

Summer Term 2020 – Year 10 Remote Learning Curriculum

Subject	Topics covered	Types of activity pupils will be asked to do	Ways we will feedback to pupils	Ways to celebrate work	Ways in which parents may be able to help	Time per week
English	<p>Up to May Half term: Macbeth Revision</p> <p>May Half term onwards: Speaking and Listening presentations</p> <p>Blood Brothers revision (context, themes, characters, plot, significant quotations, and links)</p>	<p>Reading and engaging with extracts/key texts/ poems. Answering questions about texts that students have read.</p> <p>Writing for purpose (creatively description / analytical – exploration of writers’ ideas and inference). Using planning tools to support writing for purpose. Vocabulary and SPAG related activities.</p> <p>Researching online.</p> <p>Watching video clips.</p>	Through TEAMS feedback channels (using English rubrics) and some whole class feedback where appropriate (TEAMS / email).	Half-termly praise email. Examples of work shared on social media/The Voice. A weekly class award sent to parents by email.	<p>Monitor the time limits given to students.</p> <p>Help students to organise their time where activities are chunked, leading to bigger pieces of writing (building up over weeks).</p> <p>Ask students questions about what they are currently doing and their prior learning. Support proof reading habits by ensuring students have checked and amended their work, where required.</p> <p>Help students to rehearse their speaking performance, supporting them with delivery (eye contact, body language, volume, and pace)</p>	90 minutes scheduled per week.

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Maths	Percentages Sequences & Graphs Units & Compound Measures Data Probability Measures of Accuracy, Indices & Standard Form	Pupils will be set work on Mathswatch that is tailored to their ability.	Mathswatch marks work as students complete it so there is instant feedback. Students can email or message their teacher on Teams for further support.	Social media	Encourage students to watch the videos provided on Mathswatch, Use alternative resources such as BBC Bitesize, Youtube,	90 mins of work. Could be 3 x 30 mins / 2 x 45 etc
Science	Ecology Earth's resources Motion & Waves.	<p>Staff are setting work still following the GCSE program of study.</p> <p>Students will be set work on teams that might include them logging onto Doodle to complete activities or produce a PowerPoint on a topic or a poster that they can send a picture of.</p> <p>Tassomai (online resource) is going to be launched for year 10 so they can be reviewing the Paper 1 content in a fun and interactive way.</p>	Individual feedback on each question, feedback on the whole activity or general feedback for everyone in the class.	<p>Weekly praise through feedback on the activities.</p> <p>Certificates emailed/posted.</p> <p>Lists are being compiled by Science staff to reward students on return to school</p>	<p>Monitor the time limits and help the students to organise their time.</p> <p>Ask students questions about what they are currently doing and their prior learning. Support independent learning by ensuring students have checked and amended their work and check work is being submitted, not just looked at.</p> <p>Any issues with the work etc. encourage the students to let their Science teacher(s) know via teams or email.</p>	

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RE YEAR 10	<p>Up to May half term:</p> <p>Forms of Expression project</p> <p>May Half term onwards:</p> <p>Consolidation of Catholic Beliefs, Teachings and Practices</p>	<p>Forms of Expression: creative ways to express faith and belief in Catholicism. Statues and sculptures, artwork, features of a church, drama and music.</p> <p>Catholic: Consolidating what has already been learnt and building on prior knowledge in preparation for delivering the final unit of the GCSE in the Autumn term of year 11. Expect quizzes and different challenges.</p>	Through Teams students will be given a range including individual feedback through the return of assignments, whole-class feedback and tutorials (these will differ according to class teacher)	Weekly student certificate Social media	<p>Encourage students to explore BBC Bitesize and YouTube. You may also find things via the older Class Clips also accessible via the BBC website.</p> <p>Ask questions about what their son/daughter is doing. Share your opinions and experiences if relevant.</p> <p>MrMcMillanRE revision videos on YouTube.</p>	90 minutes scheduled per week.
MFL Year 10 French	<p>Theme 3 – School – (DEH)</p> <p>Theme 1- General Conversation Preparation</p> <p>Theme 3 School (FAR)</p>	<ul style="list-style-type: none"> Vocab Express website – Vocab learning tasks. Kerboodle – Access to Textbook/Exercises. <p>GCSE Style Tasks: Translations/Photo Cards/Role Plays/General Conversation questions</p>	<p>Vocab Express gives overall score when the task is finished.</p> <p>Answers will be shared to self-Assess</p> <p>Written Tasks will be marked and feedback given in appropriate format – Forms/Teams</p>	<ul style="list-style-type: none"> Half-termly praise emails <p>Staff to continue to nominate MFL Stars to receive certificate 2 per class</p>	<ul style="list-style-type: none"> Monitor the time limits. <p>Help students to organise their time.</p>	<p>90 Minutes</p> <p>Tuesday DEH FAR</p>
MFL Year 10 Spanish	<p>Revision/Consolidation: Theme 1</p> <ul style="list-style-type: none"> Family 	<ul style="list-style-type: none"> Vocab Express website – Vocab learning tasks. 	Vocab Express gives overall score when the task is finished.	<ul style="list-style-type: none"> Half-termly 	<ul style="list-style-type: none"> Monitor the time limits. 	<p>90 Minutes</p> <p>Tuesday ARP</p>

