

# Over the next half term Key Stage 3 students will be learning. . .

Subject	Year 10	Year 11
Art	<p>How do I conduct a skills based workshop based on the theme of Natural Forms? Using Resources (AO2)</p> <p><i>TASKS:</i> <i>Google Classroom - Botanicals A2 drawing sheet in pencil, pen, watercolour and crayon (7 hrs) Prepping of Etching plate for printing (7hrs) - SML</i></p>	<p>How do I conduct a practical investigation from a choice of Portraiture, Landscape or Still Life Food Component 1: Portfolio Using Resources (AO2) Personal Outcome (AO4)</p> <p><i>TASKS:</i> <i>Google Classroom-Take 3 photographs based on your project theme, draw from preferred photo using pencil shaded tones and 2 other choice of media (7hrs)-CAJ</i></p>
Computing	<p>Can you explain how the CPU manages the components of a computer system? Introduction to course, embedded system, The CPU, Systems software, open &amp; proprietary Software.</p> <p><i>TASKS:</i> <i>Google Classroom - All PowerPoints and lessons tasks covering the lesson topics for this half term.</i></p>	<p>How do computers store different media? NEA/ Logic, hexadecimal and binary conversion. Storing images and sound compression.</p> <p><i>TASKS:</i> <i>Google Classroom - All PowerPoints and lessons tasks covering the lesson topics for this half term.</i></p>
Dance	<p>Focus anthology works in theory lessons 1. A Linha Curva &amp; 2. Artificial Things (S3) What skills do I need to perform? What is the stimulus &amp; choreographic intention?</p> <p><i>TASKS:</i> <i>Read anthology 1 and Knowledge Organisers &amp; answer questions</i> <i>Follow Google Classroom slides on A Linha Curva and complete folder work</i> <i>Create dance warm up and motifs for work as well as creative tasks on GC - FES</i></p>	<p>Focus in theory lessons 6. WHE &amp; 5. S How am I assessed in coursework? Set Phrases/Duet – Trio FINAL C/Work NEA (for showcase)</p> <p><i>TASKS:</i> <i>Read anthology 1 and Knowledge Organisers &amp; answer questions</i> <i>Follow Google Classroom slides on Essay writing and extended writing questions and complete folder work</i> <i>research choreographic paper question and begin coursework task - FES</i></p>

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Design Technology	<p>Theory Timbers 3.1 Smart Materials 3.1 Composite Materials 3.1</p> <p>Mock NEA Context Analysis Client/User Analysis Social, Moral, Cultural Analysis Design Possibilities</p> <p><i>TASKS:</i> <i>Theory - Google Classroom - all of the PowerPoints with lessons demonstrating what the students must do per lesson.</i> <i>NEA - Google Classroom - all of the PowerPoints with lessons demonstrating what the students must do per lesson.</i></p>	<p>Theory New and Emerging Technologies 3.1 Energy Generation and Storage 3.1</p> <p>NEA Design Brief Design Specification Design Ideas Product Analysis Design Development</p> <p><i>TASKS:</i> <i>Theory - Google Classroom - all of the PowerPoints with lessons demonstrating what the students must do per lesson.</i> <i>NEA - Google Classroom - Guidance Google Slides to help facilitate students in their independent undertaking of the NEA.</i></p>
Digital Photography	<p>How do I use a camera to create high quality images?</p> <p><i>TASKS:</i> <i>Google classroom-complete section on google slides document in google class room on Aperture and Depth of field.</i></p>	<p>How do create Surreal digital artwork inspired by Rosanna Jones?</p> <p><i>TASKS:</i> <i>Complete the Salvador Dali reseach section in your Beyond Reality googleslides document (on student's google classroom). Create a mind map of subjects to put in your Dali inspired image, take 20 photographs of clocks, take 20 photographs of background landscapes and RAG rate them. Answer the questions on the slied title "the Persistence of Memory" and on the following slide.</i></p>
Drama	<p>Introduction to GCSE-Development of GCSE devising and Text Skills</p> <p>Theatre review (04)</p> <p><i>TASKS:</i> <i>complete section in google slides</i></p>	<p>Blood Brothers-Theoretical Analysis Performance and response (40%) Section A</p> <p><i>TASKS:</i> <i>Complete the exam style questions based upon the characterisation in Blood Brothers for one of the six main characters (Mickey, Eddie, Miss Johnstone, Mrs Lyons, Sammy and Linda).</i> <i>Annotate your chosen Unit 2 Monologue with performance decisions.</i> <i>Record a first draft performance of your chosen monologue for Unit 2." - on Google Classroom - JWF</i></p>

