

## Home working – Year 10

This work is designed to last for weeks commencing Monday 15<sup>th</sup> June and Monday 22<sup>nd</sup> June

The work set for Year 10 is designed to complement the learning taking place in school but can be completed by pupils unable to get in to school, for whatever reason.

The work includes videos featuring teacher instruction. These are all in the All Resources folders or available via direct links in this document.

Some 'videos' are PowerPoint files. Just start the presentation (press F5) and you should hear your teacher talking. You may also need to press the Play icon. Others are a variety of file formats. We recommend downloading and installing the free VLC player which is compatible with most formats:

<https://www.videolan.org/vlc/index.en-GB.html>

Subject	We recommend starting here...	Additional work (for some subjects)
Art	<p><b>NEW TASKS YEAR 10</b></p> <p><b>Over the next 2 weeks we are going to complete a study together as a class to help us build up our tonal skill level. Please print off the image ready for the lesson. This is on the school website &gt; Art &gt; 04 Year 10 folder &gt; W.C 15<sup>th</sup> June</b></p> <p>You will have the option to log into Microsoft Teams for 1.5 hours each week to watch me complete the study / ask me questions about techniques and your current project. <u>Can you please follow the link locations below and print out/download the shell image ready for your lesson.</u> If you are unable to join my Microsoft Team lesson, you can watch the videos following the links below.</p> <p><b>Week Commencing: 15th June</b></p> <ul style="list-style-type: none"><li>• Grid up image and complete the outline of the shell taking into consideration proportion and scale</li><li>• Start to add tone to a section taking into consideration a full tonal range and gradient. make sure you layer your tones!</li></ul> <p><a href="#">Visit Barr Beacon website &gt; working from home &gt; Art &gt; Y10 folder &gt; W.C 15<sup>th</sup> June &gt; Y10_Art_15.06.20</a> <a href="#">Visit Barr Beacon website &gt; working from home &gt; Art &gt; Y10 folder &gt; W.C 15<sup>th</sup> June &gt; 01-Art-Y10-15June-shell</a> <a href="#">Visit Barr Beacon website &gt; working from home &gt; Art &gt; Y10 folder &gt; W.C 15<sup>th</sup> June &gt; 02-Art-Y10-15June-shell</a></p> <p><b>Week Commencing: 22nd June</b></p> <ul style="list-style-type: none"><li>• Build up your tone layers using a full tonal range</li><li>• Make sure you are concentrating on your mark-making technique (circular)</li><li>• Add refined detailing</li></ul> <p><a href="#">Visit Barr Beacon website &gt; working from home &gt; Art &gt; Y10 folder &gt; W.C 22<sup>nd</sup> June &gt; Y10_Art_22.06.20</a> <a href="#">Visit Barr Beacon website &gt; working from home &gt; Art &gt; Y10 folder &gt; W.C 22<sup>nd</sup> tJune &gt; 03-Art-Y10-22June-shell</a></p> <p>These skill building activities are to help you build confidence in your technique. If you feel you are making good progress with your project and feel you have a strong project journey, keep completing studies sticking to your own personal theme. I would still recommend that if you can, log into Microsoft teams when I am teaching and watch the lesson / ask questions about your current project. Use the time to get advice and feedback.</p>	

Visit my Pinterest account for more images/inspiration if you wish to also continue to complete studies towards your project direction:  
[https://www.pinterest.co.uk/miss\\_dutton/](https://www.pinterest.co.uk/miss_dutton/)

Please feel free to **email me a photograph of your studies for feedback and targets**. This has already helped several students to improve their studies. Also, if you need any help or guidance with your project direction email me on **edutton@barrbeaconschool.co.uk** or speak to me via Microsoft Teams.

BTEC  
Childcare

You are to continue to work on your assignment.

**Component 2A: Understand how children play.**

I have broken down the assignment into weekly tasks to help organise your time. The resources to help with each task can be found in the folder on the website 'childcare-Year 10'.

Click the link and go to the bottom and click free e books. <https://www.pearson.com/uk/learners/secondary-students-and-parents.html>

Download the child development book for free. This will help with your revision and assignment writing.

Week	Date	Task	Resource
1	Wb 23-03-20	<b>P1 criteria:</b> <u>Stages of play</u> Describe the 6 stages of play-use a sub heading for each stage of play.	For each lesson you will need the following resources to help you:  Word document: component 2 check list
2	Wb 30-03-20	<b>P1 criteria:</b> How play is structured? Underneath each paragraph you have done for the stages of play you need to describe how the play is structured: is it adult-led, adult-initiated or child-initiated?	Word document: sentence starters & assignment structure
3	Wb 20-04-20	<b>P2 Criteria</b> What is the role of the adult? Underneath each of the paragraphs (stages of play) you need to write about the role of the adult in promoting the learning.	PowerPoint: Component 2  Word document Component 1: Booklet
4	Wb 27-04-20	<b>Merit</b> Add detail to your stages of play paragraphs above.	Btec Tech Award Child Development Student book (download for free from the link above).
5	Wb 04-05-20	<b>Merit</b> Add a new subheading to complete your M1.	
6	Wb 11-05-20	<b>Distinction</b> Add a new subheading to complete your D1.	

Revision:

Ensure you know the definitions of the following:

- Growth
- Development
- Holistic development
- Physical development
- Intellectual development
- Language and communication development
- Emotional development
- Social development

Use the component 1 booklet to learn the milestones.

**Learning Aim B: Learning through play**

0-18 Months:

For each area of development identify a toy or activity that would support a child in reaching their milestones in this area of development. Describe how the toy can encourage development in that area.

			Please email your complete assignment to <a href="mailto:msorensen@barrbeaconschool.co.uk">msorensen@barrbeaconschool.co.uk</a> or send it to me via microsoft teams.		
	7	Wb 18-05-20	<b>Distinction</b> Add a new subheading to complete your D1. Please email your complete assignment to <a href="mailto:msorensen@barrbeaconschool.co.uk">msorensen@barrbeaconschool.co.uk</a> or send it to me via microsoft teams.		
	8 9	Wb-01-06-20 Wb 08-06-20	1. Complete any corrections for your assignment following feedback from Mrs Sorensen 1. Complete the extension task Use the videos to help you.  in the powerpoint 1/6/20 I have added a video on how to use the resources to support writing your assignment. In the PowerPoint 8/5/20 I have added a video on how to structure your assignment using a model of the task.		
	10	Wb 15-06-20	This week we are starting a new assignment-Component 2B. Complete the tasks in the PowerPoint 15.06.20. I have included a voice recording of the new assignment to help you.		
	11	Wb 22-06-20	<b>Complete the pass criteria for your assignment.</b> <b>Use the PowerPoint 22/6/20 to help you where I have gone through an example.</b>		
Computer Science	<b>Work Weeks Beginning 15/6/20 &amp; 22/6/20</b> For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a> <b>Lessons can be found:</b> <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a>			General tasks that can be completed as extra tasks or to review progress on each topic.  Use the school website link and scroll down to the section that lists different school subjects named <b>HOME LEARNING FOR ALL YEARS</b> . Make sure you select <b>Computer Science</b> & year.  Select Computer Science and go to the year 10 folder.	

**Barr Beacon School Website – Working From Home/ All Resources/ Computer Science/ Y10/ Year 10 – CS – 15/6/20 & Year 10 – CS – 22/6/20**

**Videos & Sound Files:**

**The sound files in order to support your home learning are in the lesson PowerPoint. If you open each lesson by following the file path above in each lesson there are several sound files with a little speaker icon. If you select the sound icon it will explain the learning and tasks you need to complete.**

**Computer Science – Year 10 – Week ../../ / Lesson 1 or Lesson 2**

**Week Beginning 15/6/20**

- Lesson 1 – OS Management
- Lesson 2 – Insertion Sort

**Week Beginning 22/6/20**

- Lesson 1 – Encryption
- Lesson 2 – Binary & Linear Search

**End of Topic Quizzes/ Practice Papers**

<https://mathsmadeeasy.co.uk/gcse-computer-science/ocr-gcse-computer-science-past-papers/>

OCR computer science past papers – including mark schemes

<https://app.senecalearning.com/classroom/course/a1ce4570-6e27-11e8-af4b-35cf52f905c2>

Complete the tasks on Seneca. Complete some self-quizzing.

