Period 1

10S/En1 ALW	Identify 6 key quotations from any point in Macbeth read so far. Annotate them (including linguistic methods and intended effects). Add notes about context to each one, identify which theme(s) it can be linked to, and identify other parts of the play that could be linked/ contrasted to your quotation. This could be done as a flashcard, on Quizlet or on a piece of paper for your English revision folder (if you have one set up). Please upload a picture of your revision work to Milk.
10S/En2 ALD	1. Read through the 'Miss Havisham' extract. 2. Write down this question: In this extract, how does the writer use language and structure to present Miss Havisham? 3. Annotate the extract with ideas regarding how Dickens uses language and structure to present Miss Havisham. 4. Spend 15 minutes writing two TEAR paragraphs in response to this question: In this extract, how does the writer use language and structure to present Miss Havisham?
10S/En3 SS	Fill in your A3 Macbeth Revision sheet so that it is up to date. Include any key quotes we have annotated but not added, new themes we have encountered, and any scenes you have found important. Then complete a PEEZAE on the whole of the lay we have covered so far. To what extent is Macbeth presented as an evil character? You may wish to include his reaction to the witches, his apparition of the dagger and Lady Macbeth's manipulation of him.
10S/En4 JW	Using the PowerPoint, complete the Evaluation Planning sheet for Language Paper 1 Question 4. You should have the extract and the Planning sheet already.
10S/En5 ACW	Students should create an essay plan for the question: To what extent are the events of "Macbeth" the fault of the protagonist? Consider his own actions and motivations, as well as those of other characters in your argument. The plan should consist of 3 paragraph plans in a list like this: - Main point - Quotation - Comments and ideas - Context
10G/Bi4 RRB	Revise for the Bioenergeetics end of module test next lesson. Use the end of chapter questions in the textbook, and practice questions on MILK to accomplish this.
10G/Bi5 MD	Review all attached checklists (on MILK) from GCSE paper 1 topics (Y9 and Y10) and start working on a revision plan in preparation for the mock exam.
10G/Ch1 JBM	45 minutes of exam questions (sent via MILK). 15 minutes to mark and correct in green pen.
10G/Ph2 CRL	Complete the booklet "Paper One – High Demand" and use the markscheme at the back to assess your solutions. Build a revision checklist based on any mistakes/misconceptions.
10G/Ph3 SAS	Revise the topic of Electrical Circuits in preparation for and end of topic assessment. Pages 62-86 in the GCSE physics textbook covers the required content. Complete the Exam style questions on pages 87-88.

Period 2

10M/Ar1 CEW	Use the individual feedback given to you in your assessment booklet to complete a task from your book. (Drawing, developed writing, title etc.) Find out about the artist Kristina Boardman. Copy one of her pebble paintings lightly onto paper in pencil. (Outline of main features only – no shading).
10M/Co1 SAW	Students are to work through the "Classification of Programming Languages" section on Bourne to Code: https://bournetocode.com/projects/GCSE_Computing_Fundamentals/pages/3-2-9-class_prog_langs.html They should make notes and then there are three Badge Tasks at the end they should attempt. Each of them is a set of exam-style questions. Detailed instructions are on the page above.
10M/Ep1 JH	Finish working through the powerpoint completing the tasks in yellow regarding evil, hate and greed as causes of crime.
10M/Ep2 SPT	Create a list of quotations relating to the 'Christian Beliefs and Teachings' topic to revise from. You need two quotes per bullet-point on the contents page of your exercise book.
10M/Gg1 SJM	What are mega cities and world cities? Learning route - Distinguish between mega and world cities and understand the characteristics of world cities. Using the attached presentation… 1. In your books define the following: World city, Millionaire city, Mega city 2. Using the characteristics of world cities, research one city and find real word specific examples for each characteristic. Bullet point your examples – try to find as many as you can! 3. World cities are more important than mega cities – to what extent do you agree with this statement?
10M/Gg2 REG	**Title:** Urban Futures **Objective:** To start to investigate this new unit on urban futures. This new unit is all about cities around the world. I would like you to choose two cities from around the world and produce an infographic on each. Location, Population size, Function, Landmarks, History, Physical and Human features, Any other relevant information You can include maps, data and images. Explain how the two cities that you have investigated compare and contrast. Explain how both may change in the future. This work is to be completed on paper. It can be done by hand or on a computer, providing that you are able to print it.
10M/Gm1 AD	Please complete 90 words and 150 words essay. Use writing frames. See attachment.
10M/Hi1 SJB	Answer the question: 'Write an account of the way in which problems in the Balkans escalated international tension.' (8 marks). Your answer should include two paragraphs which each cover: the situation at the start; what this led to; consequences (and include specific knowledge too) as well as a link to why this escalated international tension.

