

### Absence Catch Up Work

Absence from school can lead to large learning gaps in pupils' knowledge. Compulsory Catch Up for any absence will provide pupils with the support to catch up on any learning that has been missed through absence or suspensions. When a pupil has been absent from a lesson, they are expected to catch up in their own time on any work that has been missed. When pupils return from an absence, they will be given a Compulsory Catch Up Log to make a record of the work they have missed for each subject. Once the pupils have completed the work (bring in notes as well as completion of online tasks), they must bring their Catch-Up log and notes to their subject teacher who will sign it to confirm they have completed the relevant work for that subject. Pupils are required to complete all catch-up work before Friday of the week following their absence. Pupils who have not completed all catch-up work will be required to stay for compulsory lesson 6 on the Friday of the week following their absence where the school will provide support.

Please find below the links to relevant learning this week for each subject.

Maths – Login to SPARX, click on the Independent Learning tab and then enter the SPARX code below					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 7	<b>Unit 1 - Algebra</b> Algebraic Notation				
	M830	M830	M813	M813	M813
Year 8	<b>Unit 7 - Number</b> Prime Factorisation				
	M108	M108	M698	M227	M365
Year 9	<b>Unit 12 – Statistics</b> MMMR from Frequency Table				
	M127	M127	M127	M287	M287
Year 10	<b>Unit 18 – Probability and Statistics</b> MMMR from frequency table <b>Unit 18 – Statistics</b> Representations of data (tailored)				
	U569 U200	U569 U909	U877 U557	U877 U506	U877 U193
Year 11	<b>Unit 24 – 2D Geometry</b> Loci <b>Unit 23 - Algebra</b> Solve inequalities (tailored)				
	U245 U509	U787 U759	U979 U145	U820 U337	U820 U337

## ENGLISH

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Year 7</b>	<u>Greek Myths</u> Understanding Narratives	<u>Greek Myths</u> Understanding Narratives	<u>Greek Myths</u> Understanding Narratives	<u>Greek Myths</u> Understanding Narratives	<u>Greek Myths</u> Understanding Narratives
<b>Year 8</b>	<u>Poetic Terminology</u> Revision of key terms	<u>Poetic Terminology</u> Revision of key terms	<u>Contextual Factors</u> Inequality Context	<u>Contextual Factors</u> Inequality Context	<u>Contextual Factors</u> Inequality Context
<b>Year 9</b>	<u>Descriptive Writing</u> Planning & Preparation	<u>Descriptive Writing</u> Planning & Preparation	<u>Descriptive Writing</u> Planning & Preparation	<u>Descriptive Writing</u> Planning & Preparation	<u>Descriptive Writing</u> Planning & Preparation
<b>Year 10</b>	<u>Macbeth – Act 2</u> Analysis & Quotations	<u>Macbeth – Act 2</u> Analysis & Quotations	<u>Macbeth – Act 2</u> Analysis & Quotations	<u>Macbeth – Act 2</u> Analysis & Quotations	<u>Macbeth – Act 2</u> Analysis & Quotations
<b>Year 11</b>	<u>A Christmas Carol – Stave 2</u> Analysis & Key Quotations	<u>A Christmas Carol – Stave 2</u> Analysis & Key Quotations	<u>A Christmas Carol – Stave 2</u> Analysis & Key Quotations	<u>A Christmas Carol – Stave 2</u> Analysis & Key Quotations	<u>A Christmas Carol – Stave 2</u> Analysis & Key Quotations

## SCIENCE

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Year 7</b>	<a href="#">Forces and Space – The Earth 2</a>	<a href="#">Forces and Space – The Moon</a>	<a href="#">Forces and Space – Beyond the Solar System</a>	<a href="#">Forces and Space – Beyond the Milky Way</a>	
<b>Year 8</b>	<a href="#">Forces and Motion – Whole Topic</a>	<a href="#">Forces and Motion – Working Scientifically 1</a>	<a href="#">Plants and Photosynthesis – Root Hair Cells</a>	<a href="#">Plants and Photosynthesis - Photosynthesis</a>	
<b>Year 9</b>	<a href="#">B1 – Exchange Surfaces 2</a>	<a href="#">B1 – Surface Area:Volume Ratio</a>	<a href="#">B1 – Surface area to Volume Ratio</a>	<a href="#">B1 – Whole Topic</a>	
<b>Year 10</b>	<a href="#">P2 – Circuit Diagrams</a>	<a href="#">P2 – Circuit Symbols</a>	<a href="#">P2 - Current</a>	<a href="#">P2 – Current Equation</a>	<a href="#">P2 – Current Calculations</a>
<b>Year 11</b>	<a href="#">P5 – Velocity vs Speed</a>	<a href="#">P5 - Vectors</a>	<a href="#">P5 – Contact and Non-Contact Forces</a>	<a href="#">P5 - Weight</a>	<a href="#">P5 – Centre of Mass</a>