<https://www.bbc.co.uk/bitesize/examspecs/zmtchbk>

Complete independent reading on BBC Bitesize and complete the quizzes.

<https://quizz.com/profile/5a99bfbf47e32a001af34f39>

**Video Resources/ Self Help**

Craig n Dave channel for J227:

[https://www.youtube.com/channel/UC0HzEBLIJxlrwBAHJ5S9JQg/playlists?view=50&sort=dd&shelf\\_id=15](https://www.youtube.com/channel/UC0HzEBLIJxlrwBAHJ5S9JQg/playlists?view=50&sort=dd&shelf_id=15)

Produce Knowledge organisers for each of the topics. Detail is important.

**General Tasks**

In this folder you shall find the lesson PowerPoints and resources.

Each week has been put into its own folder named the week you should begin those lessons.

You are to work through each of lesson PowerPoints completing all tasks set. When creating revision notes from the lessons show these as knowledge organisers that can be used for self-quizzing to support your learning.

**Lessons can be found:**

<http://barrbeaconschool.co.uk/working-at-home/>

	<p>Use the websites given above to complete revision tasks and self-quizzing on the following topics:</p> <ul style="list-style-type: none"><li>• Programming</li><li>• System Architecture</li><li>• Memory &amp; storage</li><li>• Databases &amp; SQL</li><li>• Networking</li><li>• Network Security</li><li>• Logic Gates</li></ul>	
Dance	<p><b>The following tasks have been planned and delivered as part of your online lesson this week.</b></p> <p><u>Watch the video 15.6 Year 10 Live lesson as you do these tasks to help you gain a better understanding. You will also need to have the PowerPoint 'Y10 Live Lesson (1)' open whilst you complete these tasks.</u></p> <p>Introduction to Component 3: responding to a brief.</p> <p>The first thing you need to do is to read through the first two slides of the PowerPoint named 'Y10 Live lesson (1)'. This will give you key information about Component 3, which is the final component that you will be studying.</p> <p>Once you get to the third slide, this will talk about the assignment brief. On the resources section of the school website, you will find a document called 'Blank Canvas Brief'. You need to do is to read through the brief and highlight and/or take notes on anything that you think is important when creating a piece of choreography.</p> <p>Once you have done this, return to slide 5 on the Powerpoint.</p> <p>Task 1: Spend 5 minutes creating a mind map of people that you consider to be 'disadvantaged'. Use the PowerPoint and video to help you.</p> <p>Task 2: Create a list of ways that you could explore 'Blank Canvas' as a stimulus. Use the PowerPoint and video to help you.</p>	

	<p>Task 3: Watch the following dance video of Candoco Dance Company and answer the following questions.</p> <ol style="list-style-type: none"> <li>1. Why would you chose to look at this company before started a dance targeting people with disabilities?</li> <li>2. What did you like about the piece?</li> <li>3. How would you take inspiration from the piece for your own choreography?</li> </ol> <p>Task 4: Spend 20 minutes choreographing a solo based on a dancer who has lost the use of their left leg. They are seeing their life as a blank canvas (a new beginning)</p> <p>Task 5: On the resources area, you will find a document called ‘Y10 C3 planning sheet’. Using the choreography that you have just created, fill in the sheet detailing why you have chosen to use the actions, space, dynamics and relationships that you have.</p> <p>Please e-mail all work to <a href="mailto:lsalmon@barrbeaconschool.co.uk">lsalmon@barrbeaconschool.co.uk</a> once you have finished.</p>	
Digital IT	<p><b>15<sup>th</sup> June</b></p> <p>You are now going to look at the content for your exam (Component 3), you will have looked at some of this content before.</p> <p>To find the files for this week go to schools working from home website <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a> scroll all the way down until you see the subjects then go to ICT → Y10 → Exam → "Y10 - DIT - 15.6.20"</p> <p>For any help needed for Comp 1 Assignment contact Mr Copson.</p> <p><b>22<sup>nd</sup> June</b></p> <p>You are now going to look at the content for your exam (Component 3), you will have looked at some of this content before.</p> <p>To find the files for this week go to schools working from home website <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a> scroll all the way down until you see the subjects then go to ICT → Y10 → Exam → "Y10 - DIT - 22.6.20"</p> <p>For any help needed for Comp 1 Assignment contact Mr Copson.</p>	<p>Exam Break Down  <a href="https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2017/specification-and-sample-assessments/in-depth-lead-examiner-talk-inf-tech-btec-tech.mp4">https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2017/specification-and-sample-assessments/in-depth-lead-examiner-talk-inf-tech-btec-tech.mp4</a> - watch a video that breaks down the structure of the exam paper</p> <p>Sample Paper  <a href="https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2017/specification-and-sample-assessments/63296-BTEC-L2-TechAward-DIT-21193L-AddSAM-Unit3-FULL.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2017/specification-and-sample-assessments/63296-BTEC-L2-TechAward-DIT-21193L-AddSAM-Unit3-FULL.pdf</a> - have a go at the Past paper – answers at the end</p>

