**Learning Plan Year 9**

**Week Commencing : 1st Feb**

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| Subject | Activity | Links | Live Lesson Links | QA |
| English | Lesson 1  **Topic: Storyboard**   * Click the link below and scroll to the Y9 work. Complete lesson 10: <https://appletonrevision.weebly.com/ks3-english.html> * Complete your work on a word document or by hand, then email your work to Mrs Whittaker ([Rebecca.Whittaker@appletonacademy.co.uk](mailto:Matthew.Law@appletonacademy.co.uk)) * If you need any help with your work, email Mrs Whittaker and she will get back to you. * Complete 10 minutes of set work on Seneca. | <https://senecalearning.com/en-GB/> |  |  |
| Lesson 2 - FEEDBACK LESSON  **Topic: Luna**   * Click the link below and scroll to the Y9 work. Complete lesson 11: <https://appletonrevision.weebly.com/ks3-english.html> * Complete your work on a word document or by hand, then email your work to Mrs Whittaker ([Rebecca.Whittaker@appletonacademy.co.uk](mailto:Matthew.Law@appletonacademy.co.uk)) * If you need any help with your work, email Mrs Whittaker and she will get back to you. * Complete 10 minutes of set work on Seneca. | <https://senecalearning.com/en-GB/> | Pre-recorded feedback lesson can be found following the link below:  <https://web.microsoftstream.com/channel/bb3c7d99-e2f8-4e76-89fa-4cf5b6790195> |  |
| Lesson 3  **Topic: Luna – writing task**   * Click the link below and scroll to the Y9 work. Complete lesson 12: <https://appletonrevision.weebly.com/ks3-english.html> * Complete your work on a word document or by hand, then email your work to Mrs Whittaker ([Rebecca.Whittaker@appletonacademy.co.uk](mailto:Matthew.Law@appletonacademy.co.uk)) * If you need any help with your work, email Mrs Whittaker and she will get back to you. * Complete 10 minutes of set work on Seneca. | <https://senecalearning.com/en-GB/> |  |  |

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| Subject | Activity | Links | Live Lesson Links | QA |
| 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 1 | Topic: Converting Standard Form  Video: [Lesson 1](https://www.loom.com/share/29058e1a587a4db49d474c0556db8261)  Worksheet: [Worksheet 1](https://exceedacademiesbfd-my.sharepoint.com/:b:/g/personal/david_fox_appletonacademy_co_uk/ETVnTeOvTDhDt4sz1NTRPLwBKQByueakquK2GD3V7wtNmQ?e=Nll4hm) | | Set 2 | Topic: Addition and subtraction in standard form  Video: [Lesson 1](https://www.loom.com/share/4a681343b3c14e0a8cb65c892a621918)  Work sheet: [Questions 10 and 11](https://corbettmaths.com/wp-content/uploads/2019/10/Standard-Form-Textbook.pdf) | | Set 3 | Topic: Intro to indices  Video: [Video 1](https://www.loom.com/share/54da7d81acec4f98a1a9f62d24dbe81d)  Worksheet: [Do work sheet 1](https://corbettmaths.com/wp-content/uploads/2018/12/Indices-Exercise-172-pdf.pdf) | | Live feedback is provided to all pupils when work is submitted via email or MS teams.  Additional support will be provided for those who need it. |  |
| 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) | |  |  | | --- | --- | | Set 1 | Topic: Multiplying and Dividing Standard Form  Video: [Lesson 2](https://www.loom.com/share/1e6fb21bcf374ac5a5d5a50159a2b14a)  Worksheet: [Worksheet 2](https://exceedacademiesbfd-my.sharepoint.com/:b:/g/personal/david_fox_appletonacademy_co_uk/EUwyTaUOcLpAvUFKTLzQhMABFekHK-UyOhUehSUTSZFBNw?e=hMbKiZ) | | Set 2 | Topic: Division and multiplication in standard form  Video: [Lesson 2](https://www.loom.com/share/15ea602d7e624f62be27e5e5cb8d7b53)  Worksheet: [Questions 7 and 8](https://corbettmaths.com/wp-content/uploads/2019/10/Standard-Form-Textbook.pdf) | | Set 3 | Topic Laws of indices  Video: [Video 2](https://www.loom.com/share/993e735b992a4766be67bfef00fc6331)  Work sheet: [Do worksheet 2](https://corbettmaths.com/wp-content/uploads/2018/12/Indices-Exercise-172-pdf.pdf) | | Live feedback is provided to all pupils when work is submitted via email or MS teams.  Additional support will be provided for those who need it. |  |
