

# THE WEEKLY NEWSLETTER

WB MONDAY 18TH JANUARY 2021



Dear Parents/Carers,

I hope this newsletter finds you and your family safe and well. It has been three weeks since some children returned to school, whilst others are at home receiving remote education; Engagement of lessons is increasing day-by-day, well done to those who are accessing live lessons and other forms of remote learning. Please remember, remote education does not just mean live lessons, it also includes webinar style lessons, pre-recorded (very beneficial for students to watch over and over) and assignments etc. We endeavour to provide remote education which reflects your child's timetable as closely as possible. We are interested in your views. A parental survey will be sent out this week.

When work is marked, please be aware that we will give students an opportunity to improve their work. Remember, at times, an overall mark will be an accumulation of classwork, assessments, assignments etc. If a quiz is taken, and some answers are incorrect, students are able to complete again to show improvement. It is ok to get things incorrect; it enables us to recognise where we have gone wrong, where we need to improve and what we need to do to overcome. This is being resilient, which is one of our school Core Values.

The use of Class Charts is proving to be successful. It is helping us to track attendance of live lessons, and reward students. Thank you to all parents who have signed up to Class Charts. A letter will be posted to all parents this week with individual information connected to your child.

I will be sending a letter to all Year 11 parents this week which will provide you with information about your child's progress. I will also be giving you the opportunity to speak to your son/daughter's class teachers, if you wish to do so.

Over the next two weeks Year 9 and 10 will have a variety of assessments. This will help their teachers to see how well they are doing and where there may be gaps in their learning. It is essential for us to do this to be able to gauge an accurate picture. Students, see this as an opportunity to show your teachers what you can remember, what new learning you have acquired and where we can support you further.

Please continue to follow the government guidance. Keep yourselves, family and community safe. Like always, if you need support, do not hesitate to contact any member of staff. We are here to support your child and you, if we can.

Take care  
Ms J Gallagher  
Interim Pricipal

## This week...

- A guide to safer live lessons
- Home Learning Heroes
- Maths Challenge
- TT Rockstars
- KS3 History Challenge
- Well being support
- Useful contact information
- Espanol
- Year 9 & 10 Revision mats

make  
yourself  
a  
**PRIORITY**

## A GUIDE TO SAFER LIVE LESSONS

An online lesson occurs when teachers use video conferencing software to 'live stream' lessons to pupils. At Halewood Academy we use Microsoft Teams to stream our live lessons. Streaming live lessons provides the opportunity to maintain high quality education remotely by replicating the classroom interactions, ask questions and gather instant feedback. This type of learning can take place anywhere with an internet connection. Live lessons are new to us all and we would appreciate it if you read the below information to ensure learning can take place in a safe manner. Please get in touch if you have questions or feedback.

<https://nationalonlinesafety.com/hub/view/guide/live-lessons?product=>



### WHAT TEACHERS NEED TO CONSIDER

#### CONDUCT

If you are hosting an online lesson, it is important that you maintain a high level of professionalism and treat your online lesson in the same way you would a classroom lesson. If you are on camera dress appropriately and find a setting which has a suitable background with no personal information on display. It is worth remembering that live streaming means screenshots and videos of your lesson could occur so you should always observe professional conduct.

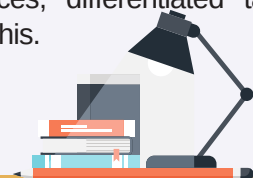
#### COMMUNICATION

Hosting a live lesson means that you need to consider how you communicate and through what channels. At Halewood Academy we have chosen to use Microsoft Teams as we know this is a secure platform with relevant privacy and security settings. Any contact should be done through Microsoft 365 (school accounts) and not through any personal accounts. During live lessons communication is permitted through the chat function, or you can unmute students where necessary.



#### CONTENT

Planning your content will be a key factor to consider prior to hosting an online lesson. It is important to ensure all content is age-appropriate and that any tasks you set that require the use of the internet won't lead children towards anything offensive or inappropriate. Always ensure live lesson pace is suitable for the whole class, and remember pupils work at different paces, differentiated tasks will support this.



### WHAT PARENTS NEED TO CONSIDER

#### CONDUCT

It is important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite and remember their manners. Position your computer in an open environment where you can monitor their activity, preferably not in a bedroom. Remind your child to ensure their camera and microphone is switched off

during the lesson, and should only unmute when instructed by their teacher, most communication should be via the chat function.

