

CORE Subjects	Lesson and Resources	Notes / Extension Task
ENGLISH	<p>1) Family and friendship 1: <a href="https://curriculum.unitedlearning.org.uk/pupil?r=120827">https://curriculum.unitedlearning.org.uk/pupil?r=120827</a></p> <p>2) Family and friendship 2: <a href="https://curriculum.unitedlearning.org.uk/pupil?r=120833">https://curriculum.unitedlearning.org.uk/pupil?r=120833</a></p> <p>3) Scrooge 1: <a href="https://curriculum.unitedlearning.org.uk/pupil?r=120844">https://curriculum.unitedlearning.org.uk/pupil?r=120844</a></p> <p>4) Scrooge 2: <a href="https://curriculum.unitedlearning.org.uk/pupil?r=120845">https://curriculum.unitedlearning.org.uk/pupil?r=120845</a></p> <p>5) The Spirits 1: <a href="https://curriculum.unitedlearning.org.uk/pupil?r=120856">https://curriculum.unitedlearning.org.uk/pupil?r=120856</a></p> <p>6) The Spirits 2: <a href="https://curriculum.unitedlearning.org.uk/pupil?r=120857">https://curriculum.unitedlearning.org.uk/pupil?r=120857</a></p> <p>7) The Cratchits 1: <a href="https://curriculum.unitedlearning.org.uk/pupil?r=120868">https://curriculum.unitedlearning.org.uk/pupil?r=120868</a></p> <p>8) The Cratchits 2: <a href="https://curriculum.unitedlearning.org.uk/pupil?r=120869">https://curriculum.unitedlearning.org.uk/pupil?r=120869</a></p>	

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<b>MATHS HIGHER (Sets 1 &amp; 2)</b>	<p><u>Lesson 1</u>            Congruent triangles    <b>HM: 684, 685, 686</b>            You will need to watch the video carefully and make notes before trying the questions  <u>Then:</u> Follow this link and answer the question. Click the tick at the bottom to mark your answers.  <a href="#">Congruent triangles</a></p>	<p><u>Notes:</u>            Where relevant, find the Hegarty task using the search bar at the top of the homepage</p> <p><u>Extension Tasks:</u>            Go to:  <a href="https://www.examq.co.uk/">https://www.examq.co.uk/</a>            Search for 'Functions'            Answer the GCSE exam questions            Check your answers using the markscheme</p>
	<p><u>Lesson 2</u>            Congruent triangles    <b>HM: 687, 688, 689, 690</b>            You will need to watch the video carefully and make notes before trying the questions  <u>Then:</u> Follow this link and answer the question. Click the tick at the bottom to mark your answers.  <a href="#">Congruent triangles</a></p>	
	<p><u>Lesson 3</u>            Vectors    <b>HM: 622, 623</b>            You will need to watch the video carefully and make notes before trying the questions  <u>Then:</u> Follow this link and answer the question 1 to 4. Click the tick at the bottom to mark your answers.  <a href="#">Vectors</a></p>	
	<p><u>Lesson 4</u>            Vectors    <b>HM: 624, 625, 626</b>            You will need to watch the video carefully and make notes before trying the questions  <u>Then:</u> Follow this link and answer the question 5 to 9. Click the tick at the bottom to mark your answers.  <a href="#">Vectors</a></p>	

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<p style="text-align: center;"><b>MATHS HIGHER (Sets 1 &amp; 2)</b></p>	<p><u>Lesson 5</u>            Vectors <b>HM: 627, 628, 629, 630</b>            You will need to watch the video carefully and make notes before trying the questions  <u>Then:</u> Follow this link and answer the Apply question. Click the tick at the bottom to mark your answers.  <a href="#">Vectors</a></p>	<p><u>Notes:</u>            Where relevant, find the Hegarty task using the search bar at the top of the homepage</p> <p><u>Extension Tasks:</u>            Go to:  <a href="https://www.examq.co.uk/">https://www.examq.co.uk/</a>            Search for 'Functions'            Answer the GCSE exam questions            Check your answers using the markscheme</p>
	<p><u>Lesson 6</u>            Vectors <b>HM: 630, 631, 632, 633, 634, 635, 636</b>            You will need to watch the video carefully and make notes before trying the questions  <u>Then:</u> Follow this link and answer the Apply question. Click the tick at the bottom to mark your answers.  <a href="#">Vectors</a></p>	
	<p><u>Lesson 7</u>            Vectors            Follow this link and answer the question. Answers are below  <a href="#">Vectors</a>  <a href="#">Answers</a></p>	

