# Learning at Home Year 10

**Subject:** English Language Writing to persuade – Homelessness in the UK

**Date:** Monday 15th June – Friday 26th June (2 weeks)

*During the next two weeks, please select at least one task from the selection below to complete for this subject. You may choose to do more than one task.*

<table>
<thead>
<tr>
<th><strong>Online Activity</strong></th>
<th><strong>Paper and pens – Read the source material on Page 2 and 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch the following news reports and videos based on Homelessness in Britain. Make notes on the issue. After watching the information, produce a paragraph to summarise the information you have learnt.</td>
<td>Answer the following questions:</td>
</tr>
</tbody>
</table>
| **How bad is Britain’s homelessness problem?** | 1. **Read source A**  
Choose four statements below which are TRUE.  
- Shade the boxes of the ones that you think are true  
- Choose a maximum of four statements. |
|  
- A. Miranda Keast feels forced to reconsider her status because of the man.  
- B. Miranda Keast feels comfortable and enthusiastic.  
- C. Miranda Keast has experience of being homeless herself.  
- D. Miranda Keast feels out of place in the situation  
- E. Miranda Keast looks younger than she actually is.  
- F. The homeless man she meets is grateful for support.  
- G. This was Miranda Keast’s first night without the charity.  
- H. The charity Miranda works for tries to ensure homeless people are looked after. | |
| **The Young & Homeless (Streetlife)**  
Stacey Dooley documentary:  
[https://www.youtube.com/watch?v=Z8ZSB57l9R4](https://www.youtube.com/watch?v=Z8ZSB57l9R4)  
Life on the streets – what it’s like to be homeless in Plymouth | **2. How does Mumby use language to show the unhappiness of the homeless people?** (Produce 3 paragraphs in response to the question. Start by stating the language device, provide evidence and explain the effects of the word choices etc).  
You now need to refer only to source B, Arthur Mumby’s description of homeless beggars in St James’s Park. |
| **Logon to Educake and complete the quiz on Vocabulary – Set 2.** | 3. **Writing to persuade**  
Produce a response to the question below. Plan your ideas. Use the source material you have read to help you write your answer.  
**“Every council should be expected to provide decent, high-quality services to support and care for homeless people in their area”.**  
Write an article for a local newspaper in which you persuade its readers to support your opinion on this statement.  
**Opening paragraph:** start by describing the issue and problem:  
- There is an ominous cloud lurking over "Great" Britain...  
- Our nation is, with regret, suffering from a deadly disease, which is spreading...  
- 21st century Britain is a nation incarcerated, imprisoned and entrapped by...  
- The young people of today are drowning in a sea of...  
**Next 3 paragraphs explore the issue** – Explore why numbers are rising. Explore the myth that all homeless people are corrupt; anyone could lose their jobs and find themselves in times of hardship. Discuss ways to help or the negative implications of homelessness on individuals and families: Food banks, donations, education, government policy, lack of public sympathy and disgust etc.  
**Conclusion** – Call for Action! Use your conclusion to inspire your audience to embrace your viewpoint and make a change. Stress the need to work together in order to overcome the issue. Collectively, as a nation we need to... The time for hesitation is over; the time for action is here... We need to find a cure for the disease of... Together, we must release the shackles of... By working together, we can ensure a ray of light is visible... |
Be Creative – different ways to present information:

- Produce a pictorial representation or your own video, which explains why homelessness is a growing social problem in Britain. Use emotive images, slogans and captions to help persuade and educate the public about the issue.

Connecting with your peers –

Share your answers to the questions above with your friends. Take a picture of your writing task and share this with your teacher and your friends. Ask for feedback to help you improve your work further.

Continue to learn your speech from the previous 4 weeks of home learning work set. Film yourself delivering your speech.

You need to **memorise your presentation**. At the end of your presentation, your classmates and/or teacher will ask you questions on your speech. **Perform your speech to a family member and replicate this process.**

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**Source A**

Miranda Keast describes a night she spent on the streets of London helping homeless people.

**I’ve never been homeless, but I can still support those who are**

*Walking the streets at night to support rough sleepers, I was forced to check my privilege by a homeless man* by Miranda Keast

We were standing outside late at night. It was dark, and I was cold and tired. As the homeless man in front of me shouted, I became increasingly self-conscious, aware of, in no particular order: my height (5ft); my baby face (which made me look much younger than my 21 years); my accent (more posh than one would expect from someone from Croydon, I’ve been told); my private school education (not visible, but certainly something to be ashamed of).

“Check your privilege” wasn’t such a well-known saying back in 2007 when I started working for a homelessness charity in London. I was doing regular outreach shifts, walking the streets late at night and early in the morning to find rough sleepers and ensure they were accessing the support services that would help them get off the streets. But checking my privilege is exactly what this man forced me to do as he shouted at me.

“Have you ever been homeless?”

“Er, no.”

“Have you ever taken crack?”

“No.”

“Have you ever been hit?”

“No.”

You get the picture. Clearly my attempts to challenge his lifestyle and encourage him to engage with support services had hit a nerve with him – what right did this young girl have to question him about his life? He became quite irate at this point, and my colleague and I decided to make a swift exit.

We continued with our shift and there weren’t any further problems, but I was shaken, because he had really hit a nerve. Over the next few weeks, I thought about my privilege endlessly.

I hadn’t experienced anything like some of the things undergone by the homeless people I was working with. By any stretch of the imagination, I had lived a very sheltered life. Sure, a couple of my friends had passed away. I had experienced periods of depression. But when faced with difficulties I had a family that stood by me, supportive friendships, financial resources, and a good education.

What made me think that I could understand how rough sleepers found themselves on the streets of London? More to the point, what made me think that I had what it took to work with them and help them off the streets?
Bedroom tax and benefit sanctions: social workers must get to grips with welfare law

I continued working, pondering this. Slowly, I came to realise what makes someone suitable for this work isn’t a shared experience or first-hand knowledge of abuse, poverty, or addiction. My colleagues who have experienced homelessness themselves are amazing at their jobs – but so are colleagues who don’t have that experience.

What do they have in common? My colleagues really listen to the people they work with: each and every one of them. They understand where that person is coming from and, importantly, how that person reacts to their own individual circumstances.

Having a similar background isn’t really what matters. What is essential is making the effort to understand the person in front of you. Listening to what they want and need. Understanding what is important to them, and then working out how you can help them.

I believe this makes someone suitable for this work, and I’m so glad I stuck at it. Eight years on, I’m still working in the sector and love my job.

.1 Outreach: When a charity goes out to people instead of people going to the charity.

