



# The Winchester School

## Aim High Study Progress Programme

### Year 10-MARCH 2021

Area for learning	Focus	Activities	Useful Websites/Apps
English 1 <sup>st</sup> Language	Argumentative Writing/Discursive Writing	<ul style="list-style-type: none"><li>• Read the links provided and examine the ways argument has been presented in the articles.</li><li>• Explore the meanings of terms like argument, counter argument and rebuttal.</li></ul> <p>Speak on simple topics with family members. Topics like – Should honey be poured in pots? Is Olympics an overkill? Could be used in the conversations. And add arguments, counter arguments and rebuttal for these topics.</p>	<p><a href="https://www.nytimes.com/column/the-argument">https://www.nytimes.com/column/the-argument</a></p> <p><a href="https://edition.cnn.com/opinions">https://edition.cnn.com/opinions</a></p> <p><a href="https://theconversation.com/global-topics/opinion-3995">https://theconversation.com/global-topics/opinion-3995</a></p>
English 2 <sup>nd</sup> Language	Reading and Writing Skills	<ul style="list-style-type: none"><li>• Read newspaper and magazine articles, and a wide range of formal and informal letters. (At least one text every day)</li><li>• Annotate them identifying their tone and register.</li><li>• Also comment on the use of punctuation, vocabulary, complex sentence structures and connectives.</li></ul>	<p><a href="http://www.articleteller.com/how-to-write-an-article">http://www.articleteller.com/how-to-write-an-article</a></p> <p><a href="http://blog.ezinearticles.com/2012/09/formal-and-informal-writing-examples.html">http://blog.ezinearticles.com/2012/09/formal-and-informal-writing-examples.html</a></p>



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			<a href="http://www.tesoltasks.com/Grade10Revision.htm">http://www.tesoltasks.com/Grade10Revision.htm</a>
<b>English Literature</b>	To focus on the relevance of Macbeth as a play and Shakespeare as a playwright in the 21 <sup>st</sup> Century	<ul style="list-style-type: none"><li>• Watch the TED talk provided in the link provided.</li><li>• Watch the trailer of the 2015 movie – Macbeth.</li><li>• Discuss how the movie as a genre in 21<sup>st</sup> century would be different from the presentation of the same as a drama in Elizabethan times.</li></ul>	<a href="https://www.youtube.com/watch?v=rD5goS69LT4">https://www.youtube.com/watch?v=rD5goS69LT4</a>  <a href="https://www.youtube.com/watch?v=YqHhKuCQmoY">https://www.youtube.com/watch?v=YqHhKuCQmoY</a>
<b>Mathematics Extended</b>	Mensuration: <ul style="list-style-type: none"><li>• To derive the formula for arc length and calculate the perimeter of a sector</li><li>• To derive the formula for sector area and find the</li></ul>	Draw different sectors – quarter of a circle, semi-circle, one third etc and try to derive the formula for arc length and sector area.  Make a formulae booklet for arc length, sector area and volume of 3D shapes.	<a href="http://www.softschools.com/formulas/math/arc_length_formula/143/">http://www.softschools.com/formulas/math/arc_length_formula/143/</a>



