



Wigston Academy

Responsibility Ambition Resilience Engagement Respect

Year 11



Use this table to look up the assigned activity for the week you are absent from School. The link will take you to The National Oak Academy, BBC Bitesize, Seneca Learning, www.mymaths.co.uk, www.corbettmaths.com to complete the activity. All work must be completed in your exercise books if you have them at home or on paper. You must also ensure that you complete any Home Learning activities set via Satchel:One. Teachers may also invite you to virtual lessons and intervention sessions via Microsoft Teams.

Subject	5.1.21	11.1.21	18.1.21	25.1.21	1.2.21	8.2.21
English	Oak Academy, KS4, English units, Revisiting Romeo and Juliet, Lesson 1: Romeo (part 1) https://classroom.thenational.academy/lessons/romeo-part-1-6mt6ce	Oak Academy, KS4, English units, Revisiting Romeo and Juliet, Lesson 2: Romeo (part 2) https://classroom.thenational.academy/lessons/romeo-part-2-ccvp4d	Oak Academy, KS4, English units, Revisiting Romeo and Juliet, Lesson 3: Juliet (part 1) https://classroom.thenational.academy/lessons/juliet-part-1-6rw3ed	Oak Academy, KS4, English units, Revisiting Romeo and Juliet, Lesson 4: Juliet (part 2) https://classroom.thenational.academy/lessons/juliet-part-2-6ctkj4	Oak Academy, KS4, English units, Revisiting Romeo and Tybalt (part 1) https://classroom.thenational.academy/lessons/benvolio-and-tybalt-part-1-cgwp4d	Oak Academy, KS4, English units, Revisiting Romeo and Juliet, Lesson 6: Benvolio and Tybalt (part 2) https://classroom.thenational.academy/lessons/benvolio-and-tybalt-part-2-c4r32r
Maths www.corbettmaths.com www.thenational.academy www.mymaths.co.uk	5 a day Additional videos and worksheets also available. Key stage 4 Maths Trigonometry Geometry Trigonometry	5 a day Additional videos and worksheets also available. Key stage 4 Maths Venn diagrams and probability Probability Venn diagrams and probability	5 a day Additional videos and worksheets also available. Key stage 4 Maths Revise Data (2 weeks) Statistics Presenting data	5 a day Additional videos and worksheets also available. Key stage 4 Maths Revise Data (last week) Statistics Presenting data	5 a day Additional videos and worksheets also available. Key stage 4 Maths Revise Simultaneous Equations Algebra Equations Simultaneous	5 a day Additional videos and worksheets also available. Key stage 4 Maths Revise Angles – Polygons and Bearings Geometry Angle Properties
Science	Hydrocarbons in crude oil Fractional distillation of crude oil https://www.bbc.co.uk/bitesize/guides/zxshqhv/revision/1 Hormones	Alkane homologous series https://www.bbc.co.uk/bitesize/guides/zsf9pbk/revision/1 Hormonal control of metabolic rate	Complete and incomplete combustion and pollution causes https://www.bbc.co.uk/bitesize/guides/zxshqhv/revision/4 The menstrual cycle	Cracking of crude oil fractions https://www.bbc.co.uk/bitesize/guides/zwp32nb/revision/6 Hormones in the menstrual cycle	The early atmosphere and how its changed https://www.bbc.co.uk/bitesize/guides/zyd64qt/revision/1 Control of blood glucose	Atmosphere today and climate change https://www.bbc.co.uk/bitesize/guides/zyd64qt/revision/2 Type 2 diabetes

