

# Half Term 5 – Year 10 Parent Checklist

**HALF TERM 5 20TH APRIL 2020- 22ND MAY 2020**

## **Year 10 Half Term 5 Parent Checklist**

The parent checklist provides an overview of the remote learning that has been set for your child to complete this term. It is broken down into weekly learning tasks for each of their subjects.

The aim of this checklist is to enable you to effectively monitor the work your child is being set and to indicate if they require any support from their subject teacher to complete.



## Year 10 Half Term 5 Parent Checklist

ENGLISH				
Week	Explanation Language	Explanation Literature – An Inspector Calls Revision	Completed	Support Needed
1	Complete lesson 1 in remote learning booklet – Q1 and planning Q2 Complete lesson 2 in remote learning booklet – Writing Q2	Watch a version of Inspector Calls and review the production		
2	Complete lesson 3 in remote learning booklet – Planning Q3 Complete lesson 4 in remote learning booklet – Writing Q3	Revise the context of the play using the tutorials		
3	Complete lesson 5 in remote learning booklet – Planning Q4 Complete lesson 6 in remote learning booklet – Writing Q4	Revise characterisation – watch the tutorials and complete the worksheet		
4	Complete lesson 7 in remote learning booklet – Planning Q5 Complete lesson 8 in remote learning booklet – Writing Q5	Revise the main themes of the play		
5	Complete lesson 9 Cold Assessment Lang P2 Section A	Test yourself 10x10 quiz questions		



SCIENCE			
Week	Explanation	Completed	Support Needed
1	<b>Energy</b> -Work through the booklet– focus on areas you need to improve. You do not have to complete the whole thing. Use the guided power point to support you and the modelled examples. There is an assessment attached complete as much as you can and self assess. Your teacher will provide feedback.		
2	<b>Quantitative chemistry</b> Work through the booklet – focus on areas you need to improve. You do not have to complete the whole thing. Use the guided power point to support you and the modelled examples. There is an assessment attached complete as much as you can and self assess. Your teacher will provide feedback.		
3	<b>Cells</b> <b>This will change from here</b> Work through the booklet – focus on areas you need to improve. You do not have to complete the whole thing. Use the guided power point to support you and the modelled examples. There is an assessment attached complete as much as you can and self assess. Your teacher will provide feedback.		
4	<b>Electricity</b> Work through the booklet– focus on areas you need to improve. You do not have to complete the whole thing. Use the guided power point to support you and the modelled examples. There is an assessment attached complete as much as you can and self assess. Your teacher will provide feedback.		
5	<b>History of the atom and compounds</b> Work through the booklet – focus on areas you need to improve. You do not have to complete the whole thing. Use the guided power point to support you and the modelled examples. There is an assessment attached complete as much as you can and self assess. Your teacher will provide feedback.		



MATHS AL (Miss Columbine's 10A and Miss Gardiner's 10L)					
Week	Topic and Clip Number 1	Topic and Clip Number 2	Topic and Clip Number 3	Completed	Support Needed
1	370 - Listing Elements in a Set (1)	371 - Listing Elements in a Set (2)			
	372 - Displaying sets in Venn diagrams (1)	373 - Displaying sets in Venn diagrams (2)			
	374 - Shading sets in Venn diagrams (1)	375 - Shading sets in Venn diagrams (2)	376 - Shading sets in Venn diagrams (3)		
	377 - Listing elements from sets in Venn diagrams	378 - Counting sets using Venn diagrams (1)	379 - Counting sets using Venn diagrams (2)		
	380 - Counting sets using Venn diagrams (3)	381 - Subset Notation			
2	382 - Listing subsets	383 - Venn diagrams for probability (1)			
	384 - Venn diagrams for probability (2)	385 - Venn diagrams for probability (3)			
	386 - Venn diagrams for probability (4)	387 - Venn diagrams for probability (5)			
	388 - Venn diagrams for probability (6)	391 - Venn diagrams and conditional probability (combined)			
	Venn Diagrams and Set Notation KPI				
3	89 - Percentage/decimal multipliers				
	90 - Percentage increase/decrease				
	91 - Repeated percentage increase/decrease 1				
	92 - Repeated percentage increase/decrease 2				
	Fluency 1				
4	93 - Simple interest				
	94 - Compound interest				
	95 - Depreciation				
	96 - Reverse percentages				
	Fluency 2				
5	86 - Percentage of amounts (non-calculator)				
	87 - Percentage of amounts (calculator)				
	97 - Percentage change				
	98 - Percentages (worded)				
	Half-term 5 Assessment				



