge Work

SUBJECT	ENGLISH	YEAR GROUP	10	WEEKS	8th February
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A Christmas Carol

<p>1</p>	<p>Re read Stave 1 making notes about the order of the main event-make a timeline and map the events on it to show the order and the importance of each event. Use the resources below to help you.</p> <p>The Novel</p> <p>Comprehension questions upload to assignments</p>	<p>Look around your house and find objects which relate to 'A Christmas carol'. For example: a ruler, pictures of a fire, pictures of Victorian Christmas scene (from Christmas cards still lying around), doors, a door knocker, chain a cashbox. Take photos of these objects and turn them into a collage/presentation. Alternatively, can you edit the photos to make them look like they're from the Victorian era?</p>
<p>2</p>	<p>Make sure you know about Scrooge.</p> <p><u>A Christmas Carol: The Character of Scrooge: Our first impressions</u></p> <p>You will read, discuss and analyse the way the writer has presented Scrooge in this chapter</p> <p>PowerPoint: Scrooge in Stave One</p> <p>Worksheets</p>	 <p>Write a story or a description set in Victorian London. You could use this picture for inspiration.</p>
<p>3</p>	<p>Re-read the section where Marley's appears to Scrooge.</p> <p><u>A Christmas Carol: Marley's Ghost</u></p>	<p>Create a representation of any setting or character in 'A Christmas Carol' in any way you choose. For example, you could make a model, a cake, a collage...be as imaginative as you like!</p>

	<p>Looking at the character of Marley's Ghost-read the instructions on the PowerPoint and complete the tasks</p> <p>PowerPoint: Marley's Ghost</p> <p>Worksheets-</p>	
4	<p>Reread Stave 2 making notes about the order of the main event-make a timeline and map the events on it to show the order and the importance of each event and answer the Comprehension Questions</p>	<p>In Victorian times, on cold winter nights, families would take their seats around the hearth for storytelling. Charles Dickens' <i>A Christmas Carol</i> sums up what a Victorian Christmas meant with its themes of charity, family and goodwill to all men. It still has a lasting legacy in the sort of Christmases we celebrate today. Create an advert, using any materials you choose, for the public reading of 'A Christmas Carol' in a Victorian newspaper.</p>
5	<p>Look at the way that Scrooge is presented in Stave 1 Compared to Stave 2 write a response to the question:</p> <p><u>How does Dickens show a change in Scrooge between Stave 1 and Stave 2?</u> upload to assignments</p>	<p>Write a story which involves a visit or the arrival of news that makes a significant impact on someone. The person who receives the news or visit could live alone or with others, and it may affect them all. Try to use dialogue interestingly, and description of where the story takes place.</p> <p>The news could be good, bad or puzzling. Maybe it is a letter from an unknown distant relative. You could include the words of the letter in your story.</p>