	https://www.bbc.co.uk/bitesize/guides/z3gxb82/revision/1	https://www.bbc.co.uk/bitesize/guides/z3gxb82/revision/3	https://www.bbc.co.uk/bitesize/guides/zt9x8mn/revision/1	https://www.bbc.co.uk/bitesize/guides/zt9x8mn/revision/2	https://www.bbc.co.uk/bitesize/guides/z3gxb82/revision/5	https://www.bbc.co.uk/bitesize/guides/z3gxb82/revision/6
French	Healthy v Unhealthy lifestyle 1 https://classroom.thenational.academy/lessons/healthy-vs-unhealthy-lifestyle-part-12-64v64t	Healthy v Unhealthy lifestyle 2 https://classroom.thenational.academy/lessons/healthy-vs-unhealthy-lifestyle-part-22-c4w66d	Being Healthy https://classroom.thenational.academy/lessons/being-healthy-6nh38d	Problems facing the world 1 https://classroom.thenational.academy/lessons/problems-facing-the-world-part-12-70wkae	Problems facing the world 2 https://classroom.thenational.academy/lessons/problems-facing-the-world-part-22-c8uk6d	Protecting the planet 2 https://classroom.thenational.academy/lessons/protecting-the-planet-part-13-cmv32r
Spanish	Comparing different festivals 1 https://classroom.thenational.academy/lessons/talking-about-typical-foods-part-13-70r68t	Comparing different festivals 2 https://classroom.thenational.academy/lessons/talking-about-typical-foods-part-23-69k36c	Comparing different festivals 3 https://classroom.thenational.academy/lessons/comparing-different-festivals-part-13-70r38d	Describing a special day 1 https://classroom.thenational.academy/lessons/describe-a-special-day-part-13-c5hkce	Describing a special day 2 https://classroom.thenational.academy/lessons/describing-a-special-day-part-23-cdjp6t	Describing a special day 3 https://classroom.thenational.academy/lessons/describing-a-special-day-part-33-6djp4c
Geography	Oak Academy Climatic hazards Formation of tropical storms Effects and responses to tropical storms https://classroom.thenational.academy/lessons/how-do-tropical-storms-form-and-develop-cmvp6r https://classroom.thenational.academy/lessons/what-are-the-effects-of-and-responses-to-tropical-storms-cdhp2c	Oak Academy Climatic hazards Typhoon Haiyan case study https://classroom.thenational.academy/lessons/typhoon-haiyan-tropical-storm-named-example-c4v66t Effects tropical storms be reduced https://classroom.thenational.academy/lessons/how-can-the-effects-of-tropical-storms-be-reduced-c4r30r	BBC Bitesize OCR B How can weather be hazardous? Including extreme weather in UK, Heatwave case study https://www.bbc.co.uk/bitesize/guides/zyd8frd/revision/6	Oak Academy Causes of economic change in the UK https://classroom.thenational.academy/lessons/causes-of-economic-change-in-the-uk-6rv38d A post-industrial economy in the UK P1 https://classroom.thenational.academy/lessons/a-post-industrial-economy-in-the-uk-part-1-cmv6ad	Oak Academy A post-industrial economy in the UK P2 https://classroom.thenational.academy/lessons/a-post-industrial-economy-in-the-uk-part-2-71j6ad	Oak Academy North South divide in UK https://classroom.thenational.academy/lessons/the-north-south-divide-in-the-uk-6hjkae Distribution of major cities in the UK https://classroom.thenational.academy/lessons/distribution-of-major-cities-in-the-uk-71k38r
History	Oak Academy Medicine Through Time	BBC Teach Medicine Through Time Chadwick and Snow: https://www.bbc.co.uk/t	BBC Teach Medicine Through Time Nineteenth Century Medicine:	YouTube: #HisTV 8 What were the key features of American	YouTube: #HisTV 8 What were the key features of American	BBC Class Clips Communism

	<p>Lesson 17: How far did John Snow change ideas about the prevention of disease? https://classroom.thenational.academy/lessons/how-far-did-john-snow-change-ideas-about-the-prevention-of-disease-cnkh4r</p> <p>Lesson 18: How and why did ideas about responsibility for public health change? https://classroom.thenational.academy/lessons/how-and-why-did-ideas-about-responsibility-for-public-health-change-c9j62d</p>	<p>each/class-clips-video/medicine-through-time-chadwick-snow/zmqvrj6</p> <p>Task: Create profiles on the two key individuals. Include details about their impact at the time, any opposition, and their impact later on (including Today).</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/19th-century-medicine/zfyjmfr</p> <p>Task: Create a timeline or diagram of the development of medicine during the Nineteenth Century. Stretch: Try to link developments to the 7 key factors – the role of the individual, government, chance, science and technology, war, communication and religion.</p>	<p>society after World War Two?</p> <p>https://www.youtube.com/watch?v=wUZj9gE1gvU&t (Watch up to 5m39s)</p> <p>Task: Explain why the 1950s were a good time to be an American. Challenge: Create the script to a radio advert promoting the USA as the best country in the world. Refer to the American Dream.</p>	<p>society after World War Two?</p> <p>https://www.youtube.com/watch?v=wUZj9gE1gvU&t (Watch from 5m39s to 7m33s)</p> <p>Task: Find out ten of the top hit records of the 1950s. Create a poster about culture in the 1950s. Stretch: Identify similarities and differences from the 1920s and 1930s.</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/history-ks3-communism/zkpnscw</p> <p>YouTube: #HisTV</p> <p>8 What were the key features of American society after World War Two?</p> <p>https://www.youtube.com/watch?v=wUZj9gE1gvU&t (Watch from 7m33s)</p> <p>YouTube: TED Talks</p> <p>https://www.youtube.com/watch?v=N35lugBYH04&t</p> <p>Tasks: Explain why the USA was fearful of the spread of Communism after the Second World War. Explain how McCarthyism developed. Challenge: Create a newspaper report about the downfall of McCarthyism. Include what he did and why he eventually failed. Stretch: Compare McCarthyism with the Red Scare of the 1920s. What was similar? What was different?</p>
--	--	---	---	--	--	--