Source B: 19th Century Literary Non-Fiction
This extract is taken from the diary of Arthur Mumby, an artist who lived in London. In this entry from 1864, he describes the beggars he encounters in St James’s Park.

Walking through St. James’s Park about 4pm, I found the open spaces of sward1 on either side the path thickly dotted over with strange dark objects. They were human beings; ragged2 men and ragged women; lying prone3 and motionless, not as those who lie down for rest and enjoyment, but as creatures worn out and listless4. A park keeper came up: who are these? I asked. They are men out of work, said he, and unfortunate girls; servant girls, many of them, what has been out of place and took to the street, till they’ve sunk so low that they can’t get a living. It’s like this every day, till winter comes; and then what they do I don’t know. They come as soon as the gates open; always the same faces: they bring broken victuals5 with ‘em, or else goes to the soup kitchen6 in Vinegar Yard; and except for that, they lie about here all day. It’s a disgrace Sir (said he), to go on in a City like this; and foreigners to see it, too! Why Sir, these unfortunates are all over the place: the group (he added with a gesture of disgust) is lousy with them’.

I looked and looked and still they did not move. The men were more or less tattered, but their dress was working dress, and so did not seem out of place. But the girls were clothed in what had once been finery: filthy dragged muslins7; thin remnants of shawls, all rent and gaping; crushed and greasy bonnets of fashionable shape, with springs of torn flowers, bits of faded velvet, hanging from them. Their hands and faces were dirty and weather-stained; and they lay, not (as far I saw) herding with the men, but singly or in little groups; sprawling about the grass in attitudes ungraciously, and unfeminine, and bestials: one flat on her face, another curled up like a dog with her head between her knees; another with her knees bent under her, and her cheek on the ground, and her arms spread out stiff and awkward, on either side of her. Every pose expressed an absolute degradation and despair: the silence and deadness of the prostrate9 crowd was appalling. I counted these as I went along; and on one side only of one path (leading from the lake to the Mall), there were one hundred and five of them. forlorn and foetid10 outcasts – women, many of them – grovelling on the sward, in the brightest sunshine of a July afternoon, with Carlton House Terrace and Westminster Abbey looking down at them, and infinite well-dressed citizens passing by on the other side.

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1 Sward: A small area of grass.
2 Ragged: Old and torn.
3 Prone: Lying flat, particularly face down.
4 Listless: Lacking energy and enthusiasm.
5 Victuals: Food or provisions.
6 Soup Kitchen: A place where homeless people are given food.
7 Muslins: Light cotton to form fine clothes.
8 Bestial: Like animals.
9 Prostrate: Lying face down, stretched out on the ground.
10 Foetid: Smelling extremely unpleasant.
Learning at Home

Year 10

Subject: Maths

Date: Monday 15th June – Friday 26th June. (2 weeks)

During the next two weeks, please select at least one task from the selection below to complete for this subject. You may choose to do more than one task.

<table>
<thead>
<tr>
<th>Online Activity</th>
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<tr>
<td>Complete tasks set on Hegarty, do a fix up five or complete revision on MEMRI. There will also be some work set on Firefly. Don’t worry if you have forgotten how to do these topics, on Hegarty there is a 10 minute video you can watch first!</td>
<td>The number 15 can be expressed as the sum of two consecutive numbers. In fact 15 = 7 + 8</td>
</tr>
<tr>
<td>Also Don’t forget that you can click the ‘get help’ button if you get stuck during a task.</td>
<td>1. Write the following numbers as sums of two consecutive numbers: 11 = ___ + ___ 21 = ___ + ___ 17 = ___ + ___ 25 = ___ + ___ 13 = ___ + ___ 31 = ___ + ___</td>
</tr>
<tr>
<td></td>
<td>2. Write the following numbers as sums of three consecutive numbers: 15 = ___ + ___ + ___ 12 = ___ + ___ + ___ 21 = ___ + ___ + ___ 27 = ___ + ___ + ___ 24 = ___ + ___ + ___ 33 = ___ + ___ + ___</td>
</tr>
<tr>
<td></td>
<td>3. Write each the following numbers as the sum of two or more consecutive numbers, where possible. In some cases there may be more than one answer. 10 18 22 16 20 26 28 30 36</td>
</tr>
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<tr>
<th>Connecting with your peers</th>
<th>Be Creative</th>
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</thead>
<tbody>
<tr>
<td>Challenge others in your class to see who can answer the most questions set correctly on Hegarty Maths or fix it up 5</td>
<td>Can all numbers be written as a pair of consecutive integers?</td>
</tr>
<tr>
<td>Look at the ages of your friends/family and see if they can be written as the sum of 2, 3 or more consecutive numbers.</td>
<td>If there are any that cannot, can you give a reason why?</td>
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<td></td>
<td>Investigate different types of number (odd, even, prime, square, cube etc)</td>
</tr>
</tbody>
</table>

If you can, please submit any tasks that you complete to your class teacher who will look forward to seeing what you have managed to do.

If you need any help or guidance, please ask your class teacher using Firefly or your school email. They will give you ideas and support.

We will reward your efforts with achievement points and some of you may receive recognition from Mrs Merritt and Mr Gilmore.

Keep up the good work – we are so proud of you! #teamminsthorpe
Learning at Home

**Year 10**

**Subject:** Science

**Date:** Monday 15th June – Friday 26th June (2 weeks)

During the next **two weeks**, please select **at least one** task from the selection below to complete for this subject. You may choose to do more than one task.

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<th>Online Activity</th>
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</table>
| • Go on to Educake and try to achieve over 70% on the "Y10 Science Quiz 4" test – you can retake this test as many times as you want! | • Have a go at creating a storyboard, overview or summary sheet of one of the following processes/topics, using as many Scientific key words as possible (extra points for drawings).  
  o Bio: What are the differences and similarities between natural selection and artificial selection (selective breeding)? (the processes, locations, outcomes, uses etc)  
  o Chem: how crude oil is separated and used, including the properties of hydrocarbons. (including definitions, examples, diagrams etc.)  
  o Phys: What are the important equations used in the Waves topic? (what they are, how they are used/observed, examples etc.) |
| • Work through this lesson on the Oak National Academy website: [https://classroom.thenational.academy/lessons/nuclear-radiation](https://classroom.thenational.academy/lessons/nuclear-radiation) If you enjoy this type of lesson, keep an eye out for future Science lessons. Make/add to your book notes or work on paper. |                                                                                   |

<table>
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<tr>
<th>Be Creative</th>
<th>Connecting with your peers</th>
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</thead>
</table>
| • Make a Science booklet/card game/word search/crossword etc (with answers!) to teach your or members at home about:  
  1. The measurements used in Science  
  2. The keywords of Genetics  
  3. The keywords of Organic Chemistry  
  4. The keywords of Waves  
• Create a Science quiz using the resources available on: [https://www.bbc.co.uk/bitesize/examspecs/z8r997h](https://www.bbc.co.uk/bitesize/examspecs/z8r997h) with answers to test those in the house. | • Challenge others in your year/class to see who can achieve the highest % score on the Educake quiz on the first attempt.  
• If you create a Science quiz – send it to a group of your peers to see if they need a helping hand. |

If you can, please submit any tasks that you complete to your class teacher who will look forward to seeing what you have managed to do.

