


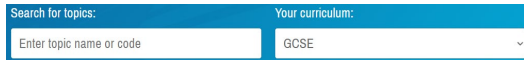



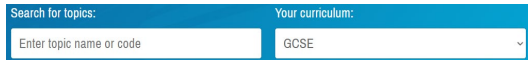
YEAR 10 CONTINUITY OF LEARNING 2 WEEK CYCLE FROM MONDAY 28 APRIL TO FRIDAY 9 MAY 2025

CORE Subjects	Lesson and Resources	Notes / Extension Task
ENGLISH	<p>Please complete the ACC revision for your upcoming end of year exam.</p> <p>You will need the following book for all lessons.  <a href="#">Literature paper 1 essay plans Y10 version.docx</a></p> <p>Lesson 1: <a href="#">Summer 1</a></p> <p>Lesson 2: <a href="#">Summer 1</a></p> <p>Lesson 3: <a href="#">Summer 1</a></p> <p>Lesson 4: <a href="#">Summer 1</a></p> <p>Lesson 5: <a href="#">Summer 1</a></p> <p>Lesson 6: <a href="#">Summer 1</a></p>	

CORE Subjects	Lesson and Resources	Notes / Extension Task
<b>MATHS HIGHER (Sets 1 &amp; 2)</b>	<u>Lesson 1</u> Similar shapes <b>Sparx: U551</b> Complete the questions at all levels.	<p><u>Notes:</u> Where relevant, find the Sparx Task by clicking on Independent Learning:</p>  <p>And then search for the relevant task in the Search bar:</p> <div data-bbox="1352 483 1868 544"> <div>Search for topics:</div> <div>Your curriculum:</div> <div>Enter topic name or code</div> <div>GCSE</div> </div> <p>Use the videos for support as you answer the questions.</p> <p><u>Extension Tasks:</u> Go to: <a href="https://www.examq.co.uk/">https://www.examq.co.uk/</a> Search for 'Linear Graphs' Answer the GCSE exam questions Check your answers using the markscheme</p>
	<u>Lesson 2</u> Finding sides of similar shapes <b>Sparx: U578</b> Complete the questions at all levels. Follow this link and answer the questions 1 to 3. Click the tick at the bottom to see the solutions. <a href="#">Similar shapes</a>	
	<u>Lesson 3</u> Finding sides of similar shapes <b>Sparx: U630</b> Complete the questions at all levels. Follow this link and answer the questions 4 onwards. Click the tick at the bottom to see the solutions. <a href="#">Similar shapes</a>	
	<u>Lesson 4</u> Area of similar shapes <b>Sparx: U110</b> Complete the questions at all levels. Follow this link and answer the questions. Click the tick at the bottom to see the solutions.	

CORE Subjects	Lesson and Resources	Notes / Extension Task
<b>MATHS HIGHER (Sets 1 &amp; 2)</b>	<u>Lesson 5</u> Adding and subtracting algebraic fractions <b>Sparx: U685</b> Complete the questions at all levels. When finished, follow this link and answer all the questions <a href="#">Algebraic fractions add and subtract</a>	<u>Notes:</u> Where relevant, find the Sparx Task by clicking on Independent Learning: <div>  </div> And then search for the relevant task in the Search bar: <div> <div>           Search for topics:  <input type="text" value="Enter topic name or code"/> </div> <div>           Your curriculum:  <input type="text" value="GCSE"/> </div> </div> Use the videos for support as you answer the questions.  <u>Extension Tasks:</u> Go to: <a href="https://www.examq.co.uk/">https://www.examq.co.uk/</a> Search for 'Linear Graphs' Answer the GCSE exam questions Check your answers using the markscheme
	<u>Lesson 6</u> Completing the square <b>Sparx: U397</b> Complete the questions at all levels. When finished, follow this link and answer all the questions <a href="#">Completing the square</a>	
	<u>Lesson 7</u> Turning points using completing the square <b>Sparx: U769</b> Complete the questions at all levels.	

