The purpose of this document is to provide some advice and guidance for families in the event of continued school closures. We know that you will be anxious about your sons and daughters missing lessons. We want to ensure that all students have access to appropriate learning activities, but we are also aware that, in the current climate, there is a huge amount of information being shared and that this in itself can be overwhelming for both pupils and parents.

Planning Learning Activities

Over the page, each department has provided activities for pupils to undertake. Obviously, every family will be experiencing a different set of individual circumstances which may impact on pupils’ ability to engage in school work. We understand this, but if schools do have to continue to be closed for a period of time, and your son or daughter is well, it may be useful to consider establishing a routine in order to maintain some sense of normality and structure. We would suggest establishing three subject-based activities per day of approximately 45 minutes. We would also encourage pupils to use any extra free time they have to read, to take exercise and to take some time to relax.

The details included here will provide a starting point. If necessary, we will update this information with further suggestions and resources. If possible, please keep in touch with the school electronically and via social media. Follow us on twitter @bryntirioncomp and use the school website http://www.bryntirioncs.bridgend.sch.uk/

Communication Tools

Suggested activities for distance learning for pupils will be emailed out to parents/pupils. The activities will be able to be accessed through TEAMS. All pupils have a username address which allows them to access Teams. The address is their school username@bryntirioncs.bridgend.sch.uk and the password will be the same as the one they use to log into the computer at school.

Teams

Teams are online collaborative working environments for teachers and learners. Staff can post material, information and assignments in the Team for pupils to view and complete.

To access Teams pupils’ access the school’s rmunify site, open One Drive and launch the Teams app.

Instructions on how to access the different online learning platforms is available on the school website, along with user guides for using Teams effectively. They are found in the useful links for pupils’ area of the website.

Finally, this Friday is a Bank Holiday in the UK, where we will be celebrating VE day. Information about how the school will mark this occasion have been sent out by email and we encourage as many of you as possible to get involved in a safe way.

Year Group Contact Details

If you or your child experience any difficulties in accessing home learning activities, please contact

<table>
<thead>
<tr>
<th>Head of Year</th>
<th>Mr A Farrell</th>
<th><a href="mailto:andrew.farrell@bridgend.gov.uk">andrew.farrell@bridgend.gov.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Head of Year</td>
<td>Miss N Simpson</td>
<td><a href="mailto:nadine.simpson@bridgend.gov.uk">nadine.simpson@bridgend.gov.uk</a></td>
</tr>
<tr>
<td>Year group SLT link</td>
<td>Mr H Williams</td>
<td><a href="mailto:huw.williams@bridgend.gov.uk">huw.williams@bridgend.gov.uk</a></td>
</tr>
<tr>
<td>School Admin</td>
<td>Admin</td>
<td><a href="mailto:admin.bryntirioncomp@bridgend.gov.uk">admin.bryntirioncomp@bridgend.gov.uk</a></td>
</tr>
</tbody>
</table>
Message from Mr Farrell to all Year 10 students

Activity from Claire O'Brien
Careers Wales Advisor based at Bryntirion

Note: If you have previously completed this there is no need to do it again, thank you!

Career Check

This questionnaire is designed to show how far you have got with planning your future.

We will use the answers you give to help us when we decide what services we need to offer you.

But it can also help you to see what progress you have made in planning your future, what you need to next and the support you might need from Careers Wales and others.

Click this link
Career Check 2020
Or
Type the Career Check URL in the search bar
https://www.smartsurvey.co.uk/s/CTFPO/

Please note that you need to use “Ysgol Bryntirion” when asked for your school.

It will also help us to see what sort of work you are interested in doing in the future and what affects the way you think about your future options.