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<b>MATHS FOUNDATION (Sets 3, 4 &amp; 5)</b>	<p><u>Lesson 1</u> Factorising      <b>Sparx: M100 HM168, HM169</b> Complete the questions at all levels When finished, follow this link and answer the questions. Click the tick at the bottom to check your answers. <a href="#">Factorising</a></p>	<p><u>Notes:</u> Where relevant, find the Hegarty task using the search bar at the top of the homepage</p> <p><u>Extension Tasks:</u> Go to: <a href="https://www.examq.co.uk/">https://www.examq.co.uk/</a> Search for 'Transformations' Answer the GCSE exam questions Check your answers using the markscheme</p>
	<p><u>Lesson 2</u> Expanding double brackets      <b>Sparx: M960 HM162, HM 163</b> Complete the questions at all levels</p>	
	<p><u>Lesson 3</u> Expanding double brackets <b>Sparx: M960 HM162, HM 163</b> Follow this link and answer the questions. Click the tick at the bottom to check your answers. <a href="#">Expanding double brackets</a></p>	
	<p><u>Lesson 4</u> Factorising quadratics      <b>Sparx: M908 HM 223, HM 224</b> Complete the questions at all levels When finished, follow this link and answer the questions. Click the tick at the bottom to check your answers. <a href="#">Factorising quadratics</a></p>	
	<p><u>Lesson 5</u> Function machines      <b>Sparx: M175</b> Complete the questions at all levels. Follow this link and answer the questions. Use the video at the top to help you Click the tick at the bottom to check your answers. <a href="#">Function machines</a></p>	

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<b>MATHS FOUNDATION (Sets 3, 4 &amp; 5)</b>	<u>Lesson 6</u> Substitution <b>Sparx: M417, M327 HM 780, HM781</b> Complete the questions at all levels When finished, follow this link and answer the questions. Click the tick at the bottom to check your answers. <a href="#">Substitution</a>	<u>Notes:</u> Where relevant, find the Hegarty task using the search bar at the top of the homepage  <u>Extension Tasks:</u> Go to: <a href="https://www.examq.co.uk/">https://www.examq.co.uk/</a> Search for 'Transformations' Answer the GCSE exam questions Check your answers using the markscheme
	<u>Lesson 7</u> Time <b>Sparx: U902</b> Complete the questions at all levels. When finished, follow this link and answer Question 1 - 5 Click the tick at the bottom to see the solutions <a href="#">Speed</a>	

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<b>SCIENCE</b>	<b>Lesson and resources KS 4 &gt; Biology &gt; Homeostasis</b> Lesson 1 The nervous system	To access lesson: 1. Click on the link > 2. Click on KS 4 Science <a href="http://continuityoak.org.uk">Curriculum - Curriculum (continuityoak.org.uk)</a> 3. Select correct topic> 4. Click on lesson number> 5. Select Lesson video/expand screen
	<b>Lesson and resources KS 4 &gt; Biology &gt; Homeostasis</b> Lesson 2 Reflex arc	
	<b>Lesson and resources KS 4 &gt; Biology &gt; Homeostasis</b> Lesson 3 Required practical: Reaction time 1 and 2	
	<b>Lesson and resources KS 4 &gt; Biology &gt; Homeostasis</b> Lesson 4 Hormonal response	
	<b>Lesson and resources KS 4 &gt; Biology &gt; Homeostasis</b> Lesson 5 Controlling blood sugar levels	
	<b>Lesson and resources KS 4 &gt; Biology &gt; Homeostasis</b> Lesson 6 Diabetes	
	<b>Lesson and resources KS 4 &gt; Biology &gt; Homeostasis</b> Lesson 7 Hormones in reproduction	

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<b>ART</b>	Email your class teacher to ask what your next stage is for your individual project work	
<b>BUSINESS STUDIES</b>	<a href="#">Lesson 4 - The Marketing Mix Product 1.pptx</a> <a href="#">Lesson 5 - Product Life Cycle - VVS.pptx</a>	
<b>COMPUTER SCIENCE</b>	w/c 29.01.24 Go to the shared Drive P:\Subjects\Computing\2023 24\Year 11 CS\02 Computational Thinking, Algorithms & Programming Lesson 1 – 25 Records <a href="#">25 Records.pptx</a> Lesson 2 – 26 SQL <a href="#">26 SQL.pptx</a> Watch the Video on the (Ninja Link) PowerPoint Make notes from the PowerPoint – Bring to the next lesson. Complete the Ninja Tasks on the Website. Homework – complete the Ninja Test.	
<b>COMPUTER SCIENCE</b>	w/c 05.02.24 Go to the shared Drive P:\Subjects\Computing\2023 24\Year 11 CS\02 Computational Thinking, Algorithms & Programming Lesson 1 – 27 Procedures <a href="#">27 Procedures.pptx</a> Lesson 2 – 28 Functions <a href="#">28 Functions.pptx</a> Watch the Video on the (Ninja Link) PowerPoint Make notes from the PowerPoint – Bring to the next lesson. Complete the Ninja Tasks on the Website. Homework – complete the Ninja Test.	

