



Aim High Study Progress Programme  
Year 10  
JANUARY 2022

Area for learning	Focus	Activities	Useful Websites/Apps
English 1 <sup>st</sup> Language	<ul style="list-style-type: none"><li>To enhance analytical skills of the student.</li><li>To enable learners to understand how writers create an effect.</li></ul>	<ul style="list-style-type: none"><li>Read 2 to 3 poems of a certain poet, genre or era from the given website.</li><li>Analyse the figurative language used.</li><li>State the central theme and the effect on the reader.</li><li>You can attempt a language analysis piece on the chosen poet.</li></ul>	<a href="http://www.poetryhunter.com">www.poetryhunter.com</a>
English 2 <sup>nd</sup> Language	Article Writing To develop article writing skills.	<ul style="list-style-type: none"><li>Choose a feature article and a persuasive article and analyse the components of the same through a brief summary and annotations.</li><li>Create a diagrammatic illustration distinguishing between the 2 types of articles mentioned above.</li></ul>	<a href="http://www.khaleejtimes.com">www.khaleejtimes.com</a> <a href="http://www.ndtv.com">www.ndtv.com</a> <a href="http://www.bbc.com">www.bbc.com</a>



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<b>English Literature</b>	<ul style="list-style-type: none"><li>To enhance understanding of short story as a genre</li></ul>	<ul style="list-style-type: none"><li>➤ Research on the features of short story as a genre.</li><li>➤ How does it differ from a novel?</li><li>➤ How does it affect the reader differently?</li><li>➤ What are the constraints and benefits of the genre?</li></ul> <p>Research on the famous short story writers of the 20<sup>th</sup> and 21<sup>st</sup> century.</p>	<a href="http://www.gutenberg.org">www.gutenberg.org</a>
<b>Mathematics Accelerated</b>	<b>Differentiation Learning objective:</b> <ul style="list-style-type: none"><li>To calculate the gradient at a point on a curve, given its equation</li></ul>	<ul style="list-style-type: none"><li>• Make a list of derivatives of simple functions</li><li>• Research on how to find the gradient of a curve at a differentiation at a point.</li><li>• Research on the applications of differentiation.</li><li>• How do you find maximum and minimum points using differentiation?</li></ul>	<a href="https://www.youtube.com/watch?v=9AI3BkKQhn0">https://www.youtube.com/watch?v=9AI3BkKQhn0</a> <a href="https://www.youtube.com/watch?v=u7UwkUH0c1c">https://www.youtube.com/watch?v=u7UwkUH0c1c</a> <a href="https://www.youtube.com/watch?v=AUbTx0ldTlw">https://www.youtube.com/watch?v=AUbTx0ldTlw</a>



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	<ul style="list-style-type: none"><li>• To find the equations of the tangent and normal to a curve at a point.</li><li>• To locate maximum and minimum points on the graph</li><li>• To use second derivatives to distinguish minimum and maximum points</li><li>• To sketch a quadratic graph</li></ul>		<a href="https://www.youtube.com/watch?v=WCq3sRzsJfs">https://www.youtube.com/watch?v=WCq3sRzsJfs</a> <a href="https://www.youtube.com/watch?v=Y0QPJjso_9w">https://www.youtube.com/watch?v=Y0QPJjso_9w</a>
Mathematics Extended	<b>Sets and Venn diagrams:</b> <ul style="list-style-type: none"><li>• Use language, notation and Venn diagrams to describe</li></ul>	Make a glossary of different terms used in Sets and their notations. Add one example for each of those.  Research on real life application of sets and Venn diagrams.	<a href="https://www.mathsisfun.com/sets/venn-diagrams.html">https://www.mathsisfun.com/sets/venn-diagrams.html</a> <a href="https://corbettmaths.com/2016/08/07/venn-diagrams/">https://corbettmaths.com/2016/08/07/venn-diagrams/</a>



