

## Year 10 Weekly Work Plan: Work due **03.05.20**

Students should use this timetable to help structure their time throughout the week, they should spend 1 hour on each task allowing time for lunch and exercise. All completed tasks should be uploaded to SMH for teacher feedback. Quizzes will be set on a weekly or fortnightly basis depending on the subject.

For option subjects, scroll down towards the bottom of the page for tasks.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Subject</b>	<b>Session 1: English</b>	<b>Session 1 : Option C</b>	<b>Session 1: Science</b>	<b>Session 1: Option B</b>	<b>Session 1: English</b>
<b>Title</b>	English Language Paper 1 Q3  A Christmas Carol Revision	<b>Business (YAG) / Computer Science (DSK) / Drama (GGR) / French (JLU) / History (KBR) / PE (MRA) / Spanish (PLA) / Spanish (SBO)</b>  (See bottom of page for tasks)	Distance time graphs.	<b>Art (KPL) / Food (SMA) / Geography (HCO) / History (AHO) / History (APA) / History (AOD)</b>  (See bottom of page for tasks)	English Language Paper 1 Q3  A Christmas Carol Revision
<b>Outcome (what they should have produced at the end)</b>	1. Completed Activity Booklet		1. Completed comprehension questions		1. Completed essay planning booklet
<b>Resources</b>	Ppt slides on SMH Activity booklet (on SMH) Exercise book		Ppt slides on SMH Exercise book		Ppt slides on SMH Extract analysis Planning grid (on SMH) Exercise book
<b>Task</b>	1. Complete Q3 Activity Booklet (structural features table / structural analysis grid / paragraph summaries)		1. Read through the ppt slides on SMH carefully  2. Answer the comprehension questions in your exercise book		1. Use the essay planning book to complete the essay planning grid and the extract analysis
<b>Subject</b>	<b>Session 2: Maths</b>	<b>Session 2: RE</b>	<b>Session 2: Option B</b>	<b>Session 2: Maths</b>	<b>Session 2: Maths</b>
<b>Title</b>	<b>N1.9 - Estimating N1.10 -</b>	<b>L2 8.1-2 – Jewish Public</b>	<b>Art (KPL) / Food (SMA) /</b>	<b>N1.9 - Estimating N1.10 -</b>	<b>N1.9 - Estimating N1.10 -</b>

	<b>Bounds</b>	<b>Worship, Tenakh and Talmud</b>	<b>Geography (HCO) / History (AHO) / History (APA) / History (AOD)</b>	<b>Bounds</b>	<b>Bounds</b>
<b>Outcome (what they should have produced at the end)</b>	1. 2 x written examples from Mathswatch video 2. Completed interactive questions on Mathswatch	1. Answered exam questions x 4	(See bottom of page for tasks)	1. 2 x written examples from Mathswatch video 2. Completed interactive questions on Mathswatch	1. 2 x written examples from Mathswatch video 2. Completed interactive questions on Mathswatch
<b>Resources</b>	Mathswatch Exercise book	Revision sheets from previous session Ppt slides on SMH		Mathswatch Exercise book	Mathswatch Exercise book
<b>Task</b>	1. Watch Mathswatch video until the end 2. Write down 2 x examples from the video into your exercise book 3. Complete the interactive activities in Mathswatch	1. Use your revision sheet from Monday to help you answer the exam questions 2. Once complete, upload to SMH		1. Watch Mathswatch video until the end 2. Write down 2 x examples from the video into your exercise book 3. Complete the interactive activities in Mathswatch	1. Watch Mathswatch video until the end 2. Write down 2 x examples from the video into your exercise book 3. Complete the interactive activities in Mathswatch
<b>Subject</b>	<b>Session 3: Science</b>	<b>Session 3: Option A</b>	<b>Session 3: English</b>	<b>Session 3: Option C</b>	<b>Session 3: Science</b>
<b>Title</b>	<b>Distance, displacement and speed.</b>	<b>Business (TOG) / Drama (LTV) / French (JLU) / French (PLA) / Geography (JCR) / i-Media (GBR) / D&amp;T CBR / Spanish (MMA)</b>	English Language Paper 1 Q3  A Christmas Carol Revision	<b>Business (YAG) / Computer Science (DSK) / Drama (GGR) / French (JLU) / History (KBR) / PE (MRA) / Spanish (PLA) / Spanish (SBO)</b>	<b>Quiz</b>
<b>Outcome (what they should have produced at</b>	1. Completed comprehension questions	(See bottom of page for tasks)	1. Complete A Christmas Carol quiz on Seneca	(See bottom of page for tasks)	1. Completed quiz on SMH