#### COMMUNICATION

Although all pupils have been trained in using Microsoft Teams during their lessons in school, if you or your child requires further support you will find a guide on our school website. I would recommend you take some time to look at this to ensure you understand how Microsoft Teams works. We ask that you raise any concerns immediately with the school. If you are unable to accommodate online lessons or if you have any concerns.



#### CONTENT

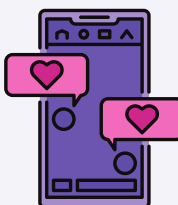
Try to take an interest in your child's live lessons if you are able to do so. We would encourage you to talk to them about what the lesson is about and what tasks they are required to do. Please remind your child about internet safety when using the internet and ensure parental controls are in place. The teacher will always provide recommended websites and links.



### WHAT PUPILS NEED TO CONSIDER

#### CONDUCT

Being able to access live lessons is a great way to learn remotely, and it is vital we all follow the correct rules and behave appropriately. You should behave with the same levels of respect for your peers and teachers as you would in the classroom. During live lessons please make sure your camera and microphone is turned off. Comments are closely monitored by staff, please make sure they are related to the lesson.



#### COMMUNICATION

Hosting a live lesson means that you will have to think about how you communicate carefully. We use Microsoft 365 (Teams and Outlook) for all communication with pupils. We have chosen this as we know it is a safe platform. Only use your school accounts to communicate with your teachers, do not use personal accounts. During the live lesson there is a chat function should you wish to ask or answer any questions, but remember this must be relevant to the learning. Any inappropriate comments may result in repercussions.



#### CONTENT

The most important thing about online lessons is that you are fully engaging! Your teacher is teaching you new knowledge and skills in order to learn effectively so please remain focused. You will only learn if you pay sole attention to the lesson, as you would in school. Turn off other devices to maximise your focus on the lesson. You will be following your normal school curriculum. If there is anything you are struggling with please let your teacher know.





## English

Louise W  
Waniya Mirza  
Lauren Beresford  
Isla Cannon  
Holly Perrins

18th January 2021

Lesson 8 - Love and relationships in *The Merchant of Venice*

Starter:

Green: If I were Portia, what would make me happy is I would want most is a choice of who I marry, and not my fingers and hope for a good marriage.

Task 1:

I would choose the lead box. I would pick the lead box, because context of being a suitor to Portia, I would want to pick what get me Portia's hand in marriage. I wouldn't choose because whoever chooses that box, cares about what wouldn't choose the silver box, because whoever chooses probably believes that the world owes him something, rather selfish. I choose the lead box, because whoever box, is willing to make sacrifices for love, and they have Task 2: Based on this, the sort of man that Portia's father is someone that would truly love her and would put risk to be with Portia. He was right to do this, because that she would be treated with respect and wouldn't be wrong.

I can tell that Bassanio and Portia are in love because video starts and ends with them kissing (which is kind of away). They maintain eye contact, and you can tell by look at each other that they are smitten. It was hard what they were saying to each other, but I read that it made it make sense. So, what I can understand is that "won" and now he is Portia's husband-to-be.

Green Zone!

Shakespeare reveals Portia and Bassanio's love for each other in a comparative. An example of this is "Here are he painter plays the spider and hath woven a golden mesh to entrap the hearts of men faster than gnats in cobwebs". This suggests that her hair is like a cobweb, trapping any that come near it. The phrase "hath woven a golden mesh to entrap the hearts of men faster than

The Prime Minister

10 Downing Street

London

SW1A 2AA

Dear Prime Minister,

I am writing to you to express my disgust at the use of prolonged solitary confinement that is still used as punishment in Britain's prisons today.

Firstly, I want to address to you that I understand that people who have committed crimes deserve time to reflect on the crimes they have committed. However, I believe your approach to those who have committed a crime is completely disgraceful. Solitary confinement is time wasted with prisoners. Instead of leaving them alone with their own thoughts and no human contact, why do you use the time to educate those in the wrong on how to do right? In addition, I also want to talk about how isolating these prisoners is really damaging to their mental wellbeing. Having no human contact could possibly cause hallucinations. This could also leave the prisoners with serious mental disorders, depression or anxiety. This certainly will not help prisoners change their behaviour or learn what they did wrong. Therefore, solitary confinement is unnecessary and useless.