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English	<p>Does Priestly successfully warn 1940's society that they are about to repeat social history?</p> <p>An Inspector Calls</p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Edwardian Society – the rich and the poor</li> <li>• Character</li> <li>• Theme</li> <li>• Structure</li> <li>• Critical essay writing skills</li> </ul> <p><b>TASKS:</b></p> <p><i>Follow these links:</i></p> <p><a href="#">An Inspector Calls: Social and Historical Context</a></p> <p><a href="#">Political Changes Between 1912-1945</a></p> <p><a href="#">An Introduction to Characters</a></p> <p><a href="#">Mr Birling and Capitalism</a></p> <p><a href="#">Sheila's Transformation</a></p> <p><a href="#">Priestley's background</a></p> <p><a href="#">A WHOLE SCHEME OF ONLINE LESSONS</a></p>	<p>Language Paper 1</p> <p>How do writers create the desired effect in the texts that they write?</p> <ul style="list-style-type: none"> <li>• Analysing a character</li> <li>• Analysing a setting</li> <li>• Analysing how atmosphere is created</li> <li>• Analysing how tension is created</li> <li>• Analysing descriptive writing is crafted</li> <li>• Analysing how narrative structure is crafted</li> <li>• Analysing how sentence structure is crafted</li> </ul> <p>How can we craft out writing for effect?</p> <ul style="list-style-type: none"> <li>• Creating a character</li> <li>• Creating a setting</li> <li>• Atmosphere</li> <li>• Tension</li> <li>• Descriptive writing</li> <li>• Narrative Structure</li> <li>• Sentence structure</li> </ul> <p><b>TASKS:</b></p> <p><a href="#">Walkthrough Paper 1: walk/ talk mock with teacher</a></p> <p><a href="#">Mr Bruff: language Paper 1 How-To</a></p> <p><a href="#">Romeo and Juliet</a></p> <p><a href="#">Whole scheme of Macbeth lessons</a></p>
Enterprise	<p>What do you need to consider when planning a new Enterprise? (Coursework component 2A)</p> <p>Planning a business enterprise.</p> <p>Developing a business plan</p> <p><b>TASKS:</b></p> <p><i>Work will be set on Google Classroom for use in class and at home. This term work focusses on completing BTEC assignment Component 1A, where students research 2 businesses and analyse the reasons for their success</i></p>	<p>What makes an Entrepreneur? (Coursework Component 1A)</p> <p>Characteristics of enterprise and entrepreneurs</p> <p><b>TASKS:</b></p> <p><i>Work will be set on Google Classroom for use in class and at home. This term work focusses on completing BTEC assignment Component 1A, where students research 2 businesses and analyse the reasons for their success</i></p>

