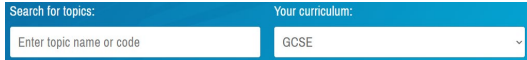


| CORE Subjects | Lesson and Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Notes / Extension Task                                                                                                                                                                  |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ENGLISH       | <p>Lesson 1: Context <a href="#">1. Intro to AIC - Context.pptx</a></p> <p>Lesson 2: Opening stage directions <a href="#">2. Intro to AIC - Stage directions.pptx</a></p> <p>Lesson 3: Birling's relationship <a href="#">3. The Birling's relationships in Act One.pptx</a></p> <p>Lesson 4: Birling's perspective <a href="#">4. Birling's perspective - Act One.pptx</a></p> <p>Lesson 5: Introduction of the inspector <a href="#">5. Introduction of the Inspector.pptx</a></p> <p>Lesson 6: Mr Birling's interrogation <a href="#">6. Mr Birling's interrogation.pptx</a></p> <p>Lesson 7: Sheila's interrogation <a href="#">7. Sheila's interrogation.pptx</a></p> <p>Lesson 8 + 8.5: Sheila's change <a href="#">8. + 8.5. Marked piece - Shiela's change Act 1 (2).pptx</a> This should span across two lessons. One planning and one writing up independently for 45 minutes.</p> <p>Lesson 9: How Priestley presents Sheila's change <a href="#">9. How Priestley presents change through Sheila and Gerald (3).pptx</a></p> <p>Lesson 10: Mrs Birling and her children <a href="#">10. Mrs. Birling and her children (3).pptx</a></p> <p>Lesson 11: Gerald's Interrogation <a href="#">11. Gerald's interrogation (3).pptx</a></p> <p>Lesson 12: Mrs Birling's lack of responsibility <a href="#">12. Mrs. Birling's lack of responsibility (2).pptx</a></p> <p>Lesson 13: Unseen poem – about responsibility <a href="#">13. Unseen Poem 1 - Responsibility.docx</a> <a href="#">13. Unseen POTM - Responsibility (2).pptx</a></p> <p>Lesson 14: Mrs Birling blames the father <a href="#">14. Mrs. Birling blames the father.pptx</a></p> <p>Lesson 15: Eric's interrogation <a href="#">15. Eric's interrogation.pptx</a></p> <p>Lesson 16: The Inspector's final speech <a href="#">16. The Inspector's Final Speech.pptx</a></p> | <p>Complete next tasks in the homework booklet</p> <p>Summarise what Priestley is trying to teach the audience through each character. Consider what lessons we are meant to learn.</p> |

| CORE Subjects                                | Lesson and Resources                                                                                                                                                                                                         | Notes / Extension Task                                                                                                                                                                                                                                                                           |
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| <b>MATHS<br/>HIGHER<br/>(Sets 1 &amp; 2)</b> | <b>Lesson 1</b><br>Plotting Straight Line Graphs <b>Sparx: U741</b><br>Complete the questions at all levels.<br>When finished, follow this link and answer the questions.<br><a href="#">Plotting Linear Graphs Practice</a> | <b>Notes:</b><br>Where relevant, find the Sparx Task by clicking on Independent Learning:<br>                                                                                                                 |
|                                              | <b>Lesson 2</b><br>Follow this link and answer the questions.<br><a href="#">Linear Graphs Further Practice</a><br><a href="#">Linear Graphs Answers</a>                                                                     | And then search for the relevant task in the Search bar:<br>                                                                                                                                                  |
|                                              | <b>Lesson 3</b><br>$y = mx + c$ <b>Sparx: U669</b><br>Complete the questions at all levels.<br>When finished, follow this link and answer Q1 - 4<br><a href="#">y = mx + c practice</a>                                      | Use the videos for support as you answer the questions.<br><br><b>Extension Tasks:</b><br>Go to:<br><a href="https://www.examq.co.uk/">https://www.examq.co.uk/</a><br>Search for 'Change the subject of a formula'<br>Answer the GCSE exam questions<br>Check your answers using the markscheme |
|                                              | <b>Lesson 4</b><br>Equations of Straight Line Graphs <b>Sparx: U315</b><br>Complete the questions at all levels.<br>When finished, follow this link and answer Q5 and 6<br><a href="#">y = mx + c practice</a>               |                                                                                                                                                                                                                                                                                                  |

