



**Aim High Study Progress Programme**  
**Year 10**  
**October 2021**

Area for learning	Focus	Activities	Useful Websites/Apps
<b>English</b> <b>1<sup>st</sup> Language</b>	<ul style="list-style-type: none"> <li>• Language Analysis</li> <li>• Reading Comprehensions</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to read from a varied range of texts.</li> <li>• Refer to the Bloom’s taxonomy and create questions based on the passage.</li> <li>• Focus on descriptions in the text and discuss how the descriptions affect you as a reader and the overall impact of it on the text.</li> </ul>	<a href="https://www.nationalgeographic.com/">https://www.nationalgeographic.com/</a> <a href="http://blogs.discovermagazine.com/crux/2019/09/13/9-ways-to-instantly-cut-your-environmental-impact/#.XX3OwygzY2w">http://blogs.discovermagazine.com/crux/2019/09/13/9-ways-to-instantly-cut-your-environmental-impact/#.XX3OwygzY2w</a> <a href="https://www.khaleejtimes.com/">https://www.khaleejtimes.com/</a>
<b>English</b> <b>2<sup>nd</sup> Language</b>	<ul style="list-style-type: none"> <li>• Language and vocabulary</li> <li>Finding key words in the question</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your child to determine the most important idea or theme</li> <li>• Emphasize on skim reading the passage for gist before looking at the question. Then ask your child to scan the passage to find the answer to each of the questions in turn.</li> </ul>	<a href="http://beginningreadinghelp.blogspot.a e/2010/08/teach-readingcomprehension-with-7-keys.html">http://beginningreadinghelp.blogspot.a e/2010/08/teach-readingcomprehension-with-7-keys.html</a> <a href="http://www.learningrx.com/readingcomprehension-">http://www.learningrx.com/readingcomprehension-</a>

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	<ul style="list-style-type: none"> <li>Skim and scan techniques of reading and choosing the best response</li> <li>Eliminating unnecessary details and writing to point Technique of giving brief, concise and precise answer.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage him/her to make inferences and synthesize information.</li> <li>Share your views on how to give precise and concise answers</li> </ul>	<a href="http://www.usingenglish.com/forum/teaching-english/119818-guide-englishgcse-paper-one.html">strategies-faq.htm</a> <a href="http://www.usingenglish.com/forum/teaching-english/119818-guide-englishgcse-paper-one.html">http://www.usingenglish.com/forum/teaching-english/119818-guide-englishgcse-paper-one.html</a>
<b>English Literature</b>	<ul style="list-style-type: none"> <li>Research on the varied styles of Carol Ann Duffy's writing.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the link provided.</li> <li>Read through the poems of Duffy as it forms your external reading</li> <li>Analyse and compare the themes presented in these poems, to the ones already attempted in class.</li> </ul>	<a href="https://www.scottishpoetrylibrary.org.uk/poem/anne-hathaway/">https://www.scottishpoetrylibrary.org.uk/poem/anne-hathaway/</a>
<b>Mathematics Accelerated</b>	<b>Trigonometry:</b> <ul style="list-style-type: none"> <li>Calculate bearing of a point with respect to another</li> <li>Apply sine rule and cosine rule in calculating missing side</li> </ul>	Research on the real life applications of Trigonometry. Present your findings using power point/ video/ Prezi /poster.	<a href="http://www.mathsisfun.com/algebra/trigonometry.html">www.mathsisfun.com/algebra/trigonometry.html</a> <a href="http://www.mathsteacher.com.au/year10/ch15_trigonometry/12_elev">www.mathsteacher.com.au/year10/ch15_trigonometry/12_elev</a>



