

**Year 10**

**Wigston Academy**

**Responsibility Ambition Resilience Engagement Respect**

Use this table to look up the assigned subject for the week you are absent from School. You can then go to either National Oak Academy, BBC Bitesize, MyMaths, Seneca learning or Everlearner to complete the lesson. All work must be completed in your exercise book. You must also ensure that you complete any Home Learning activities set via Satchel:One PSHCE and Global Citizenship work will be set on Satchel:One

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|  | **25.08.25** | **01.09.25** | **08.09.25** | **15.09.25** | **22.09.25** | **29.09.25** | **06.10.25** | **13.10.25** |
| **Maths**[www.corbettmaths.com](http://www.corbettmaths.com)[Oak National Academy](https://classroom.thenational.academy/subjects-by-key-stage)[Sparx Maths](https://sparxmaths.com/) | 5 a dayAdditional videos and worksheets also available.**Key stage 4****Maths**[Operations](https://classroom.thenational.academy/units/4-rules-of-number-0da4)[Types of number](https://classroom.thenational.academy/units/types-of-numbers-1731)**Number****Add subtract****Multiply divide** | 5 a dayAdditional videos and worksheets also available.**Key stage 4****Maths**[Decimals](https://classroom.thenational.academy/units/decimals-9913)**Number****Decimals**Ordering decimalsAdd subtract decimalsMultiply two decimals | 5 a dayAdditional videos and worksheets also available.**Key stage 4****Maths**[Factors, multiples, primes](https://classroom.thenational.academy/units/factors-multiple-and-primes-211b)Extension:[HCF & LCM](https://classroom.thenational.academy/units/hcf-and-lcm-872d)**Number****Counting and place value** MultiplesFactors and primes | 5 a dayAdditional videos and worksheets also available.**Key stage 4****Maths**[Algebraic manipulation](https://classroom.thenational.academy/units/collecting-like-terms-simplifying-59b1)Extension:[Algebraic manipulation 2](https://classroom.thenational.academy/units/expand-and-simplify-brackets-8710)**Algebra****Algebraic manipulation**Simplifying 1Single bracketsFactorising linear | 5 a dayAdditional videos and worksheets also available.**Key stage 4****Maths**[Angles](https://classroom.thenational.academy/units/angle-facts-e0ea)Extension:[Angles 2](https://classroom.thenational.academy/units/parallel-lines-and-polygons-1-8396)**Shape****Angles**Angles 3Angles 4Angle sums | 5 a dayAdditional videos and worksheets also available.**Key stage 4****Maths**[Bearings](https://classroom.thenational.academy/units/bearings-7867)**Shape****Angles**Bearings**Scale and similarity**Map scales | 5 a dayAdditional videos and worksheets also available.**Key stage 4****Maths**[Fractions 1](https://classroom.thenational.academy/units/fractions-2-multiplying-and-dividing-4107)[Fractions 2](https://classroom.thenational.academy/units/fractions-1-adding-and-subtracting-086a)**Number****Fractions**Equivalent fractionsAdding subtracting fractionsDividing fractions | 5 a dayAdditional videos and worksheets also available.Key stage 4Maths[Sequences](https://www.thenational.academy/teachers/programmes/maths-secondary-ks4-higher-l/units/quadratic-sequences-ce05/lessons)Sequences |