On the other hand, I would like to discuss how solitary confinement is a violation of basic human rights. It is important that as a community, and you as our Prime Minister understand that people in prison are still humans too. Mostly on a long-term basis, solitary confinement fits the definition of torture. This will also cause damage to the prisoner's physical wellbeing and also their mental wellbeing. I also want to discuss that solitary confinement isn't always effective. Your intention of solitary confinement as a government is to make the prisoners reflect on themselves. However, you know that instead of reflecting on themselves, they reflect on the punishment and how cruel it is?

In addition, I also want to mention being isolated in a cell makes the prisoner feel a loss of freedom. Being isolated would strip the feeling of having control over his/her surroundings which can cause anxiety and also claustrophobia. In fact, most prisoners who were put under such a punishment have tried to gain control over their surroundings by resorting to a self-destructive behaviour.

What an intelligent piece of analysis!

Crime and Punishment - formal letter writing

9 Meadow Grove

Halewood

Liverpool

L25 9SH

English lesson

a Christmas carol

20/01/21

1. Fred is not easily offended
2. When Bob applauds 'involuntarily' this means he did it of his own will, he didn't have to do this
3. Marley regrets not making the main aspect of his business common welfare
4. The spirits are ghost of Christmas past, ghost of Christmas present, and ghost of yet to Christmas yet to come.
5. Scrooge feels sorry for his boyhood self, as he was lonely and abused by his father, this allowed him to feel emotion.
6. Scrooge puts business first, before others even people close to him. shown through the quote "was not dreadfully cut up by the sad event but that he was an excellent man of business on the very day of the funeral"
7. Bella leaves Scrooge as she sees he has changed because of money; she feels as if he values his wealth over her.

Apply:

1. Write about how Dickens presents Scrooge in this extract and how are they important to the novel as a whole

Scrooge is shown to be penny pinching, and ungenerous "oh! but he was tight-fisted at the grindstone" he refuses to spend his money, despite how wealthy he is. "oh! The exclamation mark resembles even the narrator is bewildered by how unpleasant Scrooge seems to be. The reader can see Scrooge is obsessed with his work-through the metaphor "grindstone" being used, as he is invested in his business. Dickens emphasises the awfulness of Scrooge through a list of adjectives "scraping, clutching, covetous, old sinner" expressing not only how miserable and dismal of a character he presumes to be, but that money is his main priority. "old sinner" portrays he has performed many evil acts for a long period of his life, perhaps foreshadowing, what happens to him in the future. Scrooge is a solid character who shows little to no emotion "as hard and sharp as flint" he is as firm as a rock indicating he has a harsh persona and comes off as an unsympathetic individual. "flint" is inert and tough on the outside, yet it can be used to create fire, indicating to the reader Dickens uses this expression to foreshadow a possible change in Scrooge, and how there are aspects of passion and heat inside of this cold man.

Dickens shows Scrooge to be unapproachable through his features "pointed nose, shrivelled his cheek" his appearance is supposedly meant to reflect his personality, a man who nobody likes the company of. The adjective "shrivelled" communicates a loss of youth meaning Scrooge never experienced life as a young age, he grew up rather quickly, due to his difficult upbringing and from the pressure of his father, possibly this is the reason others see him as a horrible individual. "eyes red" displays him as something condemned to evil and menacing as the "eyes" themselves are windows to the soul with them being "red" brings an image of corruption to light. His "grating voice" communicates his words are ruthless, people are hurt by what he has to say, explaining why they avoid him. These adjectives "wiry" "skin" all resemble Scrooge to be hideous, creating a comical view, as it's overly exaggerated, upon how intended, to show a wicked malignant man.

Beautiful vocabulary!



Week Ending 15th January



# HEGARTY HEROES

### Top 5 Total Time Learning

1. Hannah L 8H2
2. Daisy W 11W3
3. Ellie S 8H1
4. Alexandra O'R 8H2
5. Abbi CH 9H2

### Top 5 Questions Answered

1. Olivia D 8H1
2. Josh HA 7H3
3. Jessica J 11H3
4. Joseph McG 7H3
5. Darcie McC 7H5

### Top 5 MemRi

1. Joshua McG 8W5
2. Daisy W 11W3
3. Joseph McG 7H3
4. Mateo D 7H4
5. Hannah L 8H2

### Top 5 Classes in KS3

1. 8H2
2. 8H1
3. 7H4
4. 7W1
5. 7H3

Have you got what it takes to be a Hegarty Hero?