<p>Drama</p>	<p><b>UPDATE 15<sup>th</sup> June &amp; 22<sup>nd</sup> June- The following tasks have been planned and delivered as part of your online lesson this week. In preparation for this it is recommended that you read the play DNA and take a look at the resources available to you in the home learning folder.</b> For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p>LESSON FOCUS FOR THIS WEEK: NEW PLAY TEXT DNA</p> <p>To understand the relevance of the author, of the social and scientific context and plot of the play DNA. (Component 3 focus)</p> <p>The following details are the three main tasks you are expected to complete in order to understand the context of the play. A ppt of the lesson is in the home learning folder named Year 10 resources for DNA / lesson 1 15<sup>th</sup> June. This will support the live lesson on 18th June where we will discuss our opinions of the play and how it is written. You may have to download the sheets and print them off. If this is not possible you can create your own versions or write them out.</p> <p>Task 1- Dennis Kelly: In his own words. Read through the quotes from Dennis Kelly about his play and discuss. Once you have formed an opinion answer this question. <b><i>How does our knowledge of an author or an era shape our understanding of a play text?</i></b></p> <p>Task 2- Using the research sheet provided (you may have to print it off or copy it) research as much as you can about Dennis Kelly. To help I have uploaded a video discussing the play and going through a resource booklet which can help with this task. When researching make sure that you take note of websites you have used and record them in your research sheet.</p> <p>Task 3- Now using the Social and scientific context sheet, repeat the same activity answering the questions.</p> <p>Task 3- Once you have finished your research answer the questions on the ppt. The research you have accumulated on context should enable you to answer these.</p> <p>Task 4- Try and think of five facts that you can remember about Dennis Kelly.</p> <p>Task 5- Now using the activity sheet in the home learning folder have a go at numbering the statements in the order which they occur in the play.</p>	<p><u>LIVE THEATRE ON THE INTERNET</u></p> <p>Over the last few weeks Sir Andrew Lloyd Webber has been streaming his musicals on you tube for free for 48 hours only. The show starts at 7pm.</p> <p>Watch them on #TheShowsMustGoOn</p> <p><a href="https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag">https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag</a></p> <p>So far the following shows have been shown and although you cannot see the full versions of them, clips can still be seen.</p> <p>If you would prefer straight Drama (not Musicals) look at watching the following plays on...</p> <p><b>#National Theatre at Home</b></p> <p><a href="https://www.youtube.com/results?search_query=national+theatre+at+home">https://www.youtube.com/results?search_query=national+theatre+at+home</a></p> <p>The website is a fantastic resource to watch live theatre filmed in a "Cinema" style. Each play is streamed every Thursday evening at 7pm.</p> <p>To see a range of shows refer to ...</p> <p><b>What's on stage.com</b></p> <p><a href="https://www.whatsonstage.com/guide/free-online-streams-theatre-drama-musicals">https://www.whatsonstage.com/guide/free-online-streams-theatre-drama-musicals</a></p> <p>And find out what is streaming for free at home each week. This is very helpful for CO4.</p>
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	<p>Task 6- Create a storyboard (electronic or using the sheet) try and summarise the events in each act into a short paragraph. Use the word bank saved in the home learning folder if you are struggling with what to write.</p> <p>Task 7- Finally have a go at completing the Cloze activity, filling in the blanks in the summary of the plays plot.</p>	<p><b>Can pupils make sure please that they are sending work through to me via email or teams, so that I can monitor progress.</b></p>
<p>English language</p>	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p>Use the 'HOW TO ANSWER EACH READING QUESTION' booklet to help you with the work provided below. Your teachers have produced videos to help you with your continued home learning. Specific videos are referenced below, and you can also find an audio reading of the extract ('Audio reading of Half of a Yellow sun extract') used in these videos on the school website.</p> <p><b>This week, in school, we will be focusing on language analysis (AO2) and creative writing (AO5 &amp; 6). The online tasks that have been set for the next two weeks are to supplement this learning, Therefore, if you have not been in school, you can cover the same skills here. Yet for those of you who have been in school, you can still complete this work as additional learning if you desire.</b></p> <p><b>15<sup>th</sup> June 2020</b></p> <p><b>Question 2 practice (AO2)</b></p> <ol style="list-style-type: none"> <li>1. Open booklet 6 – Paper 1-Home Learning – Dear Amy</li> <li>2. Read the text, an extract from 'Dear Amy' (page 7) and answer Question 1 on page 8.</li> <li>3. Read pages 9-12 to refresh your memory of the question and complete the planning grid on page 10.</li> <li>4. Re-watch the video on how to approach Paper 1, question 2 – 'Paper 1, Question 2 Video'.</li> </ol> <p><i>(Reminder: You can also hear the extract being read aloud if you click on the video entitled 'Audio reading of Half of a Yellow sun extract').</i></p> <ol style="list-style-type: none"> <li>4. Answer the Question 2 on page 9 of the booklet.</li> </ol> <p><b>22<sup>nd</sup> June 2020</b></p> <p><b>Question 5 practice (AO5 &amp; 6) - descriptive writing</b></p> <ol style="list-style-type: none"> <li>1. Take a look at <a href="#">this booklet</a> that outlines how you should approach a writing question (command and click to follow link). You can also find this booklet on the school website, under Year 10 English Language, 'HOW TO ANSWER THE WRITING SECTION IN LANGUAGE'.</li> <li>2. Go down to page 7 and take a look at the recommended structure for a descriptive piece of writing (drop, zoom, flash, end).</li> </ol>	<p>Practise your punctuation with these exercises <a href="https://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_41.htm">https://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_41.htm</a></p> <p>Reading: Language Revision Textbook Mini Paper 1 Revision Booklet Practising analysing language on smaller texts – practice zooming in – use Literary Snapshots document.</p> <p>Writing: Additional Paper 1 Writing booklet Additional Paper 2 Writing booklet</p> <p>Practice creative writing using the 'HOW TO ANSWER THE WRITING SECTION' booklet alongside the random image generator here: <a href="http://pobble365.com">pobble365.com</a> <a href="http://writingexercises.co.uk/random-image-generator">writingexercises.co.uk/random-image-generator</a></p>

	<p>3.Refer back to booklet 5 – Versatile Vocabulary Booklet. Go to page 21, the beginning of the writing section (‘English Language Paper 1, Section B: Writing Fiction). Have a look at the first image on page 22 – you will be writing about this image.</p> <p>4.Plan your descriptive writing response using the planning advice in the ‘HOW TO...’ booklet or you can try out the planning structure in the Versatile Vocabulary booklet on page 21.</p> <p>5.Watch the video on writing a descriptive writing piece to see how a teacher would approach a piece of descriptive writing (‘22nd June Descriptive Writing Video’)</p> <p>6.Spend about 45 minutes writing your piece. You can find a success criterion in the ‘HOW TO ...’ booklet to ensure that you are including all necessary features in your writing.</p>	
English Literature	<p>For previous weeks’ work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p><b>Week 3- 15<sup>th</sup> June</b>  <b><u>How to annotate unseen poems</u></b>  <b>Work through the document ‘15th and 22nd literature to match video’.</b></p> <ol style="list-style-type: none"> <li>1. Complete the game by matching the definition with the poetic device. Click the link <a href="https://www.purposegames.com/game/literary-devices-game">https://www.purposegames.com/game/literary-devices-game</a></li> <li>2. Watch the video ‘How to annotate unseen poems’.</li> <li>3. Then annotate both poems for yourself, include: terminology (language, structural devices, form of the poem-rhyme scheme), annotate the meaning of words in relation to nature. Comment on any similarities and differences of the poems.</li> </ol> <p><b>Week 4- 22<sup>nd</sup> June</b>  <b><u>How to compare two unseen poems</u></b>  <b>Work through the document ‘15th and 22nd literature to match video’.</b></p> <ol style="list-style-type: none"> <li>1. Complete the game by matching the definition with the poetic device. Click the link <a href="https://quizizz.com/admin/quiz/572942131af2c79e30f7e258/poetic-devices">https://quizizz.com/admin/quiz/572942131af2c79e30f7e258/poetic-devices</a></li> <li>2. Watch the video ‘How to compare unseen poems’. Ensure you click play, on the sound button on the left hand corner of every slide, next to the picture.</li> <li>3. Then complete the comparison grid for both poems, including the similarities and differences. Write a response to the question, spend 20-25 minutes completing this.</li> <li>4.Self assess your work, by highlighting AO1 and AO2.</li> </ol>	<p><b>Self quiz using the knowledge organisers for A Christmas Carol, Romeo and Juliet and Blood Brothers:</b></p> <p>Watch our instructional video that is available on the school website: <a href="http://barrbeaconschool.co.uk/working-at-home/(scroll%20to%20the%20bottom)">http://barrbeaconschool.co.uk/working-at-home/(scroll to the bottom)</a></p> <p>Or go direct <a href="https://vimeo.com/385945716">https://vimeo.com/385945716</a></p> <p>Select a chunk of knowledge related to the topic you would currently be studying in school. This may be in your exercise book, in a revision guide or on a knowledge organiser. Then, self-quiz until you have memorised it.</p> <p>Follow the links to watch Blood Brothers, Romeo and Juliet and A Christmas Carol.</p> <p>Blood Brothers: <a href="https://www.youtube.com/watch?v=dvek0bj451Y">https://www.youtube.com/watch?v=dvek0bj451Y</a></p> <p>Romeo and Juliet: <a href="https://www.youtube.com/watch?v=VBDCr4XWpY">https://www.youtube.com/watch?v=VBDCr4XWpY</a></p> <p>A Christmas Carol: <a href="https://www.bbc.co.uk/iplayer/episode/m000cscdm/a-christmas-carol-series-1-episode-1">https://www.bbc.co.uk/iplayer/episode/m000cscdm/a-christmas-carol-series-1-episode-1</a></p>
Food Preparation and Nutrition	<p>To access the resources go to <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a> scroll to the bottom of the page, find where it says “home learning resources for all”, click on Design and Technology, then click Year 10 Food.</p> <p>or <a href="#">Click here to access resources for 15th June and 22nd June 2020</a></p> <p><b><u>Week 1 – 15<sup>th</sup> June - Functional and chemical properties of Carbohydrates (caramelisation, dextrinisation, the Maillard reaction)</u></b></p> <p>Live lesson on the functional and chemical properties of Carbohydrates (caramelisation, dextrinization and the Maillard reaction)</p>	<p>For previous PowerPoints and resources go to: <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a> and open the folder Design and Technology</p> <p><b><u>Week 1: 1<sup>st</sup> June</u></b></p> <p><b><u>Task 1 (Approx. 3 hours):</u></b></p> <ul style="list-style-type: none"> <li>• Open the document titled <b><u>“Recipes for Nutritional Analysis 1”</u></b></li> <li>• Using Explore Food, complete a nutritional analysis for each of the recipes in the document</li> </ul>