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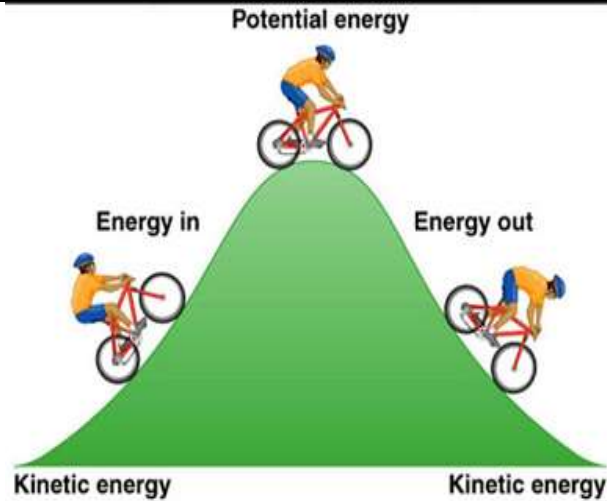
	<p>sets and represent relationships between sets</p> <ul style="list-style-type: none"><li>Analyze and apply the concept of Sets and Venn diagrams in problem solving</li></ul> <p><b>Circle theorems:</b></p> <ul style="list-style-type: none"><li>Find the missing angles in circles using circle theorems</li></ul>	<p>Take some large cut out circles / paper plates. Label the centre, draw the diameter. Now try each circle theorem on these paper cut outs by drawing the required angles and lines. See whether each circle theorem holds true in any circle of any radius.</p> <p>Practice past paper questions on Circle theorems.</p>	<p><a href="https://www.youtube.com/watch?v=CffNhB44t70">https://www.youtube.com/watch?v=CffNhB44t70</a></p> <p><a href="https://www.mathsisfun.com/geometry/circle-theorems.html">https://www.mathsisfun.com/geometry/circle-theorems.html</a></p> <p><a href="https://www.youtube.com/watch?v=BDqELk2xCPU">https://www.youtube.com/watch?v=BDqELk2xCPU</a></p>
<b>Statistics</b>	<b>Measures of central tendency – mode, median and mean</b>	<p>Practice Transformations of mean, mode and median will be simple scaling such as: Everyone in the class results were reduced by 5 marks: how would this effect the mean, mode and median?</p>	<p><a href="https://www.mathsgenie.co.uk/mean-tables.html">https://www.mathsgenie.co.uk/mean-tables.html</a></p>