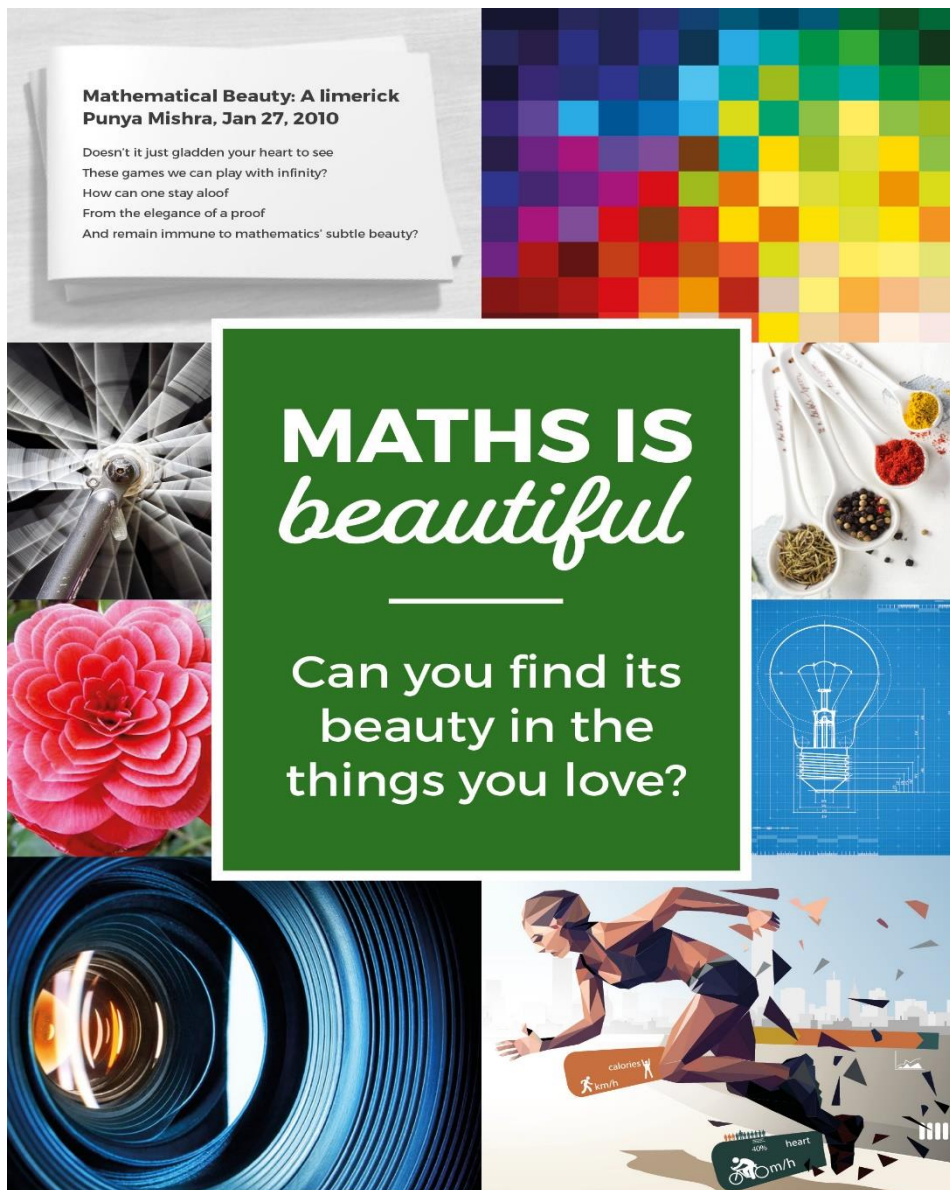
Jekyll and Hyde

Please continue to check Teams every morning. Your teacher will be running live catch-up sessions and also introductions to the extension tasks.

Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	Read up to and including chapter 7 of 'Jekyll and Hyde': 'Incident at the Window'. You could use the Audiobook if you prefer. Link to the text: Online copy of the novel	Look around your house and find objects which relate to 'Jekyll and Hyde'. For example: letters, a walking stick, windows, doors, a key, a chequebook. Take photos of these objects and turn them into a collage/presentation. Alternatively, can you edit the photos to make them look like they're from the Victorian era?
2	Complete and submit this assignment which was set by your teacher: Write chapter summaries of the plot so far.	 <p>Write a story or a description set in Victorian London. You could use this picture for inspiration.</p>
3	Complete and submit this assignment which was set by your teacher: A newspaper article on the death of Sir Danvers Carew.	Create a representation of any setting or character in 'Jekyll and Hyde' in any way you choose. For example, you could make a model, a cake, a collage...
4	Conduct research on the Gothic genre. You could use this lesson to help you: Gothic Genre lesson .	In Victorian times this novel was known as a 'shilling shocker!' and would be advertised in newspapers for all readers – their price made them accessible to most Victorians. Create an advert, using any materials you choose, for 'The Strange Case of Dr Jekyll and Dr Hyde' in a Victorian newspaper.
5	Look at the feedback your teacher has given you on your assignments. Complete graft work, using the feedback given.	Write a story which involves a visit or the arrival of news that makes a significant impact on someone. The person who receives the news or visit could live alone or with others, and it may affect them all. Try to use dialogue interestingly, and description of where the story takes place.

		<p>The news could be good, bad or puzzling. Maybe it is a letter from an unknown distant relative. You could include the words of the letter in your story.</p>
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SUBJECT	MATHS	YEAR GROUP	10	WEEKS	8th February
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Lessons	Catch Up/Consolidation	Extension, Breadth and Depth
ALL	All pupils who are behind in their remote learning will be contacted by email to let them know what HegartyMaths tasks they are to complete. Pupils must complete this guided learning before moving on to the creative maths task for this week	Explore maths in activities you love doing. This half term we covered many different topics, across all key stages. Some of these topics will be used in your favourite activities, can you identify them?