Subject	5.1.21	11.1.21	18.1.21	25.1.21	1.2.21	8.2.21
Year 11 FP&N	<p>NEA 2 Research Task Analysis</p> <p>https://www.ocr.org.uk/Images/405822-food-preparation-exemplar-2.pdf</p>	<p>NEA 2 Research Primary and Secondary Research</p> <p>https://core.ac.uk/download/pdf/39016176.pdf</p>	<p>NEA 2 Research Identify 6- 8 dishes, reason for choice and skills used. Choose 3 dishes, give a reason for choice, ingredients you need, skills to be utilised.</p> <p>https://www.ocr.org.uk/Images/405822-food-preparation-exemplar-2.pdf</p>	<p>NEA 2 NEA 2 Research Analysis What have you found out and how will this help going forwards?</p> <p>https://www.ocr.org.uk/Images/405822-food-preparation-exemplar-2.pdf</p>	<p>NEA 2 Practice 3 dishes at home and complete a sensory profile.</p> <p>https://blog.nutritionprogram.co.uk/2019/10/23/nea-2-star-profile-for-samosas-and-mango-chutney/</p>	<p>NEA 2 Nutritional Analysis Calculate your recipe</p> <p>https://explorefood.foodfactoflife.org.uk/</p>
Year 11 Fine Art	<p>Oak Academy Drawing Techniques Lesson 1</p> <p>https://classroom.thenational.academy/lessons/embedding-drawing-fundamentals-part-1-c5h68t</p>	<p>Oak Academy Drawing Techniques Lesson 2</p> <p>https://classroom.thenational.academy/lessons/embedding-drawing-fundamentals-part-2-cgu62d</p>	<p>Oak Academy Drawing Techniques Lesson 3</p> <p>https://classroom.thenational.academy/lessons/tones-and-shadows-c5j36c?activity=intro_quiz&step=1</p>	<p>Oak Academy Drawing Techniques Lesson 4</p> <p>https://classroom.thenational.academy/lessons/perspective-6dggkc</p>	<p>Oak Academy Drawing Techniques Lesson 5</p> <p>https://classroom.thenational.academy/lessons/drawing-techniques-part-1-6njpce</p>	<p>Oak Academy Drawing Techniques Lesson 6</p> <p>https://classroom.thenational.academy/lessons/drawing-techniques-part-2-70v66r</p>
Year 11 Design & Technology	<p>NEA: Researching potential materials for your product and analysing their strengths/weaknesses</p> <p>Theory: Altering the properties of materials Seneca learning module: 3.9 (Please complete all sections and subsections)</p>	<p>NEA: Researching potential manufacturing techniques for your product and analysing their strengths/weaknesses</p> <p>Theory: Fixing and joining methods Seneca learning module: 3.8 (Please complete all sections and subsections)</p>	<p>NEA: Producing a final design on your product in isometric view</p> <p>Theory: Social and ethical factors in product design Seneca learning module: 4.2 (Please complete all sections and subsections)</p>	<p>NEA: Producing an orthographic design on your product showing the top/front/side.</p> <p>Theory: Mechanical systems Seneca learning module: 1.5 (Please complete all sections and subsections)</p>	<p>NEA: Producing a manufacturing plan for your product including a cutting list.</p> <p>Theory: A systems approach to design (electronics) Seneca learning module: 1.4 (Please complete all sections and subsections)</p>	<p>NEA: Producing a manufacturing plan for your product including a cutting list.</p> <p>Theory: A systems approach to design (electronics) Seneca learning module: 1.4 (Please complete all sections and subsections)</p>
Year 11 3D	<p>Bitesize – Papers and boards</p> <p>https://www.bbc.co.uk/bitesize/guides/znq8jty/revision/1</p>	<p>Bitesize – Wood/Timber</p> <p>https://www.bbc.co.uk/bitesize/guides/zkvn4j/revision/1</p>	<p>Bitesize – Investigating</p> <p>https://www.bbc.co.uk/bitesize/guides/zbn6pbk/revision/1</p>	<p>Bitesize – Designing</p> <p>https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/1</p>	<p>Bitesize – Making</p> <p>https://www.bbc.co.uk/bitesize/guides/zbstng8/revision/1</p>	<p>Bitesize – Evaluating</p> <p>https://www.bbc.co.uk/bitesize/guides/zj9g4qt/revision/1</p>
Year 11 Textiles	<p>Bitesize Art and Design</p> <p>https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/2</p>	<p>Bitesize Art and Design</p> <p>https://www.bbc.co.uk/bitesize/guides/zc7mng8/</p>	<p>Bitesize Art and Design</p> <p>https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/5</p>	<p>Bitesize Art and Design</p> <p>https://www.bbc.co.uk/bitesize/guides/zc7mng8/</p>	<p>Bitesize Art and Design</p> <p>https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/7</p>	<p>Bitesize Art and Design</p> <p>https://www.bbc.co.uk/</p>