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Faith & Philosophy	<p>Jewish Beliefs – what do Jews believe?            The Almighty            Shekinhah            The Messiah            Covenant at Sinai            Covenant with Abraham            Pikuach Nefesh            The Mitzvot            What happens when we die?            Life after Death</p> <p><b>TASKS:</b>  <i>Google Classroom</i>  <i>Students should go to their class where they will find all weekly lessons set for them.</i></p>	<p>Christian Beliefs What is the significance of Jesus' death?            Salvation            Eschatology            Why does God allow evil to be in the world?            The Problem of Evil            Solutions to the Problem of Evil</p> <p><b>TASKS:</b>  <i>Google Classroom</i>  <i>Students should go to their class where they will find all weekly lessons set for them.</i></p>
French	<p>Qui suis-je? Comment sont ta famille et tes amis?            Who am I?            Who am I? What are your friends and family like?            (I&amp;C: Relationships with Family and Friends)            Qui est dans ta famille?            Who is in your family?            Comment est ta famille?            What is your family like?            Tu t'entends bien avec ta famille?            Do you get on well with your family?            C'est quoi un bon ami?            What is a good friend?            Tu étais comment quand tu étais plus jeune?            What were you like when you were younger?            Es-tu pour ou contre le mariage?            Are you for or against marriage?</p> <p><b>TASKS:</b>  <i>Google classroom weekly vocabulary quiz. Weekly lessons/slides and tasks on Google classroom</i></p>	<p>Quels sont les bienfaits et les dangers de la technologie?            What are the benefits and dangers of technology?            (I&amp;C: Technology in Everyday Life)            Tu es technophile?            Are you a technophile?            Comment utilise-tu la technologie?            How do you use technology?            Tu t'en sers souvent?            Do you use it often?            Quels sont les bienfaits et les dangers de la technologie?            What are the benefits and dangers of technology?            Qu'est-ce que tu voudrais faire à l'avenir?            What would you like to do in the future?            (C&amp;FS&amp;E: Education Post 16/Jobs, Career Choices and Ambitions)            Quelle orientation t'attire?            Which employment sector attracts you?            Quels sont tes ambitions?            What are your ambitions?</p> <p><b>TASKS:</b>  <i>Visit the revision site and click the relevant unit title - complete all additional resources. <a href="#">LINK</a></i>  <i>Students should ensure that their workbooks for technology &amp; future plans are up to date up to 'What are your ambitions' by the end of this term. The workbook is also available via Google Classroom.</i></p> <p><i>Additional tasks have also been set on: GCSE Pod and SENECA.</i></p>

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Geography	<p>U.K. Landscapes and Coasts</p> <p>How has the UK's landscape changed over time?</p> <p>The different rock types and landscapes found in the UK and the processes which form them</p> <p>The physical processes that form coastal landscapes</p> <p>How human interactions and processes affect coastal landscapes</p> <p><b>TASKS:</b></p> <p><a href="https://sites.google.com/d/1WcqEpJZm17aZ80oM17i6O28R80pxx4v/p/1eGYMZwW-scEW057dNW2egBEnS8hZZ5T/edit">https://sites.google.com/d/1WcqEpJZm17aZ80oM17i6O28R80pxx4v/p/1eGYMZwW-scEW057dNW2egBEnS8hZZ5T/edit</a></p>	<p>Cities</p> <p>What is urbanisation ,how it impacts the human and physical environment and what are the changes and challenges Liverpool faces?</p> <p>What urbanisation is and the processes of urbanisation</p> <p>The affects of migration upon towns and cities.</p> <p>The site, situation and connectivity of UK cities (with a focus on Liverpool)</p> <p>How the function of cities can change and how their evolution affects people, economics and the physical environment</p> <p>How Liverpool is structured and the challenges it faces.</p> <p><b>TASKS:</b></p> <p><i>Google Classroom</i></p> <p><i>Students should go to their class where they will find all weekly lessons set for them.</i></p>