**Further detailed instructions are within the PowerPoint**

**The live lesson will be on Functional and Chemical Properties of Carbohydrates – a version of this has been uploaded for those unable to attend the live lesson**

**Task 1:** Open the document titled Year 10 - Food Preparation and Nutrition - 15th June 2020 - Working properties of carbohydrates and work through the detailed instructions within the PowerPoint

**Task 2:** Slides 4 – 9

- Complete the exam question on slide 4, an example has been done for you. Mark your answer (answers are on slide 5) in **green** pen
- Complete the exam question on slide 6 – you have been given sentence starters. Mark your answers (answers are on slide 7) in green pen
- Using the missing words on slide 8, write out the passage filling in the blank spaces. Mark your answers (answers are on slide 9) in green pen

**Week 2 – 22<sup>nd</sup> June – The functional and chemical properties of fats and oils**

**Live lesson the functional and chemical properties of fats and oils - a version of this has been uploaded for those unable to attend the live lesson**

**Task 1: Open the document titled Year 10 - Food Preparation and Nutrition - 22nd June 2020 - Functional and chemical properties of Fats, complete the tasks within the PowerPoint – all additional worksheets are in the resource folder**

**Task 1:** Write a report detailing the functional and chemical properties of carbohydrates and fats and oils. You will need to use the PowerPoints from the live lessons on 15<sup>th</sup> and 22<sup>nd</sup> June, completed work, the internet, The reading task and your revision guide to help you.  
Your report must be 500-1000 words.  
There are further detailed instructions in the “Writing a report guidance” document

*For task 1 you will need to use the following documents:*

**Year 10 Food Preparation and Nutrition 22nd June 2020 Writing a report guidance**

The PowerPoint has audio instructions to help you  
**YOU WILL NEED TO VIEW THE POWERPOINTS TO HELP YOU**

- When you have completed the nutritional analysis for each dish you will need to write an explanation about what your label shows. (think about when you analyse a recipe after your practicals)
- When you write your analysis, you will need to consider the following points:
  - Is it high in fat? What are the consequences of a diet high in fat?
  - Is it high in sugar? What are the consequences of a diet high in sugar?
  - Is it high in salt? What are the consequences of a diet high in salt?
  - How can you adapt the recipe so that all nutrients are medium or low?

**Week 2: 8<sup>th</sup> June**

**Task 1 (Approx. 1 hour):**

- Read the PowerPoint titled “Meat Alternatives”
- As you read through the PowerPoint create a glossary of words you are unfamiliar with.
- Use [AQA Food Preparation and Nutrition subject specific vocabulary](#), your revision guide or the internet to help you.
- When you have created your glossary, attempt the worksheet titled “Meat alternatives worksheet”
- Extension: Find 5 recipes that use meat alternatives. Write down what the meat alternative is.

**Task 2 (Approx. 2 hours)**

- Find two **meat** recipes from the BBC Good Food website
- With the first recipe, enter the ingredients into explore food (just as we did last week) and create a nutritional label. **SAVE THE LABEL (or write down the nutritional information)**
- On a separate piece of paper, adapt the recipe so that the main protein source is non-meat (e.g. changing chicken breast to tofu)
- Go back to explore food and create a nutritional label for the non-meat version.
- Now you will need to compare the two dishes (meat vs non-meat)
- As you did last week, explain what the labels show. E.g. the meat version has a high saturated fat content of 56%. The non-meat version has a lower saturated fat content of 15%. This is healthier because.....

		<ul style="list-style-type: none"> <li>Now that you have compared the two dishes, you will need to assess which dish is better for the groups listed below. Make sure you explain why the dish is better. (This is similar to the 12 marker questions we have completed in class) <ul style="list-style-type: none"> <li>Elderly person</li> <li>Teenager</li> <li>Someone with CHD</li> </ul> </li> </ul>
French	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p><u>Work for week starting 15th June:</u></p> <ul style="list-style-type: none"> <li><u>Lesson 1 (live lesson 90 minutes)</u>: First we will review the work done so far.</li> <li>Then we will focus on revision using reading and listening tasks on module 4</li> <li><u>Lesson 2 (90 minutes)</u> please use the powerpoint on the school website</li> <li><u>Verb booklet</u>: tense practice: conditional tense tasks and translation p:42</li> </ul> <p><u>Work for week starting 22nd June:</u></p> <ul style="list-style-type: none"> <li><u>Lesson 1 (live 90 minutes)</u>: during this lesson we will review the work done individually.</li> <li>We will then work on speaking practice focus: picture task, roleplay and questions.</li> <li><u>Lesson 2 (90 minutes)</u>, please use the powerpoint on the school website</li> <li><u>:speaking question</u>: speaking padlet: <a href="https://padlet.Com/jbrazier3/crld52zosghw">https://padlet.Com/jbrazier3/crld52zosghw</a></li> <li>Finish all questions for theme 4 ensuring they contain at least 5 sentences a variety of tenses including pluperfect, imperfect, higher grade structures, variety of pronouns. These questions must be sent to MRS BEY for feedback before the next live lesson.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>15<sup>th</sup> June:</b> <a href="http://platea.pntic.mec.es/cvera/hotpot/gregoire_ta_main_b.htm">http://platea.pntic.mec.es/cvera/hotpot/gregoire_ta_main_b.htm</a></li> <li>Complete the song task on the above link.</li> <li>Make a list of conditional and past conditional verbs</li> </ul> <p><b>22nd June: knowledge organiser, complete theme 4</b></p>
Geography	<p><b>Week commencing 15<sup>th</sup> June</b></p> <p>Work through the River Management audio lesson. Complete all tasks as guided by the teacher. Attend the live online lesson and complete all activities as directed by your teacher. Complete the follow up lesson worksheet.</p> <p><b>Week commencing 22<sup>nd</sup> June</b></p> <p>Work through the Big Quiz for Coasts and Rivers. Attend the live online lesson and complete all activities as directed by your teacher. Complete the follow up lesson worksheet.</p>	<p>In the shared area there are practice exam papers. Complete Paper 1 Section C of SAM3 to check your understanding. Send this to your teacher via email to have a look through.</p> <p>Knowledge Retention: How do you know it has stuck? Complete the multiple-choice quiz booklets and the case study quizzing booklet.</p>
German	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p>w.c. 15<sup>th</sup> June</p>	<p>Use <a href="http://www.seneca.com">www.seneca.com</a> - and revise vocabulary using German GCSE AQA course (not our specification but vocab is vocab!)</p> <p>Use 'Wider Reading for German' sheet and practise on some of the different websites.</p>

	<p>This week you will receive a live lesson lasting 1.5 hours (Thursday 18<sup>th</sup> June 9am) As a result, you will still need to complete 1.5 hours of home learning independently.</p> <p>You should: -work through the PPT provided on the perfect tense (called 15.06.20 Audio) Listen to Frau Brazier explain each activity. All activities require you to follow a hyperlink to a different website.</p> <p>w.c. 22<sup>nd</sup> June This week you will receive a live lesson lasting 1.5 hours (Thursday 25<sup>th</sup> June 9am) As a result, you will still need to complete 1.5 hours of home learning independently.</p> <p>You should: -work through the PPT provided on using the perfect tense in speaking questions (called 22.06.20 Audio) Listen to Frau Brazier explain each activity. You should complete as many activities as possible in the 1.5 hours</p>	<p>Use 'Padlets sheet' and pick a topic or a skill to work on.</p> <p>If you have more time to spend on your German, you should complete any of the main activities that you couldn't get done in your 90 mins. You could also revise the websites from the 15.06 ppt and have a go at those again seeing if you score higher this time.</p>
Health & Social Care	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p>We are now going to start looking at the questions and information you will need for the February 2021 exam. Access the lessons at <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a> Health and Social Care, Level 2 CA Guidance, Unit 3 – Exam</p> <p>Make sure you have your speakers on so you can hear your teacher talking. Press the Play buttons on each slide if you need to.</p> <p>Here you will find lessons for the weeks commencing:</p> <p><b>Week commencing 15<sup>th</sup> June – Diet.</b> We are looking at the importance of a healthy diet for an individual's health and wellbeing. We will be looking at the consequences of a poor diet and steps that can be taken to improve poor diets.</p> <p><b>Week commencing 22<sup>nd</sup> June - Alcohol and Smoking.</b> We are looking at two lifestyle choices people make that can have an adverse effect on health and wellbeing. We will be looking at both the short and longer term consequences of smoking and alcohol consumption.</p> <p>Please follow the power point and produce the information required in the task.</p>	
History	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p>	<p>Use AQA Master helper – read over responses and examiner feedback</p>