WE SEEK THE BEST











# Maths Challenge of the Week

## Calculating Savings

If you have £520 in a savings account that earns 1.5% interest annually, how much would you have after:

This question is brought to you by Barclays

## LifeSkills

a) 1 year

b) 2 years?



ANSWERS IN TO MISS DEVONSHIRE OR YOUR PROGRESS LEADER

## Last week's answer

One day he makes 36 pizzas.  
He charges £2.45 for each pizza.

(a) Work out the total amount he charges for 36 pizzas.



$$\begin{array}{r}
 36 \times 2.45 \\
 \hline
 30 \quad 6000 \quad 1200 \quad 150 \\
 6 \quad 1200 \quad 240 \quad 30 \\
 \hline
 7350 \\
 + 1470 \\
 \hline
 8820
 \end{array}$$

$$\begin{array}{r}
 £ 88.20 \\
 2730 \div 65
 \end{array}$$

Mario delivers pizzas.  
He is paid 65p for each pizza he delivers.  
One day he was paid £27.30 for delivering pizzas.

$$\begin{array}{r}
 42 \\
 65 \overline{) 2730} \\
 \underline{260} \\
 130 \\
 \underline{130} \\
 0
 \end{array}$$

42

(b) How many pizzas did Mario deliver?

## H BAND VS W BAND

## Monday 18<sup>th</sup> January – Sunday 14<sup>th</sup> February

PLAY IN ANY GAME. THE BAND WITH THE MOST CORRECT ANSWERS IS THE WINNER.

## TIMES TABLES ROCKSTARS

FORGOT YOUR PASSWORD? EMAIL YOUR MATHS TEACHER / MISS DEVONSHIRE



# GET INVOLVED!



HALEWOOD  
ACADEMY

## Year 7 and 8 History Challenge

Whilst you're doing your amazing work at home this week, the History department is challenging you and your parents to bake a cake that is decorated in the theme any of period of History you choose. Here are some examples from some of our amazing students in previous years!

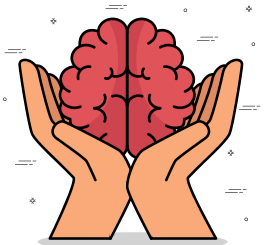
Please take a photo and email them to me and we will share your amazing work and award prizes!



Mr Adam Gilbert

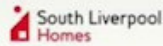
[agilbert@halewoodacademy.co.uk](mailto:agilbert@halewoodacademy.co.uk)

We Seek the Best



#WellbeingLiverpool #BeCreative

@thomashayes1987



### Time to Talk: Creative writing workshops

Unleash your inner author! Join SLH and local Liverpool poet, Mary Olive as we guide you through six free creative writing workshops and demonstrate how written word can help lighten the load.

- The course begins on Thursday 4 February, 10.30am to 12.30pm.
- Classes are free of charge and will be hosted via Zoom. They will run for 6 weeks.
- All participants will receive a free notebook and pen, ready to begin!
- Email [cit@southliverpoolhomes.co.uk](mailto:cit@southliverpoolhomes.co.uk) to take part!

No matter how much or how little writing you've done, our friendly and informative workshop will help you hone your skills!



time to change  
time to  
talk day  
04/02/21

LIVERPOOL

#WellbeingLiverpool #BeCalm

@slaintecheile



LIVERPOOL  
Irish Centre

Sláinte Le Chéile - Health Together

### THURSDAY THOUGHTS



Starting Thursday 21st January

6.30-7.15 for 6 weeks

NLP/CBT Registered

Zoom link to follow

[stepforwardcoaching2@gmail.com](mailto:stepforwardcoaching2@gmail.com)

Everyone has a mental health, yet mental health does not have to be depressing. The more information we have, the better equipped we are to deal with the challenges that life brings, for you and your family. Each session I deliver is based on research and cutting edge teaching from the Institute of Human Givens Psychotherapy and the teachings of CBT; why not come along and equip yourself with tools for life?

- |         |                                    |
|---------|------------------------------------|
| Week 1: | How we think                       |
| Week 2: | Dealing with anxiety               |
| Week 3: | Living and dealing with depression |
| Week 4: | Dealing with rage and anger        |
| Week 5: | The power of exercise              |
| Week 6: | Building up self-confidence        |

LIVERPOOL

Each session begins with a meditation to relax the mind. This follows with education on our thought processes, how to reduce anxiety, depression, label thoughts, and to support those that we love, who may be suffering. This will be presented through stories, cutting edge research and guest speakers. Each session will close with a meditation.