If you need any help or guidance, please ask your class teacher using Firefly or your school email. They will give you ideas and support.

We will reward your efforts with achievement points and some of you may receive recognition from Mrs Merritt and Mr Gilmore.

*Keep up the good work – we are so proud of you!*

#teamminsthorpe
Learning at Home

**Year 10**  **Subject:** French GCSE

**Date:** Monday 15th June – Friday 04th July (2 weeks)

*During the next two weeks, please select at least one task from the selection below to complete for this subject. You may choose to do more than one task.*

<table>
<thead>
<tr>
<th>Online Activity - Travel and Tourism</th>
<th>Paper and pens - Travel and Tourism</th>
</tr>
</thead>
</table>
  Try to do at least 6 questions per week - look up words you do not know and annotate on the paper. Mark your work with the markscheme at the end and **send your teacher your score.**  
  **2)** Go on BBC Bitesize and work through the lessons on Travel and Tourism (make notes on words you did not know) [https://www.bbc.co.uk/bitesize/topics/z778scw](https://www.bbc.co.uk/bitesize/topics/z778scw)  
  **3)** Go on Memrise and into the Travel and Tourism section of the course - try to achieve at least 2000 points a day. | **1)** 90 word writing task: revising the present tense.  
  Think about what you NORMALLY do on holiday. Use your verb tables in your vocab book and other vocab you know to do with holidays to write 90 words (in detailed, developed sentences) in response to the following bullet points:  
  - Your favourite holiday destination, who with, where you stay (+opinions)  
  - How you travel there (+opinions)  
  - What you like to do there – activities on a normal day (+opinions).  
  - Your general opinion of the holiday and why.  
  **Send your French teacher your writing task to look at.** |

<table>
<thead>
<tr>
<th>Be Creative - Travel and Tourism</th>
<th>Connecting with your peers - Travel and Tourism</th>
</tr>
</thead>
</table>
| **1)** Make a vocabulary learning mat to help you learn vocabulary for the following in French:  
  - Countries  
  - Transport  
  - Accommodation  
  - Weather  
  - Activities  
  - Present tense verbs  
  **2)** Make a vocab quiz to test another Y10 student on vocabulary to do with Travel and Tourism.  
  **Share your quiz with your French teacher if you can.** | **- Make the Travel and Tourism quiz in the Creative task and try to do it online with a group of your friends or family.**  
  **- Challenge a friend to see who can get the highest Memrise score this week.** |

*If you can, please submit any tasks that you complete to your class teacher who will look forward to seeing what you have managed to do. If you need any help or guidance, please ask your class teacher using Firefly or your school email. They will give you ideas and support. We will reward your efforts with achievement points and some of you may receive recognition from Mrs Merritt and Mr Gilmore.*

*Keep up the good work – we are so proud of you! #teamminsthorpe*
Learning at Home

**Year 10**

**Subject:** History

**Date:** Monday 15th June – Friday 26th June (2 weeks)

During the next **two weeks**, please select **at least one** task from the selection below to complete for this subject. You may choose to do more than one task.

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<thead>
<tr>
<th><strong>Online Activity</strong></th>
<th><strong>Paper and pens</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Click on the link below, which will take you to a page about The Berlin Blockade and Airlift. Use the information to make notes on the Cause, Event and Consequences. <a href="https://www.bbc.co.uk/bitesize/guides/zt8ncwx/revision/7">https://www.bbc.co.uk/bitesize/guides/zt8ncwx/revision/7</a></td>
<td>Answer <strong>one</strong> of the following exam style questions. Both require 2x PEE paragraphs</td>
</tr>
<tr>
<td>2. Click on the link below. This will take you to a number of video clips about the Berlin Crisis of 1948-49. Choose two to watch. Try to write down a minimum of 10 key facts. <a href="https://www.youtube.com/results?search_query=berlin+blockade+and+airlift">https://www.youtube.com/results?search_query=berlin+blockade+and+airlift</a></td>
<td>1. Write an account of how the relationship between the USA and USSR changed because of the Marshall Plan. (8 marks)</td>
</tr>
<tr>
<td></td>
<td>2. Write an account of how Soviet Expansion increased tension between the USA and USSR. (8 marks)</td>
</tr>
</tbody>
</table>

**Be Creative**

1. Using materials that you have at home create your own model of Berlin showing the four different sectors and the blockade put in place by Stalin.

2. You have all seen the source below. Draw your own picture to represent the Berlin blockade. Think carefully about the images, colours and symbols you could use.

**Connecting with your peers**

Set up a video call with another member of your group.

One of you is to be the Soviet leader, Jospeh Stalin, the other is to be the America leader, Harry Truman.

Have a converstaion (or argument!) about Berlin.

**Stalin** – you need to explain why you want the Americans to leave.

**Truman** – you need to explain why you are staying put!

If you can, please submit any tasks that you complete to your class teacher who will look forward to seeing what you have managed to do.

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Learning at Home

Year 10

Subject: Geography

Date: Monday 15th June to Friday 26th June (2 weeks)

During the next two weeks, please select at least one task from the selection below to complete for this subject. You may choose to do more than one task.