	<p>Sign up to use resources from the Historical Association  <a href="https://www.history.org.uk/secondary/news/3814/secondary-resources-to-support-you-during-covid-19">https://www.history.org.uk/secondary/news/3814/secondary-resources-to-support-you-during-covid-19</a> Register as a free user and you can access topic guides and podcasts for each GCSE topic that we study. Click the student tab at the top of the page to access even more free resources. This will complement your self-quizzing, creation of knowledge organisers and pre-tutoring.</p> <p><b>1<sup>st</sup> June onwards- You will be looking at the exam skills needed for your three completed topics in the next 7 weeks and will begin with looking at questions for your unit on Germany 1890-1945.</b></p> <p>15th June-Week 3: Question 3- How to answer interpretation questions. Watch this audio lesson and complete all activities set by the teacher.</p> <p>22<sup>nd</sup> June- Week 4: Question 4-6- How to answer Germany explanation questions. Watch this audio lesson and complete all activities set by the teacher.</p> <p><b>Live lessons will begin w/b 15<sup>th</sup> June and follow up tasks will also be added to the home learning resources to support the content in the Live teaching.</b></p> <p>You also need to continue using knowledge organisers to revise content for your GCSE topics.</p>	<p>Workbooks inside the All Resources area</p> <p>Overview document and source booklet</p>
Maths	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of  <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p><b><u>15th June onwards</u></b></p> <p>There will be a daily lesson which can be accessed through the home learning section every day from Monday to Friday.</p> <p>On a Monday to a Thursday this will consist of a topic to complete, for each of these topics there will be links to a selection of tutorial videos, questions, textbook exercises as well as exercise and worksheets provided by teachers in the home learning for that topic. If you would like guidance on which exercise to attempt from the home learning on that day then please contact your teacher via teams</p> <p>On a Friday there will be a quiz day with instructions on the home learning area.</p>	<p>Use websites such as <a href="https://corbettmaths.com/">https://corbettmaths.com/</a>  <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a>  <a href="https://mathsbot.com/">https://mathsbot.com/</a>  to work through topics with GCSE style questions</p> <p>Complete puzzles and UKMT maths challenge material found on the website.</p> <p>There are past exam papers and unit tests with answers available to complete on the home learning website.</p> <p><b><u>Oak Learning Instructions – Online Lessons</u></b></p> <ol style="list-style-type: none"> <li>1. Go on <a href="http://www.thenational.academy">www.thenational.academy</a></li> <li>2. Click on online classroom</li> <li>3. Press subject and pick the appropriate year group</li> <li>4. Pick maths (there are also loads of different subjects on this website)</li> </ol>

		<p>5. Start the lesson you would like to do - then follow the on screen instructions.</p> <p>Please note - more lessons will be added each week</p> <p>See previous week's work for extensive links to revision websites</p>
GCSE Media Studies	<p><b><u>Week commencing 15/06:</u></b></p> <p>Go to the home learning site and to GCSE Media &gt; Year 10 and find the video named Y10 – GCSE MEDIA – 15.06.20 Follow the instructions in the video and complete the tasks on the attached powerpoint under the same name.</p> <p><b><u>Week commencing 22/06:</u></b></p> <p>Go to the home learning site and to GCSE Media &gt; Year 10 and find the video named Y10 – GCSE MEDIA – 22.06.20 Follow the instructions in the video and complete the tasks on the attached powerpoint under the same name.</p> <p>If you have any issues or need any support please message on Teams or email me at cwinters@barrbeaconschool.co.uk</p>	
BTEC Media Studies	<p>Two week task – Starting June 15th</p> <p>Please see the video found within the school website &gt; <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a> &gt; Media &gt; BTEC Media &gt; Year 10 &gt; Year 10 – Media – 15<sup>th</sup> June.</p> <p>You will be finalising your entire component 2 work. This includes LAA, LAB and LAC. This will act as your first submission and will go towards your overall final mark of the entire course so it needs to be finished to the best of your ability.</p> <p>LAA – Production log</p> <p>LAB – Filming/editing of your advert</p> <p>LAC – Evaluation and skills audit</p> <p>Miss Watson/Winters will be looking through your work starting on the 26<sup>th</sup> June and we will be deciding grades based on the work we see within your MEDIA folders.</p> <p>Some of you will have already put so much effort into completing work that there won't be much to improve on. If you are one of these pupils, can you please focus on considering as many points of evaluation as possible for LAA production log and LAC your final evaluation. The more evaluative</p>	<ul style="list-style-type: none"> <li>• Use self-quizzing <a href="https://vimeo.com/385945716">https://vimeo.com/385945716</a> to revise camera angles. use the following websites if you need extra support with this: <a href="https://revision4gcses.wordpress.com/media-studies/camera-anglesmovementshots/">https://revision4gcses.wordpress.com/media-studies/camera-anglesmovementshots/</a> <a href="https://revisionworld.com/gcse-revision/english-literature/studying-drama/camera-shots">https://revisionworld.com/gcse-revision/english-literature/studying-drama/camera-shots</a> . <a href="https://www.slideshare.net/LouiseDownie/camera-shots-revise">https://www.slideshare.net/LouiseDownie/camera-shots-revise</a></li> <li>• Complete a video evaluation of the process from LAA all the way to you completing LAB filming and editing. Talk to the camera and record the stages you have taken, strengths and areas of improvement. This video can be used as further evidence supporting your LAC evaluation and skills audit.</li> </ul>

	<p>comments you make the better chance you will get at obtaining a higher grade.</p> <p>Any questions please use the Microsoft Teams and direct them to Miss Watson and Miss Winters.</p>	
<p>PE (GCSE)</p>	<p>W/C 15<sup>th</sup> June – you will be set an Everlearner assignments on commercialisation and the conduct of performers. Please watch the video below and the Everlearner videos BEFORE doing the test.</p> <p>W/C 22<sup>nd</sup> June – you will have an Everlearner checkpoint for the Socio-cultural issues section. Please watch videos and self-quiz using the knowledge organisers BEFORE doing the checkpoint.</p> <p><a href="https://matrixacademytrust-my.sharepoint.com/:f/g/personal/revision_matrixacademytrust_co_uk/EgiiRvDWtnlDo3FGCBILDUUB6ZZK2KUtaEpHfE_UX_Ic_w?e=xlyBFZ">https://matrixacademytrust-my.sharepoint.com/:f/g/personal/revision_matrixacademytrust_co_uk/EgiiRvDWtnlDo3FGCBILDUUB6ZZK2KUtaEpHfE_UX_Ic_w?e=xlyBFZ</a></p> <p>Complete the Everlearner assignment taking effective notes form the videos AND completing the quiz</p> <p>Complete Edexcel GCSE PE 9-1 quizzes on <a href="http://www.gojimo.com/">http://www.gojimo.com/</a></p>	<p><u>Netflix watch List:</u> The Last Dance; Moneyball; Coach Carter; The Blind Side; Stop at Nothing; Icarus; The short game; Iverson; The Dawn Wall; Game Changers</p> <p><u>Prime Watch List:</u> The Unknown Runner; Eat. Race. Win; Running for Good; Salute; All or Nothing; Marching on Together- Leeds United; Supersize Me</p> <p><u>Podcast List:</u> The Real Science of Sport Podcast; 30 for 30; Sports? With Katie Nolan.</p> <p><u>Workouts (youtube):</u> Joe Wicks – The Body Coach Sarahbeth Yoga</p>
<p>Philosophy and Ethics</p>	<p>Ensure that all work for previous weeks has been completed then do the following:</p> <p>Weeks commencing 15th June and 22nd June.</p> <p>W/C 15<sup>th</sup> June- You will be looking at the beliefs and practices of Sikhs. In the first lesson we will focus on the key terms and beliefs that you need for a basic understanding of Sikhism. We will be looking at the Mool Mantra and how that influences the lives of Sikhs. This will then support you in comparing beliefs to Christianity. The live lesson will help you to revise the content we did on Christianity so that you can use it as a comparison.</p> <p>W/C 22<sup>nd</sup> June. You will be looking at the teachings of Guru Nanak and Guru Gobind Singh. In particular we will be looking at the teachings on equality and how they are central to Sikhism. We will</p>	<p>Use the link to revise, watch clips and test your knowledge on Christianity <a href="https://www.bbc.co.uk/bitesize/topics/zbndy9q">https://www.bbc.co.uk/bitesize/topics/zbndy9q</a></p> <p>Use the link to revise, watch clips and test your knowledge on Sikhism <a href="https://www.bbc.co.uk/bitesize/topics/zdr692p">https://www.bbc.co.uk/bitesize/topics/zdr692p</a></p> <p>Use the link to revise and play RE games: <a href="http://www.rsrevision.com/GCSE/index.htm">http://www.rsrevision.com/GCSE/index.htm</a></p> <p>Complete an information booklet on Sikh beliefs to compare to the Christian booklet.</p>