Maths is Beautiful:

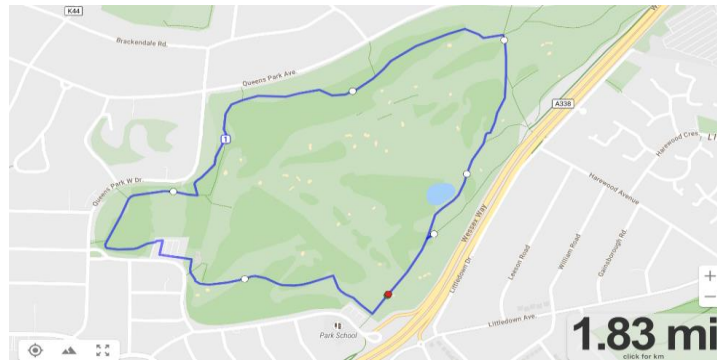
We are very aware that finding the beauty of maths while completing HegartyMaths clips or watching a live lesson will seem almost impossible. Therefore, for the final week of this half term the maths department would like pupils to spend their maths lessons doing activities they love, be that running, playing football, chess, cooking, painting, writing poems, photography, etc. We would love to see this in action by you uploading a short film, a recording of you singing or reading a poem, photos of your baking, etc to your TEAM assignment. The link to the Teams assignment can be found in your TEAM. After you have completed your activity we ask that you sit and reflect on the maths used and write this up as an information sheet, once again to be uploaded to the Teams assignment. Some examples are below:

- walk/run - distance, units, time, speed, elevation, calories
- Baking – geometry, temperature, ratios, weights and measures
- Photography – zoom, focus, exposure time
- Painting – paint ratios, geometric design

Please watch this video (<https://vimeo.com/77330591>) for inspiration.

Teachers will be available via Teams during your lessons if you are stuck for ideas. They are also going to share with you the maths in activities they love !!!

Example for pupils and Parents - Running



At KS3 – Pupils can look at measures and conversions (Miles to km to m) – for a stretch activity they can look relationships between speed distance and time. They could also look at statistical analysis (Average pace, fasted km etc) and use it in different charts. Pupils encouraged to think about all of the measures that could be taken: Heart rate, steps per minute, stride length etc.

At KS4 – Pupils to complete KS3 tasks as a minimum and build upon them. KS4 students could use their maths skills to look at Speed, Distance time equations, expand on chart - perhaps creating a distance time or velocity time graph. Pupils in KS4 could also look at links this to other subject areas such as science (calories burnt) and geography (elevation and bearings).

This is by no means an exhaustive list of areas of maths connected to running, but we thought it would be useful to give an example.

Example for pupils and Parents - Baking



At KS3 – Pupils to look at weights, measures and conversions (kg-g or ml to l). Pupils can also look at the importance of ratios in baking. For a stretch activity KS3 pupils could think about how easy it would be to scale the ingredients they used to make more or less of the bake. Pupils who want a deeper challenge can investigate the conversions of Degrees Centigrade to Degrees Fahrenheit.

At KS4 – Pupils to complete KS3 tasks as a minimum and build upon them. Pupils in KS4 could also look at links this to other subject areas such the linkages to chemistry in baking, and profit and loss if they were to start their own business.

This is by no means an exhaustive list of areas of maths connected to baking, but we thought it would be useful to give an example.



If you're questioning if what you are doing is right:

At KS3 we are looking for students to develop their mathematical reasoning, being able to say what they know and why. This is an important part of progress to GCSE. If this is what you are doing then keep going.

At KS4 you should be confident in the key skills from KS3 and establishing skills in the analysis of and interpretation of given numerical information using it to draw conclusions, make reasonable evaluations and informed decisions. If this is what you are doing then keep going.


SUBJECT	SCIENCE	YEAR GROUP	10	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	2 x lessons – Completion time.	2 x lessons – Expanding time:
2	Go through your exercise book and complete any tasks that you didn't have time to finish in your most recent topics. Ensure that answers are written in full sentences, workings shown for numerical problems, graphs and diagrams correctly labelled.	<p>Option 1: Use the Royal Institution Christmas Lectures to find out about science beyond biology, chemistry and physics. Take a look at the blurbs in the resources section to see what might interest you.</p> <p>https://www.rigb.org/christmas-lectures/watch?gclid=EAlaIqobChMI--vXgZKu6QIViON3Ch0QSgU-EAAYASAAEgI93fD_BwE</p> <p>The language of life - Sophie Scott takes us on a journey through one of the fundamentals of human and animal life - the unstoppable urge to communicate.</p> <p>Sparks will fly - Join the revolution. Learn to hack your home and take control of the devices in your life. Anything is possible, watch Danielle George explain how.</p> <p>Meet you brain - Inside each and every one of us is the most marvellous structure in the known universe – the human brain. Our brains make us who we are, yet how they work has long been a mystery. But in the last few years, science has started to reveal this hidden and complex world.</p> <p>Size matters - From the very large to the very small, size is an important factor for both living and non-living matter. Discover why hamsters fare better than humans when jumping from the top of a skyscraper and how ants can lift many times their own body weight.</p> <p>Expanding time: Option 2: Try A Perfect Planet on BBC iPlayer</p> <p>The first 5 episodes in the series:</p> <ol style="list-style-type: none"> 1. Volcano 2. The Sun 3. Weather 4. Oceans

