

Remote learning plans 1st – 12th February 2021

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|---|---|---|
| Year: 7 | Religious Education | |
| X band | Y band | Z band |
| Year 7 will be continuing with their unit on God and developing their understanding of Hindu beliefs about God. | Year 7 will be continuing with their unit on God and developing their understanding of Hindu beliefs about God. | Z band will be reviewing and recapping key arguments for and against the existence of God and beginning to look at different religious views about God. |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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| Year: 7 | Physical Education | |
| X band | Y band | Z band |
| <p>Physical Me activity - Among Us fitness challenge.</p> <p>Thinking Me activity - Oak national academy lesson one: 'How can we train muscular endurance?'</p> <p>We are also really excited to have a message from two ex Coundon Court pupils who are now fantastic professional footballers.</p> <p>Alfie Bates currently young player of the year at Walsall FC with a message of support to all students during lockdown and a link to listen to a recent interview he has done on The Content Podcast.</p> <p>Conor Thomas ex Coventry City, Liverpool and now currently playing for Cheltenham Town. Fresh from last weekend's FA Cup game against Manchester City gives us an insight into his playing career and what it takes to become a professional athlete.</p> | <p>Physical Me activity - Among Us fitness challenge.</p> <p>Thinking Me activity - Oak national academy lesson one: 'How can we train muscular endurance?'</p> <p>We are also really excited to have a message from two ex Coundon Court pupils who are now fantastic professional footballers.</p> <p>Alfie Bates currently young player of the year at Walsall FC with a message of support to all students during lockdown and a link to listen to a recent interview he has done on The Content Podcast.</p> <p>Conor Thomas ex Coventry City, Liverpool and now currently playing for Cheltenham Town. Fresh from last weekend's FA Cup game against Manchester City gives us an insight into his playing career and what it takes to become a professional athlete.</p> | <p>Physical Me activity - Among Us fitness challenge.</p> <p>Thinking Me activity - Oak national academy lesson one: 'How can we train muscular endurance?'</p> <p>We are also really excited to have a message from two ex Coundon Court pupils who are now fantastic professional footballers.</p> <p>Alfie Bates currently young player of the year at Walsall FC with a message of support to all students during lockdown and a link to listen to a recent interview he has done on The Content Podcast.</p> <p>Conor Thomas ex Coventry City, Liverpool and now currently playing for Cheltenham Town. Fresh from last weekend's FA Cup game against Manchester City gives us an insight into his playing career and what it takes to become a professional athlete.</p> |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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| Year: 7 | English | |
| X band | Y band | Z band |
| Over the next two weeks in English, Year 7 will be looking at conflict poetry. The will focus on identifying poetic techniques and the methods the poet uses to convey meaning. | Same across bands | Same across bands |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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|---|----------------------|--|
| Year: 7 | Science (Years 7-11) | |
| X band | Y band | Z band |
| <p>w.b. 1st February: Elements, Compounds and the Periodic Table (NEW content) w.b. 8th February: Elements, Compounds and the Periodic Table (NEW content)</p> <p>Listen to the voiced over PowerPoint first and complete the notes, tasks and practice questions as directed in that as well as the Educake task.</p> <p>Upload your work to TEAMS so your teacher can see how you are doing, use the video link to help you if you need, and look out for feedback on TEAMS and Educake.</p> <p>Your teacher will be on TEAMS during your usual lesson times so that you can ask for help and support or email them anytime as well.</p> <p>The work is for the whole week's lessons so don't try to do in in one go!</p> | Same across bands | <p>w.b. 1st February: Elements, Compounds and the Periodic Table (NEW content) w.b. 8th February: Elements, Compounds and the Periodic Table (NEW content)</p> <p>Listen to the specific Z band voiced over PowerPoint first and complete the notes, tasks and practice questions as directed in that as well as the Educake task.</p> <p>Upload your work to TEAMS so your teacher can see how you are doing, use the video link to help you if you need, and look out for feedback on TEAMS and Educake.</p> <p>Your teacher will be on TEAMS during your usual lesson times so that you can ask for help and support or email them anytime as well.</p> <p>The work is for 2 week's lessons so don't try to do in in one go</p> |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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| Year: 7 | Music | |
| X band | Y band | Z band |
| Pupils will choose from a series of exciting challenges to develop their musical understanding. Some tasks focus on practical music-making, others on research and some on opinion-based responses to musical styles and genres. Pupils will choose a new challenge each week. | Same across bands | N/A |
| Extension (if applicable) | Many of the challenges have extension tasks for pupils to attempt. | |
| Assessment (if applicable) | | |

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| Year: 7 | History | |
| X band | Y band | Z band |
| Students will continue their work on medieval monarchs. They will focus on Richard I and King John and will continue to compare the power of each. | Same across bands | Same across bands |
| Extension (if applicable) | Extension work can be found in the red boxes on the slides. | |
| Assessment (if applicable) | | |

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|---|---|--------|
| Year: 7 | Art (years 7-9) | |
| X band | Y band | Z band |
| <p>Students will be following a blended learning model, all resources will be uploaded to the Teams assignment page for each class. Students should read and listen to the instructions on the audio power point and watch any resources that support the practical tasks.</p> <p>Week 5: Research the work of the contemporary artist Dan Funderburgh compare/contrast different methods of wallpaper production. And Complete a transcription (copy) based on Dan Funderburgh designs.</p> <p>Week 6: Students will need to reflect on their research of both William Morris and Dan Funderburgh completed during this half term and complete an Artwork that combines the design elements from both artists.</p> <p>Art Teachers will be on hand to support with Tasks during students normal timetabled lessons, all work should be uploaded to Teams for feedback.</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | All work will have feedback given via Teams | |

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|---|---|--|
| Year: 7 | Mathematics | |
| X band | Y band | Z band |
| The year 7 group will be working on the following skills, Converting fractions to decimals Converting Fractions to percentages Converting Percentages to fractions Converting Percentages to decimals | "Same across bands" | year 7 z band will continue to work through their daily numeracy booklet |
| Extension (if applicable) | Extension work will be provided within the Maths lesson instructions and will be a combination of further Heagerty Maths tasks or Corbett maths worksheets with focus on worded questions | |
| Assessment (if applicable) | | |

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| Year: 7 | Design and Technology | |
| X band | Y band | Z band |
| Work will be set on Teams. Each unit of work will have a PowerPoint provided with a voiceover to go through the lesson. Work should be completed in student Class Notebooks. In D&T, students work in a rotation and are therefore all working on different projects. Details can be found on teams but the themes for each project over the next few weeks include: Design and Engineering Project 1 - Week 1: Focus on timbers - stock forms, tools and equipment. Week 2: Focus on polymers Design and Engineering Project 2 - Week 1: Isometric sketching Week 2: Developing isometric skills Food and Nutrition: Week 1: Food miles and sustainability. Week 2: Carrot cakes and evaluation | | Students to choose from a menu of activities |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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| Year: 7 | Drama | |
| X band | Y band | Z band |
| Students will continue to complete a variety of tasks over the two weeks where they can choose to work on Creating, Performing or Designing tasks. Students will take ownership of choosing 1-2 tasks a lesson, using their prior knowledge of the Friendship and Relationship scheme we have been working on. | | N/a |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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| Year: 8 | Music | |
| X band | Y band | Z band |
| Pupils will choose from a series of exciting challenges to develop their musical understanding. Some tasks focus on practical music-making, others on research and some on opinion-based responses to musical styles and genres. Pupils will choose a new challenge each week. | Same across bands | N/A |
| Extension (if applicable) | Many of the challenges have extension activities for pupils to attempt. | |
| Assessment (if applicable) | | |