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DANCE	Please continue with your choreographies. A solo needs to be 2-2:30 and a group needs to be 3:30. Filming starts 5 <sup>th</sup> Feb	
DRAMA	Learn your lines for component 2.	
FOOD	<b>NEA 1 Finish and make perfect</b> <a href="#">NEA 1 Essential guide.pptx</a>  <b>NEA 2</b> <a href="#">NEA2 Essential Guide.pptx</a>	<b>NEA 1 SHOULD now be complete.</b> Please check your comments to make all possible improvements, make sure that the word count is 1500-200 words.  <b>NEA 2:</b> Make sure task analysis and secondary research is complete.  Check that the 9 design ideas explain your reasons for choosing them and discuss the skills that you would use to make them.  Write up evaluations for skills trials 1, 2 and 3.

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<b>FRENCH</b>	<p>All revision resources are in this folder on the Student (P) Drive:  <a href="#">CLICK HERE</a></p> <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 every topic:</p> <ul style="list-style-type: none"> <li>- T1: <a href="#">Me, my family and friends in French</a></li> <li>- T1: <a href="#">My interests and role models in French</a></li> <li>- T1: <a href="#">Social Media and mobile technology in French</a></li> <li>- T1: <a href="#">Everyday life at home in French</a></li> <li>- T1: <a href="#">Food and drink in French</a></li> <li>- T1: <a href="#">Shopping in French</a></li> <li>- T1: <a href="#">Music, cinema, TV and reading in French</a></li> <li>- T1: <a href="#">Sport in French</a></li> <li>- T1: <a href="#">Celebrations and Festivals in French</a></li> <li>- T2: <a href="#">Holidays and tourism in French</a></li> <li>- T2: <a href="#">Travel in French</a></li> <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> <li>- T4: <a href="#">Work in French</a></li> <li>- T5: <a href="#">Environmental issues in French</a></li> <li>- T5: <a href="#">Global issues and events in French</a></li> </ul>	<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>Homework / Extension tasks:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Vocab Slam</a>– complete the exam zone activities.</li> <li>2. 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 Tr5Reset22  Complete set tasks.</li> </ol>

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<p><b>GEOGRAPHY</b></p>	<p>w/c 29 January</p> <p><b>L4</b> Theories of development- Rostow modernisation theory and Frank’s dependency theory to explain development over time.</p> <p><b>L5</b> Characteristics of top-down and bottom-up strategies in terms of their scale, aims, funding and technology. The processes and players (transnational corporations (TNCs), governments) contributing to globalisation and why some countries have benefitted more than others &amp; Advantages and disadvantages of different approaches to development: non-governmental organisation-led (NGO-led) intermediate technology, Inter-governmental organisation (IGO)-funded large infrastructure and investment by TNCs.</p>	<p>CGP Revision Guide &amp; Workbook: L4 P25-26 Textbook: L4 P62-63 <a href="https://continuityoak.org.uk/Lessons#">https://continuityoak.org.uk/Lessons#</a> Geography, Year 10, Unit 8-The Development Gap, Lesson 4,5,6</p> <p>CGP Revision Guide &amp; Workbook: L5 P26-27 Textbook: L5 P64-65 <a href="https://continuityoak.org.uk/Lessons#">https://continuityoak.org.uk/Lessons#</a> Geography, Year 10, Unit 8-The Development Gap, Lesson 4,5,6</p>
	<p>w/c 5 February</p> <p><b>CASE STUDY: India</b></p> <p><b>L6</b> The site, situation and connectivity of the country and its significance, in a national (environmental and cultural), regional and global context &amp; Broad political, social, cultural and environmental context of the chosen country in its region and globally.</p> <p><b>L7</b> The key economic trends (GDP, per capita GNI, changing importance of economic sectors, imports and exports and type and origin of foreign direct investment) since 1990. <b>Skills needed: Using numerical economic data to profile the chosen country</b></p>	<p>CGP Revision Guide &amp; Workbook: L6 P29 Textbook: L6 P66-67 <a href="https://continuityoak.org.uk/Lessons#">https://continuityoak.org.uk/Lessons#</a> Geography, Year 10, Unit 8-The Development Gap, Lesson 7, Different CASE STUDY</p> <p>CGP Revision Guide &amp; Workbook: L7 P30 Textbook: L7 P68-69</p>
<p><b>HEALTH &amp; SOCIAL CARE</b></p>	<p><a href="#">Lesson 16 - Cultural Factors.pptx</a></p> <p><a href="#">Lesson 1 - Health Indicators.pptx</a></p> <p><a href="#">Lesson 2 - Pulse Rates.pptx</a></p>	

