

**Year 10 Home Learning Curriculum: Spring Term 1**

Subject	Curriculum
English	<ul style="list-style-type: none"> <li>• Pupils will read and understand the exam text Macbeth, exploring the central characters and themes from the text.</li> <li>• Pupils will develop their understanding of the context in which the text was written.</li> <li>• Pupils will develop their analysis skills; exploring how language, form and structure is used to create meaning.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Pythagoras &amp; Trigonometry</li> <li>• Substitution</li> <li>• Ratio</li> <li>• Direct/Inverse Proportion</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Unit 3.2 - Radiation and disease, 3.3 - Communicable diseases</li> </ul>
Triple Science	<ul style="list-style-type: none"> <li>• Biology: Organisation in plants and humans. Infection and response.</li> <li>• Chemistry: Finishing Unit 1 - The Periodic table and then starting unit 3 - Quantitative Chemistry</li> <li>• Physics: unit 3 particle model of matter , unit 4 atomic structure</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Our KS4 curriculum provides pupils with three workouts per week that they can complete along with a link to the three fitness sessions that Joe Wicks provides on his you-tube channel. Pupils also have a quiz to take part in each week.</li> </ul>
BTEC PE	<ul style="list-style-type: none"> <li>• Pupils are working on Unit 2, Practical Sport.</li> <li>• Pupils will describe the six components of physical fitness and how they are used within the sports of football and badminton.</li> <li>• Describe/Explain the roles of the officials in both football and badminton and the application of the rules, regulations and scoring systems.</li> <li>• Compare and contrast the roles and responsibilities of the officials from football and badminton, suggesting valid recommendations for the improvement to the application of rules, regulations and scoring systems of each sport.</li> </ul>
DT	<ul style="list-style-type: none"> <li>• GCSE C/W Designer influence</li> </ul>
Food	<ul style="list-style-type: none"> <li>• Science of fats and oils</li> </ul>
Art	<ul style="list-style-type: none"> <li>• BLM Identity Taking inspiration from the artist Laolu Senbanjo. pupils are developing a range of mark making techniques focus on experimentation, proportion and pattern.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• R082 evaluation of an image. Once this is complete we will move on and start R084.</li> </ul>
Engineering	<ul style="list-style-type: none"> <li>• Completing final design for mobile phone. Annotating and evaluating the design. Considering materials to be used to manufacture phone and processes used.</li> </ul>
History	<ul style="list-style-type: none"> <li>• Crime and punishment</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Natural hazards</li> </ul>
RS	<ul style="list-style-type: none"> <li>• Marriage and the family</li> </ul>

MFL	<ul style="list-style-type: none"> <li>• French: At Year 10, pupils are continuing to work through the GCSE Specification by looking at the free time module. Pupils are guided through work with a combination of pre-recorded lessons, live lessons, and independent study tasks, focusing on vocabulary development and comprehension of written and audio texts.</li> <li>• Urdu: Free Time - Reading extended passages on free time and replicating this in written tasks. Writing will now frequently include three timeframes and regular opinion. Translation skills are being refined with exam-style questions.</li> <li>• EAL: Pupils in Year 10 are learning future forms (going to + infinitive, the present continuous and will + infinitive), they are also exploring the Solar System and space travel.</li> </ul>
Drama	<ul style="list-style-type: none"> <li>• C3 (written exam) and C1 (devising drama)</li> </ul>
Business Studies	<ul style="list-style-type: none"> <li>• Methods of production</li> <li>• Production management</li> <li>• Flow production</li> <li>• Lean production</li> <li>• Efficiency</li> <li>• JIC stock control</li> <li>• JIT stock control</li> <li>• Procurement</li> <li>• The supply chain</li> <li>• Case studies of Ford, Toyota, Nissan, Unilever, Tesco</li> </ul>