

### 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><br>Substitution   |           |           |           |           |
|   | M521  | M521      | M417      | M417      | M327      |
| Year 8  | <b>Unit 7 - Number</b><br>Sets and Venn diagrams  |           |           |           |           |
|   | M384  | M384      | M384      | M384      | M384      |
| Year 9  | <b>Unit 12 – Statistics</b><br>Frequency diagrams   |           |           |           |           |
|   | M899  | M899      | M899      | U280      | U280      |
| Year 10   | <b>Unit 18 – Probability and Statistics</b><br>Cumulative Frequency and Box Plots<br><b>Unit 18 – Statistics</b><br>Frequency Polygons and comparing (tailored) |           |           |           |           |
|   | U182 U840   | U642 U840 | U879 U520 | U837 U520 | U507 U520 |
| Year 11   | <b>Unit 24 – 2D Geometry</b><br>Bearings<br><b>Unit 23 - Algebra</b><br>Sequences (tailored)  |           |           |           |           |
|   | U525 U213   | U107 U498 | U107 U498 | U164 U530 | U164 U530 |

## ENGLISH

|         | Lesson 1  | Lesson 2  | Lesson 3  | Lesson 4  | Lesson 5  |
|---------|---|---|---|---|---|
| Year 7  | <u>Narrative Writing</u><br><br>Developing Writing Skills               | <u>Narrative Writing</u><br><br>Developing Writing Skills               | <u>Narrative Writing</u><br><br>Developing Writing Skills               | <u>Narrative Writing</u><br><br>Developing Writing Skills               | <u>Narrative Writing</u><br><br>Developing Writing Skills               |
| Year 8  | <u>Letter Writing</u><br><br>Developing Writing Skills                  | <u>Letter Writing</u><br><br>Developing Writing Skills                  | <u>Newspaper Articles</u><br><br>Developing Writing Skills              | <u>Newspaper Articles</u><br><br>Developing Writing Skills              | <u>Newspaper Articles</u><br><br>Developing Writing Skills              |
| Year 9  | <u>Gothic Fiction &amp; Victorian England</u><br><br>Contextual Factors | <u>Gothic Fiction &amp; Victorian England</u><br><br>Contextual Factors | <u>Gothic Fiction &amp; Victorian England</u><br><br>Contextual Factors | <u>Gothic Fiction &amp; Victorian England</u><br><br>Contextual Factors | <u>Gothic Fiction &amp; Victorian England</u><br><br>Contextual Factors |
| Year 10 | <u>Macbeth - Act 3</u><br><br>Analysis and Key Quotations               | <u>Macbeth - Act 3</u><br><br>Analysis and Key Quotations               | <u>Macbeth - Act 3</u><br><br>Analysis and Key Quotations               | <u>Macbeth - Act 3</u><br><br>Analysis and Key Quotations               | <u>Macbeth - Act 3</u><br><br>Analysis and Key Quotations               |
| Year 11 | <u>Stave 1 - Recap</u><br><br>Analysis & Key Quotations                 | <u>Stave 1 - Recap</u><br><br>Analysis & Key Quotations                 | <u>Stave 1 - Recap</u><br><br>Analysis & Key Quotations                 | <u>Stave 1 - Recap</u><br><br>Analysis & Key Quotations                 | <u>Stave 1 - Recap</u><br><br>Analysis & Key Quotations                 |

## SCIENCE

|                | Lesson 1   | Lesson 2   | Lesson 3   | Lesson 4  | Lesson 5  |
|----------------|--|--|--|---|---|
| <b>Year 7</b>  | <a href="#">Cycle 1 - Revision</a>                 | <a href="#">Cycle 1 – Revision 2</a>                               | <a href="#">Cycle 1 – Revision 3</a>   | <a href="#">Cycle 1 – Revision 4</a>                        |   |
| <b>Year 8</b>  | <a href="#">Plants and Photosynthesis - Leaves</a> | <a href="#">Plants and Photosynthesis – Rate of Photosynthesis</a> | <a href="#">Plants and Photosynthesis – Testing the Rate of Photosynthesis</a> | <a href="#">Plants and Photosynthesis – Water in Plants</a> |   |
| <b>Year 9</b>  | <a href="#">P3 – Particle Model of Matter</a>      | <a href="#">P3 – Particle Model of Matter 2</a>                    | <a href="#">P3 – States of Matter</a>  | <a href="#">P3 - Gas Pressure 1</a>                         |   |
| <b>Year 10</b> | <a href="#">P2 – Potential Difference</a>          | <a href="#">P2 – Calculating Voltage</a>                           | <a href="#">P2 – Voltage Calculations</a>                                      | <a href="#">P2 – Series Circuits</a>                        | <a href="#">P2 – Parallel Circuits</a>  |
| <b>Year 11</b> | <a href="#">P5 – Resultant Forces</a>              | <a href="#">P5 – Identifying Forces</a>                            | <a href="#">P5 – Stretching a Spring</a>                                       | <a href="#">P5 – Elastic and Inelastic Deformation</a>      | <a href="#">P5 – Hookes Law Equation</a><br><a href="#">Hookes Law Equation 2</a> |