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<thead>
<tr>
<th>Online Activity</th>
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<tbody>
<tr>
<td><strong>Distribution of resources - GCSE Bitesize</strong></td>
<td><strong>Where does your food come from?</strong></td>
</tr>
<tr>
<td>One of your topics for your paper 2 exam is on Resource Management and this is now NEW work for all Y10 Geography Students. The section on Bitesize looks at what resources are then resources in the UK.</td>
<td>Find 15-20 items of food in your home. Look on the packaging and find out where it comes from.</td>
</tr>
<tr>
<td>Link: <a href="https://www.bbc.co.uk/bitesize/guides/zywpg82/revision/1">https://www.bbc.co.uk/bitesize/guides/zywpg82/revision/1</a></td>
<td>Complete a table for each item with this information in:</td>
</tr>
<tr>
<td><strong>Task:</strong></td>
<td>Item</td>
</tr>
<tr>
<td>Work through this section only on distribution of resources</td>
<td></td>
</tr>
<tr>
<td>a. Make a note of all the key words in bold and for those you do not know click and a definition will appear. Send your list to your teacher as evidence.</td>
<td></td>
</tr>
<tr>
<td>b. Try the quiz at the end. Send a screenshot of your score to your teacher.</td>
<td></td>
</tr>
<tr>
<td><strong>World food in the UK</strong></td>
<td><strong>Connecting with your peers</strong></td>
</tr>
<tr>
<td>Make a meal for your family using ingredients from as many different places around the world as you can. It could be one of your favourite dishes or you could experiment.</td>
<td>Find as many food items in your house that come from the UK only, try and get at least 10. Using the link <a href="https://www.distance.to/">https://www.distance.to/</a> work out how far each item has travelled to get to you from its place of origin in the UK.</td>
</tr>
<tr>
<td>Write an ingredients list and make a note of where each item originally comes from. It’s ok if some of the items come from the UK – write the location in the UK next to these items.</td>
<td>Then with a friend, using a video app of your choice</td>
</tr>
<tr>
<td>Take a photo of your final dish and send a photo of it and your ingredients list to your teacher.</td>
<td>a) describe the food using only 5 words</td>
</tr>
<tr>
<td><strong>Be Creative</strong></td>
<td>b) tell your friend the place it originated and ask them to guess how many miles away that is</td>
</tr>
<tr>
<td><strong>Connecting with your peers</strong></td>
<td>Keep score and let your teacher know</td>
</tr>
<tr>
<td>Find as many food items in your house that come from the UK only, try and get at least 10. Using the link <a href="https://www.distance.to/">https://www.distance.to/</a> work out how far each item has travelled to get to you from its place of origin in the UK.</td>
<td>1 point for each food correctly identified. 2 points for guess being within 5 miles. 1 point for within 10.</td>
</tr>
<tr>
<td>Then with a friend, using a video app of your choice</td>
<td>(You can type in South Elmsall in the ‘Start’ box in the link and then type the location of your food item and click go. Presto!)</td>
</tr>
<tr>
<td>a) describe the food using only 5 words</td>
<td></td>
</tr>
<tr>
<td>b) tell your friend the place it originated and ask them to guess how many miles away that is</td>
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<td>Keep score and let your teacher know</td>
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<td>1 point for each food correctly identified. 2 points for guess being within 5 miles. 1 point for within 10.</td>
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*Keep up the good work – we are so proud of you!*

*#teamminsthorpe*
Learning at Home

Year 10

Subject: Computer Science

Date: Monday 15th June – Friday 26th June (2 weeks)

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<th>Online Activity</th>
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<tr>
<td>• Log onto Seneca and complete the task you have been set about <strong>Python Programming Revision</strong> <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></td>
<td>• Write an algorithm either using pseudocode or python for the following problem: To ask the user for a temperature and converts the value to Celsius or Fahrenheit. <strong>The python online compiler &amp; cheat-sheet is here:</strong> <a href="https://minsthorpe.fireflycloud.net/computing-and-digital-media/home-school-/y10-and-11-computer-science">https://minsthorpe.fireflycloud.net/computing-and-digital-media/home-school-/y10-and-11-computer-science</a></td>
</tr>
<tr>
<td>• Recap the CPU &amp; von Neumann architecture with this lesson from Oak National academy: <a href="https://classroom.thenational.academy/lessons/cpu-architecture/">https://classroom.thenational.academy/lessons/cpu-architecture/</a></td>
<td><strong>Challenge:</strong> Try and do the conversion using subprograms and pass the temperature to the subprogram.</td>
</tr>
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<tr>
<td>• Create your own Python revision poster. This could include selection (If statement) iteration (loops – for &amp; while) arrays, functions &amp; file handling.</td>
<td>• Join the Y10 code combat class, and compete against each other. The class code is ThinkSellPlate, or use the following URL to join the class is: <a href="https://codecombat.com/students?_cc=ThinkSellPlate">https://codecombat.com/students?_cc=ThinkSellPlate</a></td>
</tr>
<tr>
<td>• Make a snap style card game with binary, denary and hexadecimal values on the cards. Play the game with other members of your family.</td>
<td>• Create a quiz about different types of malware: (Viruses, Spyware, Worms, Trojans and Ransomware) what they are and how to prevent them causing damage to your data and computer. Share the quiz peers &amp; Mrs Boyd</td>
</tr>
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Send Mrs Boyd a photo of your code / flowchart to Mrs Boyd

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<tbody>
<tr>
<td>• Join the Y10 code combat class, and compete against each other. The class code is ThinkSellPlate, or use the following URL to join the class is: <a href="https://codecombat.com/students?_cc=ThinkSellPlate">https://codecombat.com/students?_cc=ThinkSellPlate</a></td>
<td>• Write an algorithm either using pseudocode or python for the following problem: To ask the user for a temperature and converts the value to Celsius or Fahrenheit. <strong>The python online compiler &amp; cheat-sheet is here:</strong> <a href="https://minsthorpe.fireflycloud.net/computing-and-digital-media/home-school-/y10-and-11-computer-science">https://minsthorpe.fireflycloud.net/computing-and-digital-media/home-school-/y10-and-11-computer-science</a> <strong>Challenge:</strong> Try and do the conversion using subprograms and pass the temperature to the subprogram.</td>
</tr>
</tbody>
</table>

If you can, please submit any tasks that you complete to your class teacher who will look forward to seeing what you have managed to do.

If you need any help or guidance, please ask your class teacher using Firefly or your school email. They will give you ideas and support.

We will reward your efforts with achievement points and some of you may receive recognition from Mrs Merritt and Mr Gilmore.

Keep up the good work – we are so proud of you!

#teamminsthorpe
Learning at Home

Year 10

Subject: Creative iMedia

Date: Monday 15th June – Friday 26th June (2 weeks)

During the next two weeks, please select at least one task from the selection below to complete for this subject. You may choose to do more than one task.