Pauline Ronan is the author of 'The Pocketbook of Positivity and Reframing', a Cognitive Behaviour Therapist and an NLP Life Coach while training to be a Human Givens Psychotherapist. After 20 years of working with pupils and staff as a High School teacher, Pauline realised that she wanted to address positive mental health individually, in groups, in schools and across workplaces. She offers clients and employees practical tools that can be used quickly and effectively. Pauline's coaching and counselling business places a huge emphasis on exercise and visualisation to bring about positive change. As a marathon runner, Pauline has experienced personally the benefits of exercise for the mind and is delighted to be sharing nuggets of wisdom with you to help you live a happier and more positive version of yourself! Pauline conducts most of her work online and outside in green spaces. A typical counselling session would start in the sand dunes with a meditation, a cup of tea, then off for a walk and talk with a closing meditation. Pauline feels very strongly about the proven benefits of being outside to maintain good mental health; rain, hail or shine, there is always a chance to walk and talk. Pauline is still a full time teacher while running her own private practice.



Government of Ireland  
Emigrant Support Programme

No Return Cardholder's Name upon Transfer  
Department of Foreign Affairs and Trade



WE SEEK THE BEST

# Where to find support if needed:

## Pupils:

	<a href="https://youndminds.org.uk">https://youndminds.org.uk</a> Tel: 0808 802 5544
	<a href="https://www.childline.org.uk">https://www.childline.org.uk</a> Tel: 0800 1111
	<a href="http://www.kooth.com">www.kooth.com</a>
	<a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a> Tel: 0207 825 2505
	<a href="https://www.barnardos.org.uk/">https://www.barnardos.org.uk/</a> Tel: 0800 1111
	<a href="http://www.Samaritans.org/">www.Samaritans.org/</a> Tel: 116 123 (24 hours a day/ free to call)

## Adults:



If you are having thoughts of suicide or are concerned for a young person who might be you can contact HOPELINEUK for confidential support and practical advice.

- Call: [0800 068 4141](tel:08000684141)
- Text: [07860039967](tel:07860039967)
- Email: [pat@papyrus-uk.org](mailto:pat@papyrus-uk.org)



- Call: 116 123 (24 hours a day/ free to call)
- Email: [jo@samaritans.org](mailto:jo@samaritans.org)
- Website: <https://www.samaritians.org>



Call: 0300 5000 927

Email: [advice@rethink.org](mailto:advice@rethink.org)

Website: <http://www.rethink.org/about-us/our-mental-health-advice>



Call: 0300 304 7000

Website: [http://www.sane.org.uk/what\\_we\\_do/support/helpline/](http://www.sane.org.uk/what_we_do/support/helpline/)



### Mind Helplines

Infoline: [0300 123 3393](tel:03001233393)

Email: [info@mind.org.uk](mailto:info@mind.org.uk)

Text: [86463](tel:86463)

Post: Mind Infoline, PO Box 75225, London, E15 9FS

### Free 24-hour listening support

When life is tough, Samaritans are here to listen at any time of the day or night. You can talk to them about anything that's troubling you, no matter how difficult.

Call free on 116 123 or visit the [Samaritans website](http://www.samaritans.org)

Shout offers confidential 24/7 crisis text support for times when you need immediate assistance.

Text "SHOUT" to 85258 or visit [Shout Crisis Text Line](http://www.shoutcrisis.org)

### Dial 999

In a life-threatening emergency, phone the emergency services and ask for an ambulance.

Call 999

When to call 999

### Urgent, non-emergency medical advice

If you need help urgently but are not at risk of death or serious illness, call the NHS non-emergency advice line.

Call 111

[NHS 111 advice online](http://www.nhs.uk/111)

People with hearing problems can use the [NHS 111 British Sign Language \(BSL\) service](http://www.nhs.uk/111).

### Crisis support for young people

If you are under 35 and feel that life is not worth living any more, call Papyrus's HopelineUK from 9am to 10pm weekdays and 2pm to 10pm on weekends.

Call HopelineUK on 0800 068 41 41

Text 07786 209697

Visit the [Papyrus website](http://www.papyrus.org.uk)





Learn a little every week.

¡Los animales en español!

How many of these animals can you learn?