<b>the end)</b>					
<b>Resources</b>	Ppt slides on SMH Exercise book		Ppt slides on SMH Seneca Learn Exercise book		SMH (quiz uploaded) Exercise book C2 consolidation booklet
<b>Task</b>	1. Read through the ppt slides on SMH carefully 2. Answer the comprehension questions in your exercise book		1. Use your revision notes to complete the quiz on Seneca Learn		1. Use your revision notes from this week to help you complete the SMH quiz to test how much you have learnt
<b>Subject</b>	<b>Session 4: RE</b>	<b>Session 4: English</b>	<b>Session 4: Maths</b>	<b>Session 4: Science</b>	<b>Session 4: Option A</b>
<b>Title</b>	<b>L1 8.1-2 Jewish Public Worship, Tenakh and Talmud</b>	<b>English Language Paper 1 Q3</b> <b>A Christmas Carol Revision</b>	<b>N1.9 - Estimating N1.10 - Bounds</b>	<b>C2 structures and bonding consolidation</b>	<b>Business (TOG) / Drama (LTV) / French (JLU) / French (PLA) / Geography (JCR) / i-Media (GBR) / D&amp;T CBR / Spanish (MMA)</b>  (See bottom of page for tasks)
<b>Outcome (what they should have produced at the end)</b>	1. Completed worksheet	1. Take language analysis terminology quiz on SMH	1. 2 x written examples from Mathswatch video 2. Completed interactive questions on Mathswatch	1. Completed C2 consolidation booklet	
<b>Resources</b>	Ppt slides on SMH Worksheet on SMH Exercise book	Ppt slides on SMH Quiz (on SMH) Exercise book	Mathswatch Exercise book	Ppt slides on SMH C2 consolidation booklet Exercise book	
<b>Task</b>	1. Read through the ppt slides carefully 2. Use the information to complete the A4 revision sheet on Jewish public worship and the Tenakh and Talmud	1. Use your revision notes to complete the quiz on SMH	1. Watch Mathswatch video until the end 2. Write down 2 x examples from the video into your exercise book	1. Use revision notes from previous sessions to help you complete the C2 consolidation booklet	

			3. Complete the interactive activities in Mathswatch		
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Option A	Option B	Option C
Business Studies (TOG)	Art (KPL)	Business (YAG)
Drama (LTV)	Food (SMA)	Computer Science (DSK)
French (JLU)	Geography (HCO)	Drama (GGR)
French (PLA)	History (AHO)	French (JLU)
Geography (JCR)	History (APA)	History (KBR)
i-Media (GBR)	History (AOD)	PE (MRA)
D&T (CBR)		Spanish (PLA)
Spanish (MMA)		Spanish (SBO)

OPTION SUBJECT TASKS					
	Monday	Tuesday	Wednesday	Thursday	Friday
		<b>OPTION C: Session 1</b>	<b>OPTION B: Session 2</b>	<b>OPTION B: Session 1</b>	<b>OPTION A: Session 4</b>
<b>Subject</b>	<b>(No Option Subjects)</b>	<b>Business Studies (Ms Agyapong)</b>	<b>Session 1: Art (Ms Place)</b>	<b>Session 1: Art (Ms Place)</b>	<b>Session 4: Business Studies (Ms Oguntohun)</b>
<b>Title</b>		2.2 Making marketing decisions	Drawing Using Line	Drawing Using Line	2.2. Making Marketing Decisions

