**Learning Plan Year 11**

**Week Commencing : 18th Jan**

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| Subject | Activity  | Links |
| English   |  Lesson 1

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| 11E1/EN1 - Miss Hirst and Mr Law | English Language Paper 1 – 1 hour 45 minutes – independent  |
| 11E1/EN2 - Miss Clark | English Language Paper 1 – 1 hour 45 minutes – independent  |
| 11E1/EN3 - Miss Boyle | English Language Paper 1 – 1 hour 45 minutes – independent |
| `11E2/EN1 - Mr Caw | English Language Paper 1 – 1 hour 45 minutes – independent |
| 11E2/EN2 - Mrs Willams  | English Language Paper 1 – 1 hour 45 minutes – independent |
| 11E3/EN1 & 11E3/EN2 - Mrs Whittaker and Miss Clark | English Language Paper 1 – 1 hour 45 minutes – independent |

* Digital copies of your mocks are available TEAMS. Please email your English teacher if you have any issues.
 | <https://teams.microsoft.com/_#/school/files/English?threadId=19%3A3118504b14cf4b61a220ce664330a316%40thread.tacv2&ctx=channel&context=English%2520Mocks%2520January%25202021&rootfolder=%252Fsites%252FAACRemoteLearningYr11%252FShared%2520Documents%252FEnglish%252FEnglish%2520Mocks%2520January%25202021>  |
| Lesson 2 - LIVE LESSON

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| 11E1/EN1 - Miss Hirst and Mr Law | Live Feedback Lesson – Walk through of Language Paper 1 with Miss Hirst |
| 11E1/EN2 - Miss Clark | Live Feedback Lesson – Walk through of Language Paper 1 with Miss Hirst |
| 11E1/EN3 - Miss Boyle | Live Feedback Lesson – Walk through of Language Paper 1 with Miss Hirst |
| `11E2/EN1 - Mr Caw | Live Feedback Lesson – Walk through of Language Paper 1 with Miss Hirst |
| 11E2/EN2 - Mrs Willams  | Live Feedback Lesson – Walk through of Language Paper 1 with Miss Hirst |
| 11E3/EN1 & 11E3/EN2 - Mrs Whittaker and Miss Clark | Live Feedback Lesson – Walk through of Language Paper 1 with Miss Hirst |

* Miss Hirst will send out a link to the live event before the lesson on Wednesday. The link will be emailed and shared in the teams channel. Please be ready to join the live event at 10.55am. You will need a pen and paper to make notes as well as your completed Language Paper 1.
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| Lesson 3

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| 11E1/EN1 - Miss Hirst and Mr Law | English Language Paper 2 – 1 hour 45 minutes – independent  |
| 11E1/EN2 - Miss Clark | English Language Paper 2 – 1 hour 45 minutes – independent  |
| 11E1/EN3 - Miss Boyle | English Language Paper 2 – 1 hour 45 minutes – independent |
| `11E2/EN1 - Mr Caw | English Language Paper 2 – 1 hour 45 minutes – independent |
| 11E2/EN2 - Mrs Willams  | English Language Paper 2 – 1 hour 45 minutes – independent |
| 11E3/EN1 & 11E3/EN2 - Mrs Whittaker and Miss Clark | English Language Paper 2 – 1 hour 45 minutes – independent |

* Digital copies of your mocks are available TEAMS. Please email your English teacher if you have any issues.
 | <https://teams.microsoft.com/_#/school/files/English?threadId=19%3A3118504b14cf4b61a220ce664330a316%40thread.tacv2&ctx=channel&context=English%2520Mocks%2520January%25202021&rootfolder=%252Fsites%252FAACRemoteLearningYr11%252FShared%2520Documents%252FEnglish%252FEnglish%2520Mocks%2520January%25202021>  |

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| Subject | Activity  | Links |
| Maths   |  Lesson 1 - Please complete MOCK paper 1, do not use a calculatorLesson time will be used to complete your maths mock papers this week. These papers should be completed in exam conditions where possible. Mock papers will **not** be used to inform your centre assessed grades, they will only be used to identify your areas of strength and weakness and to inform the teachers' planning during the coming weeks. We will arrange a drop off point at a later date so teachers can provide feedback. Electronic copies of the papers will be posted in the files section on teams in case you have not yet collected your work packs. |  |
| Lesson 2 - Please complete MOCK paper 2, calculator allowedLesson time will be used to complete your maths mock papers this week. These papers should be completed in exam conditions where possible. Mock papers will **not** be used to inform your centre assessed grades, they will only be used to identify your areas of strength and weakness and to inform the teachers' planning during the coming weeks. We will arrange a drop off point at a later date so teachers can provide feedback. Electronic copies of the papers will be posted in the files section on teams in case you have not yet collected your work packs. |  |
| Lesson 3 - Please complete MOCK paper 3, calculator allowed.Lesson time will be used to complete your maths mock papers this week. These papers should be completed in exam conditions where possible. Mock papers will **not** be used to inform your centre assessed grades, they will only be used to identify your areas of strength and weakness and to inform the teachers' planning during the coming weeks. We will arrange a drop off point at a later date so teachers can provide feedback. Electronic copies of the papers will be posted in the files section on teams in case you have not yet collected your work packs. |  |