| CORE Subjects                                | Lesson and Resources                                                                                                                                                                                                                                                 | Notes / Extension Task                                                                                                                                                                                                            |
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| <b>MATHS<br/>HIGHER<br/>(Sets 1 &amp; 2)</b> | <b>Lesson 5</b><br>Equations of Straight Line Graphs <b>Sparx: U477</b><br>Complete the questions at all levels.<br>When finished, follow this link and answer Q8<br><a href="#">y = mx + c practice</a>                                                             | <b>Notes:</b><br>Where relevant, find the Sparx Task by clicking on Independent Learning:<br>                                                  |
|                                              | <b>Lesson 6</b><br>Equations between two points <b>Sparx: U848</b><br>Complete the questions at all levels.<br>When finished, follow this link and answer Q7, 9 and 10<br><a href="#">y = mx + c practice</a>                                                        | And then search for the relevant task in the Search bar:<br>                                                                                   |
|                                              | <b>Lesson 7</b><br>Parallel Lines <b>Sparx: U377</b><br>Perpendicular Lines <b>Sparx: U898</b><br>Complete the questions at all levels.<br>When finished, follow this link and answer all the questions<br><a href="#">Parallel and Perpendicular Lines Practice</a> | <b>Extension Tasks:</b><br>Go to:<br><a href="https://www.examq.co.uk/">https://www.examq.co.uk/</a><br>Search for 'Change the subject of a formula'<br>Answer the GCSE exam questions<br>Check your answers using the markscheme |

| CORE Subjects                                       | Lesson and Resources                                                                                                                                                                                                         | Notes / Extension Task                                                                                                                                                                                                                                                                           |
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| <b>MATHS<br/>FOUNDATION<br/>(Sets 3, 4 &amp; 5)</b> | <b>Lesson 1</b><br>Plotting Straight Line Graphs <b>Sparx: U741</b><br>Complete the questions at all levels.<br>When finished, follow this link and answer the questions.<br><a href="#">Plotting Linear Graphs Practice</a> | <b>Notes:</b><br>Where relevant, find the Sparx Task by clicking on Independent Learning:<br><div>Independent Learning</div>                                                                                                                                                                     |
|                                                     | <b>Lesson 2</b><br>Follow this link and answer the questions.<br><a href="#">Linear Graphs Further Practice</a><br><a href="#">Linear Graphs Answers</a>                                                                     | And then search for the relevant task in the Search bar:<br><div>           Search for topics: <input type="text"/> Your curriculum: <input type="text" value="GCSE"/> </div>                                                                                                                    |
|                                                     | <b>Lesson 3</b><br>$y = mx + c$ <b>Sparx: U669</b><br>Complete the questions at all levels.<br>When finished, follow this link and answer Q1 - 4<br><a href="#">y = mx + c practice</a>                                      | Use the videos for support as you answer the questions.<br><br><b>Extension Tasks:</b><br>Go to:<br><a href="https://www.examq.co.uk/">https://www.examq.co.uk/</a><br>Search for 'Change the subject of a formula'<br>Answer the GCSE exam questions<br>Check your answers using the markscheme |
|                                                     | <b>Lesson 4</b><br>Equations of Straight Line Graphs <b>Sparx: U315</b><br>Complete the questions at all levels.<br>When finished, follow this link and answer Q5 and 6<br><a href="#">y = mx + c practice</a>               |                                                                                                                                                                                                                                                                                                  |