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	<ul style="list-style-type: none"><li>• Calculate the mean, mode and median for discrete data, continuous data.</li><li>• Describe the advantages and disadvantages of each measure of central tendency. Understand the effect of transformations on the mean, mode, median.</li></ul>		<a href="https://www.bbc.co.uk/bitesize/guides/zwhgk2p/revision/7">https://www.bbc.co.uk/bitesize/guides/zwhgk2p/revision/7</a>
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<p><b>Physics</b></p>	<p><b>Work, Energy and Power</b></p> <ul style="list-style-type: none"> <li>To relate work done to the magnitude of a force and the distance moved</li> <li>To describe energy changes in terms of work done</li> <li>To recall and use <math>W = Fd = E</math></li> <li>To relate power to work done and time taken, using appropriate examples</li> <li>To recall and use the equation <math>P = E/t</math> to solve problems.</li> </ul>	 <ul style="list-style-type: none"> <li>Revise and practice questions from past paper on work, energy and power.</li> <li>Make an interactive presentation on different types of energy resources using <b>GLOGSTER</b>.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.skool.co.uk">www.skool.co.uk</a></li> <li><a href="http://www.islandphysics.com">www.islandphysics.com</a></li> <li><a href="https://hgphysics.com/gp/h/d-energy/work/">https://hgphysics.com/gp/h/d-energy/work/</a></li> <li><a href="https://www.bbc.co.uk/education/guides/zssk7ty/revision">https://www.bbc.co.uk/education/guides/zssk7ty/revision</a></li> <li><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/21c/sustainable-energy/choosing-energy-sources/rev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/21c/sustainable energy/choosing energy sources/rev1.shtml</a></li> <li><a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/energy-resources/energy_rev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/geography/energy resources/energy_rev1.shtml</a></li> </ul>
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		<ul style="list-style-type: none"><li>• Use <b>PADLET</b> and give examples for each type that is present in UAE or in your home country.</li><li>• Use the ideas of transfer of energy and power to explain the following:</li><li>• Water at the bottom of water- fall is warmer than at the top.</li><li>• Our hands become warm when we rush them against each other.</li></ul>	<ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=pDK2p1QbPKQ">https://www.youtube.com/watch?v=pDK2p1QbPKQ</a></li></ul>
<b>Chemistry</b>	<b>Chemical Reactions</b> <ul style="list-style-type: none"><li>• To classify the different types of chemical reactions</li><li>• Predict the types of reactions and identify the products</li><li>• Write and balance symbol equations</li></ul>	ACTIVITY 1: <ul style="list-style-type: none"><li>• Research about the types of reactions.</li></ul> ACTIVITY 2: <ul style="list-style-type: none"><li>• Many chemical reactions release or absorbs energy. What are these reactions called? Classify the reactions.</li><li>• State the type, predict the products and balance the equation</li></ul>	<ul style="list-style-type: none"><li>• <a href="https://www.onlinemathlearning.com/chemical-reactions-equations.html#:~:text=Five%20major%20types%20of%20chemical,(also%20called%20double%20displacement).">https://www.onlinemathlearning.com/chemical-reactions-equations.html#:~:text=Five%20major%20types%20of%20chemical,(also%20called%20double%20displacement).</a></li></ul>



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			<ul style="list-style-type: none"><li>• <a href="https://www.physicsandmathstutor.com/chemistry-revision/igcse-cie/chemical-reactions/">https://www.physicsandmathstutor.com/chemistry-revision/igcse-cie/chemical-reactions/</a></li><li>• <a href="https://www.youtube.com/watch?v=WWJQpuv9EIE">https://www.youtube.com/watch?v=WWJQpuv9EIE</a></li></ul>
<b>Biology</b>	<p><b><u>Transport in plants</u></b> Identify root hair cells, as seen under the light microscope, and state their functions.</p> <ul style="list-style-type: none"><li>• Investigate, using a suitable stain, the pathway of water through the above ground parts of a plant.</li><li>• To define translocation in terms of the movement of sucrose and amino acids in phloem.</li></ul>	<ul style="list-style-type: none"><li>• Encourage students to conduct a simple experiment to show that transport of food is carried out by the phloem.</li><li>• Motivate the students to come up with the hypothesis of the concept explaining the uptake of water and minerals through various cells.</li></ul>	<ul style="list-style-type: none"><li>• <a href="http://www.thinkib.net/biology/page/17721/vascular-tissues-introduction-new-guide">http://www.thinkib.net/biology/page/17721/vascular-tissues-introduction-new-guide</a></li><li>• <a href="https://youtu.be/uK7I9YH0UiU">https://youtu.be/uK7I9YH0UiU</a></li><li>• <a href="https://youtu.be/3e95gAekR8s">https://youtu.be/3e95gAekR8s</a></li><li>• <a href="https://youtu.be/XC4Oh5My8VE">https://youtu.be/XC4Oh5My8VE</a></li></ul>