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	<p>Forms of business ownership.</p> <p>Business growth</p>	<p>internet access. Where necessary additional tasks will be set to support</p> <p>Students will be asked to read passages of text, watch video clips, listen to audio clips, respond to recap questions, and produce recap summaries to organise their knowledge for future assessments/exams.</p>		<p>Teams for all students to view.</p>	<p>complete the topic activities thoroughly.</p> <p>Encourage their child to engage with the outside business world by watching news summaries, directing their child to easily accessible news websites such as BBC, SKY, Manchester Evening News etc... all of which have dedicated Business sections covering current issues affecting well known businesses.</p>	<p>covered during the week.</p>
Media (Yr10)	Component 1 Learning Aim A – Reviewing existing media products	<p>Students need to research and analyse a range of past and present media products such as, movies, video games, websites, books and comic books. They need to create a report (PowerPoint or word processed) analysing the different audiences of the media products, gender, age, socio economic groups. The purpose of the media products</p>	<p>Through Teams, students will upload their work, teacher will give feedback and work returned to students for improvements. New assignment created for students to submit improvements.</p>	<p>Praise sent through Teams</p>	<p>Ensure students are reading through the research before using it in their report. Make sure the information is from credible resources. Support proof reading habits.</p>	<p>90 minutes scheduled per week.</p>

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		and the relationship between the audience and purpose.				
Computer Science (Y10)	<p>Up to May Half term: NEA Project, Data Representation & Python Revision & Practice</p> <p>May Half term onwards: NEA Project, Networks & Security, Python Revision & Practice</p>	<p>Working on an existing project from the given scenario they have. Having to show proof of design, implementation, testing and review. They are all signed up to Seneca and are being set revision exercises weekly to reinforce learning that has already taken place. Seneca has lots of useful videos to assist with their revision, accompanied by quizzes at the end to test them.</p> <p>Practice exam questions will be sent out to give students a feel for wording and level of response needed</p>	<p>Through TEAMS feedback channels & Seneca.</p> <p>Seneca shows them their % on the quiz and feedback is then left on here.</p> <p>Weekly updates are being asked for in regards to their NEA Project and feedback/assistance is then being given.</p>	<p>Praise emails</p> <p>Certificates of excellence to be sent out digitally and on Teams</p>	<p>Monitor the time limits. Help students to organise their time where multiple activities are set, making sure they're not spending the full hour one on the project work but then doing no revision.</p> <p>Ask students questions about what they are currently doing and their prior learning</p>	90 minutes scheduled per week.
HSC – Y10	Up to May Half term: Component 2A	Students will be given a booklet on TEAMS. There are 7 lessons, with activities ranging from comprehension questions, mind maps and research projects. Content covered will be, care services, primary, secondary and tertiary.	Through TEAMS. We will give whole class feedback. Where students need more personalised feedback the teacher will email the feedback	Online learning certificate.	To assist their children in the routine. Monday – class teacher will post on TEAMS which lesson they should be up to. Friday the class teacher will set a quick quiz on TEAMS to see who has completed the work for	90 mins per week

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	May Half term onwards: Component 2B	Some students will be finishing off coursework for component 1. If this is the case they will start the booklet in the second half term. Students to re-visit care values. Activities will be set in a booklet to go over previously learnt content. Students to start to write two scripts for their coursework and include all seven care values in both scripts	Overall feedback on TEAMS and individual feedback regarding coursework		that week. This will enable the class teacher to send an email to check on student's progress and to see if there are any problems regarding the booklet content.	
Art	The Landscape. PLUS weekly enrichment tasks that anybody can choose to do.	Drawing/painting of found research based images. Drawing/photography/painting from observation. Working using imagination. Work using found materials.	Through TEAMS via assignment feedback or whole class feedback through posts to class pages.	Work to be shared via Art Instagram page @art_clrchs and via school website/social media.	Praise when completed. Try to organise a quiet space/place to work in. Get pupils to work to timetable (Tuesday afternoon) and post work via TEAMS.	At Least 90 mins for KS4. Can spend longer if students enjoy the enrichment tasks.
Music	Performing, Listening & Appraising. Practise own instrument.	Work through the two Set Works. Complete exercises on Focus On sound, complete exam questions. Revision of Music Theory. Continue to practise own instrument and complete weekly piece to be submitted.	TEAMS. Individual and whole class feedback through posts to class pages.	Half-termly praise email Examples shared on social media/The Voice.	Encourage students to organise their time and to revise the Set Works. Ask questions about the features. Oversee completion of the FOS tasks and keep record of marks. Encourage daily practise of instrument.	90 mins per week