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|---|--------------------------------------|--------|
| Year: 8 | Art (years 7-9) | |
| X band | Y band | Z band |
| <p>Students will be following a blended learning model, all resources will be uploaded to the Teams assignment page for each class. Students should read and listen to the instructions on the audio power point and watch any resources that support the practical tasks.</p> <p>Week 5: Students will research Kente cloth, finding out about its origins, when the research is complete students will produce a pattern of their own, and this will also be in preparation for creating backgrounds of their main drawings which will be taught after half term.</p> <p>Week 6: Students will research the Artist Cas Holmes, this will have direct links to both the experiment worksheets they have already produced and the main drawing they are going to create after half term</p> <p>Art Teachers will be on hand to support with Tasks during students normal timetabled lessons, all work should be uploaded to Teams for feedback.</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | All Feedback will be given via Teams | |

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|---|----------------------|---|--|
| Year: 8 | Science (Years 7-11) | | |
| X band | Y band | Z band | |
| <p>w.b. 1st February: Electricity (NEW content) w.b. 8th February: Electricity (NEW content)</p> <p>Listen to the voiced over PowerPoint first and complete the notes, tasks and practice questions as directed in that as well as the Educake task.</p> <p>Upload your work to TEAMS so your teacher can see how you are doing, use the video link to help you if you need, and look out for feedback on TEAMS and Educake.</p> <p>Your teacher will be on TEAMS during your usual lesson times so that you can ask for help and support or email them anytime as well.</p> <p>The work is for the whole week's lessons so don't try to do in in one go!</p> | Same across bands | <p>w.b. 1st February: Electricity (NEW content) w.b. 8th February: Electricity (NEW content)</p> <p>Listen to the specific Z band voiced over PowerPoint first and complete the notes, tasks and practice questions as directed in that as well as the Educake task.</p> <p>Upload your work to TEAMS so your teacher can see how you are doing, use the video link to help you if you need, and look out for feedback on TEAMS and Educake.</p> <p>Your teacher will be on TEAMS during your usual lesson times so that you can ask for help and support or email them anytime as well.</p> <p>The work is for 2 week's lessons so don't try to do in in one go!</p> | |
| Extension (if applicable) | | | |
| Assessment (if applicable) | | | |

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| Year: 8 | Religious Education | | |
| X band | Y band | Z band | |
| Year 8 will be looking at the reasons why punishment is necessary for a just society and what punishment of criminals aims to achieve. | Year 8 will be looking at the reasons why punishment is necessary for a just society and what punishment of criminals aims to achieve. | Z band will be recapping core knowledge about human rights. | |
| Extension (if applicable) | | | |
| Assessment (if applicable) | | | |

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|--|--|--|
| Year: 8 | Mathematics | |
| X band | Y band | Z band |
| The year 8 group will be covering algebraic powers. Simplifying expressions. Expanding and factorising expressions. One step equations | "Same across bands" | year 8 zband will continue with their daily numeracy booklet |
| Extension (if applicable) | Extension work will be provided in the Teams for the lesson and will consist of a combination of more Hegarty tasks and Corbett maths exercises emphasising worded questions | |
| Assessment (if applicable) | | |

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|---|---|---|
| Year: 8 | Physical Education | |
| X band | Y band | Z band |
| Physical Me activity - Among Us fitness challenge. Thinking Me activity - Oak national academy lesson one: 'How can we train muscular endurance?' We are also really excited to have a message from two ex Coundon Court pupils who are now fantastic professional footballers. Alfie Bates currently young player of the year at Walsall FC with a message of support to all students during lockdown and a link to listen to a recent interview he has done on The Content Podcast. Conor Thomas ex Coventry City, Liverpool and now currently playing for Cheltenham Town. Fresh from last weekend's FA Cup game against Manchester City gives us an insight into his playing career and what it takes to become a professional athlete. | Physical Me activity - Among Us fitness challenge. Thinking Me activity - Oak national academy lesson one: 'How can we train muscular endurance?' We are also really excited to have a message from two ex Coundon Court pupils who are now fantastic professional footballers. Alfie Bates currently young player of the year at Walsall FC with a message of support to all students during lockdown and a link to listen to a recent interview he has done on The Content Podcast. Conor Thomas ex Coventry City, Liverpool and now currently playing for Cheltenham Town. Fresh from last weekend's FA Cup game against Manchester City gives us an insight into his playing career and what it takes to become a professional athlete. | Physical Me activity - Among Us fitness challenge. Thinking Me activity - Oak national academy lesson one: 'How can we train muscular endurance?' We are also really excited to have a message from two ex Coundon Court pupils who are now fantastic professional footballers. Alfie Bates currently young player of the year at Walsall FC with a message of support to all students during lockdown and a link to listen to a recent interview he has done on The Content Podcast. Conor Thomas ex Coventry City, Liverpool and now currently playing for Cheltenham Town. Fresh from last weekend's FA Cup game against Manchester City gives us an insight into his playing career and what it takes to become a professional athlete. |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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|---|---|---|--|
| Year: 8 | Design and Technology | | |
| X band | Y band | Z band | |
| Work will be set on Teams. Each unit of work will have a PowerPoint provided with a voiceover to go through the lesson. Work should be completed in student Class Notebooks. In D&T, students work in a rotation and are therefore all working on different projects. Details can be found on teams but the themes for each project over the next few weeks include: Design and Engineering Project 1 - Week 1: Practical focus on tools and equipment Week 2: shaping materials Design and Engineering Project 2 - Week 1 and 2: Research and Design task: Designing for BMW Food and Nutrition: Week 1: Gelatinisation and Pasta making Week 2: Macaroni cheese and evaluation | Work will be set on Teams. Each unit of work will have a PowerPoint provided with a voiceover to go through the lesson. Work should be completed in student Class Notebooks. In D&T, students work in a rotation and are therefore all working on different projects. Details can be found on teams but the themes for each project over the next few weeks include: Design and Engineering Project 1 - Week 1: Practical focus on tools and equipment Week 2: shaping materials Design and Engineering Project 2 - Week 1 and 2: Research and Design task: Designing for BMW Food and Nutrition: Week 1: Gelatinisation and Pasta making Week 2: Macaroni cheese and evaluation | Students will be able to choose from a menu of activities | |
| Extension (if applicable) | | | |
| Assessment (if applicable) | | | |

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|--|-------------------|-------------------|--|
| Year: 8 | English | | |
| X band | Y band | Z band | |
| Over the next two weeks in English, Year 8 will be looking at identity poetry and fiction. This will focus on identifying poetic techniques and the methods the poet uses to convey meaning. | Same across bands | Same across bands | |
| Extension (if applicable) | | | |
| Assessment (if applicable) | | | |

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|---|---|--|
| Year: 8 | History | |
| X band | Y band | Z band |
| Year 8 are continuing their study of American Civil Rights. They are examining the contribution of Martin Luther King and Malcolm X to the Civil Rights movement. | Same across bands | Year 8 are continuing their study of American Civil Rights. Students will be examining the contribution of the Little Rock 9 to the civil rights movement. |
| Extension (if applicable) | Extension work can be found in the red boxes. | |
| Assessment (if applicable) | | |

