



Hawarden High School
Ysgol Uwchradd Penarlâg

Year 10 Distance Learning Plan

Week Commencing 18th May 2020

Dear Parents and Students

We have produced a weekly Distance Learning Plan for your year group. It aims to provide a **suggested** structure for next week and some details relating to the work that will have been sent from your teachers. We understand that in these difficult times structuring your time and completing work set by teachers can be tricky. Please remember, as far as we are concerned at HHS, your health and wellbeing is of the upmost importance. We are also aware that you are receiving work from lots of different teachers and this weekly learning plan aims to give students and parents an overview of what work will be set by teachers each week, the platform it will be sent to you via, rough time frames you could spend on the work, possible offline activities and other suggestions of useful resources that may help you to stay safe, healthy and intellectually challenged.

This will be updated weekly and published on the school website to provide an overview of the work that will be set and suggested resources for the following week.

'**Menu A**' details the school work that is available for you to complete and '**Menu B**' and '**Menu C**' are the other activities we suggest you become involved with. We have provided a timetable with each of these for you to select from.

Please remember that this is a **suggestion** and that we understand that some students are struggling to complete work set. You can be assured that you **will not** be falling behind your peers. The curriculum has been suspended therefore the work teachers are setting is not essential knowledge or skills required for future learning. It will just complement the work you do in the future.

If you have any queries then please email your subject teacher in the first instance. Remember that general enquiries can be emailed to hmail@hawardenhigh.flintshire.sch.uk and technical queries to ictsupport@hawardenhigh.flintshire.sch.uk

Parent Support – Basic suggestions to reinforce if you can:

- Set a regular time for your child to get up as they would for normal school day
- Encourage your son/daughter to email the class teacher if they are having difficulty with the topic or are unable to access the resources.
- If possible, create a quiet space for your son/daughter to work away from distractions
- Please do not worry if you feel unable to support with some or all of the work set. There are plenty of people in the same position and the class teacher will be available via email to answer any queries.

Suggested Weekly Timetable

Monday, 18 May 2020

Recommended Timing	Activity
Let's get going	Current affairs and General Knowledge – See Menu B
Wake up/Work out	Physical activity – See Menu B
30 mins	Mathematics 10h & ah – Simplifying algebraic fractions 10bh – Simplifying surds 10xi, yi, ai – Changing the subject of a formula 10bi – Interpreting graphs 10f – Using language associated with probability
30 mins	English
30 mins	Science
Mindful Midday	Wellbeing and Mindfulness – see Menu B
15 mins	Option 1
15 mins	Option 2
15 mins	Option 3
15 mins	Personal Reading – See Menu C
15 mins	Skills Challenge Certificate

Tuesday, 19 May 2020

Recommended Timing	Activity
Let's get going	Current affairs and General Knowledge – See Menu B
Wake up/Work out	Physical activity – See Menu B
30 mins	PE
30 mins	English
30 mins	Science
Mindful Midday	Wellbeing and Mindfulness – see See Menu B
15 mins	Option 1
15 mins	Option 2
15 mins	Option 3
15 mins	Personal Reading - See Menu C
15 mins	Welsh

Wednesday, 20 May 2020

Recommended Timing	Activity
Let's get going	Current affairs and General Knowledge – See Menu B
Wake up/Work out	Physical activity – See Menu B
30 mins	Mathematics 10h & ah – Simplifying algebraic fractions 10bh – Simplifying surds 10xi, yi, ai – Calculate speed 10bi – Continue calculating wages 10f – Identify odd and even numbers

Wednesday, 20 May 2020 continued....

