

Supporting Learning at Home

2022/23

Year 8 - Term 3

This practical 'how-to-guide' is designed to advise how you can support developing your child's long-term

How can I support my child at home?

At Yardleys we aim to provide students with a curriculum that educates the whole child. We endeavour to ensure that throughout their time at the school they become responsible and respectful citizens that are ready for life. Ultimately through our teaching we want students to know more, remember more and do more. The science tells us that to remember things we need to practice, rehearse and retrieve this information regularly, which will be significantly improved if this can happen at home as well as at school.

This guide will tell you a little bit about memory and share some strategies you may use at home. It will also highlight some subject specific things that you can 'Watch, Listen or Discuss' with your child at home to help this memory process. We have also shared a summary of what they will study throughout the year.

How can we remember things forever?

We have two types of memory:

- Working Memory: This has a very small capacity, and information is easily forgotten.
- Long Term Memory: This has an unlimited capacity.

If knowledge is only stored in our working memory, it gets **forgotten**. In order for us to 'learn' and be able to recall knowledge, it has to be transferred and stored in our **long-term memory.**

Below are techniques which you can use at home to ensure knowledge can be stored in your child's **long-term memory**:

How can I support my child at home?

1) Tell me what you learnt today

Ask your child to explain something which they studied today in school.

Why?

Asking your child to articulate their thinking consolidates what they have learnt, whilst developing their communication skills. Having to think, and recall what was covered, is a key strategy when transferring knowledge into our long-term memory.

Questions to ask your child:

- What was the most interesting thing you learnt today?
- Tell me three things you learnt in **Science** today.
- What questions did you ask in lesson today?

2) Creating Flashcards

Step 1) Take one page of A4, and cut this into four squares.

Step 2) On the front cover, write the topic title and key question. For example, 'What were the causes of World War II'?

Step 3) On the reverse side write 4-5 short facts which answer the question or are linked to the topic.

Step 4) Test your child at home. Read out the question or topic title, and see how much they can remember.

3) Look, Cover, Write, Check

- Step 1) Read through the content in your knowledge organiser.
- Step 2) Cover up the information and see how much you can write from memory.
- **Step 3)** Go back and **check**. Did you miss anything? If so, add in your corrections in a different colour pen.
- **Step 4) Repeat** again until you can write everything out from memory, with no corrections needed.

PRACTISE ONE
of the property of the standards
2) Convergent Plate Boundary, plates more towards each other
3) can occur with one continential plate or two oceanic plater.
2) Convergent Plate Boundary, plates more towards each officer 3) Can toccur with one continential plate or two continential plates 4) At a divergent plate boundary, plates more away from each other morty under oceans. 5) At conservative plate boundary the plater slide past each other plate boundary plate boundary plates slide past each other PRACTISE TWO
morty under oceans.
5) At conservative plate boundary the plater slide past each other.
6.) Volcanoes can be formed away from each other, called hot poly
1) most volcanoer and earthquakes occur along plate boundaries
2) He a convergant plate boundary plates more towards each other.
3) Fair can occur with one continential plate or one oceanic plate, two
continential plate.
continential plate. 4) At divergent plate boundries, plates more apart, morthy under the acean
5) At conservative plate boundaries, plate slider past each other.
6 Wolcanoes can be formed away from plate boundaries collect ban

Educational and Cultural Day Trip in Birmingham

Making learning fun and memorable is something that you can support us with heavily outside of school. There are so many educational and cultural opportunities available across Birmingham that you may wish to visit, we have highlighted some of these below.

Midlands Art Centre

There's simply so much on at MAC Birmingham, you'll be spoilt for choice. From breaking up your day in the park with a feature film, to learning a fun new skill like making jewellery or learning the piano, MAC has something for everyone.