	Use the rest of the lesson time making revision resources for an assessment which is in our first lesson next week. I am expecting to see proof of revision. There will also be a general knowledge section which will use some of the plickers questions as well. This should cover the countries, the alliances and the events in Morocco and the Balkans. Use the attached revision guide to help you.
10M/Pg1 CPB	Task 1:Draw and label 5 Badminton courts and on one court shade in the area of play for singles and in the second, the area of play for doubles. Task 2:On the third court shade in the service area for singles and in the fourth the service area for doubles. Task 3:Research the rules and procedures for doubles service . Describe these using a game example i.e Draw the court and label players 1,2,3,4 in the relevant service boxes and then say no 1 from the right hand box serves to no 3 in their right hand box andno 1 wins the point and so he now serves from the left hand box to no 4 and the score is 1-0. Task 4: Watch Badminton international DOUBLES matches and watch how they swop servers and when they swop over.
10M/St1 JL	Work on two-way tables and Venn diagrams in your exercise book. Correct and mark all questions and upload a picture of your work on milk. Task 1 – 30 minutes – choose the questions to complete https://www.mathsgenie.co.uk/resources/3-two-way-tables-ws.pdf Mark using the solutions https://www.mathsgenie.co.uk/resources/3-two-way-tablesans.pdf Task 2 – 30 minutes - choose the questions to complete. https://corbettmaths.com/wp-content/uploads/2013/02/venn-diagrams-pdf.pdf Mark using these solutions https://corbettmaths.com/wp-content/uploads/2015/03/venn-diagrams-answers.pdf If you finish – attached document of questions.

Period 3

10S/Bi4 RS	Answer question 3 from page 183 of your GCSE Biology textbook. Mark your answers in green pen using page 404 Copy up notes on 'Metabolism' from page 179 from your GCSE Biology textbook.
10S/Bi5 TV	Copy notes on the structure of the leaf
10S/Ch3 JBM	45 minutes of exam questions (sent via MILK). 15 minutes to mark and correct in green pen.
10S/Ph1 ALM	Answer the questions in the attached booklet. Mark your answers using the mark scheme, which can be found at the end of the booklet.
10S/Ph2 RF	Complete the Electricity topic 'command words' questions. Self-assess using the mark scheme (at the end of the document).
10G/Sp1 AMC	- Read through the notes on Comparatives. - Complete the appropriate section on the practice sheet. - Complete pages 14-15 in the *Viva cuaderno*. - Read through the notes on Superlatives. - Complete the appropriate section on the practice sheet. - Complete pages 16-17 in the *Viva cuaderno*. *We will mark all the answers in lesson next week.*
10G/Sp2 SEC	Please complete the attached speaking questions neatly in your exercise books. You should aim for 3-4 good quality sentences per question and you should leave a line in between each line written. Please ensure you make use of your grammar book notes and crib sheets.
10G/Sp3 MB	Complete the activities from the worksheets handed in in the lesson. **Hablando de los amigos (1)** 1. Fill in the gaps with the words in the box. Then, translate the sentences into English. 2. Choose a person (Elisa / Marco) and describe her / him. **Hablando de los amigos (2)** 1. Read the text and find the 9 adjectives and translate them into English. Extra – Find the phrases in the text. 2. Translate the sentences into Spanish.
10G/Sp4 SJP	Students should complete all the tasks on the worksheet attached and stick this worksheet in their 'Cuaderno de ejercicio'.
10G/Sp5 MSG	Students to complete pages 60 to 63 in their Viva Grammar & Translation workbook.