	<p>Developing ideas: Exploring composition, negative space, leading lines, using technology. Finding inspiration video.</p> <p>Bitesize Art and Design https://www.bbc.co.uk/bitesize/guides/z8sv97h/revision/3 Reflecting on your work and continuing to develop the idea individually.</p>	<p>revision/3</p> <p>Visual elements in developing ideas including line, colour, texture and pattern.</p> <p>Bitesize Art and Design https://www.bbc.co.uk/bitesize/guides/z8sv97h/revision/4 Recording and observing Recording insights and intentions. Reflecting on work and progress: Critical skills reflecting on your connection to the work of other designers.</p>	<p>Refining ideas with different available fabrics and materials. Scale and texture.</p> <p>Bitesize Art and Design https://www.bbc.co.uk/bitesize/guides/z8sv97h/revision/5 Reflecting on your work and progress Annotation: Written explanations and critical comments.</p>	<p>revision/6</p> <p>Exploring development in design. E.g. using templates for textiles drawings. Using templates for how bags and accessories can be carried or worn.</p> <p>Bitesize Art and Design https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/1 Annotation: Subject, composition, viewpoint, visual elements. Follow tips for annotation.</p>	<p>Refining a design idea. Varying the textile technique. Changing part of a design.</p> <p>Bitesize Art and Design https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/2 revision/3 revision/4 Analysing and evaluating: Review and reflect on your development process. Follow tips for evaluation.</p>	<p>bitesize/guides/z8sv97h/revision/1 revision/2 Recording and Observing: Recording ideas. Experimenting with media, techniques and scale. Check list and reflection. Video Designer Will Kay.</p> <p>Bitesize Art and Design https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/2 revision/3 revision/4 Analysing and evaluating: Review and reflect on your development process. Follow tips for evaluation.</p>
Music GCSE Tasks set on SatchelOne	PPE analysis and feedback www.satchel.com	Beatles: Recap and extended writing www.satchel.com	Beatles: Recap and extended writing www.satchel.com	Beatles: Recap and extended writing www.satchel.com	Traditional music: Texture and instruments www.satchel.com	Traditional music: Context and world music www.satchel.com
Drama	Hand in section 2 of portfolio. Focus on portfolio section 3, Evaluation. All resources, writing frames and exemplars will be available on Satchel One	Focus on portfolio section 3, Evaluation. All resources, writing frames and exemplars will be available on Satchel One	Begin work on Component 2. Scripted performance. Students will select a monologue or duologue to perform for their next assessment. Scripts can be obtained from Mr Ashton	Hand in completed section 3 of portfolio for feedback. Research and learn scripted pieces ready to begin rehearsals	Rehearse scripted pieces ready for assessment. Redraft of portfolio sections 1 and 2 responding to feedback.	Rehearse scripted pieces and work on redraft of section 2 and 3 of portfolio.
Dance	Practical solos – can access music at home to rehearse and join lesson via Teams.	Practical solos – can access music at home to rehearse and join lesson via Teams. Assessment of	Practical – launch of choreography. Join lesson via Teams or see information shared on satchel.	Practical – choreography. Join lesson via Teams or work through guidance using satchel.	Practical – choreography. Join lesson via Teams or work through guidance using satchel	Practical – choreography. Join lesson via Teams or work through guidance using satchel