Ensure you answer all questions fully:

✔ Name: Claire O’Brien

✗ Name: Claire
# Year 10 Home Learning

**Date 4th - 17th May**

## English

### Activity 1
- **Mr Vaughan’s Class**: write a formal letter using the template and guidance in Teams  
- **Mrs Markey’s Class**: Complete the activities about Veganism in the Practice Makes Perfect booklet on Teams. This includes writing a formal letter.  
- **Mrs Jones’ Class (10B3)** – Complete the worksheet on sequencing on TEAMS  
- **Mrs S Thomas Class (10B1)** - Read Chapter One of “Lord of the Flies” and complete work booklet as per assignment on TEAMS.  
- **Mrs Jones’ Class (10A4)** - Read Chapter One of “Lord of the Flies” - read the Ppt and complete the grid on Piggy and Ralph  
- **Miss A Thomas (10A2)** - Continue to work through the ‘Freedom’ Language GCSE booklet.  
- **Miss A Thomas (10B4)** - Use the picture prompt to plan and write a piece of descriptive writing.  
- **Miss Pope**: Complete writing task. The outline of the task and guidance are in Teams.  
- **Miss C Bevan 10B2** - Complete any outstanding activities. These include the daily 5 sentence SPAG activities, the Language Freedom Booklet and Boris Johnson’s speech analysis. Make sure that you are completing the 5 sentence SPAG activities that are uploaded daily. If you need help with these- make contact via Teams.  
- **Mr. Curtis**: Read Chapter 2 of Lord of the Flies and work through the Chapter 2 Foreshadowing Power point. Look at Slides 3 & 4 and answer the questions-How do the rest of the boys treat Piggy? What might this foreshadow?

### Activity 2
- **Mr Vaughan’s Class**: write an informal letter using the template and guidance in Teams  
- **Mrs Markey’s Class**: Complete the activities about the importance of sleep for teenagers in the Practice Makes Perfect booklet on Teams. There is no need to complete the formal letter in this section as you will have done this in Activity 1.  
- **Mrs Jones’ Class (10B3)** - Complete the worksheet on paragraphing on TEAMS  
- **Mrs S Thomas**: read chapter 2 of “Lord of the Flies”.  
- **Mrs Jones’ Class (10A4)** - Complete the Exam style question on Piggy.  
- **Miss A Thomas (10B4)** - Complete the ‘Reading Task 2’ worksheets on Teams.  
- **Miss Pope**: Complete Reading Task Two. The outline of the task and guidance are in Teams.  
- **Miss C Bevan 10B2** - Complete the Everest Adjectives and Description Worksheet.  
- **Mr. Curtis**: Look at Slides 5 & 6 the boys decide to build a fire. Look at the extract. How might the fire foreshadow future events in the novel?

### Activity 3
- **Mr Vaughan’s Class**: write a report using the template and guidance in Teams  
- **Mrs Markey’s class**: complete the activities about Zero Waste in Wales in the Practice Makes Perfect booklet on Teams. This includes writing a speech.  
- **Mrs Jones’ Class (10B3)**– Complete the comprehension style questions on Roald Dahl on Teams  
- **Mrs Jones’ Class (10A4)** - Complete slides 7 – 11 answering questions and Impressions question set on Teams.  
- **Miss Pope**: Complete Reading Task Two. The outline of the task and guidance are in Teams.  
- **Miss C Bevan 10B2** - Complete the Fortnite GCSE language paper.  
- **Mr. Curtis**: How does Golding present mood and atmosphere in the extract on Slide 8? Treat this like a 10 mark extract question; take 10 minutes to read and annotate and 20 minutes to write your answer.

### Resources
- **Miss A Thomas (10A2)** - Copy of the ‘Freedom’ Language GCSE booklet & the PDF copy of Lord of the Flies are already on Teams.  
- **Miss A Thomas (10B4)** - Both the descriptive writing prompt and the ‘Reading Tasks 2’ are on Teams.  
- **Miss Rimmer (10A1)** - All resources on Teams.  
- **Miss C Bevan 10B2** - All resources are on Teams. Any assistance should be requested via Teams.  
- **Mr. Curtis**: Lord of the Flies pdf and Chapter 2 Foreshadowing power point in Files on Teams.  
- **Extension Work**: Read Chapters 3&4.