<b>Outcome (what they should have produced at the end)</b>		1. Completed end of unit booklet	1. Analysis of work of chosen artists 2. Photograph of object you are going to draw 3. Brief	1. Drawing using inspiration from artist and brief 2. WWW and EBI analysis of drawing	1. Answered exam questions on SMH 2. Completed quiz on SMH
<b>Resources</b>		Ppt slides on SMH End of unit booklet Exercise book	Internet (for research) Smart phone with camera Sketchbook/exercise book	Research from session 1 Sketchbook/exercise book Pencils/other drawing equipment	Ppt slides on SMH Exercise book End of unit booklet
<b>Task</b>		1. Read through ppt slides carefully  2. Use work from last week to help you complete the end of unit booklet on making marketing decisions	1. Choose a genre / subject matter and corresponding artist.  2. Analyse the one which focuses on what you want to focus on  3. Take the picture of what you are going to draw in this way  4. Write a brief about how you are going to do it.	1. Draw from your picture using inspiration from the artist and try and fulfil your brief.  2. Analyse WWW and EBI	1. Read through end of unit booklet  2. Use information to help you answer exam questions  3. Use information to help you complete quiz on SMH
<b>Subject</b>		<b>Session 1: Drama (Ms Green)</b>	<b>Session 2: Food (Ms Nehar-Mazid)</b>	<b>Session 2: Food (Ms Nehar-Mazid)</b>	<b>Session 4: Drama (Ms Tavares)</b>
<b>Title</b>		<b>The Crucible- week 2: Context 1600s</b>	<b>How do cooking methods impact on nutritional value?</b>	<b>How do cooking methods impact on nutritional value?</b>	<b>The Crucible- week 2: Context 1600s</b>

<b>Outcome (what they should have produced at the end)</b>		<ol style="list-style-type: none"> <li>1. Explanation on who the Puritans were</li> <li>2. Matched responses and issues</li> <li>3. Completed character sheets</li> </ol>	<ol style="list-style-type: none"> <li>1. Explanation of each cooking method</li> <li>2. Answered questions on cooking methods</li> </ol>	<ol style="list-style-type: none"> <li>1. Typed up recipes using ingredients found in your home</li> <li>2. Lost of nutrients within those recipes</li> <li>3. Modified recipes</li> <li>4. Completed quiz on SMH</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed the witch-hunt quiz on SMH</li> </ol>
<b>Resources</b>		<p>Ppt slides on SMH Character sheets on SMH Exercise book</p>	<p>Ppt slides on SMH Exercise book</p>	<p>Ppt slides on SMH Food cupboard Exercise book Quiz on SMH</p>	<p>Ppt slides on SMH Quiz on SMH Exercise book</p>
<b>Task</b>		<ol style="list-style-type: none"> <li>1. Read through ppt slides carefully</li> <li>2. Complete worksheet (on SMH)</li> <li>3. Read and collect information on the character sheets for The Crucible</li> </ol>	<ol style="list-style-type: none"> <li>1. Read through the ppt slides carefully</li> <li>2. Explain each cooking method</li> <li>3. Explain which foods are suitable to be cooked this way</li> <li>4. Explain how the cooking methods affect the nutritional properties of the different foods</li> </ol>	<ol style="list-style-type: none"> <li>1. Read through ppt slides carefully</li> <li>2. Look in your food cupboards at home to see what ingredients you have</li> <li>3. Find recipes that use those ingredients and type them up</li> <li>4,. Use your work from last lesson to explain the nutritional values of the recipes you have chosen</li> <li>5. Could you modify any of the recipes e.g. make it suitable for vegetarians?</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete consolidation quiz on SMH</li> </ol>
<b>Subject</b>		<b>Session 1: French (Mr Lunn)</b>	<b>Session 2: Geography (Ms Coonan)</b>	<b>Session 1: Geography (Ms Coonan)</b>	<b>Session 4: French (Mr Lunn &amp; Ms Ayora-</b>