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|--|-------------------|--------|
| Year: 8 | Drama | |
| X band | Y band | Z band |
| Students will continue to complete a variety of tasks over the two weeks where they can chose to work on Creating, Performing or Designing tasks. Students will take ownership of choosing 1-2 tasks a lesson, using their prior knowledge of the Social Media scheme we have been working on. | Same across bands | n/a |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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| Year: 9 | Design and Technology | |
| X band | Y band | Z band |
| Work will be set on Teams. Each unit of work will have a PowerPoint provided with a voiceover to go through the lesson. Work should be completed in student Class Notebooks. In D&T, students work in a rotation and are therefore all working on different projects. Details can be found on teams but the themes for each project over the next few weeks include: Design and Engineering Project 1 - Week 1: Practical focus on tools and equipment Week 2: Metals and their properties Design and Engineering Project 2 - Week 1 and 2: Designing and annotating ideas Food and Nutrition: Week 1: Food provenance Week 2: Curry and evaluation | | same across bands |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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|--|----------------------|-------------------|
| Year: 9 | Science (Years 7-11) | |
| X band | Y band | Z band |
| <p>w.b. 1st February: B2 Organisation (NEW content) w.b. 8th February: B2 Organisation (NEW content)</p> <p>Listen to the voiced over PowerPoint first and complete the notes, tasks and practice exam questions as directed in that as well as the Educake task.</p> <p>Upload your work to TEAMS so your teacher can see how you are doing, use the video link to help you if you need, and look out for feedback on TEAMS and Educake.</p> <p>Your teacher will be on TEAMS during your usual lesson times so that you can ask for help and support or email them anytime as well.</p> <p>The work is for the whole week's lessons so don't try to do in in one go!</p> | | Same across bands |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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| Year: 9 | Physical Education | |
| X band | Y band | Z band |
| <p>Students will continue to participate in the Coundon 10,000 step challenge. This can be done individually or with someone from your household. Pupils can chose at what point of the week they take part in the challenge and then will need to send in their evidence (picture/screenshot) of their steps to their PE teacher. Can you complete the challenge?</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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| Year: 9 | Religious Education | |
| X band | Y band | Z band |
| Year 9 will be continuing with the A-Z of religion and belief looking at environmental issues and developing ideas surrounding Christian views on forgiveness. | Year 9 will be continuing with the A-Z of religion and belief looking at environmental issues and developing ideas surrounding Christian views on forgiveness. | Year 9 will be continuing with the A-Z of religion and belief looking at environmental issues and developing ideas surrounding Christian views on forgiveness. |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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| Year: 9 | English | |
| X band | Y band | Z band |
| Over the next two weeks in English, Year 9 will be looking at unseen poetry. This will focus on identifying poetic techniques and the methods the poet uses to convey meaning. | Same across bands | Same across bands |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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|---|---|-------------------|
| Year: 9 | History | |
| X band | Y band | Z band |
| Students are continuing their study of modern world history by examining the events of the Moscow Olympics. | Same across bands | Same across bands |
| Extension (if applicable) | Extension work can be found in the red boxes on the slides. | |
| Assessment (if applicable) | | |

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|--|---|-------------------|
| Year: 9 | Music | |
| X band | Y band | Z band |
| Pupils will choose from a series of exciting challenges to develop their musical understanding. Some tasks focus on practical music-making, others on research and some on opinion-based responses to musical styles and genres. Pupils will choose a new challenge each week. | Same across bands | Same across bands |
| Extension (if applicable) | A number of the challenges have extension activities that pupils can attempt. | |
| Assessment (if applicable) | | |

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|---|--------------------------------------|--------|
| Year: 9 | Art (years 7-9) | |
| X band | Y band | Z band |
| <p>Students will be following a blended learning model, all resources will be uploaded to the Teams assignment page for each class. Students should read and listen to the instructions on the audio power point and watch any resources that support the practical tasks.</p> <p>Week 5: Students will continue to create their detailed reflective object drawing, re-capping how to apply tone successfully, Students should have completed an accurate outline drawing in week 4 and are now looking at adding tone to the Art work to show reflective detail and depth</p> <p>Week 6: Students will review work so far this half term, then complete the reflective object pencil drawing this week. Students should refine, add contrast, highlights and add final details so they have a finished drawing of a reflective object.</p> <p>Art Teachers will be on hand to support with Tasks during students normal timetabled lessons, all work should be uploaded to Teams for feedback.</p> <p>S</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | All feedback will be given via Teams | |

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| Year: 9 | Drama | |
| X band | Y band | Z band |
| <p>Students will continue to complete a variety of tasks over the two weeks where they can chose to work on Creating, Performing or Designing tasks. Students can explore prior knowledge of the script 'Mugged' for this work or consider the positives and negatives of Social Media. Students must choose between 1-2 tasks to work on per lesson.</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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| Year: 9 | Mathematics | Ms Eyles, Mr Dhami, Mr Lanwarne, Mrs Foster, Mr O'Keefe, Mr Payne, Mr Ellis, Mrs Kaur | |
| X band | Y band | Z band | |
| <p>Week 5 (1st Feb)</p> <p>Lesson 1 (2.6 Nonlinear sequences)</p> <p>Building blocks</p> <p>Clip 222 ♦ Quadratic expressions</p> <p>Main Lesson</p> <p>Clip 247 ♦ Identify a quadratic sequence</p> <p>Clip 248 ♦ Find the nth term of quadratic sequence</p> <p>Extension</p> <p>Clip 249 ♦ Use the nth term of a quadratic sequence</p> <p>Lesson 2 (2.7 More expanding and factorising)</p> <p>Building blocks</p> | <p>Week 5 (1st Feb)</p> <p>Lesson 1 (2.5 Expanding brackets)</p> <p>Building blocks</p> <p>Clip 42 ♦ Multiplying positive & negative numbers</p> <p>Clip 158 ♦ simplifying expressions involving multiplications</p> <p>Main Lesson</p> <p>Clip 160 ♦ Expand a single bracket</p> <p>Clip 161 ♦ Expand two single brackets & simplify</p> <p>Extension</p> <p>Clip 162 ♦ Expand double brackets 1</p> <p>Lesson 2 (2.6 Factorising)</p> | <p>Week 5 (1st Feb)</p> <p>Lesson 1 Formulae (2.4)</p> <p>Building blocks</p> <p>Clip 1 ♦ Simple addition and its meaning</p> <p>Main Lesson</p> <p>Clip 152 ♦ Writing algebraic expressions 2</p> <p>Clip 155 - Writing formulae & simple substitution</p> <p>Lesson 2 (2.5 Expanding brackets)</p> <p>Building blocks</p> <p>Clip 157 ♦ Collecting like terms</p> <p>Main Lesson</p> <p>Clip 160 ♦ Expand a single bracket</p> | |

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| <p>Clip 161 ♦ Expand two single brackets & simplify</p> <p>Clip 169 ♦ Factorising simple expressions 2</p> <p>Main Lesson</p> <p>Clip 223 ♦ Factorise quadratic expressions 1</p> <p>Clip 224 ♦ Factorise quadratic expressions 2</p> <p>Extension</p> <p>Clip 165 ♦ Expand brackets (difference of two squares)</p> <p>Week 6 (8th Feb)</p> <p>Lesson1: (4.1) Fractions</p> <p>Building blocks</p> <p>63 ♦ Improper fractions to mixed numbers</p> <p>Main</p> <p>66 - Add or subtract fractions (different denominator)</p> <p>69 ♦ Multiplying fractions</p> <p>70 ♦ Dividing fractions</p> <p>Extension: 71 ♦ Reciprocal of a fraction</p> <p>Lesson 2: (4.2) Ratios</p> <p>Building blocks</p> <p>329 Simplifying ratios</p> <p>332 ♦ Share in a given ratio 1</p> <p>Main</p> <p>331 ♦ Write ratios in the form 1:n or n:1</p> <p>333 ♦ Share in given ratio 2</p> <p>Extension</p> <p>334 ♦ Share in a given ratio 3</p> | <p>Building blocks</p> <p>Clip 102 ♦ Index form 1 (intro)</p> <p>Clip 167 ♦ HCF of algebraic expressions</p> <p>Main Lesson</p> <p>Clip 168 ♦ Factorise simple expressions 1</p> <p>Clip</p> <p>Extension</p> <p>Clip 169 ♦ Factorise simple expressions 2</p> <p>Week 6 (8th Feb)</p> <p>Lesson 1: (2.7) Using expressions and formulae</p> <p>Building blocks</p> <p>152 ♦ Writing algebraic expressions 2</p> <p>153 ♦ Writing algebraic expressions 3 (in context)</p> <p>Main</p> <p>154 ♦ Expressions, equations, identities & formulae</p> <p>155 ♦ Writing formulae & simple substitution</p> <p>Lesson 2: (4.1) Working with fractions</p> <p>Building blocks</p> <p>59 ♦ Generate equivalent fractions</p> <p>63 -Improper fractions to mixed numbers</p> <p>64 ♦ Mixed numbers to improper fractions</p> <p>Main</p> <p>60 - Compare fractions</p> | <p>Week 6</p> <p>Lesson 1: (2.6) Factorising</p> <p>Building blocks</p> <p>31 ♦ Highest common factor</p> <p>Main</p> <p>168 ♦ Factorising simple expressions 1</p> <p>Lesson 2: (4.1) Working with fractions</p> <p>Building blocks</p> <p>34 Lowest common multiple</p> <p>Main</p> <p>59 Generate equivalent fractions</p> <p>60 Compare fractions</p> |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