| CORE Subjects                                       | Lesson and Resources                                                                                                                                                                                          | Notes / Extension Task                                                                                                                                                                                                                                                                           |
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| <b>MATHS<br/>FOUNDATION<br/>(Sets 3, 4 &amp; 5)</b> | <b>Lesson 5</b><br>Equations of Straight Line Graphs <b>Sparx: U477</b><br>Complete the questions at all levels.<br>When finished, follow this link and answer Q8<br><a href="#">y = mx + c practice</a>      | <b>Notes:</b><br>Where relevant, find the Sparx Task by clicking on Independent Learning:<br>                                                                                                                 |
|                                                     | <b>Lesson 6</b><br>Equations between two points <b>Sparx: U848</b><br>Complete the questions at all levels.<br>When finished, follow this link and answer Q7, 9 and 10<br><a href="#">y = mx + c practice</a> | And then search for the relevant task in the Search bar:<br>                                                                                                                                                  |
|                                                     | <b>Lesson 7</b><br>Parallel Lines <b>Sparx: U377</b><br>Complete the questions at all levels.<br>When finished, follow this link and answer Q1 - 4<br><a href="#">Parallel Lines Practice</a>                 | Use the videos for support as you answer the questions.<br><br><b>Extension Tasks:</b><br>Go to:<br><a href="https://www.examq.co.uk/">https://www.examq.co.uk/</a><br>Search for 'Change the subject of a formula'<br>Answer the GCSE exam questions<br>Check your answers using the markscheme |

| CORE Subjects | Lesson and Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Notes / Extension Task                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| SCIENCE       | <p>KS4&gt; Biology &gt; Organisation<br/>Lesson 1: pH and Enzymes part 2<br/><a href="#">Curriculum - Curriculum</a></p> <p>Lesson 2: The lungs, blood and blood cells<br/><a href="#">Curriculum - Curriculum</a></p> <p>Lesson 3: The heart<br/><a href="#">Curriculum - Curriculum</a></p> <p>Lesson 4: Heart rate<br/><a href="#">Curriculum - Curriculum</a></p> <p>Lesson 5: Heart disease<br/><a href="#">Curriculum - Curriculum</a></p> <p>Lesson 6: Non-communicable disease<br/><a href="#">Curriculum - Curriculum</a></p> <p>Lesson 7: Cancer<br/><a href="#">Curriculum - Curriculum</a></p> | <p><a href="#">Sparx - How to Use</a></p> <p>Notes:<br/>Where relevant, find the Sparx Task by clicking on Independent Learning:</p> <div data-bbox="1384 451 1489 534"> <p>Independent Learning</p> </div> <p>And then search for the relevant task in the Search bar:</p> <div data-bbox="1384 587 1937 651"> <p>Search for topics: <input type="text" value="Enter topic name or code"/></p> <p>Your curriculum: <input type="text" value="Key Stage 3"/></p> </div> |

YEAR 10 CONTINUITY OF LEARNING 2 WEEK CYCLE FROM MONDAY 21 SEPTEMBER TO FRIDAY 2 OCTOBER 2026

| Foundation Subject | Lesson and Resources                                                                                                                                                                                                                                                                                                                                              | Notes / Extension Task |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| ART                | A drawing of a Cog / finish work started in class.                                                                                                                                                                                                                                                                                                                |                        |
| BUSINESS STUDIES   | <a href="#">03. Understanding Customer Needs to beat competition (2).pptx</a><br><a href="#">04 - Risk and Reward.pptx</a>                                                                                                                                                                                                                                        |                        |
| COMPUTER SCIENCE   | <b>Lesson 1</b><br>Go to bbc bitesize ( <a href="#">How to follow and write algorithms to solve problems - Algorithms - Edexcel - GCSE Computer Science Revision - Edexcel - BBC Bitesize</a> ).<br>Read through the pages on How to follow and write algorithms to solve problems, Pseudo-code and flowcharts                                                    |                        |
|                    | <b>Lesson 2</b><br>Go to bbc bitesize ( <a href="#">How to follow and write algorithms to solve problems - Algorithms - Edexcel - GCSE Computer Science Revision - Edexcel - BBC Bitesize</a> ).<br>Read through Written descriptions.<br>Go to Smart revise, change the filter to 1.2 Algorithms. Answer multiple choice, term definition and advanced questions |                        |
|                    | <b>Lesson 3</b><br>Go to Mission encode and start mission 1 ( <a href="#">Python Level 1   Mission Encodeable</a> )                                                                                                                                                                                                                                               |                        |
|                    | <b>Lesson 4</b><br>Go to Mission encode and complete mission 1 ( <a href="#">Python Level 1   Mission Encodeable</a> )                                                                                                                                                                                                                                            |                        |