					<b>Laserna)</b>
<b>Title</b>		<b>Module 5 Unit 2 - En route !</b>	<b>Lower Course of the River</b>	<b>Lower Course of the River</b>	<b>Module 5 Unit 2 - En route !</b>
<b>Outcome (what they should have produced at the end)</b>		1. Completed worksheet uploaded to SMH	1. Completed tasks from ppt slides	1. Completed quiz on SMH	1. Completed vocab quiz on SMH 2. Completed modular activities on Pearson Active Learn
<b>Resources</b>		Ppt slides on SMH Worksheet on SMH	Ppt slides on SMH Exercise book	Ppt slides Quiz on SMH Exercise book	Quiz on SMH Pearson Active Learn
<b>Task</b>		1. Use the information on the slides to help you complete the worksheet on travelling and the practice of the comparative.	1. Read through the ppt slides and answer the questions as you reach them on the lower course of the river	1. Complete the consolidation quiz on the lower course of the river on SMH	1. Use your work from last lesson to help you complete the vocab test  2. Use your work from last lesson to help you complete the modular activities on Pearson Active Learn
<b>Subject</b>		<b>Session 1: History (Ms Brant)</b>	<b>Session 2: History (Ms Holmes, Mr Parker, Mr O'Donoghue)</b>	<b>Session 1: History (Ms Holmes, Mr Parker, Mr O'Donoghue)</b>	<b>Session 4: Geography (Mr Crotty)</b>
<b>Title</b>		<b>What was Elizabeth's religious settlement and what were the challenges to it?</b>	<b>What was Elizabeth's religious settlement and what were the challenges to it?</b>	<b>What was Elizabeth's religious settlement and what were the challenges to it?</b>	<b>Lower course of River</b>
<b>Outcome (what they should have)</b>		1. Written explanation on Elizabeth's religious settlement	1. Written explanation on Elizabeth's religious settlement	1. Written explanation on what the written settlement was	1. Completed quiz on SMH

<b>produced at the end)</b>				2. Written explanation of the challenges to Elizabeth's settlement	
<b>Resources</b>		Ppt slides on SMH Podcast linked on SMH Exercise book Textbook	Ppt slides on SMH Podcast linked on SMH Exercise book Textbook	Ppt slides on SMH Podcast linked on SMH YouTube video linked on SMH Textbook	Ppt slides Quiz on SMH Exercise book
<b>Task</b>		1. Listen to the podcast which has been linked on SMH  2. Read pages 18-20 in your textbook  3. Explain why Elizabeth wanted to introduce the religious settlement	1. Listen to the podcast which has been linked on SMH  2. Read pages 18-20 in your textbook  3. Explain why Elizabeth wanted to introduce the religious settlement	1. Listen to the podcast linked on SMH  2. Read pages 21-22 in your text book  3. Watch the YouTube video linked on SMH  4. Use all of this information to help you explain what the religious settlement was  5. Read pages 23-30 in your textbook and listen to the podcast linked on SMH  6. Use this information to help you explain what the challenges to Elizabeth's religious settlement were.	1. Complete the consolidation quiz on the lower course of the river on SMH
<b>Session</b>				<b>SESSION 3 OPTION A</b>	
<b>Subject</b>		<b>Session 1: PE (Ms</b>			<b>Session 4: D&amp;T (Ms</b>