MAC Birmingham is dedicated to bringing the arts into the community, with shows and exhibitions to inspire and courses and workshops that open up the artistic world to enquiring minds - young and old alike!

https://macbirmingham.co.uk/

National SEA LIFE Centre

National SEA LIFE Centre, The Waters Edge, 3 Brindleyplace, Birmingham, B1 2HL

Accredited by the Council for Learning Outside the Classroom, Birmingham's National SEA LIFE Centre is a popular attraction for school visits with more than 2,000 creatures to see including sea turtles, sharks and penguins. With a wide range of talks and demonstrations throughout the day and interesting facts about marine habitats, the SEA LIFE Centre is a fantastic place to visit.

www.visitsealife.com/birmingham

Cadbury World

Linden Road, Bournville B30 1JR

Discover the magic of chocolate and the history of the cocoa bean at Cadbury's World. With more than 2,000 groups attending each year, it has become a hotspot for school visits. Learn about the vast history of Cadbury's products and packaging and take a tour to see chocolate making at its best. With a 4D chocolate adventure cinema experience, there is sure to be something for everyone from KS3 to KS5.

www.cadburyworld.co.uk/schools-and-groups

Thinktank, Birmingham Science Museum

Millennium Point, Curzon Street, Birmingham, B4 7XG

Thinktank has an incredible variety of exhibitions and galleries for those interested in science and engineering. Explore the Spitfire Museum, the Marine World gallery and all things astronomy at the Planetarium. Thinktank's Natural Science collection is the largest in the West Midlands and has over 250,000 specimens.

www.birminghammuseums.org.uk

The Library of Birmingham

Centenary Square, Broad St, Birmingham, West Midlands B1 2ND

Why not take a tour of one of the most iconic buildings in Birmingham? The Library is one of Birmingham's biggest tourist hotspots. See the memorial room dedicated to Shakespeare on the top floor with a vast collection of the famous playwright's work. The Library has a number of events and talks, a photography wall, and collections that pay homage to Birmingham's heritage.

libraryofbirmingham.com

Birmingham Botanical Gardens and Glasshouses

Westbourne Road, Edgbaston, Birmingham B15 3TR

With four glasshouses and 15 acres of grounds, the Botanical Gardens and Glasshouses offer school trips like no other. Awarded the Growing Schools garden award by the Department of Education, the Gardens have tailored made activities for different topics and age groups. For teachers who want to lead their own activities, the Botanical Gardens offer a range of resources.

www.birminghambotanicalgardens.org.uk

Museum of the Jewellery Quarter

75-80 Vyse St, Birmingham B18 6HA

A visit to Birmingham's famous Jewellery Quarter is a must. The Museum of the Jewellery Quarter tells the story of the Quarter and the city's renowned jewellery heritage. Set in the Smith & Pepper jewellery manufacturing firm, this fantastic time capsule offers live demonstrations at the jewellers' bench, giving visitors a chance to see what it was like to work there.

www.birminghammuseums.org.uk/jewellery

Birmingham Hippodrome

Hurst St, Southside, Birmingham B5 4TB

The Birmingham Hippodrome is one of the most popular theatres in the UK, regularly attracting over 500,000 visitors at performances every year.

From the Birmingham Royal Ballet to West End shows, the Hippodrome can accommodate groups of all sizes. Whether it's dance or drama, the theatre is a great venue for students who have an interest in the creative arts. www.birminghamhippodrome.com

Birmingham Back to Backs

50-54 Inge St, Birmingham B5 4TE

Take a fascinating guided tour of the last surviving courtyard built back to back, a key part of Birmingham's history. From the 1840s to the 1970s discover the lives of the residents who came to work in these small houses. With workshops and a 1930s sweet shop, it is a great place for students to learn about the city's history. www.nationaltrust.org.uk/birmingham-back-to-backs

Electric Cinema

47-49 Station St, Birmingham B5 4DY

Birmingham is home to the UK's oldest working cinema, which is now complete with luxury sofas and a waiter service. With regular showings of the latest movies from foreign, classic, independent and contemporary – this is a perfect school trip for students interested in film and media.

www.theelectric.co.uk

Black Country Living Museum

2 Tipton Rd, Dudley, West Midlands DY1 4SQ

The Black Country Living Museum caters to all ages from primary school to secondary. Whether it is geography, science, history, design or literacy, the museum has a range of learning tools to assist with your visit. Celebrating the 1830s industrial landscape, take a tour of the Museum's village to hear the stories of people in their workshops. See vintage transport, play games and explore over 26 acres that celebrate a key part of history in the West Midlands. www.bclm.co.uk

