

## Overview of Home Learning in Year 10: Summer Term 2 (May - July 2020)



We have asked students to try to create a plan for each day and to stick to their usual timetable, where possible, by engaging with the home learning tasks provided. If they are stuck, their teachers will be able to help if they ask. For help with home learning and accessing Google Classroom please visit the school website [http://www.leftwichhigh.com/news/news\\_coronavirus\\_guidance\\_support\\_2020.html](http://www.leftwichhigh.com/news/news_coronavirus_guidance_support_2020.html) . It may be worth allocating some time to go through emails to check that students have joined all of the classes. In addition to the pastoral support students are receiving, those with additional needs have access to further assistance from the Learning Support Team.

Where possible, students are expected to work for generally between 2 - 3 hours a day, with lessons taking between 20 – 40 minutes to complete. We know that working independently at home is quite different to school. We just ask students to have their best go and be proud of what they achieve. Staying safe and happy are the priority. For regular updates please follow us on Twitter [@leftwichhigh](https://twitter.com/leftwichhigh)

Subject	Lessons per fortnight	Where to find Lessons	Learning Focus and resources
<b>Support &amp; Resources</b>		RM Launch Pad  (Log in via the school website)	Go to <a href="http://www.leftwichhigh.com/">http://www.leftwichhigh.com/</a> Click the envelope icon. Log in using school username and password. All learning resources can be found here: Google Classroom; SAM learning; Seneca; MathsWatch; ActiveLearn; Accelerated Reader: For support please contact: <a href="mailto:passwordreset@leftwichhigh">passwordreset@leftwichhigh</a> 'First News' – newspaper for students, available on the website.
<b>Year Leader</b>		Daily Email	An email is sent each day to all students providing a message of support and to offer guidance on dealing with some of the more challenging aspects of isolation. Students are asked to respond on occasion so that strategies can be shared with other students. If students contact the Year Leader directly, further support and guidance can be offered as well as liaising with other colleagues and parents/carers if necessary.
<b>Form Tutor</b>		Google Classroom	From 15th June Form Tutors will provide a weekly Character Development session facilitating students' development of attributes such as: Leadership; Organisation; Resilience; Initiative and Communication.
<b>Art &amp; Photography</b>	5	Google Classroom Group emails Art [4wc3xvo] Photography [4wc3xvo]	<b>Art &amp; Photography:</b> Pupils will be starting a new unit of work. Detailed information will be on google classrooms. They will be looking at different Artists/Photographers and their style of working and using this as an inspiration for their own work. They will be answering an exam style question, but doing it step by step by completing the weekly tasks that will be set.
<b>CC&amp;M</b>	5	Google Classroom	<b>DIT:</b> Revision PPTs & activity docs on Component 3 exam - A1 Modern technologies: Communication technologies / Cloud computing / impact on an organisation. Active learn for student books. Loom video for Exam Theory. [DIT A: 7znkz56; DIT B: Latlozm] <b>Computer Science:</b> Revision Guide for theory of the course. Seneca course for modules. Loom video on Encryption [CS: Wpkp354] <b>Media:</b> Component 1 A Essay. Videos and examples to support with the writing. Loom video for development of Essay [Media A: Qwhcvf4; Media B: 6ezpap3]
<b>D&amp;T</b>	2 lessons (5 hours)	Google classroom	<b>GCSE D&amp;T</b> - We are focusing on the 'Designing Principles' unit ready for stating our NEA task. Wergonomics' and anthropometrics mean? And how do designers use them. Design styles, iterative design, design collaboration system design and user centred design, famous designers and how they have influenced designs over the years, case study of your 2 favourite designers, brand designs and how they differ. Remember this theory knowledge makes up 50% of your course. <b>GCSE Food Preparation &amp; Nutrition</b> - This terms focus is "Food Choice", students will need to access the digital book (email Mrs Barber if they cannot