		those in school p1 and 2 (prepare for your return). Theory – Introducing EofE – make use of Arts Pool resources and KO’s on Satchel. Join lesson via Teams.	Theory – Analysing EofE – make use of Arts Pool resources and KO’s on Satchel. Join lesson via Teams.	Theory – Analysing EofE – make use of Arts Pool resources and KO’s on Satchel. Join lesson via Teams.	Theory – Analysing EofE – make use of Arts Pool resources and KO’s on Satchel. Join lesson via Teams.	Theory – Analysing EofE – make use of Arts Pool resources and KO’s on Satchel. Join lesson via Teams.
Business Studies	<p>11E1 STu Organisational structures https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/22e4c4b0-2394-11e8-bb4b-e16fac146884/session</p> <p>Communication https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/d5a22ff0-3287-11e8-8d00-2f0f0a030c1a/session</p> <p>11C STu Production methods https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/499ca250-2383-11e8-bb4b-e16fac146884/session</p> <p>11C TCh Effective recruitment https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/5ff7f680-2397-11e8-bb4b-e16fac146884/session</p> <p>11D LPa Changing Aims & Objectives https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/786</p>	<p>11E1 STu Ways of working https://www.bbc.co.uk/bitesize/guides/z6v847h/revision/5</p> <p>Job roles https://www.bbc.co.uk/bitesize/guides/z6v847h/revision/6</p> <p>11C STu Technology & production https://www.bbc.co.uk/bitesize/guides/zhs4gwx/revision/4</p> <p>11C TCh Effective training & development https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/b7031b50-239a-11e8-bb4b-e16fac146884/session</p> <p>11D LPa Business & Globalisation https://www.bbc.co.uk/bitesize/guides/zh3847h/revision/1</p> <p>11D MNe – Theme 1 – The dynamic nature of business https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/01</p>	<p>11E1 STu Recruitment & selection https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/5ff7f680-2397-11e8-bb4b-e16fac146884/session</p> <p>11C STu working with suppliers https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/545bcb30-2383-11e8-bb4b-e16fac146884/session</p> <p>11C TCh Motivation https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/d336ba00-31de-11e8-aad5-0594df063f3e/session</p> <p>11D LPa Business & globalisation https://www.bbc.co.uk/bitesize/guides/zh3847h/revision/1</p> <p>11E2 PLe Recruitment & selection https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/5ff7f680-2397-11e8-bb4b-e16fac146884/session</p>	<p>11E1 STu Training https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/b7031b50-239a-11e8-bb4b-e16fac146884/session</p> <p>11C STu Managing stock https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/4a3b5697-bc8c-41ab-bcd1-f0c22df88bd6/session</p> <p>11C TCh Review Human resources https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/8e009a0c-8bd3-4ac4-b8ef-f10af4ba3d08/session</p> <p>11D LPa Ethics & the environment https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/22e4c4b0-2394-11e8-bb4b-e16fac146884/session</p> <p>11D MNe Theme 1 – The Role of Business https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/d336ba00-31de-11e8-aad5-0594df063f3e/session</p>	<p>11E1 STu Motivation https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/d336ba00-31de-11e8-aad5-0594df063f3e/session</p> <p>11C STu Managing quality https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/c7efc60-2389-11e8-bb4b-e16fac146884/session</p> <p>11C TCh Production methods https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/499ca250-2383-11e8-bb4b-e16fac146884/session</p> <p>11D LPa Organisational structures https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/22e4c4b0-2394-11e8-bb4b-e16fac146884/session</p> <p>11E2 PLe Motivation https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/d336ba00-31de-11e8-aad5-0594df063f3e/session</p>	<p>11E1 STu Review Human resources https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/8e009a0c-8bd3-4ac4-b8ef-f10af4ba3d08/session</p> <p>11C STu Managing quality https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/9651d5b0-255a-11e8-b386-695f0e881b4d/session</p> <p>11C TCh Technology & production https://www.bbc.co.uk/bitesize/guides/zhs4gwx/revision/4</p> <p>11D LPa Communication https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/d5a22ff0-3287-11e8-8d00-2f0f0a030c1a/session</p> <p>11D MNe– Theme 1 – Market Research</p>

	<p>387f0-22f9-11e8-bb4b-e16fac146884/session 11E2 PLe Organisational structures https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/22e4c4b0-2394-11e8-bb4b-e16fac146884/session Communication https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/d5a22ff0-3287-11e8-8d00-2f0f0a030c1a/session</p>	<p>33af70-222c-11e8-9cbe-8f1123064fb1/session 11D MNe – Theme 1 – Risk and Reward https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/c6a401f0-222d-11e8-9cbe-8f1123064fb1/session 11E2 PLe Ways of working https://www.bbc.co.uk/bitesize/guides/z6v847h/revision/5 Job roles https://www.bbc.co.uk/bitesize/guides/z6v847h/revision/6</p>		<p>g.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/a262e3f0-222e-11e8-9cbe-8f1123064fb1/session 11D MNe – Theme 1 – Customer Needs https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/1e506870-2234-11e8-9cbe-8f1123064fb1/session 11E2 PLe Training https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/b7031b50-239a-11e8-bb4b-e16fac146884/session</p>		<p>https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/6a7c9cd0-2236-11e8-9cbe-8f1123064fb1/session 11D MNe – Theme 1 – Market Segmentation https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/6e78bec0-2238-11e8-9cbe-8f1123064fb1/session 11E2 PLe Review Human resources https://app.senecalearning.com/classroom/course/e7efbfa0-222a-11e8-9249-b5781fc38111/section/8e009a0c-8bd3-4ac4-b8ef-f10af4ba3d08/session</p>
Media Studies	<p>Music videos: Katy Perry www.satchelone.com https://www.youtube.com/watch?v=FI3czdnEXUg</p>	<p>Music videos: Bruno Mars www.satchelone.com https://www.youtube.com/watch?v=Rx7KtncFikU</p>	<p>Music videos: Duran Duran www.satchelone.com</p>	<p>Music websites www.satchelone.com</p>	<p>Music websites & social media www.satchelone.com</p>	<p>Coursework – finishing and submitting www.satchelone.com</p>
Film Studies	<p>MGi: Die Welle ZBe: Ferris Beuller’sDay Off www.satchelone.com</p>	<p>MGi: Die Welle ZBe: Ferris Beuller’sDay Off www.satchelone.com</p>	<p>MGi: Die Welle ZBe: Ferris Beuller’sDay Off www.satchelone.com</p>	<p>MGi: Die Welle ZBe: Ferris Beuller’sDay Off www.satchelone.com</p>	<p>MGi: Die Welle ZBe: Ferris Beuller’sDay Off www.satchelone.com</p>	<p>MGi: Die Welle ZBe: Ferris Beuller’sDay Off www.satchelone.com</p>
Child Development	<p>STu R018 L02 Health professional www.satchelone.com KBr Carry out an observation of an age</p>	<p>STu R018 L02 Antenatal classes www.satchelone.com KBr Carry out an observation of an age</p>	<p>STu R018 L02 Routine checks www.satchelone.com KBr Produce plans for the two play activities, from</p>	<p>STu R018 L02 Diagnostic tests www.satchelone.com KBr Produce plans for the two play activities, from</p>	<p>STu R018 L02 Choices available for delivery www.satchelone.com</p>	<p>STu R018 L02 Stages of labour www.satchelone.com KBr Describe the benefits of learning</p>