Aston Villa and Birmingham City Football Stadium Tours

Aston Villa Football Club, Villa Park, Birmingham, B6 6HE

Birmingham City Football Club, St. Andrew's Stadium, Birmingham, B9 4RL

Birmingham is home to two famous football clubs, with Aston Villa one of only a handful of English teams to lift the European Cup. Why not visit the stadia where historic footballing memories took place? From the press room and

the players' tunnel to the dressing rooms and hallowed turf itself, these tours are perfect for students who love sport.

www.avfc.co.uk/page/StadiumTours www.bcfc.com/tickets/Stadium_Tours.aspx

St George's Park - The Ultimate Football Experience

St. George's Park, Newborough Road, Needwood, Burton upon Trent, Staffordshire, DE13 9PD, UK

Ever wondered where the England football team trains? Not far from Birmingham isSt George's Park. The Ultimate Football Experience is a brilliant way to help and encourage students to take part in sport, offering a trained FA coach, 3G pitch and fun football activity sessions on the grounds where England's best players – including Wayne Rooney, Joe Hart and Harry Kane – perfect their art.

www.thefa.com/st-georges-park

Birmingham Museum and Art Gallery

Chamberlain Square, Birmingham, B3 3DH

The Birmingham Museum and Art Gallery is one of the most visited attractions in Birmingham, right in the centre of the city. It is home to the world's biggest collection of Pre-Raphaelite paintings, while exhibitions and over 40 galleries also ensure it is a popular destination for educational visits. See artefacts and objects throughout history from Ancient Egypt to the Romans and Ancient Greece.

www.birminghammuseums.org.uk/bmag

Ikon Gallery

1 Oozells St, Birmingham B1 2HS

Celebrating modern art from across the globe, Birmingham's Ikon Gallery is housed in a Victorian school building in Brindleyplace, beside the city's canals. Whether it is painting, sculptures, mixed media or photography, there is something for everyone. Learn about the meaning behind these visual masterpieces through seminars, tours and workshops that enable visitors to share and discuss their views. Pupils can engage through creative learning, and teachers will have access to a number of resources so that students can make the most out of their visit.

ikon-gallery.org

The Wonderful World of Planes and Trains

3 Mary Ann Street, St Paul's Square, B3 1BG

An interactive and fun way to learn about the history of trains from the 1890s to today. With a number of engaging activities such as plane flight simulators, Scalextric, and train travel workshops – it's the perfect day out for a school trip.

wonderfulworldtrainsplanes.co.uk

Birmingham Repertory Theatre

Broad Street, Birmingham B1 2EP

The REP – as it is commonly known – has a Learning and Participation team that visit schools to give a greater understanding of theatrical technique. Drama is a fantastic way to develop communication skills and improve confidence, and the REP has workshops that will help students develop these skills through theatrical exercises. The theatre also has a number of exciting productions throughout the year that you don't want to miss. www.birmingham-rep.co.uk

Birmingham Conservation Park

Birmingham Wildlife Conservation Park, Pershore Road, Edgbaston, B5 7RL

The Birmingham Wildlife Conservation Park is home to a number of animals from squirrel monkeys to the Green Tree Python. The park is focused on helping endangered species with a captive breeding programme. With educational talks and campaigns, it is a great way to learn about the animals, their habitat and to encourage

students to volunteer.

www.birmingham.gov.uk/naturecentre

West Midlands Safari Park

Bewdley, Worcester, DY12 1LF

Are you ready for an adventure, one that spans continents, species and millions of years? West Midland Safari Park has just the thing all wrapped up and raring to go! Interact with beautiful animals from nocturnal monkeys to African lions, there are many surreal animal encounters to experience. Grab your ride wristbands, find your favourite animal and most of all have an amazing experience!

https://www.wmsp.co.uk/

The Birmingham Mystery Treasure Trail

Snow Hill Train Station, Birmingham, West Midlands, B3 2BJ, England

If you're looking for a cost-effective family day out then The Birmingham Mystery Treasure Trail is for you!