		<p>5. Humans</p>  <p>Link: https://www.bbc.co.uk/iplayer/episode/p08xc2x7/a-perfect-planet-series-1-2-the-sun</p> <p>Episode 2 includes the following topics you will have looked at:</p> <ul style="list-style-type: none"> • The sun and the seasons • Pollination • Circulatory system • Predator prey relationships • Reflection of heat • Photosynthesis • Competition 
<p>3</p>	<p>Organisation time lesson 1. Use this opportunity to check that work in your exercise book has dates, titles and that these are underlined. Check that any items that need sticking in are glued in flat without folding.</p>	<p>Reading time. Spend some time reading about science or science fiction. BBC focus magazine https://www.sciencefocus.com/ and Compound Chemistry https://www.compoundchem.com/ have some great stories and graphics that will interest you.</p>
<p>4</p>	<p>Question time. Email your science teacher if you have had difficulty with any aspect of the work. Remember to be specific, say what you think you know and ask a question about something you don't know. You could include a photo of your work or copy and paste the specific question you were stuck on.</p>	<p>Minimising screen time: Option 1: Try some science experiments at home (check with a parent/carer if this is okay first). Remember safety first. Use the link below to decide what you want to do or click the hyperlinks. Options include: https://www.science-sparks.com/science-experiments-for-teens/</p> <ul style="list-style-type: none"> • The homemade iPhone speaker • Make your own torch • Make scribble bots • Make a density column.

		<ul style="list-style-type: none"> • Make toothpick stars • Make a delicious edible model of a plant cell. • Make plain white flowers colourful using the power of transpiration. • Organise a Science Bake Off and discover chemistry in the kitchen!
5	<p>Review time. Spend the time looking back at previous topics and ensure there are no gaps in your knowledge. Ensure that answers are written in full sentences, workings shown for numerical problems, graphs and diagrams correctly labelled.</p> <p>BBC live lessons: https://www.bbc.co.uk/teach/live-lessons</p> <p>BBC revision for year 9: https://www.bbc.co.uk/bitesize/subjects/zng4d2p</p> <p>BBC revision for year 10: https://www.bbc.co.uk/bitesize/examspecs/z8r997h</p>	<p>Minimising screen time: Option 2: Are you sad that we didn't get snow or only had a small amount of it? No worries! Try these fun science activities that all have something to do with snow (check with a parent/carer first if this is okay). Remember safety first. Click the link below to find out how to do the following: https://fun-science.org.uk/5-half-term-science-activities/</p> <ul style="list-style-type: none"> • Melting ice. This activity can be carried out using simple household objects and is fun and simple to do. • Crystallized Snowflakes- If you haven't been lucky enough to get snow why not bring magic indoors with this exciting experiment. • Snowstorm in a jar • Snow volcano • Erupting snow <p>Minimising screen time: Option 3: Go on a nature scavenger hunt, searching for specific things. This could be fun to do as a family or as a competition with family members to see who can find the most items from the list. This also allows you to go outdoors. Click on the link below to write down or print off the scavenger hunt list: https://happymomhacks.com/wp-content/uploads/2020/04/Nature-Scavenger-Hunt.pdf</p>

SUBJECT	GEOGRAPHY	YEAR GROUP	10	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	The Geography teacher will individually email to student and parent if any lesson material has been missed or needs catching up. If you do not receive this email assume that all is up-to-date and instead complete the number of lessons corresponding to number of timetabled Geography lessons during week B – this week, from the instructions opposite.	<p><u>Challenge #1- Flashy revision</u></p> <p>Use the knowledge organiser found: https://sted365.sharepoint.com/:p:/r/sites/geography/_layouts/15/Doc.aspx?sourcedoc=%7BA949E274-9A49-4C3C-B4A2-C6BE67E26C8F%7D&file=829913724KO%20Ecosystems_and_TRF.pptx&action=edit&mobileredirect=true</p> <p>To put together 20 flash cards to help with your revision of the topic</p>
2		<p><u>Challenge #2- Organise that knowledge</u></p> <p>Complete this knowledge organiser for the Ecosystems topic: https://sted365.sharepoint.com/:p:/r/sites/geography/_layouts/15/Doc.aspx?sourcedoc=%7BAFAB639C-1DD1-4052-BA99-6D1D168859DE%7D&file=1057676628KO%20living%20world%20part%201.pptx&action=edit&mobileredirect=true</p>
3		<p><u>Challenge #3- Modelling fun</u></p>  <p>Create the rainforest in box:</p> <p>Represent each of the 4 layers of the rainforest as accurately as you can.</p> <p>Don't forget to share what you produce with your teacher to see either by email or preferably by Teams</p>