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	<p>/angle in non right angled triangles.</p> <ul style="list-style-type: none"><li>• Calculate area of a triangle using the formula, <math>\frac{1}{2} ab \sin C</math></li><li>• Apply Trigonometry in calculating missing length/angle in 3D shapes.</li><li>• Draw Sine and Cosine curves</li><li>• Solve simple Trigonometric equations.</li></ul> <p><b>Cumulative frequency curve:</b></p> <ul style="list-style-type: none"><li>• Construct a cumulative frequency curve for grouped data and to estimate the median and quartiles.</li></ul> <p><b>Histograms:</b></p>	<p>Create notes/formula booklet on Trigonometric concepts. Include examples and figures too.</p> <p>Create a group frequency table on the marks your class got for your last math review test. Find median from the table.</p> <p>Research on the applications of histograms. Differentiate between histograms and bar charts</p>	<p><a href="https://www.bbc.com/bitesize/guides/zqwhjty/revision/1">https://www.bbc.com/bitesize/guides/zqwhjty/revision/1</a> <a href="https://www.cimt.org.uk/projects/mepres/step-up/sect4/index.htm">https://www.cimt.org.uk/projects/mepres/step-up/sect4/index.htm</a> <a href="https://www.youtube.com/watch?v=JJMZJFWMrpM">https://www.youtube.com/watch?v=JJMZJFWMrpM</a> <a href="http://www.mathsisfun.com/algebra/trig-sin-cos-tan-graphs.html">www.mathsisfun.com/algebra/trig-sin-cos-tan-graphs.html</a> <a href="https://www.bbc.com/bitesize/guides/zpkdd2p/revision/2">www.bbc.com/bitesize/guides/zpkdd2p/revision/2</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/statistics/representingdata3hirev5.shtml">http://www.bbc.co.uk/schools/gcsebitesize/maths/statistics/representingdata3hirev5.shtml</a></p>
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	<ul style="list-style-type: none"><li>• Draw a histogram and interpret it from the given continuous data</li></ul>		<p><a href="https://www.onlinemathlearning.com/cumulative-frequency-graph.html">https://www.onlinemathlearning.com/cumulative-frequency-graph.html</a></p> <p><a href="https://www.mathsisfun.com/data/histograms.html">https://www.mathsisfun.com/data/histograms.html</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zc7sb82/revision/9">https://www.bbc.co.uk/bitesize/guides/zc7sb82/revision/9</a></p>
Mathematics Extended	<p><b>ALGEBRA</b></p> <ul style="list-style-type: none"><li>• To solve a quadratic equation of the form <math>ax^2 + bx + c = 0</math> by factorization</li><li>• To solve quadratic equations using completing the square</li></ul>	Make notes on solving quadratic equations by factorisation, by formula and by completing the square. Search for past paper questions on Algebra and try to solve them.	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/factorisinghirev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/factorisinghirev1.shtml</a></p>



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	<ul style="list-style-type: none"><li>To solve word problems on quadratics.</li></ul> <p><b>Congruence &amp; Similarity</b></p> <ul style="list-style-type: none"><li>To recognize congruent shapes</li><li>Use the basic congruence criteria for triangles (SSS, ASA, SAS, RHS).</li><li>Calculate lengths of similar figures.</li><li>Use the relationships between areas of similar triangles, with corresponding results for similar figures and extension to</li></ul>	<p>Create word problems on the applications of inequalities. Frame the inequality and find the possible values which satisfies it.</p> <p>Take two identical cylindrical jars. Measure its dimensions. Apply your knowledge of volume of cylinders to calculate the volume of jars. Now try to derive the relation between dimensions ( radius/height) of cylinders with their volumes</p> <p>Enlarging a Picture and Scaling Up What is scale factor?</p> <ul style="list-style-type: none"><li>How do you find scale factor given two similar figures? Research on the application of scale factor to compare area and volumes of similar shapes</li></ul>	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/quadequationshirev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/quadequationshirev1.shtml</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/formulaehirev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/maths/algebra/formulaehirev1.shtml</a></p> <p><a href="http://mathonweb.com/help_ebook/html/factoring_2.htm">http://mathonweb.com/help_ebook/html/factoring_2.htm</a></p> <p><a href="https://revisionmaths.com/gcse-maths-revision/trigonometry/congruency">https://revisionmaths.com/gcse-maths-revision/trigonometry/congruency</a> <a href="https://www.bbc.co.uk/bitesize/guides/zxmfmmsg/revision/2">https://www.bbc.co.uk/bitesize/guides/zxmfmmsg/revision/2</a></p>
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	volumes and surface areas of similar solids.		<a href="http://www.mathsmutt.co.uk/files/simcomp.htm">http://www.mathsmutt.co.uk/files/simcomp.htm</a> <a href="https://www.onlinemathlearning.com/prove-triangles-congruent.html">https://www.onlinemathlearning.com/prove-triangles-congruent.html</a>
<b>Statistics</b>	<p>TOPIC: Collection of Data: Learning Objective: To differentiate between different types of data for eg quantitative and qualitative, discrete and continuous data etc. To recognize data can be obtained from primary and secondary sources. Understand meaning of terms Population, sample and census. Understand reasons for sampling, design and use a sampling frame.</p>	<p>Fun quizzes to test students' knowledge. <a href="https://quizlet.com/147475753/types-of-data-gcse-maths-flash-cards/">https://quizlet.com/147475753/types-of-data-gcse-maths-flash-cards/</a></p> <p>Activities based on reiterating the assumptions made when using the data capture technique (not the method of calculation)</p>	<p><a href="https://mathsmadeeasy.co.uk/gcse-maths-revision/types-of-data-revision/">https://mathsmadeeasy.co.uk/gcse-maths-revision/types-of-data-revision/</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zwcw6yc/revision/1">https://www.bbc.co.uk/bitesize/guides/zwcw6yc/revision/1</a></p> <p><a href="https://resources.collins.co.uk/free/978-0-00-811381-0_Edexcel%20GCSE%20Maths%20Higher%20Student%20Book_Ch18_Supplement.pdf">https://resources.collins.co.uk/free/978-0-00-811381-0_Edexcel%20GCSE%20Maths%20Higher%20Student%20Book_Ch18_Supplement.pdf</a></p>