	<p>appropriate child to collect information which will inform your choice and planning. The play activities must be for one developmental area.</p> <p>https://www.channel4.com/programmes/the-secret-life-of-4-and-5-year-olds/on-demand/55485-001</p> <p>VHa – RO.20 – Introduce the second piece of course work. Go through the resource regarding selecting activities to do when observing a child. Go through PP on ‘Growth and development’ so students understand the difference. HW-Students to research the milestones of their child and select two activities they want to do. Observations to be completed by end of January if possible.</p> <p>RO.18 – LO2- Look at the role of a Health Professional.</p> <p>www.satchelone.com http://www.nhs.uk/conditons/pregnancy-and-baby/pages/antenatal-team-midwife-obstetrician-pregnant.aspx#close</p>	<p>appropriate child to collect information which will inform your choice and planning. The play activities must be for one developmental area.</p> <p>https://www.channel4.com/programmes/the-secret-life-of-4-and-5-year-olds/on-demand/55485-001</p> <p>VHa – RO.20 – Collect information on what activities the students have chosen. Collect h/w of milestones. Introduce task 1 – Create 3 tables, Gross/ fine motor skills/ Intellectual and social.</p> <p>www.satchelone.com</p>	<p>wk1/2.</p> <p>www.satchelone.com</p> <p>VHa – RO.18 – LO2 – Antenatal care</p> <p>www.satchelone.com</p> <p>www.nhs.uk pregnancy-and-baby http://www.nhs.uk/pregnancy-and-baby/pages/Antenatalclasses.aspx</p> <p>?</p> <p>http://www.nhs.uk/conditons/pregnancy-and-baby/pages/antenatal-midwife-care-pregnant.aspx#What</p>	<p>wk1/2</p> <p>www.satchelone.com</p> <p>VHa – RO.20 – Complete task 1 and introduce task 2 - Create a pp on the different types of play and their benefits. Observations should be completed.</p> <p>www.satchelone.com</p>	<p>KBr Describe the benefits of learning through play.</p> <p>www.satchelone.com</p> <p>VHa – RO.18 – Routine Checks</p> <p>www.satchelone.com</p> <p>http://www.nhs.uk/Conditons/pregnancy-and-baby/pages/antenatal-care-checks-tests.aspx#close</p>	<p>through play.</p> <p>www.satchelone.com</p> <p>VHa - Continue with Task 2. Presentation on the benefits of play.</p> <p>www.satchelone.com</p>
Religious Studies	<p>Good & evil intentions & actions</p> <p>https://app.senecalearning.com/classroom/course/419cd464-5c51-4d08-b49c-d5325d6121c8/section/b1c</p>	<p>Is crime ever evil?</p> <p>www.satchelone.co.uk</p> <p>Views about people who break the law</p> <p>www.satchelone.co.uk</p> <p>Views about different</p>	<p>The aims of punishment</p> <p>https://www.bbc.co.uk/bit/esize/guides/zfnfdpg8/revision/4</p>	<p>The treatment of criminals</p> <p>www.satchelone.co.uk</p> <p>Prison</p> <p>www.satchelone.co.uk</p> <p>Corporal punishment</p>	<p>Community service</p> <p>www.satchelone.co.uk</p> <p>Forgiveness</p> <p>https://www.bbc.co.uk/bit/esize/guides/zfnfdpg8/revision/7</p>	<p>Forgiveness</p> <p>https://app.senecalearning.com/classroom/course/419cd464-5c51-4d08-b49c-d5325d6121c8/section/</p>