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German	<p>Was machst du gern in deiner Freizeit? What do you do in your free-time? (I&amp;C: Free-time activities)</p> <p>Was machst du? What do you do?</p> <p>Was hast du gemacht? What did you do / have you done?</p> <p>Was wirst du machen? What will you do?</p> <p>Was machst du? Wie oft? Mit wem? Wo? What do you do? How often? With whom? Where?</p> <p>Was hast du gemacht? Wann? Mit wem? Wo? What have you done? When? With whom? Where?</p> <p>Was wirst du machen? What will you do?</p> <p>Was magst du? Warum? What do you like? Why?</p> <p><b>TASKS:</b> <a href="#">Google Classroom</a></p>	<p>Was ist dein Lieblingsfest? What's festivals do you like? (I&amp;C: Customs &amp; Festivals)</p> <p>Was sind deine Zukunftspläne? What are your future plans? (I&amp;C, C&amp;FS&amp;E)</p> <p>Wie wäre dein idealer Samstag? What is your ideal Saturday like?</p> <p>Wie wäre deine ideale Schule? What is your ideal school like?</p> <p>Was wirst du nächstes Jahr machen und warum? What are you going to do next year and why?</p> <p>Hast du einen Teilzeitjob? Do you have a part-time job?</p> <p>Was für eine Arbeit möchtest du machen? What kind of work do you want to do?</p> <p>Ist es dir wichtig, viel Geld zu verdienen? Is it important to you to make a lot of money?</p> <p><b>TASKS:</b> <i>All tasks on Google Classroom:</i></p> <ol style="list-style-type: none"> <li><i>Seneca tasks on topics for this term</i></li> <li><i>Knowledge Organiser: practice vocabulary, listen to the audio files and use the Quizlet hyperlinks then take the end of unit quiz.</i></li> <li><i>Complete the Exampro reading tasks</i></li> </ol>
Health & Social	<p>What aspects make up a holistic approach to health and wellbeing? (Component 3 –Learning Aim A)</p> <p>Factors that affect health and wellbeing</p> <p><b>TASKS:</b> <i>Work will be set on Google Classroom with full instructions and powerpoints given. This term we will be focusing on Learning Aim A Factors that affect health and wellbeing including physical, environmental, economic and lifestyle factors.</i></p>	<p>What are the 4 different types of health and social care available to individuals? (Component 2 - Learning Aim A)</p> <p>Understand the different types of health and social care services and barriers to accessing them</p> <p><b>TASKS:</b> <i>Work will be set on Google Classroom with full instructions and powerpoints given. This term we will be focusing on Learning Aim A Health &amp; Social Care Services and Values</i> <i>Learning aim A looking at Primary, Secondary and Tertiary care providers and applying types of care for individuals in given case studies and barriers to accessing that care.</i></p>

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History	<p>WEIMAR NAZI GERMANY The establishment and early years of Weimar and extent of recovery 1918-1928</p> <p><i>TASKS:</i> Follow the link on the Year 10 History Website <a href="https://t.co/cfCDD43wAv?amp=1">https://t.co/cfCDD43wAv?amp=1</a></p>	<p>ELIZABETHAN ENGLAND Queen, Government and religion, 1558-69</p> <p><i>TASKS:</i> Follow the link on the Year 11 History Website <a href="https://sites.google.com/southwirral.wirral.sch.uk/year11/work">https://sites.google.com/southwirral.wirral.sch.uk/year11/work</a></p>
Hospitality & Catering	<p>Unit 1 LO4: How can food cause ill health? Food Safety EHO Practical Skills Legislation Moulds/Yeasts</p> <p><i>TASKS:</i> All work will be found on google classroom. Topic 1: Health &amp; safety in the kitchen, the role of the WHO, Practical Recipes: Eggs the Basics, Chicken Korma with Rice, Beef Burger with Wedges.</p>	<p>Unit 1 LO1: What is the environment in which the hospitality and catering providers operate? Food Systems Job Roles Kitchen Brigade Ratings and Standards</p> <p><i>TASKS:</i> All work is set on Google Classroom. Coursework will be completed on google classroom. A student guide and instructions for each AC task will be on google classroom. Each AC task must be handed in when complete. AC1.1 - Nutrition, AC1.2 Needs of Specific Groups, AC 1.3 Characteristics of unsatisfactory nutritional intake. Students should be completing trial cooks of a main course and a dessert in preparation for a practical exam in December.</p>
IT	<p>How can interfaces be changed to suit different accessibility needs? (Component 1 – Learning Aim A)</p> <p>Investigate user interface design for individuals and organisations</p> <p><i>TASKS:</i> Work will be set on Google classroom with the instructions and PowerPoints. This half term students are focusing on completing Component 1 Learning Aim A. Students are focusing on two interfaces by explaining how they meet the design principles and the user needs.</p>	<p>How does cloud computing improve flexible working conditions? (Component 3 – Exam Learning Aim A)</p> <p>Modern technologies and their impact</p> <p><i>TASKS:</i> All of the revision resources along with class tasks have been put onto Google Classroom lesson by lesson. Students can work through each lesson and then upload their completed workbooks.</p>