Follow the 1.5-mile route through Birmingham on this self-guided themed Treasure Trail. Hunt for clues located on permanent features such as buildings and statues to solve the mysteries, and discover something new about where you live!

https://www.treasuretrails.co.uk/products/days-out-birmingham-west-mids?variant=39342365212717

YARDLEYS YEAR 7 CURRICULUM



Subject	Term 1	Term 2	Term 3
English	'Boy in the Stripped Pyjamas' Transactional Writing (Letter)	'Macbeth' Long Writing (Social Media)	Identity Poetry Anthology Creative Writing
Math	Place Value, Comparing and Ordering Addition and Subtraction of Integers and Decimals Estimating Rounding Multiplying and Dividing with Powers of 10 Multiplication and Area Division and Applications	Factors, Multiples and Primes Order of Operations Algebra Conventions and Collecting Algebra Substitution and Solving Representing Fractions and Ratios Operations with Fractions	Percentages Angles Perimeter with decimals and algebra Symmetry and Tessellation Time Statistics – Interpreting charts
Science	Forces Energy	Particles Chemical Reactions	Inside Cells Building Blocks
Geography	UK Geography and Rivers	Tourism and South Africa Ecosystems	Industrial change Extreme weather & climate
History	Creation of England Norman invasion	Islamic Empire Crusades Eleanor of Aquitaine	Late Medieval England Mansa Musa
RE	Chronology of Religion Hinduism	Sikhism	Judaism
MFL	Myself	My Family Where I Live	School

						1 Vardleug
Subject		Term 1	Те	Term 2		rm 3
Computing	Software skills Impact of technology		Networks Scratch part 1		Programming essentia Modelling data	ls in Scratch – part II
Music	Percussion Ensemble – African Drumming, Vocal Ensemble – Popular music Keyboard – Western classic Guitar Ensemble – Funk		Ensemble - Popular Music, Music Technology - Electronic Music, Percussion Ensemble - Samba and the Music of Brazil Vocal Ensemble - Popular Song		Keyboard: Western Cla Guitar Ensemble: MOR Ensemble 2 Tradition F Music Technology: - El Composition	:/Americana Focus: - Popular Music
Drama	Introduction to Drama – Vocal and Physical skill development		Working with a story		History through Drama – Time Travel Non-naturalism	
Art	Formal Elements accurate shape.	- focus of tone, texture,	Colour Theory – Colour pencil blending, painting techniques and Photoshop.		Disney portraiture a recreation.	nd character
Design and Technology	Designing for People	Design Development	Production and Industry	Making	Food and nutrition	Systems and Control
Physical Education	Invasion Games – Rugby Football Netball	Net and Wall Games – Badminton	Accurate replication and exploring compositional ideas – Gymnastics and Dance	Fitness and problem solving	Striking and Fielding – Cricket and Rounders	Athletics



Intent: English has the ability to greatly enrich and transform lives: it helps students to express themselves, communicate accurately and interrogate information critically, allowing them to not only understand the world around them, but also to confidently and effectively contribute to it. We know that the more our students talk about their work, both inside and outside of school, the deeper and more flexible their learning and that is why we are asking you to help us promote the school values of curiosity and reflection beyond our classrooms and, in doing so, help your child on their journey to success!

