

### 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	Unit 1 - Algebra Substitution				
	M327	M208	M208	M979	M979
Year 8	Unit 8 - Algebra Inequalities				
	M384	M384	M118	M118	M732
Year 9	Unit 12 – Statistics Errors in statistical diagrams				
	M899	M899	M899	U280	U280
Year 10	Unit 18 – Probability and Statistics Compound Measures Unit 18 – Statistics Pie Charts (tailored)				
	U151 U508	U910 U508	U527 U172	U966 U172	U462 U172
Year 11	Unit 24 – 2D Geometry Vectors Unit 23 - Algebra Angle Facts (tailored)				
	U632 U329	U903 U390	U660 U826	U781 U655	U560 U655

## ENGLISH

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Year 7</b>	<u>Inferences</u>  Reading Skills	<u>Inferences</u>  Reading Skills	<u>Inferences</u>  Reading Skills	<u>Inferences</u>  Reading Skills	<u>Inferences</u>  Reading Skills
<b>Year 8</b>	<u>Modern British Society</u>  Contextual Factors	<u>Modern British Society</u>  Contextual Factors	<u>Modern British Society</u>  Contextual Factors	<u>Modern British Society</u>  Contextual Factors	<u>Modern British Society</u>  Contextual Factors
<b>Year 9</b>	<u>Reading Formats - Revision</u>	<u>Reading Formats - Revision</u>	<u>Reading Formats - Revision</u>	<u>Reading Formats - Revision</u>	<u>Reading Formats - Revision</u>
<b>Year 10</b>	<u>Misconceptions Addressed</u>  Macbeth	<u>Misconceptions Addressed</u>  Macbeth	<u>Misconceptions Addressed</u>  Macbeth	<u>Misconceptions Addressed</u>  Macbeth	<u>Misconceptions Addressed</u>  Macbeth
<b>Year 11</b>	<u>Misconceptions Addressed</u>  Context & Plot Summary	<u>Misconceptions Addressed</u>  Context & Plot Summary	<u>Misconceptions Addressed</u>  Context & Plot Summary	<u>Misconceptions Addressed</u>  Context & Plot Summary	<u>Misconceptions Addressed</u>  Context & Plot Summary

## SCIENCE

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Year 7</b>	<a href="#"><u>Particles and Solutions - Particles</u></a>	<a href="#"><u>Particles and Solutions – States of Matter</u></a>	<a href="#"><u>Particles and Solutions – Changes of State</u></a>	<a href="#"><u>Particles and Solutions – Properties of States of Matter</u></a>	
<b>Year 8</b>	<a href="#"><u>Plants and Photosynthesis - Translocation</u></a>	<a href="#"><u>Plants and Photosynthesis – Translocation 2</u></a>	<a href="#"><u>Working Scientifically 1</u></a>	<a href="#"><u>Working Scientifically 2</u></a>	
<b>Year 9</b>	<a href="#"><u>P3 - Density</u></a>	<a href="#"><u>P3 – Density Equations</u></a>	<a href="#"><u>P3 – Calculating Density</u></a>	<a href="#"><u>P3 – Changes of State</u></a>	
<b>Year 10</b>	<a href="#"><u>P2 – Resistance</u></a>	<a href="#"><u>P2 – V=IR</u></a>	<a href="#"><u>P2 – Measuring Resistance</u></a>	<a href="#"><u>P2 – Ohmic Conductors</u></a>	<a href="#"><u>P2 – Ohms Law</u></a>
<b>Year 11</b>	<a href="#"><u>P5 – Elastic Potential Energy</u></a>	<a href="#"><u>P5 – Distance and Displacement</u></a>	<a href="#"><u>P5 –Distance Time Graphs</u></a>	<a href="#"><u>P5 – Velocity Time Graphs</u></a>	<a href="#"><u>P5 – Acceleration</u></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>

GEOGRAPHY			
	Lesson 1	Lesson 2	Lesson 3
<b>Year 7</b>	<a href="#"><u>Development of UAE</u></a> <b><a href="#"><u>Seneca - Learn 2x Faster</u></a></b>	<b>Water in Middle East</b> <b><a href="#"><u>Seneca - Learn 2x Faster</u></a></b>	
<b>Year 8</b>	<a href="#"><u>Aid</u></a> <b><a href="#"><u>Seneca - Learn 2x Faster</u></a></b>	<a href="#"><u>Comparing DCR with UK</u></a> <b><a href="#"><u>Seneca - Learn 2x Faster</u></a></b>	
<b>Year 9</b>	<a href="#"><u>Food Management</u></a> <b><a href="#"><u>Seneca - Learn 2x Faster</u></a></b>	<a href="#"><u>Sustainable foods</u></a> <b><a href="#"><u>Seneca - Learn 2x Faster</u></a></b>	
<b>Year 10</b>	<a href="#"><u>Deforestation</u></a> <b><a href="#"><u>Seneca - Learn 2x Faster</u></a></b>	<a href="#"><u>Impacts of deforestation</u></a> <b><a href="#"><u>Seneca - Learn 2x Faster</u></a></b>	<a href="#"><u>Case Study Amazon</u></a> <b><a href="#"><u>Seneca - Learn 2x Faster</u></a></b>
<b>Year 11</b>	<a href="#"><u>UK rural population change</u></a> <b><a href="#"><u>Seneca - Learn 2x Faster</u></a></b>	<a href="#"><u>Transport in the UK</u></a> <b><a href="#"><u>Seneca - Learn 2x Faster</u></a></b>	<a href="#"><u>North-South Divide in the UK</u></a> <b><a href="#"><u>Seneca - Learn 2x Faster</u></a></b>