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	<ul style="list-style-type: none"><li>• To describe the limiting factors for the rate of transpiration.</li><li>• Investigate and describe the effects of variation of temperature and humidity on transpiration rate</li></ul>	<ul style="list-style-type: none"><li>• Students will come up with a method to investigate the pathway of water flow in the stem using celery stem.</li><li>• Research on the transport of water and minerals in succulent plants.</li><li>• Conduct an experiment and make a report on limiting factors that affects the rate of transpiration</li></ul>	<ul style="list-style-type: none"><li>• <a href="https://youtu.be/EAYmLKrrTPO">https://youtu.be/EAYmLKrrTPO</a></li><li>• <a href="http://www.biologyreference.com/Ta-Va/Translocation.html">http://www.biologyreference.com/Ta-Va/Translocation.html</a></li><li>• <a href="http://passel.unl.edu/pages/informationmodule.php?idinformationmodule=1092853841&amp;topicorder=6">http://passel.unl.edu/pages/informationmodule.php?idinformationmodule=1092853841&amp;topicorder=6</a></li><li>• <a href="http://www.thenational.ae/lifestyle/house-home/nicks-garden-how-much-water-does-that-plant-need">http://www.thenational.ae/lifestyle/house-home/nicks-garden-how-much-water-does-that-plant-need</a></li></ul>
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<p><b>Food and Nutrition</b></p>	<p>Sources and functions of the following <u>Nutritive value of foods</u>:</p> <ul style="list-style-type: none"> <li>• proteins ,</li> <li>• carbohydrates</li> <li>• fats</li> <li>• vitamins (A, C, D, E, K, B group – thiamin, riboflavin, nicotinic acid and cobalamin)</li> <li>• mineral elements (calcium, iron, phosphorous, potassium, sodium, fluoride, chloride, iodide)</li> <li>• water</li> <li>• Sources and uses of <u>food energy</u>.</li> </ul>	<p><u>The Nutrient Content of Food</u></p> <ul 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> <li>• Adapt any recipe containing <u>carrot</u> to make something different keeping in mind to retain the nutritive value as much as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.foodafactoflife.org.uk/">Food a fact of life website</a></li> <li>• <a href="https://www.gov.uk/government/publications/the-eatwell-guide">The Eatwell plate-</a></li> <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>
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	<ul style="list-style-type: none"><li>Sources and functions of <u>non-starch polysaccharide (NSP)/dietary fibre</u>.</li></ul>		
<b>Economics</b>	<ul style="list-style-type: none"><li>To analyse how taxes are used by Government to achieve its objectives</li></ul>	<ul style="list-style-type: none"><li>Research on the two types of taxes Direct &amp; Indirect using examples. Find out the types of taxes levied in UAE.</li><li>Research on how Indirect taxes are used to impact consumption of demerit goods, use a graph to emphasize your findings.</li><li>What is a negative tax? Explain using examples.</li><li>Present your work on using power point presentation.</li></ul>	<ul style="list-style-type: none"><li><a href="https://www.britannica.com/topic/taxation">https://www.britannica.com/topic/taxation</a></li></ul>
<b>Accounting</b>	<ul style="list-style-type: none"><li>To record day book entries into ledger accounts</li></ul>	<ul style="list-style-type: none"><li>Interview people working in the Accounts Department of any organisation (it could be your own school)</li></ul>	<ul style="list-style-type: none"><li><a href="http://www.tutor2u.net">www.tutor2u.net</a></li><li><a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a></li><li><a href="http://www.cie.org.uk">www.cie.org.uk</a></li></ul>



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		<ul style="list-style-type: none"><li>• Identify the dual function of the cash book as a book of prime (original) entry and as a ledger account for bank and cash.</li><li>• Check with them the concept of Petty Cash Account.</li><li>• Reflect your findings in the form of a class presentation.</li></ul>	
<b>Business Studies</b>	<ul style="list-style-type: none"><li>• Business (Private) objectives and Stakeholders objectives</li><li>• To assess the importance of business objectives and how it can satisfy stakeholders objectives as well. How these objectives help business activity/growth in developing and developed countries</li></ul>	<ul style="list-style-type: none"><li>• State and explain PepsiCo VMOSA (Vision, Mission, Objectives, Strategies and Action Plans). Who are the stakeholders in the Company? How are they affected by business activity? (refer Page 56 in Textbook)</li><li>• How will PepsiCo face the conflict of objectives between stakeholders while it is still diversifying its business with retail sector growing steadily?</li></ul>	<ul style="list-style-type: none"><li>• <a href="http://www.bized.co.uk">www.bized.co.uk</a></li><li>• <a href="http://www.cie.org.uk">www.cie.org.uk</a></li><li>• <a href="http://www.xtermepapers.net">www.xtermepapers.net</a></li><li>• <a href="http://www.tutor2n.net">www.tutor2n.net</a></li><li>• <a href="#">Text Book</a></li></ul>