In the summer term, students in Y8 will be studying the novel **The Hunger Games** by **Suzanne Collins**. Alongside this, they will be writing and editing a creative writing response that is informed by their reading of the Hunger Games. They will be assessed on their creative writing at the end of the term. **Re-reading with your child the text they are studying in class, or reading it yourself alongside the in-class schedule, is one of the best ways you can help support your child at home. However, we've detailed below some other activities, reading and discussion you could do with your child at home to help support their learning in school.**

		Additional Home Learning Activities			
Week/Date	Teaching Focus	Watch on ClickView	Listen on Spotify	Discuss together	
Week 1 – 17.04.23 Week 2 – 24.04.23 Week 3 –	Assessment Feedback, Chapter 1 and 2 and Introduction to Creative Writing (narrative ark structure) Chapter 3-4 and writing an exposition DIP Chapter 5-6 and writing the rising	 The Hunger Games film (2012) History of Panem (Youtube) The Hunger Games 	 The Hunger Games audio book by Suzanne Collins (2008) The Real Dictators by 	 What is a totalitarian government and surveillance? What is a dystopian society? What are the significant symbols in the novel? What social hierarchy is evident in the novel? Who 	
01.05.23	action DIP Feedback	Podcast (Youtube)	NOISER podcasts	has more of an advantage and why?	
Week 4 – 05.05.23	Chapter 7-9 and writing the climax DIP	•	The Rise of Social	Why Does Suzanne Collins choose a female protagonist	
Week 5 – 15.05.23	Chapter 10-12 and writing the resolution DIP Feedback		Inequality by Richard Heinberg	in the novel?How do the Hunger Games demonstrate control and	
Week 6 – 22.05.23	Chapter 13-15 and creative writing DIP		(2022)	power over the districts?How does the Capitol exert	
	Half term			power over the citizens of Panem?	
Week 7 – 05.06.23	Chapter 16-18 DIP feedback			 How does Katniss become a symbol for the rebellion? 	
Week 8 – 12.06.23	Chapter 19-21 redrafting responses			·	
Week 9 – 19.06.23	Whole School Assessments and Feedback				
Week 10 – 26.06.23					
Week 11 – 03.07.23					
Week 12 – 10.07.23	Chapter 22-25				
Week 13 – 17.07.23	Chapter 26-27				



Intent: English has the ability to greatly enrich and transform lives: it helps students to express themselves, communicate accurately and interrogate information critically, allowing them to not only understand the world around them, but also to confidently and effectively contribute to it. We know that the more our students talk about their work, both inside and outside of school, the deeper and more flexible their learning and that is why we are asking you to help us promote the school values of curiosity and reflection beyond our classrooms and, in doing so, help your child on their journey to success!

In the summer term, students in Y8 will be studying the novel **The Hunger Games** by **Suzanne Collins**. Alongside this, they will be writing and editing a creative writing response that is informed by their reading of the Hunger Games. They will be assessed on their creative writing at the end of the term. **Re-reading with your child the text they are studying in class, or reading it yourself alongside the in-class schedule, is one of the best ways you can help support your child at home. However, we've detailed below some other activities, reading and discussion you could do with your child at home to help support their learning in school.**

		Additional Home Learning Activities			
Week/Date	Teaching Focus	Watch on ClickView	Listen on Spotify	Discuss together	
Week 1 – 17.04.23 Week 2 – 24.04.23	Assessment Feedback, Chapter 1 and 2 Introduction to Creative Writing Chapter 3- 4 writing an exposition	 The Hunger Games film (2012) History of Panem – YouTube The Hunger Games Podcast – 	 The Hunger Games audio book by Suzanne Collins (2008) The Real Dictators by NOISER podcasts The Rise of Social Inequality by 	 What does totalitarian government and surveillance? What are the significant symbols in the novel? Why Does Suzanne 	
Week 3 – 01.05.23	DIP DIP Feedback Chapter 5-6 and writing the rising action	YouTube	Richard Heinberg (2022)	Collins choose a female protagonist in the novel?	
Week 4 – 05.05.23	Chapter 7-8 and writing the climax DIP			 How do the hunger games demonstrate control and power 	
Week 5 – 15.05.23	DIP Feedback Chapter 9 -11 and writing the resolution			over the districts?How is there a play for power in the	
Week 6 – 22.05.23	Chapter 12-14 creative writing DIP			novel? • How does Katniss	
На	If term			become a symbol for the rebellion?	
Week 7 – 05.06.23	Chapter 15 – 17 DIP feedback				
Week 8 – 12.06.23	Chapter 18-20 redrafting responses				
Week 9 – 19.06.23	Whole School Assessments and				
Week 10 – 26.06.23	Feedback				
Week 11 – 03.07.23					
Week 12 – 10.07.23	Chapter 21 -23				
Week 13 – 17.07.23	Chapter 23-27				