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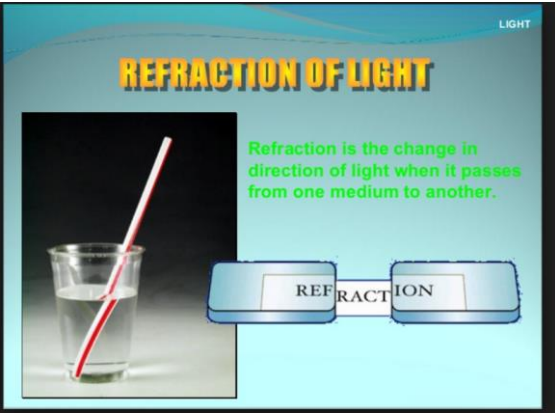
	<p>area of a segment in a circle</p> <ul style="list-style-type: none"><li>• To evaluate the volume of prisms, cylinders, sphere, cone and pyramids.</li><li>• To evaluate the surface area of solids</li></ul>	<p>Design a building involving sectors and arc.</p>	<p><a href="http://www.bbc.com/bitesize/guides/zt6vcj6/revision/5">www.bbc.com/bitesize/guides/zt6vcj6/revision/5</a></p> <p><a href="http://www.mathsisfun.com/geometry/solid-geometry.html">www.mathsisfun.com/geometry/solid-geometry.html</a></p> <p><a href="http://www.mathopenref.com/surface-area.html">www.mathopenref.com/surface-area.html</a></p>
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<p>Physics</p>	<p><u>Refraction of light:</u></p> <ul style="list-style-type: none"><li>To describe an experimental demonstration of the refraction of light.</li></ul> <p><u>Total internal reflection:</u></p> <ul style="list-style-type: none"><li>To describe the passage of light through parallel sided transparent material.</li><li>To give the meaning of critical angle.</li><li>To describe total internal reflection.</li></ul>	 <ul style="list-style-type: none"><li>Investigate on refractive materials in different situations, <i>eg glass and their uses.</i></li><li>Research on how an infrared remote control device for a TV works.</li><li>Investigate the effects of coloured lighting in shops, in theatres and on TV.</li><li>Research on why when the ray travels from air to glass, the angle of refraction is smaller than the angle of incidence.</li><li>Create a list of questions based on Bloom's taxonomy to check understanding of topic of your peers for the topic.</li></ul>	<ul style="list-style-type: none"><li><a href="http://www.islandphysics.com">www.islandphysics.com</a></li><li><a href="http://www.cie.org.uk">www.cie.org.uk</a></li><li><a href="http://www.skool.co.uk">www.skool.co.uk</a></li><li><a href="https://www.youtube.com/watch?v=RdFeITDxZ3M">https://www.youtube.com/watch?v=RdFeITDxZ3M</a></li><li><a href="https://www.youtube.com/watch?v=Kzo2Gs6SThE">https://www.youtube.com/watch?v=Kzo2Gs6SThE</a></li><li><a href="https://www.scribd.com/doc/135561521/IGCSE-Physics-Refraction-experiment">https://www.scribd.com/doc/135561521/IGCSE-Physics-Refraction-experiment</a></li><li><a href="http://www.bbc.co.uk/bitesize/higher/physics/radiation/refraction/revision/2/">http://www.bbc.co.uk/bitesize/higher/physics/radiation/refraction/revision/2/</a></li></ul>
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		<ul style="list-style-type: none"> <li>• Research and present your work on real life applications of correlation and regression of light.</li> <li>• Research on why do we see a distorted view when we look through a window that is covered with raindrops?</li> </ul>	
<b>Chemistry</b>	<b>Extraction of Metals</b> <ul style="list-style-type: none"> <li>• To elaborate, the extraction of aluminium from bauxite ore</li> <li>• To justify the role of cryolite in the extraction of aluminium.</li> <li>• To construct half cell reactions at the respective electrodes.</li> </ul>	<b>Activity 1:</b> <ul style="list-style-type: none"> <li>• Design and present an infographic poster using CANAVA /Glogster on the topic- Diagrammatic representation of Iron production in blast furnace</li> </ul> <b>Activity 2:</b> <ul style="list-style-type: none"> <li>• Create a game or design a quiz on Kahoot to assess the understanding of the students for the topic: <b>Extraction of metals by carbon reduction</b></li> </ul> <b>Activity 3:</b> <ul style="list-style-type: none"> <li>• Plan an experiment to investigate the factors involved in rusting.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.steel.org/making-steel/how-its-made/processes/how-a-blast-furnace-works.aspx">http://www.steel.org/making-steel/how-its-made/processes/how-a-blast-furnace-works.aspx</a></li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_pre_2011/chemicals/extractionmetalsrev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_pre_2011/chemicals/extractionmetalsrev1.shtml</a></li> <li>• <a href="http://www.csun.edu/~ml727939/coursework/695/rusting%20rates%20of%20iron%20nails/rusting%20rates%20of%20iron%20nails.htm">http://www.csun.edu/~ml727939/coursework/695/rusting%20rates%20of%20iron%20nails/rusting%20rates%20of%20iron%20nails.htm</a></li> </ul>