Recommended Timing	Activity
30 mins	Welsh
30 mins	Science
Mindful Midday	Wellbeing and Mindfulness – see Menu B
15 mins	Option 1
15 mins	Option 2
15 mins	Option 3
15 mins	Personal Reading - See Menu C
15 mins	Numeracy– See Menu B

Thursday, 21 May 2020

Recommended Timing	Activity
Let's get going	Current affairs and General Knowledge – See Menu B
Wake up/Work out	Physical activity – See Menu B
30 mins	Mathematics 10h & ah – Simplifying algebraic fractions 10bh – Simplifying surds 10xi, yi, ai – Calculate speed 10bi – Continue calculating wages 10f – Identify odd and even numbers
30 mins	English
30 mins	Skills Challenge—See Menu A
Mindful Midday	Wellbeing and Mindfulness – See Menu B
15 mins	Creative activity – See Menu B
15 mins	Option 2
15 mins	Option 3
15 mins	Personal Reading - See Menu C
15 mins	Option 1

Friday, 22 May 2020

Recommended Timing	Activity
Let's get going	Current affairs and General Knowledge – See Menu B
Wake up/Work out	Physical activity – See Menu B
30 mins	Mathematics 10h & ah – Simplifying algebraic fractions 10bh – Simplifying surds 10xi, yi, ai – Calculate speed 10bi – Continue calculating wages 10f – Identify odd and even numbers
30 mins	English
30 mins	Science
Mindful Midday	Wellbeing and Mindfulness – see Menu B
15 mins	Option 1
15 mins	Option 2
15 mins	Support activity– See Menu B
15 mins	Personal Reading—See Menu C
15 mins	Option 3

'Menu A' week commencing

11th May

CORE CURRICULUM

Subject	Topic	Overview of work set	Suggested offline activity where possible.
English	Rhetorical devices	Learners will be emailed work on rhetorical devices, identifying their use in persuasive speech.	Work can be done on paper
Maths – Higher – (Classes -)	10h & ah - Solve equations with algebraic fractions which will lead to a quadratic. 10bh - Simplifying surds; +/-/x/÷ with surds.	Learners will be emailed with instructional videos followed up with questions to complete. Learners will also be given a Microsoft Form to complete as part of an assessment of understanding to date.	The questions emailed to students can be printed at home for pupils to complete in their books.
Maths – Intermediate (Classes -)	10xi, yi, ai – Solve questions involving speed, distance and time. Work confidently with time as a decimal.	Learners will be emailed with instructional videos followed up with questions to complete. Learners will also be given a Microsoft Form to complete as part of an assessment of understanding to date	The questions emailed to students can be printed at home for pupils to complete in their books. Alternatively, learners can use their homework books and attempt the questions on the topic of speed/distance/time.
Maths Foundation (classes -)	10bi - Calculate a fraction of an amount. 10f – Understand the most appropriate unit of measurement for given scenario	Learners will be emailed with instructional videos followed up with questions to complete. Learners will also be given a Microsoft Form or mymaths activity to complete as part of an assessment of understanding to date	The questions emailed to students can be printed at home for pupils to complete in their books.
Biology	Practical skills in Science course - www.thinglink.com/scene/1314597536656261122	Email will contain a link to a virtual lesson that includes videos, pictures, audio, and information about planning an investigation. For this week, only work on the sections from hypothesis- tables.	Virtual lesson can be accessed on mobile phones. Or, use any science exercise books from this year or previous years, any resources you can access and your knowledge to create a guide for hypotheses, variables, safety, methods and results tables.
Chemistry	Educake quiz – key definitions	Complete Educake quiz on key definitions set last week – see email from Miss R. Williams for full instructions.	Educake can be accessed using mobile phones. Alternatively, pupils may test themselves using the key definition flash cards produced last week.
Physics	Power and Electricity Bills	An email will contain an attachment for pupils to complete.	This will be an offline task for students to work through.
Skills Challenge Certificate	Individual Project	Students to write an introduction (100 words) on the following A) reason why exploring the chosen topic B)what will be gained from exploring this topic See email with exemplar sent to Year 10 To be forwarded to class teacher by 26 th May	Discuss ideas. Watch relevant TV programmes on your chosen topic.
Welsh	Verbs	Pupils will receive and email on Monday with instructions of what to do and tasks to be completed on a word document that will be sent.	Duolingo and Quizlet can be opened from any device. Tasks can be printed and completed as worksheets.
PE	Week 7 - Fitness Programme	Pupils are to complete week 7 of their 8-week fitness plan, remembering to monitor and record their heart rate at specified times in the learning pack.	Pupils to complete their personalised circuit along with other planned activities as part of their 8-week programme.