| **English** | Read the following on fiction writing (language paper 1)making notes and completing any activities:[What is fiction? - Writing fiction - AQA - GCSE English Language Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zy47xsg/revision/1)And the same for this:[Planning - Planning - AQA - GCSE English Language Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zt38j6f/revision/1) | Read the following on fiction writing (language paper 1)making notes and completing any activities:[Paragraphs - Organising information and ideas - AQA - GCSE English Language Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zy926fr/revision/1)And for this:[Literary techniques - Using language effectively - AQA - GCSE English Language Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zc7nycw/revision/1) | Read the following on fiction writing (language paper 1)making notes and completing any activities:[Expanding your vocabulary - Vocabulary - AQA - GCSE English Language Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zqnr9qt/revision/1)Watch and make notes on this video:[AQA English Language Paper 1 Question 5 (updated & animated) - Bing video](https://www.bing.com/videos/search?q=mr+bruff+language+paper+1+question+5&view=detail&mid=EAB34F2CD18F666724B8EAB34F2CD18F666724B8&FORM=VIRE) | Why is reading so important?[Bing Videos](https://www.bing.com/videos/riverview/relatedvideo?q=why+is+reading+important%3f&&mid=13D80308A76336FFA79613D80308A76336FFA796&FORM=VCGVRP)Make a leaflet which showcases the benefits of reading. | Language Paper 1, Q1:[2026 AQA English Language Paper 1 Question 1: Your Guide](https://www.youtube.com/watch?v=OlIwGb7bSOI&list=PLqGFsWf-P-cBkIVTQseR1pQtuKeQTfXNk)Language Paper 1, Q2:[AQA English Language Paper 1 Question 2 (2026 Onwards)](https://www.youtube.com/watch?v=L_dE68iUg-k&list=PLqGFsWf-P-cBkIVTQseR1pQtuKeQTfXNk&index=2) | Language Paper 1, Q3: [AQA English Language 2026: Paper 1 Question 3](https://www.youtube.com/watch?v=VNVB5InFrHQ&list=PLqGFsWf-P-cBkIVTQseR1pQtuKeQTfXNk&index=4)Language Paper 1, Q4:[2026 AQA English Language Paper 1 Question 4: Your Guide](https://www.youtube.com/watch?v=y22Ciur-Ryo&list=PLqGFsWf-P-cBkIVTQseR1pQtuKeQTfXNk&index=5) | Q5: stories:[2026 AQA English Paper 1 Question 5: The Ultimate Guide to Writing a Story Opening](https://www.youtube.com/watch?v=OalIJCsUMvY&list=PLqGFsWf-P-cBkIVTQseR1pQtuKeQTfXNk&index=6)Mark scheme changes:[2026 Descriptive Writing: Secrets of the New Mark Scheme!](https://www.youtube.com/watch?v=M4IE_jSK6lg&list=PLqGFsWf-P-cBkIVTQseR1pQtuKeQTfXNk&index=7) | Vocab: [10 Words That Will Make ANY GCSE Creative Writing Story Sound Genius! | 2025 GCSE English Exams](https://www.youtube.com/watch?v=CWhjmZtBhYg) |
| **Science** | [Exchanging materials](https://app.senecalearning.com/classroom/course/88066eb0-1d8c-11e8-a6da-15f18bba751c/section/52d62e90-1d8e-11e8-a6da-15f18bba751c/session) (B1) [Meiosis](https://app.senecalearning.com/classroom/course/88066eb0-1d8c-11e8-a6da-15f18bba751c/section/48465310-1d8e-11e8-a6da-15f18bba751c/session) (B2) [Tissues and organs](https://app.senecalearning.com/classroom/course/88066eb0-1d8c-11e8-a6da-15f18bba751c/section/c7e4b950-1d8d-11e8-a6da-15f18bba751c/session) (B3)  | [Digestive system](https://app.senecalearning.com/classroom/course/88066eb0-1d8c-11e8-a6da-15f18bba751c/section/c7e4b950-1d8d-11e8-a6da-15f18bba751c/session) (B3) [Chemistry of food](https://app.senecalearning.com/classroom/course/88066eb0-1d8c-11e8-a6da-15f18bba751c/section/c7e4b950-1d8d-11e8-a6da-15f18bba751c/session) (B3 | [The Circulatory System](https://app.senecalearning.com/classroom/course/88066eb0-1d8c-11e8-a6da-15f18bba751c/section/1d6acc20-1d8e-11e8-a6da-15f18bba751c/session)[The Breathing System](https://app.senecalearning.com/classroom/course/88066eb0-1d8c-11e8-a6da-15f18bba751c/section/1e63d220-1d8e-11e8-a6da-15f18bba751c/session) | [Plant