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	<p><b>Electrolysis of molten and aqueous ionic compounds.</b></p> <ul style="list-style-type: none"><li>• Explain electrolysis as the breakdown of an ionic compound, molten or in aqueous solution, by the passage of electricity</li><li>• Relate the products of electrolysis to the electrolyte and electrodes used,</li><li>• .Construct ionic half-equations for reactions at the cathode and at the anode</li><li>• Describe the production of electrical energy from simple cells,</li><li>• Outline the uses of electroplating</li></ul>	<p><b>Activity 1</b></p> <ul style="list-style-type: none"><li>• Plan an experiment to separate to separate Hydrogen and Oxygen from water.</li></ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"><li>• Create a poster in infographics “<b>comparing the electrolysis of molten and aqueous NaCl</b>”.</li></ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"><li>• Make a presentation on uses of the products formed as the result of electrolysis of Sea Water.</li></ul> <p><b>Activity 4</b></p> <ul style="list-style-type: none"><li>• Write an Article on Hydrogen production in UAE.</li></ul>	<ul style="list-style-type: none"><li>• <a href="http://www1.lsbu.ac.uk/water/electrolysis.html">http://www1.lsbu.ac.uk/water/electrolysis.html</a></li><li>• <a href="https://www.boundless.com/chemistry/textbooks/boundless-chemistry-textbook/electrochemistry-18/electrolysis-132/electrolysis-of-sodium-chloride-529-3650/">https://www.boundless.com/chemistry/textbooks/boundless-chemistry-textbook/electrochemistry-18/electrolysis-132/electrolysis-of-sodium-chloride-529-3650/</a></li><li>• <a href="http://scifun.chem.wisc.edu/chemweek/PDF/Cl2&amp;NaOH.pdf">http://scifun.chem.wisc.edu/chemweek/PDF/Cl2&amp;NaOH.pdf</a></li><li>• <a href="http://www.slideshare.net/lcyh00/sodium-hydroxide-industrial-use">http://www.slideshare.net/lcyh00/sodium-hydroxide-industrial-use</a></li><li>• <a href="http://www.khaleejtimes.com/article/20100121/ARTICLE/301219900/1036">http://www.khaleejtimes.com/article/20100121/ARTICLE/301219900/1036</a></li></ul>
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<b>Biology</b>	<b><u>Transport in mammals</u></b> <ul style="list-style-type: none"><li>• Describe the circulatory system as a system of blood vessels with a pump and valves to ensure one-way flow of blood.</li><li>• Identify the structures of the mammalian heart, limited to the muscular wall, the septum, the left and right ventricles and atria, one-way valves and coronary arteries.</li><li>• To describe the difference between single and double circulation.</li><li>• To explain the structure and function of heart.</li><li>• To describe coronary heart disease in terms</li></ul>	<ul style="list-style-type: none"><li>• Construct an infographic poster on how the blood is pumped?</li><li>• Students will construct a fact sheet on circulatory system and its importance.</li><li>• Compare the structure of artificial and human hearts</li><li>• Explore the interaction of circulatory system with other body systems using a mind map.</li><li>• Think like a scientist and research on the topic” Effects of gene mutation on structure and function of the red blood cell.”</li><li>• Give some real-life examples for single and double circulation with appropriate description.</li><li>• Create a TEDed lesson on coronary artery disease.</li><li>• Students will carry out an investigation to find out the pulse rate, before and after exercises and prepare a report on it.</li><li>• Students will calculate the heart beat in infants, children and adults and prepare a report on this investigation.</li><li>• Make your own stethoscopes</li></ul>	<ul style="list-style-type: none"><li>• <a href="http://www.livescience.com/2486-circulatory-system.html">http://www.livescience.com/2486-circulatory-system.html</a></li><li>• <a href="https://youtu.be/uKdZVt1vBIQ">https://youtu.be/uKdZVt1vBIQ</a> <a href="https://youtu.be/H04d3rJCLCE">https://youtu.be/H04d3rJCLCE</a></li><li>• <a href="http://www.livescience.com/54124-the-telltale-heart-facts-about-your-blood-pump-infographic.html">http://www.livescience.com/54124-the-telltale-heart-facts-about-your-blood-pump-infographic.html</a></li><li>• <a href="http://www.pbslearningmedia.org/resource/tdc02.sci.life.str.u.lp_circula/the-circulatory-system/">http://www.pbslearningmedia.org/resource/tdc02.sci.life.str.u.lp_circula/the-circulatory-system/</a></li><li>• <a href="http://www.pbslearningmedia.org/resource/tdc02.sci.life.str.u.circulator/from-the-heart/">http://www.pbslearningmedia.org/resource/tdc02.sci.life.str.u.circulator/from-the-heart/</a></li><li>• <a href="http://www.pbslearningmedia.org/resource/tdc02.sci.life.str.u.transplant/">http://www.pbslearningmedia.org/resource/tdc02.sci.life.str.u.transplant/</a></li><li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/triple_ocr_gateway/the_living_body/circulatory_systems_cardiac/revision/2/">http://www.bbc.co.uk/schools/gcsebitesize/science/triple_ocr_gateway/the_living_body/circulatory_systems_cardiac/revision/2/</a></li></ul>
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	<p>of the blockage of coronary arteries.</p> <ul style="list-style-type: none"> <li>To plan an investigation to find out the effect of physical activity on the pulse rate.</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://www.ivyroses.com/Biology/Transport/Double-Circulation.php">http://www.ivyroses.com/Biology/Transport/Double-Circulation.php</a></li> <li><a href="http://www.webmd.com/heart-disease/guide/heart-disease-coronary-artery-disease#1">http://www.webmd.com/heart-disease/guide/heart-disease-coronary-artery-disease#1</a></li> <li><a href="http://www.henry.k12.ga.us/cour/mybody/circ_lessons.htm">http://www.henry.k12.ga.us/cour/mybody/circ_lessons.htm</a></li> <li><a href="https://youtu.be/puTqZP0ETfQ">https://youtu.be/puTqZP0ETfQ</a></li> <li><a href="https://youtu.be/_48GIGiozXI">https://youtu.be/_48GIGiozXI</a></li> </ul>
<p><b>Food and Nutrition</b></p>	<ul style="list-style-type: none"> <li>Sources and functions of the following <u>Nutritive value of foods</u>:</li> <li>vitamins (A, C, D, E, K, B group – thiamin, riboflavin, nicotinic acid and cobalamin)</li> <li>mineral elements</li> </ul>	<p><u>The Nutrient Content of Food</u></p> <ol style="list-style-type: none"> <li>Use different visual aids to show how water, light and air affect nutrients</li> <li>Cut out pictures of foods from magazines and sort into Nutrient groups. Paste them onto card and design a game, (eg, like snap or happy families) matching the name of the nutrients with the sources and function.</li> <li>Design an experiment to see what happens to vitamins when heat is applied.</li> </ol>	<ul style="list-style-type: none"> <li><u>Food a fact of life website - <a href="http://www.foodafactoflife.org.uk/">http://www.foodafactoflife.org.uk/</a></u></li> <li><u>The Eatwell plate- <a href="https://www.gov.uk/government/publications/the-eatwell-guide">https://www.gov.uk/government/publications/the-eatwell-guide</a></u></li> </ul>





