**Learning Plan Year 11**

**Week Commencing : 11th Jan**

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| Subject | Activity | Links |
| English | Lesson 1   |  |  | | --- | --- | | 11E1/EN1 - Miss Hirst and Mr Law | English Literature: An Inspector Calls – plot & characters | | 11E1/EN2 - Miss Clark | English Language: Creative Writing | | 11E1/EN3 - Miss Boyle | English Language: Creative Writing | | `11E2/EN1 - Mr Caw | English Language: Descriptive Writing | | 11E2/EN2 - Mrs Willams | English Language: Creative Writing | | 11E3/EN1 & 11E3/EN2 - Mrs Whittaker and Miss Clark | English Literature: Macbeth – characters |  * Your English work will be accessible via TEAMS. Please email your English teacher if you have any issues. * Complete your work on a word document or by hand, then email your work to your English teacher for checking. * Complete 20 minutes of set work on Seneca. * Extension: start a course on Massolit. Ask your teacher for course recommendations and login details if you don’t already have them. | <https://senecalearning.com/en-GB/>  <https://www.massolit.io/>  <https://www.youtube.com/user/mrbruff> |
| Lesson 2   |  |  | | --- | --- | | 11E1/EN1 - Miss Hirst and Mr Law | English Literature: An Inspector Calls – context & Priestley's message | | 11E1/EN2 - Miss Clark | English Language: Creative Writing | | 11E1/EN3 - Miss Boyle | English Language: Creative Writing | | `11E2/EN1 - Mr Caw | English Language: Descriptive Writing | | 11E2/EN2 - Mrs Willams | English Language: Creative Writing | | 11E3/EN1 & 11E3/EN2 - Mrs Whittaker and Miss Clark | English Literature: Macbeth – quotations |  * Your English work will be accessible via TEAMS. Please email your English teacher if you have any issues. * Complete your work on a word document or by hand, then email your work to your English teacher for checking. * Complete 20 minutes of set work on Seneca. * Extension: watch a Mr Bruff video on today’s topic. Make detailed notes. | <https://senecalearning.com/en-GB/>  <https://www.massolit.io/>  <https://www.youtube.com/user/mrbruff> |
| Lesson 3   |  |  | | --- | --- | | 11E1/EN1 - Miss Hirst and Mr Law | English Literature: An Inspector Calls - writing skills | | 11E1/EN2 - Miss Clark | English Language: Transactional Writing | | 11E1/EN3 - Miss Boyle | English Language: Transactional Writing | | `11E2/EN1 - Mr Caw | English Language: Creative Writing | | 11E2/EN2 - Mrs Willams | English Literature – An Inspector Calls | | 11E3/EN1 & 11E3/EN2 - Mrs Whittaker and Miss Clark | English Literature: Macbeth – example question |  * Your English work will be accessible via TEAMS. Please email your English teacher if you have any issues. * Complete your work on a word document or by hand, then email your work to your English teacher for checking. * Complete 20 minutes of set work on Seneca. * Extension: watch a Mr Bruff video on today’s topic. Make detailed notes. | <https://senecalearning.com/en-GB/>  <https://www.massolit.io/>  <https://www.youtube.com/user/mrbruff> |

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| Maths | Lesson 1  All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email [mathematics@appletonacademy.co.uk](mailto:mathematics@appletonacademy.co.uk)  Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.  Support can be found on this video: [Click for support video](https://www.loom.com/share/756fc5eaeaf9488489c6bc25ef7a6d8a)   |  |  | | --- | --- | | **Set** | **Lesson 1** | | 11M1/Ma1 (BAT) | Quadratic simultaneous equations  [Video 1](https://www.loom.com/share/e778d0b26330469e9b4aa4fa22c67cfe) | | 11M1/Ma2 & 11M2/Ma1 (DFX) | Best buy & exchange rates  [Video 1](https://www.loom.com/share/d65a7d68bc0f4305b06ab60aa487345a) | | 11M1/Ma3 (ENR) | Trigonometry  [Video 1](https://www.loom.com/share/cc99d73b3d6f403e92c0d211c407f5b0) | | 11M2/Ma2 (WHD) | Pythagoras  [Video 1](https://www.loom.com/share/89407588fe6a4577bf649a2efd7444fa) | | 11M3/Ma1 (BAT) | Pythagoras  [Video 1](https://www.loom.com/share/0831b7917da24de3990c0b69a1c2741f) | | 11M3/Ma2 (ENR) | Expanding brackets  [Video 1](https://www.loom.com/share/0947e07de2bb425d86324caddfd304f6) | | All links are in the table on the right, next to the pupil’s maths set. |