<table>
<thead>
<tr>
<th>Online Activity</th>
<th>Paper and pens</th>
<th>Connecting with your peers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IMPORTANT – Start of R085 – LO1</strong> From Monday 15th June, you will be required to start your next piece of coursework that forms part of your GCSE. An online video lesson will introduce this piece of work and show you examples of what you need to create. The lesson will be located in the following area: <a href="https://minsthorpe.fireflycloud.net/computing-and-digital-media/home-school-/y10-r085-lo1">https://minsthorpe.fireflycloud.net/computing-and-digital-media/home-school-/y10-r085-lo1</a></td>
<td>On Paper, complete the exam question. Draw a visualisation Diagram based on this exam question. Three Oaks, a supermarket chain, is launching a Summer Bank Holiday Sale. In the sale it will be offering discounts on its summer sun products including sun cream, barbecues and ice cream. You have been asked to develop the pre-production documents for the advertising campaign for this sale. Create a visualisation diagram for the magazine advert for the Summer Bank Holiday Sale. Create a mind map for each Pre-production document and write/draw as many examples and information that you can remember.</td>
<td>FaceTime/call a friend and share your knowledge of what you have revised for R081 (Pre-production document) Record a short clip of yourself quizzing your peers about what they know and can remember for R081 pre-production documents unit. Make up an example exam questions based on what you know and can remember for R081.</td>
</tr>
<tr>
<td>The lesson will focus on the purposes of websites and the deadline for this will be Friday 26th June.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Be Creative**
  - Create a mood board for the production of a new music video.
    - Choose the genre
    - Images
    - Text
  - Create a storyboard to show the first 6 scenes for a new episode of The Simpsons. Remember to include the following:
    - A box for each scene.
    - Underneath the scene you should record down:
      - Length of scene
      - Sound and lighting
      - Camera angles used
  |

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Keep up the good work – we are so proud of you! #teamminsthorpe
Learning at Home

Year 10

Subject: Art

Date: Monday 15th June – Friday 26th June (2 weeks)

During the next two weeks, please select at least one task from the selection below to complete for this subject. You may choose to do more than one task.

<table>
<thead>
<tr>
<th>Online Activity</th>
<th>Paper and pens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a Mimi Ilnitskaya inspired piece which will be added to your coursework</td>
<td>Observational drawing. Same object, different viewpoints. Create a grid on an</td>
</tr>
<tr>
<td>unit 3 (Identity – Day of the dead)</td>
<td>A4 piece of paper (6 boxes) and within each box draw an object of your choice</td>
</tr>
<tr>
<td>Skulls are drawn and then decorated/themed to another artist such as Van Gough</td>
<td>but each box should be from a different angle, be closer or a different part.</td>
</tr>
<tr>
<td>and Andy Warhol. You should also create a research page on this artist.</td>
<td>You could use only greyscale/tonal work or you can use colour (which doesn’t</td>
</tr>
<tr>
<td></td>
<td>have to be the true colour)</td>
</tr>
<tr>
<td>Flower Power. What does the theme above make you think of? Create a visual</td>
<td>Connecting with your peers</td>
</tr>
<tr>
<td>mind map of this theme. You can draw, print, collage images, add colour to the</td>
<td>Have a look at the Artist/photographer Ben Heine. He creates interesting</td>
</tr>
<tr>
<td>background and use suitable font styles. Remember, this is Art and you are an</td>
<td>photographs by inserting a drawn section into the frame. What could you create?</td>
</tr>
<tr>
<td>artist so be as creative as possible, make sure you like what you are doing…</td>
<td>Have a go at completing an artist page to support your work too. Share with</td>
</tr>
<tr>
<td>if you don’t like it, don’t include it!</td>
<td>friends and family and challenge them to create their own.</td>
</tr>
</tbody>
</table>

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Keep up the good work – we are so proud of you!

#teamminsthorpe
## Learning at Home

**Year**: 10  
**Subject**: Music

**Date**: Monday 15\textsuperscript{th} June – Friday 3\textsuperscript{rd} July (2 weeks)

*During the next two weeks, please select at least one task from the selection below to complete for this subject. You may choose to do more than one task.*

<table>
<thead>
<tr>
<th>Online Activity</th>
<th>Paper and pens</th>
</tr>
</thead>
</table>
| Listen to the soundtrack from one of the following films.  
- Star Wars  
- Harry Potter  
- Up  
- Jurassic Park  
- Lord of the Rings  
- Pirates of the Caribbean  
Write a review for the album describing how the music suits the film. Talk about the instruments, tempo, rhythms, dynamics etc. | Watch a film/TV show that has music throughout it. As you watch, pay close attention to the music. How does it affect what you watch and how it makes you feel. Write down your answers and be descriptive and detailed.  
Remember- when we read it we wont be able to see that film, so describe and explain. |

<table>
<thead>
<tr>
<th>Be Creative</th>
<th>Connecting with your peers</th>
</tr>
</thead>
</table>
| **Recycled Instruments**  
Create some of your own film music. It could be for a specific film or it could be a film you have made up. There are lots of ways to do this. You could simply write your ideas down using a pen and paper.  
Use a music instrument at your house  
Use a free online music creator tool. These are easy to google search. You will not have to sign up to anything or pay for anything.  
Use Garageband, Audacity or Fruity loops if you have access to them. | Teach a sibling or friend something about music theory. It could be note values, reading pitch or something else. You may need to do some research first to make sure you know your stuff. |

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*Keep up the good work – we are so proud of you!*

#teamminsthorpe
Learning at Home

Year 10

Subject: PERFORMING ARTS

Date: Monday 15th June – Friday 26th June (2 weeks)

During the next two weeks, please select at least one task from the selection below to complete for this subject. You may choose to do more than one task.

NB: any filming/recording you do of yourself or with your peers, please be responsible and appropriate as to where and who this is shared. You do not have to film if you prefer not to.

<table>
<thead>
<tr>
<th>Online Activity</th>
<th>Paper and pens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap your knowledge and understanding of the 3 plays we watched, when studying component 1</td>
<td></td>
</tr>
<tr>
<td>‘A Dolls House’</td>
<td></td>
</tr>
<tr>
<td>‘Missing Dan Nolan’ or ‘Too much Punch for Judy’</td>
<td></td>
</tr>
<tr>
<td>‘Things I know to be true’</td>
<td></td>
</tr>
<tr>
<td>‘Teechers’</td>
<td></td>
</tr>
<tr>
<td>To recap your understanding of these plays, you can do this by finding a copy of the performance work online or using the internet to find more research.</td>
<td></td>
</tr>
<tr>
<td>What is the play about? What style was it performed in? Favourite part? What you didn’t enjoy?</td>
<td></td>
</tr>
<tr>
<td>Write the title of the 3 plays we studied for Component 1.</td>
<td></td>
</tr>
<tr>
<td>‘A Dolls House’</td>
<td></td>
</tr>
<tr>
<td>‘Missing Dan Nolan’ or ‘Too much Punch for Judy’</td>
<td></td>
</tr>
<tr>
<td>‘Things I know to be true’</td>
<td></td>
</tr>
<tr>
<td>‘Teechers’</td>
<td></td>
</tr>
<tr>
<td>Write down everything you can remember about these plays and styles without using any other source to remind you.</td>
<td></td>
</tr>
</tbody>
</table>

Be Creative

Selecting one of the plays from our component 1 studies. Think about the main themes, issues and characters that are portrayed within these plays.