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	<p>Use Peterson's data capture technique to estimate population sizes and know the assumptions made.</p>		
<p><b>Physics</b></p>	<ul style="list-style-type: none"> <li>• Density and Forces</li> <li>• To determine the density of a liquid and regular shaped solid</li> <li>• To determine the density of an irregularly shaped solid by the method of displacement.</li> <li>• To relate floating and sinking to density.</li> <li>• To describe the ways in which a force may change the motion of a body</li> </ul>	<p><b>HIGH DENSITY</b> particles are packed together tightly - not much space between. (Will sink easily, e.g. iron nail)</p> <p><b>LOW DENSITY</b> particles are loosely packed together - more space between. (Will float more easily, e.g. wood )</p> <p>Create a learning menu to explain the differences between (i) density and (ii) Forces. Create a TedED lesson to teach the concept of density and forces for a Flipped classroom</p>	<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/i-forces-and-motion/">https://hgphysics.com/i-forces-and-motion/</a></li> <li>• <a href="http://www.bbc.co.uk/education/guides/zyydmp3/revision">http://www.bbc.co.uk/education/guides/zyydmp3/revision</a></li> <li>• <a href="https://www.youtube.com/watch?v=FBP0pcpzwUM">https://www.youtube.com/watch?v=FBP0pcpzwUM</a></li> <li>• <a href="https://www.youtube.com/watch?v=dfw5Exg-C1o">https://www.youtube.com/watch?v=dfw5Exg-C1o</a></li> </ul>

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		<p>Create a list of questions based on Bloom’s taxonomy to check understanding of topic of your peers for the topic. Research on: It is difficult to strike a match on a smooth surface. Spaceships get hot when they return to Earth. Racing cyclists wear smooth tight clothes.</p>	
Chemistry	<p><b>Atoms elements and compounds.</b></p> <ul style="list-style-type: none"> <li>Describe elements, compounds, mixtures (alloys) and to show ionic bonding between metals &amp; non-metals.</li> <li>Describe the formation of ions by electron loss or gain</li> <li>To show ionic bonding between metal and non-metal atoms.</li> <li>To show covalent bonding between non-metal atoms,</li> </ul>	<p><b>ACTIVITY 1:</b> Create a 3D model of NaCl which shows giant ionic lattice structure</p> <p><b>ACTIVITY 2:</b> Research about Giant macromolecules and enlist their properties comparing with simple molecular and ionic compounds. Enlist various biological macromolecules.</p> <p><b>ACTIVITY 3:</b> Art - create a poster detailing the bonding in different molecules and compounds</p>	<ul style="list-style-type: none"> <li><a href="http://ichemey.blogspot.com/2013/01/ionic-bonding.html">http://ichemey.blogspot.com/2013/01/ionic-bonding.html</a></li> <li><a href="http://www.docbrown.info/page04/4_72bond.htm">http://www.docbrown.info/page04/4_72bond.htm</a></li> </ul>