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<b>MATHS FOUNDATION (Sets 3, 4 &amp; 5)</b>	<u>Lesson 1</u> Percent of an amount calculator <b>Sparx: U349</b> Complete the questions at all levels. Follow this link and answer the question 1 to 4.  <a href="#">Percent of an amount calculator</a>	<u>Notes:</u> Where relevant, find the Sparx Task by clicking on Independent Learning: 
	<u>Lesson 2</u> Simple interest <b>Sparx: U533</b> Complete the questions at all levels. Follow this link and answer the questions, the answers are below.  <a href="#">Simple interest Answers</a>	And then search for the relevant task in the Search bar:  Use the videos for support as you answer the questions.  <u>Extension Tasks:</u> Go to: <a href="https://www.examq.co.uk/">https://www.examq.co.uk/</a> Search for 'Linear Graphs' Answer the GCSE exam questions Check your answers using the markscheme
	<u>Lesson 3</u> Reverse percent <b>Sparx: U286</b> Complete the questions at all levels. Follow this link and answer the questions.  <a href="#">Reverse percentages</a>	
	<u>Lesson 4</u> Compound interest <b>Sparx: U332</b> Complete the questions at all levels. Follow this link and answer the questions 1 to 16  <a href="#">Compound interest</a>	

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<b>MATHS FOUNDATION (Sets 3, 4 &amp; 5)</b>	<u>Lesson 5</u> Compound interest <b>Sparx: U332</b> Complete the questions at all levels. Follow this link and answer the apply questions  <a href="#">Compound interest</a>	<u>Notes:</u> Where relevant, find the Sparx Task by clicking on Independent Learning: 
	<u>Lesson 6</u> Simplifying ratio <b>Sparx: U687</b> Complete the questions at all levels. Follow this link and answer the question 1 to 4.  <a href="#">Simplifying ratio</a>	And then search for the relevant task in the Search bar: 
	<u>Lesson 7</u> Equivalent ratios <b>Sparx: U753</b>	Use the videos for support as you answer the questions.  <u>Extension Tasks:</u> Go to: <a href="https://www.examq.co.uk/">https://www.examq.co.uk/</a> Search for 'Linear Graphs' Answer the GCSE exam questions Check your answers using the markscheme

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SCIENCE	<p>Lesson 1: KS 4 Science &gt; Physics&gt; Electricity &gt; Potential Difference  <a href="#">Curriculum - Curriculum</a></p> <p>Lesson 2: Electrical Resistance  <a href="#">Curriculum - Curriculum</a></p> <p>Lesson 3: Resistance of a wire  <a href="#">Curriculum - Curriculum</a></p> <p>Lesson 4: Series circuits  <a href="#">Curriculum - Curriculum</a></p> <p>Lesson 5: Parallel Circuits  <a href="#">Curriculum - Curriculum</a></p> <p>Lesson 6: Series and Parallel circuits  <a href="#">Curriculum - Curriculum</a></p> <p>Lesson 7: Properties of resistors  <a href="#">Curriculum - Curriculum</a></p>	<p><a href="#">Sparx - How to Use</a></p> <p><u>Notes:</u>            Where relevant, find the Sparx Task by clicking on Independent Learning:</p> <div data-bbox="1384 491 1491 571"> <p>Independent Learning</p> </div> <p>And then search for the relevant task in the Search bar:</p> <div data-bbox="1384 628 1939 692"> <p>Search for topics: Your curriculum:</p> <p>Enter topic name or code Key Stage 3</p> </div>

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ART	Ensure all work from reflections project is finished. plus, Draw a dramatic building. Check Arbor.	
BUSINESS STUDIES	<a href="#">28. The Business Plan - COL.pptx</a>	
COMPUTER SCIENCE	<u>Lesson 1</u> <a href="http://www.knowitallninja.com">www.knowitallninja.com</a> Student View go to Computational thinking, Algorithms & Programming techniques module Read through 1.1 and complete the quiz achieving at least 70%	
	<u>Lesson 2</u> <a href="http://www.knowitallninja.com">www.knowitallninja.com</a> Student View go to Computational thinking, Algorithms & Programming techniques module Read through 1.2 and complete the quiz achieving at least 70%	
	<u>Lesson 3</u> <a href="http://www.knowitallninja.com">www.knowitallninja.com</a> Student View go to Computational thinking, Algorithms & Programming techniques module Read through 1.3 and complete the quiz achieving at least 70%	
	<u>Lesson 4</u> <a href="http://www.knowitallninja.com">www.knowitallninja.com</a> Student View go to Computational thinking, Algorithms & Programming techniques module Read through 2.1 and complete the quiz achieving at least 70%	

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DESIGN TECHNOLOGY		
DRAMA	Continue your stage 1 of portfolio	
FOOD		