MATHS BI (Miss Robinson's 10B and Mr Wilkhu's 10I)						
Week	Topic and Clip Number 1		Topic and Clip Number 2		Completed	Support Needed
1	INSET					
	122: Ordinary numbers into standard form		123: Standard form into ordinary numbers			
	124: Adjust standard form		124: Multiply standard form			
	125: Divide standard form		126: Add and subtract in standard form			
	KPI					
2	329 - Simplify Ratio		328 - Compare quantities using ratios			
	332 - Share in a given ratio 1		331 - Write rations in the form 1:n or n:1			
	333 - Share in a given ratio 2		334 - Share in a given ratio 3			
	339 - Direct Proportion 1		340 - Direct Proportion 2			
	KPI					
3	89 - Percentage/decimal multipliers					
	90 - Percentage increase/decrease					
	91 - Repeated percentage increase/decrease 1					
	92 - Repeated percentage increase/decrease 2					
	Fluency 1					
4	93 - Simple interest					
	94 - Compound interest					
	95 - Depreciation					
	96 - Reverse percentages					
	Fluency 2					
5	86 - Percentage of amounts (non-calculator)					
	87 - Percentage of amounts (calculator)					
	97 - Percentage change					
	98 - Percentages (worded)					
Half-term 5 Assessment						



MATHS O (Mr Ferdinand's 100)				
Week	Topic and Clip Number 1	Topic and Clip Number 2	Completed	Support Needed
1	780 - Substitution (1)	781 - Substitution (2)		
	782 - Substitution (3)	784 - Substitution (5)		
	178 - One Step Equations	179 - Two Step Equations (Multiplication)		
	180 - Two Step Equations (Division)	182 - Two Step Equations (Negative x)		
	Merged KPI (9.14, 9.15)			
2	31 - HCF (Listing)	739 - Recipe Problems 1		
	763 - Best Buys 1	328 - Compare Quantities Using Ratios		
	329 - Simplifying Ratios	330 - Write Ratios as Fractions/Proportions		
	331 - Write Ratios in the form 1:n or n:1	332 - Share in a Given Ratio (1)		
	Merged KPI (8.13, 9.06)			
3	61 - Simplify Fractions			
	55 - Convert Decimals to Percentages			
	75 - Convert Fractions to Percentages (1)			
	82 - Convert Percentages to Fractions (1)			
	Fluency 1			
4	349 - Express a Probability in Words			
	350 - Express a Probability in Numbers			
	351 - Probability of Single Events (1)			
	352 - Probability of Single Events (2)			
	Fluency 2			
5	353 - Probability of an Event not Happening			
	354 - Mutually Exclusive Events			
	355 - Expectation			
	356 - Experimental Probability			
	Half-term 5 Assessment			



MFL			
Week	Explanation To complete the required pages of the fluency booklet and tasks on Active learn to consolidate previous and new language <b>Skills covered:</b> reading, writing and listening <b>Content covered:</b> Themes 1&2 of the GCSE specification	Completed	Support Needed
1	Pages 13-14		
2	Pages 19-21		
3	Pages 22-23		
4	Pages 25-27		
5	Pages 28-30		
	Quiz		

ART –Mr Lewis			
Week	Explanation Project on <b>Portraiture</b> – using a range of skills and materials (an art pack will be sent to you) for your art portfolio. The work will be part of your final GCSE grade. <b>Skills covered:</b> planning, artist research, sketching, tonal drawing, water colours and oil pastels	Completed	Support Needed
1	Mood Board		
2	Eye Drawing		
3	Self Portrait		
4	Julian Opie		
5	Josh Bryan		