SUBJECT	HISTORY	YEAR GROUP	10	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<ul style="list-style-type: none"> Complete the quiz found here to check your understanding https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYtByyOhfC35Mqvy_m2EwVtThUOUwzNEM0MU1HM_UFOSFFYMIvVlc0Q0lZRS4u – Spring Offensive COMPLETE/GRAFT Assignment 16-mark essay on the causes of Stalemate/Armistice (if set by your teacher) Complete all activities in Unit 3 booklet (End of the war) https://sted365.sharepoint.com/sites/StEdwardsHistory2/Unit%203%20End%20of%20War/Conflict%20and%20Tension%20Unit%203%20Student%20Work%20Booklet.pdf 	<p><u>Step Away from the screen</u></p> <p><i>Podcasts to listen too</i></p> <ul style="list-style-type: none"> https://www.bbc.co.uk/programmes/b09xjbxl - Operation Michael (BBC Sounds – Voices of the First World War) https://www.bbc.co.uk/programmes/m0001359 - Amiens (BBC Sounds – Voices of the First World War) https://www.bbc.co.uk/programmes/b09xp0wm - Enter America (BBC Sounds – Voices of the First World War) https://www.history.org.uk/podcasts/categories/438/podcast/566/remembering-the-siege-of-sarajevo - Remembering the siege of Sarajevo (Historical Association) <p>Germany: Democracy & Dictatorship (Looking ahead)</p> <ul style="list-style-type: none"> https://www.history.org.uk/podcasts/categories/438/podcast/601/weltpolitik-and-german-nationalism - Weltpolitik and German Nationalism (Historical Association) https://www.history.org.uk/podcasts/categories/438/podcast/88/the-rise-of-the-nazi-party - The Rise of the Nazi Party (Historical Association) https://www.bbc.co.uk/programmes/w3cszmqn0 - Hitler’s Beer Hall Putsch (BBC Sounds) https://www.bbc.co.uk/programmes/p033k7l2 - Adolf Hitler (BBC Sounds) <p>Student login for the Historical Association podcasts: Where to locate podcasts: history.org.uk Student Username: 54826 Student Password: edwards1234</p> <p>For each Podcast complete the following form to summarise your understanding and learning.</p> <p>https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYZ2YliFAdg5KgLaMp_ChjKdUOUZGRU_NDU09FSIFYQkhSUUIMQjM3S0JBSS4u</p>
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3		
4		
5		

SUBJECT	FRENCH	YEAR GROUP	10	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p><u>Title: Les passe-temps</u> I can talk about free time activities in the past I can talk about leisure activities in the future</p> <p>Students should work through the activities in the PowerPoint presentation: Consolidation Lesson 1: les passe-temps</p> <p>All resources can be found on the class page on Teams</p>	<p><u>Title: Les passe-temps</u> I can talk about leisure activities I can understand news articles and videos in French</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 1: les passe-temps</p> <p>All resources can be found on the class page on Teams</p>
2	<p><u>Title: la nourriture</u> I can talk about different cuisine and eating out</p> <p>Students should work through the activities on the PowerPoint presentation named: Consolidation Lesson 2: la nourriture</p> <p>All resources can be found on the class page on Teams</p>	<p><u>Title: la nourriture et les restaurants</u> I can understand restaurant menus and reviews using authentic resources</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 2: la nourriture</p> <p>All resources can be found on the class page on Teams</p>

SUBJECT	GERMAN	YEAR GROUP	10	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p><u>Title: Essen und Trinken – zu Hause und auswärts</u> I can talk about food, drink and eating out I can use the perfect (past) tense accurately</p> <p>Students should work through the activities in the PowerPoint presentation: Consolidation Lesson 1: Essen und Trinken – zu Hause und auswärts</p> <p>All resources can be found on the class page on Teams</p>	<p><u>Title: Freizeit Wiederholung</u> I can consolidate my learning on the topic of free time</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 1: Freizeit Wiederholung</p> <p>All resources can be found on the class page on Teams</p>

