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Headteacher: Mrs C Hatto

**In pursuit of excellence**

Aldercar High School

Remote Learning - : Weeks beginning 9th May and 16th May 2022

Dear Parent/Carer,

If your child is unable to attend school for any reason it is important that their learning is not interrupted and they are able to access the curriculum at home. It is also important that they are able to seamlessly transition back into the school’s curriculum when they are able to return.

To aid this we advise that your child continues to follow the lessons on their normal timetable and complete lessons via The Oak National Academy learning platform. This can easily be accessed by searching ‘The Oak National Academy’ in any search engine and from the main menu on the website choosing the ‘Pupil’ tab. When arriving at the Online Classroom page click on ‘Find Lessons’ and if your child is in Years 7, 8 or 9 then they will need to enter via the ‘Key Stage 3’ tab. For pupils in Years 10 and 11 please enter via the ‘Key Stage 4’ tab. A list of subjects should then be displayed on screen for your child to choose from.

Below is a list of topics that will be updated every two weeks to show the current modules being taught in Year 11 in each subject. In each module there are a number of lessons available through The Oak National Academy website for your child to complete and stay connected to their learning. If your child requires further help or would like their work assessing then please email into school using our info@aldercarhigh.co.uk address. Please also get in contact if you need any help accessing the work e.g. laptops, resources. In the subject, please type the name of your child, the subject they are completing and the name of the teacher that teaches them. That member of staff will then look at the work or help according to the availability in school.

Whilst students are working online, we need to be mindful of the potential dangers they face on the internet. Please read the following link to support parents and carers in keeping children safe online.