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	<p>(calcium, iron, phosphorous, potassium, sodium, fluoride, chloride, iodide)</p> <ul style="list-style-type: none"> <li>• water</li> </ul> <p>Sources and uses of <u>food energy</u>.</p> <p>Sources and functions of <u>non-starch polysaccharide (NSP)/dietary fibre</u></p>	<p>Adapt any recipe containing <u>carrot</u> to make something different keeping in mind to retain the nutritive value as much as possible.</p>	<p><b><u>Nutrients</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.healthline.com/health/food-nutrition/six-essential-nutrients">www.healthline.com/health/food-nutrition/six-essential-nutrients</a></li> <li>• <a href="http://www.nia.nih.gov/health/important-nutrients-know-proteins-carbohydrates-and-fats">www.nia.nih.gov/health/important-nutrients-know-proteins-carbohydrates-and-fats</a></li> </ul>
<p><b>Economics</b></p>	<ul style="list-style-type: none"> <li>• Occupations and earnings</li> </ul>	<ul style="list-style-type: none"> <li>• Research about the labour law and the minimum wage legislation prevalent in the UAE.</li> <li>• Analyze how government intervention affects the labour market.</li> </ul>	<p><a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a></p> <p><a href="http://www.tutor2u.net">www.tutor2u.net</a></p> <p><a href="https://www.mohre.gov.ae/en/home.aspx">https://www.mohre.gov.ae/en/home.aspx</a></p>



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<p><b>Business Studies</b></p>	<ul style="list-style-type: none"> <li>To explain the internal and external influences on financial objectives.</li> <li>To evaluate the trade-off between the shareholder and employee satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>Find out the following for UAE, India, United Kingdom, United States of America, Brazil, Canada, France, Germany and Australia             <ol style="list-style-type: none"> <li>Inflation Rate</li> <li>Unemployment Rate</li> <li>Growth Rate</li> <li>Central Bank Rate</li> </ol> </li> <li>Determine the value of the US Dollar against the following currencies for the period Jan 2017- Dec 2017 and give your opinion: (Consider 15<sup>th</sup> of every month) Euro, British Pound, Indian National Rupee, Australian Dollar, Singapore Dollar</li> </ul>	<p><a href="http://www.tutor2u.net">www.tutor2u.net</a> Newspapers and Magazines</p>
<p><b>Accounting</b></p>	<ul style="list-style-type: none"> <li>To recognize the reason for the difference between bank balance as per cash book and pass book</li> <li>To determine correct bank balance as per cash book.</li> </ul>	<ul style="list-style-type: none"> <li>Research on the need of preparing Bank Reconciliation Statement and also Identify the reasons for differences between the cash book balance and the bank statement balance</li> <li>Draw up the format for bank reconciliation Statement.</li> </ul>	<p><a href="http://www.cie.uk.org">www.cie.uk.org</a> <a href="http://www.igcsecentre.com">www.igcsecentre.com</a> <a href="http://www.myaccountinglabs.com">www.myaccountinglabs.com</a></p>