Can you write a short play that zooms in on the life of character and how they have been affected by the main themes.

For example you could write a short play about...

A wife that financially betrays her husband
Or
A family struggling with gender identity
Or
A mother whose child has gone missing
Or
A sister suffering with the consequences of drive.

Connecting with your peers

FaceTime/Zoom/Group call with your performance group to go through the lines of your script play.

You will still sit this performance exam on return to school, practice makes perfect!

If you can, please submit any tasks that you complete to your class teacher who will look forward to seeing what you have managed to do.

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Keep up the good work – we are so proud of you! #teamminsthorpe
Learning at Home

Year 10

Subject: Y10_D&T_11th May Home Learning

Date: Monday 15th June – Friday 26th June (2 weeks)

During the next two weeks, please select at least one task from the selection below to complete for this subject. You may choose to do more than one task.

ALL OF THE OUTCOMES FOR THESE TASKS WILL GO TOWARDS GCSE COURSEWORK

<table>
<thead>
<tr>
<th>Online Activity</th>
<th>Paper and pens</th>
</tr>
</thead>
<tbody>
<tr>
<td>You would benefit from doing both tasks. Research 3 companies that focus on sustainable design- for each company collect 5 examples of the products they make (on a mood board) and write/type a few sentences on the sheet explaining what makes the company/products sustainable. Research everyday important basic tasks that the elderly may find difficult- list these tasks and explain what they find difficult about doing them i.e. Picking something up that is on the floor-difficulty bending back. (word not PP)</td>
<td>You would benefit from doing both tasks. Research 3 companies that focus on sustainable design. For each company (on paper) write down what you have found out about their company (how is it sustainable/what type of products do they produce/what are the products made from?) Research everyday important basic tasks that the elderly may find difficult (alternatively you could interview an elderly person and ask them!) Either list the tasks and explain what they find difficult about doing them on paper OR write up interview questions and have the reply's written on interview sheet i.e. What every day task do you find the most difficult to do? Reply- Doing the laundry What do you find difficult about doing this task? Reply- putting clothing on the line outside. This task will need internet access: If you are having problems accessing the task you should contact college</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Creative</th>
<th>Connecting with your peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>You would benefit from doing both tasks. Research 3 companies that focus on sustainable design- for each company collect 5 examples of the products they make and draw them- annotate the sketches, explaining what makes the company/products sustainable. Research everyday important basic tasks that the elderly may find difficult- take a picture of yourself doing some of these tasks (i.e. taking lid off a jar/getting up from a chair) and label the pictures explaining what an elderly person may find difficult about doing them.</td>
<td>You would benefit from doing both tasks. Research 3 companies that focus on sustainable design (imagery of products/why they are sustainable- this should be on word) Send the word document to someone you know and ask them which their favourite is why. Research everyday important basic tasks that the elderly may find difficult. List these tasks on paper/typed up. For each task- see if you can &quot;connect&quot; with someone who may have first-hand knowledge or experience with the problems and write next to each basic task what someone may find difficult about doing them. I.e. Lifting a heavy pan - asked my grandma and she said it put too much strain on her wrist. Getting up from a chair- asked my friend who lives with her elderly grandad and she said he does not have strength in his arms.</td>
</tr>
</tbody>
</table>

This task will need internet access: If you are having problems accessing the task you should contact college.
Learning at Home

Year 10

Subject: Hospitality and catering

Date: Monday 15\textsuperscript{th} June – Friday 26\textsuperscript{th} June (2 weeks)

During the next two weeks, please select at least one task from the selection below to complete for this subject. You may choose to do more than one task.

<table>
<thead>
<tr>
<th>Method</th>
<th>Explain the method</th>
<th>What is the nutritional impact of this method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deep frying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microwaving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steaming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roasting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grilling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 4 more...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Online Activity

This activity can be used towards your final coursework level
You must not just copy and paste from the internet – it must be in your own words

Explain how cooking methods impact on nutritional value

Paper and pens

Make a health and safety leaflet that reflects what the members of a kitchen must do to avoid accidents

Areas to consider –
- Walkways in the kitchen
- Avoiding burns
- Protective clothing
- Training
- Avoiding trips and falls
- How to avoid back injuries (lifting)
- Chemicals in the kitchen

Each page should include facts and advise that you think that hospitality workers (restaurant kitchen) should adhere to

Include colour and images

Think of it as a help leaflet given to new staff starting work in a restaurant kitchen.

Be Creative

Design a poster that could be in an industrial kitchen explaining what COSHH and riddor is? You will need to research these on the internet to understand what they stand for and possibly use some images.

Find a recipe and have a go – see if you can make it restaurant standard – take a photo and get someone to mark out of 10

Connecting with your peers

Bake something yummy and drop them off at a friends or family members house – not only will it cheer them up but it will give you more practical experience – ask them to text you some feedback explaining how it could be improved or what they liked about it
Learning at Home

**Year 7,8,9, and 10 CORE PE**

**Subject:**

**Date:** Monday 15th June – Friday 26th June (2 weeks)

*During the next two weeks, please select at least one task from the selection below to complete for this subject. You may choose to do more than one task.*

**Look carefully at the tasks which are specifically linked to your GCSE/Vocational courses for Y9 onwards.**

<table>
<thead>
<tr>
<th><strong>Online Activity</strong></th>
<th><strong>Paper and pens</strong></th>
</tr>
</thead>
</table>
| Research the Olympic rings...  
  How many are there?  
  Why is the number of rings important?  
  What colours are the rings?  
  Why are the colours important? | Design and draw a new logo / emblem that could represent the Olympics 2020.  
  Think about the different parts of your emblem and what each part may represent.  
  Date / countries / sports etc |

<table>
<thead>
<tr>
<th><strong>Be Creative</strong></th>
<th><strong>Connecting with your peers</strong></th>
</tr>
</thead>
</table>
| Create a new event that could be competed in in the next Olympics.  
  Think about...  
  How would it be judged? Graded?  
  How would you score?  
  How many players?  
  What specific rules do you need to follow?  
  What would you wear?  
  What equipment would you need? | Video yourselves and compete against your friends in a mini Olympics?  
  a) Standing long jump – how far can you jump forward from 2 feet to 2 feet. Measure from where you start to where you land.  
  b) How many press ups can you do in 30 seconds  
  c) How many times can you, one handed throw and catch a ball against a wall.  
  d) Create your own 4th challenge to compete against your friends. |