| Foundation Subject | Lesson and Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Notes / Extension Task |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| DRAMA              | Reread the Find Me scenes we have read in class so far.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                        |
| DT – FOOD          | <p><b>Lesson 1</b> Read the information about food safety and make notes on the information.<br/>           Answer questions at the bottom of the documents, screenshot your work and send to your teacher.<br/> <a href="#">Student Shared Drive - 24. Buying and storing food.pdf - tiles</a><br/> <a href="#">Student Shared Drive - 25. Refrigerated and frozen food.pdf - tiles</a><br/> <a href="#">Student Shared Drive - 26. Food safety when preparing, cooking and serving food.pdf - tiles</a></p> <p><b>Lesson 2</b> Use the internet to research how to de-bone a whole fish and a whole chicken.<br/>           Produce an instruction leaflet clearly explaining how to do both. Make sure to add top tips for food safety (i.e. when to wash hands and which chopping board to use).</p> <p><b>Lesson 3</b> Read the information about carbohydrates and make notes on the information.<br/> <a href="#">Student Shared Drive - 3. Carbohydrates.pdf - tiles</a><br/>           Answer the questions on the worksheet and screen shot your work to your teacher.<br/> <a href="#">3.1 Carbohydrates quiz + answers.rtf</a></p> <p><b>Lesson 4</b> Read the information about food provenance and primary processing. Make notes on the information.<br/>           Answer questions at the bottom of the document, screenshot your work and send to your teacher.<br/> <a href="#">Student Shared Drive - 31. Food provenance.pdf - tiles</a><br/> <a href="#">Student Shared Drive - 33. Primary food processing.pdf - tiles</a></p> |                        |

| Foundation Subject                     | Lesson and Resources                                                                                                                                                                                                                                                                  | Notes / Extension Task |
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| <b>DESIGN TECHNOLOGY<br/>(TIMBERS)</b> | <u>Lesson 5 - Manufactured Boards</u><br>2 <sup>nd</sup> page of the attachment below – make a poster on the different manufactured boards available using the information on the sheet<br><a href="#">17. Natural timbers.pdf</a><br>Screen shot your work and send to your teacher. |                        |
|                                        | <u>Lesson 6 - Joints – Part 1</u><br><a href="#">GCSE Woodworking Joints Knowledge Organiser AQA.pdf</a><br>Can you sketch the different joints in the poster above and then make notes on examples of where these joints might be found in different products.                       |                        |
|                                        | <u>Lesson – 7 Surfaces and treatments</u><br>Read the information below, taking notes of the different finishes<br><a href="#">24. Timbers Surface finishes and treatments.pdf</a><br>Screen shot your work and send to your teacher.                                                 |                        |
|                                        | <u>Lesson 8 Joints – Part 2</u><br><a href="#">GCSE Woodworking Joints Knowledge Organiser AQA.pdf</a><br>Can you sketch the different joints in the poster above and then make notes on examples of where these joints might be found in different products.#                        |                        |