2	<p>Title: Bist du sportlich?</p> <p>I can talk about sports I can use the future tense accurately</p> <p>Students should work through the activities on the PowerPoint presentation named: Consolidation Lesson 2: Bist du sportlich?</p> <p>All resources can be found on the class page on Teams</p>	<p>Title: Nachrichten und mehr!</p> <p>I can access authentic news resources and understand news articles and reports. I can find out about (and perhaps try out?!) a current dance craze sweeping through German speaking countries!</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 2: Nachrichten und mehr!</p> <p>All resources can be found on the class page on Teams</p>
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SUBJECT	TECHNOLOGY	YEAR GROUP	10	WEEKS	8th February
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GCSE FOOD

Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p>Follow the link https://app.senecalearning.com/dashboard/join-class/f219i6h692 and register at Seneca learning. Complete the revision activities set and tests. This will form part of your Spring 1 assessment grade.</p>	<p>Follow the link to the Technology Extended Learning Page where you will find videos, blog and articles; https://sted365.sharepoint.com/sites/Technology/SitePages/Extended-Learning.aspx?source=https%3A%2F%2Fsted365.sharepoint.com%2Fsites%2FTechnology%2FSitePages%2FForms%2FByAuthor.aspx</p>
2/3	<p>Free choice practical, you rarely get the opportunity to choose what you would like to make. Select one dish to make and send me a photograph jkynaston@st-edwards.poole.sch.uk</p> <p>GCSE Recipe to use if you wish; https://sted365.sharepoint.com/:w:/r/sites/Technology/_layouts/15/Doc.aspx?sourcedoc=%7B7826F079-A94A-46C6-A769-EC0BCB363A35%7D&file=GCSE%20Preparation%20and%20Nutrition%20%20Recipe%20Book%202018.docx&action=default&mobileredirect=true</p>	

LEVEL 1 HOME COOKING SKILLS

Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
<p>All</p>	<p>This week is going to be a little different. A chance to be creative, move away from the computer and practice some old skills and learn some new ones.</p> <p>You are going to complete the St Edwards Bread Art Challenge. All of the information is on the power point https://sted365.sharepoint.com/:p:/r/sites/Technology/_layouts/15/Doc.aspx?sourcedoc=%7B574E93D2-05CA-4E06-95E8-CF57DE721DAF%7D&file=Bread%20Art%20Challenge.pptx&action=edit&mobileRedirect=true and you can choose what tasks to do. You can just design ideas, you can make them or you can complete the promotional activities. Do as much work as your lesson time this week allows. If you have other time available please feel free to do more.</p> <p>Email your creations to jkynaston@st-edwards.poole.sch.uk I will look forward to seeing them.</p>	<p>Follow the link to the Technology Extended Learning Page where you will find videos, blog and articles; https://sted365.sharepoint.com/sites/Technology/SitePages/Extended-Learning.aspx?source=https%3A%2F%2Fsted365.sharepoint.com%2Fsites%2FTechnology%2FSitePages%2FForms%2FByAuthor.aspx</p>

RESISTANT MATERIALS

Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
All	<p>Create a FINAL 3d model in Google sketch up (Demonstrating the use of more complex tools/ more technical processes)</p> <p>Developed skills and ability using Google SketchUp</p>	<p>Follow the link to the Technology Extended Learning Page where you will find videos, blog and articles; https://sted365.sharepoint.com/sites/Technology/SitePages/Extended-Learning.aspx?source=https%3A%2F%2Fsted365.sharepoint.com%2Fsites%2FTechnology%2FSitePages%2FForms%2FByAuthor.aspx</p>

GRAPHICS

Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
All	<p>Create a card based model of your chosen Airline First Suite design.</p> <p>Gather materials suitable to manufacture your architectural model. Use materials around the house, recycling bin, in the garage/shed (make sure you get permission for the garage/shed – parents can be very protective of their garages/ sheds – lol!). You can use card, paper, corrugated card from packaging boxes, cereal box card is good, paper straws, cut the plastic from A4 plastic wallets for windows, bamboo skewers – be inventive with what you can use but consider material properties, construction techniques you learnt last week and appropriate adhesives.</p> <p>Using the 3D Paper techniques, you have practiced with and watch the video below. Measure your parts accurately, cut out and use an appropriate adhesive.</p> <p>Cardboard Basics Tutorial guide for model making https://www.youtube.com/watch?v=x6s3IGH4Myl</p>	<p>Follow the link for further reading:</p> <p>GCSE Bitesize <i>3D Modelling</i> https://www.bbc.co.uk/bitesize/guides/zffhsrd/revision/8 <i>Reinforcing and stiffening</i> https://www.bbc.co.uk/bitesize/guides/zjq8jty/revision/6 <i>Fabricating and Assembly</i> https://www.bbc.co.uk/bitesize/guides/zjq8jty/revision/9</p> <p>GCSE Pod 1. <i>Papers:</i></p>