Remote learning plans 1st – 12th February 2021

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| Year: 10 | Science (Years 7-11) | |
| X band | Y band | Z band |
| <p>w.b. 1st February: P3 Particle Model (NEW content) w.b. 8th February: P3 Particle Model (NEW content)</p> <p>Listen to the voiced over PowerPoint first and complete the notes, tasks and practice exam questions as directed in that as well as the Educake task.</p> <p>Upload your work to TEAMS so your teacher can see how you are doing, use the video link to help you if you need, and look out for feedback on TEAMS and Educake.</p> <p>Your teacher will be on TEAMS during your usual lesson times so that you can ask for help and support or email them anytime as well.</p> <p>The work is for the whole week's lessons so don't try to do in in one go!</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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| Year: 10 | Art and Design: Fine Art | |
| X band | Y band | Z band |
| <p>Students work will be following the blended learning model; all work is set on Teams assignment pages and should be uploaded to these pages for feedback. All Students are continuing to work on their personal investigations and will be supported with Tasks via personal assignments and feedback</p> <p>Week 5: Students will take a photo shoot linked to their personal theme, thinking about compositions, viewpoints and angles. Students will then complete an Art work based on one of their own photographs.</p> <p>Week 6: Students will be focusing on completing work based on their personal investigations, each task set is personal to each student based on the development of their theme. Students should be continually reviewing and refining work each week and uploading any work completed to the Assignment pages for feedback and development points.</p> <p>Art Teachers will be on hand to support with Tasks during students normal timetabled lessons.</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | Personalised feedback given via Teams |

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| Year: 10 | Physical Education | |
| X band | Y band | Z band |
| Week 4: Assessment questions on the short and long-term effects of exercise. Questions set through the Forms function through Teams. " | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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| Year: 10 | Sociology | Miss Carroll |
| X band | Y band | Z band |
| <p>Wednesday- 3/2/21- Revising the Marxist theory of crime, submit answers on the work you have done via Forms</p> <p>Friday- 5/2/21- Feminism and Crime - voice over PowerPoint, tasks throughout</p> <p>Wednesday- 10/2/21- Feminism and Crime- voice over PowerPoint, tasks throughout</p> <p>Friday - 12/2/21- Interaction and crime- voice over Powerpoint.</p> <p>The half term homework will be a revision task based on Feminism and interactionism and put on Forms</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | A form will be uploaded on Friday 12/2/21 to see how much you have learnt. |

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|--|--------|---|
| Year: 10 | Music | |
| X band | Y band | Z band |
| <p>Pupils will be working on a variety of assignments on the topic of The Concerto Through Time and Musical Theory. They will complete listening activities, research tasks and some elements of composition work.</p> <p>There may also be some opportunity to develop their performance on their instrument/voice.</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | Listening activities will be assessed where relevant. |

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|--|--|--|
| Year: 10 | Business | Miss Smith and Mr Thomson |
| X band | Y band | Z band |
| <p>Topics covered: Globalisation and Packaging</p> <p>Activities: A mixture of blended learning and activities which should be completed on Teams-Class Notebook</p> | <p>Topics covered: Globalisation and Packaging</p> <p>Activities: A mixture of blended learning and activities which should be completed on Teams-Class Notebook</p> | <p>Topics covered: Globalisation and Packaging</p> <p>Activities: A mixture of blended learning and activities which should be completed on Teams-Class Notebook</p> |
| Extension (if applicable) | | Watch an episode of Dragons Den and create a glossary (terms and definitions) of the business terms used |
| Assessment (if applicable) | | Assessment: International trade, globalisation and the EU currently planned for W/B 22/02/21 |

| | | |
|--|--------|--------|
| Year: 10 | Drama | |
| X band | Y band | Z band |
| <p>In week 5, Students will learn how to review Live Theatre and apply this learning to create a Theatre Review of the production Small Island. In week 6, Students will return to their practitioner studies and explore a new Theatre Practitioner. They will explore the companies techniques and begin to explore one of their recent devised productions.</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

Remote learning plans 1st – 12th February 2021

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|---|--|--|
| Year: 10 | Mathematics | |
| X band | Y band | Z band |
| Density and Pressure Direct and Inverse Proportion | Recipe Best Buys Exchange Rates Direct Proportion | Recipe Best Buys Exchange Rates Direct Proportion |
| Extension (if applicable) | Extension work would be provided by teachers | |
| Assessment (if applicable) | | |

| | | |
|--|---------------------|---------|
| Year: 10 | Religious Education | GCSE RE |
| X band | Y band | Z band |
| GCSE students are continuing with the peace and conflict unit of work looking at arguments for and against holy war and then considering ethical views on the subject of Weapons of Mass Destruction | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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|--|---------|--------|
| Year: 10 | English | |
| X band | Y band | Z band |
| <p>In week 5 of this half term, Year 10 students will continue to focus on directed writing. In Lesson 1, they will use their knowledge of creating arguments to begin to consider counterarguments and the persuasive purpose they serve. In Lesson 2, they will prioritise punctuation and seek to develop a consistent understanding of the various uses of different punctuation.</p> <p>In the final week of half term, students will move on to look at the idea of foregrounding by looking at an article about trophy hunting. In Lesson 2 of the final week, students will finish the half term by looking at the importance of cohesion and coherence in a text before writing a letter to their local MP explaining their view on the opportunities provided to young people.</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

| | | |
|---|--|-----------|
| Year: 10 | Business | Mrs Jones |
| X band | Y band | Z band |
| <p>Topic: The Marketing Mix</p> <p>Activities: A mixture of blended learning and activities which should be completed on Team-Class Notebooks</p> | | |
| Extension (if applicable) | Produce an advert for a restaurant aimed at targeting customers after the Coronavirus pandemic is over | |
| Assessment (if applicable) | | |

Remote learning plans 1st – 12th February 2021

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|--|--------------------|---|----------------------------|--------|
| Year: 10 | Physical Education | | Mr C Swinfield & Mr Thomas | |
| X band | | Y band | | Z band |
| YEAR 10 CORE PE | | | | |
| Join us in participating in the Coundon Court 10,000 Step Challenge. Students can participate as an individual or with a member of their household. Pupils can take part in the challenge anytime in their week day and should send the evidence (screenshot, or picture of steps) to myself (Miss.Barnie) and their PE teacher via email. The person to participate in the challenge weekly, or achieving the most steps will be awarded a prize! | | | | |
| Extension (if applicable) | | NETFLEX: You can choose an activity from the resource Get a qualification with the FA PLAYMAKERS AWARD | | |
| Assessment (if applicable) | | | | |

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|--|---------------------|--------|---------|
| Year: 10 | Religious Education | | Core RE |
| X band | | Y band | Z band |
| Year 10 Core RE students are continuing with the second half of the A-Z of religion and beliefs unit of work looking at R for Rituals and S for Saints | | | |
| Extension (if applicable) | | | |
| Assessment (if applicable) | | | |

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|---|-----------------------|--|--------|
| Year: 10 | Design and Technology | | |
| X band | Y band | | Z band |
| Work will be set on Teams. Each unit of work will have a PowerPoint provided with a voiceover to go through the lesson. Work should be completed in Powerpoint and submitted to Teams assignments. Week 1: Analysing existing products Week 2: Writing a design brief and a specification | | | |
| Extension (if applicable) | | | |
| Assessment (if applicable) | | All work goes towards classwork assessment grade | |