'Menu A' week commencing

11th May

OPTION SUBJECTS—OPTION 1

Subject	Topic	Overview of work set	Suggested offline activity where possible.
ICT (RS)	Mood boards	Understand what a mood board is: what it is used for and what it is used for and what it includes. Produce a Mood board for the brand 'Star Fizz'.	Produce a mood board for 'Star Fizz' using paper, card and other materials.
Geography	Tectonics	Focus on volcanoes this week. Mr MacDonald will send an email with the details for the week.	Use your Yr 9 book to help you to illustrate the internals of a volcano and describe the hazards that one can produce. Watch any relevant TV programmes.
Business Studies (GCSE)	Sections 1 & 2 Revision	Revise all topics from Sections 1 and 2 and complete the key terms test which will be sent to you via email.	Use textbook for revision.
Business	Measuring Success in Businesses	Complete your Blog '2' using the help sheets and case studies emailed to you. This will be the final week on this task, so work should be submitted by email to Miss Garlick by Friday 22 nd April please. (refer to previous emails sent by VG).	You can complete and submit this work (Blog 2) in hand-written form. You could send this into school via post (addressed to Miss Garlick) or keep hold of your work until we return to school.
History	Crime & Punishment revision and essay practice.	Continue to create revision resources for Crime & Punishment.	Use class books for help.
Religious Studies	Relationships: Love	Students will receive a PowerPoint with tasks based around the different types of love. The PowerPoint contains links to videos (optional). Students will also reflect on different exam style statements.	If videos can't be watched, then just focus on other tasks. All tasks can be completed on any device, in the Unit 2 exercise book or on paper.
Drama	Writing a Theatre Review	Students will be responding to a piece of live theatre, structuring their own reviews in response to the work seen, with support from an online tutorial. Guidelines for the task will be sent via email.	All work can be completed in exercise books, but access to a device to watch the performance is required.
College courses (TBC)			