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Mathematics - Foundation	<p>DEVELOPING GEOMETRY Properties of shape, Parallel lines, Angles facts, Interior/exterior angles in polygons</p> <p>REASONING WITH DATA Sampling &amp; averages</p> <p><b>TASKS:</b> <b>!! PLEASE LOG IN TO MY MATHS FIRST !!</b> <i>Complete Grade 2-5 Tasks.</i> <a href="#">Angles Properties</a> <a href="#">Collecting Data &amp; Processing Data</a></p>	<p>MULTIPLICATIVE REASONING</p> <p>DEVELOPING ALGEBRA Expanding &amp; factorising quadratics</p> <p>REPRESENTATIONS Graphing quadratic equations</p> <p><b>TASKS:</b> <i>Please Login into Mymaths first using Login: swhs and password: radius before clicking a link</i></p> <p><i>Complete tasks labelled f or fh for foundation</i></p> <p><a href="#">Multiplicative Reasoning</a> <a href="#">Algebra</a> <a href="#">Graphs Lesson</a> <a href="#">Graphs Questions</a></p>



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Mathematics - Higher	<p>REPRESENTATIONS</p> <p>Graphing linear equations/sequences, coordinate geometry and Real-life graphs</p> <p>Graphing quadratic, cubic and other graphs</p> <p><b>TASKS:</b>  <b>!! PLEASE LOG IN TO MY MATHS FIRST !!</b>  <b>Login:SWHS Password: Radius</b></p> <p><u><a href="#">Lessons 5-8, E - cubic graphs, exponential graphs.</a></u></p>	<p>REASONING WITH ALGEBRA            Quadratics and their graphs.            Cubic &amp; circle graphs</p> <p><b>TASKS:</b>  <i>Please Login into Mymaths.co.uk first using Login: swhs and password: radius before clicking a link Quadratics:</i></p> <p><u><a href="https://app.mymaths.co.uk/myportal/library/9/85/894">https://app.mymaths.co.uk/myportal/library/9/85/894</a></u>  <u><a href="https://app.mymaths.co.uk/3267-lesson/properties-of-quadratics">https://app.mymaths.co.uk/3267-lesson/properties-of-quadratics</a></u></p> <p><b>Cubic:</b>  <u><a href="https://app.mymaths.co.uk/3266-lesson/sketching-cubic-graphs">https://app.mymaths.co.uk/3266-lesson/sketching-cubic-graphs</a></u></p> <p><b>Circle:</b> <u><a href="https://app.mymaths.co.uk/227-lesson/equations-of-circles">https://app.mymaths.co.uk/227-lesson/equations-of-circles</a></u></p> <p><b>Trigonometry (whole section)</b> <u><a href="https://app.mymaths.co.uk/myportal/library/9/86/911">https://app.mymaths.co.uk/myportal/library/9/86/911</a></u></p> <p><b>Data Handling</b> <u><a href="https://app.mymaths.co.uk/362-lesson/cumulative-frequency-1">https://app.mymaths.co.uk/362-lesson/cumulative-frequency-1</a></u></p> <p><u><a href="https://app.mymaths.co.uk/364-lesson/box-and-whisker-plots">https://app.mymaths.co.uk/364-lesson/box-and-whisker-plots</a></u></p> <p><u><a href="https://app.mymaths.co.uk/365-lesson/histograms">https://app.mymaths.co.uk/365-lesson/histograms</a></u></p>