	<p>2e63d-ac2a-4d7b-8877-3a2dc82b0b66/session</p> <p>Reasons for crime</p> <p>https://www.bbc.co.uk/bitsize/guides/zvs3d2p/revisi on/1</p>	<p>types of crime</p> <p>https://app.senecalearnin g.com/classroom/course/419cd464-5c51-4d08-b49c-d5325d6121c8/section/882b7065-c84e-4d4e-8c75-1051fcb696ec/session</p>		<p>www.satchelone.co.uk</p>		<p>e5bdb486-04bc-4d1d-96e1-5ff80b9a05d1/session</p> <p>The death penalty</p> <p>https://app.senecalear ning.com/classroom/co urse/419cd464-5c51-4d08-b49c-d5325d6121c8/section/ de2fec42-ffab-4946-ad1b-5b3a39ecd4fd/session</p>
<p>Health & Social Care</p>	<p>Ro22 coursework. Linking this with Ro22 Communicating and working with individuals in health, social care and early years settings. Explain the types of communication methods that care workers can use. Then describe the factors that positively influence communication, Looking at one particular sector (Health, social or early years)</p> <p>Please refer to work set on: satchelone.com</p>	<p>Continue Ro22 coursework. Linking this with Ro22 Communicating and working with individuals in health, social care and early years settings. Explain the types of communication methods that care workers can use. Then describe the factors that positively influence communication, Looking at one particular sector (Health, social or early years)</p> <p>Please refer to work set on: satchelone.com</p>	<p>Continue Ro22 coursework. Linking this with Ro22 Communicating and working with individuals in health, social care and early years settings. Describe the barriers to communication that care workers can come across and how to overcome them. Make sure your examples of barriers to communication are the things that care workers come across.</p> <p>Please refer to work set on: satchelone.com</p>	<p>Continue Ro22 coursework. Linking this with Ro22 Communicating and working with individuals in health, social care and early years settings. Describe the barriers to communication that care workers can come across and how to overcome them. Make sure your examples of barriers to communication are the things that care workers come across.</p> <p>Please refer to work set on: satchelone.com</p>	<p>Continue Ro22 coursework. Linking this with Ro22 Communicating and working with individuals in health, social care and early years settings. Describe the personal qualities that will contribute to effective care. Create a plan for an interaction in a health, social care or early years setting. Describe how personal qualities contribute to effective care. Give examples of types of behaviour that fail to value service users.</p> <p>Please refer to work set on: satchelone.com</p>	<p>Continue Ro22 coursework. Linking this with Ro22 Communicating and working with individuals in health, social care and early years settings. Describe the personal qualities that will contribute to effective care. Create a plan for an interaction in a health, social care or early years setting. Describe how personal qualities contribute to effective care. Give examples of types of behaviour that fail to value service users.</p> <p>Please refer to work set on: satchelone.com</p>
<p>Psychology</p>	<p>Review and recap the PPE's check</p> <p>Youtube Hartismere psychology</p>	<p>Hartismere psychology Development topic</p> <p>https://www.youtube.com/watch?v=EOiKMcjxQb4&list=PLQAEIvdb3KRZom0mLmCJBd8c4772lo3H</p>	<p>Hartismere psychology Criminal behaviour</p> <p>https://www.youtube.com/watch?v=JsyUozafaj4</p> <p>https://www.youtube.com/watch?v=ADugkz4kpj0</p>	<p>Hartismere psychology Psychological problems</p> <p>https://www.youtube.com/watch?v=E-7MwyQ8SOU&list=PLQAEIvdb3KRYVMBd98Mw9n8F5YB18zvqp</p>	<p>Hartismere psychology Research methods</p> <p>https://www.youtube.com/watch?v=GI5owGUY-zQ</p> <p>https://www.youtube.com/watch?v=Jczz7fsa-GA</p>	<p>Memory topic ppt online and on satchelone.com</p>

