



Year Ten Bridging Work

Subject:	Your task:	Links / resources / other information needed:
Art	1. Students should complete a double page artist study which will inform the start of the new Project theme that they have chosen 2. Take a series of at least 10 photographs that might be useful for the start of this project 3. Produce a double page of working in the style of your artist (for more successful work and higher marks you will start combining different influences and artist styles) 4. Produce an A5 sustained tonal drawing which takes at least 1 hour; use a grid system if you wish, or graphite paper to help with accuracy - quality is most important factor	This will be reinforced in class by teacher. Task set on Teams as an Assignment
Business Studies	Students will complete a piece of research into a business of their choice, looking into the aspects of the business stated on the instruction sheet. This will then provide students with useful wider knowledge they can bring into their answers in Year 11. It can be presented in the format of their choosing. Business Studies - Bridging Work Task.docx	All documents needed will be provided to students in class and are available in the Bridging Work folder.

Computer Science	Students should - complete the Smart Revise Task set AND self-mark it. LINK - continue to develop your Python programming skills by completing at least five of the OCR Programming Challenges. LINK	Access to Smart Revise website via link only active from the start of the holidays.
(CNAT) Health and Social Care	Students will complete a task for their NEA. Task 4- Describe 2 therapies suitable for 65+ year olds and the benefits.	
Design Technology	Students are going to produce 3 Design ideas on A3 plain paper Students should have their three A3 design sheets already prepared from the last lesson. 1st A3 sheet with an image of existing product, that they are going to try and improve this existing product image as their 1st design idea. 2nd A3 sheet with an image of a piece of Architecture, so use the shapes and features of this piece of Architecture to inspire a 2nd design idea. 3rd A3 sheet has no image but inspiration can be used from images on the internet to help guide inspire a 3rd design idea. Use a pencil and sketching techniques to produce 2D and 3D sketches Show thickness of materials when designing Show different joints that could be used to construct your designs. e.g., lap joints, housing joints, mitre joints, dowel joints. Don't used comb joint, dovetail joints or mortice and tenon joints yet, as these will be used during the development of your designs when back at school showing improvements. All designs need to be annotated (notes to explain your design decisions)	Students will require: A3 paper- already printed and taken home. Access to their email so that they can open their power point and reference their design brief/Contextual Challenge. Sketching equipment.
Drama	Students will be required to complete purple pen work, based on individual feedback from their Blood Brothers Y10 end of year assessment. They will also need to rewatch War Horse and choose key scenes.	Detailed information will be given in class with a feedback PPT. This PPT, a recording of the feedback and the link to War Horse will be emailed to students. See email sent 3/7.

	Drama bridging work Summer 2025.docx	
Engineering	Students should complete the investigation elements that have been started in class ready for assessment in September. The work should be added to the PowerPoint portfolio inside Teams ready for transfer to the new Team by the class teacher in September. These tasks will include: Theme Mindmaps / Design Brief Ideas & Selection / Anthropometrics & Ergonomics / User Requirements / Design Movements / Existing Product Analysis / Materials & Manufacturing Reference / User Profile Engineering - Year 10 Bridging Resources (NEA Blank).pdf	Students require access to their existing Team to open and add to their portfolio.
English	Re-reading Literature Paper 1 texts Over the summer, students should re-read both <i>Romeo and Juliet</i> and <i>A Christmas Carol</i> using the Easy Reader versions assigned on Sparx Reader. This home learning has been set to support students' revision and strengthen their knowledge and understanding of these key GCSE Literature texts ahead of Year 11. Regular engagement with the texts will help students refresh their memory of the plot, characters, themes and important events, giving them a strong foundation for future lessons and exam preparation. Although Sparx Reader sets weekly targets and points totals, we will not be monitoring week-by-week progress over the summer holidays. Instead, we will check in September that both texts have been completed in full. Students	Use your school account to login to Sparx Reader: 1. Follow this link/search 'Sparx Reader' in a web browser: https://reader.sparx-learning.com/ 2. Click 'login with microsoft' 3. Select 'Ringwood School Academy' 4. Use your school email/password to access Sparx. 5. Complete the assignment each week that your teacher has set. <i>As you read, it checks your understanding and accuracy by asking you questions. You need to get them all right before it lets you move on to the next chapter.</i>