	<p>pay particular attention to the way in which Sikhs show Sewa. We will then apply this to an examination question followed by a model answer.</p> <p>Good luck and if you need any support email Mrs Trainor to support you.</p>	
PSHE	<p><b>Weeks Commencing 15<sup>th</sup> June and 22<sup>nd</sup> June</b></p> <p><b>Prejudice and Discrimination – Black Lives Matter</b></p> <p>No one can have failed to see the tragic events that have been taking place in the USA recently regarding the death of black man called George Floyd. His death is not the first death of a BAME (BAME stands for Black, Asian and Minority Ethnic and is defined as all ethnic groups except White ethnic groups) individual at the hands of law enforcement in the USA and sadly is unlikely to be the last. Americans and others of all ethnic backgrounds from around the world have reacted to these tragic events in recent days. It essential that we address and challenge any prejudice and discrimination we see in order to end it once and for all. The links below cover a number of aspects surrounding the story – read them carefully:</p> <p><a href="https://www.bbc.co.uk/newsround/52813673">https://www.bbc.co.uk/newsround/52813673</a></p> <p><a href="https://www.bbc.co.uk/newsround/52932636">https://www.bbc.co.uk/newsround/52932636</a></p> <p><a href="https://www.bbc.co.uk/newsround/52893017">https://www.bbc.co.uk/newsround/52893017</a></p> <p><a href="https://www.bbc.co.uk/newsround/52917648">https://www.bbc.co.uk/newsround/52917648</a></p> <p>Then consider the following:</p> <p>What happened in the case of George Floyd?  Why has this caused such widespread global condemnation?  What has been the reaction to his death in the USA and around the world?  What has been the reaction from celebrities in the fields of music – such as Beyonce and Cardi B, film – such as John Boyega and sport – such as tennis stars Serena Williams and Coco Gauff?  Which celebrities have made impassioned speeches regarding the death of George Floyd – including former President of the USA Barack Obama and Meghan Markle the Duchess of Sussex, what have they said?</p>	<p><b>Week Commencing 15<sup>th</sup> June</b></p> <p><b>Mental Health - Personal Experience of Bipolar</b></p> <p>Using BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/clips/z674wmm">https://www.bbc.co.uk/bitesize/clips/z674wmm</a></p> <p>Watch the video clip and consider the following questions:</p> <p>What is bipolar disorder? What safety implications are there for sufferers? What are the effects of the 'highs' and 'lows' on the sufferer? What statistics are linked to bipolar disorder? What are the signs and symptoms of the disorder? What support and treatments are available for sufferers? Why is a diagnosis so crucial? What advice would you give to a sufferer of bipolar disorder?</p> <p>Using the information from above and your own research on the condition produce a leaflet on the disorder that would be available free in a GP surgery.</p> <p><b>Week Commencing 22<sup>nd</sup> June</b></p> <p><b>Mental and Emotional Health – Personal Experiences of Drug Addiction</b></p> <p>Using BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/clips/zr3tfg8">https://www.bbc.co.uk/bitesize/clips/zr3tfg8</a> and <a href="https://www.talktofrank.com">https://www.talktofrank.com</a></p> <p>Watch the video clip and consider the following questions:</p> <p>Why do people choose to take illegal drugs? What are the four different categories of drugs (e.g. stimulants)? What different classes do drugs fall under? What is daily life like for an addict? What are the financial implications of drug addiction? What methods do drug users use to source cash? What statistics link to drug use in the UK? What are the signs of addiction? What are the physical effects of taking drugs? Why are some of those effects so scary? What are the long-term effects of drug addiction on future prospects? What are the signs of drug addiction? What are the effects of drug addiction on others such as family and friends? What sources of support and help are available for drug users? What medical treatments are available for drug users? How do all sources of support help?</p>

What has the celebrity reaction and public reaction achieved?  
What was Blackout Tuesday?  
What has been done to commemorate the life of George Floyd?

Using your information and research produce a comprehensive article that gives an overview of the case of George Floyd (and others). You should include information on all of the points above and images.

You can also use the links to the websites below to help include information on discrimination, the Black Lives Matter movement and how we tackle this appalling issue and how we as a society move forward to eliminate discrimination for all groups in society.

In the words of Meghan Markle, Duchess of Sussex:

“the only wrong thing to say is to say nothing...”

<https://www.dailymail.co.uk/femail/article-8391359/Meghan-Markle-sounded-restrained-like-old-self-George-Floyd-speech.html>

<https://blacklivesmatter.com>

<https://kids.britannica.com/kids/article/discrimination/399429>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/your-rights/discrimination-hate-crime-equality/>

### **All month: June 2020 – Pride month 2020**

June is Pride month and celebrates the LGBTQ+ communities around the world. Using the links (below) to the Newsround website, Stonewall website and the Encyclopaedia Britannica websites research the history of the history of the LGBTQ+ community and their ongoing struggle for equality.

Think about the following:

What was the Stonewall uprising – what happened, why, where and when?  
What were the outcomes of the Stonewall riots for the LGBTQ+ community?

Using the information from above and your own research on drug addiction produce a leaflet that would be available free in a GP surgery. You should also consider prescription drug abuse – you may want to look at some celebrities that have sadly become victims of prescription drug use.

You can also look at the laws relating to drugs – classifications, fines and prison sentences associated with possession / intent to deal.

Look at producing a timeline of key events and dates that have taken place since the Stonewall uprising nearly 51 years ago.

What are the 30 key moments on the way to LGBTQ+ equality since the founding of the Stonewall charity back in 1989?

What is Pride month?

What does Pride seek to achieve?

What is a key symbol of the Pride movement and why?

Are the LGBTQ+ community around the world treated equally?

Using the information you have researched and the answers to the questions you have answered produce a selection of the following:

A poster to celebrate Pride month 2020.

A design for a new t-shirt / hoodie to celebrate Pride month 2020 – remember the rainbow!!

A magazine article detailing the history of the LGBTQ+ community and their ongoing struggle for equality from the Stonewall riots to the present day.

A webpage that looks at the differing levels of equality currently around the world for the LGBTQ+ community today.

An information leaflet for people wanting to know more about the LGBTQ+ community including key terms and sources of support for members of the LGBTQ+ community experiencing discrimination and inequality in any aspects of their lives.