| 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) | |  |  | | --- | --- | | Set 1 | Topic: Adding and Subtracting Standard Form  Video: [Lesson 3](https://www.loom.com/share/3b3625bb766247059c7b3912d39d1680)  Worksheet: [Worksheet 3](https://exceedacademiesbfd-my.sharepoint.com/:b:/g/personal/david_fox_appletonacademy_co_uk/ERScW1I0G8BLniS4bbppPpQBqewSL2OMlJOCeZpU-q8IMw?e=ZR3P8Q) | | Set 2 | Topic: Compound shapes  Video [Lesson 3](https://www.loom.com/share/7946d7c831214b5d9ab63a8c6389705e)  Work sheet: [Compound worksheet](https://corbettmaths.com/wp-content/uploads/2018/09/Area-of-Compound-Shapes-pdf.pdf) | | Set 3 | Topic: Laws of indices  Video [video 3](https://www.loom.com/share/9d62016e9ba54183bb69df7adc660925)  Work sheet: [Do both worksheets](https://corbettmaths.com/wp-content/uploads/2019/02/Laws-of-Indices-174-pdf.pdf) | | Live feedback is provided to all pupils when work is submitted via email or MS teams.  Additional support will be provided for those who need it. |  |

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| Science | Lesson 1  **Triple and band B**: Active Transport  **Band A**: heating transfers conduction and convection   * Watch video lesson 10 and complete the tasks included. * Complete the other activities for this lesson. Complete the Educake questions. * Upload your work to Teams. | **Triple and Band B**  [**https://web.microsoftstream.com/video/5c84479b-587f-4b16-b554-c66ed5c4badc**](https://web.microsoftstream.com/video/5c84479b-587f-4b16-b554-c66ed5c4badc)  [**https://www.educake.co.uk/assessment/9275837**](https://www.educake.co.uk/assessment/9275837)  [**https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b**](https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b)  **Band A**  [**https://web.microsoftstream.com/video/205de35a-4e50-41c9-bd2f-b4d18b80f47d**](https://web.microsoftstream.com/video/205de35a-4e50-41c9-bd2f-b4d18b80f47d)  [**https://www.educake.co.uk/**](https://www.educake.co.uk/)  [**https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b**](https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b) |  |  |
| Lesson 2  **Triple and band B**: Photosynthesis  **Band A**: insulation and buildings   * Watch video lesson 11 and complete the tasks included. * Complete the other activities for this lesson. Complete the Educake questions. * Upload your work to Teams. | **Triple and Band B**  [**https://web.microsoftstream.com/video/31e0ee17-dd5d-4efc-ad81-5722d3c64dc4**](https://web.microsoftstream.com/video/31e0ee17-dd5d-4efc-ad81-5722d3c64dc4)  [**https://www.educake.co.uk/assessment/9276111**](https://www.educake.co.uk/assessment/9276111)  [**https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b**](https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b)  **Band A**  [**https://web.microsoftstream.com/embed/channel/4b5ec413-2c1c-42d2-8cbb-980b063ebc5f?app=microsoftteams&sort=undefined&l=en-gb**](https://web.microsoftstream.com/embed/channel/4b5ec413-2c1c-42d2-8cbb-980b063ebc5f?app=microsoftteams&sort=undefined&l=en-gb)**#**  [**www.educake.co.uk**](http://www.educake.co.uk)  [**https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b**](https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b) |  |  |
| Lesson 3  **Triple and band B**: Limiting factors  **Band A**: energy resources and patterns of use   * Watch video lesson 12 and complete the tasks included. * Complete the other activities for this lesson. Complete the Educake questions. * Upload your work to Teams.   This lesson will also include a live feedback session for 30 minutes (9.30-10). Students can use this opportunity to ask questions and get support with their science work. | **Triple and Band B**  [**https://web.microsoftstream.com/video/0a84c97e-bf69-4891-aa79-cb1370cdc174**](https://web.microsoftstream.com/video/0a84c97e-bf69-4891-aa79-cb1370cdc174)  [**https://www.educake.co.uk/assessment/9276276**](https://www.educake.co.uk/assessment/9276276)  [**https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b**](https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b)  **Band A**  [**https://web.microsoftstream.com/video/28152c42-235d-403f-9a16-814236493985**](https://web.microsoftstream.com/video/28152c42-235d-403f-9a16-814236493985)  [**www.educake.co.uk**](http://www.educake.co.uk)  [**https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b**](https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b) | These are optional live feedback session run via MS Teams meetings. This session starts at 9.30am for 30 minutes. A member of staff for each band will be online going through some of the key work from the week and answering and questions.  [**Triple and Band B Feedback session**](https://teams.microsoft.com/l/meetup-join/19%3ameeting_OTJhNmFlY2MtZjY4My00NmJhLTgxY2UtNGEyNWRlODQ4ZDFh%40thread.v2/0?context=%7b%22Tid%22%3a%22bf9979ca-505d-429a-98e3-f899d929ee1b%22%2c%22Oid%22%3a%22b1303eec-b0b6-449a-b3c1-b7cab67ffc0d%22%7d)  [**Band A Feedback session**](https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZGIzODBkNzQtODRmNC00YzJlLWE3ZWYtOTIyYzIzOGM1MTJj%40thread.v2/0?context=%7b%22Tid%22%3a%22bf9979ca-505d-429a-98e3-f899d929ee1b%22%2c%22Oid%22%3a%2280868d74-32e5-4166-8fab-53daa1019de3%22%7d) |  |

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| Geography | **Topic: Population and Migration**  **Title: Impacts of Migration**  Recorded lesson on a PowerPoint introducing migration and the advantages/ disadvantages it can bring. Students are to listen to the teacher led section and complete tasks and plenary. This will include creating a table of advantages and disadvantages of migration. Students are to complete the guided reading task at the end of the lesson.  Extended challenge: Students to compete in the “Where in the World” challenge.  Students are expected to upload their work into the Year 9 folder within the Geography Teams channel under Files – Week 3 – Student Upload Zone.  Any completed work needs to be saved as surname, initial and week number. E.g., TranterG3 | <https://teams.microsoft.com/_#/school/files/Geography?threadId=19:173021994bd34df590857227aa53a736@thread.tacv2&ctx=channel&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FGeography%252FWeek%25204%252FLesson%2520Resources> | Live feedback is provided to all pupils when work is submitted via email or MS teams.  Additional support will be provided for those who need it. |  |
| History | Lesson 5 – How did Britain become a multiracial society?  Recorded lesson on migration to Britain after World War I and the impact this had, considering the impact that different groups had on Britain. We will also consider racism and inequality, exploring sources.  Work should be photographed and uploaded into the student work folder for Week 5. | [Lesson Resources](https://teams.microsoft.com/_#/school/files/History?threadId=19%3A5b9ee7e7ce9e460fb2ecf9b53c1a7562%40thread.tacv2&ctx=channel&context=Week%25205&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FHistory%252FLesson%2520Resources%252FWeek%25205) | Feedback will be provided via email or Teams. Support will be available during specified lesson time via email or Teams posts as specified. |  |
| Spanish  (core) | ¡Describimos una pintura! *(Describing a picture!)*   * Go to the Spanish channel on Teams and click on ‘Core Spanish Lessons’ at the top. Watch the ‘Lesson 3’ video, pausing the video to complete the tasks. * When you’re finished, click on ‘Files’ - ‘Core Spanish’ - ‘Student Work’ and save your work in the ‘Week 5 – 1st February’ folder. Remember to save it in your teacher’s folder!   Teachers will be available during the session allocated to this lesson to support students via email and Teams.  Specific feedback is emailed to students upon submission of work. If students send images of work, comments will be emailed. If students share editable documents, comments will be written on the document and students notified via email.  Next week’s lesson will be a live or pre-recorded feedback lesson based on the work completed by students this week. | [Click here for Spanish lesson resources](https://teams.microsoft.com/_#/school/files/Spanish?threadId=19%3Ad2d1e60e30514b81967fb9447c597b3f%40thread.tacv2&ctx=channel&context=Week%25205%2520-%25201st%2520February&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FSpanish%252FCore%2520Spanish%252FLessons%252FWeek%25205%2520-%25201st%2520February)  [Click here and upload your work](https://teams.microsoft.com/_#/school/files/Spanish?threadId=19%3Ad2d1e60e30514b81967fb9447c597b3f%40thread.tacv2&ctx=channel&context=Week%25205%2520-%25201st%2520February&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FSpanish%252FCore%2520Spanish%252FStudent%2520Work%252FWeek%25205%2520-%25201st%2520February) |  |  |