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	<ul style="list-style-type: none"> <li>To show dot and cross structures for ionic and covalent compounds.</li> <li>Distinguish between ionic and covalent bonding and state properties</li> </ul>	<p><b>ACTIVITY 4:</b> Prepare a game to understand how someone can predict position of element in a periodic.</p> <p><b>ACTIVITY 5:</b> English - Write a short report on the usage and advantages of ionic and covalent compounds over one another.</p>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=HHTOS2Tpi8Q">https://www.youtube.com/watch?v=HHTOS2Tpi8Q</a></li> <li><a href="https://www.youtube.com/watch?v=S08qdOTd0w0">https://www.youtube.com/watch?v=S08qdOTd0w0</a></li> <li><a href="https://www.s-cool.co.uk/gcse/chemistry/chemical-bonding/revise-it/covalent-bonding">https://www.s-cool.co.uk/gcse/chemistry/chemical-bonding/revise-it/covalent-bonding</a></li> </ul>
<b>Biology</b>	<p><b><u>Movement in and out of the cell</u></b></p> <ul style="list-style-type: none"> <li>To describe the importance of diffusion of gases and solutes.</li> <li>To investigate the factors which influence the rate of diffusion.</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to demonstrate the movement of substances in and out of the cell</li> <li>Ask students to investigate the four factors affecting the rate of diffusion using their own procedure.</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://nittygrittyscience.com/eggmosis-teaching-selectively-permeable-membranes-with-eggs/">https://nittygrittyscience.com/eggmosis-teaching-selectively-permeable-membranes-with-eggs/</a></li> </ul>



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	<p><b>Biological Molecules:</b></p> <ul style="list-style-type: none"><li>• To describe the chemical elements that make up carbohydrates, fats and proteins.</li><li>• To state and explain that the large molecules are made up of smaller molecules.</li><li>• To relate the shape and structure of proteins with that of their functions.</li><li>• To describe the role of water as a solvent</li><li>• To describe the structure of DNA</li><li>• To investigate the sample for the</li><li>• Presence of carbohydrate, fats, proteins and vitamin C.</li></ul>	<ul style="list-style-type: none"><li>• Create a 3D/2D model of carbohydrates, fats and proteins and differentiate among them.</li><li>• Give real life examples of processes using the concept of large and small molecules.</li><li>• Differentiate between the different levels and types of proteins.</li><li>• Research on Globular proteins.</li><li>• Create a 3D model of the structure of DNA</li><li>• Food tests are carried out for various food samples.</li><li>• Interact with the food testing and quality assurance companies.</li></ul>	<ul style="list-style-type: none"><li>• <a href="http://sciencing.com/four-things-affect-rate-diffusion-8348637.html">http://sciencing.com/four-things-affect-rate-diffusion-8348637.html</a></li><li>• <a href="https://youtu.be/3jwAGWky98c">https://youtu.be/3jwAGWky98c</a></li><li>• <a href="https://youtu.be/Knc_CSrZkcU">https://youtu.be/Knc_CSrZkcU</a></li><li>• <a href="http://www.wikihow.com/Make-a-Model-of-DNA-Using-Common-Materials">http://www.wikihow.com/Make-a-Model-of-DNA-Using-Common-Materials</a></li><li>• <a href="https://www.pinterest.com/pin/167618417353932392/">https://www.pinterest.com/pin/167618417353932392/</a></li></ul>
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<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>An understanding of the terms used in nutrition and nutrition-related problems</li> <li>Composition and value of the main foods in the diet- Sources of protein (dairy products, eggs, fish, meat, soya); cereals (maize, millets, oats, rice, wheat); fruits and vegetables, including pulses and nuts; fats and oils.</li> </ul>	<ul style="list-style-type: none"> <li>Write a sentence using each of the key words which are used in food lessons so you know how to use them in conversation.</li> <li>Make a paper or video recipe of how to make a healthy version of a normally unhealthy meal</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.eatforhealth.gov.au/food-essentials/five-food-groups">https://www.eatforhealth.gov.au/food-essentials/five-food-groups</a></li> <li><a href="http://vikaspedia.in/health/nutrition/nutritive-value-of-foods/nutritive-value-of-cereals-and-millets">http://vikaspedia.in/health/nutrition/nutritive-value-of-foods/nutritive-value-of-cereals-and-millets</a></li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>To assess and contrast the advantages and disadvantages of different economic systems.</li> </ul>	<ul style="list-style-type: none"> <li>Choose any country from the list to research. Use the websites provided to look for evidence of the advantages and disadvantages. Make an inference about the economic system most</li> </ul>	<ul style="list-style-type: none"> <li>Websites: CIA.gov, state.gov, heritage.org, UNDP.org, IMF.org, worldbank.org</li> </ul>