| Lesson 2  All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email [mathematics@appletonacademy.co.uk](mailto:mathematics@appletonacademy.co.uk)  Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.  Support can be found on this video: [Click for support video](https://www.loom.com/share/756fc5eaeaf9488489c6bc25ef7a6d8a)   |  |  | | --- | --- | | 11M1/Ma1 (BAT) | Quadratic inequalities  [Video 2](https://www.loom.com/share/8f923d85c62f4d8cbc8ef6a1aa16cb9a) | | 11M1/Ma2 & 11M2/Ma1 (DFX) | Repeated percentage change  [Video 2](https://www.loom.com/share/a28aa3016dda41838075ce7b80bb3b57) | | 11M1/Ma3 (ENR) | Trigonometry  [Video 2](https://www.loom.com/share/4511d8ae1771483ab0740fe05c159a0d) | | 11M2/Ma2 (WHD) | Trigonometry  [Video 2](https://www.loom.com/share/82fd36120fd641a3b275fe7c7b7a984a) | | 11M3/Ma1 (BAT) | Volume  [Video 2](https://www.loom.com/share/e43b9a0c15ba453c990ca238340ac33e) | | 11M3/Ma2 (ENR) | Factorising  [Video 2](https://www.loom.com/share/79ca846bc231426bbad9688586da5123) | | All links are in the table on the right, next to the pupil’s maths set. |
| Lesson 3  All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email [mathematics@appletonacademy.co.uk](mailto:mathematics@appletonacademy.co.uk)  Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.  Support can be found on this video: [Click for support video](https://www.loom.com/share/756fc5eaeaf9488489c6bc25ef7a6d8a)   |  |  | | --- | --- | | 11M1/Ma1 (BAT) | Sine rule  [Video 3](https://www.loom.com/share/ca93f422595a472d9a720a9bf0b5d82e) | | 11M1/Ma2 & 11M2/Ma1 (DFX) | Direct Proportion  [Video 3](https://www.loom.com/share/b028cebc9bbb4c29b69f7d09cb698253) | | 11M1/Ma3 (ENR) | Pythagoras & Trigonometry  [Video 3](https://www.loom.com/share/17fc23323bcc4448bf3932433679ad0e) | | 11M2/Ma2 (WHD) | Pythagoras & Trigonometry  [Video 3](https://www.loom.com/share/9f974daabbc14b8fb02a04bc6b7018cb) | | 11M3/Ma1 (BAT) | Index laws  [Video 3](https://www.loom.com/share/04a7df730d1f4ba380f40b24d173879e) | | 11M3/Ma2 (ENR) | Substitution  [Video 3](https://www.loom.com/share/92167cb1c8664e4b8294d0d0d0d15504) | | All links are in the table on the right, next to the pupil’s maths set. |

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| Subject | Activity | Links |
| Science | Lesson 1  **Triple Science:** The Eye  **Combined Science:** Classification and Evolutionary Trees     * Watch video lessons 1 and complete the tasks included. * Complete the other activities for this lesson.  Complete the Educake questions. * Upload your work to Teams.     All tasks and resources accessible via TEAMS.  (Year group/Science) |  |
| Lesson 2  **Triple Science:** Endocrine System  **Combined Science:** Homeostasis and the Endocrine system     * Watch video lessons 2 and complete the tasks included. * Complete the other activities for this lesson.  Complete the Educake questions. * Upload your work to Teams.     All tasks and resources accessible via TEAMS.  (Year group/Science) |  |
| Lesson 3  **Triple Science:** Menstrual Cycle  **Combined Science:** Insulin Control and Diabetes     * Watch video lesson 3 and complete the tasks included. * Complete the other activities for this lesson.  Complete the Educake questions. * Upload your work to Teams.     All tasks and resources accessible via TEAMS.  (Year group/Science) |  |

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| Subject | Activity | | | Links |
| Geography | Lesson 1  Economic development Nigeria Case study  *Lesson resources located on Teams week 2*  Lesson 1.  Revision for paper 1 power point and exam Qs | | |  |
| Lesson 2  Economic development Nigeria Case study  *Lesson resources located on Teams week 2*  **Feedback** for paper 1 teacher online for Q&A  etc  *All work submitted onto Teams week 2* | | |  |
| History | Lesson 1: Why was London the centre of the Elizabethan world?    Recorded lessons will be available on Teams, and a member of the history department will be online to respond to any queries. Email any queries to [teamhistory@appletonacademy.co.uk](mailto:teamhistory@appletonacademy.co.uk) during your lesson and you will receive support.    Work can be accessed in the History file on Teams. Open the Lesson Resources folder. You can download the video and any resources from here.    Complete your work as a Word document or take a photo of your completed work. Save your work as SURNAME First initial – Week 2, e.g. KNOLLYS L – Week 2 Lesson 1    Upload this in the Student Work folder on Teams. | | | <https://teams.microsoft.com/_#/school/files/History?threadId=19%3Abcaa17f8ce514f62ba08a601443e2c9d%40thread.tacv2&ctx=channel&context=Lesson%25201%2520-%2520London%2520and%2520the%2520Theatre&rootfolder=%252Fsites%252FAACRemoteLearningYr11%252FShared%2520Documents%252FHistory%252FLesson%2520Resources%252FWeek%25202%2520-%252011th%2520January%252FLesson%25201%2520-%2520London%2520and%2520the%2520Theatre> |