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|--|--------------------|--|--|
| Year: 10 | Physical Education | | |
| X band | Y band | Z band | |
| Week 5: Retrieval practice activities to be completed based on previous units of work on paper 1 content. Work set through Teams assignments with resources available through the files section. | | | |
| Week 6: Introduction of new unit of work 'Physical training' to be done via a 'live lesson' for all three year 10 groups on Tuesday 9th February 11.30am. More details to follow through Teams/Edulink. | | | |
| Extension (if applicable) | | Continue to access www.theeverlearner and www.senecalearning.com to review previous units of work. | |
| Assessment (if applicable) | | | |

Remote learning plans 1st – 12th February 2021

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|---|-----------------------------|--------|
| Year: 10 | Art and Design: Photography | |
| X band | Y band | Z band |
| <p>Learning will be set on Teams based on the blended learning model, PowerPoints will have teacher audio or written notes to guide personal learning tasks.</p> <p>W/C 1st February Students complete an art history research page based on a photographer/ artist linked to their individual investigation, all resources are provided on their personalised slide on the PowerPoints. (A01)</p> <p>W/C 8th February Students will respond to the photographer / Artist research completed in week 5 by planning and completing a photoshoot in the same style. (A03)</p> <p>Teachers will be available to support during the allocated lesson time, all work should be uploaded onto their Teams page under assignment for feedback.</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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|---|---|--------|
| Year: 10 | History | |
| X band | Y band | Z band |
| <p>Year 10 are continuing their study of conflict and conquest in American West. They will be looking at events such as the Johnson County War and the Indian Wars.</p> | | |
| Extension (if applicable) | Extension work can be found in the red boxes on the slides. | |
| Assessment (if applicable) | | |

| | | |
|---|---|-------------------|
| Year: 10 | Food Preparation and Nutrition | Mrs Wilson |
| X band | Y band | Z band |
| Revision of learning on Food Provenance and Processing. | Same across bands | Same across bands |
| Extension (if applicable) | | |
| Assessment (if applicable) | <p>Students will complete two assessments on Food Provenance/Processing.</p> <p>The assessments will involve answering multiple choice questions to check understanding</p> | |

| | | |
|--|--|--------|
| Year: 11 | Physical Education | |
| X band | Y band | Z band |
| <p>YEAR 11 CORE PE</p> <p>Join us in participating in the Coundon Court 10,000 Step Challenge. Students can participate as an individual or with a member of their household. Pupils can take part in the challenge anytime in their week day and should send the evidence (screenshot, or picture of steps) to myself (Miss.Barnie) and their PE teacher via email. The person to participate in the challenge weekly, or achieving the most steps will be awarded a prize!</p> | | |
| Extension (if applicable) | <p>NETFLEX: Choose a video and join in on the physical activity</p> <p>FA PLAYMAKERS QUALIFICATION: Get yourself a FA playmakers coaching qualification its free and online!</p> | |
| Assessment (if applicable) | | |

Remote learning plans 1st – 12th February 2021

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|--|--|--------|
| Year: 11 | Drama | |
| X band | Y band | Z band |
| Students will be revising how to complete 500 word notes that are based on Live Performance. These skills will be applied and students will create their own 500 words. Students will revise and recap the requirements for Section B questions looking at structure and how to respond. Students will use the 500 words created in week 5 to answer practice questions in week 6. | | |
| Extension (if applicable) | Revision of Section A and B of the written exam. All content available in 'files' within the 11DM Team page. | |
| Assessment (if applicable) | Marked practise questions for Section B | |

| | | |
|--|---|------------|
| Year: 11 | Business | Miss Smith |
| X band | Y band | Z band |
| 11B and 11C Topic: Environmental and Economic influences on business activity Activities: A live lesson supported by voice-over PowerPoint and then activities to complete in Teams-Class Notebook | | |
| Extension (if applicable) | Explain why cash-flow is a major problem for many businesses during the Coronavirus pandemic. | |
| Assessment (if applicable) | Assessment: Ethical, environmental and economic influences W/B 22/02/21 | |

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|--|--|--|
| Year: 11 | Religious Education | Miss Jones Miss Roberts Miss O' Connor |
| X band | Y band | Z band |
| In our final few weeks of term we will be exploring the highly emotive moral issue of euthanasia. We will review legislation, including the discuss the ethical and religious impact on setting laws. Students will evaluate arguments from both sides of this issue and analyse Sikh teachings to decide whether Sikhism would be in favour of such actions. Real-life case studies will be discussed in detail in order to contextualise this sensitive issue and begin to consider it through the eyes of pro-life and pro-choice perspectives. | | |
| Extension (if applicable) | Read the article published on the Dignity for Dying website where Matt Hancock speaks in the Commons about a review on suicide data as people continue to push for support on assisted dying. https://www.dignityindying.org.uk/news/health-secretary-agrees-n | |
| Assessment (if applicable) | Students are submitting practice exam questions through the course. These should be uploaded on to Teams for feedback. | |

Remote learning plans 1st – 12th February 2021

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|---|---------------------------------|--------|
| Year: 11 | Art and Design: Fine Art | |
| X band | Y band | Z band |
| <p>Students work will be following the blended learning model supported with live lessons; all work is set on Teams assignment pages and should be uploaded to these pages for feedback. All Students are continuing to work on their personal investigation coursework and will be supported with Tasks via personal power points and feedback</p> <p>Week 5: Students will be focusing on completing work based on their personal investigations support power points, each task set is personal to each student based on the development of their theme. Students should be continually reviewing and refining work each week and uploading any work completed to the Assignment pages for feedback and development points.</p> <p>Week 6: Students will be reviewing and refining work completed this Half term, once this is complete they will use this information to create a final piece plan page.</p> <p>Art Teachers will be on hand to support with Tasks during students normal timetabled lessons.</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | All feedback is given via Teams | |

| | | |
|--|---|--------|
| Year: 11 | Physical Education | |
| X band | Y band | Z band |
| <p>Continue with the 'live lessons' on Wednesday afternoons on the Sports Psychology unit of work. Followed up with tasks to complete and Forms quizzes/retrieval practice activities during the Friday afternoon practical lessons.</p> | | |
| Extension (if applicable) | Continue to access www.theeverlearner.com platform to complete additional practice questions and checkpoints from previous units of work. | |
| Assessment (if applicable) | | |

| | | |
|---|-----------|--------------|
| Year: 11 | Sociology | Miss Carroll |
| X band | Y band | Z band |
| <p>Monday 1/2/21- Social Stratification- Revision lesson 3 - independent work</p> <p>Friday 5/2/21-Social Stratification- Revision lesson 4- independent work</p> <p>Monday 8/2/21- Live Lesson- Modelling Social Stratification 12 markers</p> <p>Friday 12/2/21- End of Unit assessment</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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|--|-----------------------|--------|
| Year: 11 | Design and Technology | |
| X band | Y band | Z band |
| <p>Live lessons will take place for the first lesson of the week. A PowerPoint accompanied by voiceovers will be set on teams to talk through the work. Students to complete the work and submit through teams or emailed to teacher. Seneca tasks will be set too.</p> <p>Week 1 - Improvements to Non- Examined Assessment</p> <p>Week 2 - Final design drawn up and annotated</p> | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