Intent: English has the ability to greatly enrich and transform lives: it helps students to express themselves, communicate accurately and interrogate information critically, allowing them to not only understand the world around them, but also to confidently and effectively contribute to it. We know that the more our students talk about their work, both inside and outside of school, the deeper and more flexible their learning and that is why we are asking you to help us promote the school values of curiosity and reflection beyond our classrooms and, in doing so, help your child on their journey to success!

In the summer term, students in Y8 will be studying the novel Lord of the Flies by William Golding. Alongside this, they will be writing and editing a creative writing response that is informed by their reading of Lord of the Flies. They will be assessed on their creative writing at the end of the term. Re-reading with your child the text they are studying in class, or reading it yourself alongside the inclass schedule, is one of the best ways you can help support your child at home. However, we've detailed below some other activities, reading and discussion you could do with your child at home to help support their learning in school.

		Add	ditional Home Learning Activ	rities	
Week/Date	Teaching Focus	Watch on ClickView	Listen on Spotify	Discuss together	
Week 1 – 17.04.23	Assessment Feedback, Chapter 1 and Introduction to Creative Writing	 BBC Two adaptation of Lord of the Flies, directed by Peter Brook (1963) Lord of the Flies: Context and 	 Lord of the Flies Audiobook, narrated by Martin Jarvis The History of WWII Podcast – by Ray Harris Jr 	 What does civilisation and savagery mean? What are the significant motifs/symbols in 	
Week 2 – 24.04.23 Week 3 – 01.05.23	Chapter 2-3 and writing an exposition Chapter 4 and writing	Background (2017) Powering through Prose – William Golding: Lord of the		 the novel? Why does William Golding choose to make his characters 	
Week 4 – 05.05.23	the rising action Chapter 5 and writing the climax	Golding: Lord of the Flies (Season 1, Episode 1-5)	Flies (Season 1,		young boys? • What is an allegory?
Week 5 – 15.05.23 Week 6 – 22.05.23	Chapter 6 and writing the resolution Chapter 7 and			What does immediate and deferred	
Half	creative writing DIP term			gratification mean?How can we consider the power	
Week 7 – 05.06.23	Chapter 8 – DIP feedback			of the 'beast' using religious and	
Week 8 – 12.06.23	Chapter 9 and redrafting responses			Freudian perspectives?	
Week 9 – 19.06.23	Whole School Assessments and				
Week 10 – 26.06.23 Week 11 – 03.07.23	Feedback				
Week 12 – 10.07.23	Chapter 11				
Week 13 – 17.07.23	Chapter 12				



Intent: English has the ability to greatly enrich and transform lives: it helps students to express themselves, communicate accurately and interrogate information critically, allowing them to not only understand the world around them, but also to confidently and effectively contribute to it. We know that the more our students talk about their work, both inside and outside of school, the deeper and more flexible their learning and that is why we are asking you to help us promote the school values of curiosity and reflection beyond our classrooms and, in doing so, help your child on their journey to success!

In the summer term, students in Y8 will be studying the novel *When the Guns Fall Silent* by James Riordan. **Re-reading** with your child the text they are studying in class, or reading it yourself alongside the in-class schedule, is one of the best ways you can help support your child at home. However, we've detailed below some other activities, reading and discussion you could do with your child at home to help support their learning in school.