SPANISH			
	Lesson 1	Lesson 2	Lesson 3
Year 7	<u>Y7 catch up</u> Look cover write check	<u>Y7 catch up</u> Look cover write check	
Year 8	<u>Seneca - Learn 2x Faster</u> Make notes of vocab	<u>Seneca - Learn 2x Faster</u> Make notes of vocab	
Year 9	<u>Seneca - Learn 2x Faster</u> Uses of the preterite	<u>The past tense - KS3 Spanish - BBC Bitesize</u> Forming the preterite	
Year 10	<u>Seneca - Learn 2x Faster</u> Illness – make notes of vocab	<u>Seneca - Learn 2x Faster</u> Exam style questions	<u>Seneca - Learn 2x Faster</u> Healthy life translations
Year 11	<u>Seneca - Learn 2x Faster</u> Future tense revision	<u>Seneca - Learn 2x Faster#</u> Customs and festivals revision	<u>Seneca - Learn 2x Faster</u> Social media revision

**RE**

	<b>Lesson 1</b>	<b>Lesson 2</b>
<b>Year 7</b>	<p>L11 What do Hindus believe about life after death? Page 65-69</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>	
<b>Year 8</b>	<p>L1 – Who is Buddha? Page 6-12</p> <p><a href="#">Y8 C2 RE booklet - Why is suffering key to Buddhism 2023-24 KBE.pdf</a></p>	
<b>Year 9</b>	<p><b>The Incarnation</b></p> <p><a href="#">Seneca - Learn 2x Faster</a></p>	
<b>Year 10</b>	<p><b>Mosques</b></p> <p><a href="#">Seneca - Learn 2x Faster</a></p>	
<b>Year 11</b>	<p><b>Gender equality – Christian View</b></p> <p><a href="#">Seneca - Learn 2x Faster</a></p>	<p><b>Gender equality – Islamic View</b></p> <p><a href="#">Seneca - Learn 2x Faster</a></p>



## ART

ART					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Year 7</b>	Produce a butterfly 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 poster for a Paolozzi exhibition. Use google and secondary sources to look at appropriate images				
<b>Year 9</b>	Produce a poster for a Clark exhibition. Use google and secondary sources to look at appropriate images				
<b>Year 10</b>	Make notes on the following clip for the Personal Response/final art piece of your project: <a href="#">GCSE Art   Assessment Objective 4</a>	Make notes on the following clip for the Personal Response/final art piece of your project: <a href="#">GCSE Art   Assessment Objective 4</a>  How can you improve your own work?	Make notes on the following clip for the Personal Response/final art piece of your project: <a href="#">GCSE Art   Assessment Objective 4</a>  How can you improve your own work?		
<b>Year 11</b>	Practice your contextual analysis skills through annotating and explain how your chosen artist research has influenced your project and show how it influences the development stage of your project. Comment on the theme/inspiration, material and technique. This can be developed in class.	Practice your contextual analysis skills through annotating and explain how your chosen artist research has influenced your project and show how it influences the development stage of your project. Comment on the theme/inspiration, material and technique. This can be developed in class.	Practice your contextual analysis skills through annotating and explain how your chosen artist research has influenced your project and show how it influences the development stage of your project. Comment on the theme/inspiration, material and technique. This can be developed in class.	Practice your contextual analysis skills through annotating and explain how your chosen artist research has influenced your project and show how it influences the development stage of your project. Comment on the theme/inspiration, material and technique. This can be developed in class.	Practice your contextual analysis skills through annotating and explain how your chosen artist research has influenced your project and show how it influences the development stage of

					your project. Comment on the theme/inspiration, material and technique. This can be developed in class.
--	--	--	--	--	--

ICT					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 7	<a href="#">Applications - Presenting information on computers - KS3 ICT</a> <a href="#">Revision - BBC Bitesize</a>				
Year 8	<a href="#">Validation rules - Databases - KS3 ICT</a> <a href="#">Revision - BBC Bitesize</a>				
Year 9	<a href="#">Using scripting - Multimedia applications - CCEA - GCSE Digital Technology (CCEA)</a> <a href="#">Revision - BBC Bitesize</a>				
Year 10	Completing the Pre-Production section of the coursework by creating the design tools <a href="#">View module: "Component 1 - Exploring user interface design principles and project"</a>				
Year 11	<a href="#">View assignment: "COMPONENT 2: Collecting, Presenting and Interpreting Data"</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	<a href="#">task 2.pptx</a>	<a href="#">task 2.pptx</a>	<a href="#">task 2.pptx</a>

SPORTS STUDIES					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 10					
Year 11	<a href="#">CUP Sport Studies Student Book.pdf</a> Notes on user groups page 12- 16	<a href="#">CUP Sport Studies Student Book.pdf</a> Notes on possible barriers page 16- 21	<a href="#">CUP Sport Studies Student Book.pdf</a> Notes on solutions page 22- 25	<a href="#">CUP Sport Studies Student Book.pdf</a> Notes on Positive and negative popularity factors of sport pages 27- 31	