

Appendix 1a

Wootton Academy Trust: what our students are learning over the next two weeks: March 23rd – April 3rd

All of the work we have asked our students to complete is on Show My Homework [SMH] where there is much more detail. Some tasks will involve learners completing on-line tests after learning which will provide immediate feedback. Other work will require students to submit work for teachers to review and then provide feedback.

Subject	Year 9	Year 10	Year 11
English	Of Mice and Men <u>reading task</u> The Lindbergh Baby Kidnapping <u>project</u>	Love and Relationships <u>poetry task</u> Porphyria's Lover <u>newspaper article</u> Descriptive Writing <u>Paper 1 Task</u>	Love and Relationships <u>poetry task</u> Alice in Wonderland <u>Language development task</u>
Maths	MathsWatch - with videos & assessments: <u>review & consolidate spring term topics</u>	MathsWatch - with videos & assessments: <u>review & consolidate spring term topics</u>	To be confirmed
Science	Atomic Structure Developments in our understanding of the Structure of the Atom	Biology - Communicable diseases Chemistry - Chemical Analysis & the Earth's Atmosphere - <u>review prior learning</u> Physics: Electric Circuits & Electricity in the Home – <u>review prior learning</u>	Class set activities teachers <u>have set pupils work based on the needs of individual groups</u> Communicable diseases <u>pupils are asked to review their understanding of the various pathogens. Videos have been provided</u>
Geography	Tropical rainforest deforestation: <u>write a newspaper article</u> Hot Desert – <u>create fact file</u>	Tectonics, Urban Issues – Rio, Resource Management <u>create revision clocks for these topics</u> <u>Tectonics Quiz</u>	Lifestyle choices <u>complete the booklet on Energy Resource Management. This is a pertinent topic in the current climate</u>
History	What was slavery? <u>Complete tasks on worksheets</u>	Catholic Plots which threatened Queen Elizabeth I <u>Analysis Tasks on these plots</u>	The Cold War and Medicine <u>learning tasks which review the learning during these topics</u>
RS	Buddhism – <u>Learning focusing on deepening learning on Buddhist religion.</u>	Islamic Practices <u>Completion of tasks to review and summarise learning on Islamic Practices</u>	To be confirmed

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Languages	<p>French: Avoir and être <i>using these two verbs in tasks linked to family and friends</i></p> <p>Reflexive verbs <i>–tasks linked to these verbs</i></p>	<p>French: future relationships <i>speaking tasks linked to this topic using the near and simple futures</i></p>	<p>French: revise and practise the imperfect tense</p>
	<p>Spanish: Home and Town Topic <i>tasks linked to speaking and grammar work</i></p>	To be confirmed	To be confirmed
Art	<p>Art Challenge: Beat Banksy <i>an arts based project based on current affairs</i></p>	<p>Art Challenge: Beat Banksy <i>an arts based project based on current affairs</i></p> <p><i>Additional tasks in relation to their work on Architecture.</i></p>	<p>Art Challenge: Beat Banksy <i>an arts based project based on current affairs</i></p>
Business Studies		<p>Unit 1: (Introduction to Business including legal structures and stakeholders) – <i>recap</i></p> <p>Unit 4: (Methods of Production & Quality Control) – <i>recap</i></p>	To be confirmed
Child Development		<p>Paper 1 examination <i>the mark scheme will be released later in the week</i></p>	<p>Extended learning <i>complete the free course which has been shared on child psychology</i></p>
Creative Media		<p>Narrative, Representation & Genre [NRG]</p> <p><i>Complete your report on NRG</i></p>	
Dance	<p>Dance styles project - <i>analysis of video clips linked to different dance styles</i></p>	<p>Emancipation of Expressionism – <i>learning tasks linked to GCSE Dance Anthology Booklet</i></p>	<p>Choreography and video evidence <i>complete your journal and save video evidence of all work completed</i></p>

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Drama	Teachers by John Godber <i>learning tasks including character profiles within this school based comedy.</i>	Review of theatre companies and individual playwrights <i>summarise styles and how they differ</i>	Coursework <i>update your coursework asap and send in via email. Evidence to include: Live Theatre PEARL paragraphs and Noughts and Crosses recap</i>
Food	Religious Food <i>learning tasks linked to foods associated with different religious faiths using activities on Seneca learning</i>	Seasonal UK Food <i>learning tasks including research and other activities on seasonal UK food including to cook a British dish.</i>	Practical Analysis <i>Consider the Presentation, Sensory Tasting and Overall finish of your completed dishes</i>
Graphics	Hero or Villain <i>using tutorials to draw an accurate facial drawing of a hero or villain</i>	Five creative tasks to explore and create designs based around your quote <i>continue your work on the above tasks, ensuring a minimum of one task and ideally two tasks are completed by April 3rd are to complete 1 or 2 of them over the next two weeks.</i>	Coursework <i>update coursework and prepare for this to be returned to school</i>
ICT / Computer Science	Modern technologies <i>reviewing the benefits, drawbacks and challenges of mass remote working</i>	Review of completed work <i>Unit 1 Algorithms and Unit 3 Data Representation</i>	To be confirmed
Music	Hamilton <i>using the guidance on SMH produce a review of the critically acclaimed musical, Hamilton</i>	Composing Task <i>download the free composition package (icancompose.com) and follow the beginner course</i> Performing <i>30 minute individual practice on your instrument/voice</i>	Compositions <i>update all compositions and return to Mr Hooper before Easter. Instructions have been shared for pupils to email their compositions</i>
Product Design	Two design tasks <i>research a design style and create a piece of design in response to a brief. The briefs have been shared.</i>	Superheroes Unit: <i>create and complete by April 3rd at least two from three of the three design and media experimentation in Superhero Unit.]</i>	Coursework <i>update coursework and prepare for this to be returned to school</i>

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PSHCE	Trespass law <i>raising awareness of trespass</i>	Trespass law <i>raising awareness of trespass</i>	To be confirmed
Textiles	The Design Process: <i>designer analysis and developing design skills.</i>	Continuing with GCSE coursework: <i>further designer analysis and developing ideas.</i>	To be confirmed