| PE | KS3: Cardiovascular Endurance  KS3 Students are sent a challenge that can be completed by walking, running or cycling. Students can choose in what discipline they complete their challenge depending on their own fitness level and resources available to them.  KS3 – Endurance Challenge  Students can choose their level of challenge based on their own level of fitness and ability with a Bronze, Silver and Gold option where each level represents an increased intensity.  Links to online video workouts will also be available with a variety of levels of intensity. | <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ> |  |  |
| Digital Literacy | Lesson 6 – Fake News  **It is important that you do your work in the Class Notebook. It saves automatically. Do not do work on paper or in documents. contact your teacher if you have any problems with this.**  This is a 100-minute lesson so should be completed by 05.02.21, if you finish early complete some iDEA award badges!  You are to access Teams through Google or downloading the app and use your school details to log in.  In the **Y9 Digital Literacy** team is the **Class Notebook**; click it, then open the lessons up on the left, then click your name and then **Topic 1 Lessons** and **Lesson 6 – Fake News.**  If you can’t edit the lesson, it’s probably because you haven’t clicked on your name! Use the videos and audio comments on the right to understand the tasks. For the amber task, you may draw on paper and photograph or scan it if you can or keep it until you can come into school.  Use the **Posts** tab in Teams to let your teachers know if you need help or have finished. Also continue to work on the iDEA award, complete any badges you can. |  |  |  |
| Art (core) | ART (core)  Drawing yourself in Da Vinci’s style – slide 4  Using the directions detailed on the ppt, DRAW A SELF-PORTRAIT OF YOURSELF (or someone else) onto a found surface or plain paper. Use pencil at first, then add black pen (or a fine liner) linear marks for the tone.  Photograph your work and email to your teacher. | [Art (AAC Remote Learning Yr9) | Microsoft Teams](https://teams.microsoft.com/_#/school/conversations/Art?threadId=19:e4ae6e655b354913a1598f5f3e9ff32e@thread.tacv2&ctx=channel) | Lessons are pre-recorded and students are emailed links (and the work) also on Teams/stream. We are then available for live feedback/questions via email/Teams. |  |
| DT (core) | Product Design:  Practice Geometric form drawing– slide 7  Task: Practice drawing- Drawing the basic geometric forms that you can see on the slide. Draw all of them.  Example of how you practice drawings should look see slide 8.    Photograph your work and email to your teacher.  Practice Geometric combination form drawing– slide 9  Task- Now practice drawing combinations of two basic geometric forms, you choose which ones, try as many as you like. See the example below and produce something like that. Draw all of them. Example of how you practice drawings should look see slide 10.  Photograph your work and email to your teacher. | <https://teams.microsoft.com/_#/school/files/Design%20Technology?threadId=19%3A662ef0a7c08645cfaf0a09a50eb84e0a%40thread.tacv2&ctx=channel&context=Product%2520Design&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FDesign%2520Technology%252FProduct%2520Design> | Lessons are pre-recorded and students are emailed links (and the work) also on Teams/stream. We are then available for live feedback/questions via email/Teams. |