Instagram

To learn more useful Spanish phrases for school or holidays, follow **SPANISH POD 101** why not follow Spanish Pod 101 on Instagram.



## Spanish Stars

A big shout out goes to Jack C (y11), Dominic (y9), Paige and Kathirola (y8) for the hard work they are putting in during live lessons and remote learning tasks. Well done to Sienna M (y7) for completing her stretch and challenge tasks so well too.

Sophia (y7), Kara (y8) and Alexis (y9) are top of the class in Duolingo. ¡Bien hechos chicos!

## Remote Learning

All pupils should now be completing tasks in [Duolingo](https://www.duolingo.com) and on [www.senecalearning.com](https://www.senecalearning.com) each week as part of their remote learning.



### Class

Year 7 Spanish

Year 8 Spanish

Year 9 Spanish

Year 10 Spanish

Year 11 Spanish

### Class Names

El Año Siete de Halewood Academia

El Año Ocho de Halewood Academia

El Año Nueve de Halewood Academia

El Año Diez de Halewood Academia

El Año Once de Halewood Academia

### Codes

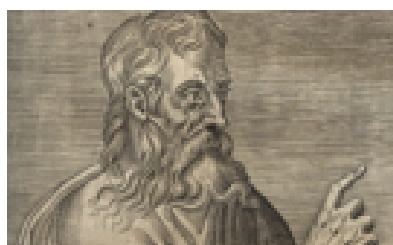
JUMXPX

WGNBKZ

SCCXSN

AYFJMY

PGFYZF



Seneca Learning

### Class

Year 7 Spanish

Year 8 Spanish

Year 9 Spanish

Year 10 Spanish

Year 11 Spanish

### Class Codes

dqp6h0cz9m

a2a97ydauc

2hoa6rv6n5

p5cz3j9jqb

uh5elq6drh

# P2S2 Assessment window opens wb Monday 25th January 2021.

Please see your  
class teacher for  
more  
information and  
support.

## Year 9 P2S2 Revision Mat

Use the information to guide your revision. You should make sure you understand each topic listed for each subject area. See your class teacher for more support. Good luck!

<b>Maths</b> <ul style="list-style-type: none"> <li>Using Scales</li> <li>Using Accurate Scale Diagrams</li> <li>Nth term of Arithmetic Sequences</li> <li>Non Linear Sequences</li> <li>Inequalities</li> <li>Solving Equations</li> <li>Proportion</li> </ul>	<b>Spanish</b> <ul style="list-style-type: none"> <li>Las redes sociales y los tiempos verbales (Social media and tenses)</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Nigeria</li> <li>Population</li> <li>Glaciation</li> </ul>	<b>Drama</b> <ul style="list-style-type: none"> <li>Key moments: Romeo and Juliet</li> <li>Key characters</li> <li>Physical skills</li> <li>Vocal skills</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Components of fitness</li> <li>Methods of training</li> <li>Aerobic and anaerobic</li> <li>Benefits of exercise</li> <li>Fitness testing</li> </ul>	<b>English</b> <p>Reading – Non Fiction: List question (5) What impression...? (5 &amp; 10 mark questions) Writing – Transactional Writing.</p>	<b>History</b> <ul style="list-style-type: none"> <li>Interwar years</li> <li>WWII</li> <li>Holocaust</li> </ul>	<b>Computer Science</b> <ul style="list-style-type: none"> <li>Education for a connected world – E-safety</li> <li>Privacy and Security</li> <li>Copyright and Ownership</li> <li>Algorithms</li> <li>Pattern recognition</li> <li>Abstraction</li> <li>Decomposition</li> </ul>
<b>ART</b> <p>Monogram project. Focus on design skills and Graphics. Independent skills practice and develop skills using hand-drawn Typography.</p>	<b>Music</b> <ul style="list-style-type: none"> <li>Film music and the elements of music</li> </ul>	<b>Science</b> <p>Working Scientifically Biology: Diet &amp; digestion; Breathing; Genes &amp; species; plant reproduction Chemistry: Rocks; Reactivity; Matter Physics: Pressure &amp; moments; Motion; Space; Energy</p>	<b>RE</b> <ul style="list-style-type: none"> <li>Medical ethics - (organ donation, euthanasia, animal testing, abortion, death penalty and The Holocaust)</li> </ul>
	<b>Dance</b> <p>To learn about chance dance and how it can be used. Physical and expressive skills</p>	<b>Food Technology</b> <ul style="list-style-type: none"> <li>Special diets/ allergens/ intolerance's.</li> </ul>	<b>Technology</b> <ul style="list-style-type: none"> <li>The industrial revolution</li> <li>Automation</li> <li>CAD CAM</li> <li>3D printing</li> </ul>

## Year 10 P2S2 Revision Mat

Use the information to guide your revision. You should make sure you understand each topic listed for each subject area. See your class teacher for more support. Good luck!