			<p>remember their log in). Complete the worksheets set as a weekly task and hand it back in via the classroom. Some questions will also be set using Seneca. Students will also be asked to complete some practical work if possible. They will be asked to challenge themselves and a practical should take about 2 hours. They will need to complete an evaluation of any practical and hand it in via the google classroom.</p> <p>Yr 10B FPN GCSE Miss Fullwood <i>haw65me</i>; Yr 10A FPN GCSE Mrs Barber <i>riam7ng</i> Yr 10 GCSE D&amp;T Miss Whitfield <i>emyzlp</i></p>
<b>EfL</b>	2	Own book and notes	<p>Revise what you have learned, focusing on different subjects. Use revision notes, books, Bitesize, Seneca and SAM Learning. Try a variety of different revision strategies thinking about the ones you learnt in Year 9 EfL - look at <a href="https://www.learningscientists.org/">https://www.learningscientists.org/</a>. Remember to focus on the 3 Consultation Day targets that you set yourself.</p>
<b>English</b>	8	Google Classrooms [Y10 English Hub: <i>vr3hkdb</i> ] and teacher classrooms	<p>Students will work on activities focused on the Language and Literature GCSE exams each lesson using a booklet of activities for the half term. Tasks should take no more than 40 minutes to complete and will be supported with video resources created by staff on the Y10 Hub. There is also an optional extension activity for each lesson. Each week, there will be one piece of work that is requested for submission on Google Classroom which is noted on their task timetable.</p> <p>Links to additional revision materials can be found on the Y10 English Revision Hub and students are encouraged to supplement their weekly work with independent study where possible.</p>
<b>French</b>	5	Google classroom	<p>Week 1 – Revise key vocabulary from previous module 1, Family and relationships. Focus on translation and listening skills. Week 2 – Revise key vocabulary from previous module 2, sports and hobbies. Focus on speaking skills. Week 3 – Revise key vocabulary from previous module 3, food and celebrations. Focus on writing and reading skills. Week 4 – Revise key vocabulary from previous module 4, town and region. Focus on writing skills. Week 5 -Focus on grammar revision – present, past and future tenses Week 6 – Preparation for module 6, school life, revisit and extend on vocabulary for school subjects and time. Week 7 - Preparation for module 6, school life. Focus on writing skills.</p> <p><b>Google classroom codes:</b> Mr Smith/ Mrs Ratcliffe/ Mrs Cresswell’s class – 6a5so27 Mrs Lemon’s class - <i>jdrzlv</i></p>
<b>Geography</b>	5	Google Classroom posted on the day of their standard timetabled lessons	<p>Students will initially complete the topic of <b>Food as a resource</b> before moving on to study <b>River Processes</b></p> <p>Students are issued with an exam question for each lesson to allow them to apply their understanding from the lesson. This is submitted online via Google Classroom to their classroom teacher.</p> <p>Lessons address:</p> <p><b>Food as a resource (majority of lessons completed April -May)</b></p> <ol style="list-style-type: none"> <li>1. Reasons for food insecurity</li> <li>2. Impacts of food insecurity</li> <li>3. Increasing food production techniques</li> <li>4. Example of large-scale food production</li> <li>5. Sustainable food production</li> <li>6. Small scale sustainable food production</li> </ol> <p><b>River Processes</b></p> <ol style="list-style-type: none"> <li>1. Features of a river profile</li> <li>2. Characteristics of a river profile</li> </ol>