| RE | Use the ppt resource in the team's area week 3 for the links. Heaven Hell and judgement.  Watch the video with tasks, complete all tasks on a word document or ppt (or alternatively use paper) and take a picture  Save your work into the correct folder on the teams yr9 channel.  Answer the Qs and tasks on each slide and save your work on the team's area once complete. 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 5, e.g., DRAKE F – Week 5    Upload this in the Student Work folder on Teams.  Feedback session to be done via individual email as and when work is completed by the student. | <https://teams.microsoft.com/l/file/3F1DCA6B-B3B3-444F-A7A5-B29D37CDC312?tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b&fileType=pptx&objectUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2FAACRemoteLearningYr9%2FShared%20Documents%2FRE%2Fweek%20commencing%201.2.21%2FLesson%20resource%2FWeek%20commencing%201.2.21.pptx&baseUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2FAACRemoteLearningYr9&serviceName=teams&threadId=19:c5432c8268594b0fa79de28a302d67b4@thread.tacv2&groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66> |  |  |
| PSHE | Interview Skills:  Students should follow the PowerPoint Presentation from Barclays Life Skills.  They should understand how to use the STAR system as an interview strategy.  Main Task: Rehearse /practice responses to the questions for either a work experience interview or their first job.  They can register as a young person for Barclays Life Skills which provides further information and guidance on interview techniques.  A written response to the interview questions should be sent to their PSHCE teacher. | <https://exceedacademiesbfd.sharepoint.com/:f:/s/AA-SecondaryCurriculum/Ehh8FkjJajNAp3KYUpnP1TEBOvLmFHgdE_KSrHZrWvVRZw?e=YkqH8d>  <https://barclayslifeskills.com/i-want-to-prepare-for-an-interview/school/> |  |  |
| Drama | Lesson 1  Hard to Swallow – Session 6  Access the SWAY via your emails or via TEAMs and complete session 6 of the SWAY. Each session is designed to help you understand the plot, characters, themes, style, and purpose of the play Hard to Swallow by Mark Wheeller. The unit acts as an introduction to the set text that your component 3 written exam will be focused on in your final year of the GCSE. | <https://appletonrevision.weebly.com/ks4-drama.html> | <https://web.microsoftstream.com/channel/09883438-90ef-4a19-9719-c2c753adac15> |  |
| Lesson 2  Hard to Swallow – Session 7  Access the SWAY via your emails or via TEAMs and complete session 7 of the SWAY. Each session is designed to help you understand the plot, characters, themes, style, and purpose of the play Hard to Swallow by Mark Wheeller. The unit acts as an introduction to the set text that your component 3 written exam will be focused on in your final year of the GCSE. | <https://appletonrevision.weebly.com/ks4-drama.html> | <https://web.microsoftstream.com/channel/09883438-90ef-4a19-9719-c2c753adac15> |  |
| Spanish  (Option) | Lesson 1  Si tuvieras la oportunidad ¿dónde preferirías vivir? *(If you had the opportunity, where would you prefer to live?)*   * Go to the Spanish channel on Teams. * Click on ‘GCSE Spanish Lessons’ at the top and watch the ‘Week 5 – Lesson 1’ video. Pause the video as you need to complete the tasks. * When you are finished, click on ‘Files’ - ‘GCSE Spanish’ - ‘Student Work’ and save your work in the ‘Week 5 – 1st February’ folder.   This lesson will begin with a section giving feedback on the work that students covered in week 4.  Miss Shepherd will be available during the session allocated to this lesson to support students via email and Teams.  Specific feedback is emailed to students upon submission of work. If students send images of work, comments will be emailed. If students share editable documents, comments will be written on the document and students notified via email. | [Click here for Spanish lesson videos](https://web.microsoftstream.com/channel/b1e74cab-5d4f-4287-8c47-ff9fb7d01fcc)  [Click here and upload your work](https://teams.microsoft.com/_#/school/files/Spanish?threadId=19%3Ad2d1e60e30514b81967fb9447c597b3f%40thread.tacv2&ctx=channel&context=Week%25205%2520-%25201st%2520February&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FSpanish%252FGCSE%2520Spanish%252FStudent%2520Work%252FWeek%25205%2520-%25201st%2520February) |  |  |