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| Subject | Activity  | Links |
| Science   |  Lesson 1**Triple Science:** Biology mock Paper 1**Combined Science:** Biology mock paper 1Students to complete their mock paper under exam conditions.You may use a calculator.Mock papers will be used to identify your areas of strength and weakness and to inform the teachers' planning during the coming weeks. We will arrange a drop off point at a later date so teachers can provide feedback. Electronic copies of the papers will be posted in the files section on teams in case you have not yet collected your work packs. |  |
| Lesson 2**Triple Science:** Physics mock Paper 1**Combined Science: P**hysics mock paper 1Students to complete their mock paper under exam conditions.You may use a calculator.The data sheet should be attached to your paper but there is a copy on the mock papers folder in the files section on teams.Mock papers will be used to identify your areas of strength and weakness and to inform the teachers' planning during the coming weeks. We will arrange a drop off point at a later date so teachers can provide feedback. Electronic copies of the papers will be posted in the files section on teams in case you have not yet collected your work packs. |  |
| Lesson 3**Triple Science:** Chemistry mock Paper 1**Combined Science:** Chemistry mock paper 1Students to complete their mock paper under exam conditions.You may use a calculator.A periodic table should be attached to your paper but there is a copy on the mock papers folder in the files section on teams.Mock papers will be used to identify your areas of strength and weakness and to inform the teachers' planning during the coming weeks. We will arrange a drop off point at a later date so teachers can provide feedback. Electronic copies of the papers will be posted in the files section on teams in case you have not yet collected your work packs. |  |