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		<p>closely tied to the country and give evidence to support your claim.</p> <ul style="list-style-type: none"><li>• Countries: China, North Korea, South Korea, Iran, Libya, Cuba, Congo, South Africa, Sudan, Egypt, Japan, Ecuador, Costa Rica, United Kingdom, Hong Kong, India, Tahiti, Brazil, Canada, United States, Norway, France, Germany, Argentina.</li><li>• List as many differences as you can think of between the economies of the United States and Cuba. Examples may include the following:</li><li>• Consumers have more choice in the U.S. vs Cuba.</li><li>• Cars in Cuba are older.</li><li>• Cuba has state-run health care, so there are no private hospitals, etc</li></ul>	<ul style="list-style-type: none"><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><li>• <a href="http://www.en.wikipedia.org/wiki/Market_economy">www.en.wikipedia.org/wiki/Market_economy</a></li></ul>
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<b>Accounting</b>	<ul style="list-style-type: none"><li>• Introduction to Accounting Concepts</li></ul>	<ul style="list-style-type: none"><li>• Choose any business you are familiar with for example a café, restaurant or a barber shop.</li><li>• List out some of the Assets, liabilities and capital of that business.</li><li>• Present your findings as a Power-point presentation, Prezi or A3 Poster</li></ul>	<ul style="list-style-type: none"><li>• <a href="http://www.cie.org.uk">www.cie.org.uk</a></li><li>• <a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a></li><li>• <a href="http://www.tutor2.net">www.tutor2.net</a></li><li>• <a href="#">Accounting Text books</a></li></ul>
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<b>Business Studies</b>	<ul style="list-style-type: none"> <li>To be able to demonstrate an understanding of business activity in adding value and helping to satisfy the needs of customers in a changing competitive environment.</li> <li>To research on different skills and allocation of work.</li> <li>To analyze how specialization and the division of labour occurs in KFC or McDonalds.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the complete process from source to finished product in making furniture (from forest to customers room) bringing out concepts of customer, value added, consumer needs. Present your findings as an A3 Poster.</li> <li>Explain how specialization and division of labour occurs in the Fast Food industry and evaluate its impact.</li> <li>Present your findings in a Prezi or Power point presentation.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.cie.org.uk">www.cie.org.uk</a></li> <li><a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a></li> <li><a href="http://www.tutor2.net">www.tutor2.net</a></li> </ul>
<b>Travel and Tourism</b>	<ul style="list-style-type: none"> <li>To investigate the role of UAE Government in development of TT Industry.</li> </ul>	<ul style="list-style-type: none"> <li>Research on role of UAE Government in Promotion of Tourism.</li> <li>Present o report or PPT or Prezi Presentation on the Topic.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.wto.org">www.wto.org</a></li> </ul>