	Cardboard Advanced Basics Tutorial guide for model making https://www.youtube.com/watch?v=nNLY1yt9iCE	https://members.gcsepod.com/shared/podcasts/title/12452 2. Boards: https://members.gcsepod.com/shared/podcasts/title/12452
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SUBJECT	RE	YEAR GROUP	10	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	All students should complete the Relationships End of Unit Assessment (this will be set as an Assignment in Teams)	
2	Use the lesson resources (available in your RE class Team) to complete the revision sheets .	1. Find photographs of a Christian ceremony you have been a part of (e.g. your Christening/baptism, your first Holy Communion, Confirmation, a wedding you have attended or just a service you have been to or helped with). 2. What Christian beliefs are being expressed in your chosen ceremony? 3. Compare your photographs with those from a relative who has taken part in the same ceremony. What similarities and differences do you notice? (e.g. was your parent baptised as a baby but you waited until you were a teenager?)
3	Go back and complete the Relationships Mid-Unit Assessment if you have not done so already.	Listen to the episode about the Trinity from the Radio 4 'In Our Time' podcast. https://www.bbc.co.uk/sounds/play/b03xgl3m

SUBJECT	BUSINESS	YEAR GROUP	10	WEEKS	8th February
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	Routeway A – Catch up	Routeway B –Challenge
1	<p>Catch up on Teams with activities and assessments on sources of finance. Complete this table first using Building in Bricks book:</p> <p>Sources of finance table Business in Bricks Revision Guide</p>	<p>OPTION 1: Watch the movie The Founder on either Amazon or Sky Movies and answer the investigative questions below as you view. If you can't access the movie choose OPTION 2 or 3.</p> <p>The Founder</p>
2	<p>Catch up on Teams with activities and assessments on sole traders, partnerships, private limited companies and franchises. Complete this table first using Building in Bricks book:</p> <p>Types of business for startups Business in Bricks Revision Guide</p>	<p>OPTION 2: The topic we will be studying after half term is how to locate a business. This challenge is to select a franchise and find a location for it.</p> <p>You could use Google Maps or it may be a location very close to your home. Produce a poster or PowerPoint explaining why you have chosen this franchise and this location. Explain your location in as much detail as possible.</p>
3		<p>OPTION 3: Revise the topics covered during this lockdown period using the Business in Bricks books:</p> <p>Business in Bricks revision guide Business in Bricks practice booklet</p>

SUBJECT	GCSE PE	YEAR GROUP	10	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	Respiratory system:	After half term you will have a respiratory assessment. This will be in the format of a forms page (Same as your CV one) Use this week to create revision resources for your assessment after half term.
2	Watch podcasts 4.1/4.2/4.3/4.4/4.5/4.6 Use the power points from the team's page to help you fill in the booklet Complete the forms pages- 4.1/4.2/4.3/4.4/4.5/4.6	

SUBJECT	OCR SPORT	YEAR GROUP	10	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<u>OCR Sport assignment 1</u> 1) Make sure you have completed assignment 1 and handed it in via email. 2) Watch back the lessons about how to lay out the assignment. 3) Watch the video going through content to help guide you. These are all found on our Teams page or SharePoint. https://teams.microsoft.com/#/school/conversations/General?threadId=19:56530e558c2e42de9e45b0bdf0d75864@thread.tacv2&ctx=channel https://sted365.sharepoint.com/teams/PE/L2%20RO54%20%20Media%20in%20sport%20Assignment%20resources?viewpath=%2Fteams%2FPE%2FL2%20RO54%20%20Media%20in%20sport%20Assignment%20resources	<u>OCR Sport RO54</u> Watch the Lance Armstrong documentary on performance enhancing drugs. https://www.bbc.co.uk/mediacentre/latestnews/2020/lance-armstrong-documentary-comes-to-bbc-iplayer Test yourself. Do this yoga session every morning after tutor time, to start your day off positively. https://www.youtube.com/watch?v=4pKly2JojMw
2	<u>OCR Sport Assignment 2</u>	<u>OCR Sport RO54</u>