	should therefore focus on steadily working through the books at a pace that suits them, rather than worrying about meeting weekly point targets. Students can access Sparx Reader by logging in through Microsoft using their school account. All students must complete this work so they return in September feeling confident and prepared for their English Literature studies in Year 11.	
Food Preparation and Nutrition	Make 3 dishes over the summer that demonstrate a range of skills that would be good to practice. • Take a photo of each dish produced and annotate it ○ list alongside it - the skills demonstrated ○ the nutrients in the dish and any development ideas for the dish. ○ Write about the food science in the dish to explain how the ingredients and method give it the desired outcome.	Students need to have <u>permission</u> to cook at home (with <u>supervision</u> if required). <u>If it is NOT possible to cook at home</u> – take a photo of a dish that you would like to cook and complete the research notes. Students need to access the internet to research the dish and complete the written notes alongside the image of their photo of their 3 dishes they have made. The tasks can be done on a computer and printed to hand in after the summer, or it can be done by hand on A4 paper (without a computer). Work to be brought to the first lesson back in year 11. be done by hand on A4 paper (without a computer). Work to be brought to the first lesson back in year 11.
French	All students must complete the revision of the non-negotiable phrases handed out in class with links to Quizlet provided as well (this will also be	All the links and documents needed have been handed out in class and are available in the Bridging Work folder.

	in their group on Quizlet). Look out for H for Higher tier F for Foundation tier On the bridging work instructions, there are also optional activities to complete. 2026 French bridging work from Year 10 to Year 11.docx Non negotiables - H .docx Non negotiables FF - 2026.docx Non Negotiables - F - Y10-11 2026 Flashcards Quizlet Non-negotiables - year 10 H Flashcards Quizlet	Be ready for a test on the non-negotiables the second week back.
Geography	Students must research 3 case studies on natural hazards and complete the 3 case study templates. They may use their textbooks and there are also QR codes which they can use to find further information on these case studies. Students will use these in the Autumn term as part of the Natural Hazards unit for Paper 1 Geography Y10 Bridging work.pptx	There are also QR codes for flash cards, which can be used to learn key vocabulary and also multichoice questions to test their knowledge of the case studies.
Graphics	At least 2 A4 pages of sketched designs for ideas for their products. These will be scanned in as part of their initial ideas and eventually annotated fully. The sheets should include at least 4 different ideas for each element of their main product (which will need to be constructed from a net) including sketched net designs and graphic decoration. The sheets should also include design ideas for their smaller items such as activities for children, mascots, logos, product or event names, promotional materials and merchandise etc etc. depending on which NEA they have chosen. The pages should be busy and full as shown in lesson, and fine lined. If the students are planning on making architectural models they should have at least 4 different sketched ideas for layouts, including floor plans, benching, planting, entertainment, refreshments, socialising ideas etc...	Drawing equipment as required

History	Students must highlight the timeline into: • Religion • Economics (money) • Foreign relations (relationship with other countries) • Domestic relations (relationship with the English people) Students must use the timeline answer the following questions: 1. What religious problems would Elizabeth be left with when she came to the throne in 1558? Why? 2. What was the financial state of England when Elizabeth came to the throne? Why? 3. What was England's relationship with other countries like when Elizabeth came to the throne? Why? 4. What problems might Elizabeth face from her own people? Why? Students need to read the sources and say what they can infer about the problems that Elizabeth might face due to her gender. HISTORY Year 10 Bridging work.docx HISTORY Year 10 bridging work timeline.pptx	Access to One Drive. Copies of the timeline and worksheet will be handed out
Hospitality and Catering	Make 3 dishes over the summer that demonstrate a range of skills that would be good to practice. • Take a photo of each dish produced and annotate it ○ list alongside it - the skills demonstrated ○ the nutrients in the dish and any development ideas for the dish. ○ Write about the type of event the dish would be suitable for and if there are any allergens in the dish. How could the dish be adapted to suit the different dietary needs?	Students need to have <u>permission</u> to cook at home (with <u>supervision</u> if required). <u>If it is NOT possible to cook at home</u> – take a photo of a dish that you would like to cook and complete the research notes. Students need to access the internet to research the dish and complete the written notes alongside the image of their photo of their 3 dishes they have made. The tasks can be done on a computer and printed to hand in after the summer, or it can be done by hand on A4 paper (without a computer). Work to be brought to the first lesson back in year 11.