Remote learning plans 1st – 12th February 2021

| | | |
|---|---|---------|
| Year: 11 | Business | Mr Penn |
| X band | Y band | Z band |
| 11C Topic: The Supply Chain Activities: A live lesson supported by voice-over PowerPoint and then activities to complete in Teams-Class Notebook | | |
| Extension (if applicable) | Explain why cash-flow is a major problem for many businesses during the Coronavirus pandemic. | |
| Assessment (if applicable) | | |









| | | |
|--|---|--------|
| Year: 11 | History | |
| X band | Y band | Z band |
| Students will be starting unit 3 of the Weimar and Nazi Germany unit focusing on Nazi policies towards young people and women. | | |
| Extension (if applicable) | Extension work can be found in the red boxes on the slides. | |
| Assessment (if applicable) | | |

| | | |
|---|---------|--------|
| Year: 11 | English | |
| X band | Y band | Z band |
| Year 11 students will continue to focus on the key analytical and creative skills they have developed throughout their GCSE course. In Week 5, they will focus on analysing and then creating an argumentative opinion piece. In week 6, their focus will be on writing to explain. They will need to analyse the variety of tools used by writers to convey meaning and then replicate this in their own writing. | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

| | | |
|--|---|--|
| Year: 11 | Physical Education | Mr P Swinfield, Miss Barnie, Mr Thomas |
| X band | Y band | Z band |
| All students to continue to complete the sports psychology unit of work through the live lessons on a Wednesday afternoon. Voice over PowerPoints and booklets to be completed through assignments on Teams along with Microsoft Forms quizzes to support knowledge and understanding. www.theverlearner.com platform also to be used to set weekly quiz. | | |
| Extension (if applicable) | NETFLEX: Choose a video and join in on the physical activity FA PLAYMAKERS QUALIFICATION: Get yourself a FA playmakers coaching qualification its free and online! | |
| Assessment (if applicable) | | |

Remote learning plans 1st – 12th February 2021

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|---|---|--------|
| Year: 11 | Science (Years 7-11) | |
| X band | Y band | Z band |
| <p>w.b. 1st February - B7 Ecology (NEW content), w.b. 8th February - B7 Ecology (NEW content) Listen to the voiced over PowerPoint first and complete the notes, tasks and exam questions as directed in that as well as the Educake task. Wherever possible your class teacher will do a live start to the double lessons and may provide additional live support during the lessons. Upload your work to TEAMS so your teacher can see how you are doing, use the video link to help you if you need, and look out for feedback on TEAMS and Educake. Your teacher will be on TEAMS during your usual lesson times so that you can ask for help and support or email them anytime as well. The work is for the whole week's lessons so don't try to do in in one go!</p> | | |
| Extension (if applicable) | All students have a revision guide and workbook which they can use to support the current topic and to revise any previous topics, websites like Kay Science linked below can help with this. | |
| Assessment (if applicable) | | |

| | | |
|--|---|--|
| Year: 11 | Mathematics | |
| X band | Y band | Z band |
| Learning will be set on teams primarily using the www.hegartymaths.com platform. Teachers will tailor this to the specific requirements of each group as they complete the scheme of learning. During part of one of the lessons there will be a live session on Teams. Higher students are continuing to work on Unit 17  Further Algebra, then Unit 18  Vectors, Geometry and Proof. | Learning will be set on teams primarily using the www.hegartymaths.com platform. Teachers will tailor this to the specific requirements of each group as they complete the scheme of learning. During part of one of the lessons there will be a live session on Teams. Higher students are continuing to work on Unit 17  Further Algebra, then Unit 18  Vectors, Geometry and Proof. Foundation students are continuing to work on Unit 17  Perimeter, Area and Volume 2 and Unit 18  Fractions, Indices and Standard Form. | Learning will be set on teams primarily using the www.hegartymaths.com platform. Teachers will tailor this to the specific requirements of each group as they complete the scheme of learning. During part of one of the lessons there will be a live session on Teams. Foundation students are continuing to work on Unit 17  Perimeter, Area and Volume 2 and Unit 18  Fractions, Indices and Standard Form. |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

Remote learning plans 1st – 12th February 2021

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|--|---|--|
| Year: 11 | Mathematics | Mr Lanwarne |
| X band | Y band | Z band |
| Learning will be set on teams primarily using the www.hegartymaths.com platform. Teachers will tailor this to the specific requirements of each group as they complete the scheme of learning. During part of one of the lessons there will be a live session on Teams. Foundation students are continuing to work on Unit 17 ♦ Perimeter, Area and Volume 2 and Unit 18 ♦ Fractions, Indices and Standard Form. | Learning will be set on teams primarily using the www.hegartymaths.com platform. Teachers will tailor this to the specific requirements of each group as they complete the scheme of learning. During part of one of the lessons there will be a live session on Teams. Higher students are continuing to work on Unit 17 ♦ Further Algebra, then Unit 18 ♦ Vectors, Geometry and Proof. Foundation students are continuing to work on Unit 17 ♦ Perimeter, Area and Volume 2 and Unit 18 ♦ Fractions, Indices and Standard Form. | Learning will be set on teams primarily using the www.hegartymaths.com platform. Teachers will tailor this to the specific requirements of each group as they complete the scheme of learning. During part of one of the lessons there will be a live session on Teams. Foundation students are continuing to work on Unit 17 ♦ Perimeter, Area and Volume 2 and Unit 18 ♦ Fractions, Indices and Standard Form. |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

| | | |
|---|---|--------|
| Year: 11 | Art and Design: Photography | |
| X band | Y band | Z band |
| <p>Work has been set on Teams Assignments for each photography group.</p> <p>W/C 1st February ♦ Students are set personalised assignments linked to the development of their coursework, each assignment is linked to a specific assessment objective that they need to develop further. All information and guidance is given in their annotated personalised power points and this is supported through live lessons and tutorials.</p> <p>W/C 8th February ♦ Students will be responding to their personalised assignments focusing on developing specific aspects of their coursework project. Alongside this, students will be asked to review their work and document their progress this half term, this involves photographing each page of their folders (including all new work) and uploading their power point folders to the assignment page ♦ these folders will then be marked in line with the assessment objectives and updated progress grades will be given after half term.</p> <p>Live lesson will take place on Monday and Tuesday during their timetabled lesson time and 1:1 tutorials will be timetabled during the Wednesday and Thursday Lesson time ♦ this information will be shared on Teams. All work must be uploaded to Teams assignment for marking and feedback.</p> | | |
| Assessment (if applicable) | All coursework folders are to be photographed and put in a power point, this will document the progress and development of students personal investigations in line with the assessment objectives and updated current performance grades will be given after h | |

Remote learning plans 1st – 12th February 2021

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|--|--|---|
| Year: 11 | Food Preparation and Nutrition | Mrs Wilson |
| X band | Y band | Z band |
| Live lesson on Mondays Working on Food Preparation NEA.Selecting final dishes and justifying choices. | Live lesson on Mondays Working on Food Preparation NEA.Selecting final dishes and justifying choices. | Live lesson on Mondays Working on Food Preparation NEA.Selecting final dishes and justifying choices. |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

| | | |
|---|---|--------|
| Year: 11 | Music | |
| X band | Y band | Z band |
| Pupils will be continuing to develop their responses to exam questions on topics such as Rhythms of the World and Conventions of Pop. There will be a focus on 6 and 9 mark question responses. Pupils will also be developing their performances on their chosen instrument/voice. | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | Listening work will be assessed on an on-going basis. | |

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|--|---------------------|-------------------------|
| Year: 12 | Religious Education | Miss Roberts (Buddhism) |
| X band | Y band | Z band |
| Students will be completing unit 6.2 Contemporary Issues in Buddhism | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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|---|--|--|
| Year: 12 | Mathematics | Ms Lawrence, Ms Afolabi, Mr Chirwa and Mr Ellis. |
| X band | Y band | Z band |
| Your maths teachers will continue to deliver live lessons on the syllabus you are following over the next two weeks. You will be following Year 1 Mechanics in Applied Maths and Differentiation in Pure Maths. | | |
| Extension (if applicable) | Statistics and Mechanics Year 1/AS Book, Review exercise 1, pp 113 to 117. Pure Mathematics Year 1/AS Book, Review exercise 1, pp 226 to 229. Further Maths: Lesson will also continue to be delivered live by your teachers, and assignments will be set accordingly | |
| Assessment (if applicable) | In addition, you will have two more Dr Frost Maths assignments to complete online and two written assignments to submit to your teachers after the half-term break. | |