Transport systems](https://app.senecalearning.com/classroom/course/88066eb0-1d8c-11e8-a6da-15f18bba751c/section/1e63d220-1d8e-11e8-a6da-15f18bba751c/session)[Transpiration](https://app.senecalearning.com/classroom/course/88066eb0-1d8c-11e8-a6da-15f18bba751c/section/2ee2fef0-1d8e-11e8-a6da-15f18bba751c/session) | [Health and Disease](https://app.senecalearning.com/classroom/course/88066eb0-1d8c-11e8-a6da-15f18bba751c/section/a6bcdeb0-1d8d-11e8-a6da-15f18bba751c/session)[Types of pathogen](https://app.senecalearning.com/classroom/course/88066eb0-1d8c-11e8-a6da-15f18bba751c/section/a98f86b0-1d8d-11e8-a6da-15f18bba751c/session) | [Antibiotics](https://app.senecalearning.com/classroom/course/891f0540-1d79-11e8-a6da-15f18bba751c/section/292b0bf0-1d7b-11e8-a6da-15f18bba751c/session)[Developing new drugs](https://app.senecalearning.com/classroom/course/891f0540-1d79-11e8-a6da-15f18bba751c/section/2bad9820-1d7b-11e8-a6da-15f18bba751c/session) | [Non communicable diseases](https://app.senecalearning.com/classroom/course/891f0540-1d79-11e8-a6da-15f18bba751c/section/f0dfbb10-1d7a-11e8-a6da-15f18bba751c/session)[Risk factors for non-communicable disease](https://app.senecalearning.com/classroom/course/891f0540-1d79-11e8-a6da-15f18bba751c/section/f61d2180-1d7a-11e8-a6da-15f18bba751c/session) | [Anaerobic respiration](https://app.senecalearning.com/classroom/course/891f0540-1d79-11e8-a6da-15f18bba751c/section/304d67a9-ca57-4eac-943d-50f40099a316?mode=default)[Atoms](https://app.senecalearning.com/classroom/course/fb972db0-1d78-11e8-9b0a-5126ebbfbb74/section/9515e18d-4443-434c-b344-89322a763976?mode=default) [Chemical equations](https://app.senecalearning.com/classroom/course/fb972db0-1d78-11e8-9b0a-5126ebbfbb74/section/cfb532e4-09c0-4d13-ac57-288f9f803946?mode=default)[History of the atom](https://app.senecalearning.com/classroom/course/fb972db0-1d78-11e8-9b0a-5126ebbfbb74/section/9515e18d-4443-434c-b344-89322a763976?mode=default) |
| **Languages - French** | [Describing people’s appearance](https://www.bbc.co.uk/bitesize/guides/zmfr7nb/revision/1) | [Talking about friends 1/3](https://classroom.thenational.academy/lessons/talking-about-friends-part-13-6ngkgd) | [Talking about friends 2/3](https://classroom.thenational.academy/lessons/talking-about-friends-part-23-71j3jd)[Talking about friends 3/3](https://classroom.thenational.academy/lessons/talking-about-friends-part-33-c4r36d) | [Talking about relationships 1/3](https://classroom.thenational.academy/lessons/talking-about-relationships-part-13-6wvkac)[Talking about relationships 2/3](https://classroom.thenational.academy/lessons/talking-about-relationships-part-23-c8w66t)[Talking about relationships 3/3](https://classroom.thenational.academy/lessons/talking-about-relationships-part-33-c4v62c) | [Making arrangements to go out 1/3](https://classroom.thenational.academy/lessons/making-arrangements-to-go-out-part-13-70t68r)[Making arrangements to go out 2/3](https://classroom.thenational.academy/lessons/making-arrangements-to-go-out-part-23-6nh6ct)[Making arrangements to go out 3/3](https://classroom.thenational.academy/lessons/making-arrangements-to-go-out-part-33-70v3ar) | [Describing a night out with friends 1/3](https://classroom.thenational.academy/lessons/describing-a-night-out-with-friends-part-13-6gvp6c)[Describing a night out with friends 2/3](https://classroom.thenational.academy/lessons/describing-a-night-out-with-friends-part-23-c8r3cr)[Describing a night out with friends 