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<p><b>HISTORY</b></p>	<p>Year 11-History, Elizabeth I <a href="https://continuityoak.org.uk/Lessons">https://continuityoak.org.uk/Lessons</a> w/c 29 January Lesson 24 How did people’s leisure time change during the Elizabethan period? Lesson 25 Why did poverty and vagabondage increase in Elizabethan England? Lesson 26 How well did Elizabeth deal with problems of the poor?</p>	
	<p>Year 11-History, Elizabeth I <a href="https://continuityoak.org.uk/Lessons">https://continuityoak.org.uk/Lessons</a> w/c 5 February Lesson 27 What drove Elizabethans to explore the New World? Lesson 28 Why did the English want to colonise Virginia and how did Raleigh organise the project? Lesson 29 what was the impact of the colonisation of Virginia and why did it fail?</p>	
<p><b>IT BTEC</b></p>	<p>w/c 29.01.24 Go to the shared Drive P:\Subjects\Computing\2023 24\Year 11 DIT\Component 3\Lessons Lesson 1 - lesson 11 External Threats <a href="#">lesson 11 External threats</a> Lesson 2 – Lesson 12 Internal Threats <a href="#">Lesson 12 Internal Threats</a> Watch the Video on the (Ninja Link) PowerPoint Make notes from the PowerPoint – Bring to the next lesson. Complete the Ninja Tasks on the Website.</p>	<p>Homework – complete the Ninja Test.</p>
	<p>w/c 05.02.24 Go to the shared Drive P:\Subjects\Computing\2023 24\Year 11 DIT\Component 3\Lessons Lesson 1 - lesson 16 Defining Responsibilities and Parameters <a href="#">Lesson 16 Defining Responsibilities and Parameters</a> Lesson 2 – Lesson17 Disaster Recovery <a href="#">Lesson 17 Disaster Recovery</a> Watch the Video on the (Ninja Link) PowerPoint Make notes from the PowerPoint – Bring to the next lesson. Complete the Ninja Tasks on the Website.</p>	<p>Homework – complete the Ninja Test.</p>

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<b>MEDIA STUDIES</b>	<a href="#">w78014-btec-l1l2-tech-award-creative-media-production-bcm02-u2-ps-jun-2024.pdf</a> <a href="#">3. Intro to Comp 2 Focus on research.pptx</a> <a href="#">4. Intro to Comp 2 Focus on media text research.pptx</a> <a href="#">4. Intro to exam release Comp 3.pptx</a> <a href="#">5. Intro to exam release Primary research.pptx</a> <a href="#">6. Intro to exam release Existing magazine research.pptx</a> <a href="#">7. Intro to exam release Planning your content.pptx</a> <a href="#">8. Intro to exam release Planning your content.pptx</a> <a href="#">mAY 2024.pdf</a>	
<b>MUSIC</b>	Please contact Mrs Boyes <a href="mailto:tracey.boyes@theregisschool.co.uk">tracey.boyes@theregisschool.co.uk</a>	
<b>PHYSICAL EDUCATION BTEC</b>	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. Mr James <a href="mailto:ajames1@theregisschool.co.uk">ajames1@theregisschool.co.uk</a> Miss Buckingham <a href="mailto:Emily.Buckingham@theregisschool.co.uk">Emily.Buckingham@theregisschool.co.uk</a> Mrs Lovelock <a href="mailto:Jennifer.Lovelock@theregisschool.co.uk">Jennifer.Lovelock@theregisschool.co.uk</a> Mr Thompson <a href="mailto:Rhys.Thompson@theregisschool.co.uk">Rhys.Thompson@theregisschool.co.uk</a>
<b>PHOTOGRAPHY</b>	Email your class teacher to ask what your next stage is for your individual project work	
<b>PRODUCT DESIGN ENGINEERING</b>		