Remote learning plans 1st – 12th February 2021

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|---|---|--------|
| Year: 12 | Art and Design: Fine Art | |
| X band | Y band | Z band |
| Work set is a combination of blended learning and live lessons ♦ all work is set on Teams assignment pages and should be photographed and uploaded to there for marking and feedback. W/C 1st February Students are to complete a Line Drawing in preparation f | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | Personal feedback is given via Teams and live lessons | |

| | | |
|--|--------------------|---------------|
| Year: 12 | Applied Psychology | Miss Franklin |
| X band | Y band | Z band |
| Learning Aim B - continuing with the unit 2 coursework 'Explaining your research proposal' | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

| | | |
|--|---|---------------|
| Year: 12 | Design and Technology | Miss Abberley |
| X band | Y band | Z band |
| Week 5 - 2.3 Designing and Making Practice; Design Brief and Specification for Illumination Project Week 6 - 2.3 Designing and Making Practice; Initial Design Ideas for Illumination Project | | |
| Extension (if applicable) | https://www.sketch-a-day.com/ | |
| Assessment (if applicable) | Design work is assessed weekly against NEA assessment criteria and shared with students for improvements. | |

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|--|-----------------------------------|-------------|
| Year: 12 | Applied Psychology | Helen Hulse |
| X band | Y band | Z band |
| Unit 1 - Psychological Approaches & Applications - continuing to prepare for the assessment/exam | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | Scaffolded exam question practice | |


| | | |
|--|--|--------|
| Year: 12 | History | |
| X band | Y band | Z band |
| In Germany students will be assessed on their work on the election of Hitler. In Tudors, students are going to examine the events of the Break with Rome and the dissolution of the monasteries and in NEA students will start their independent research. | | |
| Extension (if applicable) | Extension tasks can be found in the red boxes on the slides. | |
| Assessment (if applicable) | | |

| | | |
|---|---------------|--------|
| Year: 12 | Media Studies | |
| X band | Y band | Z band |
| Over the next two weeks in Media we will be looking at the set texts for component 1. We will be focusing on I, Daniel Blake and Black Panther. | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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|--|--|------------|
| Year: 12 | Business | Miss Smith |
| X band | Y band | Z band |
| 12B and 12C Topic: Income Statements and assessment Activities: A live lesson via Teams and activities which should be completed on Class Notebook | | |
| Extension (if applicable) | Find two different graphs showing economic data for the last 6 - 12 months. Explain what the data shows and its possible impact on businesses | |
| Assessment (if applicable) | Assessment: Business Finance (sources of finance, cash-flow, income statements and profit ratios) planned for W/B 22/02/21 | |

| | | |
|--|--|---------------------|
| Year: 12 | Design and Technology | Miss Hill Friday PM |
| X band | Y band | Z band |
| Week 5 - V&A Live Lesson. 20th Century Design, led by a curator and designer via Zoom link to V&A. Students will be given the Zoom link privately; Miss Hill will be present on this lesson as co-host. Week 6 - 2.2.5 Technological Influences on Product De | | |
| Extension (if applicable) | Students could apply their learning from V&A live lesson to their Illumination Project to generate ideas related to 20th Century Design. See links for wider reading around 20th Century Design See links for sharepoint folder for videos linked to Technologi | |
| Assessment (if applicable) | Exam style questions on technical principles topics are set as personal learning and assessed on a weekly basis. | |

| | | |
|---|-----------------------------|--------|
| Year: 12 | Art and Design: Photography | |
| X band | Y band | Z band |
| Work set is a combination of blended learning and Live lessons  all work is set on Teams assignment pages and should be photographed and uploaded to there for marking and feedback. W/C 1st February: Students are to complete a Contextual research Art His | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

| | | |
|--|-----------|--------|
| Year: 12 | Chemistry | |
| X band | Y band | Z band |
| Join the live lessons on TEAMS which continue to deliver new content from the specification. | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

| | | |
|---|---|--------|
| Year: 12 | Politics | |
| X band | Y band | Z band |
| In US students will continue their work on the legislature looking at congressional oversight and representation. In UK ministerial responsibility and its role in cabinet will be examined. In Ideologies students will carry out an introduction to the ideas | | |
| Extension (if applicable) | Extension activities can be found in the red boxes on the slides. | |

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|---|--------------------|---------------|
| Year: 12 | A level Psychology | Miss Franklin |
| X band | Y band | Z band |
| Week 5 Evaluation of Types of Long-term memory & consolidation of memory topic. Week 6 Guided assessment on Memory | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | Seneca quiz | |

| | | |
|--|---------|--------|
| Year: 12 | Physics | |
| X band | Y band | Z band |
| Join the live lessons on TEAMS which continue to deliver new content from the specification. | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

| | | |
|--|---|------------|
| Year: 12 | Business | Mr Thomson |
| X band | Y band | Z band |
| 12B and 12C Topic: Human Resources- Workforce planning and recruitment Activities: A live lesson supported by activities which should be completed on Class Notebook | | |
| Extension (if applicable) | Write a 200-word account on how working practices may change as a result of the Coronavirus pandemic. | |
| Assessment (if applicable) | Assessment: Workforce planning and Recruitment roughly W/B 22/02/21 | |

| | | |
|--|---------|--------|
| Year: 12 | Biology | |
| X band | Y band | Z band |
| Join the live lessons on TEAMS which continue to deliver new content from the specification. | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

| | | |
|--|--|--------------|
| Year: 12 | Sociology | Miss Carroll |
| X band | Y band | Z band |
| Monday 1/2/21- Live lesson- Cybercrime Thursday 4/2/21- Live and independent lesson - Green Crime Monday 8/2/21- Independent lesson Human Rights and State Crime Thursday 11/2/21- Live lesson Human Rights and State Crime | | |
| Extension (if applicable) | Ensure all notes are up to date and accompanying booklet tasks are completed. See Teams for Flipped Learning tasks. | |
| Assessment (if applicable) | | |

| | | |
|--|-----------------|--------|
| Year: 12 | Applied Science | |
| X band | Y band | Z band |
| Join the live lessons on TEAMS which continue to deliver new content from the specification. | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

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|---|---|---------------------------------------|
| Year: 12 | A Level PE | Mrs Hawkes Mr Thomas Mr Swinfield |
| X band | Y band | Z band |
| Mr Swinfield; Covering unit topics on; Feedback followed by Memory models. Mr Thomas; Continuation of Bohr shift and O2 dissociation curve. Work through ppt8 and check understanding with questions and cold calling. Specific OCR exam questions set. Ever | | |
| Extension (if applicable) | Extension work; Specific Everlearner tasks maybe set by their teacher but students can access the everlearner to re- watch videos and practice questions of their own accord. Students also have their text book at home and should ensure that they read the | |
| Assessment (if applicable) | On going exam questions. | |

| | | |
|---|--|---------------|
| Year: 13 | A level Psychology | Miss Franklin |
| X band | Y band | Z band |
| Week 5 - Recap of biological explanations of schizophrenia + Psychological explanations Week 6 -Biological treatments - drug therapy | | |
| Extension (if applicable) | Read the book 'Happy Valley' about schizophrenia and its effects on one family | |
| Assessment (if applicable) | | |

| | | |
|--|---|------------|
| Year: 13 | Business | Miss Smith |
| X band | Y band | Z band |
| 13E and 13D Topic: Component 2- Aims and Objectives, and also a financial performance assessment Activities: | | |
| Extension (if applicable) | Write a 200-word account on how working practices may change as a result of the Coronavirus pandemic. | |
| Assessment (if applicable) | Assessment: Financial performance covering balance sheets and ratio analysis | |