		Add	ities	
Week/Date	Teaching Focus	Watch on ClickView	Read	Discuss together
		'Blackadder Goes	'Private Peaceful' by	Would you want to
Week 1 – 17.04.23	Chapter 1-4	Forth' Episode 6 ('Goodbye')	Michael Morpurgo	join the armed forces? Why? What
Week 2 – 24.04.23	Chapter 5-8	'Horrible Histories'	'Sir Tony Robinson's Weird World of	if we were at war?
Week 3 – 01.05.23	Chapter 9-11	Season 5 Episode 15	Wonders: World	Is there any
Week 4 – 05.05.23	Chapter 12-15	('Frightful First World War') 0:00-16:42	War 1' by Sir Tony Robinson	justification for war?
Week 5 – 15.05.23	Chapter 15-17	● War Horse film	 'Stories of WW1' by 	The boys in the
Week 6 – 22.05.23	Chapter 18-19	• Wai Horse IIIII	Tony Bradman	novel like to play
Half te	rm		'Black Poppies' by	football – do you have a passion that
Week 7 – 05.06.23	Chapter 20-22		Stephen Bourne	you would like to pursue?
Week 8 – 12.06.23	Revision for exams			·
Week 9 – 19.06.23	Whole School			How do you feel towards the officers
Week 10 – 26.06.23	Assessments and Feedback			in the novel and why?
Week 11 – 03.07.23				,
Week 12 – 10.07.23	Chapter 23-25			
Week 13 – 17.07.23	Whole novel reflection			



Subject: Maths – Year 8

Summary

TERM 3	Teaching Focus	Possible activities at home		
Week/Time	reaching rocus	Watch and Make Notes	Discuss	
Week 1: 17/4/23	Angles	http://corbettmaths.com/2012/08/10/angles-in-a-triangle/	What are the angle facts? Can you draw them all?	
Week 2: 24/4/23	Triangles and Quadrilaterals	http://corbettmaths.com/2013/03/17/angles-in-quadrilaterals/	Draw and describe the properties of the special triangles and quadrilaterals.	
Week 3: 1/5/23	Volume of Prisms	http://corbettmaths.com/2013/04/20 /volume-of-a-prism/	Name and draw as many prisms as you can. What do they all have in common?	
Week 4: 8/5/23	Nets and Elevations	http://corbettmaths.com/2014/01/16/views-and-elevations/	What is a Plan View? Can you draw one of your house?	
Week 5: 15/5/23	Averages and Range	http://corbettmaths.com/2012/08/02 /the-mean/ http://corbettmaths.com/2013/12/21 /the-mode-video56/ http://corbettmaths.com/2012/08/02 /the-median/ http://corbettmaths.com/2012/08/02 /the-range-video/	How do you find a missing number in a list if you know the mean? For example:, 3, 12, 1 has a mean of 5 What is the missing number?	
Week 6: 22/5/23	Frequency Tables	http://corbettmaths.com/2012/08/19 /means-from-frequency-tables/	Why do we use a frequency table to collect data? How do we use it to find the mean?	
		May-June Half Term		
Week 7: 5/6/23	Linear Sequences	http://corbettmaths.com/2012/08/20/the-nth-term-for-linear-sequences/	How do you find the nth term of a linear sequence?	
Week 8: 12/6/23	Linear Graphs	http://corbettmaths.com/2012/12/23 /drawing-graphs-using-xy-tables/	What does the graph of a linear sequence look like?	
Week 9: 19/6/23	Linear Graphs	http://corbettmaths.com/2013/05/15 /gradient-of-a-line/	What does the word Gradient mean? How do you find it from a graph?	
Week 10: 26/6/23	Revision	Personal Revision – Assessment Books & Mini Tests		
Week 11: 3/7/23	Assessment Week	Personal Revision – Assessment Books & Mini Tests		
Week 12: 10/7/23	Translation and Vectors	http://corbettmaths.com/2012/08/10 /transformations-translations/	What is the same or different about Vectors and Coordinates?	
Week 13: 17/7/23	Investigation			



Subject: Science

Science helps students gain an understanding of the world around them, from the micro-level of particles and atoms to the macro-level of our expanding universe. It encourages students to question and enquire in order to learn more. We want our students to acquire the scientific knowledge and skills to meet their academic, practical and "real life" challenges of the future.