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		<ul style="list-style-type: none"> <li>Show your findings using 3 slides of power point presentation or one-page of write-up with pictures.</li> </ul>	
<b>Travel and Tourism</b>	<ul style="list-style-type: none"> <li>ICT in Travel and Tourism</li> <li>Identify and explain Use of ICT in Travel &amp; Tourism Industry</li> </ul>	<ul style="list-style-type: none"> <li>Collect information from websites and explain how Travel and tourism providers make use of computerised information systems and relevant technology to obtain information. How they provide tourism products &amp; services to customers &amp; how ICT helps in this (World span, Sabre, Galileo, World Wide Web).</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.bized.co.uk">www.bized.co.uk</a></li> <li><a href="#">Local travel Magazines</a></li> <li><a href="#">Textbook</a></li> <li><a href="http://www.tutor2u.net">www.tutor2u.net</a></li> </ul>
<b>Sociology</b>	<ul style="list-style-type: none"> <li>Family:</li> <li>To examine the dark side of family life</li> </ul>	<ul style="list-style-type: none"> <li>Why is it difficult to get accurate information about the dark side of the family?</li> <li>According to few sociologists, families provide support networks that confer psychological and social benefits no longer provided by other social institutions. Why? Why not?</li> </ul>	<a href="https://www.youtube.com/watch?v=FisKm39E7L8&amp;t=105s">https://www.youtube.com/watch?v=FisKm39E7L8&amp;t=105s</a>



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<b>Psychology</b>	Memory- Peterson and Peterson study background	To investigate how different short intervals containing an interference task affect the recall of items presented verbally, and to infer the duration of STM.	<a href="#">Peterson and Peterson: Short Term Memory – Mrs. Eplin's IB Psychology Class Blog (wordpress.com)</a>  <a href="#">Duration of Short-term Memory   Psychology   tutor2u</a>  <a href="#">Duration of Short-term Memory Experiment - Peterson and Peterson   Simply Psychology</a>
<b>Geography</b>	<ul style="list-style-type: none"><li>• O S maps</li></ul>	LO: To analyse and understand the different features of an OS map. Focus: Six figure grid reference. Direction and distance.	<a href="https://www.bbc.co.uk/bitesize/guides/zg7jk2p/revision/2">https://www.bbc.co.uk/bitesize/guides/zg7jk2p/revision/2</a>



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		Countours.	
<b>History</b>	<u>League of Nations</u>	How successful was the League in the 1920's?  Focus <ul style="list-style-type: none"><li>• The Aims of the League</li><li>• Membership of the League</li><li>• Organization of the League</li><li>• Border disputes in the 1920's</li></ul>	<a href="https://www.oup.com">Chapter 2 : Secondary: Oxford University Press (oup.com)</a>
<b>Global Perspectives</b>	<ul style="list-style-type: none"><li>• LAW &amp; CRIMINALITY</li><li>• GLOBALIZATION</li></ul>	<ul style="list-style-type: none"><li>• To examine and anaylse legal and criminal concerns locally, nationally &amp; globally.</li><li>• To analyze the significance and impact of globalization locally, nationally &amp; globally.</li></ul>	GLOBAL PERSPECTIVE IGCSE COURSEBOOK