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|---|---|------------|
| Year: 13 | Business | Mr Thomson |
| X band | Y band | Z band |
| 13E and 13D Topic: Component 3- PESTLE Activities: Live lesson supported by activities which should be completed on OneNote | | |
| Extension (if applicable) | Find two different graphs showing economic data for the last 6 - 12 months. Explain what the data shows and its possible impact on businesses. | |
| Assessment (if applicable) | | |

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|--|--|-----------|
| Year: 13 | Design and Technology | Miss Hill |
| X band | Y band | Z band |
| Week 5 - 2.2.4 Industrial Practice recap and review live lesson; Continue to work on NEA AO2 as per individual plan as discussed one to one in live lesson/email discussion. | | |
| Week 6 - Maths for D&T Recap and review live lesson; Continue to work on NEA AO2 a | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | NEA progress reviewed weekly. Work to be emailed to Miss Hill by 6PM Thursdays for review and discussion in Friday lesson. | |

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|--|--|--------------|
| Year: 13 | Sociology | Miss Carroll |
| X band | Y band | Z band |
| Monday 1/2/21- Live lesson- Cybercrime | | |
| Thursday 4/2/21- Live and independent lesson - Green Crime | | |
| Monday 8/2/21- Independent lesson Human Rights and State Crime | | |
| Thursday 11/2/21- Live lesson Human Rights and State Crime | | |
| Extension (if applicable) | Ensure all your essays and notes are submitted and up to date. Check Teams for any work outstanding or flipped learning. | |
| Assessment (if applicable) | | |

| | | |
|--|-----------|--------|
| Year: 13 | Chemistry | |
| X band | Y band | Z band |
| Join the live lessons on TEAMS which continue to deliver new content from the specification. | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

| | | |
|---|--|----------------|
| Year: 13 | Religious Education | Miss O' Connor |
| X band | Y band | Z band |
| Continue with our work on Unit 6.1 Life after Death. We will be comparing and contrasting the concepts of reincarnation and resurrection and beginning to question which might be more convincing as an explanation of post-mortem existence. This will be fol | | |
| Extension (if applicable) | To find out more about Plato, listen to In Our Time podcast - Plato's Republic. See hyperlink. To consolidate your understanding of 'Soul Talk', listen to the In Our Time podcast. - 'Soul Talk). See hyperlink. | |
| Assessment (if applicable) | Essays are completed for homework assignments. These are shared as assignments in lesson. | |

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|--|---|----------------------------------|
| Year: 13 | A Level PE | Mrs Hawkes Miss Barnie Mr Thomas |
| X band | Y band | Z band |
| Miss Barnie; Impact of Training on Lifestyle Diseases - Respiratory Diseases. This will be followed by revision and EAPI prep. Mr Thomas; Continuation of revision on a variety of areas of the skill acquisition elements of the course. Relate to EAPI f | | |
| Extension (if applicable) | Extension work; Specific Everlearner tasks maybe set by their teacher but students can access the everlearner to re- watch videos and practice questions of their own accord. Students also have their text book at home and should ensure that they read the | |
| Assessment (if applicable) | On going exam questions. On return to school hopefully to sit the planned mock papers. | |

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|---|---|---|
| Year: 13 | Mathematics | Ms Lawrence, Mr Chirwa, Mr O'Reilly and Mr Lanwarne |
| X band | Y band | Z band |
| Students will continue to follow the syllabus via live lessons taught by their teachers. Currently, students are working through Forces and Friction (Applied Maths, Year 2) and Parametric Equations (Pure Mathematics, Year 2). | | |
| Extension (if applicable) | Statistics and Mechanics Year 2 Book, Review exercise 1, pp 65 - 69. Pure Mathematics Year 2 Book, Review exercise 2, pp 225 - 229. | |
| Assessment (if applicable) | Students will have two online Dr Frost Maths tasks to complete on Double and Half-angle Sums and Moments to complete before half-term and two written assignments to complete as well on Parametric Equations and Forces at an Angle, due after half-term.. | |

| | | |
|--|-----------------|--------|
| Year: 13 | Applied Science | |
| X band | Y band | Z band |
| Join the live lessons on TEAMS which continue to deliver new content from the specification. | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

| | | |
|---|---------------|--------|
| Year: 13 | Media Studies | |
| X band | Y band | Z band |
| Over the next two weeks in Media, we will be looking at the set texts for component 2. We will be focusing on Woman's Realm and Huck. | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

Remote learning plans 1st – 12th February 2021

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|---|--|--------|
| Year: 13 | Art and Design: Fine Art | |
| X band | Y band | Z band |
| Work set is a combination of blended learning and live lessons ♦ all work is set on Teams assignment pages and should be photographed and uploaded to there for marking and feedback. W/C 1st February Students are to complete their Essay Draft with Layout / | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | All feedback and personal development points are given via Teams | |

| | | |
|---|--|--------|
| Year: 13 | Politics | |
| X band | Y band | Z band |
| In US the students will start the final unit on civil rights in the constitution. In UK, students are continuing their work on pressure groups assessing what makes a pressure group successful. In Ideologies students are focusing on radical nationalism and | | |
| Extension (if applicable) | Extension work can be found in the red boxes on the PowerPoint slides. | |
| Assessment (if applicable) | | |

| | | |
|--|---------|--------|
| Year: 13 | Physics | |
| X band | Y band | Z band |
| Join the live lessons on TEAMS which continue to deliver new content from the specification. | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

| | | |
|---|--|--------|
| Year: 13 | Art and Design: Photography | |
| X band | Y band | Z band |
| Lessons will be a combination of blended learning and live support. W/C 1st February: Students are expected to explore their final piece concepts, creating multiple planning pages exploring different compositions, processes and techniques linked to their | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | All work in sketchbooks and A2 folders should be photographed and presented in a power point - documenting all new work and development over this half term, work will be marked in line with the Assessment objectives and updated grades will be given after | |

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|---|---|--------------------------|
| Year: 13 | Health and Social Care | Miss O' Connor Miss Kemp |
| X band | Y band | Z band |
| Exam Unit - We will be continuing with our work on the Cardiovascular System. Looking at the Function of the Heart and Control and regulation of the cardiac cycle. Coursework - Opportunity for redrafts of your submissions of Unit 10: Nutrition for Hea | | |
| Extension (if applicable) | Take some time to go onto the Memrise app and practice your key terminology. There are three units you can review: 1. Cardiovascular System 2. Respiratory System 3. Digestive System | |
| Assessment (if applicable) | Assessed questions submitted throughout term. | |

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|--|---------|--------|
| Year: 13 | Biology | |
| X band | Y band | Z band |
| Join the live lessons on TEAMS which continue to deliver new content from the specification. | | |
| Extension (if applicable) | | |
| Assessment (if applicable) | | |

| | | |
|---|---|--------|
| Year: 13 | History | |
| X band | Y band | Z band |
| In Germany, students will be examining the Final Solution. In Tudors, students will continue their work on the challenges Elizabeth faced from religion and Mary, Queen of Scots. Pupils will continue their independent work on NEA. | | |
| Extension (if applicable) | Extension activities can be found in the red boxes on the slides. | |
| Assessment (if applicable) | | |

| | | |
|--|--|----------------------------|
| Year: 13 | Design and Technology | Miss Abberley Tuesday P5&6 |
| X band | Y band | Z band |
| <p>Week 5 - 2.2.6 Human Responsibility. Recap Case Study linking renewable energy sources and repurposing old products. Continue to work on NEA AO2c and AO2d.</p> <p>Week 6 - 2.2.4 Industrial Production. Recap scales of production and then consider how own product</p> | | |
| Extension (if applicable) | Reading in supporting textbook. Exam question practice in 2.2.4 Industrial and Commercial Production Past Question Banks. | |
| Assessment (if applicable) | NEA progressed assessed weekly; students to submit work to Miss Hill by 6PM Thursdays for review in Friday lesson. Informal review of recap activities with feedback as appropriate. | |