**Preparation for Y9 – GCSE & Vocational Courses** *(if you are studying this subject from Y9 onwards have a go at one or more of the tasks below which your teachers have set to help give you a head-start to your new course)*

**GCSE PE**
- Research the functions of the skeleton.

**GCSE Sport**
- Research the possible causes, symptoms and treatment for asthma.

*If you can, please submit any tasks that you complete to your class teacher who will look forward to seeing what you have managed to do.*

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*Keep up the good work – we are so proud of you!*

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**Learning at Home**

**Year 9 and 10 GCSE PE**

**Subject:** GCSE PE

**Date:** Monday 15th June – Friday 29th June (2 weeks)

*During the next two weeks, please select at least one task from the selection below to complete for this subject. You may choose to do more than one task.*

<table>
<thead>
<tr>
<th>Online Activity</th>
<th>Paper and pens</th>
</tr>
</thead>
</table>
| Research on line
The difference in the make up of the gasses in the air we breathe in, compared to the air we breathe out | Read the attached pages and complete the attached worksheets. I have attached them separately. |
| ![read page 1.pdf](read page 1.pdf) ![read page 2.pdf](read page 2.pdf) ![worksheet 1.pdf](worksheet 1.pdf) ![worksheet 2.pdf](worksheet 2.pdf) | |

<table>
<thead>
<tr>
<th>Be Creative</th>
<th>Connecting with your peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video yourself breathing in and then breathing out. Then on camera explain the difference between the percentage of oxygen, carbon dioxide and nitrogen in both breaths</td>
<td>Text another student in a GCSE group with ten 1 mark questions around the following issues. The percentage of oxygen, carbon dioxide and nitrogen in both inhaled and exhaled air. Why tidal volume changes during exercise.</td>
</tr>
</tbody>
</table>

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#teamminsthorpe
Learning at Home

Year 10 Cambridge National

Subject: Cambridge National

Date: Monday 15 June – Friday 29th June (2 weeks)

During the next **two weeks**, please select **at least one** task from the selection below to complete for this subject. You may choose to do more than one task.

<table>
<thead>
<tr>
<th>Online Activity</th>
<th>Paper and pens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research what foods contain protein</td>
<td>Create a menu for a dinner. Point out the foods that contain proteins. Explain the jobs that the proteins do for our bodies and what percentage of the meal should be made up of proteins.</td>
</tr>
<tr>
<td>What percentage of an average person’s diet should contain protein.</td>
<td></td>
</tr>
<tr>
<td>What job do proteins do for our bodies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Creative</th>
<th>Connecting with your peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video yourself eating a meal. Point out which of the foods contain mainly protein and what job they will do for your body and what percentage of your plate should contain proteins.</td>
<td>Text another person on the Cambridge National course with the following questions. The chat to them about their answers.</td>
</tr>
<tr>
<td></td>
<td>1. Name 3 foods that contain protein?</td>
</tr>
<tr>
<td></td>
<td>2. What percentage of your diet should be made up of protein?</td>
</tr>
<tr>
<td></td>
<td>3. What job do proteins do for our bodies?</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Online Activity</th>
<th>Paper and pens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to the following song: <a href="https://www.youtube.com/watch?v=mXLS2IzZSdg">https://www.youtube.com/watch?v=mXLS2IzZSdg</a></td>
<td>Write a speech documenting your own views on this situation - share this.</td>
</tr>
<tr>
<td>Consider how the lyrics highlighted below make you feel. What are your thoughts? What are your views? “Black is beautiful, black is excellent, black is pain, black is joy” “It’s working twice as hard as the people you know you’re better than cause you need to do double what they do so you can level them” “If he’s black he’s probably armed, you see him and shoot.” “Black is being guilty until proven that you’re innocent.” “You don’t know the truth about your race cause they erasing it.” <a href="https://www.youtube.com/watch?v=QwvC6GFmZp8">https://www.youtube.com/watch?v=QwvC6GFmZp8</a> - This video clearly explains what Blackout Tuesday is all about, including who is taking part and why. Explain Blackout Tuesday in your own words, why did we need it?</td>
<td>Write to a political or leading figure outlining what change you’d like to see (diversity/LGBTQ etc)</td>
</tr>
<tr>
<td>Write a poem to share with your friends and teachers.</td>
<td>Write a poem to share with your friends and teachers.</td>
</tr>
<tr>
<td>Be Creative</td>
<td>Connecting with your peers</td>
</tr>
<tr>
<td>Create your own poster to support Blackout Tuesday (not just black!)/diversity.</td>
<td>Hold an online debate with your peers. Your debate questions is: Should young people be educated about hate crime?</td>
</tr>
<tr>
<td>Look at and choose a ‘Wise words’ poster to colour. Add why you choose the particular quote.</td>
<td>Discuss recent events across the world...what do you think? Why? Is there a simple way to solve or look at issues? Why?</td>
</tr>
</tbody>
</table>

If you can, please submit any tasks that you complete to your class teacher who will look forward to seeing what you have managed to do.

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Learning at Home

Year 10

Subject: RE

Date: Monday 15th June – Friday 26th June (2 weeks)

During the next **two weeks**, please select **at least one** task from the selection below to complete for this subject. You may choose to do more than one task.

<table>
<thead>
<tr>
<th>Online Activity</th>
<th>Paper and pens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your regular exam Q.</td>
<td>Write out the word TAWHID in block letters;</td>
</tr>
<tr>
<td>If you’ve already submitted one the next one will be emailed to you at the bottom of your feedback sheet.</td>
<td>Within each letter add in detail about what Tawhid is</td>
</tr>
<tr>
<td>If you haven’t completed one yet, it’s in your purple book, either type up your answer or handwrite it, take a photo of it and email that in.</td>
<td>There should be a different fact within each letter so you would have 6 facts altogether</td>
</tr>
<tr>
<td><strong>You really should have already completed 5 by now!</strong></td>
<td><strong>REMEMBER:</strong></td>
</tr>
<tr>
<td><strong>1. Don’t overfill each letter</strong></td>
<td><strong>2. Use different colours – it helps your memory</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Creative</th>
<th>Connecting with your peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a go at making a 3D book (eg use 3 pieces of A4 paper, fold them all in half to make a book)</td>
<td>Go to ‘Truetube’ and search for ‘Holy Books: The Qur’an</td>
</tr>
<tr>
<td>On each page write/draw a key fact about the Qur’an</td>
<td>Watch the clip, make notes as you watch</td>
</tr>
<tr>
<td><strong>REMEMBER:</strong></td>
<td>Create a quiz and test another RE student on their knowledge (it could even be a Y11 student!)</td>
</tr>
<tr>
<td><strong>1. Don’t overfill each page</strong></td>
<td><strong>Get them to do the same for you!</strong></td>
</tr>
<tr>
<td><strong>2. Use different colours – it helps your memory</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3. Use relevant images to cut down on text</strong></td>
<td></td>
</tr>
</tbody>
</table>

If you can, please submit any tasks that you complete to your class teacher who will look forward to seeing what you have managed to do.