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| Subject | Activity  | Links |
| Geography   | Lesson 1 **Paper 1 Mock Exam**Lesson 1Use the stream link to complete Q1 on Paper 1. The stream link is to a **talking mock** which will guide you through Q1 Hazards. You will need to download paper 1 from the mock paper folder or from week 3 resources folder. The mock papers have been saved as word documents so you can type your answer directly onto the paper. You will also need a timer (your mobile phone might have one) or a clock.Make sure you save you work as you will need it to complete the rest of the mock paper next lesson |  |
| Lesson 2**Paper 1 Mock Exam**As above. Use the stream link to complete Q2 Living world and Q3 Coasts.Save you work with your name then upload it into your class folder in week 3 on Teams |  |
| History   | Lesson 1: History Practice Paper 1You have an hour for each paper and have been allocated all your lesson time this week to complete them.Videos will be available on Teams to help you in the Live Videos tab at the top.Lesson time is slightly under the three hours you need; please complete the remaining part of Paper 3 in any spare time you have.Miss Boyle will be available on Teams and email if you have any questions. |  |
| Lesson 2: History Practice Paper 2 & 3 |  |
| Spanish   | Lesson 1 - LISTENING AND READING MOCK* You should use your first lesson to complete the listening and reading mock papers which were in your mock packs.
* These should be completed in exam conditions as far as possible – do not look at your notes and do not use a dictionary.
* The listening paper takes 35 minutes, including 5 minutes reading time. Miss Shepherd will send out the audio file required on Monday before your timetabled lesson. Do not look at your notes or use a dictionary. Try to answer all of the questions.
* You should give yourself 45 minutes to complete the reading paper. Do not look at your notes or use a dictionary. Try and answer all of the questions.
* If you have not yet picked up your mock pack you can access electronic versions of the papers in the ‘Lessons’ folder in the Spanish channel on Teams.
* There will be arrangements made for papers to be returned to school for marking.
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| Lesson 2 – WRITING MOCK* You should use your second lesson to complete the writing mock paper which is in your mock pack.
* If your mock pack was missing a writing paper or if you have not picked up your mock pack you can access an electronic version of the paper in the ‘Lessons’ folder in the Spanish channel on Teams.
* You should complete this paper in exam conditions as far as possible – give yourself 1 hour, do not look at your notes and do not use a dictionary.
* You should answer Q.1 (description of a photo), Q.2 (40 word paragraph), Q.3 (5 translation sentences) and either Q4.1 or Q4.2 (90 word paragraph)
* There will be arrangements made for papers to be returned to school for marking.
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| Business  | Lesson 1:Lesson time will be used to complete your exam questions based on cash-flow forecasts that we have been working on last week. The questions based on cash-flow forecasts need to be completed by yourselves this week need to be completed by yourselves based on the information taught last week and completed. Mr Gerrett will set these questions on the video and the video to be paused and Mr Gerrett to go through the answers. The exam questions are to be answered by yourselves then Mr Gerrett will go through the answers with you. The exam questions are then to be completed again once teacher has gone through the answers. The purpose of this is to see the areas of strength and areas that need to be developed on this topic. |  |
| Lesson 2:Mr Gerrett will go through some exam questions to show how different marked questions should be set out and structured. I will send out the various exam papers that i will be working on for you to answer and attempt. This will vary from single marked questions through to 6-mark questions. It will be an idea for you as a student to get printed or make sure that you have the knowledge organisers printed ready for reference. |  |
| Photography  | Lesson 1 & 2Task 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-PeopleTask: Following the usual coursework presentation format, create an analysis crib sheet for Artist 1.Email completed work to heather.aveyard@appletonacademy.co.uk to receive feedback. |  |
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| Art   | Lesson 1 & 2Task 3 – Drawing from observationSlide 16 – Details of the task are on the PowerpointUsing your list from task 1, select 3 objects to draw. Create a tonal still life drawing.Watch the Youtube videoEmail completed work to anna.wallace@appletonacademy.co.uk |  |
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| Product Design  | Lesson 1 & 2**Research summary**- here you write logical decisions from your research so far: given slide 10 is an example on the ppt.Research SummaryTo complete the research part of your project, you need a research summary tableHere 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 boxSend me the completed work please |  |
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| Food  | Lesson 1: Complete Mock ExamThis is to be done in exam conditions. You have 1hr 15 minsMock papers will be used to identify your areas of strength and weakness and to inform the teachers' planning.We will arrange a drop off point at a later date so teachers can provide feedback. If you haven't collected your pack then digital copies of your mocks are available on TEAMS. Please email your Food teacher if you have any issues.Lesson 2**You need to complete 2nd draft AC2.4 and answer the questions by 22/1/21**Read and listen 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 DT teacher. | <https://teams.microsoft.com/_#/school/files/Hospitality%20and%20Catering?threadId=19%3A779822d2e52048e696f9d016096714db%40thread.tacv2&ctx=channel&context=Mock%2520Exams&rootfolder=%252Fsites%252FAACRemoteLearningYr11%252FShared%2520Documents%252FFood%2520Tech%252FMock%2520Exams> |
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| Sport CRO KER  | Lesson 1 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. |  |
| Lesson 2Year 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. |  |
| Sport BWD | Lesson 1Exam revision – Learning Aim C Revisit and recap the knowledge required for Learning Aim C:* Fitness testing for different training methods
* Flexibility (sit and reach)
* Strength (hand grip dynamometer)
* Aerobic endurance (multi-stage fitness test, forestry step test)
* Speed (35m sprint)
* Agility (Illinois agility run)
* Power (vertical jump)
* Muscular endurance (1-min press-up, 1-min sit-up tests)
* Body composition (BMI, BIA, Skinfold callipers)
* Requirements for administering fitness tests