| Lesson 2: Why did people oppose the theatre?    A live lesson will be emailed out to you. This is the last lesson before your mock exam; once the lesson is over, a member of staff will be available to answer any questions about the exams.    Work can be accessed in the History file on Teams. Open the Lesson Resources folder. You can download any resources from here.    Complete your work as a Word document or take a photo of your completed work. Save your work as SURNAME First initial – Week 2, e.g. DUDLEY R – Week 2    Upload this in the Student Work folder on Teams. | | | <https://teams.microsoft.com/_#/school/files/History?threadId=19%3Abcaa17f8ce514f62ba08a601443e2c9d%40thread.tacv2&ctx=channel&context=Lesson%25202%2520-%2520Opposition%2520to%2520the%2520Theatre&rootfolder=%252Fsites%252FAACRemoteLearningYr11%252FShared%2520Documents%252FHistory%252FLesson%2520Resources%252FWeek%25202%2520-%252011th%2520January%252FLesson%25202%2520-%2520Opposition%2520to%2520the%2520Theatre> |
| Spanish | Lesson 1  ¿Con quién te llevas bien? *(Who do you get on well with?)*    Open the week 2 lesson 1 powerpoint and work through the tasks. If you play the powerpoint as a presentation you can hover over the speaker icon on each slide and press play to hear instructions and explanations.  Upload your completed work to the Student Work folder on Teams. | | | [Week 2 Lessons](https://teams.microsoft.com/_#/school/files/Spanish?threadId=19%3Aaf1b948eb4284f1bbbd959b6488c2ac6%40thread.tacv2&ctx=channel&context=Week%25202%2520-%252011th%2520January&rootfolder=%252Fsites%252FAACRemoteLearningYr11%252FShared%2520Documents%252FSpanish%252FLessons%252FWeek%25202%2520-%252011th%2520January) |
| Lesson 2  Writing Tasks    Open the week 2 lesson 2 powerpoint and use it to help you complete exam-style writing tasks. This will help you with strategies for your upcoming mocks!  If you play the powerpoint as a presentation you can hover over the speaker icon on each slide and press play to hear instructions and explanations.  Upload your completed work to the Student Work folder on Teams. | | |
| Business | Lesson 1  Students will be going through cash flow. They will understand what cash is and how revenue in a business is generated. Students will understand the difference between cash inflow and cash outflow. From this they will then be able to understand why cashflow is important to a business and look at why some real-life businesses failed due to poor cash flow. Students will look at a case study and identify the business and its cash flow. Once the students have looked at the case study, then this will allow the students to look at what happens if a business has poor cash flow? What would be the impact on the business. Students will also try to look at solutions to solve cash flow problems and whether there could be any solutions that would help the business overcome these cashflow problems. Range of exam questions asked alongside work.  Exam questions will also be sent through to the students all to do with this topic area. | | |  |
| Lesson 2  Students will understand what a cash-flow forecast is and why it differs to that of a cash-flow statement. Students will be able to work out a cash-flow forecast and understand how it is compiled. They will be taught how to work out missing answers/ data in cash-flow forecasts and why cash flow forecasts are important to a business. As they are forecasts and not actual statements, students will look at the advantages and dis-advantages of a cash-flow forecast.  Exam questions will also be sent through to the students all to do with this topic area. | | |  |