Foundation Subject	Lesson and Resources	Notes / Extension Task
FRENCH	<p>Here are the exam themes:</p> <ol style="list-style-type: none"> <li>1) Identity and Culture</li> <li>2) Local Area and Holidays</li> <li>3) School</li> <li>4) Future Plans</li> <li>5) Global Issues and Events</li> </ol> <p>Here are BBC Bitesize links to the topic we are studying at the moment:</p> <ul style="list-style-type: none"> <li>- T2: <a href="#">Places to see and things to do in French</a></li> <li>- T3: <a href="#">What school is like in French</a></li> <li>- T3: <a href="#">School activities in French</a></li> <li>- T4: <a href="#">Ambitions in French</a></li> </ul> <p><b>Add new vocabulary to your linguist notebook!</b></p> <p>All revision resources are in this folder on the Student (P) Drive: <a href="#">CLICK HERE</a></p>	<p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>1. Watch the video on Bitesize and complete the activities.</li> <li>2. Make a note of any new words in French and English</li> <li>3. Choose a <a href="#">Vocab Slam</a> set to revise.</li> <li>4. Go to the student P drive and choose a revision resource.</li> </ol> <p><b>Memrise</b> – on Memrise, you can find vocabulary sets that have already been created to help you with GCSE vocab: <a href="#">click here</a></p> <p><b>Duolingo Listening</b> podcasts: <a href="#">click here</a></p> <ol style="list-style-type: none"> <li>1. Active Learn. Go to <a href="https://www.pearsonactivelearn.com/app/Home">https://www.pearsonactivelearn.com/app/Home</a> Your username is your Regis School email. Your password is Tr5Reset20 Complete set tasks.</li> </ol>

Foundation Subject	Lesson and Resources	Notes / Extension Task
GEOGRAPHY	<p>Enquiry question: Why does quality of life vary so much within ONE megacity* in a developing country* OR emerging country*?</p> <p><b>CASE STUDY: Lagos, Nigeria</b></p> <p><b>L7</b> The opportunities for people (access to resources and employment) living in the megacity.</p> <p><b>L8</b> The challenges for people living in the megacity caused by rapid population growth (housing shortages, the development of squatter and slum settlements, inadequate water supply and waste disposal, poor employment conditions, and limited service provision and traffic congestion)</p> <p><b>L9</b> The pattern of residential areas of extreme wealth and contrasted with slums and squatter settlements, and reasons for differences in quality of life within the megacity. <b>Skill needed: Using quantitative and qualitative information to judge the scale of variations in quality of life/</b></p> <p><b>L10</b> The political and economic challenges of managing the megacity. Advantages and disadvantages of city-wide government (topdown) strategies for making the megacity more sustainable (managing water supply, waste disposal, transport and air quality)</p> <p><b>L11</b> Advantages and disadvantages of community and NGO-led bottom-up strategies for making the megacity more sustainable (city housing, health and education services in the megacity)</p>	<p>CGP Revision Guide &amp; Workbook: L8: p40</p> <p>CGP Revision Guide &amp; Workbook: L9: p41</p> <p>CGP Revision Guide &amp; Workbook: L11: p42 Textbook page: 76-78</p>

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HEALTH & SOCIAL CARE		
HISTORY	Lesson 27, 28, 29	<a href="https://continuityoak.org.uk/Lessons">https://continuityoak.org.uk/Lessons</a> select history, Weimar and Nazi Germany.
MEDIA STUDIES	Contact your teacher for guidance	
MUSIC		