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Music	<p>How do I achieve a high mark in performing?</p> <p>Component 2 – Marking past performances and completing two of their own performances</p> <p><b>TASKS:</b> Please see the full task on Google Classroom.</p> <p>1. Listen to the past student performances on Google Classroom.</p> <p>2. Mark the past performances, giving reasons for your marks</p> <p>Lessons 2 and 3 are on Google Classroom</p>	<p>How can I use technical language to explain elements of music used in 'The Clock' and achieve a high mark in composing?</p> <p>Component 1 – Learn how to analyse 'The Clock' by Haydn (set work)</p> <p>Component 3 - Composing Complete free composition and start composition to a brief</p> <p><b>TASKS:</b></p> <p>Watch the following video: <a href="https://www.youtube.com/watch?v=mTlVtVPrOFo">https://www.youtube.com/watch?v=mTlVtVPrOFo</a></p> <p>Describe the music as fully as you can.</p> <p>Now watch this video which shows the music notation that you can follow</p> <p><a href="https://www.youtube.com/watch?v=KpCwYkzUUaw">https://www.youtube.com/watch?v=KpCwYkzUUaw</a></p> <p>What are the most noticeable features of the piece? Can you spot anything you hadn't noticed when watching the first video?</p> <p>Use DR TT TAM SMITHE to help you.</p> <p>Lessons 2 and 3 are on Google Classroom</p>
PE - Games	<p>Can you develop your knowledge, skills and understanding in competitive or non-competitive activities?</p> <p>Badminton Benchball Dodgeball Football Basketball</p> <p><b>TASKS:</b> <a href="https://www.youtube.com/watch?v=BDigyoBrHms">https://www.youtube.com/watch?v=BDigyoBrHms</a></p>	

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PE - Sport	<p>R041 What are the different factors which influence the risk of injury?</p> <p>Reducing the Risk of Sports Injuries LO1: Understand different factors which influence the risk of injury – extrinsic and intrinsic factors.</p> <p>R042 What are the principles of training in a sporting context ?</p> <p>Principles of Training LO1: Know the principles of training in a sporting context</p> <p><b>TASKS:</b> <i>Follow all instructions on the Google classroom stream from your class teacher and complete all tasks by the set deadline.</i></p>	<p>R043 What are the key components of the musculo-skeletal and cardio-respiratory systems?</p> <p>The Body's Response to Physical Activity LO1: Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles</p> <p>R045 What are the nutrients needed for a healthy, balanced diet?</p> <p>Sports Nutrition LO1: Know about the nutrients needed for a healthy, balanced diet</p> <p><b>TASKS:</b> <i>Follow all instructions on the Google classroom stream from your class teacher and complete all tasks by the set deadline.</i></p>
Science - Biology (Combined)	<p>How do you build a plant? Plant cells Microscopy Plant Transport</p> <p><b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a></p>	<p>What has made me, me? Inheritance DNA (C: DNA – polymers SEPS) Genetic engineering Variation Selective breeding</p> <p><b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a></p>
Science - Biology (Separate)	<p>How do you build a plant? Plant cells Microscopy Plant Transport Photosynthesis Limiting factors</p> <p><b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a></p>	<p>What has made me, me? Inheritance DNA (C: DNA – polymer SEPS) Protein synthesis Genetic engineering Variation Selective breeding</p> <p><b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a></p>

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Science - Chemistry (Combined)	What can I do with metals? Properties of metals Reactions with acids Metal oxide, hydroxide and carbonate reactions  RP 8 -MAKING SALTS  <b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a>	What is the problem with oil? (B: DNA – all) Separating crude oil, cracking long chains to meet demand, Alkene Properties  <b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a>
Science - Chemistry (Triple)	What can I do with metals? Properties of metals Reactions with acids Metal oxide, hydroxide and carbonate reactions Titration reactions. RP 1-MAKING SALTS  <b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a>	What is the problem with oil? (B: DNA – all) Fractional distillation, combustion, cracking, Alkene reactions Polymerisation and polymer disposal  <b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a>
Science - Physics (Combined)	Is the world predictable? Magnets State changes Heat capacity  <b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a>	What do a microwave and a sunbed have in common? Electromagnetic Spectrum Wave behaviour  <b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a>
Science - Physics (Separate)	Is the world predictable? Moments Magnets State change Heat capacity Gas pressure  <b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a>	How important is conservation? Energy transfers Momentum Complex circuits  <b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a>
Science - Psychology	What are research methods? paper1 and paper 2  <b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a>	Paper 2 Why do we sleep and dream? Sleep and dreaming  <b>TASKS:</b> <a href="http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf">http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</a>