| Lesson 2  Expresamos nuestras ideas *(Expressing our ideas)*   * Go to the Spanish channel on Teams. * Click on ‘GCSE Spanish Lessons’ at the top and watch the ‘Week 5 – Lesson 2’ video. Pause the video as you need to to complete the tasks. * When you are finished, click on ‘Files’ - ‘GCSE Spanish’ - ‘Student Work’ and save your work in the ‘Week 5 – 1st February’ folder.   Feedback on the writing task completed in this lesson will be provided in next week’s lesson.  Specific feedback will also be emailed to students upon submission of work. If students send images of work, comments will be emailed. If students share editable documents, comments will be written on the document and students notified via email.  Miss Shepherd will be available during the session allocated to this lesson to support students via email and Teams. | [Click here for Spanish lesson videos](https://web.microsoftstream.com/channel/b1e74cab-5d4f-4287-8c47-ff9fb7d01fcc)  [Click here and upload your work](https://teams.microsoft.com/_#/school/files/Spanish?threadId=19%3Ad2d1e60e30514b81967fb9447c597b3f%40thread.tacv2&ctx=channel&context=Week%25205%2520-%25201st%2520February&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FSpanish%252FGCSE%2520Spanish%252FStudent%2520Work%252FWeek%25205%2520-%25201st%2520February) |  |  |
| Food | Lesson 1  AC1.4: Explain how cooking methods impact on nutritional value.    For this task you have been asked to research a range of different cooking methods before explaining what effect they have on the nutrients in food. Include cooking methods such as.    Baking  Grilling  Poaching  Stewing  Steaming  Boiling  Sauteing  Frying  Deep frying    Once complete, email your work to your teacher | <https://teams.microsoft.com/_#/school/files/Hospitality%20and%20Catering?threadId=19%3Ae802c42e08064f85a255ab2f451f6c92%40thread.tacv2&ctx=channel&context=Week%25204&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FHospitality%2520and%2520Catering%252FMiss%2520Talbot%252FWeek%25204> |  |  |
| Lesson 2  Factors affecting food choice and different cuisines  Identify different cuisines, then create a poster of a chosen cuisine and look at the different ingredients used, dishes, cooking methods and serving styles.  Link to the recorded lesson [H&C YEAR 1 week 4](https://teams.microsoft.com/l/channel/19:e802c42e08064f85a255ab2f451f6c92@thread.tacv2/tab::e1e56e21-3a66-46f1-9555-a89faceb0f9c?context=%7B%22subEntityId%22%3A%22%22%2C%22channelId%22%3A%2219%3Ae802c42e08064f85a255ab2f451f6c92%40thread.tacv2%22%7D&groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b) | <https://teams.microsoft.com/_#/school/files/Hospitality%20and%20Catering?threadId=19%3Ae802c42e08064f85a255ab2f451f6c92%40thread.tacv2&ctx=channel&context=Week%25204&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FHospitality%2520and%2520Catering%252FMiss%2520Talbot%252FWeek%25204>  [H&C YEAR 1 week 4](https://teams.microsoft.com/l/channel/19:e802c42e08064f85a255ab2f451f6c92@thread.tacv2/tab::e1e56e21-3a66-46f1-9555-a89faceb0f9c?context=%7B%22subEntityId%22%3A%22%22%2C%22channelId%22%3A%2219%3Ae802c42e08064f85a255ab2f451f6c92%40thread.tacv2%22%7D&groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b) |  |  |
| Health and Social Care | Lesson 1  Part 2 – social cultural and economic factors  The factors that have influenced each of the three different life stages.  PowerPoint on the social and cultural factors and economic factors.    Task - complete worksheet 1 for 2 social cultural and economic factors both positive and negative. |  |  |  |
| Lesson 2  Assignment writing – Level 2 Pass  Explain the ways in which varied factors affected the growth and development of your individual.     1. Explain how the two physical factors affected growth and development 2. For each factor you must refer to the impact that the factor had on at least 2 life stages. 3. Link each factor with as many of PIES as you can. |  |  |  |
| Music | Lesson 1  Film Music  Students are to access the SWAY and complete session 5.  On teams there is a PowerPoint labelled Film Music Composers. These slides contain information on three different film music composers and for each session, I want you to watch the slides on each composer and read the notes section as most slides have information on there. Once you have done this, create a PowerPoint slide for each composer.  Work must be uploaded and saved onto TEAMs as Full Name Session 1 E.g., Miss Bottomley Session 1. | <https://appletonrevision.weebly.com/ks4-music.html> | <https://web.microsoftstream.com/channel/5a483a34-6a50-4ed6-b379-77fd40107723> |  |