	Please refer to work set on: satchelone.com	Please refer to work set on: satchelone.com	Please refer to work set on: satchelone.com	Please refer to work set on: satchelone.com	Please refer to work set on: satchelone.com	
GCSE PE	Take Checkpoint 1 from EverLearner	Take Checkpoint 2 from EverLearner	Take Checkpoint 3 from EverLearner	Take Checkpoint 4 from EverLearner	Take Checkpoint 5 from EverLearner	Take Checkpoint 6 from EverLearner
Sport Studies	<p>Complete/Improve RO52 LO4 – Be able to apply practice to support improvement in a sporting activity.</p> <p>Complete/Improve R053 Sports leadership LO1 – Leadership roles LO2a – session Plan LO2b – Risk Assessment & Emergency Procedure LO4 – Session Evaluation</p> <p>All of your was emailed to you over lockdown and is also on the school computers.</p>	<p>Complete/Improve RO52 LO4 – Be able to apply practice to support improvement in a sporting activity.</p> <p>Complete/Improve R053 Sports leadership LO1 – Leadership roles LO2a – session Plan LO2b – Risk Assessment & Emergency Procedure LO4 – Session Evaluation</p> <p>All of your was emailed to you over lockdown and is also on the school computers.</p>	<p>Complete/Improve RO52 LO4 – Be able to apply practice to support improvement in a sporting activity.</p> <p>Complete/Improve R053 Sports leadership LO1 – Leadership roles LO2a – session Plan LO2b – Risk Assessment & Emergency Procedure LO4 – Session Evaluation</p> <p>All of your was emailed to you over lockdown and is also on the school computers.</p>	<p>Complete/Improve RO52 LO4 – Be able to apply practice to support improvement in a sporting activity.</p> <p>Complete/Improve R053 Sports leadership LO1 – Leadership roles LO2a – session Plan LO2b – Risk Assessment & Emergency Procedure LO4 – Session Evaluation</p> <p>All of your was emailed to you over lockdown and is also on the school computers.</p>	<p>Complete/Improve RO52 LO4 – Be able to apply practice to support improvement in a sporting activity.</p> <p>Complete/Improve R053 Sports leadership LO1 – Leadership roles LO2a – session Plan LO2b – Risk Assessment & Emergency Procedure LO4 – Session Evaluation</p> <p>All of your was emailed to you over lockdown and is also on the school computers.</p>	<p>Complete/Improve RO52 LO4 – Be able to apply practice to support improvement in a sporting activity.</p> <p>Complete/Improve R053 Sports leadership LO1 – Leadership roles LO2a – session Plan LO2b – Risk Assessment & Emergency Procedure LO4 – Session Evaluation</p> <p>All of your was emailed to you over lockdown and is also on the school computers.</p>
Computer Science <i>Review these topics and make notes in your exercise books. Complete online tasks.</i>	<p>LMC – know that there are different levels of programming - low-level and high-level languages and explain the differences</p> <p>https://classroom.thenational.academy/lessons/assembly-language-programming-i-6cw34d</p> <p>https://classroom.thenational.academy/lessons/assembly-language-programming-ii-6wtp2c</p>	<p>Data Representation: binary and Hexadecimal Units used to measure quantities of bytes.</p> <p>https://classroom.thenational.academy/lessons/units-of-measurement-6rv36d</p> <p>https://classroom.thenational.academy/lessons/number-bases-c4rkac</p> <p>https://classroom.thenational.academy/lessons/hexadecimal-75gkcr</p>	<p>Data Representation: Binary and logical shifts. ASCII and Unicode</p> <p>https://classroom.thenational.academy/lessons/binary-maths-68rkae</p> <p>https://classroom.thenational.academy/lessons/representing-text-chk66t</p>	<p>Data Representation: Images Sound Compression</p> <p>https://classroom.thenational.academy/lessons/representing-bitmap-images-6rr36e</p> <p>https://classroom.thenational.academy/lessons/representing-sound-6mt3ed</p>	<p>Data Representation End of Topic Test</p> <p>https://classroom.thenational.academy/lessons/what-can-you-remember-cmv3at</p> <p>Computer Systems: Von Neumann Architecture</p> <p>https://classroom.thenational.academy/lessons/introduction-to-the-cpu-6hhkjd</p>	<p>Computer Systems: Role of Main Memory</p> <p>https://classroom.thenational.academy/lessons/main-memory-cthkjd</p> <p>Computer Systems: Fetch-Execute Cycle</p> <p>https://classroom.thenational.academy/lessons/the-fde-cycle-68w3ct</p> <p>Computer Systems: Difference between</p>

						<p>main memory and secondary Storage</p> <p>https://classroom.thenational.academy/lessons/secondary-storage-6cv3jt</p> <p>https://classroom.thenational.academy/lessons/selecting-a-storage-device-74v64c</p>
Creative iMedia	<p>Purposes and features of websites</p> <p>Resources on satchel 1</p>	<p>Devices used to access web pages and methods of connection</p> <p>Resources on satchel 1</p>	<p>Legislation and how it relates to websites</p> <p>Resources on satchel 1</p>	<p>What makes a good or bad website</p> <p>Resources on satchel 1</p>	<p>Tools for designing websites</p> <p>Resources on satchel 1</p>	<p>Investigating software applications that can be used to create multipage websites</p> <p>Resources on satchel 1</p>
	<p>Interview Preparation</p> <p>www.satchelone.co.uk</p>		<p>Road to success part 1</p> <p>www.satchelone.co.uk</p>		<p>Road to success part 2</p> <p>www.satchelone.co.uk</p>	

Please note for GCSE Music all resources can be found here: https://drive.google.com/drive/folders/1SKpC8y0UtVtpIP_NrveORPKRzuGS9qTO?usp=sharing