3/3](https://classroom.thenational.academy/lessons/describing-a-night-out-with-friends-part-33-ccr34t) | [Understanding passages about past events](https://classroom.thenational.academy/lessons/understanding-passages-about-past-events-11-68u30c)[Describing life when I was younger 1/2](https://classroom.thenational.academy/lessons/describing-life-when-i-was-younger-part-12-74rkac)[Describing life when I was younger 2/2](https://classroom.thenational.academy/lessons/describing-life-when-i-was-younger-part-22-60r64c) | [Talking about role models 1/2](https://classroom.thenational.academy/lessons/talking-about-role-models-part-12-ccupac)[Talking about role models 2/2](https://classroom.thenational.academy/lessons/talking-about-role-models-part-22-cmu38t)[Guided writing Foundation – Talking about family and friends](https://classroom.thenational.academy/lessons/guided-writing-talking-about-friends-and-family-foundation-70tk6t)[Guided writing Foundation – Talking about family and friends](https://classroom.thenational.academy/lessons/guided-writing-talking-about-friends-and-family-higher-6wv68r) |
| **Languages Spanish** | [Technology](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks4-edexcel/units/media-and-technology-actores-y-peliculas/lessons/dos-actores-famosos-ar-3rd-person-singular-and-plural-preterite) | [Technology 2](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks4-edexcel/units/media-and-technology-actores-y-peliculas/lessons/parejas-famosas-possessive-adjectives-su-and-sus-his-her-their) | [Films](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks4-edexcel/units/media-and-technology-actores-y-peliculas/lessons/artistas-conocidos-possessive-adjective-vuestro) | [Sport](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks4-edexcel/units/lifestyle-and-wellbeing-el-deporte/lessons/el-futbol-regular-and-irregular-er-ir-verbs) | [Sport 2](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks4-edexcel/units/lifestyle-and-wellbeing-el-deporte/lessons/mi-tiempo-libre-de-todos-los-dias-present-tense-conversation-practice) | [Sport 3](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks4-edexcel/units/lifestyle-and-wellbeing-el-deporte/lessons/ordenes-para-el-equipo-plural-affirmative-commands) | [Interview with a footballer](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks4-edexcel/units/lifestyle-and-wellbeing-el-deporte/lessons/entrevista-a-un-futbolista-extended-listening) | [Freetime](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks4-edexcel/units/lifestyle-and-wellbeing-el-deporte/lessons/el-futbol-suffix-able-indirect-object-pronouns) |
| **Humanities Geography**Allied Learning Continuity OakBBC Bitesize | **Oak Academy**[What is development?](https://classroom.thenational.academy/lessons/what-is-development-6gtkjc)[Economic and social measures of development](https://classroom.thenational.academy/lessons/economic-and-social-measures-of-development-65j66d)  | **Oak Academy** [Limitations of economic and social measures of development](https://classroom.thenational.academy/lessons/limitations-of-economic-and-social-measures-of-development-6tj30t) [The Demographic Transition Model](https://classroom.thenational.academy/lessons/the-demographic-transition-model-69j3gc)  | **Oak Academy**[Physical causes of uneven development](https://classroom.thenational.academy/lessons/physical-causes-of-uneven-development-cngket) [Economic and historic causes of uneven development](https://classroom.thenational.academy/lessons/economic-and-historic-causes-of-uneven-development-c5gp8d)  | **Oak Academy**[Consequences of uneven development](https://classroom.thenational.academy/lessons/consequences-of-uneven-development-71j6ar) [Strategies to reduce the development gap (Part 1)](https://classroom.thenational.academy/lessons/strategies-to-reduce-the-development-gap-part-1-cru38t) | **Oak Academy**Strategies to reduce the development gap (2 and 3)[Part 2](https://classroom.thenational.academy/lessons/strategies-to-reduce-the-development-gap-part-2-chk62t)[Part 3](https://classroom.thenational.academy/lessons/strategies-to-reduce-the-development-gap-part-3-crtk6d) | **BBC Bitesize**[Obstacles to development](https://www.bbc.co.uk/bitesize/guides/z838xsg/revision/4)  | **BBC Bitesize**[Rostows Model](https://www.bbc.co.uk/bitesize/guides/zgwm4j6/revision/2) | **BBC Bitesize**[Trade](https://www.bbc.co.uk/bitesize/guides/zdctyrd/revision/4) |
| **Humanities History** | **OCR History****Crime and Punishment:**[An Overview](https://www.bbc.co.uk/bitesize/guides/zjy27yc/revision/1) | **OCR History****Seneca: GCSE Crime and Punishment**1. Medieval England 1000-15001.2 Nature of Law Enforcement and Punishment<https://app.senecalearning.com/classroom/course/8161553a-f858-43b2-9a3f-d7bf477b58e8/section/6c8c8008-e833-4f5b-ace7-945951d6ade3/session> | **OCR History****Seneca: GCSE Crime and Punishment**1. Medieval England 1000-15001.3 Case studies from 1000-1500<https://app.senecalearning.com/classroom/course/8161553a-f858-43b2-9a3f-d7bf477b58e8/section/6c8c8008-e833-4f5b-ace7-945951d6ade3/session> | **OCR History****BBC Bitesize****Crime and Punishment c1250-1500**[An overview](https://www.bbc.co.uk/bitesize/guides/zxrhtrd/revision/1) | **OCR History****Seneca: GCSE Crime and Punishment**2. Early Modern England2.1 Changing definitions of crime2.1.1 Early Modern Society2.1.2 Crime in the Early Modern Period<https://app.senecalearning.com/classroom/course/8161553a-f858-43b2-9a3f-d7bf477b58e8/section/6c8c8008-e833-4f5b-ace7-945951d6ade3/session> | **OCR History****Seneca: GCSE Crime and Punishment**2. Early Modern England2.2.1 Punishments in Early Modern Society<https://app.senecalearning.com/classroom/course/8161553a-f858-43b2-9a3f-d7bf477b58e8/section/6c8c8008-e833-4f5b-ace7-945951d6ade3/session> | **OCR History****Seneca: GCSE Crime and Punishment**2. Early Modern England2.2.2 Law Enforcement in Early Modern Society<https://app.senecalearning.com/classroom/course/8161553a-f858-43b2-9a3f-d7bf477b58e8/section/c60d2657-5234-43a3-8247-c119021e8023/session> | **Crime and Punishment (OCR)**BBC BitesizeReview of Crime and Punishment, 1500-1750Causes of crimeNature of crime<https://www.bbc.co.uk/bitesize/guides/zxrhtrd/revision/6> |
| **PE GCSE** | Log In and familiarise yourself with the course on Everlearner  | Physical Training – Components of Fitness – Watch Lesson 1/4 & Take Test on EverLearner | Physical Training – Fitness Test 1 – Watch Lesson 2/4 & Take Test on EverLearner | Physical Training – Fitness Test 2 – Watch Lesson 3/4 & Take Test on EverLearner | Physical Training – Fitness Test 3 – Watch Lesson 4/4 & Take Test on EverLearner | Physical Training – Training – Principles of Training -Watch Lesson 1/5 & Take Test on EverLearner | Physical Training – Training – Optimising Training -Watch Lesson 2/5 & Take Test on EverLearner | Physical Training – Training – Optimising Training -Watch Lesson 3/5 & Take Test on EverLearner |