<b>HISTORY</b>			
	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<b>Year 7</b>	<a href="#"><u>Seneca - Learn 2x Faster</u></a>	<a href="#"><u>Seneca - Learn 2x Faster</u></a>	
<b>Year 8</b>	<a href="#"><u>Seneca - Learn 2x Faster</u></a>	<a href="#"><u>Seneca - Learn 2x Faster</u></a>	
<b>Year 9</b>	<a href="#"><u>Seneca - Learn 2x Faster</u></a>	<a href="#"><u>Seneca - Learn 2x Faster</u></a>	
<b>Year 10</b>	<a href="#"><u>Seneca - Learn 2x Faster</u></a>	<a href="#"><u>Seneca - Learn 2x Faster</u></a>	<a href="#"><u>Seneca - Learn 2x Faster</u></a>
<b>Year 11</b>	Ensure that your Norton Priory Booklet is complete and hand in to DME	Ensure that your Norton Priory Booklet is complete and hand in to DME	Ensure that your Norton Priory Booklet is complete and hand in to DME

GEOGRAPHY			
	Lesson 1	Lesson 2	Lesson 3
<b>Year 7</b>	<b>Middle East</b> <u>Seneca - Learn 2x Faster</u>	<u>Climate in Middle East</u> <u>Seneca - Learn 2x Faster</u>	
<b>Year 8</b>	<u>Uneven Development</u> <u>Seneca - Learn 2x Faster</u>	<u>Factors affecting Development</u> <u>Seneca - Learn 2x Faster</u>	
<b>Year 9</b>	<u>Nutrient cycle in Rainforest</u> <u>Seneca - Learn 2x Faster</u>	<u>Plant and Animal Adaptions</u> <u>Seneca - Learn 2x Faster</u>	
<b>Year 10</b>	<u>Uneven Development</u> <u>Seneca - Learn 2x Faster</u>	<u>Reduce the Developemnt Gap</u> <u>Seneca - Learn 2x Faster</u>	<u>Tourism in Jamaica</u> <u>Seneca - Learn 2x Faster</u>
<b>Year 11</b>	<u>UK Economy</u> <u>Seneca - Learn 2x Faster</u>	<u>Impacts of Industry on the environment</u> <u>Seneca - Learn 2x Faster</u>	<u>Changes in UK rural Areas</u> <u>Seneca - Learn 2x Faster</u>

## SPANISH

	Lesson 1	Lesson 2	Lesson 3
Year 7	<u>Seneca - Learn 2x Faster</u> Pets – make notes of vocab learnt	<u>Seneca - Learn 2x Faster</u> Colours – make notes of vocab learnt	
Year 8	<u>Seneca - Learn 2x Faster</u> Music – make notes of vocab learnt	<u>Seneca - Learn 2x Faster</u> TV – make notes of vocab learnt	
Year 9	<u>Seneca - Learn 2x Faster</u> Making a reservation – make notes of vocab learnt	<u>Seneca - Learn 2x Faster</u> Holidays – exam style questions – make notes of vocab learnt	
Year 10	<u>Seneca - Learn 2x Faster</u> Healthy life – make notes of vocab learnt	<u>Seneca - Learn 2x Faster</u> Unhealthy life – make notes of vocab learnt	<u>Seneca - Learn 2x Faster</u> Asking questions – make notes of vocab learnt
Year 11	<u>Seneca - Learn 2x Faster</u> Future tense – make notes of vocab learnt	<u>Seneca - Learn 2x Faster</u> <u>Seneca - Learn 2x Faster</u> Asking questions – make notes of vocab learnt	<u>Seneca - Learn 2x Faster</u> Making comparisons – make notes of vocab learnt

RE			
	Lesson 1	Lesson 2	
Year 7	<p>L9 - How do Hindus worship in the Mandir? Page 52-57</p> <p><a href="#">Y7 C1 RE booklet - What are B+Vs &amp; To what extent does Hinduism teach us about reality 2023-24 KBE.pdf</a></p>		
Year 8	<p>L9 – How does belief in Salvation affect Christians? Page 53-59</p> <p><a href="#">Y8 C1 RE booklet - Was Jesus God incarnate 2023-24 KBE.pdf</a></p>		
Year 9	<p>The influence of the afterlife</p> <p><a href="#">Seneca - Learn 2x Faster</a></p>		
Year 10	<p>Worship</p> <p><a href="#">Seneca - Learn 2x Faster</a></p>		<p>10 Obigatory Acts</p> <p><a href="#">Seneca - Learn 2x Faster</a></p>
Year 11	<p>Families</p> <p><a href="#">Seneca - Learn 2x Faster</a></p>		<p>Families Christian view</p> <p><a href="#">Seneca - Learn 2x Faster</a></p>