<https://www.bbc.co.uk/newsround/52872693>

<https://www.britannica.com/event/Stonewall-riots>

<https://www.youngstonewall.org.uk/about-us/news/stonewall-uprising-50-years-lgbt-history>

<https://www.stonewall.org.uk/30-moments-way-lgbt-equality>

<https://www.amnesty.org/en/what-we-do/discrimination/lgbt-rights/>

In addition to the tasks above Stonewall have produced a fantastic range of home learning creative tasks that can be accessed using the link below:

	<p><a href="https://www.stonewall.org.uk/system/files/creativity_home_learning_pack_-_secondary.pdf">https://www.stonewall.org.uk/system/files/creativity_home_learning_pack_-_secondary.pdf</a></p> <p>There are some amazing activities – try one a week throughout June to celebrate Pride month 2020 and brighten your month with a rainbow. Activities included in the link you could try include:</p> <p>Making rainbow cupcakes – yummy! Selecting an iconic LGBTQ+ music track to make a music video for. Producing an animation with the theme of celebrating difference....</p> <p>To name just a few! Enjoy!</p>	
Psychology	<p><b>Work to be completed:</b></p> <ol style="list-style-type: none"> <li>1. Complete memory booklet and email to teacher</li> <li>2. Complete perception booklet and email to teacher</li> <li>3. Research project: Using google search the following information about Clive Wearing and then Phineas Gage. Create a fact file on them both by creating a title page and an A4 page including an introduction about the case and what happened to them, the methods used on them, what was found, a conclusion made and one strength of this case study and one weakness.</li> </ol> <p><b>Online audio/live lessons</b> 10C Mrs Juss: June 15<sup>th</sup> Brain scans and revision lesson. June 22<sup>nd</sup> Tulving and revision lesson 10B Miss Barber: June 15<sup>th</sup> June James Lange and revision lesson. 22<sup>nd</sup> Neurons and revision lesson</p>	<p>Complete past paper questions using the past papers in the home learning area.</p> <p><a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a> Make a quizlet account and complete AQA GCSE quizzes on memory, research methods or social influence</p> <p><a href="http://www.hoddereducation.co.uk/myrevisionnotesdownloads">www.hoddereducation.co.uk/myrevisionnotesdownloads</a> Complete quizzes on topics covered</p>
Science	<p>Complete any previous work that has been set by accessing the old documents on: <a href="https://rebrand.ly/ScienceSUM1">https://rebrand.ly/ScienceSUM1</a></p> <p>New work: <a href="https://rebrand.ly/ScienceSUM2">https://rebrand.ly/ScienceSUM2</a> or you can scan this QR code with your device:</p>  <p>Go to your year group and there will be an instruction document in the folder for you which highlights what to do each week.</p>	<p>The National Oak Academy has produced some excellent resources for science:</p> <p>If you are looking for more science you can find them at: <a href="https://www.thenational.academy/online-classroom/year-10/science#subjects">https://www.thenational.academy/online-classroom/year-10/science#subjects</a></p> <p>Also, if you want to do some practical activities and you're allowed to (ask permission) <a href="https://www.science-sparks.com/kitchen-science-round-up/">https://www.science-sparks.com/kitchen-science-round-up/</a> has some great kitchen science activities.</p>

	<p>The work is no longer split into x and y/z bands because all the content we are covering is common to triple science and combined science.</p> <p>There is at least one video to watch per week along with a variety of other activities.</p> <p>Year 10 Biology:  Week 15.6.20 - Enzymes required practical  Week 22.6.20 (In school) - Respiration</p> <p>Year 10 Chemistry:  Week 15.6.20 - Electrolysis Practical  Week 22.6.20 (In school) - Electrolysis equations</p> <p>Year 10 Physics  Week 15.6.20 - Newton's 1st Law  Week 22.6.20 (In school) - Equations for force and motion</p>	
Sociology	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p>Do not move on to this new work before completing the previous work.</p> <p>Work to be completed from:  Week beginning 15<sup>th</sup> June– Complete audio lesson on Research Methods Revision. Ensure you complete all activities and attempt all exam questions.  Week beginning 22nd June – Complete audio lesson Research Methods 2. Complete all tasks and exam questions.  In addition to this worksheets will be available to accompany the live lesson.</p>	<p>Use your sociology revision guide to attempt some extra exam questions.</p> <p>Watch documentaries on the topics we cover:  Benefits street  The Stephen Lawrence case  The 7 up series on Youtube  Ross Kemp on gangs  Keep up to date with current affairs.  Download the BBC News app and follow Education and Families.  BBC bitesize to help with self quizzing and information.  <a href="https://www.bbc.co.uk/bitesize/subjects/zbbw2hv">https://www.bbc.co.uk/bitesize/subjects/zbbw2hv</a></p>
Spanish	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p><b>Week beginning 15/06 - All resources available in Spanish folder on school website.</b>  This work is to be completed in addition to the live lesson given by Mr Light.  Complete video lesson entitled 'Back to the Future'  Complete <a href="#">subjunctive worksheet</a> and then complete online <a href="#">listening gapfill</a>.</p> <p><b>Week beginning 22/06 - All resources available in Spanish folder on school website.</b></p>	<p>All 14 pages of vocabulary booklet to be completed</p> <p>Activities on ActiveLearn (All already released to pupils)</p>

	<p>This work is to be completed in addition to the live lesson given by Mr Light Complete video lesson entitled 'Imperfect vs Preterit'</p>	
Sport	<p><b>Week beginning 15<sup>th</sup> June &amp; 22<sup>nd</sup> June</b> Watch the video in the PE home learning folder. Complete work on your assignment A – Body systems PowerPoint. The video will give you guidance on how to do this. Your work will be emailed to on the 15<sup>th</sup>. The deadline for this work to be completed and emailed back to me is the 28<sup>th</sup> June 2020.</p> <p>Unit 3 Health and safety whilst planning a session - <a href="https://www.bbc.co.uk/bitesize/guides/zx4gk7h/revision/1">https://www.bbc.co.uk/bitesize/guides/zx4gk7h/revision/1</a> Methods of training and the structure of a session- <a href="https://www.bbc.co.uk/bitesize/guides/z9ntfrd/revision/1">https://www.bbc.co.uk/bitesize/guides/z9ntfrd/revision/1</a> Planning a session <a href="https://www.leadershipandsport.com/sports-session-planner-template/">https://www.leadershipandsport.com/sports-session-planner-template/</a> Planning a session- <a href="https://prezi.com/ra48qwdqxkvo/planning-a-sports-coaching-session/">https://prezi.com/ra48qwdqxkvo/planning-a-sports-coaching-session/</a></p>	<p>Make notes on each area. Plan a session for your chosen sport.</p> <p>Netflix watch List: Moneyball; Coach Carter; The Blind Side; Stop at Nothing; Icarus; The short game; Iverson; The Dawn Wall; Game Changers</p> <p>Prime Watch List: The Unknown Runner; Eat. Race. Win; Running for Good; Salute; All or Nothing; Marching on Together- Leeds United;</p> <p>Podcast List: The Real Science of Sport Podcast; 30 for 30; Peter crouch podcast; Sports? With Katie Nolan.</p>
Textiles	<p><b>Week commencing 15<sup>th</sup> June</b> Please see the PowerPoint available at: barrbeaconschool.com, then click working from home. Scroll down to all resources. Click on design and technology, download here. Click on Textiles &gt; GCSE DT Textiles &gt; YEAR 9 TEXTILES &gt; 15.06.20 PLUS ASSESSMENT. Lesson 3 – The impact of new and emerging technologies</p> <p>Please listen to the PowerPoint and start to make your own revision resources from the slides. This can be:</p> <ul style="list-style-type: none"> <li>• Mind maps</li> <li>• Knowledge organisers</li> <li>• Revision cards</li> <li>• A3 posters</li> <li>• Lined paper with highlights and coding</li> <li>• PowerPoint</li> </ul> <p>Once you have created your revision resources, attempt the following questions: Exam questions – Scales of production 1a) What is batch production? (1 mark) 1b) what is one off production ? (1 mark)</p>	<p>Work through the past exam papers you have been given. Use the exam pack I have created for you. If you need a digital copy of the past papers please email me.</p> <p><a href="http://www.gojimo.com/gcse-designtechnology-revision/">http://www.gojimo.com/gcse-designtechnology-revision/</a> This might be an effective app to download</p>