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<b>Sociology</b>	<ul style="list-style-type: none"> <li>To evaluate the advantages and disadvantages of various surveys</li> <li>To analyse the importance of interviews methods in the study of Sociology</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of questionnaires that you have answered in UAE</li> <li>Research on various examples of interviews or chat shows broadcasted in UAE.</li> </ul>	Sociology course book.
<b>Psychology</b>	<ul style="list-style-type: none"> <li>To explore the issues and debate of moral development.</li> </ul>	<ul style="list-style-type: none"> <li>What are the issues and debates in cognitive development of a child?</li> </ul>	Edexcel Psychology textbook.
<b>Geography</b>	<ul style="list-style-type: none"> <li>To explain and evaluate the policies of the government of different countries</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the reasons for the policies of the government of different countries</li> </ul>	<a href="https://www.bbc.co.uk/bitesize/guides/z2ym82p/revision/2">https://www.bbc.co.uk/bitesize/guides/z2ym82p/revision/2</a>
<b>History</b>	To justify the terms of the Versailles peace treaty	Compare the treaty of Versailles to other treaties 'The October Manifesto was worthless' and 'Was the appointment of Stolypin successful?'- Write an article and justify the statement	<a href="https://www.youtube.com/watch?v=IICvzqA69o0">https://www.youtube.com/watch?v=IICvzqA69o0</a> <a href="https://www.youtube.com/watch?v=GIER4Cylir8">https://www.youtube.com/watch?v=GIER4Cylir8</a>



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	To analyse the sources about the justification of the treaty of Versailles on Germany		
<b>Global Perspectives</b>	<ul style="list-style-type: none"> <li>To explain and analyse the causes and effects of demographics on global trading and economic development</li> </ul>	<ul style="list-style-type: none"> <li>To what extend does population explosion affect the countries? Evaluate the causes and effects</li> </ul>	Global perspectives IGCSE TB
<b>Environmental Management</b>	<b>ROCKS AND MINERALS</b> To investigate renewable and non-renewable sources of energy and their impact on the environment	Use the internet to investigate the following: <ul style="list-style-type: none"> <li>Renewable energy sources</li> <li>Non -renewable energy sources</li> <li>Impact of energy on the environment.</li> </ul> Create Revision flash cards that you will use for revision.	<a href="https://www.eia.gov/energyexplained/what-is-energy/sources-of-energy.php">https://www.eia.gov/energyexplained/what-is-energy/sources-of-energy.php</a> <a href="https://www.youtube.com/watch?v=fyqDC_AKVgE">https://www.youtube.com/watch?v=fyqDC_AKVgE</a>
<b>ICT</b>	<u>LESSON OBJECTIVE</u>  To create spreadsheets using MS EXCEL, and explore entering formulas, sort data and format cells	<ul style="list-style-type: none"> <li><b>Home activities</b></li> <li><b>How can you help your child at Home</b></li> </ul> Microsoft <b>Excel</b> is a spreadsheet program <b>used</b> to store and retrieve numerical data in a grid format of columns and	<a href="http://www.aceit-training.com">www.aceit-training.com</a>  <a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a>



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	<p><u>LESSON OUTCOME</u></p> <p>Will be able to create spreadsheet using MS EXCEL, use formulas and try test data in the model.</p>	<p>rows. <b>Excel</b> is ideal for entering, calculating and analysing company data such as sales figures, sales taxes or commissions.</p> <ul style="list-style-type: none"><li>• Help the child:</li><li>• Create the layout for spreadsheet data model</li><li>• Enter formulae and simple function in spreadsheets</li><li>• Manipulate the data</li><li>• Test the data model</li><li>• Sort the data model</li><li>• Change the display and the format of cells</li><li>• Change the size of row and column</li><li>• Adjust the page orientation</li></ul>	<p><a href="https://www.udemy.com/excel-quickstart/">https://www.udemy.com/excel-quickstart/</a></p>
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<b>Computer Science</b>	<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>• Students will be able to convert decimal numbers into binary and hexadecimal numbers.</li> <li>• Students will be able to explore about ASCII codes.</li> <li>• Students will be able to create pseudocode for converting between base system.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to spend time practicing converting between binary and decimal and back again. A good resource for practicing binary number conversions is the Cisco Binary Game.</li> <li>• Discuss with your child about ASCII chart to see how these different number systems are used to represent the symbols on the keyboard.</li> <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. Also encourage them to create a report on these algorithms that can be presented and shared with others.</li> </ul>	
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• To understand the different types of muscles in the body.</li> <li>• To understand the movements of antagonistic muscles.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a rough diagram of the muscular system in the body and label all the major muscles.</li> <li>• Choose any sporting movement i.e. a kick, throw or jump. Say what muscles are involved in the</li> </ul>	<a href="http://www.teachpe.com">www.teachpe.com</a> <a href="http://www.britishschoolofboston.org">www.britishschoolofboston.org</a> <a href="http://www.cie.org.uk">www.cie.org.uk</a> <a href="http://www.innerbody.com">www.innerbody.com</a>