			<ol style="list-style-type: none"> <li>3. Weathering &amp; erosion, transportation &amp; deposition</li> <li>4. River landforms created by erosion</li> <li>5. River landforms created by erosion &amp; deposition</li> <li>6. River landforms created by deposition</li> <li>7. Example of a river drainage basin – River Tees</li> <li>8. Hydrographs and factors affecting flood risk</li> <li>9. River management: Hard and Soft engineering</li> <li>10. Example of flood management strategy - Boscastle</li> </ol> <p><u>Google Classroom class codes</u>  10ag1 – SB <i>texvc4</i>, 10rg1 – SB <i>mjtjyes</i>, 10sg2 – VR <i>saw3rt4</i>, 10sg1 – KP <i>2ki5ix3</i>,  10rg2 – KP <i>pvuocr</i></p>
<b>History</b>	5	Google Classroom	<p>Students will be set work in line with their personalised school timetable. They will continue to study the AQA Specification for Germany 1890-1945 and Elizabethan England.</p> <p>Germany topics for this half term will look at Nazi policies such as life for women, youth, workers and minorities. In the Elizabethan unit we will begin to research the Historical Environment study on Kenilworth Castle. Each class is at a slightly different stage on this journey.</p> <p>Teachers will feedback on work through Google Classroom. Narrated PowerPoints, Educational Videos, Historyhomework.com and Seneca Learning will be used to enhance student understanding and to provide revision activities.</p>
<b>Maths</b>	8	MathsWatch Google Classrooms	<p>Students should watch the video clip and make notes. Students can message their teacher for help through MathsWatch.</p> <p>Extension tasks will be on Google Classrooms and 'The PiXL Maths App'.</p> <p><b>Higher</b></p> <p>Week 8 Error Bounds  Week 9 Quadratics  Week 10 Surds  Week 11 Mixed Trig  Week 12 Data-Cumulative frequency and Histograms  Week 13 Circle geometry (arcs and sectors)  Week 14 Parallel and perpendicular lines</p> <p><b>Foundation</b></p> <p>Week 8 Calculations with number  Week 9 Straight line graphs  Week 10 Indices and standard form  Week 11 Best buys  Week 12 Solving equations  Week 13 Four ops with fractions  Week 14 Sample space diagrams, frequency trees and mutually exclusive events.</p> <p><b>Google classroom codes:</b>  10xPW <i>lhogrke</i>; 10xCM <i>gf6fsby</i>; 10xDB <i>hmywyj6</i>; 10xEG <i>kxyccyam</i>;  10ySW <i>dcofl24</i>; 10yMKI <i>2exq7eo</i>; 10yRF <i>yrtzha5</i>; 10yLM <i>kndmpf3</i></p>
<b>Music</b>	5	Google Classroom  [ednl5da]	<p>PERFORMING - Students are expected to continue to practise their performing skills, as recording of performing NEA will begin as soon as possible in year 11.</p> <p>COMPOSING - Students should do an hour of composing per week and email or upload onto GC for feedback once every 3 weeks, if possible. Again, this forms part of their NEA.</p>