| Photography | Lesson 1  Task one: Complete term one lesson tasks  Slide 1   * Read carefully through the ppt slides. If you have any questions, email Miss Aveyard. * Task: Go through the checklist from Term 1 and complete any unfinished work. You need to complete an analysis crib sheet (blank template provided on ppt), a photoshoot storyboard, work in the style of analysis page (art-based task or photographs) and an edited analysis page for each photographer/ artist. * All original photographs and edited photographs MUST be saved on a ppt in contact sheet form or emailed directly to Miss Aveyard to print. * All work must have a title and a colour analysis.     Email completed work to [heather.aveyard@appletonacademy.co.uk](mailto:heather.aveyard@appletonacademy.co.uk) to receive feedback. | | | <https://exceedacademiesbfd-my.sharepoint.com/:p:/g/personal/anna_wallace_appletonacademy_co_uk/EQ_UWB6VPGVCoR-M2_cC7pYBErK9reTczPnVizcgE6gskQ?e=RIDDpo> |
| Lesson 2  Task 2 : Fragment photography personal project- **Artist one**    Slide 2+ Details of the tasks are on the PowerPoint    **Fragment Personal Project Themes:**  **(Choose one)**  -Natural World  -Man-made World  -Environment  -People    Task: Following the usual coursework presentation format, create an analysis crib sheet for Artist 1.    Email completed work to [heather.aveyard@appletonacademy.co.uk](mailto:heather.aveyard@appletonacademy.co.uk) to receive feedback. | | |
| Art | Lesson 1  Slide 2   * Read carefully through the ppt slides. This power-point gives you original tips to support you with the observational drawing tasks to follow. * Write a list of the potential objects that you could draw from around your home. You might want to consider objects that link the your personal project theme. There are some ideas on the ppt. | | | <https://exceedacademiesbfd-my.sharepoint.com/:p:/g/personal/anna_wallace_appletonacademy_co_uk/EaP3bDr9upFIkE2g5qOoiy8B-bP0M7h4SThA0BSQOEeuqA?e=Qyhjul> |
| Lesson 2  Task 2 – Contour drawing  Slide 15 – Details of the task are on the Powerpoint    Using your list from task 1, select an object to draw. Create a contour drawing.  Watch the Youtube video.    Email completed work to anna.wallace@appletonacademy.co.uk | | |
| Product Design | Lesson 1  **Materials research** slides 8 and 9 are examples- at the end in a separate box don’t forget to explain which of the materials are suitable for your product and why.  So, write something like this:  Conclusion: This research has made me realise that the best materials to use for an outdoor product are……….    because…..  Send me the work please | | | <https://exceedacademiesbfd-my.sharepoint.com/:p:/g/personal/anna_wallace_appletonacademy_co_uk/ETEUsVu9Dv1BoQ-zi6Qq5_YB01xVm3T-gbkYPPHwWVAWPA?e=7Zc4n5> |
| Lesson 2  **Research summary**- here you write logical decisions from your research so far: given slide 10 is an example on the ppt.  Research Summary  To complete the research part of your project, you need a research summary table  Here you explain what research it is you have done and more importantly, how it has helped you with your project.- what did you gain/learn from it.  This work can be presented in a table, please don’t forget your summary box  Send me the completed work please | | |
| Food | Lesson 1  **You need to complete AC2.3 and a rough draft of AC2.4 is to be emailed by 15/1/21**    Read through the information on the PPT.  This can be presented on paper or on the computer. If on paper remember to photograph your work. If on the computer it could be presented on powerpoint.    The tasks are:  Task 1: This week you need to ensure that you have completed AC2.3 (SLIDE 3-23) with nutritional analysis and made a start with AC2.4. If you think you have completed AC2.3, read through the powerpoint and check what else you can add in to improve your work and re send to your teacher. Double check with your teacher if you are unsure.  Task 2: Production Plan of Making Guidance     Photograph your work or send as an attachment and email to your Food teacher. | | |  |
| Lesson 2  **You need to complete 2nd draft AC2.4 and answer the questions by 22/1/21**    Read through the information on the PPT.  This can be presented on paper or on the computer. If on paper remember to photograph your work. If on the computer it could be presented on powerpoint.    **The tasks are:**  Task 1:  This week you need to ensure that you have completed your 2nd draft of AC2.4 (SLIDE 2-15) that means responding to any feedback from your teacher from the previous week and ensuring that it is nearly finished. You will also need to complete questions on your theory.  Task 2:   1. You are to answer questions on slide 17. 2. Read through the information on slide 18-25 3. Use the internet to fill in the table of the different bacteria (26 -32) 4. Complete the wordsearch     Photograph your work or send as an attachment and email to your Food teacher. | | |  |