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<b>Sociology</b>	<ul style="list-style-type: none"><li>• Education</li></ul> <p>To analyse how education can be an agent of social change and social control</p> <p>To assess the influence of schools, teachers and peer group on educational achievement</p>	<ul style="list-style-type: none"><li>• Compare and contrast the functionalist, Marxist and feminist views on the functions of education.</li><li>• Research the various aspects of the topic-Education</li><li>• Create summary revision cards</li><li>• Do you agree that pupils of different abilities and background should attend different types of schools? Discuss</li></ul>	<p><a href="https://www.brainscape.com/subjects/igcse-sociology">https://www.brainscape.com/subjects/igcse-sociology</a></p> <p><a href="https://www.cliffsnotes.com/study-guides/sociology">https://www.cliffsnotes.com/study-guides/sociology</a></p>
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<b>Geography</b>	<b>Food Production</b> <ul style="list-style-type: none"><li>Describe and explain the main features of an agricultural system: inputs, processes and outputs</li><li>Recognise the causes and effects of food shortages and describe possible solutions to this problem</li></ul>	<ol style="list-style-type: none"><li>Research and create a mind map about the different types of agriculture.</li><li>Write a report on the causes and effects of food shortages.</li></ol>	<a href="https://www.bbc.co.uk/bitesize/guides/ztrvtyc/revision/1">https://www.bbc.co.uk/bitesize/guides/ztrvtyc/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zsdhbk7/revision/3">https://www.bbc.co.uk/bitesize/guides/zsdhbk7/revision/3</a>
<b>History</b>	<ul style="list-style-type: none"><li>Who was to blame for the Cold war</li><li>To analyse the causes of the cold war</li></ul>	<ul style="list-style-type: none"><li>To what extent was USA responsible for the Cold war? Explain your answer.</li></ul>	<a href="https://sites.google.com/lucafrost.com/cieigcsehistory/home">https://sites.google.com/lucafrost.com/cieigcsehistory/home</a>



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<b>Psychology</b>	<p><u>Addiction: LEARNING EXPLANATION</u></p> <ul style="list-style-type: none"> <li>To examine the learning theories explanation to addiction</li> </ul>	<ul style="list-style-type: none"> <li>Compare the classical conditioning and social learning theory, aspect of experiences they have had with those of their parents and grandparents. Consider the ease or difficulties of resisting</li> <li>Evaluate the social learning theory as an explanation of how people can be introduced to addictive behaviour</li> </ul>	<p><a href="http://mentalhelp.net">Social Learning Theory and Addiction (mentalhelp.net)</a></p> <p><a href="http://psu.edu">Social Learning Theory and Addiction   Applied Social Psychology (ASP) (psu.edu)</a></p> <p><a href="http://gracepointwellness.org">Social Learning Theory of Addiction and Recovery Implications - Addictions (gracepointwellness.org)</a></p>
<b>Global Perspectives</b>	<p>Introduction to Individual Report</p>	<ul style="list-style-type: none"> <li>Explore the key issues in the topic Sustainable Living.</li> <li>Choose one issue. Research the issue.</li> <li>Write a research question.</li> <li>Write focusing questions.</li> <li>Further research the issue from various perspectives.</li> <li>Write a report of 1000 words that includes:               <ul style="list-style-type: none"> <li>Research question</li> <li>Various perspectives</li> <li>Causes and consequences</li> </ul> </li> </ul>	<p>Sources as chosen by individual students.</p> <p>Wikipedia should not be used.</p>