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<b>Environmental Management</b>	Agriculture and the environment	<p>Use various sources to investigate the types of agriculture practiced around UAE.</p> <p>Create a presentation of your choice to show the following:</p> <ul style="list-style-type: none"> <li>• How sustainable agriculture is practiced in UAE</li> <li>• Strategies used by the farmers to increase crop yield in UAE.</li> <li>• The environmental impacts of agriculture in UAE</li> </ul>	<p><a href="https://www.nationsencyclopedia.com/Asia-and-Oceania/United-Arab-Emirates-">https://www.nationsencyclopedia.com/Asia-and-Oceania/United-Arab-Emirates-</a></p> <p><a href="https://www.moccae.gov.ae/en/knowledge-and-statistics/agricultural-development.aspx">https://www.moccae.gov.ae/en/knowledge-and-statistics/agricultural-development.aspx</a></p> <p><a href="https://www.thenationalnews.com/opinion/editorial/the-future-of-farming-may-lie-in-the-uae-desert-1.1082991">https://www.thenationalnews.com/opinion/editorial/the-future-of-farming-may-lie-in-the-uae-desert-1.1082991</a></p> <p><a href="https://www.thenationalnews.com/uae/environment/2021/11/07/abu-dhabi-launches-sustainable-agriculture-plan-to-boost-local-farming/">https://www.thenationalnews.com/uae/environment/2021/11/07/abu-dhabi-launches-sustainable-agriculture-plan-to-boost-local-farming/</a></p>
<b>ICT</b>	<p><b>Topic:</b> EXCEL functions</p> <p><b>Learning Objective:</b></p>	<p>Microsoft <b>Excel</b> is a spreadsheet program <b>used</b> to store and retrieve numerical data in a grid format of columns and rows. <b>Excel</b> is ideal for entering, calculating and</p>	<p><a href="http://www.aceit-training.com">www.aceit-training.com</a></p> <p><a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a></p>





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	<ul style="list-style-type: none"> <li>• To create spreadsheets using MS EXCEL, and explore different formulas, sort data and format cells</li> <li>• To present the data in formatted form, as a properly laid out spreadsheet</li> </ul>	<p>analysing company data such as sales figures, sales taxes or commissions. Help the child to develop a data model, of the finance of your workplace or the finances flow at home.</p> <p>Encourage your child to research on the following:</p> <ul style="list-style-type: none"> <li>• Difference between the different types of LOOKUP functions</li> <li>• How to use data validation in a spreadsheet</li> <li>• Present data             <ul style="list-style-type: none"> <li>○ Enhance data</li> <li>○ Format cells</li> <li>○ Adjust rows and columns</li> <li>○ Conditional formatting</li> <li>○ Adjust page orientation</li> </ul> </li> </ul>	<p><a href="https://www.udemy.com/excel-quickstart/">https://www.udemy.com/excel-quickstart/</a></p>
<p><b>Computer Science</b></p>	<p>Topic: Problem Solving Learning Objective:</p>	<ul style="list-style-type: none"> <li>• Discuss with your child about ASCII chart to see how different number systems are used to represent the symbols on the keyboard and support them to design pseudocode for the same.</li> </ul>	<p><a href="#">pseudocode</a> <a href="#">How to write Pseudocode: A beginner's guide   by Ngunyi Macharia   Medium</a></p>