'Menu A' week commencing

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OPTION SUBJECTS—OPTION 2

Subject	Topic	Overview of work set	Suggested offline activity where possible.
Art and Design	Personal Project.	Research page 1 on your chosen theme. This work is to be completed over a double page in your sketchbook. Select appropriate visual examples to illustrate your theme. An email will be sent to you with further guidance.	You can include observational studies on your research pages using pencils, pens.
PE	PFP	Plan week 4 of your training programme (1 x home-based session, 1 x school-based session). Further guidance can be found in the homework booklet which has been emailed out.	Continue to take part in your PFP fitness training sessions. Evaluate how each session went.
Media	Revising media language	Follow the guidance in the email from Mrs Lumby-Jones: analyse the visual codes, written codes and mise-en-scene codes in the advert selected.	Find a magazine advert selling a food/drink: analyse (by annotating) the way written codes, visual codes and mise-en-scene codes are used to persuade the audience to buy the product.
Computer Science	Unit 3 – practice NEA Unit 1 – Revision topics (Seneca platform) Python Revision (Seneca platform)	<p>Option 1 Continued completion of the practice NEA programming project (unit 3). Worksheets and video tutorials provided in both Office 365 group (thread name = Unit 3 – Practice Project) and, in the new Microsoft Teams page. Use of Ms Teams page is encouraged to allow collaboration between members of the group, including live team chats to discuss each other's progress, problems encountered, and solutions found.</p> <p>Option 2 Seneca class set up and details of how to join sent to Office 365 group. Provides platform for students to review unit 1 exam topics (unit 1 = 50% of course / final grade). Initially, independent enquiry is advised. In future, AR will set up bespoke assignments for the group on specific topics – these will be assessments of learning. Once registered with the class group, progress and completion of tasks is tracked.</p> <p>Option 3 Also, in Seneca – to provide revision and skill building to allow access to unit 3 practice project Python Introduction course will provide some revision and review of core programming skills if needed. Students can also make use – if they wish – of the W3Schools website to access additional Python programming tutorials – they have used this site before to help learn HTML programming. An example search in Google would be - "w3school python".</p>	<p>No non-ICT based task. However, there is the ability to loan a school laptop to allow for individuals to access tasks set Laptops will come with Python 3 installed to allow access and all resources can be provided on removable media if needed (USB stick / CD / DVD)</p>
Product design	Designer Research	Produce research on a designer of your own choice. This should include information on your chosen designer, a timeline of their products, a mood-board and sketches of their products.	Complete this in your sketchbook or on paper. Further detailed instructions will be emailed out along with a sketchbook guide.
Engineering	Metals Research	Produce detailed research on ferrous, non-ferrous and metal alloys. Research their properties, as well as the products they are used in and the reasons why?	Complete this on a PC or on paper. Further detailed instructions will be emailed out along with a guide.
Food and Nutrition	Mock NEA 2 – Foods from around the world.	<p>Mrs Evans will e-mail specific instructions at the start of the week.</p> <p>Create a mind map on foods from around the world.</p> <p>Select one country to base your project on and create a mood board on traditional foods from that specific country.</p> <p>Research and select recipes that you could make from your chosen country.</p> <p>Work to be submitted to Mrs Evans by e-mail by Friday 22nd May.</p>	Pupils could use magazines and recipe books to collate the relevant information.
Geography	Earthquake hazards	Students will receive an email containing links and tasks related to a choice of earthquake case studies.	Tasks should be completed in exercise books or on paper.
French	WJEC online resources	Mr Evans will email specific instructions at the start of the week	

'Menu A' week commencing

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OPTION SUBJECTS—OPTION 3

Subject	Topic	Overview of work set	Suggested offline activity where possible.
History			
Public Services	UNIT 1 – Public Services Structures and Work Practices	Mr Karissa has been emailing work directly to everyone and this should be completed. For Unit 1 with Mr Hughes you can investigate and look at how the public services work together during major incidents. How do they communicate and how do they organise themselves across different organisations?	Start a scrap book or online resource and include news items and anything that refers to how the public services have worked together during the pandemic. Eg The army delivering PPE and helping to build emergency hospitals. School and Social Services supporting vulnerable students and families. Educational hubs to provide supervision for children of key workers.
Engineering	Metals Research	Produce detailed research on ferrous, non-ferrous and metal alloys. Research their properties, as well as the products they are used in and the reasons why?	Complete this on a PC or on paper. Further detailed instructions will be emailed out along with a guide.
PE	Health, fitness and well-being	Watch video 1 and 2 for unit 1 of health, fitness and well-being. This covers health and fitness along with the consequences of a sedentary lifestyle. A link will be emailed out along with the task sheets.	Complete the task sheets 1 and 2 to accompany the videos. The task sheets can be completed using previous lessons' but the videos will support this work. Continue with home exercises to maintain fitness for testing to see if 8-week PFP was effective.
IT (AR)	Revision/ Research	Continue to work through the worksheets provided in specification order: to research and revise the topics covered so far, completing assessments where applicable. Refer to emails from AR. Completion of first 4 sheets is now overdue – MaD time presentation with exemplar answers have been distributed. Revision of these topics is now expected ready for mini-mock assessment – to be distributed next week via Office 365 group Microsoft Teams page has also been set up to allow for collaboration between students in the group – should they wish – and allow for group work in the completion of revision / research tasks.	Worksheets can be printed out and distributed if needed. Submission of these sheets could then be via email and photographs of the sheets to avoid any issues with in returning worksheets and – more importantly – to keep the sheets at home to revise for assessments.
Product Design	Designer Research	Produce research on a designer of your own choice. This should include information on your chosen designer, a timeline of their products, a mood-board and sketches of their products.	Complete this in your sketchbook or on paper. Further detailed instructions will be emailed out along with a sketchbook guide.
Music	Area of Study 2: Music for Ensemble	Students will receive an email from their teacher with an audio file to listen to as they complete a worksheet.	Choose a new song/piece to learn as a solo performance. Keep a practice diary to log your practice time and evaluate your progress.
Spanish	Preterite tense consolidation	See booklet issued by Miss Smith	Booklet issued by Miss Smith
Health and Social and Childcare	Health care professionals	Preparation for NEA assignment Investigate the knowledge, skills and attributes needed to be successful A] nurse B} care worker in a residential care home Complete a signposted mind map for each E mail sent to Y10 class	Watch BBC breakfast news Hospital documentaries/T.V programmes