| Lesson 2  Film Music  Students are to access the SWAY and complete session 6.  On teams there is a PowerPoint labelled Film Music in practice. These slides cover various methods and practices taken by film music composers. Add additional slides to your presentation with the answers to the questions from the PowerPoint using the same title for each slide. Make sure all slides are complete for our session.  Work must be uploaded and saved onto TEAMs as Full Name Session 1 E.g., Miss Bottomley Session 1. | <https://appletonrevision.weebly.com/ks4-music.html> | <https://web.microsoftstream.com/channel/5a483a34-6a50-4ed6-b379-77fd40107723> |  |
| Product Design | Lesson 1 |  |  |  |
| Lesson 2 |  |  |  |
| Photography | Lesson 1 & 2  Slide 11  SHINE TASK: Take 15-20 photos and set up more than 1 object together or consider an unusual background  Email images to your teacher. |  |  |  |
|  |  |  |  |
| Sport | Lesson 1  Regulations of badminton    Use your own knowledge or the internet to research and describe the following regulations in badminton (Equipment, Playing surface, Time, Players). Describe what regulations are in place for each of these categories (e.g., equipment: Racket, shuttle, net, etc). Include any images that you feel will help your explanation    Explain why each regulation is important and how the game would be impacted if this regulation was not in place    Resources:   * <https://corporate.bwfbadminton.com/statutes/?id=14915#1513733461252-a16ae05d-1fc9> * <https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3> * <http://www.worldbadminton.com/rules/>     Submitting work:  Work to be completed on coursework document on OneDrive which will be created and shared by class teacher | * <https://corporate.bwfbadminton.com/statutes/?id=14915#1513733461252-a16ae05d-1fc9> * <https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3> * <http://www.worldbadminton.com/rules/> |  |  |
| Lesson 2  Draw (or insert) the playing area for football and badminton. Give a detailed description of the playing area, ensuring that you include the sizes, names of different sections (e.g. 18-yard box in football or service line in badminton) and explain any key elements    Submitting work:  Work to be completed on coursework document on OneDrive which will be created and shared by class teacher |  |  |  |
| Media Production | Lesson 1 & 2    You should by now have started the Component 1 assignment. As this is an assignment document, it can be completed through the browser or on PowerPoint if you have it on your device.  Look in the **9B/Mp1** Team for a video post explaining how to start Assignment 1.  The template for it is in the **Component 1 Channel**, in **Files**tab, in the **Class Materials** folder.  You must follow the video to take a copy of that template to begin working on.  Keep the work in the folder with your name on underneath the Class Materials folder.  The minimum expectation for work is what is in the video, but if you want to move on, just follow the guidance on the left-hand side of the assignment slides! | Link to help start the assignment:  <https://web.microsoftstream.com/video/ee4f75cc-afbe-412d-920b-2e24582e4114> |  |  |
| Dance | Lesson 1  Ghost dances  Read the information on the PowerPoint about the performance piece Ghost Dances  Conduct your own research on the piece Continue to fill in the table on page 7 This needs to be in detail so the more research you do the better!  Send your work to your teacher |  |  |  |
| Lesson 2  All That Jazz  Read the information on the PowerPoint about the performance piece All That Jazz  Conduct your own research on the piece Begin to fill in the table on page 8/9  This needs to be in detail so the more research you do the better!  Send your work to your teacher |  |  |  |
| Art | Lesson 1 & 2  Lesson 1 & 2  Slide 11  SHINE TASK: Take 15-20 photos and set up more than 1 object together or consider an unusual background  Email images to your teacher. |  |  |  |
|  |  |  |  |