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*Page 3 of 10*
### Maths

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
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</table>
| **Activity 1** | Higher Early Entry Sets 1 and 2 - See Spreadsheet on Teams for your weekly work  
Higher sets 3(LG) and 4(EE)- Money, Income Tax, Bills Exchange rates using Fractions, Decimals, Ratio and Percentages - MyMaths Homeworks and lessons  
Intermediate/Foundation Sets 5 to 11 - Algebra MyMaths Homeworks and lessons |
| **Activity 2** | Higher Early Entry sets 1 and 2 - See Spreadsheet on Teams for your weekly work  
Higher sets 3(LG) and 4(EE)- Money, Income Tax, Bills Exchange rates using Fractions, Decimals, Ratio and Percentages- MathsWatch Worksheets and lessons  
Intermediate/Foundation Sets 5 to 11 - Algebra MathsWatch Worksheets and lessons |
| **Activity 3** | Higher Early Entry sets 1 and 2 - See Spreadsheet on Teams for your weekly work  
Higher sets 3(LG) and 4(EE)- Money, Income Tax, Bills Exchange rates using Fractions, Decimals, Ratio and Percentages – NUMERACY ASSESSMENT. See your class Team  
Intermediate/Foundation Sets 5 to 11 - See your class Team for additional Activities, help and resources |

**Resources**
- [www.mathsdiy](http://www.mathsdiy)
- [www.mymaths.co.uk](http://www.mymaths.co.uk)
- [https://vle.mathswatch.co.uk/vle/](https://vle.mathswatch.co.uk/vle/)

### Biology

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>Activity 1</strong></td>
<td>2018 Past Paper</td>
</tr>
<tr>
<td><strong>Activity 2</strong></td>
<td>Self-Assessment using WJEC markscheme</td>
</tr>
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**Resources**
- 2018 Past Paper & markscheme

### Chemistry

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>Activity 1</strong></td>
<td>Microsoft Forms – Water potable supply</td>
</tr>
<tr>
<td><strong>Activity 2</strong></td>
<td>Microsoft Forms – Fluoridation and distillation</td>
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</table>

**Resources**
- Both Forms and notes to help will be in the assignment

### Physics

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Activity 1</strong></td>
<td>Microsoft Forms – Series Circuits</td>
</tr>
<tr>
<td><strong>Activity 2</strong></td>
<td>Microsoft Forms – Parallel Circuits</td>
</tr>
</tbody>
</table>

**Resources**
- All links and resources will be in the assignment
### Art

**Activity 1**
**Practical Task -**
**Observational Drawing using pencil of an object related to your new narrowed down chosen topic**
- You must refine your drawings as much as possible using tonal shading and fine detail to develop the realism in your drawing.

**Activity 2**
**Literacy Task -**
**a) Evaluate a piece of artwork by Cath Riley**
- Use the attached VCOP and Literacy Power Point (see Teams assignment week 2) to structure your evaluation. Choose any of Cath Riley’s realistic pencil drawings for your evaluation, maybe there is a piece of her work that links to your theme.

**b) Annotation: Self – evaluate your pencil drawing**
- Use the Literacy support power point (see Teams assignment week 2) to help you generate self-evaluative questions which will help you to extend your writing.

**Resources**
All resources needed to assist you in completing this task can be found in your Art Teams under the week 2 assignment. Please submit your work once completed via the Teams assignment.

### BTEC Sport

**Activity 1**
Choose any 4 of the below rules and legislation below: (and write in the first column of the worksheet)
- Health & Safety at Work Act 1994
- Health & Safety (First Aid) Regulations 1981
- Control of Substances Hazardous to Health (COSHH) 2002
- The Safety of Sports Grounds Act 1975
- The Children Act 2004

You need to do some research around each of the laws and describe why the law was put in place and why:
(complete in the second column – ‘Content’)
1. What is the law?
2. Why has it been introduced?
3. What does the employer have to do to make sure his employees are safe?