(Cam Nat) IT	Task 1 - Complete the spreadsheet practical tasks as outlined on the worksheet. These are in preparation for your R060 Spreadsheets Assignment, which you will complete at the beginning of Year 11. Task 2 – watch the Scam Interceptors Series 3, Episode 20 – "Why Are You Crying" video and answer the questions on the worksheet Cam Nat IT Bridging Work 10-11.docx	All tasks and links are set in the Teams assignment entitled "Y10 Bridging work"
Mathematics	Students will need to complete the Year 10 Bridging Work booklet, which will be handed out to students by their Maths teacher. This can be completed in the booklet and calculators are allowed, but remember that working out must be shown.	Students will have been given a printed copy of either the Higher Grade 7/8/9 or Higher Grade 4/5/6 or Foundation Bridging Work booklet by their Maths teacher before the end of term. If the paper copy is lost, an electronic copy can be found in the online Bridging Work folder and this can then be completed in work book or printed again and completed on the sheets. Students will need their scientific calculator to help them complete the work.
GCSE Media Studies	1] Complete your ideas mind map for your NEA products. 2] Create design sketches or storyboards for each of your products. 3] Draft your Statement of Intent (300 words). 4] You should aim to take all your original images or video clips over the summer and upload them to your OneDrive.	Detailed task breakdown handouts provided in class before the break.
Music	Students will need to have either their solo or ensemble performance ready to record in the autumn term. They should rehearse this piece, and focus on accuracy and interpretation. Students should log on to Focus on Sound and repeat the lessons on the set works covered so far: Purcell and Star Wars. They should revise the elements of each (using their revision cards, and the resources already on Teams), ready for a test in the first week back.	Focus on Sound (with automatic log on through Teams). Access to the Edexcel set work tab with lessons. Instruments and music for solo/ensemble performance.

	You can look at other set works on the Edexcel tab of Focus on Sound, or look at BBC Bitesize in readiness for the next set works in Year 11. Our next set work will be Killer Queen. Music Year 10 into 11 Bridging work.docx	
Music Tech	Task 1 – Learners will choose one discipline from performing, creating, and producing. They will create a skills audit to identify areas for improvement and three SMART targets to show how they will improve. Write in detail and explain how each target will move skills forward. Task 2 – Choose three pieces of music from the list of styles covered in year 10. Identify the fingerprints of the style in the specific pieces of music. I would expect at least half a side of A4 on each. Learners could also use graphics and musical notation if appropriate.	Task set on Teams as an assignment. Resources will be on Teams in Files and on SharePoint.
Performing Arts	Students are required to produce a PowerPoint or Word Document about the story, themes and creatives of West Side Story in readiness for Component 1.	Detailed information will be given in class and on Teams.
(GCSE) PE	If you are competing over the summer period, please film yourself in your <u>full</u> competition. Watch this and create a timeline for when you impact the game. VITAL for cricketers!	Please check TEAMS for resources to help you and sport specific skills criteria.
Photography	1. Read through the Bridging work PowerPoint. 2. Complete new artist research 3. Complete another shoot based on ideas inspired by the artists you have looked at and themes you have developed Photography - Bridging work 10-11 2026.pptx	Task set on Teams as an Assignment
Religious Studies	The Five Pillars of Islam Project. Use the suggested resources to create a project on the Five Pillars of Islam. The document has all of the success criteria and expectations for presentation.	AQA Islam Textbook. Suggested links are on the document

OCR Sports Studies	Task 1- Complete your evaluation of the session that you lead for the younger students. Remember that you should consider what went well and what you might do differently in the planning AND delivery of your session as well as considering what you might do differently if you were to lead a session again and how you might improve your sports leadership further in the future. Task 2- Ensure that your risk assessment is complete for the session that you lead to year 7/8/9 students. Task 3- Complete your participation log for Sports 1 and 2 (including any video evidence to submit to your class teacher if necessary) Remember: 1 of your two sports MUST be the sport that you based your 6-week training programme on. Sports Studies Leadership-Summer bridging work.pptx	Please look on TEAMS for your summer bridging work pack and detailed instructions of what needs to be included. You have also been given a paper copy of this pack by your class teacher.
Science	There will be a learning grid for biology, chemistry and physics based on topics you will be covering in September. You should also find on the document lots of links to help you find the correct information to complete each of the learning grids. Make sure you fill in all the boxes. One box is for higher tier students only. Physics Bridging work WAVES.pptx Chemistry Bridging work ENERGY CHANGES.pptx Biology Bridging work RESPIRATION.pptx	3 learning grids needed. One each for biology, chemistry and physics. All links needed are on the learning grids.
Spanish	Students must complete the revision of the non-negotiables, key structures, and key vocabulary learnt in Y10. Some of them will complete grammar exercises. There are also some optional activities for all of them to complete. Spanish Y10 Bridging work 2026.docx	All the links and documents needed will be in Teams until the Teams switch over and then will be on the school website. I will email all students before the summer holidays as well. Be ready for a little test the second week back.
Textiles	Take at least 10 of your own photos that fit with your chosen theme in the project 'Magnification' (the personal project you have	These must be either printed or uploaded to teams ready for your first lesson back. They

	been working on this term). These must be of good quality so that in September you will be able to use them as inspiration for observations. Things to consider: • Is it relevant to what you have chosen to look at in this project? • Are they thoughtful, considered images? • Will you be able to work from them to create drawings and samples? Textiles bridging work.pptx	must not be images from an internet search.
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