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	<p>Able to design pseudocode for given scenarios.</p> <p>Able to explore the importance of ASCII codes.</p> <p>Able to create a pseudocode for converting between base systems.</p>	<ul style="list-style-type: none"> <li>Motivate your child to spend time in developing a pseudocode that can be used to convert between any base system and our decimal number system.</li> <li>Also encourage them to create a report on these algorithms that can be presented and shared with others.</li> </ul>																			
<p><b>Physical Education</b></p>	<ul style="list-style-type: none"> <li>To understand the different parts of respiratory system.</li> <li>To understand the structure and functions of respiratory system.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a diagram of respiratory system and label it.</li> </ul> <p style="text-align: center;">Complete the table below</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Part of respiratory system</th> <th style="width: 33%;">Structure</th> <th style="width: 33%;">Function</th> </tr> </thead> <tbody> <tr> <td>Lung</td> <td></td> <td></td> </tr> <tr> <td>Alveoli</td> <td></td> <td></td> </tr> <tr> <td>Diaphragm</td> <td></td> <td></td> </tr> <tr> <td>bronchi</td> <td></td> <td></td> </tr> <tr> <td>epiglottis</td> <td></td> <td></td> </tr> </tbody> </table>	Part of respiratory system	Structure	Function	Lung			Alveoli			Diaphragm			bronchi			epiglottis			<p><a href="http://www.teachpe.com">www.teachpe.com</a></p> <p><a href="http://www.britishschoolofboston.org">www.britishschoolofboston.org</a></p> <p><a href="http://www.cie.org.uk">www.cie.org.uk</a></p> <p><a href="http://www.innerbody.com">www.innerbody.com</a></p> <p><a href="http://www.physicaleducation.co.uk">www.physicaleducation.co.uk</a></p>
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		Larynx	
<b>Art</b>	KEY AREA OF LEARNING AO2 AND AO3	Students to TRY a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques relevant to the chosen THEME OR SUBJECT.	<a href="https://issuu.com/va-da/docs/igcse_assessment_criteria_new">https://issuu.com/va-da/docs/igcse_assessment_criteria_new</a> <a href="http://www.studentartguide.com">www.studentartguide.com</a>
<b>French</b>	<p>A la maison</p> <ul style="list-style-type: none"> <li>• To exchange information and opinions about TV programmes</li> <li>• To talk about household tasks and offer help around the house</li> </ul> <p>To report lost property and describe missing items</p>	<ul style="list-style-type: none"> <li>- SPEAKING : prepare a role play :</li> <li>- Candidat(e): vous-même Professeur: propriétaire d'une maison de vacances, Monsieur/Madame Moreau</li> <li>- Pendant vos vacances en Suisse vous perdez la clé de votre maison de vacances. Vous téléphonez au/à la propriétaire de la maison, Monsieur/Madame Moreau.</li> <li>- 1 (i) Saluez le/la propriétaire; et</li> <li>- (ii) Expliquez la situation.</li> </ul>	<a href="http://www.french-games.net">www.french-games.net</a> <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://www.language-gym.com">www.language-gym.com</a> <a href="http://www.tv5monde.org">www.tv5monde.org</a>

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		<ul style="list-style-type: none"> <li>- 2 (i) Dites où vous avez perdu la clé; et</li> <li>- (ii) Dites quand vous avez perdu la clé.</li> <li>- 3 Répondez à la question.</li> <li>- 4 (Le/la propriétaire va venir.)</li> <li>- (i) Faites vos excuses; et</li> <li>- (ii) Proposez de payer pour la clé.</li> <li>- 5 Posez 1 question sur l'heure de son arrivée.</li> </ul>	
<b>Arabic (Arabs)</b>	<p>1- قصة مصباح الحمام</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> <li>- أن يحلل النصّ السردّي تحليلًا فكريًا ونقدًا وبلاغيًا.</li> <li>- أن يوضح الفكرة الرئيسة والأفكار الفرعية.</li> <li>- أن يستنتج الدلالات التعبيرية.</li> <li>- أن يستنتج القيم الواردة بالنص.</li> <li>- أن يحلل المغزى من القصة والدلالة عليه.</li> <li>- أن يفسر دور المكان في التأثير على العقدة.</li> </ul>	<ul style="list-style-type: none"> <li>- يوضح دلالة عنوان القصة على المضمون.</li> <li>- قارن بين نصين مستنتجا السمات المختلفة والمتشابهة فيهما.</li> <li>- حدّد القيم الواردة بالنص وناقشها مع مجموعتك.</li> <li>- حلّل النصّ الأدبي تحليلًا أدبيًا.</li> <li>- دلل على فكرة النص من خلال الألفاظ والتراكيب والأساليب.</li> <li>- يحلل القصة إلى عناصرها الفنية.</li> <li>- يحدد استراتيجيات الكاتب في تلك القصة.</li> <li>- يحلل تأثير المكان على تصاعد الأحداث.</li> <li>- يحلل المغزى من القصة مع التدليل عليه من أحداث القصة.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=Y_qMjT1aHVk">https://www.youtube.com/watch?v=Y_qMjT1aHVk</a></p> <p><a href="https://www.youtube.com/watch?v=O_RnbfRFz8A">https://www.youtube.com/watch?v=O_RnbfRFz8A</a></p> <p><a href="https://www.youtube.com/watch?v=ioC0b_4quhc">https://www.youtube.com/watch?v=ioC0b_4quhc</a></p>