ART – Miss Hodgkinson			
Week	Explanation Project on the <b>Natural World</b> – using a range of skills and materials (an art pack will be sent to you) for your art portfolio. The work will be part of your final GCSE grade. <b>Skills covered:</b> artist research, sketching, tonal drawing, water colours and oil pastels	Completed	Support Needed
1	Mood Board		
2	Eye Drawing		
3	Self Portrait		
4	Julian Opie		
5	Josh Bryan		



BUSINESS ENTERPRISE Mr Hough			
Week	Explanation	Completed	Support Needed
	Component 1 – research and examine 2 existing businesses and create a report. This is part of the BTEC coursework and will be part of your final grade in year 11. <b>Skills covered:</b> researching, investigation, analysis and evaluation		
1	Internal Factors		
2	External Factors		
3	SWOT Analysis		
4	PEST Analsis		
5	Conclusion		

3D Mr Quilliam			
Week	Explanation	Completed	Support Needed
	Project on <b>Space</b> – using a range of skills and materials (an art pack will be sent to you) for your 3D portfolio. The work will be part of your final GCSE grade. <b>Skills covered:</b> planning, artist research, sketching, tonal drawing, water colours and oil pastels Component 1 – research and examine 2 existing businesses and create a report. This is part of the BTEC coursework and will be part of your final grade in year 11.		
1	Space Craft Drawing		
2	Space Helmet Drawing- tone and shade		
3	Astronaut in space scene		
4	Pat Rawlings		
5	Final product based on Pat Rawlings – oil pastels		

Creative iMedia Mr Day			
Week	Explanation	Completed	Support Needed
	Coursework elements, exam content and exam technique <b>Skills covered:</b> planning, legal requirements, exam technique and research skills		
1	Legal requirements and website wireframe		
2	List of assets, log and save images needed		
3	Revision booklet		
4	Exam paper and mark		
5	LO1 planning for 2D/3D character design		



<b>MUSIC</b>			
<b>Week</b>	<b>Explanation -Unit 1 The Music Industry</b>	<b>Completed</b>	<b>Support Needed</b>
1	Job Roles + Employment types -What are the key skills and responsibilities of certain job roles? What are the features and benefits of different types of employment? Learning Aim B: Understand job roles in the music industry		
2	Venues + H&S What are the advantages and disadvantages of each type of venue? What responsibilities do they have towards health and safety? Learning Aim A: Understand different types of organisations that make up the music industry		
3	Unions + Agencies What services do these organisations offer for their users/clients? How do these organisations interrelate and why are these relationships important? Learning Aim A: Understand different types of organisations that make up the music industry		
4	How to write extended-answer questions (8-mark) Break down the structure of answering an extended answer question and how to achieve the maximum possible marks using a provided marking key and practice answer as a guide.		
5	Unit 1 Revision quiz - Past exam questions (self-assessed)		

<b>DRAMA</b>			
<b>Week</b>	<b>Explanation</b>	<b>Completed</b>	<b>Support Needed</b>
1	An Inspector Calls Introduction Explore Plot Summary for An Inspector Calls Read 'An Inspector Calls' cartoon to get an overview of the play. Explore play context and themes of the play.		
2	Context and Themes Continue exploring context and themes of the play. Look at social class, gender roles, age and family structure. Read and study J.B. Priestley and how his views on society impacted the play. Discover how the play has evolved over time.		
3	Playwright's Techniques Explore the following: genre and structure of the play, style and mood and atmosphere. Look at how speech and language is used and focus on vocal skills. Identify the importance of the stage directions within the play to support the actors		
4	Staging and Design Explore the following: set design, props and stage furniture, sound, lighting, and costume. Complete revision tasks and questions.		
5	Complete online quiz on An Inspector Calls. Self-assess to recap knowledge so far.		