Period 4

10S/Bi2 TV	Copy notes on the functions of Xylem and Phloem
10S/Ch1 TAH	Using the textbook, make notes using pages 114-116 on the conservation of mass. This should include mass conservation in chemical reactions and reactions where mass seems to change. Do NOT make notes on conservation of mass and M_r. This will be covered at a later date. Then have a go at the balancing equations problems. There is no requirement to complete all of these just work for the 1 hour.
10S/Ch4 JBM	45 minutes of exam questions (sent via MILK). 15 minutes to mark and correct in green pen.
10S/Ch5 JTM	Continue with the revision mat from the lesson on Tuesday
10S/Ph3 CRL	Complete the booklet "Paper One – High Demand" and use the markscheme at the back to assess your solutions. Build a revision checklist based on any mistakes/misconceptions.
10G/En1 NWG	Compile a list of the top ten most important quotes from Act One. Write them on cue cards. Somewhere on the cue card (the reverse?) write the following: · Key features in the quote · What Shakespeare is implying through the use of these features · What context is relevant to the quote and how · Possible effects on Jacobean audience
10G/En2 JAK	Read Act II, Scene 2, using No Fear Shakespeare to help your understanding as needed. https://www.sparknotes.com/nofear/shakespeare/macbeth/ Under the title: Act II, Scene 2, write a 5 bullet point summary of this scene (in your own words, and using no more than 20 words in each bullet point). Choose ONE quote that you feel is most important in presenting the relationship between Macbeth and Lady Macbeth in this scene. Write it down in your book and write one or two sentences about why you feel it is significant, considering language and/or structure in your answer.
10G/En3 DO	· Read the extract from Frankenstein in your extract booklets · Answer questions 1-2 and then put the annotation on the part of the text which you think it describes · Check your answers on the relevant slide and then consider: **Why do you think the text is structured in this way?** · Add what you think are the appropriate words to finish the specimen answer to question 3 · Answers are on the slides
10G/En4 KM	Complete the sheet on Act 2, Scene 2 given to you in lesson and stick in your book. Update your annotations and your light and dark tracker.
10G/En5 NB	The class spend the lesson reading the extract, then answering questions 1-2 to end by spending 20 minutes writing two paragraphs on question 3.

Period 5

<mark>10S/Ma1</mark> <mark>MRS</mark>	Complete the attached PDF 'Review' for chapter 13. Due next lesson.
<mark>10S/Ma2</mark> <mark>IJK</mark>	Make notes on page 2 on the pdf and then complete questions on page 3 (Exercise 13.1A). Solutions are provided on the last slide. Please use notes from previous lesson to help as well.
10S/Ma3 MF	Kerboodle Step 1 - Read examples on pg 36 Step 2 - Complete Exercise 2.4A on pg 37 Step 3 - Answers are on pg 484
10S/Ma4 GPR	Please complete the following exercises from the textbook on Kerboodle (remember it is the Higher Level textbook) which both contain questions on expanding brackets and factorising we have been looking at during the last two lessons. 1. Ex 2.3S page 31 2. Ex 2.3A page 33
10S/Ma5 AGR	Complete the following exercises/questions on previous work. Show ALL working out in your orange ex. book. 1. Calculations: Read summary p.16 and complete Review ex. p17 (see attachment) 2. Fractions, decimals & %s: read summary p. 96 and complete Review ex. p.97 (see attachment) Extension (if above work completed within the hour): Qs 3, 4, 5 and 6 on p.98 of Assessment 5 Ex. (see attachment) All page numbers refer to the textbook available on Kerboodle. Images of each page have also been attached in MILK.
<mark>10G/Bi2</mark> <mark>KMH</mark>	Copy the notes on metabolism into your exercise book. Complete the revision questions in the booklet. Mark and correct in green pen .
10G/Bi3 RS	Answer question 3 from page 183 of your GCSE Biology textbook. Mark your answers in green pen using page 404 Copy up notes on 'Metabolism' from page 179 from your GCSE Biology textbook.
<mark>10G/Ch5</mark> <mark>ZES</mark>	See PDF
<mark>10G/Ph1</mark> <mark>GLM</mark>	Please complete the attached exam-style questions. You can answer them on a piece of paper or in your exercise book, as long as you clearly number your answers. Bring your answers in to the next lesson (30th), and I will collect them to mark them. I will be using the result of this to determine your grade for your next report.
<mark>10G/Ph4</mark> <mark>ALM</mark>	Answer the questions in the attached booklet. Mark your answers using the mark scheme, which can be found at the end of the booklet.