If you need any help or guidance, please ask your class teacher using Firefly or your school email. They will give you ideas and support.

We will reward your efforts with achievement points and some of you may receive recognition from Mrs Merritt and Mr Gilmore.

*Keep up the good work – we are so proud of you!*

#teamminsthorpe
### Learning at Home

**Year 10**

**Subject:** Health and Social Care

**Date:** 8/06/20 – 22-06-20

*Once you have completed your outstanding coursework and sent this in for marking. During the next two weeks, please select at least one task from the selection below to complete for this subject. You may choose to do more than one task.*

<table>
<thead>
<tr>
<th>Online Activity</th>
<th>Paper and pens</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read Miss Cook’s example and then add your own blog about a NHS hero you know by clicking reply.</td>
<td>• Split your jobs in two categories of the health industry and the social care industry. Then compare the different skills needed for each.</td>
</tr>
<tr>
<td>• Please work your way through watching the videos and using the power points to help you complete the first work sheet on Verna.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Creative</th>
<th>Connecting with your peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete the Egg Project (See separate sheet)</td>
<td>Share pictures of your egg project at each stage with your peers.</td>
</tr>
</tbody>
</table>

*If you can, please submit any tasks that you complete to your class teacher who will look forward to seeing what you have managed to do.*

*If you need any help or guidance, please ask your class teacher using Firefly or your school email. They will give you ideas and support.*

*We will reward your efforts with achievement points and some of you may receive recognition from Mrs Merritt and Mr Gilmore.*

*Keep up the good work – we are so proud of you!*

#teamminsthorpe
Baby Egg Project

By ____________________

Date: ________________
Baby Egg Project

Task 1 Make your baby egg

You will need 1 egg. There are 2 different methods to prepare your egg. Choose which you want to do

1. Boil the egg in a pan of water for about 15 minutes, then allow it to cool down. If you put some salt in the pan, it helps to stop it from cracking (don’t worry if it does, you can cover with clothes). This method will make your egg less likely to break but you will have to throw it away at the end of the project.

2. Alternatively, you could remove the raw egg from the shell by blowing it out [source: https://www.bbcgoodfood.com/howto/guide/how-blow-eggs]

Your baby egg will be much more fragile with this method but you will be able to keep it as there is no egg inside

Your task is to take good care of your new baby egg as if it was your own child.

It needs:

- To have a face
- To be clothed
- To have some kind of protective carry case
- To be supervised at all times. If you can’t have it with you, you will need to find a baby sitter
- To be stimulated by interesting activities e.g. walks in the park, play dates, read bedtime stories etc.

Week 1 evidence: Send me a picture of your baby egg. There will be a prize when we return for the best egg.

Email your picture to: dcook@minsthorpe.cc or lharnell@minsthorpe.cc
Your Report

Over the next few weeks, you will complete this report showing everything that you have learnt. You may use this booklet as a basis of your work but you are welcome to submit work in the form of a power point, word document, write up by hand or hard evidence (e.g. photos etc.)

This work can be submitted via email or SMHW

Your report will contain of the following as well as anything else you wish to submit:

1. Title
2. Baby Egg’s birth certificate
3. Baby Egg’s timetable - what activities are you going to do to be caring for the Baby Egg? Ensure that you include activities that help a baby’s development.
4. Costing a Baby – what would you need to buy for a new born baby for its first week of life? Show the products, their prices and where you would buy them from. What is your total cost for that first week?
5. What problems have you come across from caring for your Baby Egg?
6. Real parent interview – ask a real parent what they feel and think about being a parent. What advice would they give to young people who are about to be parents? Explain what you find out.
7. How can you be a good parent and what problems do parents face?
8. What have you learnt from doing this project?
Birth Certificate

Use this page to create a birth certificate for your baby egg. This means you need to name it and agree on the name. You can choose to be a single parent or your baby can have another parent as well. Unfortunately, your baby will not be able to see them due to lockdown 😞

Child’s full name:

Their date of birth:

The place of birth:

The child’s gender:

Parent’s names:

The occupation of parent:

The place of birth for parent:

Insert photo of baby egg here:
What will your baby’s daily timetable be?

This will depend on how old you want your egg to be.

Think about how often your baby will need to be fed, when will it sleep and when will you play with it.

You can find lots on information on parenting sites on the internet
**Baby Activities**

Think of activities you could do with a baby that help each area of development:

<table>
<thead>
<tr>
<th>Physical</th>
<th>Intellectual</th>
</tr>
</thead>
<tbody>
<tr>
<td>This about the baby’s body. What can you do to help it develop its strength, coordination, control etc?</td>
<td>This is to do with the baby’s mind. What can you improve the baby’s knowledge and thinking skills?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is to do with the baby’s feelings. How can make sure the baby is happy?</td>
<td>This is to do with how the baby understands other people. How can you help the baby to feel comfortable with others?</td>
</tr>
</tbody>
</table>

**Week 2 evidence:** You must submit a copy of your baby’s birth certificate, its daily timetable and ideas of activities you will do to help it develop.
**Baby’s Shopping List**

List the items you would **NEED** to buy and which you would **WANT** for the first week of your baby’s life. Find out the costs for each item and ensure that you have enough of each item. Your costing should take into account the quantity you will need.

<table>
<thead>
<tr>
<th>NEED</th>
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</table>

<table>
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<tr>
<th>WANT</th>
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</table>
Parent Interview

Who are you interviewing?

List the questions you want to ask. You might want to ask them about the best bits and the worst bits of being a parent. What advice would they give to people who were about to be parents?

Use this space to record what you find out from the parent interview.

**Week 3 evidence**: You should submit a copy of your shopping list and your parental interview.
Parenting problems

What problems have you come across with your Baby Egg?

What are your possible options?

How would you deal with this and why?
Final Points and photos

What have you learnt from doing this project?

What did you find challenging when doing this project?

What did you enjoy most when doing this project?

Week 4 evidence: You must submit the final 2 pages from the booklet. Your project is now completed. I hope you have enjoyed it. I look forward to seeing you all in health and social care lessons soon.