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RE	Lesson 1 Social Justice <a href="https://classroom.thenational.academy/lessons/social-justice-and-human-rights-65gkar">https://classroom.thenational.academy/lessons/social-justice-and-human-rights-65gkar</a>	Extension task: Attempt the following question: ‘Performing the Hajj is the most important practice for a Muslim’ Evaluate this statement. [12 marks]
	Lesson 2 Charity <a href="https://classroom.thenational.academy/lessons/giving-money-to-the-poor-cthk6e">https://classroom.thenational.academy/lessons/giving-money-to-the-poor-cthk6e</a>	Extension task: Attempt the following question: ‘Salah is the most important pillar of Islam’ Evaluate this statement. [12 marks]
	Lesson 3 Attitudes to wealth <a href="https://classroom.thenational.academy/lessons/attitudes-to-wealth-cth64c">https://classroom.thenational.academy/lessons/attitudes-to-wealth-cth64c</a>	Extension task: Attempt the following question: ‘Id-ul-Fitr is the most important Muslim festival’ Evaluate this statement. [12 marks]
	Lesson 4 Poverty <a href="https://classroom.thenational.academy/lessons/poverty-and-its-causes-71jp2d">https://classroom.thenational.academy/lessons/poverty-and-its-causes-71jp2d</a>	Extension task: Attempt the following question: ‘The greater jihad is the only jihad a Muslim needs in the 21 <sup>st</sup> century’ Evaluate this statement. [12 marks]
SOCIOLOGY	<ol style="list-style-type: none"> <li>1. Complete any outstanding work on Arbor.</li> <li>2. Use the knowledge organiser and use the look/cover/write/check method to revise the <b>EDUCATION</b> section.</li> <li>3. Complete the <b>CRIME AND DEVIANCE BOOKLET 2 - WHO COMMITS CRIME</b> workbook.</li> <li>4. Complete one of the <b>PAST PAPERS</b> attached (and also on Arbor) and send completed answers to Ms Johns to mark. You can send this via email.</li> </ol>	<a href="#">GCSE SOCIOLOGY KNOWLEDGE ORGANISER.pptx</a>  <a href="#">Crime and Deviance Booklet 2 Who commits crime .pptx</a>  <a href="#">Paper 1 - Family and Education 04.11.20.pdf</a> <a href="#">Paper 1 - Family and Education 20.05.19.pdf</a> <a href="#">Paper 2 - Crime and Stratification 09.11.20.pdf</a> <a href="#">Paper 2 - Crime and Stratification 24.05.19.pdf</a>

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<p><b>SPANISH</b></p>	<p>All revision resources are in this folder on the Student (P) Drive:  <a href="#">CLICK HERE</a></p> <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><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>Homework / Extension tasks:</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 Tr5Reset22                      Complete set tasks.</li> </ol>
<p><b>TEXTILES</b></p>	<p><b>NEA Progress</b>  <a href="#">Section A helpsheets.pptx</a>  <a href="#">Section B helpsheets.pptx</a>  <a href="#">Section C helpsheets.pptx</a>  <a href="#">Initial ideas and evaluation of initial ideas.pptx</a>  <a href="#">Developed designs2023.pptx</a>  <a href="#">Fabric and component choice helpsheet.pptx</a></p> <p><b>PPE Pre: Section A:</b>  <a href="#">6. Composite Materials.pptx</a>  <a href="#">8. Energy generation.pptx</a>  <a href="#">11. Mechanical Devices.pptx</a>  <a href="#">13. Gears.pptx</a>  <a href="#">19. Polymers.pptx</a>  <a href="#">3. People.pptx</a>  <a href="#">3.1 Culture and society.pptx</a>  <a href="#">40. Production techniques and systems.pptx</a>  <a href="#">41. Modern materials.pptx</a>  <a href="#">9. Energy storage.pptx</a></p>	<p><b>Use comments on your individual documents to ensure that Sections A-C are as perfect as they can be.</b>  <b>In lessons we are making fabric and/or paper models of final products to test size and shape.</b>  <b>Section D (Development)</b> 3D Modelling of your product needs to happen in school. If you have done some of this, use your time at home to write a diary of the modelling that you have done so far – hopefully you have photos on your phone that you can use too.</p> <p>The next stage is to choose appropriate fabrics and components. Use the attached worksheet to help with this.</p> <p><b>Use the links to revise knowledge for section A of the exam paper.</b>                      All of these topics will appear in the PPE and possibly the final exam in June.</p> <p>Refresh your knowledge of these topics and we will test what you have learnt during do now activities.</p>