


| Year 10   |               | English   | Maths  | Science  | Art, Design and Technology   | Performing Arts   | Social Sciences   | Computer Science   | Humanities  | GCSE PE & Sports Studies  | MFL   |
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|  <p><b>Intent</b><br/>What students will cover / style of task</p> | <b>Week 1</b> | A Christmas Carol: Exploration of historical and biographical context of the text, pre-reading activities, explore the language and structure of a persuasive speech text | Foundation: Equations and Inequalities<br><br>Higher: Graphs of linear functions | Combined:<br>Biology – Active transport and exchanging materials<br>Chemistry – States of matter and atoms into ions<br>Physics – Kinetic energy and elastic stores<br><br>Separates:<br>Biology – B3.1 Tissues and organs<br>B3.2&3 Human Digestion and food chemistry<br>Chemistry – C3.5 Covalent bonding<br>C3.6 Covalent structures of simple molecules<br>Physics – P1<br>End of topic test and review | Fine Art: Developing, refining initial observational studies to a high standard. Refining observational drawing skills- TONE, LINE, SHAPE, FORM, PATTERN.<br><br>Photography: Developing Photoshop skills- Initial progress on Skills Project-Texture<br><br>Graphics: Produce a hand generated sheet with 3 tone shading and tonal strips using paint and pencil. Use the worksheet on Google classroom and print off or hand draw the shapes | Drama: Double lesson in the computer room where they will complete research on the roles and responsibilities of those involved in Blood Brothers<br><br>Single lesson: computer lesson for C/W. To write up work on <ul style="list-style-type: none"> <li>- Stimulus</li> <li>- Contextual influences</li> <li>- Style</li> <li>- Genre</li> <li>- Practitioners</li> </ul> Of Blood Brothers<br>Music: Development of DAW ideas – composition based around primary chords 1, 4 and 5<br>DAW= Garageband or Bandlab | Child Care: Exam: Planning for a family CWK: LO1<br>Development from birth to 5 years | Computing: Data Representation Numbers ASCII Python File Handling<br><br>Media: Comp 2 – Front cover analysis, Learn key terminology for magazine covers. Comp 3 – Ideas log lesson 1 – Rationale, Target audience and initial idea. | Geography: End of topic assessment<br>Climate hazards<br><br>History: Gangsters/ Wall Street Crash<br><br>RS : Christian Beliefs: The Crucifixion, Resurrection and Ascension | Sports Studies: Developing Sports Skills. Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session | Spanish: Autumn assessments<br><br>Vocab learning 4.2F & H<br><br>French: Assessment feedback and DIRT<br><br>Future relationships 1.2 H<br><br>Vocab learning 1.2H |

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|  |               |  |  | <p>Synergy-<br/>electromagnetic spectrum and osmosis</p>   | <p>themselves and apply tone.</p> <p>RM:<br/>TP overview with a focus on high level literacy<br/>Booklet and Live lessons to teach the content<br/>Quick Quiz booklet to check understanding</p> <p>Food:<br/>DRV quiz</p> <p>Hospitality:<br/>Resources on Google<br/>Classroom:<br/>Information slides available and exam questions to work through</p> |  |   |   |   |  |  |
|  | <b>Week 2</b> | <p>A Christmas Carol:<br/>Assessment preparation / assessment – persuasive speech based on a</p> | <p>Foundation:<br/>Equations and Inequalities</p> <p>Higher:<br/>Equations</p> | <p>Combined:<br/>Biology – B1 end of topic test<br/>Chemistry – C3.3 Ionic bonding<br/>Physics – P1.6&amp;7 Energy</p> | <p>Fine Art:<br/>Developing and creating new compositions using observational drawings.<br/>Refine ideas by adding tone, colour, texture.</p>   | <p>Drama:<br/>Double lesson introduction to the text Curious incident of the dog in the night time</p> | <p>Child Care:<br/>Exam:<br/>Genetic/Inherited disorders and disease CWK:<br/>LO1<br/>Development from birth to 5 years</p> | <p>Computing:<br/>Data Representation Images and Audio Python Programming</p> <p>Media:<br/>Comp 2 – Cover layout</p> | <p>Geography:<br/>Climate hazards – tropical storms</p> <p>History:<br/>The Great Depression/</p> | <p>Sports Studies:<br/>Developing Sports Skills.<br/>Key aspects to consider in evaluating planning and delivery of a sports</p> | <p>Spanish:<br/>Review of progress and exam feedback / DIRT lesson</p> |

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|  |  | context from the novel |  | <p>dissipation and efficiency</p> <p>Separates:</p> <p>Biology – B3.4 Catalysts and enzymes<br/>B3.5 Factors affecting enzyme action<br/>Chemistry – C3.7 Giant covalent structures<br/>C3.8 Fullerenes and graphene<br/>Physics – P2.1 Conduction</p> <p>Synergy- electromagnetic radiation and Meiosis</p> | <p>Photography: Developing Photoshop skills- Initial progress on Skills Project- Fill the Frame/ Close Up. Introduction to Fill the Frame (Close Up) Project</p> <p>Graphics: Finalise Tone research</p> <p>RM: Research Market Pull/Technology Push</p> <p>Food: DRV quiz</p> <p>Hospitality: Resources on Google Classroom: Information slides available and exam questions to work through</p> | <p>Single lesson- themes of the play<br/>Music: Finish initial DAW ideas – review of progress and evidence</p> |  | <p>understanding good and bad magazine covers Comp 3 – Ideas log<br/>lesson 2 – Chosen idea, content, practical skills, style.</p> | <p>Hoover's responses</p> <p>RS: Christian Beliefs: Sin including Original Sin</p> | <p>activity session</p> | <p>El día de los Muertos</p> <p>Vocabulary learning 5.1F</p> <p>French: Perfect tense</p> <p>Vocabulary learning 5.1H</p> |
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| <b>Implementation</b><br>How content will be set               | Instructions shared via Show My Homework and Google Classroom. All work set and submitted via Google Classroom.  |   |  |   |  |   |  |   |  |  |
| <b>Impact</b><br>How/when content completion will be monitored | Seneca Learning task to test knowledge of contextual factors<br><br>Teacher assessment of extended writing<br><br>Staff to monitor completion of tasks on Google Classroom | Mathswatch assignments monitored by teacher.<br><br>Classwork posted on Google classroom and completed remotely in exercise books.<br>Work completion checked by the teacher when student returns to lessons.<br><br>Assessment during Google meet lessons when these take place. | Completion of exam questions based on current learning and year 10 content. Set via Google Classroom | Sketchbooks and digital portfolios will be developed to show progress, this will be monitored and feedback given. | Hw 1: To complete any work that they don't finish in this lesson the first section of their Learning Aim A evidence-slides on Blood brothers | Child Care Exam: End of term assessment of LO1 exam material CWK: submission of LO1 | Work will be submitted via Google Classroom and monitored and fed back upon. | Content will be completed weekly on google classroom with lessons scheduled on SMHW |  | Work will be completed and submitted via Google Classroom.<br><br>Assessment using Google Forms/ Kahoot during live lessons.<br><br>Self-assessment of activities on Google Doc during live lessons.<br><br>Vocab Learning monitored via Quizlet |