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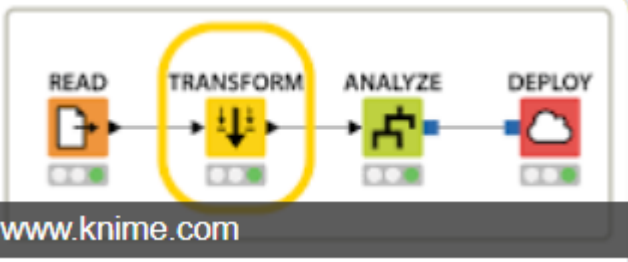
		<ul style="list-style-type: none"><li>• Courses of action</li><li>• Evaluation of at least 2 sources you have used</li><li>• Reflection and conclusion.</li><li>• Citation.</li></ul>	
<b>EVM</b>	Water and its Management	<p>Research the following aspects of the topic:</p> <ul style="list-style-type: none"><li>• Water cycle-key processes and terminology</li><li>• Sources of water supply</li><li>• Uses of water</li></ul> <p>Create a presentation of your choice e.g. ppt. that can be used for revision.</p>	<p><a href="https://water.usgs.gov/edu/watercycle-kids-adv.html">https://water.usgs.gov/edu/watercycle-kids-adv.html</a></p> <p><a href="https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=79999&amp;printable=1">https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=79999&amp;printable=1</a></p>



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<b>ICT</b>	<b>TOPIC</b> Data Manipulation  <b>LESSON OBJECTIVE:</b>  To create a real-life database, create effective reports, data entry forms and labels.	<p>Data Manipulation is used for storing and accessing large volume of data, organized in a structured manner.</p> <ul style="list-style-type: none"><li>• Encourage your child to explore about the significance of using database.</li><li>• Share with your child different methods of how data is stored, data types specified.</li><li>• Motivate your child to analyze organizing data, creating a query, a report</li><li>• Discuss with your child about real life scenario and create a database report on it.</li></ul> 	<p><a href="https://www.computerhope.com/jargon/d/datamani.htm">https://www.computerhope.com/jargon/d/datamani.htm</a></p> <p><a href="https://www.computerhope.com/jargon/d/datamani.htm">https://www.computerhope.com/jargon/d/datamani.htm</a></p>
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<b>Computer Science</b>	<p><b>Topic:</b> Logic Circuits</p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"><li>• Students will be able to define the functions of NOT, AND, OR, NAND, NOR and XOR (EOR) gates, including the binary output produced from all the possible binary inputs.</li><li>• Students will be able to produce truth tables for given logic circuits.</li><li>• Students will be able to recognise and use the following standard symbols used to represent logic gates.</li></ul>	<p>A logic gate implements a Boolean function and thus performs a logical operation on one or several logic inputs in order to produce a single logic output. A logic gate often uses diodes or transistors that act like electronic switches. The output of one gate can be wired to the inputs of one or more other gates.</p> <ul style="list-style-type: none"><li>• Encourage your child to design the digital circuit system of the vehicle with two sensors as input. Also ask them to discover the practical use of the circuit.</li><li>• Motivate your child to construct a truth table for the digital circuit system they developed.</li><li>• Discuss with your child about design procedures for designing combinational circuits.</li><li>• Support your child to explore different online applications for developing logic circuits.</li></ul>	<p><a href="https://www.youtube.com/watch?v=76g8EM4DVU">www.youtube.com/watch?v= 76g8EM4DVU</a></p> <p><a href="http://www.softpedia.com/get/Others/Home-Education/Logic-Gate-Simulator.html">www.softpedia.com/get/Others/Home-Education/Logic-Gate-Simulator.html</a></p>
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<b>PE</b>	<ol style="list-style-type: none"><li>1. Health and Well-being</li><li>2. Fitness</li><li>3. The relationship between health and fitness</li><li>4. Diet and energy sources</li><li>5. Components of fitness</li><li>6. Test Protocols</li></ol>	<p>Research and present the following topics in any suitable format it video, google slides etc:</p> <ol style="list-style-type: none"><li>1. Make a diet chart for a wrestler and a marathon racer.</li><li>2. Explain the procedure of conducting the following tests:<ol style="list-style-type: none"><li>a. Sit and reach test</li><li>b. Multi-stage fitness test.</li><li>c. Ruler drop test.</li></ol></li></ol>	<p><a href="http://www.bbc.co.uk">www.bbc.co.uk</a></p> <p><a href="http://www.teachpe.com">www.teachpe.com</a></p> <p><a href="https://www.youtube.com/watch?v=9XgGPULnDxY&amp;t=321s">https://www.youtube.com/watch?v=9XgGPULnDxY&amp;t=321s</a></p> <p><a href="https://www.youtube.com/watch?v=IYCxnq94tQw">https://www.youtube.com/watch?v=IYCxnq94tQw</a></p> <p><a href="https://www.youtube.com/watch?v=S-UWdErmXuk">https://www.youtube.com/watch?v=S-UWdErmXuk</a></p> <p><a href="https://www.youtube.com/watch?v=85EtdsmFCoY">https://www.youtube.com/watch?v=85EtdsmFCoY</a></p> <p><a href="https://www.youtube.com/watch?v=fkWziiMdi8">https://www.youtube.com/watch?v=fkWziiMdi8</a></p> <p><a href="https://www.youtube.com/watch?v=D-WEr2Tktps">https://www.youtube.com/watch?v=D-WEr2Tktps</a></p>
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<b>ART</b>	AO1/AO2 and AO3	To achieve confidence, enthusiasm and a sense of achievement in the practice of art and design, engagement and experimentation with a range of media, materials and techniques, including new media and on magnified works of size A4 to A3.	<a href="http://www.studentartguide.com">www.studentartguide.com</a>