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Drama	Writing theatre reviews, creating monologues, Online workshops focusing on movement, voice and character development.	<p>This will be differentiated between Yr 9 and 10.</p> <p>Online workshops with National Theatre, Frantic Assembly and the Royal Court. New performances and workshops are being uploaded each week- will select appropriate workshops for each year group.</p>	TEAMS. Individual and whole class feedback.	Half-termly praise email Examples shared on social media/The Voice.	Help learn lines, watch performances with students. Encourage conversations on what they liked/enjoyed about the performance, what would they change?	90 mins per week
Technology	<u>GCSE</u> <ul style="list-style-type: none"> Core technical Principles Specialist principles – Timbers & Papers and boards Designing and making principles 	<u>GCSE</u> <p>Students will have a weekly assignment to complete through Seneca Learning. All exam classes have had an invite to our course on Seneca. Work is theory based. In addition to this we are sharing other links and ideas informally through the Y9 and Y10 D&T Team, e.g. Dyson challenge cards</p>	<u>GCSE</u> <p>Staff will provide weekly feedback to exam classes on their Seneca performance at the start of the week for the previous weeks task. Feedback will be given via Teams.</p>	<p>Examples of excellent work sent to AW to share on social media.</p> <p>Weekly certificate sent out for one student per year group (NJ coordinating)</p> <p>Teams rewards.</p>	<p>Ensure all GCSE students have created an account in Seneca and have joined the course. Encourage your child to do sketches and mini designs to keep their drawing skills active! There are plenty of tutorials online for drawing skills.</p> <p>Keep an eye on their progress through the week as assignments will close on a Friday morning so work should be completed by Thursday evening.</p>	90 minutes
PE Year 10 GCSE	<u>Year 10 GCSE PE</u>	<ul style="list-style-type: none"> Introduction to the AEP - activity selection, justification. 	Through TEAMS feedback channels/ individual and some	TEAMS /Half-termly praise / email	Ask students to check their weekly tasks which are set on TEAMS.	90 minutes scheduled per week.

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GPH and LG classes	AEP coursework - research and development	<ul style="list-style-type: none"> • Components Of fitness - Analysis • Skill Overview for your chosen sport • Skill Analysis – all core and advanced skills broken down in detail and justified. • Movement Analysis – breakdown of 2 key movements with Anatomy & physiology used. • Draft - Action Plan: Split into sections • SMART goal setting Principles of training- SPOR & FITT	whole class feedback where appropriate		<p>Persuade pupils to contact class teacher via teams or email if they need support/help /issues.</p> <p>Help students to organise their time where activities are chunked. Ask students questions about what they are currently doing and their prior learning Quiz students on the knowledge that they are learning/developing.</p>	
Year 10 Cambridge National Sport Science RG classes	<u>Unit R045</u> <u>Sports Nutrition</u>	<ul style="list-style-type: none"> • LO2 Dietary supplements • LO3 The effects of a poor diet. Malnutrition, overeating, body mass issues, diabetes and respiratory problems. • LO3 under eating and dehydration, cravings, psychological issues related to nutrition (anger and irritation). • LO4 – creating a diet plan, understanding what a diet plan is and the importance of one. Underlying factors, length of programme, socio economic backgrounds. • LO1/LO2/LO3/LO4 - recall and improvement of coursework pieces as necessary to individual pupils. Students will need to act on the feedback provided in order to enhance their marks and resubmit to RG. 	Through TEAMS feedback channels/ individual and some whole class feedback where appropriate	TEAMS /Half-termly praise / email	<p>Ask students to check their weekly tasks which are set on TEAMS. Persuade pupils to contact class teacher via teams or email if they need support/help /issues.</p> <p>Help students to organise their time where activities are chunked. Ask students questions about what they are currently doing and their prior learning Quiz students on the knowledge that they are learning/developing.</p>	90 minutes scheduled per week.

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