<b>PE</b> <p><b>Paper 1</b> - Muscular system, Skeletal system, Cardiovascular system, Respiratory system, Methods of training, Principles of training, Risk and Hazard, Warm ups and Cool downs.</p> <p><b>Paper 2</b> - Benefits of exercise and Sedentary lifestyle, Commercialisation and the media, Influences on participation and participation trends, Strategies to improve participation, Behaviour and ethics in sport, Performance enhancing drugs.</p>	<b>Science</b> <p>Biology: Cell Biology; Organisation; Infection &amp; response Chemistry: Atomic structure; Bonding; Quantitative chemistry; Chemical changes Physics: Energy; Electricity; Particle Model; Atomic structure &amp; radiation Separate Biology: The brain and the eye; Chemistry: Quantitative chemistry; Physics: Static electricity, Radiation</p>	<b>Maths</b> <ul style="list-style-type: none"> <li>Solving Equations and Inequalities</li> <li>Finding and using the nth term</li> <li>Properties of Shapes</li> <li>Angle Facts</li> <li>Parallel Lines</li> <li>Polygons</li> </ul>
<b>English</b> <p>Literature - A Christmas Carol question Language - Component Two Reading - Non fiction questions Writing - Transactional writing task</p>	<b>Geography</b> <ul style="list-style-type: none"> <li>Urban and Natural Hazards</li> <li>Earthquake CS Tropical Storms CS</li> <li>Urban Issues and Challenges</li> </ul>	<b>Drama</b> <ul style="list-style-type: none"> <li>Vocal skills</li> <li>Physical skills</li> <li>Formula for 4, 8, 12, 20 mark questions</li> <li>Key moments in Blood Brothers</li> </ul>
	<b>Art/Graphics/Photography</b> <p>AO3 Reflective Recording - drawing skills and analysis. AO2 Creative Making - experimentation with media. Including ICT. Download and experiment with free online software/app PhotoPea, Vectormator X, Pixlr, Canva or Lightroom.</p>	



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<b>History</b> <p>Paper 1 - America 1920-1973, Paper 2 - Health and the People Through Time (Medieval 1000AD-1500CE &amp; Renaissance period 1500-1750CE)</p>	<b>Food Technology</b> <ul style="list-style-type: none"> <li>Food choice (vegetarian/vegan)</li> <li>Macro- Nutrients</li> <li>Food science- enzyme browning</li> <li>Food provenance</li> </ul>	<b>Computer Science</b> <p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>1.1 Systems Architecture</li> <li>1.2 Memory &amp; Storage</li> <li>1.3 Computer networks, connections and Protocols</li> <li>1.4 Network security</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>2.1 Algorithms</li> <li>2.2 Programming fundamentals</li> <li>2.4 Boolean Logic</li> </ul>
<b>Health and Social</b> <p>Factors effecting health:</p> <ul style="list-style-type: none"> <li>Positive/negative factors</li> <li>Environmental factors</li> <li>Economic factors</li> <li>Lifestyle factors</li> </ul> <p>Health Indicators:</p> <ul style="list-style-type: none"> <li>Pulse, blood pressure, peak flow and BMI</li> </ul>	<b>Technology</b> <ul style="list-style-type: none"> <li>New and emerging technologies</li> <li>The industrial revolution</li> <li>Automation</li> <li>CAD, CAM, JIT, Lean manufacturing</li> <li>Energy generation</li> <li>Energy storage</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>The choreographic process (How to create/plan a dance from stimuli)</li> <li>Revise the key facts in Shadows dance work</li> <li>Roles and responsibilities of a costume, lighting, set designer and a musician.</li> </ul>
<b>Media</b> <p>Music Video CSP: Arctic Monkeys and One Direction. Social and Participatory Media CSP: Lara Croft</p>	<b>Spanish</b> <ul style="list-style-type: none"> <li>Examen hablado (Oral test on family, technology, free time and customs and festivals)</li> </ul>	