| HISTORY |   |   |   |
|---------|---|---|---|
|         | Lesson 1  | Lesson 2  | Lesson 3  |
| Year 7  | <a href="#"><u>Seneca - Learn 2x Faster</u></a> | <a href="#"><u>Seneca - Learn 2x Faster</u></a> |   |
| Year 8  | <a href="#"><u>Seneca - Learn 2x Faster</u></a> | <a href="#"><u>Seneca - Learn 2x Faster</u></a> |   |
| Year 9  | <a href="#"><u>Seneca - Learn 2x Faster</u></a> | <a href="#"><u>Seneca - Learn 2x Faster</u></a> |   |
| Year 10 | <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> |
| Year 11 | <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>GEOGRAPHY</b> |  |   |   |
|------------------|--|---|---|
|                  | <b>Lesson 1</b>  | <b>Lesson 2</b>   | <b>Lesson 3</b>   |
| <b>Year 7</b>    | <u>The MIDDLE EAST</u><br><b><u>Seneca - Learn 2x Faster</u></b>                   | <u>CLIMATE ZONES IN MIDDLE EAST</u><br><b><u>Seneca - Learn 2x Faster</u></b> |   |
| <b>Year 8</b>    | <u>UNEVEN DEVELOPMENT</u><br><b><u>Seneca - Learn 2x Faster</u></b>                | <u>CASE STUDY OF A LIC COUNTRY</u><br><b><u>Seneca - Learn 2x Faster</u></b>  |   |
| <b>Year 9</b>    | <u>GLOBLAL DISTRIBUTION OF RESOURCES</u><br><b><u>Seneca - Learn 2x Faster</u></b> | <u>FOOD IN THE UK</u><br><b><u>Seneca - Learn 2x Faster</u></b>               |   |
| <b>Year 10</b>   | <u>TROPICAL RAINFOREST</u><br><b><u>Seneca - Learn 2x Faster</u></b>               | <u>PLANT ADAPTIONS</u><br><b><u>Seneca - Learn 2x Faster</u></b>              | <u>BIODIVERSITY RAINFORESTS</u><br><b><u>Seneca - Learn 2x Faster</u></b> |
| <b>Year 11</b>   | <u>UK ECONOMY</u><br><b><u>Seneca - Learn 2x Faster</u></b>                        | <u>POST INDUSTRIAL UK</u><br><b><u>Seneca - Learn 2x Faster</u></b>           | <u>IMPACTS OF INDUSTRY</u><br><b><u>Seneca - Learn 2x Faster</u></b>      |

| SPANISH |  |   |   |
|---------|--|---|---|
|         | Lesson 1   | Lesson 2  | Lesson 3  |
| Year 7  | <a href="#">Seneca - Learn 2x Faster</a><br><a href="#">Seneca - Learn 2x Faster</a><br>Definite and indefinite articles | <a href="#">Seneca - Learn 2x Faster</a><br>Adjectives  |   |
| Year 8  | <a href="#">Seneca - Learn 2x Faster</a><br>TV Shows   | <a href="#">Seneca - Learn 2x Faster</a><br>Comparisons   |   |
| Year 9  | <a href="#">Seneca - Learn 2x Faster</a><br>Time expressions   | <a href="#">The preterite tense - regular verbs - Revising Spanish grammar - preterite tense - AQA - GCSE Spanish Revision - AQA (for exams until 2025) - BBC Bitesize</a><br>Preterite tense |   |
| Year 10 | <a href="#">Seneca - Learn 2x Faster</a><br>Healthy living – translations  | <a href="#">Regular verbs - Revising Spanish grammar - imperfect tense - AQA - GCSE Spanish Revision - AQA (for exams until 2025) - BBC Bitesize</a><br>Imperfect tense                       | <a href="#">Irregular verbs - Revising Spanish grammar - imperfect tense - AQA - GCSE Spanish Revision - AQA (for exams until 2025) - BBC Bitesize</a><br>Irregular imperfect |
| Year 11 | <a href="#">Seneca - Learn 2x Faster</a><br>Charity work   | <a href="#">Seneca - Learn 2x Faster</a><br>Poverty and homelessness  | <a href="#">Seneca - Learn 2x Faster</a><br>Charity work 2  |