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		action/s, which ones are antagonist and which are the prime movers and (synergists).	<a href="http://www.physicaleducation.co.uk">www.physicaleducation.co.uk</a>
<b>Art</b>	To focus on Painting and related media in Art and design	To experience working in relevant frameworks in art and design and exploring skills necessary to form, compose and communicate.	<a href="http://www.studentartguide.com">www.studentartguide.com</a>
<b>French</b>	<p>En ville et a la campagne</p> <ul style="list-style-type: none"> <li>To make arrangements to meet and to go out</li> <li>To talk about towns, neighbourhood and region</li> <li>To give and seek directions to places in town</li> <li>To use perfect tense with AVOIR and ETRE</li> <li>To use negative expressions and ne .....que</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare a role play:</li> <li>- Candidat(e): vous-même Professeur: ami(e) français(e), Pascal(e)</li> <li>- Vous téléphonez à votre ami(e) français(e), Pascal(e). Vous l'invitez à sortir en ville le weekend prochain.</li> <li>- 1 (i) Saluez votre ami(e); et (ii) Expliquez pourquoi vous téléphonez.</li> <li>- 2 (i) Faites vos excuses; et (ii) Expliquez pourquoi vous ne voulez pas voir le film policier.</li> <li>- 3 Dites ce que vous voudriez faire en ville (donnez 2 détails).</li> </ul>	<p><a href="http://www.french-games.com">www.french-games.com</a>  <a href="http://apprendre.tv5monde.com/?utm_source=tv5monde&amp;utm_medium=metanav&amp;utm_campaign=langue-francaise_apprendre-le-francais">http://apprendre.tv5monde.com/?utm_source=tv5monde&amp;utm_medium=metanav&amp;utm_campaign=langue-francaise_apprendre-le-francais</a>  <a href="https://xtremepapers.dennx.com/CIE/Cambridge%20IGCSE/French%20-%20Foreign%20Language%20(0520)/">https://xtremepapers.dennx.com/CIE/Cambridge%20IGCSE/French%20-%20Foreign%20Language%20(0520)/</a>  <a href="https://www.youtube.com/results?search_query=igcse+french">https://www.youtube.com/results?search_query=igcse+french</a></p>

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	To identify direct object pronouns	<ul style="list-style-type: none"> <li>- 4 Répondez à la question.</li> <li>- 5 Posez 1 question sur le rendez-vous (par exemple: heure? où?).</li> <li>- Vous devez écrire 130–140 mots en français.</li> <li>- (a) Une visite à un parc d'attractions.</li> </ul>	
Arabic (Arabs)	<p>التقديم والتأخير</p> <p><b>Learning objectives:</b></p> <p>أن يوظف أسلوب التقديم والتأخير</p> <p>أن يعرب أسلوب التقديم والتأخير</p> <p>TOPIC: كيفية تقدير الذات</p> <p>نص معلوماتي</p> <p><b>Learning objectives:</b></p>	<p>يستخرج أسلوب التقديم والتأخير</p> <p>يوظف أسلوب التقديم والتأخير في فقرة</p> <p>يقرأ المتعلم النص المعلوماتي بعمق وشمولية</p> <p>يحدد الفكر الرئيسية للنص من خلال تحليل المعلومات الصريحة والضمنية مستشهداً بمصادر متنوعة من الأدلة التي تدعم تحليله محددًا نوعها مثل (إحصاءات وأرقام وأدلة منطقية وتجارب ومواقف</p>	<p><a href="http://www.voiceofarabic.net/articles/2340">http://www.voiceofarabic.net/articles/2340</a></p> <p><a href="https://www.youtube.com/watch?v=0u7IH9Hf00s">https://www.youtube.com/watch?v=0u7IH9Hf00s</a></p>