		<b>Ramchuk)</b>			<b>Brennan)</b>
<b>Title</b>		<b>Revision of fitness components/ analysis – strengths and weaknesses part 2</b>			<b>Crowdfunding and Society</b>
<b>Outcome (what they should have produced at the end)</b>		<ol style="list-style-type: none"> <li>1. Explanation of a fitness component relevant to a specific activity</li> <li>2. Explanation of why this is a weakness</li> </ol>			<ol style="list-style-type: none"> <li>1. Answered questions on culture and society</li> <li>2. Definitions of key words</li> <li>3. Explain advantages and disadvantages of each strategy</li> <li>4. Answered 3 x exam questions on crowdfunding and enterprise</li> <li>5. Completed consolidation quiz on SMH</li> </ol>
<b>Resources</b>		Ppt slides on SMH Exercise book			Ppt slides on SMH Exercise book
<b>Task</b>		<ol style="list-style-type: none"> <li>1. Read through ppt slides carefully</li> <li>2. Answer exam questions using the information in the ppt</li> </ol>			<ol style="list-style-type: none"> <li>1. Read through ppt slides carefully</li> <li>2. Answer questions from previous lesson on culture and society</li> <li>3. Write definitions for crowd funding, virtual marketing and cooperatives</li> <li>4. Explain advantages and disadvantages of crowd funding</li> </ol>

					<p>5. Answer exam questions x 3 on crowd funding and enterprise</p> <p>6. Upload completed work to SMH or via the app</p> <p>7. Complete consolidation quiz on SMH</p>
<b>Subject</b>		<b>Session 1: Spanish (Ms Laserna-Ayora and Ms Borroni)</b>		<b>Session 3: Drama (Ms Green)</b>	<b>Session 4: Spanish (Ms Martinez)</b>
<b>Title</b>		<b>Module 5 Unit 2 - Qué harémos mañana</b>		<b>The Crucible- week 2: Context 1600s</b>	<b>Module 5 Unit 2 - Qué harémos mañana</b>
<b>Outcome (what they should have produced at the end)</b>		1. Completed worksheet uploaded to SMH		1. Completed the witch-hunt quiz on SMH	1. Completed vocab test on SMH 2. Completed modular activities on Pearson Active Learn
<b>Resources</b>		Ppt slides on SMH Worksheet on SMH Exercise book		Ppt slides on SMH Quiz on SMH Exercise book	Ppt slides Revision worksheet from previous session Quiz on SMH Pearson Active Learn
<b>Task</b>		1. Read through ppt slides carefully 2. Use information to help you complete the worksheet on planning what you are going to do		1. Complete consolidation quiz on SMH	1. Read through the worksheet completed in session 1 2. Complete the vocab test on SMH 3. Complete the modular activities on Pearson Active

		and understanding the geography of Spain			Learn
<b>Session</b>		<b>SESSION 3 OPTION A</b>			
<b>Subject</b>		<b>Session 3: Business Studies (Ms Oguntahun)</b>		<b>Session 3: French (Mr Lunn)</b>	
<b>Title</b>		<b>2.2 Making marketing decisions</b>		<b>Module 5 Unit 2 - En route !</b>	
<b>Outcome (what they should have produced at the end)</b>		1. Completed end of unit booklet		1. Completed vocab quiz on SMH 2. Completed modular activities on Pearson Active Learn	
<b>Resources</b>		Ppt slides on SMH End of unit booklet Exercise book		Quiz on SMH Pearson Active Learn	
<b>Task</b>		1. Read through ppt slides carefully  2. Use work from last week to help you complete the end of unit booklet on making marketing decisions		1. Use your work from last lesson to help you complete the vocab test  2. Use your work from last lesson to help you complete the modular activities on Pearson Active Learn	
<b>Subject</b>		<b>Session 3: Drama (Ms</b>		<b>Session 3: History (Ms</b>	

		<b>Tavares)</b>		<b>Brant)</b>	
<b>Title</b>		<b>The Crucible- week 2: Context 1600s</b>		<b>What was Elizabeth's religious settlement and what were the challenges to it?</b>	
<b>Outcome (what they should have produced at the end)</b>		<ol style="list-style-type: none"> <li>1. Explanation on who the Puritans were</li> <li>2. Matched responses and issues</li> <li>3. Completed character sheets</li> </ol>		<ol style="list-style-type: none"> <li>1. Written explanation on what the written settlement was</li> <li>2. Written explanation of the challenges to Elizabeth's settlement</li> </ol>	
<b>Resources</b>		Ppt slides on SMH Character sheets on SMH Exercise book		Ppt slides on SMH Podcast linked on SMH YouTube video linked on SMH Textbook	
<b>Task</b>		<ol style="list-style-type: none"> <li>1. Read through ppt slides carefully</li> <li>2. Complete worksheet (on SMH)</li> <li>3. Read and collect information on the character sheets for The Crucible</li> </ol>		<ol style="list-style-type: none"> <li>1. Listen to the podcast linked on SMH</li> <li>2. Read pages 21-22 in your text book</li> <li>3. Watch the YouTube video linked on SMH</li> <li>4. Use all of this information to help you explain what the religious settlement was</li> <li>5. Read pages 23-30 in your textbook and listen to the</li> </ol>	