 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. |  |
| Lesson 2Mock exam questions Complete exam questions sent by BWD and use mark scheme to mark own exam papers. Complete in black pen/font where filled in without notes/revision tools. Complete in green pen/font where filled in with the help of notes/revision tools Submitting work:Completed/marked exam paper/answers to be emailed to BWD in a word document of photographs of answers/marks |  |
| Tech Sport | Lesson 1 Psychology – Goal setting and how this impacts sport. Need to watch the video in the link as well to explain each step of goal setting. Explain how this can be a 9 marker in exam questions a it has a lot of overlapping features with physiology, psychology and nutrition.  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 2Psychology – State and trait anxiety. With conative and somatic. How it can affect the body and the mind and the impact this can have on sporting 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 1Personalised 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 2Personalised 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 YOU | Lesson 1 11D & 11BHs1 – Exam Question 4 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 question 4. Feedback – Send work to teacher who will provide feedback in the form of a numerical score for the question alongside the mark scheme.Question 4 Practice. A short loom video will explain the following task and refer students to the previous lessons loom for support.  Students to be given a number of case studies. They will need to create 3 long term and 3 short term targets for each case study and identify a source of support for each. Finally, they will need to annotate or highlight their work to identify which targets and sources of support relate to the case studies needs, wishes and circumstances.11BHs2 – Personalised feedback and videos to support each individual student with the coursework adaptions that need to be made to improve grade.  |  |
| Lesson 211D & 11BHs1 –11B – Personalised feedback and videos to support each individual student with the coursework adaptions that need to be made to improve grade. |  |
| Drama   | Lesson 1 Section 1 and 2 of C1 coursework (300 words each)All work and resources for students can be found on the SWAY or on TEAMs which have been regularly used in lessons by all students.Students are to complete the first two sections of their coursework. Ensuring they embed the research completed last week. | <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](https://teams.microsoft.com/l/team/19%3A8b82eb3e33054cdc863a9b47b284141a%40thread.tacv2/conversations?groupId=d64bf877-4878-448f-8165-9cb08f8272fc&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b) |
| Lesson 2Section 1 and 2 of C1 coursework (300 words each)All work and resources for students can be found on the SWAY or on TEAMs which have been regularly used in lessons by all students.Students are to complete the first two sections of their coursework. Ensuring they embed the research completed last week. | <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](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 – CompositionInformation 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](https://teams.microsoft.com/l/team/19%3A216b06d06d7441a2a0d26f87a5502aae%40thread.tacv2/conversations?groupId=23b8f47c-6319-4d65-8e62-6f1c5c1f43ca&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b) |
| Lesson 2Unit 4 – CompositionInformation 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](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 AssignmentThe 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 Monday 18th 11am-11.30am to discuss this further, look out for an email/Teams invitation to this. |  |
| iMedia  | **11B/IM1 - R086 Improvements**In the **R086 channel**, then in the **Files** tab, and then in the **Video Feedback** folder, you will see a personalised video over the course of the week explaining what to do up until Feb Half Term. You will need to respond in the R086 **Posts** tab to confirm you have completed the activities by 12/02/21.**11D/Im1-** R086 Lesson 3 - Animation in Advertising & Games 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 3 – Animation in Advertising & Games** (do lesson 2 first if you haven’t already!). 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. | 11B/Im1 Link to Feedback Videos - <https://teams.microsoft.com/_#/school/files/R086?threadId=19%3Ae498acb71eae40a0af9f34995cb5b243%40thread.tacv2&ctx=channel&context=Video%2520Feedback&rootfolder=%252Fsites%252F11Bim1%252FShared%2520Documents%252FR086%252FVideo%2520Feedback>  |
| Dance   | Lesson 1 Planning your piece What role have you taken in the creation process?How do your ideas link to the brief?  Task: write out an explanation of your ideas (ideas log) using the structured questions sent. Send this document to your teacher |  |
| Lesson 2Creation Watch videos on Youtube of practitioners/dance that link to your brief. Start to think about how you could use/recreate choreography to support your piece Begin to create choreography (solo work) Share your choreography ideas with your group and with your teacher |  |
| RE | Recorded lessons will be available on Teams. post any queries to the teams channel during your lesson and you will receive support. Work can be accessed in the RE 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 ‘Save you Work here’ folder on Teams. | <https://teams.microsoft.com/l/file/1FFC9F8D-6ED6-4EAD-88EA-DE52A5E83A4F?tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b&fileType=pptx&objectUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2FAACRemoteLearningYr11%2FShared%20Documents%2FRE%2Fweek%20commencing%2018.1.21%2FLesson%20resources%2FYear%2011%20RE%2018.1.21.pptx&baseUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2FAACRemoteLearningYr11&serviceName=teams&threadId=19:bada5483572a4ac38d0581f6001bd8d0@thread.tacv2&groupId=cc333468-300d-4c25-9353-f7594bceca30> |
| PSHE | Lesson 3 : Cosmetic Surgery Students to investigate the potential risks of cosmetic surgery and beauty procedures. They should research into various types of beaty/cosmetic procedure and outline the risks and dangers involved. They should create a Powerpoint presentation including a separate slide for each procedure. Students should evaluate the statement : “Surgery should only be used to help people have a better chance of life.”  | [https://exceedacademiesbfd-my.sharepoint.com/:p:/g/personal/susan\_horsfall\_appletonacademy\_co\_uk/EaNNJhH3tChIpmXDCBYerkEB7iEmByRA3w4O3XxSoWy3qQ?e=yegw1w](https://exceedacademiesbfd-my.sharepoint.com/%3Ap%3A/g/personal/susan_horsfall_appletonacademy_co_uk/EaNNJhH3tChIpmXDCBYerkEB7iEmByRA3w4O3XxSoWy3qQ?e=yegw1w)  |
| PE | Circuit Training Home WorkoutStudents are sent set of exercises to be completed in a circuit without equipment which can be done anywhere, indoors or outdoors with differentiation on number of exercises, duration and rest.KS4 – Abs on Fire WorkoutStudents 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.Also Links given to Joe Wicks workouts as introduction to online workout programmes and other higher intensity HIIT workouts | <https://www.youtube.com/user/thebodycoach1><https://www.youtube.com/watch?v=iQKud_ro4oE> |