- 1c) what is mass production? (1 mark)  
2a) What are the advantages of mass production ? (2 marks)  
2b) What are the disadvantages of one off production ? (2 marks)  
2c) Why is batch production suitable for high street clothing? (2 marks)  
3a) What does lean manufacturing mean? (1 mark)

**Week commencing 22<sup>nd</sup> June**

Please see the PowerPoint available at: [barrbeaconschool.com](http://barrbeaconschool.com), then click working from home. Scroll down to all resources. Click on design and technology, download here. Click on Textiles > GCSE DT Textiles > YEAR 9 TEXTILES > 22.06.20

**Lesson 5: Energy: generation, storage and choosing appropriate sources**

Please listen to the PowerPoint and start to make your own revision resources from the slides. This can be:

- Mind maps
- Knowledge organisers
- Revision cards
- A3 posters
- Lined paper with highlights and coding
- PowerPoint

Once you have created your revision resources, attempt the following questions:

Exam questions – Energy

- 1a) What are the advantages of coal? (3 marks)  
1b) What are the disadvantages of coal? (3 marks)  
2a) What are the advantages of oil? (3 marks)  
2b) What are the disadvantages of oil? (3 marks)  
3a) What are the advantages of gas? (3 marks)  
3b) What are the disadvantages of gas? (3 marks)

**Additional work:**

Watch the Great British Sewing Bee on BBC or Next in Fashion on Netflix. Attempt to make a practical item at home if you have the facilities and equipment. Try to keep your practical skills up to date by watching programmes like this for tips and also use YouTube as a support.

	Attempt PowerPoint slides: Lesson 19: textiles 2 and Lesson 20: timber.	
PE	<p><b>w/c 15<sup>th</sup> June 2020 &amp; 22<sup>nd</sup> June</b></p> <p>Select from the range of fitness activities below. Do different activities each week.</p> <ul style="list-style-type: none"> <li>Using the hyperlink go to the Year 10 Core PE Area: <a href="https://matrixacademytrust-my.sharepoint.com/:f:/g/personal/revision_matrixacademytrust_co_uk/Ejm7fatuP8tCuhCQvz1YkDsBsDZcf_7GRcy-iCQKio2JAg?e=v3pMTe">https://matrixacademytrust-my.sharepoint.com/:f:/g/personal/revision_matrixacademytrust_co_uk/Ejm7fatuP8tCuhCQvz1YkDsBsDZcf_7GRcy-iCQKio2JAg?e=v3pMTe</a></li> <li>Watch the video – 15.6.20 Core PE Voiceover, where Miss Woolley will be speaking to you about this fortnights work (<a href="https://matrixacademytrust-my.sharepoint.com/:v:/g/personal/revision_matrixacademytrust_co_uk/EX45u-fBbelNpQR7xWpAUmEBpRvVV2ViOongP_F64p9pcQ?e=rav7kR">https://matrixacademytrust-my.sharepoint.com/:v:/g/personal/revision_matrixacademytrust_co_uk/EX45u-fBbelNpQR7xWpAUmEBpRvVV2ViOongP_F64p9pcQ?e=rav7kR</a>)</li> <li>Click on the 15.6.20 Workout PowerPoint (<a href="https://matrixacademytrust-my.sharepoint.com/:p:/g/personal/revision_matrixacademytrust_co_uk/EUHekm4cYvBFmFmq651OMKIBC6G8MU9N3L4-Ow25P0QKQg?e=Olf0Lf">https://matrixacademytrust-my.sharepoint.com/:p:/g/personal/revision_matrixacademytrust_co_uk/EUHekm4cYvBFmFmq651OMKIBC6G8MU9N3L4-Ow25P0QKQg?e=Olf0Lf</a>)</li> <li>Create your own fitness log /diary and record the physical activities you are taking part in (on Microsoft Word, PowerPoint or a piece of paper)</li> <li>Send these to your PE teacher for them to see how active and physical you have been for the past 2 weeks.</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>Baby shark challenge- <a href="https://youtu.be/LurCQ9XGkt0">https://youtu.be/LurCQ9XGkt0</a></li> <li>Cha cha slide challenge- <a href="https://youtu.be/x_YFkVSp34s">https://youtu.be/x_YFkVSp34s</a></li> <li>Bring Sally up squat challenge- <a href="https://youtu.be/bql6siU2A7k">https://youtu.be/bql6siU2A7k</a></li> <li>Bring sally up leg raisers- <a href="https://youtu.be/Q9cnrvL4Apc">https://youtu.be/Q9cnrvL4Apc</a></li> <li>Bring sally up lunges- <a href="https://youtu.be/rULLHE41UtM">https://youtu.be/rULLHE41UtM</a></li> </ul> <p><b>Meditation, Yoga and Pilates</b></p> <ul style="list-style-type: none"> <li>Meditation and yoga - <a href="https://youtu.be/k0PSUDvLi8E">https://youtu.be/k0PSUDvLi8E</a></li> <li>Yoga and relaxation <a href="https://youtu.be/Nw2oB1rQGLo">https://youtu.be/Nw2oB1rQGLo</a></li> <li>Pilates <a href="https://youtu.be/510FdqCvZ-k">https://youtu.be/510FdqCvZ-k</a></li> </ul> <p><b>Les Mills</b></p> <p>Les Mills dance workout - <a href="https://youtu.be/Srd6TwU6UoI">https://youtu.be/Srd6TwU6UoI</a></p> <p>Les mills body combat - <a href="https://youtu.be/HPytZF6SZ98">https://youtu.be/HPytZF6SZ98</a></p> <p>20 MINUTE HITT- <a href="https://youtu.be/fHfTCd2q-rg">https://youtu.be/fHfTCd2q-rg</a></p>	<p>Netflix watch List:</p> <p><b>Losers; Sir Alex Ferguson Secrets of Success; Stop at Nothing; Becoming Champions; Katie; The Game Changers; The Last Dance</b></p> <p>Moneyball; Coach Carter; The Blind Side; Stop at Nothing; The short game; Iverson;</p> <p>Prime Watch List:</p> <p><b>Eat Race Win; Breaking 60: Challenging the Impossible; Invictus</b></p> <p>The Unknown Runner; Eat. Race. Win; Running for Good; Salute; All or Nothing; Take Us Home: Leeds United; Class of 92</p> <p>Podcast List:</p> <p><b>Families in Sport</b></p> <p>The Real Science of Sport Podcast 30 for 30</p>

15 MINUTE BOOTCAMP- <https://youtu.be/rzoqO3ENKNk>

### UniSport

**1 HOUR of tutorials | Learn 35 football skills** - [https://www.youtube.com/watch?v=y1d\\_uHGQso](https://www.youtube.com/watch?v=y1d_uHGQso)

**Learn the Butterfly Lift football skill** - <https://www.youtube.com/watch?v=9lwBmE7m8yA>

**LEARN THE AROUND THE WORLD IN NO TIME** - <https://www.youtube.com/watch?v=qUILNHgvk6O>

### YouTube Vbloggers – Chloe Ting

**Intense Fat Burning Full Body Workout | No Jumping Variations Included** -

<https://www.youtube.com/watch?v=-GhaJFcj3Mk>

**10 Mins Toned Arms Workout | No Equipment** - <https://www.youtube.com/watch?v=j64BBgBGNIU>

**Intense Lower Abs Workout** - <https://www.youtube.com/watch?v=JEEG0hBNk3E>

**Best Full Body Workout** - <https://www.youtube.com/watch?v=CGmr02bfHUo>

### Pamela Reif

**15 MIN HAPPY DANCE WORKOUT - burn calories and smile / No Equipment - 15 MIN GET STRONG** -

<https://www.youtube.com/watch?v=Lk-8YDHTdzc>

**WORKOUT - Let's Train Together / No Equipment | Pamela Reif**

<https://www.youtube.com/watch?v=Cw-Wt4xKD2s>

Social media influencers who go a regular daily workouts: @\_lucymayfinnegan and @courtneydblack