| **PE Sports Studies** | Log In and familiarise yourself with the course on Everlearner | Issues Affecting Participation – Barriers to Participation – Sub-Groups - Watch Lesson 1/2 & Take Test on EverLearner | Issues Affecting Participation – Barriers to Participation –Watch Lesson 2/2 & Take Test on EverLearner | Issues Affecting Participation – Solutions to Participation Issue –Watch Lesson 1/1 & Take Test on EverLearner | Take Checkpoint 1 Test on EverLearner.  | Issues Affecting Participation – Participation Trends in the UK – Factors Influencing Popularity of Sports - Watch Lesson 1/3 & Take Test on EverLearner | Issues Affecting Participation – Participation Trends in the UK – Current Trends - Watch Lesson 2/3 & Take Test on EverLearner | Issues Affecting Participation – Participation Trends in the UK – Current Trends - Watch Lesson 2/3 & Take Test on EverLearner |
| **Performing Arts GCSE Drama** | Theatre Roles[Look at GCSE Bitesize drama and revise this section, watch the video, and complete the test](https://www.bbc.co.uk/bitesize/guides/zhx3pg8/revision/1). | Characteristics of dramatic work[Look at GCSE Bitesize drama and revise this section, watch the video, and complete the test.](https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/1) | Staging[Look at GCSE Bitesize drama and revise this section, watch the video, and complete the test.](https://www.bbc.co.uk/bitesize/guides/zjwp2sg/revision/1) | Stage Positioning[Look at GCSE Bitesize drama and revise this section, watch the video, and complete the test](https://www.bbc.co.uk/bitesize/guides/zm2yt39/revision/1). | Physical Skills Interpreting Character[Look at GCSE Bitesize drama and revise this section, watch the video, and complete the test.](https://www.bbc.co.uk/bitesize/guides/zhtgscw/revision/1) | Vocal Skills[Look at GCSE Bitesize drama and revise this section, watch the video, and complete the test.](https://www.bbc.co.uk/bitesize/guides/zbbj47h/revision/1) | Set design[Look at GCSE Bitesize drama and revise this section, watch the video, and complete the test.](https://www.bbc.co.uk/bitesize/guides/z44md6f/revision/1) | Costume Design[Look at GCSE Bitesize drama and revise this section, watch the video, and complete the test](https://www.bbc.co.uk/bitesize/guides/zdwp2sg/revision/1). |
| **Performing Arts GCSE Dance** | [Physical Skills 1 Isolation and Extension - YouTube](https://www.youtube.com/watch?v=eRDgs6dQA0A&list=PLH6Ybq9B0fqYYoB5L5v2yBaENaOwCsmp4) | [Physical Skills 3 Strength and Stamina - YouTube](https://www.youtube.com/watch?v=PPXuMLCPGYo&list=PLH6Ybq9B0fqYYoB5L5v2yBaENaOwCsmp4&index=2) | [Physical Skills 2 Flexibility Mobility Coordination](https://www.youtube.com/watch?v=nGD-6xceAH0&list=PLH6Ybq9B0fqYYoB5L5v2yBaENaOwCsmp4&index=3) | [Physical Skills 4 Posture and Alignment](https://www.youtube.com/watch?v=8P-p_VK7J90&list=PLH6Ybq9B0fqYYoB5L5v2yBaENaOwCsmp4&index=4) | [Physical Skills 5 Control and Balance](https://www.youtube.com/watch?v=gbfQFe_lb2Y&list=PLH6Ybq9B0fqYYoB5L5v2yBaENaOwCsmp4&index=5) | [Bing Videos](https://www.bing.com/videos/riverview/relatedvideo?q=glenthorne%20dance&mid=E645E9E442748A1D1684E645E9E442748A1D1684&ajaxhist=0)Make notes on choreographic devices | [Bing Videos](https://www.bing.com/videos/riverview/relatedvideo?q=glenthorne%20dance&mid=ED266BAD04CBC76A8509ED266BAD04CBC76A8509&ajaxhist=0)Make notes on choreographic methods and tools | Create a revision poster based on the physical skills videos watched |
| **Computer Science**Resources available on Class Teams  | Key IT skills:* Logging into the computer
* Creating folder structure
* Accessing office 365 apps – teams, outlook
* Logging into Weduc.