**Activity 2**
Link the law to a sporting or leisure industry (complete in the third column - ‘Examples).
Give a real life example of where the law is used.
Use the legislation help sheet (2) to help you with the research as there are lots of helpful links on there.

**Resources**
All resources are in Year 10 BTEC Sport Teams

### Business

**Activity 1**
Complete written question: Richer Sounds

**Activity 2**
Complete written question: Krusty Burger

**Resources**
Please read the document on Motivation Theory attached to the assignment in teams to understand the different theories.
**Computer Science**

**Activity 1**  
Unit 1 theory task  
- Access the Year 10 Computer Science Team to open the week’s Assignment - questions on the use hardware  
- Read the slideshow or the revision notes in the files section and answer the questions

**Activity 2**  
Unit 1 theory task  
- Access the Year 10 Computer Science Team to open the week’s Assignment - questions on number systems  
- Read the slideshow or the revision notes in the files section and answer the questions

**Resources**  
Year 10 Computer Science Team which has the number systems and hardware slideshows and revision notes in the Files section

**Catering**

**Activity 1**  
Read the PowerPoint (link below) and undertake the activity  
Read the task and complete the order of work task.

**Resources**  
https://teams.microsoft.com/l/message/19:4637e7accd2e41f7bf4d5b5618428c60@thread.tacv2/1588282378207?tenantId=3c6b8f67-4518-4d0-952a-350b8f2d7227&groupId=5038e708-6a3-4860-893a-a7934904ee2c&parentMessageId=1588282378207&teamName=Year%20Hospitality%20and%20Catering&channelName=General&createdTime=1588282378207  
https://teams.microsoft.com/l/message/19:fc4f3c8c6e9e4f14a1f9f37f7685a126@thread.tacv2/1588274151882?tenantId=3c6b8f67-4518-4d0-952a-350b8f2d7227&groupId=f61d09ac-3fe-47b-967-94f0e091e947&parentMessageId=1588274151882&teamName=Year%20Hospitality%20and%20Catering&channelName=General&createdTime=1588274151882

**Construction**

**Activity 1**  
If you have completed the first homework, you will have written about and described i) Plastering and ii) Jointing and Finishing.  
However, what comes next? We now need to cover the walls. We generally use paint, but we can also cover the walls with other materials/methods.  
Please can you describe in detail two full methods of completing the walls from the start to the end of the process.  
Look at the following: Painting walls and decorating.  
Wall papering walls and decorating.  
Both are very similar methods, but there are positives and negatives of both methods.  
Compare are contrast the different methods and give your reasons for which methods you would use in your house and for why?  
I expect a full A4 page on each method, and another A4 page comparing and contrasting the different methods plus your reasons for choosing the different methods. You can add images to aid your work.  
DO NOT JUST COPY AND PASTE!!!!!

**Resources**  
https://teams.microsoft.com/l/file/9ADF1C7-DB84-4205-874D-DE7659778C43?tenantId=3c6b8f67-4518-4d0-952a-350b8f2d7227&fileType=doc&objectUrl=https%3A%2F%2Fbryntirioncomp.sharepoint.com%2Fsites%2FYear10Construction%2FShared%20Documents%2F2%20General%20%20Construction%20Homework%20%20.docx&baseUrl=https%3A%2F%2Fbryntirioncomp.sharepoint.com%2Fsites%2FYear10Construction&serviceName=teams&threadId=19:b5d399c341e24d649c1dfe59ba216e8@thread.tacv2&groupId=9d15541a-e7e8-44f4-990b-2455e45e1f8c
**Engineering**

**Activity 1**  
Complete the mechanical assembly section of your folio.

**Activity 2**  
Start to work on the 003/004 of the knowledge section of the folio.

**Resources**  
All work is available on Teams.

**French**

**Activity 1**  
Translation page 11

**Activity 2**  
Reading page 12

**Resources**  
Holidays booklet saved in the files Year 10 French team

**Geography**

**Activity 1**  
All students should have completed the tasks set before Easter in order to complete Unit 2. Working through these is essential to completing the course. All tasks were set as Assignments through Teams within the Year 10 Geography Team.
  1. Complete the Global Cities and Connectivity task.
  2. Complete the tasks based on the location, growth, issues and solutions to the problems faced by Mumbai.