Foundation Subject	Lesson and Resources	Notes / Extension Task
<b>PHYSICAL EDUCATION BTEC</b>	Teachers will email specific students missing from their class or email your teacher for guidance.	<p>Please email your class teacher to request work. Your teacher will set you work that is bespoke to the unit you are currently covering in lesson. Email address are below for ease.</p> <p>Mr James <a href="mailto:ajames1@theregisschool.co.uk">ajames1@theregisschool.co.uk</a></p> <p>Miss Buckingham <a href="mailto:Emily.Buckingham@theregisschool.co.uk">Emily.Buckingham@theregisschool.co.uk</a></p> <p>Mr Thompson <a href="mailto:Rhys.Thompson@theregisschool.co.uk">Rhys.Thompson@theregisschool.co.uk</a></p> <p>Mr Manvell <a href="mailto:Daniel.Manvell@theregisschool.co.uk">Daniel.Manvell@theregisschool.co.uk</a></p> <p>Mr Conolly <a href="mailto:sam.conolly@theregisschool.co.uk">sam.conolly@theregisschool.co.uk</a></p>
<b>PHYSICAL EDUCATION GCSE</b>	Teachers will email specific students missing from their class or email your teacher for guidance.	<p>Please email your class teacher to request work. Your teacher will set you work that is bespoke to the unit you are currently covering in lesson. Email address are below for ease.</p> <p>Mr James <a href="mailto:ajames1@theregisschool.co.uk">ajames1@theregisschool.co.uk</a></p> <p>Mrs Lovelock <a href="mailto:jennifer.lovelock@theregisschool.co.uk">jennifer.lovelock@theregisschool.co.uk</a></p> <p>Miss Buckingham <a href="mailto:Emily.Buckingham@theregisschool.co.uk">Emily.Buckingham@theregisschool.co.uk</a></p> <p>Mr Thompson <a href="mailto:Rhys.Thompson@theregisschool.co.uk">Rhys.Thompson@theregisschool.co.uk</a></p> <p>Mr Manvell <a href="mailto:Daniel.Manvell@theregisschool.co.uk">Daniel.Manvell@theregisschool.co.uk</a></p> <p>Mr Conolly <a href="mailto:sam.conolly@theregisschool.co.uk">sam.conolly@theregisschool.co.uk</a></p>

Foundation Subject	Lesson and Resources	Notes / Extension Task
PSYCHOLOGY	<p>Topic Review Complete revision of the topic so far</p> <p>Create an A4 information sheet of the key terms covered and the different factors that impact each key term</p>	<p>Revision powerpoint to be found: Student drive / subject / social sciences / 2024-2025 / GCSE Psychology / Revision</p>
	<p>Obedience 1 Research and outline the procedure of Milgram's electric shock experiment</p> <p>Research the situational factors that impact obedience and link the key terms to the variations within Milgram's experiment</p>	<p>Revision powerpoint to be found: Student drive / subject / social sciences / 2024-2025 / GCSE Psychology / Revision</p>
	<p>Obedience 2 Research the situation factors that impact obedience with specific focus on the term authoritarian personality</p>	<p>Revision powerpoint to be found: Student drive / subject / social sciences / 2024-2025 / GCSE Psychology / Revision</p>
	<p>Crowd behaviour Research and describe how crowd behaviour can be impacted by obedience, conformity and deindividuation</p>	<p>Revision powerpoint to be found: Student drive / subject / social sciences / 2024-2025 / GCSE Psychology / Revision</p>

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SOCIOLOGY	<p>What processes happen outside of school that affect achievement?</p> <p>Research the terms below and explain how they link to achievement and school</p> <ul style="list-style-type: none"> <li>- Material deprivation and poverty</li> </ul>	
	<p>Why do girls outperform boys?</p> <p>Research and use the terms below to be able to explain why girls outperform boys</p> <p>Gender</p> <p>Contribution of more employment opportunities for females</p> <p>Feminism</p>	
	<p>Why do boys underperform?</p> <p>Research and use the terms below to be able to explain why boys underperform</p> <p>Feminisation of schools</p> <p>Crisis of masculinity</p> <p>Peer pressure and sub cultures</p>	
	<p>Lesson Review</p> <p>Create an A4 information sheet to cover the previous 3 lessons worth of information</p>	

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SPANISH	<p>Here are the exam themes:</p> <ol style="list-style-type: none"> <li>1) Identity and Culture</li> <li>2) Local Area and Holidays</li> <li>3) School</li> <li>4) Future Plans</li> <li>5) Global Issues and Events</li> </ol> <p><a href="#">Here are BBC Bitesize links to every topic.</a></p> <p>All revision resources are in this folder on the Student (P) Drive: <a href="#">CLICK HERE</a></p>	<p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>1. Watch the video on Bitesize and complete the activities.</li> <li>2. Make a note of any new words in Spanish and English</li> <li>3. Choose a <a href="#">Vocab Slam</a> set to revise.</li> <li>4. Go to the student P drive and choose a revision resource.</li> </ol> <p><b>Extend:</b></p> <ol style="list-style-type: none"> <li>1. Active Learn. Go to <a href="https://www.pearsonactivelearn.com/app/Home">https://www.pearsonactivelearn.com/app/Home</a> Your username is your Regis School email. Your password is Tr5Reset20 Complete set tasks.</li> </ol>