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	<p>أن يحدد الطالب الفكرة الرئيسة والأفكار الفرعية .</p> <p>أن يحلل الطالب النص تحليلاً أدبياً</p> <p>أن يستنتج خصائص النص -</p>		
Arabic (Non-Arabs)	<p>الطاقة</p> <p>أنواع الطاقة ومصادرها</p> <p>Learning objectives:</p> <p>أن يوضح التلاميذ أنواع الطاقة</p> <p>أن يشرح التلاميذ مصادر الطاقة</p> <p>أن يقارن الطالب بين مصادر الطاقة</p> <p>أن يطرح الطالب حلولاً للحفاظ على الطاقة</p>	<ul style="list-style-type: none"> <li>• Students can create banners to maintain energy</li> <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> </ul>	<p><a href="https://www.youtube.com/watch?v=mAevY1UUB-k">https://www.youtube.com/watch?v=mAevY1UUB-k</a></p> <p><a href="https://www.youtube.com/watch?v=z0a8Cz08-OA">https://www.youtube.com/watch?v=z0a8Cz08-OA</a></p> <p><a href="https://www.youtube.com/watch?v=cmpkrUjAveY">https://www.youtube.com/watch?v=cmpkrUjAveY</a></p>
Islamic Education (Arabs)	<p>TOPIC</p> <p>المدارس الفقهية – سكينه بنت الحسين-</p> <p>Learning objectives:</p>	<p>يحرص على التقوى والاخلاص في كل أمور حياته</p> <p>يبحث عن أثر المرأة المتعلمة في المجتمع</p> <p>يقارن بين مدرسة المدينة ومدرسة العراق</p>	<p><a href="https://www.youtube.com/watch?v=JkRRglqgWSE">https://www.youtube.com/watch?v=JkRRglqgWSE</a></p>

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	<p>أن يوضح نسب سكينه بنت الحسين (رحمها الله) أن يستخلص أثر النشأة الدينية في حياة سكينه بنت الحسين أن يبدي رأيه في شخصية سكينه بنت الحسين أن يقارن بين المدارس الفقهية أن يبدي رأيه في المدارس الفقهية</p>	<p>يكتب بحثاً عن سكينه بنت الحسين</p>	<p><a href="https://www.youtube.com/watch?v=QfhQGnNzjZE">https://www.youtube.com/watch?v=QfhQGnNzjZE</a></p>
<p><b>Islamic Education (Non Arabs)</b></p>	<p>TOPIC: <b>Learning objectives:</b> TOPIC –</p> <ol style="list-style-type: none"> <li>1. Allah's unparalleled support to believers ( Surat Al-Qasas )</li> <li>- To evaluate how to gain Allah's support and love.</li> <li>- To analyse the benefits of having Allah's support in our life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a power point on the ways by which we can gain Allah's support and love.</li> <li>2. Search how significance is giving Zakah to others and who are the recipients if Zakah.</li> </ol> <p>maintaining this quality in our daily life and what are their effects on our society.</p>	<p><a href="https://www.youtube.com/watch?v=MYhCCVFzXTI">https://www.youtube.com/watch?v=MYhCCVFzXTI</a></p> <p><a href="https://www.youtube.com/watch?v=ZNBkzQ9MPs">https://www.youtube.com/watch?v=ZNBkzQ9MPs</a></p>



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	<p>2. Zakat in Islam Explain the concept of zakah infer the benefits and advantages of zakah for individual and society. Calculate the Nisab</p> <p>1. Surat Al-Kahaf from 1 To explain the reason of revelation of Surah Al Kahf To analyze significance of some ayat.</p>	<p>Search and write a about importance of Surah Al Kahf in Muslim's life and why Allah made us read it every Friday. Infer the lessons learned</p>	
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<b>Moral Education</b>	TOPIC: Realising the Value of Money and the Dangers of Wealth and Greed <b>Learning objectives:</b> <ul style="list-style-type: none"><li>• Discuss how to avoid financial complications, citing examples of financial mismanagement, greed and poor governance.</li><li>• Understand how less fortunate people can be financially supported through improved financial management and philanthropy.</li></ul>	<ul style="list-style-type: none"><li>• Compare and contrast between commodity money and paper money.</li><li>• Identify short-run goal and long-run goal that would need balancing your budget.</li><li>• Identify four ways that you could use money as a force for good.</li><li>• Describe how corruption happen in sports and education.</li></ul>	<a href="https://www.youtube.com/watch?v=XNu5ppFZbHo">https://www.youtube.com/watch?v=XNu5ppFZbHo</a>
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