* AUP (Acceptable Use Policy)
* Microsoft Access Skills building
 | **Logic and Languages:** Boolean Logic – Logic gates and truth tablesPython skills building lesson | Data [Representation – units and binary numbers](https://classroom.thenational.academy/lessons/number-bases-c4rkac) | Data [Representation – Binary Arithmetic and Hexadecimal](https://classroom.thenational.academy/lessons/hexadecimal-75gkcr) | Data [Representation –](https://classroom.thenational.academy/lessons/representing-bitmap-images-6rr36e)[Images](https://classroom.thenational.academy/lessons/representing-bitmap-images-6rr36e) | Data [Representation –](https://classroom.thenational.academy/lessons/representing-sound-6mt3ed)[Sound](https://classroom.thenational.academy/lessons/representing-sound-6mt3ed) | Data Representation –Compression | Data Representation –[Characters](https://classroom.thenational.academy/lessons/representing-text-chk66t)**End of topic Assessment** |
| **ADT** | [Finding inspiration](https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/1)  | [Design briefs and specifications](https://www.bbc.co.uk/bitesize/guides/zbn6pbk/revision/3)  | [Developing ideas](https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/1)  | [Food Safety](https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1)  | [Identifying design opportunities](https://www.bbc.co.uk/bitesize/guides/zbn6pbk/revision/2)  | [Soy in food TED ed](https://www.youtube.com/watch?v=6uy0GCw397I)  | Careers in ADT[Creative arts and design job profiles | Prospects.ac.uk](https://www.prospects.ac.uk/job-profiles/browse-sector/creative-arts-and-design) | Careers in ADT[Art Careers - Explore Hundreds of Careers in Art & Design](https://theartcareerproject.com/careers/) |
| **Health & Social Care**Please see class teams page for specific lessons | R033 (M) 1.1 Life stages and development[Bing Videos](https://www.bing.com/videos/riverview/relatedvideo?&q=YouTube+Health+and+Social+Human+Lifespan+case+studies&&mid=62326953DA0676141C5862326953DA0676141C58&&FORM=VRDGAR)[BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/zk4bgwx)[Bing Videos](https://www.bing.com/videos/riverview/relatedvideo?q=R033+(M)+1.1+Life+stages+and+development&&view=riverview&mmscn=mtsc&mid=046EB4E36E13406862D5046EB4E36E13406862D5&&aps=6&FORM=VMSOVR)  | R033 (M) 2.1(s) Life events and their impacts on individuals[Bing Videos](https://www.bing.com/videos/riverview/relatedvideo?q=OCR+R033+(M)+2.1(s)+Life+events+and+their+impacts+on+individuals&&view=riverview&mmscn=mtsc&mid=5E7A1115CED966E90FB15E7A1115CED966E90FB1&&aps=0&FORM=VMSOVR) [Bing Videos](https://www.bing.com/videos/riverview/relatedvideo?q=YouTube+Health+and+Social+Human+Lifespan&&mid=1DA291A37394503260831DA291A3739450326083&FORM=VCGVRP) | Begin working on OCR-set assignment material Task 1Describe the milestones of growth and development that the individual has experienced during middle adulthood (46 – 65 years) using PIES. | Continue working on OCR-set assignment material