**Activity 2**  
This assignment compares the issues of Mumbai (a developing country) to Cardiff (a city within a Developed Country). It has been set as an assignment within Teams.

**Resources**  
All resources for these tasks are in the Resources folder within the Year 10 Geography Team. The resources needed for the Cardiff work are integrated into the task itself.

**History**

**Activity 1**  
Conduct research on how women’s lives on the Home Front were affected by World War 1.

**Activity 2**  
Continue to write entries for your ‘Covid19 Pandemic Journal’.

**Resources**  
Full details and guidance for the research is saved in the ‘Files’ section of your Class Teams.

**Health and Social Care**

**Activity 1**  
Complete Pregnancy and Moving House tasks PDF (located in Year 10 H&SC TEAM - Class Materials - Home learning week 5 & 6)

**Activity 2**  
Complete cue cards activity – instructions and links are in document titled ‘Year 10 week 5 & 6’ in Year 10 H&SC TEAM - Class Materials – Home learning Week 5 & 6.

**Resources**  
Early Intervention and prevention theory booklet (Year 10 H&SC Team – Class Materials – Theory booklets)
## ICT

### Activity 1
Unit 1 Theory task:
- Access the class ICT Team to open this week’s Assignment - questions on the use of ICT in schools
- Read slides 59-64 in the Unit 1 revision slideshow and answer the questions

### Activity 2
Unit 1 Theory task:
- Access the class ICT Team to open this week’s Assignment - questions on customising desktops and devices/software for the disabled
- Read slides 54-58 in the Unit 1 revision slideshow and answer the questions

### Resources
Class Team which has the Unit 1 revision slideshow in the Files section

## Music/Drama/Performing Arts

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>GCSE Music</th>
<th>GCSE Drama</th>
<th>BTEC Performing Arts</th>
</tr>
</thead>
</table>
| Finish your composition in Ternary Form (ABA). Either upload a recording into the Files section of the GCSE Music team or complete on Noteflight. | Research work  
Continue to watch TIE performances for analysis.  
As you watch, make notes about how they use: characters, sets, props, script, language. Write down any features or devices you can spot too that you feel are effective and could be used in your own work. | Complete Unit 2 Preparation, Performance and Production portfolios. |

| Activity 2 | Practical work  
Continue writing your own ideas and scripts. See Teams for more ideas and support. | As above |

<table>
<thead>
<tr>
<th>Resources</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Team which has the Unit 1 revision slideshow in the Files section</td>
<td></td>
</tr>
<tr>
<td>Refs</td>
<td></td>
</tr>
</tbody>
</table>

- https://bryntirion.musicfirst.co.uk
- https://bryntirion.sites.noteflight.com/home
- https://vimeo.com/398777523/d025866ebe?fbclid=IwAR3C2XidMLY8Yhuxsk4BkWmx37J4CDvFbtNiuEWHIlM5mx5ICyLwCWJKAp-
  https://vimeo.com/398588589/6799af1a13?fbclid=IwAR2V_kss6wEnZ4HsTImNhX3PSBj779FMRVRVNKtEal2YEsnnaa26zJwFwk-
  https://www.youtube.com/watch?v=xOZfY66ewdU-
  https://www.youtube.com/watch?v=64C16TsedqM&feature=youtu.be&fbclid=IwAR3WvQsvH8NfcrUt8vRP7rn01gUfsO60B3hfF2ke6ppz1YLWF9BYLv_g |

Look in the files section of the BTEC Performing Arts Team for support and resources.
### Physical Education

**Activity 1**
Complete Week 4 of the PFP. Complete the overview of the fitness activities participated in during the week. Choose 2 fitness sessions and write up a detailed session plan for each session ensuring a warm up and cool down is included in each session. Don’t forget to make the next 3 weeks a little more difficult using the principles of training e.g increase the intensity - having less rest between sets, or increase the duration of the session - complete a 40min circuit instead of a 30min circuit.