| Sport | Lesson 1 | | |  |
| 11A/Sp1 and 11A/Sp2  Year 11s are part way through unit 2. Pre-recorded videos on certain sections will be sent out if they are stuck in any particular sections.  Time slots will be allocated to students as individualised tutor sessions where we will discuss where the students are up to with their coursework.  Coursework will be on a shared document so staff can see when students accessed the work last and what is being done. | 11D/Sp1  Exam revision – Learning Aim A  Revisit and recap the knowledge required for Learning Aim A:   * Components of fitness (physical and skill) * Importance of components of fitness for success * Exercise intensity and how it can be determined * Basic principles of training * Advanced principles of training   Students watch loom video created by BWD on this section and then create their own personal knowledge organiser for this section and further revision tools (flash cards, brainstorms, etc)  Submitting work:  Knowledge organiser and any other revision tools created to be sent to BWD via email. This can be powerpoint/word files, photographs, etc. | 11B/Sp1  Psychology – Motivation, intrinsic and extrinsic rewards. Overcoming adversity and higher enjoyment levels. This will be an introduction into some of the smaller topics of psychology in sport.  Video will be made on loom to go through power point  Tasks will be set for students to complete based on the power point. |
| Lesson 2 | | |  |
| 11A/Sp1 and 11A/Sp2  Year 11s are part way through unit 2. Pre-recorded videos on certain sections will be sent out if they are stuck in any particular sections.  Time slots will be allocated to students as individualised tutor sessions where we will discuss where the students are up to with their coursework.  Coursework will be on a shared document so staff can see when students accessed the work last and what is being done. | 11D/Sp1  Exam revision – Learning Aim B  Revisit and recap the knowledge required for Learning Aim B:   * Requirements for fitness training methods * Training methods for flexibility (static, ballistic, PNF) * Training methods for strength, muscular endurance & power (circuits, free weights, plyometrics) * Training methods for aerobic endurance (continuous, fartlek, interval, circuits) * Training methods for speed (hollow sprints, acceleration sprints, interval)   Students watch loom video created by BWD on this section and then create their own personal knowledge organiser for this section and further revision tools (flash cards, brainstorms, etc)  Submitting work:  Knowledge organiser and any other revision tools created to be sent to BWD via email. This can be powerpoint/word files, photographs, etc. | 11B/Sp1  Psychology – Self-confidence and how this impacts sport. Looking at sporting individuals who have a lot of self-confidence and what his may do for their performance. And also how it can potentially have a negative effect on performance.  Video will be made on loom to go through power point  Tasks will be set for students to complete based on the power point. |
| Child development | Lesson 1  Personalised looms to support each individual student with the coursework adaptions that need to be made to improve grade    Teacher support and opportunity for Q&A | | |  |
| Lesson 2  Personalised looms to support each individual student with the coursework adaptions that need to be made to improve grade    Teacher support and opportunity for Q&A | | |  |
| Health and Social Care | Lesson 1  11B/HS2  Exam Question 1 and 2 Guidance.  PP and loom video to include walk through guidance on answering questions 1 and 2, analysis of Mark Scheme and example answers.  Task: To complete a variety of question 1 and 2’s.  Feedback – Send work to teacher who will provide feedback in the form of a numerical score for the question alongside the mark scheme.  Preparation for next lesson – Question 3 – Revise and create a revision resource for current and future risks to health of:  High Blood pressure  Low Blood pressure  High resting pulse rate  Low resting pulse rate  High BMI  Low BMI  Lifestyle Data: Alcohol, poor diet, lack of exercise, drugs misuse.  11B/HS1 and 11D/HS1  Coursework  Students are at different points with their coursework so require individualised explanations and feedback.  Students will be provided a Loom of their work explaining the task they need to complete.  Work shared via one drive. | | |  |