| Foundation Subject | Lesson and Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Notes / Extension Task |
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| DT - TEXTILES      | <p><b>Lesson 1</b> <u>Oak Academy: Physical and Working Properties of Materials</u><br/>           Use the link below and work through the starter, slide deck, worksheet and exit quiz in the order that they appear in the folder.<br/> <a href="#">Student Shared Drive - Documents - Physical and Working properties of materials - tiles</a><br/>           Screen shot your work and send to your teacher.</p> <p><b>Lesson 2</b> Use the internet to research how to make closed seams – overlocked, French and flat fell.<br/>           Write and draw step-by-step instructions about how to make each seam.</p> <p><b>Lesson 3</b> <u>Oak Academy: Wasting Processes for Textiles</u><br/>           Use the link below and work through the starter, slide deck, worksheet and exit quiz in the order that they appear in the folder.<br/> <a href="#">Student Shared Drive - Documents - Wasting Manufacturing Processes for Textiles - tiles</a><br/>           Screen shot your work and send to your teacher.</p> <p><b>Lesson 4</b> <u>Oak Academy: Wasting Processes for Textiles</u><br/>           Use the link below and work through the starter, slide deck, worksheet and exit quiz in the order that they appear in the folder.<br/> <a href="#">Student Shared Drive - Documents - Environmental impact of materials - Textiles - tiles</a><br/>           Screen shot your work and send to your teacher.</p> |                        |
| FRENCH             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                        |

| Foundation Subject | Lesson and Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Notes / Extension Task |
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| GEOGRAPHY          | <p><b>Monday 21 September</b><br/> L1 - Ocean currents and transfers of heat<br/> <a href="#">Specific GCSE resource – ocean currents</a><br/> CGP Edexcel B: Climate &amp; Tropical Cyclones – pp. 2–3 (global atmospheric circulation / heat transfer)</p> <p>L2 - Global atmospheric circulation and ITCZ<br/> <a href="#">Continuity Oak – global atmospheric circulation</a><br/> <a href="#">Specific GCSE resource – global atmospheric circulation</a><br/> CGP Edexcel B: Climate &amp; Tropical Cyclones – pp. 2–3<br/> <a href="#">SENECA Edexcel B – matching topic</a></p> <p><b>Monday 28 September</b><br/> L3 - Historical causes of CC (Skill: Climate graphs)<br/> <a href="#">Continuity Oak – historical causes of cc</a><br/> <a href="#">Specific GCSE resource – historical causes of cc</a><br/> CGP Edexcel B: Climate &amp; Tropical Cyclones – pp. 4–5<br/> <a href="#">SENECA Edexcel B – matching topic</a></p> <p>L4 - Human activity causes of CC<br/> <a href="#">Continuity Oak – human activity causes of cc</a><br/> <a href="#">Specific GCSE resource – human activity causes of cc</a></p> |                        |