'Menu B' week commencing

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Physical Activity (30 minutes)

It is recommended that we take part in 30 minutes of physical activity per day. Vary the types of activities that you take part in as much as possible.

Outdoor Activity

- Steps Challenge – How many steps can you complete in 30 minutes? Use a phone/Fitbit to count the steps if available. If not, there are around 2000 steps in a mile. Bronze = 1000-1500 steps Silver = 1500-2,500 Gold = 2,500+
- Outdoor fitness circuit – 6 stations using the equipment you have available safely! Fill a watering can and use it as a weight station....be creative!
- Estimation game – Walk a full lap of your garden, counting the steps it takes. Estimate how many steps you think you would take to complete 20 laps. Complete the exercise and see how many steps it actually took. How far off were you?

- Gardening! A great way to exercise muscles and develop endurance.

Indoor workouts

- Take part in Joe Wicks 'workout' – search Joe Wicks on YouTube
- Personal circuit (8-week session plan set by the PE department).
- Believe it or not – house chores! Brushing, mopping etc, all require the repetitive use of muscles which will increase the heart rate gently.
- On YouTube search for 'School appropriate Just Dance'. Lots of fun work out videos that you can complete alone or with other members of the family. Please see the link below as an example:

- https://www.youtube.com/watch?v=hfY4y1fMkY&list=PL_ebO2e2pIEFkgE-p313uMwC7ru6InFDi

If you want to step up the intensity.....

Strong by Zumba (general fitness not dance) -

<https://www.youtube.com/watch?v=bm4WZyH5p2I>

Joe Wicks – High Intensity Interval Training (HIIT)

<https://www.youtube.com/watch?v=q20pLhdoEoY>

There are lots of fitness videos on YouTube based around dance, Zumba, yoga and general fitness....have a look at the huge amount of fitness classes available for free!

Keep a record of your physical activity – and make sure that you vary the types of activity over the course of the week.

Support (15 minutes)

Being a part of the community and displaying support for each other and acts of kindness are important during this challenging time.

Choose either the outdoor or indoor activity:

Outdoor

- Assist with any jobs that may be going on, such as painting fence panels or sheds, mowing the lawns or trimming hedges and shrubs.

Indoor

- Tidy your room up. Remember that this includes hoovering and polishing. Make sure that all of your Year 10 books and work is in some order.

Keep your own record of the jobs that you have been helping with and the new skills that you may have learnt along the way.

'Menu B' week commencing

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Current Affairs and General Knowledge (15 minutes)

These are very unusual times we are living in and it is far too easy to listen to rumours and false news on social media and the internet.

By keeping informed and up to date with what is happening in the world it helps you not to worry about and be anxious about things.

Always use sources that are reliable and well respected and try to look at least 3 different sources so that you know information is reliable.

Activity

The situation is changing again with lots of discussion happening about how the government are going to lift lockdown.