**Activity 2**
Complete Week 5 of the PFP. Complete the overview of the fitness activities participated in during the week. Choose 2 fitness sessions and write up a detailed session plan for each session ensuring a warm up and cool down is included in each session. Top Tip; Use the previous week's (1-3) as a guide to complete the same session, but make it harder.

**Resources**
All resources are in Year 10 GCSE PE Teams

### Religious Studies

**Activity 1**
- **Mrs Matthews class** = Read the first 4 pages of the Relationships booklet and learn the key terms on Relationships. Create a poster on the key terms.
- **Miss Williams** = Read information on Family; in particular the Christian and Jewish attitudes. Answer the questions.
- **Miss Simpson** = Read through the PowerPoint on family. Answer the following questions after going through the PowerPoint, watching the video clips and reading the ‘Relationships’ Booklet on TEAMS – Describe religious attitudes towards the family. (5) and Explain the Christian and Jewish attitudes towards the roles of men and women (8). Plan arguments for and against the statement - ‘Family life is still important today’. (8)

**Resources**
All resources/booklets/PowerPoints are available on TEAMS.

### Product Design

**Activity 1**
PowerPoint on Teams to support your investigations. Product analysis of your phone.

**Activity 2**
Market research of anthropometric data

**Resources**
https://teams.microsoft.com/l/file/C64E2F02-5664-4059-B39A-F10DFBF63CF2?tenantId=3c6b8f67-4518-4df0-952a-350b8f2d7227&fileType=docx&objectUrl=https%3A%2F%2Fbryntirioncomp.sharepoint.com%2Fsites%2FGCSEProductDesignYear9%2F%2FProductDesign%2FTask%2FMarket%20Research%20and%20Product%20Design%20Tasks%20from%204%20May%202019.docx&baseUrl=https%3A%2F%2Fbryntirioncomp.sharepoint.com%2Fsites%2FGCSEProductDesignYear9&serviceName=teams&threadId=19:14a95127ceaa4598a8a532db6ae1cb4e@thread.tacv2&groupId=b86609fb-c391-4cd9-90b2-2439f6c287a9
### Welsh

| **Activity 1** | Collins text book – P.26 and 27 (The Perfect Tense)  
Translate the job interview into English.  
Complete the quick test. |
|---------------|------------------------------------------------------------------|
| **Activity 2** | Collins text book - Revision of the Past Tense P.28 - 31.  
P.29 read through the examples and complete the quick test.  
P.31 write a paragraph about a holiday you have been on using the first person.  
Try and write about someone else using the third person.  
Complete the quick test on P.31. |
| **Resources**  | Collins text book accessible on Teams. |

### Welsh Baccalaureate (Skills Challenge)

<table>
<thead>
<tr>
<th><strong>Activity 1</strong></th>
<th><strong>Individual Project Proposal</strong></th>
</tr>
</thead>
</table>
|               | Pupils will use the guidance document sent to you by their Skills Challenge Certificate teacher to complete the following tasks:  
1. Create an effective title and theme.  
2. Write a short introduction.  
3. Write clear and concise aims and objectives.  
4. Write research methods and a clear plan for your Individual Project  
*If the student requires any extra help with the task, they should contact their Skills Challenge teacher using Teams Chat. |
| **Resources**  | Resources for this task have been sent out to pupils by their Skills Challenge Certificate teacher. The work has been set as an assignment in the class Team. |