YEAR 10 CONTINUITY OF LEARNING 2 WEEK CYCLE FROM MONDAY 21 SEPTEMBER TO FRIDAY 2 OCTOBER 2026

| Foundation Subject                | Lesson and Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Notes / Extension Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| HEALTH & SOCIAL CARE              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| HISTORY                           | Renaissance medicine - See Arbor for resources                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| MUSIC                             | Introduction to performance: Effective practice techniques<br><a href="https://www.thenationalacademy/teachers/programmes/music-secondary-ks4-eduqas/units/performance-and-instrument-focus-knowing-your-instrument/lessons/effective-practice-techniques#lesson-details">https://www.thenationalacademy/teachers/programmes/music-secondary-ks4-eduqas/units/performance-and-instrument-focus-knowing-your-instrument/lessons/effective-practice-techniques#lesson-details</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| PHYSICAL EDUCATION<br>BTEC & GCSE | Teachers will email specific students missing from their class or email your teacher for guidance. 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 addresses are below for ease.<br>YEAR 10 GCSE Mrs Lovelock<br><a href="mailto:Jennifer.Lovelock@theregisschool.co.uk">Jennifer.Lovelock@theregisschool.co.uk</a> or Miss Parker<br><a href="mailto:Jessica.Parker@theregisschool.co.uk">Jessica.Parker@theregisschool.co.uk</a><br>YEAR 11 GCSE Mr Thompson<br><a href="mailto:Rhys.Thompson@theregisschool.co.uk">Rhys.Thompson@theregisschool.co.uk</a><br>YEAR 10 BTEC Miss Marden<br><a href="mailto:Hattie.Marden@theregisschool.co.uk">Hattie.Marden@theregisschool.co.uk</a> or Mr Bernard<br><a href="mailto:George.Bernard@theregisschool.co.uk">George.Bernard@theregisschool.co.uk</a><br>YEAR 11 BTEC Miss Parker<br><a href="mailto:Jessica.Parker@theregisschool.co.uk">Jessica.Parker@theregisschool.co.uk</a> or Mr Mott<br><a href="mailto:Harrison.Mott@theregisschool.co.uk">Harrison.Mott@theregisschool.co.uk</a> |

| Foundation Subject | Lesson and Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Notes / Extension Task                                                                                                    |
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| PSYCHOLOGY         | <p>Lesson 5 - Types of Experiment</p> <p>Research and define the following terms:<br/>Laboratory experiment / Field experiment / Natural experiment / Case study</p> <p>Evaluate each approach with reference to:<br/>Control / Applicability / Ethics / Amount of data</p>                                                                                                                                                                                                                                       | <p>Lesson PowerPoints can be found:<br/>Student drive – subjects – social science – GCSE Psychology – Year 10 lessons</p> |
|                    | <p>Lesson 6 - Piaget and Inhelder's three mountains task</p> <p>Summarise the aims and procedure of the study with reference to three mountains and completing tasks from the participants own and others viewpoints</p> <p>Explain the findings and conclusions of Piaget and Inhelders study with reference to them being the same as Piaget's theory would say</p> <p>Explain strengths and weakness of the study with reference to control real life application / task too difficult / levels of control</p> | <p>Lesson PowerPoints can be found:<br/>Student drive – subjects – social science – GCSE Psychology – Year 10 lessons</p> |
|                    | <p>Lesson 7 - Dweck's Mindset Theory</p> <p>Research and define the key terms:<br/>Fixed mindset / Growth mindset</p> <p>Be able to describe the impact of effort and ability on mindsets</p> <p><a href="#">Dweck's theory   Fixed/ Growth Mindsets, Strengths &amp; Weaknesses (online-learning-college.com)</a></p>                                                                                                                                                                                            | <p>Lesson PowerPoints can be found:<br/>Student drive – subjects – social science – GCSE Psychology – Year 10 lessons</p> |
|                    | <p>Lesson 8 - Evaluate Dweck</p> <p>Identify the main strengths and weaknesses of Dweck's mindset theories with reference to real life application / research support – ignoring reprimanding language</p> <p><a href="#">Dweck's theory   Fixed/ Growth Mindsets, Strengths &amp; Weaknesses (online-learning-college.com)</a></p>                                                                                                                                                                               | <p>Lesson PowerPoints can be found:<br/>Student drive – subjects – social science – GCSE Psychology – Year 10 lessons</p> |

| Foundation Subject | Lesson and Resources                                                                                                                                                                                                                                                                                                 | Notes / Extension Task                                                                                                                                                                                                                                               |
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| RELIGIOUS STUDIES  | <p>Theme B: Religion and Life</p> <p><a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks4-gcse-aqa/units/religion-and-life/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks4-gcse-aqa/units/religion-and-life/lessons</a></p> | <p>Notes:</p> <ol style="list-style-type: none"> <li>1. Theme B: Religion and Life is our current unit. Follow the link and complete any topics that you have missed.</li> </ol> <p>Extension task: Create a ten question quiz about Theme B: Religion and Life.</p> |
| SPANISH            |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                      |