However, the media are still unfortunately guilty in many cases of helping to spread inaccuracies about what we can and cannot do.

Your task is to research how the next phase of lockdown will affect us and what we should do to help.

To do this spend about 15 minutes each day researching what the changes are and how they affect us. Consider the following -

What are the main changes to lockdown in Wales?

What can we now do that we couldn't before?

Why is it important we follow these guidelines?

When will these changes be reviewed next?

Wellbeing and Mindfulness (15 minutes)

In 'normal' times we have large numbers of interactions, meetings, chats and conversations with others throughout every day. This is so normal that we don't really notice it until it has gone.

It is really important to keep communicating with others to ensure we stay safe and well but also we should look out for others to keep them safe.

It is also important to look after your physical health with exercise and eating well.

Take a breath.

Try one of these for up to 5 minutes at a time. You can always do a few times each day if you think it helps but remember to stop if you start to feel lightheaded or dizzy.

SQUARE BREATHING

A square breath is a breath that is even on all sides, and it can be useful as a mindfulness exercise.

Here's what to do:

Breathe in, to the count of four.

Hold the breath for four seconds.

Breathe out to the count of four.

Wait for four seconds before taking in your next breath.

Imagine a square floating in the air in front of you. As you do each stage of the breathing move along each side of the square.

DARTH VADER

Follow these steps to give it a try:

Breathe in deeply through your nose.

Keep your mouth closed and exhale from the back of your throat, making a "Darth Vader"-style noise as you do so.

This simple exercise can help you focus on your breath and stay fully anchored in the present

RELIABLE online NEWS SOURCES -

bbc.co.uk/newsround

bbc.com/news/topics/c40rjmqd1ljt/children

newsforkids.net

bbc.com/news

itv.com/news

channel4.com/news

You can also read newspapers and listen to the radio.

Talk to your parents and other adults for their views and see what they think is going on.

The most important thing though is to keep yourself informed and have your own opinion and not let the world carry on around you. Be a driver and a pilot and not just a passenger!

Some useful resources worth checking out -

Mind.org.uk

Actionforchildren.org.uk

Mentalhealth.org.uk

Nurtureuk.org.uk

Nutrition.org.uk

NHS.uk

Kidshealth.org

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STEM (30 minutes)

Science, technology and maths working together are critical to our future needs as a nation. Working with members of your family on these ideas is a great opportunity to widen your experiences.

Project ideas as a family:

Quarry reclamation design challenge: A local quarry has now come to the end of its life. The local council are looking for bids to turn this blot on the landscape into an exciting renovation. The quarry is just on the outskirts of Chester and Flintshire. Map attached to print icon or draw your own. <http://www.designoutthebox.com/quarryreclamation.html>

Dyson foundation – STEM challenges that can be completed at home <https://www.jamesdysonfoundation.co.uk/resources/challenge-cards.html>

Paper based construction challenges <https://creativepark.canon/en/categories/CAT-ST01-0071/top.html>

A community of curious makers, innovators, teachers, and life-long learners who love to share what they make <https://www.instructables.com>

British Science Week – KS3 Activity Pack <https://www.britishtscienceweek.org/plan-your-activities/activity-packs/?gclid=EA1aIQobCBig> Ideas -How can engineers help project the planet ? <https://www.big-ideas.org/join1851/>

Love my science – a series of different experiments you can undertake at home <http://www.lovemyscience.com/experiments.html>

Photograph any challenges and practical tasks you complete and email your science and your design technology teacher. Please keep an eye on our twitter accounts for updates and entries. (twitter@designoutthebox) and (twitter@hawardenscience)

Creative (30 minutes)

Looking at different artists, sculptures, graffiti, and other mediums of expression provides is with a different medium to express this time that we're living in. This could be work done with siblings / family members rather than individually.