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<b>French</b>	<p><u>Topics:</u></p> <ul style="list-style-type: none"><li>• My body and my health:<ul style="list-style-type: none"><li>➤ Coin révision A1</li><li>➤ Coin révision A2 (1/2)</li></ul></li><li>• My family and my friends, at home and abroad<ul style="list-style-type: none"><li>➤ Self, family, pets, personal relationships</li><li>➤ Ma famille (nom et âge)</li><li>➤ Comment sont-ils physiquement?</li></ul></li></ul> <p>Les adjectifs possessifs</p>	<p>Activities :</p> <p>Go through the given links and practice the skills :</p> <p><u>Writing</u> : write a text when they needs to :</p> <ul style="list-style-type: none"><li>- Present and describe yourself in details</li><li>- Present and describe your family and pets in details</li></ul> <p><u>Speaking</u> : make a presentation (podcast/ video), to explain when they needs to :</p> <ul style="list-style-type: none"><li>- Present and describe yourself in details</li><li>- Present and describe your family and pets. In detail</li></ul> <p><u>Pratique</u> :</p> <ul style="list-style-type: none"><li>• <a href="https://www.bonjourdefrance.com/exercices/contenu/se-preparer-en-francais.html">https://www.bonjourdefrance.com/exercices/contenu/se-preparer-en-francais.html</a></li><li>• <a href="https://www.lepointdufle.net/p/lexique_parler_de_so_i.htm">https://www.lepointdufle.net/p/lexique_parler_de_so_i.htm</a></li><li>• <a href="https://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-40301.php">https://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-40301.php</a></li><li>• <a href="https://www.jerevise.fr/determinant-adjectif-possessif-grammaire.html">https://www.jerevise.fr/determinant-adjectif-possessif-grammaire.html</a></li></ul>	<p>Useful links and website :</p> <ul style="list-style-type: none"><li>▪ Vocabulaires :<ul style="list-style-type: none"><li><a href="https://www.podcastfrancaisfacile.com/debutant/se-preparer-en-francais.html">https://www.podcastfrancaisfacile.com/debutant/se-preparer-en-francais.html</a></li><li><a href="https://www.lepointdufle.net/pe-nseigner/lexique_parler_de_so_i-fiches-pedagogiques.htm">https://www.lepointdufle.net/pe-nseigner/lexique_parler_de_so_i-fiches-pedagogiques.htm</a></li><li><a href="https://quizlet.com/210392338/7-french-je-me-presente-vocabulaire-flash-cards/">https://quizlet.com/210392338/7-french-je-me-presente-vocabulaire-flash-cards/</a></li><li><a href="https://www.languefr.net/2017/10/vocabulaire-pour-se-preparer-en.html?fullpost">https://www.languefr.net/2017/10/vocabulaire-pour-se-preparer-en.html?fullpost</a></li></ul></li><li>▪ Grammar :</li></ul>
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		<a href="https://www.francepodcasts.com/2020/06/11/les-adjectifs-possessifs/">https://www.francepodcasts.com/2020/06/11/les-adjectifs-possessifs/</a>	<a href="https://www.jerevise.fr/determinant-adjectif-possessif-grammaire.html">https://www.jerevise.fr/determinant-adjectif-possessif-grammaire.html</a> <a href="https://www.francepodcasts.com/2020/06/11/les-adjectifs-possessifs/">https://www.francepodcasts.com/2020/06/11/les-adjectifs-possessifs/</a>
Arabic	<p><b>TOPIC:</b> أغنية الخليج</p> <p><b>Learning objectives:</b> أن يحدد الطالب الفكرة الرئيسة والأفكار الفرعية . أن يحلل الطالب النص تحليلاً أدبياً.</p> <p><b>TOPIC</b> أسلوب الاختصاص</p>	<p>يستنتج الفكرة الرئيسة والأفكار الفرعية مع ذكر الدليل</p> <p>يوضح مواطن الجمال والأساليب البلاغية وشرح الأبيات</p> <p>يوظف معاني المفردات الجديدة في جمل توضح معناها وفق سياقها في النص</p> <p>يستخرج أسلوب الاختصاص في الجمل</p> <p>يحدد الطالب إعراب الاسم المخصوص</p>	<a href="https://www.youtube.com/watch?v=6zwR5V-ts7k">https://www.youtube.com/watch?v=6zwR5V-ts7k</a>