| Lesson 2  11B/HS2  Exam Question 3 Guidance.  PP and loom video to include walk through guidance on answering questions 1 and 2, analysis of Mark Scheme and example answers.  Task: To complete a variety of question 3’s.  Feedback – Send work to teacher who will provide feedback in the form of a numerical score for the question alongside the mark scheme.  11B/HS1 and 11D/HS1  Coursework  Students are at different points with their coursework so require individualised explanations and feedback.  Students will be provided a Loom of their work explaining the task they need to complete.  Work shared via one drive. | | |  |
| Drama | Lesson 1  Component 1 Research  All work for students can be found on the SWAY or on TEAMs which have been regularly used in lessons by all students.  By the end of lesson 2 all students should have completed research of stimuli, research of practitioners and mind map of ideas in response to chosen stimulus. Work is to be uploaded to TEAMs via the assignment tab and saved as your full name and the name of the task. E.G Miss Bottomley Practitioner Research. | | | <https://appletonrevision.weebly.com/ks4-drama.html>  https://teams.microsoft.com/l/team/19%3a8b82eb3e33054cdc863a9b47b284141a%40thread.tacv2/conversations?groupId=d64bf877-4878-448f-8165-9cb08f8272fc&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b |
| Lesson 2  Component 1 Research  All work for students can be found on the SWAY or on TEAMs which have been regularly used in lessons by all students.  By the end of lesson 2 all students should have completed research of stimuli, research of practitioners and mind map of ideas in response to chosen stimulus. Work is to be uploaded to TEAMs via the assignment tab and saved as your full name and the name of the task. E.G Miss Bottomley Practitioner Research. | | | <https://appletonrevision.weebly.com/ks4-drama.html>  https://teams.microsoft.com/l/team/19%3a8b82eb3e33054cdc863a9b47b284141a%40thread.tacv2/conversations?groupId=d64bf877-4878-448f-8165-9cb08f8272fc&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b |
| Music | Lesson 1  Unit 4 – Composition  Information on tasks needed to be completed can be found on  TEAMs, which you all have used in lessons.    You will be continuing through UNIT 4 LA A task 1, component 1 self-audit/assessment and acting upon feedback. | | | <https://teams.microsoft.com/l/team/19%3a216b06d06d7441a2a0d26f87a5502aae%40thread.tacv2/conversations?groupId=23b8f47c-6319-4d65-8e62-6f1c5c1f43ca&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b> |
| Lesson 2  Unit 4 – Composition  Information on tasks needed to be completed can be found on  TEAMs, which you all have used in lessons.    You will be continuing through UNIT 4 LA A task 1, component 1 self-audit/assessment and acting upon feedback. | | | <https://teams.microsoft.com/l/team/19%3a216b06d06d7441a2a0d26f87a5502aae%40thread.tacv2/conversations?groupId=23b8f47c-6319-4d65-8e62-6f1c5c1f43ca&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b> |
| Media Production | Lesson 1 & 2 – Component 3 Assignment  The assignment is out! I know you should be completing it in lessons but under the circumstances I need as much evidence of your skills for Component 3 in the event of teacher-awarded grades for this component. Go into the **Component 3** channel then the **Files** tab in the **11A/Mp1** team and you can read through the brief in the **Class Materials** folder. Then watch the video below that explains how to start task 1. Use the template in the folder with your name below the Class Materials folder. I will be putting on a live lesson on Thursday 14th 12pm-1pm to discuss this further, look out for an email invitation to this. | | |  |