## ART

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Year 7</b>	Produce a wasp drawing using the mark making we have explored in class. Use google and secondary sources to look at appropriate images.				
<b>Year 8</b>	Create and sketch your own Paolozzi mechanical sculpture, this can be any shape. Use google and secondary sources to look at appropriate images				
<b>Year 9</b>	Create and sketch your own Clark derelict building, this can be in any medium shape. Use google and secondary sources to look at appropriate images.				
<b>Year 10</b>	Make notes on the following clip for Development of Ideas: <a href="#">GCSE Art   Assessment Objective 2</a>	Make notes on the following clip for Development of Ideas: <a href="#">GCSE Art   Assessment Objective 2</a> How can you improve your work?	Make notes on the following clip for Development of Ideas: <a href="#">GCSE Art   Assessment Objective 2</a> How can you improve your work?		
<b>Year 11</b>	Produce 4 extras studies to support your sketchbook work for component 1.	Produce 4 extras studies to support your sketchbook work for component 1.	Produce 4 extras studies to support your sketchbook work for component 1.	Produce 4 extras Produce 4 extras studies to support your sketchbook work for component 1.	Produce 4 extras studies to support your sketchbook work for component 1.

ICT					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 7	<a href="#"><u>Creative Commons licences - Copyright and intellectual property - KS3 ICT Revision - BBC Bitesize</u></a>				
Year 8	<a href="#"><u>Database uses - Databases - KS3 ICT Revision - BBC Bitesize</u></a>				
Year 9	<a href="#"><u>Social media websites - Multimedia applications - CCEA - GCSE Digital Technology (CCEA) Revision - BBC Bitesize</u></a>				
Year 10	<a href="#"><u>View module: "Component 1 - Exploring user interface design principles and project"</u></a>				
Year 11	<a href="#"><u>View assignment: "COMPONENT 2: Collecting, Presenting and Interpreting Data"</u></a>				

TRAVEL AND TOURISM			
	Lesson 1	Lesson 2	Lesson 3
Year 10	<a href="#">Task 1b Organisations Working Together.pptx</a>	<a href="#">Task 1b Organisations Working Together.pptx</a>	<a href="#">Task 1b Organisations Working Together.pptx</a>
Year 11	Task 2 <a href="#">task 2.pptx</a>	Task 2 <a href="#">task 2.pptx</a>	Task 2 <a href="#">task 2.pptx</a>

Hospitality and Catering					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 10	<a href="#">AO4 combined PPT.pptx</a> 114-120	Dem	<a href="#">AO4 combined PPT.pptx</a> 121-128		
Year 11	Knowledge organiser Revision	Knowledge organiser Revision	Knowledge organiser Revision		

Sports studies					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 10	<a href="#">(14) Teams and Channels   General   Microsoft Teams</a>	<a href="#">(14) Teams and Channels   General   Microsoft Teams</a>	<a href="#">(14) Teams and Channels   General   Microsoft Teams</a>		

	Instructions and assignments set in teams	Instructions and assignments set in teams	Instructions and assignments set in teams		
Year 11	<p>RCWC- link below</p> <p>1. External factors affecting decline in live spectatorship</p> <p>2. Ethical appropriateness of sponsors</p> <p><a href="#">R186 Sport and the media 2021 onwards new2.pub</a></p>	<p>1) Using sporting examples explain how the demand of the sport has lead to changes in the scheduling of fixtures?</p> <p>2) Why has the gender divide in income continued to grow?</p> <p>3) How can off field behaviours effect the reputation of role models in sport?</p> <p>4) Explain what is meant by the coverage of inappropriate behaviour on field, give 2 examples?</p> <p>5) Why did Sir Bradley Wiggins see his hero reputation rejected and become a villain?</p>	<p>1) Can you give two examples of where athletes are disregarding the rules on sportsmanship and gamesmanship?</p> <p>2) How have Formula 1 tried to improve ethical awareness of sponsors?</p> <p>3) What could happen to kids playing football if they see aggression and cheating go unpunished on a Saturday in the Premier League?</p> <p>4) Explain how are referees and official's in sport coming under more scrutiny with the introduction of new technology in sport?</p>	<p><a href="#">CUP Sport Studies Student Book.pdf</a></p> <p>Page 204- 205</p> <p>Make notes on the case study of racial abuse on social media and answer the questions.</p>	



			<b>5) What do we mean by the term “Ethical appropriateness of sponsors”</b>		
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