Try creating your own short monologue with the help of <https://hobbylark.com/.../How-To-Create-A-Monologue-Easy-And-Simple>

Try looking at The National Theatre site, which has some interesting interviews with actors, designers, directors etc. about their work. It also often allows you to watch streaming of performances for free. www.nationaltheatre.org.uk

Have a look at <https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills-music/zrthqp3> where you can have fun identifying sounds and playing listening games on the theme of music.

Find out about different artists and their work at <https://www.theartstory.org/artists>

Using a mirror to help you, try creating a self-portrait that reflects how you are feeling. Try using different mediums eg. Pencil, paint, charcoal, collage etc. Use a brief caption for your work. Try doing the same at the end of the week and see whether the mood of your piece has changed.

Careers and the Future

You may be starting to look towards your future and what options are available to you over the next few years. Below are some resources and websites available to you, so you can start to explore your options after your GCSE's

Careers Wales have resources that help you research what your options are and ideas to help you choose

<https://careerswales.gov.wales/plan-your-career/options-at-16>

Chester University outreach team have developed resources designed to support pupils in achieving their academic potential including study skills workbooks, revision support and sessions focused on attainment and aspiration. Activities to support this can be found on: <https://www1.chester.ac.uk/outreach/online-resources-schools-and-colleges/resources-secondary-schools>

They include:

How to get to University increases student knowledge of post-16 qualifications and University entry criteria with a presentation and activity sheet.

Who will I meet at University? is a presentation and activity sheet that gives students an understanding of university life and introduces them to each of the support teams that they will be able to access at university.

Pathways, Careers and Higher Education is a presentation exploring post-16 options and decision making that can be used in conjunction with the 'Strengths and Skills' activity sheet. The activity gives students the opportunity to consider their strengths and skills in relation to future job ideas.

To support Year 10 in exploring their Post 16 options Hawarden Sixth Form are delighted to invite Year 10 students to join the "Sixth Form Year 10 - Google Classroom" the purpose of the classroom is to support students in making informed subjects choices for AS level studies based on their interests, strengths and aspirations!

I will be adding regular resources, links, materials and assignments to help students prepare for life after Year 11. I know this seems like a long way off now but believe me they will be applying for Post-16 studies before you know it.

To get them started this week, I have posted a link in the classroom to The SPARTAN test - it is an amazing free tool which gets students to select images that best suit their personality and interests, it then creates a personality profile that matches them to suitable career pathways. Student have then been asked to use the results to research their career matches and identify any specific subjects they might require at AS/A level.

Details of how to access the "Sixth Form Year 10" classroom have been emailed to all Year 10 students.

Obviously feel free to enjoy a book at home. The current lockdown period does make it difficult to complete the recommended 1 book every 3 weeks. However, you are still able to engage with the accelerated reader program and complete quizzes. Also please see below for access to an online free digital library offered by Renaissance for the current period of school closure. There are a wide range of books which can be read digitally according to each student's reading ability.

The following link gives access to the library

<https://readon.myon.co.uk/library/browse.html>

This link gives pupils option to select books according to ATOS book level - Students should know their ATOS level as it should be written in their planner or on their login page, parents can access this using their home connect login.

<https://readon.myon.co.uk/library/search.html>

Here's the link for a parent guide to the AR home connect. Parents can check their child's' reading to date and their ATOS book level. This gives clear details for parents to set up and follow their child's reading. Use your son/daughter's login which should be located in their planner.

<https://help.renlearn.co.uk/HC/HCParentGuideEnglish#ARHC> and you can login through the school website under "students".

The final link enables pupils or parents to check if there is a quiz available on a particular book they may have at home and it will give details of the ATOS book level

<https://www.arbookfind.co.uk/default.aspx>

All pupils have their log in details written in their planners. If there are any issues with this please email the Librarian and she can help sally.young@hawardenhigh.flintshire.sch.uk or the Accelerated Reader Coordinator susan.barnard@hawardenhigh.flintshire.sch.uk