<https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online>

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| **Year 7 Subject** | **Module** |
| Art | Unit 1- Introduction to Art lesson 10 |
| PHSE |  |
| Computing | Work will be set on your Teams account |
| Design & Technology | Unit 6 – Packaging Pop Outs Lesson 6 |
| English | Rhetoric: Change:<https://classroom.thenational.academy/units/change-michelle-obama-lennie-james-a821> |
| Geography | Issues of Urbanisation lessons 7, 8 and 9.  |
| History | KS3 – ‘Why did Henry VIII make the break from Rome?’ Lessons 4,5 and 6. |
| Maths | KS3: Manipulating and Calculating with Fractions – Lessons 9-12 |
| Morals and Ethics | KS3 – Religious Education – Buddhism: practices – Lessons 4 and 5 |
| Music | Unit 1 – Stomp and Sing Lesson 10 |
| Performing Arts | Unit 3 – Drama. Acting Shakespeare Lesson 3 |
| Science | Follow lessons from chemical reactions topic<https://teachers.thenational.academy/units/chemical-reactions-5ffa> |
| Spanish | Y7 lessons lesson –Go to Unit 2 y7 to say what people do and don’t do lessons 3-4. |
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| **Year 8 Subject** | **Module** |
| Art | Unit 3 – Abstract Art Lesson 10 |
| PHSE |  |
| Computing | Work will be set on your TEAMS page |
| Design & Technology | Unit 6 – Packaging Pop Outs Lesson 6 |
| English | Non-fiction texts and viewpoint writing:<https://classroom.thenational.academy/units/non-fiction-texts-and-view-point-writing-8dd2> |
| Geography | Climate Change 7,8 and 9. |
| History | KS3 ‘How were people controlled in totalitarian states?’ Lessons 1 - 4 |
| Maths | KS3: Manipulating and Calculating with Fractions – Lessons 9-12 |
| Morals and Ethics | Key Stage 3, Religious Education, Non-religious world views – lessons 7 and 8 |
| Music  | Unit 4 - West African Music Lesson 10 |
| Performing Arts | Unit 3 – Drama. Acting Shakespeare Lesson 3 |
| Science | Folloe lessons from Energy topic<https://teachers.thenational.academy/units/energy-0b08> |
| Spanish | Go to Spanish Ks2 and complete the a comer module - it is all about food. |
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| **Year 9 Subject** | **Module** |
| Art | Unit 2 – Pop Art Lesson 10 |
| PHSE |  |
| Computing | Work will be set on your TEAMS page |
| Design & Technology | Unit 6 Packaging Pop Outs Lesson 6 |
| English | Rhetoric: Motivate:<https://classroom.thenational.academy/units/motivate-churchill-gandhi-5484> |
| Geography | KS3: Life in an Emerging Country lessons 1, 2 and 3. |
| History | KS4 – Medicine Through Time, Lessons 26, 27, 28 |
| Maths | KS4 Foundation – Ratio 2 – Lessons 1-4KS4 Higher - Substitution and rearranging formulae. Lessons 1-4 |
| Music | Unit 4 - West African Music Lesson 10 |
| Performing Arts | Unit 8 – Acting Shakespeare 12th Night Lesson 3 |
| Morals and Ethics | Key Stage 4, Religious Education, Human Rights –lessons 7 and 8 |
| Science | Lessons from physics atomic structure topic<https://teachers.thenational.academy/units/atomic-structure-and-periodic-table-c831> |
| Spanish | Please do the lessons about talking in the past and present of Unit 3 of the y9 lessons, describing what people do. |
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| **Year 10 Subject** | **Module** |
| Art | How to analyse and interpret artwork lesson 2 |
| Sciences | Lessons from Biology Ecology section<https://teachers.thenational.academy/units/ecology-a6da> |
| BTEC Sport | Students need carry on with their coursework in completing a letter suggesting improvements to the rules, regulations and scoring systems of both sports studied so far. All information and examples are on our PE Teams page. |
| English | Romeo and Juliet:<https://classroom.thenational.academy/units/romeo-and-juliet-5265> |
| Geography | The Development Gap 3, 4, 5 and 6 (and create revision resources using GCSE pods for tectonic, weather hazards or climate change) |
| History | KS4: The Cold War: Superpower Relations: Lessons 25, 26 and 27 plus the GCSEpod videos on the Cuban Missile Crisis |
| Maths | KS4 Foundation: - Percentage increase and decrease – Lessons 1-4KS4 Higher:  - Probability 3 (tree diagrams) – Lessons 1-4 |
| Morals and Ethics | Key Stage 4, Religious Education, Peace and conflict – lesson 4 and 5 |
| Spanish | Social time module : Complete the lessons on talking about relationships. |
| Health & Social Care | Discuss how your chosen factors have different impacts during the 3 different life stages. Include physical, cultural and economic. |
| Computing  | Work will be set via your Teams page |
| Construction | Work to be set on Teams |
| Engineering | Work to be set on Teams |
| Food | Work to be set on Teams/emailed |
| Graphics | Work to be set on Teams |
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| **Year 11 Subject** | **Module** |
| Art | Continue work on Teams for exam unit “landscapes” |
| Sciences  | Lessons from the Organic chemistry section<https://teachers.thenational.academy/units/organic-chemistry-7c58>Revise this Biology section<https://teachers.thenational.academy/units/inheritance-variation-and-evolution-0224> |
| BTEC Sport | Students are to continue looking at different synovial joints and creating a posters on the short term effects of exercise. All information and examples are found on our PE Teams page. |
| Health &Social Care | Students to work on Component 2 coursework.  |
| English | An Inspector Calls:<https://classroom.thenational.academy/units/an-inspector-calls-923e> |
| Geography | Use GCSEPod to make revise for your upcoming mocks |
| History | Use GCSEPod to make revise for your upcoming mocks |
| Maths | Work on the past papers provided in class. If you have completed these, please email your maths teacher.  |
| Morals and Ethics |  Key Stage 4, Citizenship, What are the strengths and weaknesses of the legal system? – Lessons 1 and 2 |
| Spanish | Jobs and future plans: Lessons on discussing future plans and summer work. |
| Construction | Work to be set on Teams |
| Engineering | Work to be set on Teams |
| Food | Work to be set on Teams/emailed |
| Graphics | Work to be set on Teams |

We look forward to your child returning to school at the earliest opportunity and helping them transition back to their learning.

Yours sincerely

Mr L.S Parry

Deputy Head Teacher