	<p>1) Watch the live lesson back going through the positive relationships between media and sport.</p> <p>2) Look through example work of other students previous.</p> <p>3) Research on what media has done to promote sport and how they have made a positive impact.</p> <p>These are found on our Teams or Share Point page</p> <p>https://teams.microsoft.com/#/school/conversations/General?threadId=19:56530e558c2e42de9e45b0bdf0d75864@thread.tacv2&ctx=channel</p> <p>https://sted365.sharepoint.com/teams/PE/L2%20RO54%20%20Media%20in%20sport%20Assignment%20resources?viewpath=%2Fteams%2FPE%2FL2%20RO54%20%20Media%20in%20sport%20Assignment%20resources</p>	<p>Read the article about Lance Armstrong and watch the interview with Oprah.</p> <p>https://www.theguardian.com/sport/2019/may/24/lance-armstrong-it-wasnt-legal-but-i-wouldnt-change-a-thing</p> <p>https://www.youtube.com/watch?v=e_-yfIiDao</p> <p>Test yourself. See what distance you can run in 45mins (I will do the same and post my distance on Teams)</p>
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SUBJECT	ART	YEAR GROUP	10	WEEKS	8th February
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Lesson	Title and Outline	Type of Lesson	Location of lesson resources
1	Plan and produce your Art work responding to the task introduced in the recent Live Lesson on the charity: Water Aid	Independent learning	Teams Water-Aid powerpoint on Teams /assignment
2	As above	Independent learning	
3	Use home-learning time, at least 1 hour to work on this piece.		

SUBJECT	GCSE MUSIC	YEAR GROUP	10	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	Ensure all assignments are complete and handed in from the Afro Celt set work. This includes the 2 nd submission of the essay question. Go over notes on the Afro Celt set work.	Listen to music from musicals, films and any fusion pieces you find making notes on comparison to the set works that we have studied so far.
2	Practise a piece of music on your primary instrument. This will need to be performed in a lesson when we are back in school so make sure you are rehearsing.	Record your practise and then record a 'performance' to listen back and analyse to make improvements.
3	Revise the set works that we have studied so far ready for a mini mock listening question next week. Use your scores, your folders and the BBC bitesize links below. Wicked - https://www.bbc.co.uk/bitesize/guides/zdx26yc/revision/1 Star Wars - https://www.bbc.co.uk/bitesize/guides/zv89dxs/revision/1 Afro Celt – https://www.bbc.co.uk/bitesize/guides/zvw8jty/revision/1	Try to come up with 10 of your own listening questions in relation to each of the set works that we have studied.

SUBJECT	BTEC MUSIC	YEAR GROUP	10	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	Ensure all assignments are complete and handed in, including task on "Managers", "Promoters" and "Recording Studio job roles". Create a revision document covering what you have learned so far this term.	Research what is meant by "mastering, manufacturing, distribution and retail" when producing a CD.

2	Continue working on your performance piece in bandlab – either rehearsing your part or recording it in. Start learning the next part of your song i.e. chorus if you have recorded the verse.	Listen to and analyse cover versions of your performance song and write about how each artist puts their unique twist on the song, using as much key terminology as possible in your writing.
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SUBJECT	DRAMA	YEAR GROUP	10	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1-3	Create your set design or Blood Brothers. Complete your mood board.	Expand your practical and technical awareness by watching a play performed by The National Theatre. This will really help for the unit on Response to Live Theatre. Pick from a selection here: Drama Online - National Theatre Collection (dramaonlinelibrary.com) Login: st-edwards Password: poole.

SUBJECT	COMPUTER SCIENCE	YEAR GROUP	10	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	Programming Challenges (on Teams, Files, Class Materials, Programming) There are focussed challenges which give you short tasks to practise and consolidate specific programming constructs alongside larger project style challenges where you use all the skills developed in one program.	The larger, more general programming challenges give you freedom to work at a high level. <ul style="list-style-type: none"> • Can you organise your solution to use subroutines? • Can you use iteration (count-controlled and condition-controlled)? • Can you add comments to your code to explain what is happening? • Can you use a range of data types (Boolean? Char?) and structures (lists?)? After half term we will be moving our programming skills on so please do as much coding as you can!
2	Work at your level – make sure you feel confident in the skills before you move on. Ask for help when you need it. I will run lessons in the scheduled slots but they will be drop in sessions where you can ask questions, get help with bug-fixing etc. Attendance is not compulsory. I will also be available via email through the week.	