			<p>LANGUAGE FOR LEARNING – documents will be uploaded regularly which ask students to find out the definitions of groups of ‘key terms’, which they will need to have mastery of to improve their responses on the listening paper. A ‘model’ version will be provided by the teacher to check their answers.</p> <p>COURSE CONTENT – ‘flippin’ fantastic music’ is an OCR endorsed set of YouTube clips, which explain each of the 4 areas of study with lots of musical examples. Areas covered so far are: pop music, rhythms of the world and the concerto and these clips can be used for revision and note making.</p> <p>FILM MUSIC – is the AoS not yet covered in school. However, there is a detailed booklet which explains the content, which students can use to make notes. There is also lots of suggested general listening.</p> <p>LISTENING QUESTIONS – periodic and increasing ‘live’ demos of how to answer listening questions on all AoS.</p>
PE	5	<p>Google Classroom</p>	<p><b>Cambridge National students</b>  <i>R052 Developing sports skills:</i> The first draft of the coursework has been marked and students should be responding to feedback and resubmitting. Once this is completed students will move on to:  <i>R056 – Outdoor Activities:</i> LO1 coursework. Know about different types of outdoor activities and their provision. The coursework outline is available on google classroom.</p> <p><b>GCSE students</b>          Currently students are completing Unit 3 of the course. Classwork and homework are set every week and should be uploaded on to the system by students to enable it to be marked.          Also, students have lots of opportunity to access previous learning, to ensure information learnt earlier in the year is retained. This includes revision notes for the year, supporting videos, exam questions and quiz questions.</p>
RS	5	<p>Google Classroom</p> <p>[jgurnre]</p> <p>Seneca Learning</p>	<p>Topic: Relationships          Students work through the activities on the PowerPoint, watch any video links attached, and complete written tasks. Every fortnight, starting with week 2 an exam practice question will be set and marked. Students will be given a week to complete and hand in the exam practice. This will be an opportunity for students to evidence their learning. This will be marked, and feedback given via GC. Students will be expected to respond to feedback where possible.          Week 6: Role of Sex and Contraception (<b>Exam Practice Question</b>)          Week 7: Same Sex relationships          Week 8: Issues of Gender equality in worship (<b>Exam Practice Question</b>)          Week 9: Revision Lesson          Week 10: 30 min relationships exam (<b>Exam Practice Question</b>)          Week 11: Create revision resources for year 10 and complete revision activities          Week 12: Create revision resources for year 10 and complete revision activities</p>
Science	9 (3 per science)	<p>Google Classroom, Seneca &amp; SAM learning.</p> <p>[p5pgham]</p>	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• Lesson 1- Food Chains and Food webs</li> <li>• Lesson 2 - The Carbon Cycle</li> <li>• Lesson 3 - Then Water cycle</li> <li>• Lesson 4 - Random Sampling</li> <li>• Lesson 5- Transects</li> <li>• Lesson 6- Population growth and its impact</li> <li>• Lesson 7 - Global Warming</li> <li>• Lesson 8 - Deforestation</li> <li>• Lesson 9- Peat bog destruction</li> <li>• Lesson 10 - Water, Air and Land pollution</li> <li>• Lesson 11 - interleaving</li> </ul>

			<p><b>Chemistry:</b></p> <ul style="list-style-type: none"> <li>• lesson 1 &amp; 2 - Acids &amp; metals - know all four of the equations for making a soluble salt.</li> <li>• lesson 3 - theory for making a soluble salt - 4 steps - excess, filtration, evaporation &amp; crystallisation.</li> <li>• lesson 4 - required practical - making a soluble salt.</li> <li>• lesson 5 - interleaving: Earth's atmosphere &amp; purity &amp; formulations</li> <li>• lesson 6 &amp; 7 - energy level diagrams – reaction profiles for endothermic and exothermic reactions</li> <li>• lesson 8 - bond energies (H)</li> <li>• Lesson 9, 10 &amp; 11: Method to find out the mass of dissolved solid in water.</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 &amp; 2 - Circuit symbols</li> <li>• Lesson 3 &amp; 4 – circuits</li> <li>• Lesson 5, 6 &amp; 7 - Thermistor and LDR practical</li> <li>• Lesson 8 &amp; 9 - Resistance of a wire</li> <li>• Remaining lessons – exam questions</li> </ul> <p>Resources will be uploaded to google classroom. Questions will be set on SAM learning and Seneca to assess progress. Video links provided on PowerPoints.</p>
<b>Spanish</b>	5	Google classroom	<p>Week 1 – Revise key vocabulary from previous module 1, holidays. Focus on translation and listening skills.</p> <p>Week 2 – Revise key vocabulary from previous module 2, school life. Focus on speaking skills.</p> <p>Week 3 – Revise key vocabulary from previous module 3, family ad relationships. Focus on writing and reading skills.</p> <p>Week 4 – Revise key vocabulary from previous module 4, sports and hobbies. Focus on writing skills.</p> <p>Week 5 -Focus on grammar revision – present, past and future tenses</p> <p>Week 6 – Preparation for module 5, town and region, revisit and extend on vocabulary for places in town and directions.</p> <p>Week 7 - Preparation for module 5, town and region. Focus on writing skills.</p> <p><b>Google classroom codes:</b></p> <p>Mrs Cresswell's class – <i>uwxdavi</i>; Mrs Lamb's class – <i>sbkm4i5</i>; Mrs Mason's class – <i>f7nckhj</i>; Miss Chew's class – <i>e5ep6u7</i>; Miss Barlow's class – <i>n45jhmjg</i></p>