BTEC SPORT			
Week	Unit 4: The Mind and Sports Performance.	Completed	Support Needed
1	<b>Complete learning Aim A task 1.</b> Learning Aim A: Investigate personality and its effect on sports performance. 1. Using relevant examples, describe personality, including methods of measurement and three different views. 2. Explain three different views of personality, and how personality can affect sports performance. 3. Analyse three different views of personality, and how personality can affect sports performance.		
2	<b>Complete learning Aim B task 1.</b> Learning Aim B: Explore the influence that motivation and self-confidence have on sports performance 1. Describe types and views of motivation and the benefits motivation and self-confidence have on sports performance. 2. Summarise, with relevant examples, methods to increase self-confidence in sport. 3. Describe, using relevant examples, factors that influence self-efficacy in sport. 4. Describe goal setting, different types of goals that can be set, and how these can influence sports performance and motivation. 5. Discuss the benefits motivation and self-confidence have on sports performance. 6. Discuss how goal setting can influence motivation and the roles of the different types of goals that can be set. 7. Analyse the benefits motivation and self-confidence have on sports performance.		
3	<b>Complete the first half of learning Aim B task 2,</b> hitting the following criteria; Learning Aim B: Explore the influence that motivation and self-confidence have on sports performance 1. Describe types and views of motivation and the benefits motivation and self-confidence have on sports performance. 2. Summarise, with relevant examples, methods to increase self-confidence in sport. 3. Describe, using relevant examples, factors that influence self-efficacy in sport. 4. Describe goal setting, different types of goals that can be set, and how these can influence sports performance and motivation.		
4	<b>Complete the second half of learning Aim B task 2,</b> hitting the following criteria; 1. Discuss the benefits motivation and self-confidence have on sports performance. 2. Discuss how goal setting can influence motivation and the roles of the different types of goals that can be set. 3. Analyse the benefits motivation and self-confidence have on sports performance.		
5	<b>Complete learning Aim C. Learning Aim C:</b> Know about arousal and anxiety, and the effects they have on sports performance. 1. Describe, using relevant examples, different types of anxiety. 2. Describe, using four theories, the effect arousal and anxiety have on sports performance and their control. 3. Assess, using four theories, the effect arousal and anxiety have on sports performance and their control. 4. Evaluate imagery and relaxation techniques as methods of controlling arousal and anxiety, and in improving sports performance.		



HISTORY			
Week	Explanation	Completed	Support Needed
	The lessons in this unit have the common thread of the problems Elizabeth faced during her reign as queen.		
1	<b>Elizabeth's problems with marriage</b> - Explain the reasons Elizabeth 1 never got married and the problems it caused for her reign as queen of England. Some information about Elizabeth 1 and her suitors		
2	<b>Elizabeth's problems with Religion</b> -Explain how Elizabeth I dealt with the problems of religion: Elizabeth Aims, Act of Supremacy, The Act of Uniformity, Catholic Opposition, Jesuits, Treason Act, Puritans		
3	<b>Elizabeth's problems with Rebellions - The Northern Rebellion</b> - Explain how Elizabeth I dealt with the problems of the Northern Rebellion, Mary Queen of Scots		
4	<b>Elizabeth's problems with Rebellions - More Rebellions</b> - Explain how Elizabeth I dealt with the problems of Rebellions during her reign: The Essex Rebellion, Ridolfi Plot 1571, The Throckmorton Plot 1583, The Babington Plot		
5	<b>Elizabeth's problems with Spain – The Spanish Armada</b> Explain the reasons for the Spanish Armada and why it failed. Information on the Spanish Armada, War in the Netherlands, Privateers, War Starts – The Reasons		

GEOGRAPHY			
Week	Explanation— Environmental Challenges To The UK	Completed	Support Needed
1	How air masses, the North Atlantic Drift and continentality influence the weather in the UK. How air masses cause extreme weather conditions in the UK, including extremes of wind, temperature and precipitation.		
2	Case study of one UK flood event caused by extreme weather conditions including (a) causes of the flood event, including the extreme weather conditions which led to the event effects of the flood event on people and the environment. (b) effects of the flood event on people and the environment.		
3	Case study of one UK flood event caused by extreme weather conditions including: ( c ) the management of the flood event at a variety of scales (responses)		



	Overview of how environments and ecosystems in the UK are used and modified by humans, including: mechanisation of farming and commercial fishing to provide food		
4	Overview of how environments and ecosystems in the UK are used and modified by humans, including: wind farms and fracking and nuclear to provide energy		
5	Overview of how environments and ecosystems in the UK are used and modified by humans, including: reservoirs and water transfer schemes to provide water.		