				podcast linked on SMH  6. Use this information to help you explain what the challenges to Elizabeth's religious settlement were.	
<b>Subject</b>		<b>Session 3: French (Mr Lunn &amp; Ms Laserna-Ayora)</b>		<b>Session 3: PE (Ms Ramchuk)</b>	
<b>Title</b>		<b>Module 5 Unit 2 - En route !</b>		<b>Revision of fitness components/ analysis – strengths and weaknesses part 2</b>	
<b>Outcome (what they should have produced at the end)</b>		1. Completed worksheet uploaded to SMH		1. Complete consolidation quiz on SMH	
<b>Resources</b>		Ppt slides on SMH Worksheet on SMH		Ppt slides on SMH Work from previous session Exercise book	
<b>Task</b>		1. Use the information on the slides to help you complete the worksheet on travelling and the practice of the comparative.		1. Use your notes from the previous session this week to help you complete the consolidation quiz on SMH	
<b>Subject</b>		<b>Session 3: Geography</b>		<b>Session 3: Spanish (Ms</b>	

		<b>(Mr Crotty)</b>		<b>Ayora-Laserna &amp; Ms Borroni)</b>	
<b>Title</b>		<b>Lower Course of the River</b>		<b>Module 5 Unit 2 - Qué harémos mañana</b>	
<b>Outcome (what they should have produced at the end)</b>		1. Completed tasks from ppt slides		1. Completed vocab test on SMH 2. Completed modular activities on Pearson Active Learn	
<b>Resources</b>		Ppt slides on SMH Exercise book		Ppt slides Revision worksheet from previous session Quiz on SMH Pearson Active Learn	
<b>Task</b>		1. Read through the ppt slides and answer the questions as you reach them on the lower course of the river		1. Read through ppt from previous session 2. Complete vocab quiz on SMH 3. Complete modular activities on Pearson Active Learn	
<b>Subject</b>		<b>Session 3: D&amp;T (Ms Brennan)</b>			
<b>Title</b>		<b>Culture and Society</b>			
<b>Outcome (what they should have produced at the end)</b>		1. Answered questions on TP and MP from last week's session 2. Annotated earphone timeline to explain			

		<p>changes</p> <p>3. Answered questions on differences in culture and affect on design</p> <p>4. Answered 3 x exam questions</p>			
<b>Resources</b>		<p>Ppt slides on SMH</p> <p>Exercise book</p> <p>Work from previous session</p>			
<b>Task</b>		<p>1. Read through ppt slides carefully</p> <p>2. Answer questions on TP and MP from last week's session</p> <p>3. Identify changes in evolution of earphones and explain why those changes have occurred</p> <p>4. Explain why understanding the culture and beliefs of different groups is important as a designer</p> <p>5. Answer exam questions on culture and society x 3</p> <p>6. Upload or photograph completed work and send</p>			

		via SMH			
<b>Subject</b>		<b>Session 3: Spanish (Ms Martinez)</b>			
<b>Title</b>		<b>Module 5 Unit 2 - Qué harémos mañana</b>			
<b>Outcome (what they should have produced at the end)</b>		1. Completed worksheet uploaded to SMH			
<b>Resources</b>		Ppt slides on SMH Worksheet on SMH Exercise book			
<b>Task</b>		1. Read through ppt slides carefully  2. Use information to help you complete the worksheet on planning what you are going to do and understanding the geography of Spain			