| iMedia | **11B/Im1-** After consultation with OCR about what to do when you have R082 completed and banked, R086 complete and at least one attempt at R081 we have made a decision. We are seeking confirmation, but it looks like we can drop R085. This means improvements to R086 are the best way to raise your grade for iMedia.  There will be a live lesson Friday 15th 1.30pm-2pm to discuss this further and if you look in the **11B/Im1** team, in the **R086 channel**, then in the **Files** tab, you will see a personalised video explaining what to do over the next fortnight.  You will need to respond in the R086 **Posts** tab to confirm you have completed the fortnight’s activities by 22/01/21. | | |  |
| **11D/Im1-** R086 Lesson 2 – Properties and Uses of Animation  You should be back on with completing R082, but without Adobe software to complete the asset editing and book cover this will be very difficult. It would instead make more sense to start the lessons for R086 that can all be done in Class Notebook in the **11D/Im1** team.  Go to the Class Notebook, open the lessons on the left and go to **R086** then **Lesson 2 – Properties and Uses of Animation**. You can’t do lesson 1 as it’s an introduction to Adobe Animate, we’ll do that later.  Use the audio commentary on the right and the videos to complete the lesson and tell your teacher on the **Posts** tab if you need help or have completed the lesson. | | |  |
| Dance | Lesson 1  Introduction of brief  Read through the information on the brief.  Create a mind map of your initial ideas in response to the brief    Contact your group and discuss your ideas (how are you choosing to keep in contact with your group)  Create a plan combining all of your group’s ideas    Send your initial ideas to your teacher | | |  |
| Lesson 2  Planning your piece    Begin to create a plan/structure of the piece:   * How many routines? * How many dancers in each routine? * How is the storyline being told through each routine? * What music are you planning on using? Why? * Which practitioners have influenced your ideas? | | |  |
| RE | Stewardship and dominion.  Follow the ppt link on the teams channel and do all tasks fully. Save your wok into the correct folder on the teams channel. | | | <https://www.youtube.com/watch?v=F3miUKY8kpY&feature=youtu.be> |
| PSHE | **Tattoos and Piercings :**   * Learn the key words **septicaemia (sepsis)** and **self-expression.** * Consider if Evie should get a tattoo. Answer the questions. * Read the information sheet on tattoos and piercings. * Watch the video links – select a set of challenge questions to respond to. Answer in full sentences giving as much detailed explanation as possible. * Read the article – Tattoos in the workplace – select challenge questions and respond in full written sentences. * Give advice to Evie about whether she should have the tattoo done. What risks should she be aware of. * **Extension work** : Watch an episode of Tattoo Fixers – Identify examples of bad tattoos. * How might extreme tattoos and piercings affect someone in later life? | | | [**https://exceedacademiesbfd-my.sharepoint.com/:p:/g/personal/susan\_horsfall\_appletonacademy\_co\_uk/EdOJvSZwVWZFhzGLnQY28\_ABVzQ6IxUBMRN0klbvpuj7gQ?e=sGcwac**](https://exceedacademiesbfd-my.sharepoint.com/:p:/g/personal/susan_horsfall_appletonacademy_co_uk/EdOJvSZwVWZFhzGLnQY28_ABVzQ6IxUBMRN0klbvpuj7gQ?e=sGcwac)  [**https://exceedacademiesbfd-my.sharepoint.com/:w:/g/personal/susan\_horsfall\_appletonacademy\_co\_uk/EWQF3W-tY05EskKCoIWSpHQBBglaFmDUm0dS8CoKD2e8zA?e=1AvGrC**](https://exceedacademiesbfd-my.sharepoint.com/:w:/g/personal/susan_horsfall_appletonacademy_co_uk/EWQF3W-tY05EskKCoIWSpHQBBglaFmDUm0dS8CoKD2e8zA?e=1AvGrC)  [**https://exceedacademiesbfd-my.sharepoint.com/:b:/g/personal/susan\_horsfall\_appletonacademy\_co\_uk/ERYj7GjNAFhHo06jAuhdNcUBO6AOKVOLK1\_prsnTrsfQZA?e=BsCqrH**](https://exceedacademiesbfd-my.sharepoint.com/:b:/g/personal/susan_horsfall_appletonacademy_co_uk/ERYj7GjNAFhHo06jAuhdNcUBO6AOKVOLK1_prsnTrsfQZA?e=BsCqrH) |
| PE | Home Workout Focusing on Muscular Endurance  Students are sent a home workout without the need for equipment which can be done anywhere, indoors or outdoors. Links will also be sent to appropriate online workouts such as Jo Wicks.  KS3 – High Intensity Interval Training  KS4 – Living Room Workout  Students can choose their level of challenge based on their own level of fitness with a Bronze, Silver and Gold option where each level represents an increased intensity. | | |  |