Task 1Describe the milestones of growth and development that the individual has experienced during middle adulthood (46 – 65 years) using PIES. | Continue working on OCR-set assignment material Task 1**Explain how the growth and development of the individual has been affected by two cultural factors**  | Continue working on OCR-set assignment material Task 1**Explain how the growth and development of the individual has been affected by two emotional factors**  | Continue working on OCR-set assignment material Task 1**Explain how the growth and development of the individual has been affected by two social factors**. | Read through all of your Task 1 assignment and ensure all parts are completed and you ready to move on to Task 2 next. |
| **Business** | Introduction to Business Studies – Wants & NeedsWatapp/Teams<https://www.bbc.co.uk/bitesize/examspecs/z98snbk>  | Topic 1.1 Enterprise and Entrepreneurship – Chapter 1 Dynamic nature of businessWatapp/Teams<https://www.bbc.co.uk/bitesize/examspecs/z98snbk>  | Topic 1.1 Enterprise and Entrepreneurship – chapter 2 Why new business ideas come aboutWatapp/Teams<https://www.bbc.co.uk/bitesize/examspecs/z98snbk>  | Topic 1.1 Enterprise and Entrepreneurship – chapter 3 How new business ideas come aboutWatapp/Teams<https://www.bbc.co.uk/bitesize/examspecs/z98snbk>  | Topic 1.1 Enterprise and Entrepreneurship - Chapter 4 Risk and RewardWatapp/Teams<https://www.bbc.co.uk/bitesize/examspecs/z98snbk>  | Topic 1.1 Enterprise and Entrepreneurship –Chapter 5 The role of business enterpriseWatapp/Teams<https://www.bbc.co.uk/bitesize/examspecs/z98snbk>  | Topic 1.1 Enterprise and Entrepreneurship – Chapter 6 Adding valueWatapp/Teams<https://www.bbc.co.uk/bitesize/examspecs/z98snbk>  | Topic 1.1 Enterprise and Entrepreneurship – Chapter 7 The role of entrepreneurshipWatapp/Teams<https://www.bbc.co.uk/bitesize/examspecs/z98snbk>  |
| **Media Studies** | Introduction to Media Studies – what is the media, semioticsWatapp/Teams | Key concepts: GenreRepresentationWatapp/Teams | Key concepts: AudienceNarrativeWatapp/Teams | Key concepts: Analysing still image texts; analysing moving image textsWatapp/Teams | Advertising: Quality StreetWatapp/Teams | Advertising: Quality StreetWatapp/Teams | Advertising: Quality Street & AssessmentWatapp/Teams | Advertising: NHS111Watapp/Teams |
| **Sociology** Please see class Teams pages for specific lessons  | TO GCSE SOCIOLOGY Y10 TEAMS PAGE AND COMPLETE WEEK 1 CATCH UP ACTIVITY | GO TO GCSE SOCIOLOGY Y10 TEAMS PAGE AND COMPLETE WEEK 2 CATCH UP ACTIVITY | TO GCSE SOCIOLOGY Y10 TEAMS PAGE AND COMPLETE WEEK 3 CATCH UP ACTIVITY | GO TO GCSE SOCIOLOGY Y10 TEAMS PAGE AND COMPLETE WEEK 4 CATCH UP ACTIVITY | TO GCSE SOCIOLOGY Y10 TEAMS PAGE AND COMPLETE WEEK 5 CATCH UP ACTIVITY | GO TO GCSE SOCIOLOGY Y10 TEAMS PAGE AND COMPLETE WEEK 6 CATCH UP ACTIVITY | TO GCSE SOCIOLOGY Y10 TEAMS PAGE AND COMPLETE WEEK 7 CATCH UP ACTIVITY | GO TO GCSE SOCIOLOGY Y10 TEAMS PAGE AND COMPLETE WEEK 8 CATCH UP ACTIVITY |