| RE      |   |  |
|---------|---|--|
|         | Lesson 1  | Lesson 2   |
| Year 7  | <p>L10 – How do Hindus worship at Home?</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>L10 – How can we make connections in the Big story of the Bible?</p> <p><a href="#">Y8 C1 RE booklet - Was Jesus God incarnate 2023-24 KBE.pdf</a></p>                     |  |
| Year 9  | <p>Revision</p> <p><a href="#">Seneca - Learn 2x Faster</a></p>   |  |
| Year 10 | <p>Shahadah</p> <p><a href="#">Seneca - Learn 2x Faster</a></p>   | <p>Salah</p> <p><a href="#">Seneca - Learn 2x Faster</a></p>           |
| Year 11 | <p>Families Islamic view</p> <p><a href="#">Seneca - Learn 2x Faster</a></p>  | <p>Gender equality</p> <p><a href="#">Seneca - Learn 2x Faster</a></p> |





| ART            |   |   |   |
|----------------|---|---|---|
|                | Lesson 1  | Lesson 2  | Lesson 3  |
| <b>Year 7</b>  | Produce a fly drawing using the mark making we have explored in class. Use google and secondary sources to look at appropriate images.  |   |   |
| <b>Year 8</b>  | Produce a T shirt design using mechanical illustration as inspiration. Use google and secondary sources to look at appropriate images.  |   |   |
| <b>Year 9</b>  | Produce a design for an urban decay sculpture. Use google and secondary sources to look at appropriate images.  |   |   |
| <b>Year 10</b> | Make notes on the following clip for Visual Research and Recording: <a href="#">GCSE Art   Assessment Objective 3</a>   | Make notes on the following clip for Visual Research and Recording: <a href="#">GCSE Art   Assessment Objective 3</a><br>How can you improve your work? | Make notes on the following clip for Visual Research and Recording: <a href="#">GCSE Art   Assessment Objective 3</a><br>How can you improve your work? |
| <b>Year 11</b> | Practice your observational drawing skills through recording. Select the most appropriate material/technique and produce a developed study from your own work, this will take longer than 1 session and can be completed and reworked in class. |   |   |

| ICT     |  |          |          |
|---------|--|----------|----------|
|         | Lesson 1   | Lesson 2 | Lesson 3 |
| Year 7  | <a href="#"><u>Different ways to present information - Presenting information on computers - KS3 ICT Revision - BBC Bitesize</u></a>           |          |          |
| Year 8  | <a href="#"><u>Storing data in tables - Databases - KS3 ICT Revision - BBC Bitesize</u></a>  |          |          |
| Year 9  | <a href="#"><u>Multimedia authoring concepts - Multimedia applications - CCEA - GCSE Digital Technology (CCEA) Revision - BBC Bitesize</u></a> |          |          |
| Year 10 | Looking at the Project Proposal and completing the work plan   |          |          |
|         | <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="#"><u>Task 1b Organisations Working Together.pptx</u></a> | <a href="#"><u>Task 1b Organisations Working Together.pptx</u></a> | <a href="#"><u>Task 1b Organisations Working Together.pptx</u></a> |
| Year 11            | Impaired Traveller<br><a href="#"><u>task 2.pptx</u></a>           | Impaired Traveller<br><a href="#"><u>task 2.pptx</u></a>           | Impaired Traveller<br><a href="#"><u>task 2.pptx</u></a>           |

| HOSPITALITY AND CATERING |            |           |  |
|--------------------------|------------|-----------|--|
|                          | Lesson 1   | Lesson 2  | Lesson 3   |
| Year 10                  | Practical  | Practical | <a href="#"><u>AO4 combined PPT.pptx</u></a><br>Slides 130-135 |
| Year 11                  | Coursework |           |  |

| <b>Sports Studies</b> |  |                         |                         |
|-----------------------|--|-------------------------|-------------------------|
|                       | <b>Lesson 1</b>  | <b>Lesson 2</b>         | <b>Lesson 3</b>         |
| <b>Year 10</b>        | Work is in Teams Folder  | Work is in Teams Folder | Work is in Teams Folder |
| <b>Year 11</b>        | <p><a href="#"><u>CUP Sport Studies Student Book.pdf</u></a></p> <p><b>Page 206</b></p> <p><b>Make notes on Athletes' appearances and links to mental health. (Heather fisher &amp; Rebecca Adlington)</b></p> <p><b>Answer question on page 207</b></p> |                         |                         |