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#### Learning objectives:

- أن يميز الطالب أسلوب الاختصاص في الجمل .
- أن يحدد الطالب إعراب الاسم المخصوص .
- أن يوظف الطالب أسلوب الاختصاص في الجمل

#### TOPIC

القراءة المثمرة

#### Learning objectives:

- أن يحدد الطالب خطوات تلخيص أي نص أو كتاب
- أن يستخدم الطالب مهارات المحادثة عند تقديم عرض لتلخيص قام ب
- أن يبدي الطالب رأيه في مضمون المقالات او الكتب

يكتب جملاً موظفاً أسلوب الاختصاص

يوضح خطوات تلخيص أي نص أو كتاب

يتحدث مع التعبير بالجسد والوجه وتنويع نغمة الصوت

يبدي رأيه في مضمون المقالات او الكتب

[https://www.youtube.com/watch?v=1Y7Mvb5\\_kP4](https://www.youtube.com/watch?v=1Y7Mvb5_kP4)

[https://www.youtube.com/watch?v=ROglo\\_zh5bA](https://www.youtube.com/watch?v=ROglo_zh5bA)



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<p><b>Islamic Education</b> <b>(Arabs)</b></p>	<p>TOPIC: اختلاف الفقهاء -تدوين السنة -العفة</p> <p><b>Learning objectives:</b></p> <p>أن يستنتج أسباب الخلاف بين الفقهاء</p> <p>أن يبرهن على الاختلاف</p> <p>أن يوضح موقف المسلم من اختلاف الفقهاء</p> <p>أن يبين مراحل تدوين السنة</p> <p>أن يوضح المقصود بالسنة النبوية</p> <p>أن يحلل مفهوم العفة ومجالاتها</p> <p>أن يبدي رأيه في العفة</p>	<p>يحرص على حفظ سورة الكهف</p> <p>-يكتب موضوعا عن أنواع السنة النبوية</p> <p>أن يكتب بحثا عن أثار العفة على الفرد والمجتمع</p> <p>أن يكتب موضوعا المقارنة بين المذاهب الأربعة</p>	<p><a href="https://www.youtube.com/watch?v=QaAFOqIa3cQ">https://www.youtube.com/watch?v=QaAFOqIa3cQ</a></p> <p><a href="https://www.youtube.com/watch?v=roOPiN5dknw">https://www.youtube.com/watch?v=roOPiN5dknw</a></p> <p><a href="https://www.youtube.com/watch?v=D5JHhb1DF5I">https://www.youtube.com/watch?v=D5JHhb1DF5I</a></p>
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<p><b>Islamic Education (Non Arabs)</b></p>	<p><u>TOPIC:</u></p> <p><b>Learning objectives:</b></p> <ol style="list-style-type: none"><li>1. The scholars' Efforts in Preserving Sunnah</li></ol> <ul style="list-style-type: none"><li>❖ Explain the background of preserving Hadiths and conveying them to people.</li><li>❖ Define the terms 'Isnad' and 'Matn'.</li><li>❖ Distinguish between Isnad and Matn.</li><li>❖ Identify the efforts of scholars in recording Hadith.</li></ul>	<p>To create a mind map on the efforts of the scholars to preserve Sunnah</p> <p>To make a video on the importance of obeying the ruler</p>	<p><a href="https://www.youtube.com/watch?v=vKFBOQFSfsg">https://www.youtube.com/watch?v=vKFBOQFSfsg</a></p>
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	<p>2. Obedience of the Ruler</p> <ul style="list-style-type: none"><li>❖ Identify the ruling on obeying the ruler from Qur'an.</li><li>❖ Explain the importance of obeying the ruler.</li><li>❖ Infer the negative effects of rebelling against the ruler on the individual and society.</li></ul>		<p><a href="https://www.youtube.com/watch?v=vtCj-l16D68">https://www.youtube.com/watch?v=vtCj-l16D68</a></p>
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