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	-	<p>يفسر الظاهرة المجتمعية التي تعالجها القصة - يوضح دور الوصف في حبكة القصة مع الأمثلة - يطبق الاستعارة بنوعيتها والكنائية من خلال الأمثلة المعطاة -</p>	
<b>Arabic (Non-Arabs)</b>	<p>TOPIC: الطاقة ومصادرها زيارة مدينة مصدر Learning objectives: أن يشرح التلاميذ مصادر الطاقة أن يقارن الطالب بين مصادر الطاقة أن يطرح الطالب حلولاً للحفاظ على الطاقة أن يقدم التلاميذ تقريراً عن زيارة لمدينة مصدر</p>	<ul style="list-style-type: none"> <li>• Students can compare between sources of energy.</li> <li>• Students can create a report about Masdar city.</li> <li>• Students can create videos about energy.</li> <li>• Students can create reports about visit to Masdar city.</li> <li>•</li> </ul>	<p><a href="https://www.youtube.com/watch?v=mAevY1UUB-k">https://www.youtube.com/watch?v=mAevY1UUB-k</a> <a href="https://www.youtube.com/watch?v=z0a8Cz08-OA">https://www.youtube.com/watch?v=z0a8Cz08-OA</a> <a href="https://www.youtube.com/watch?v=cmpkrUjAveY">https://www.youtube.com/watch?v=cmpkrUjAveY</a></p>
<b>Islamic Education (Arabs)</b>	<p>جمع القرآن الكريم Learning objectives:</p>	<p>يكتب بحثاً عن مراحل جمع القرآن في عهد عثمان بن عفان يكتب تقريراً عن رسم المصحف العثماني</p>	<p><a href="https://www.youtube.com/watch?v=2i2eb9PDxtc">https://www.youtube.com/watch?v=2i2eb9PDxtc</a></p>



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	أن يقارن بين مراحل الجمع في أبو بكر وعهد عمر بن الخطاب يبدي رأيه في جمع القرآن الكريم-		
<b>Islamic Education (Non Arabs)</b>	TOPIC: <b>Learning objectives:</b> <b>1. <u>Stages of collection the Quraan</u></b> - able to explain the stages of collecting AL Quran. -Compare the efforts of Abu Bakr As Siddiq in serving Al Quran to those of Uthman R.A.	1. Write an essay or a journal report about Miracles in Al Quran Al Kareem.  Write an essay to a friend convincing him why Muslims believe that Al Quran is not changed unlike previous book	<a href="http://bak.whyislam.org/submission/the-holy-quran/arrangement-and-collection-of-the-quran/">http://bak.whyislam.org/submission/the-holy-quran/arrangement-and-collection-of-the-quran/</a>



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<b>Moral Education</b>	TOPIC: The Development of Entrepreneurship Skills <b>Learning objectives:</b> To develop entrepreneurial skills by producing a plan for a 'business' and making financial decisions based on how the business copes with economic pressures	Explain the following statements: <ul style="list-style-type: none"><li>• Entrepreneurs must be motivators.</li><li>• Entrepreneurs must be risk takers.</li><li>• Entrepreneurs must be dreamers</li></ul>	<a href="https://www.youtube.com/watch?v=hzoGnCdQadw">https://www.youtube.com/watch?v=hzoGnCdQadw</a>
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