Term	Teaching Focus	Possible activities at home				
		Watch	Listen	Discuss/Research		
Summer 1	Atmospheric Chemistry This topic is about the science of atmospheric chemistry – how particles in chemical reactions affect the atmosphere. The sub topics we cover include Earth's atmosphere, the green house effect and global warming, pollutants and acid rain.	Acid Rain This program will try and explain what acid rain is, where it comes from and what we can do about it. (Clickview) https://online.clickview.co.u k/exchange/videos/77900/a cid-rain-the-silent-crisis	Greenhouse Effect and Global Warming In this program, discover how humandriven activities have led to changes in animal populations and ecosystems, an increase in air pollution, a depletion of the ozone layer, and global climate change. Learn what we can do to reduce the impact on Earth's systems. (Clickview) https://online.clickview.co.uk/libraries/videos/5 0800676/humanimpact-on-earth-ssystems-and-globalwarming	What are the impacts of global warming? Why is this a future concern? Are there any solutions? Discuss a recent natural disaster which has taken place around the world. How has this had an impact on people's lives who have been affected?		
Summer 2	Cycles of Life This topic is about how all living things depend upon the sun for their energy, that organisms interact with each other passing energy and nutrients around ecosystems, and that humans are disturbing ecosystems and having negative effects on complex environments.	Visit the Indian rainforest to look at the plants and animals living in the different layers. (Clickview) https://clickv.ie/w/a8Hu Plants and animals rely on each other for food and energy. This programme explains how animals and plants within an ecosystem are all interconnected. (Clickview) https://clickv.ie/w/e8Hu	This clip examines some of the most dramatic and destructive ways in which people have impacted ecosystems. (Clickview) https://clickv.ie/w/x8Hu After one of the hottest years on record, Sir David Attenborough looks at the science of climate change and potential solutions to this global threat. (Clickview) https://clickv.ie/w/38Hu	Discuss some of the destructive ways in which humans have impacted ecosystems Discuss some of the potential solutions to climate change.		



Subject: ART (YEAR 8)

Summary: Year 8 are working collaboratively to create a large, final piece of a 'Nancy Whitehead' painting of sweets.

Before May half term, year 8 will be given a brief for a 'mini' Architecture project where they independently source imagery to inspire a final piece. Each week they will experiment with a different media and demonstrate independent creativity and imagination. At the end of year 8, each student will have created their own response to the brief in the media and size of their choice.

TERM 3 Week/Time	Teaching Focus		D:
		Watch	Discuss
Week 1 – 17.4.23	Draw one section of a 'Nancy Whitehead' painting.		
Week 2 – 24.4.23	Experiment and practice with poster paint. Apply poster paint to outline focusing on photorealism.	https://www.youtube.com/ watch?v=EXtXNkAYTHk	
Week 3 – 1.5.23	Continue to apply poster paint to 'Nancy Whitehead' painting outline.	https://www.youtube.com/ watch?v=zXx-ny7G2Po	
Week 4 – 8.5.23	1- & 2-point perspective drawing.	https://www.youtube.com/ watch?v=1Fcbk K5qWA	
Week 5 – 15.5.23	Apply own theme to 2-point perspective drawing using drawing skills and application of colour pencils.	https://www.youtube.com/ watch?v=yNq78n02fMQ	
Week 6 – 22.5.23	Introduce 'Architecture Mini Project' brief and respond. Gather imagery to create a mood board.	https://www.youtube.com/ watch?v=eNNAnSCrrBI	
Week 7 – 5.6.23	2 tonal drawings of chosen architectural imagery.	https://www.youtube.com/ watch?v=WwrMGFrmWxo& list=PLnifj-hFGWC- 5bDHQOJIjuwIspGqmuyCU	
Week 8 – 12.6.23	1 large pen drawing of chosen imagery.	https://www.youtube.com/ watch?v= 0wE14b6atQ	
Week 9 – 19.6.23	1 watercolour painting of chosen imagery.	https://www.youtube.com/ watch?v=vluLgUBzAFM	
Week 10 – 26.6.23	Continue with watercolour painting of architecture imagery.	https://www.youtube.com/ watch?v=TKzkitSEUro	
Week 11 – 3.7.23	Independently plan a final piece influenced by architecture mood board.		What imagery are you going to use from your mood board to inspire your final piece? What media are you going to use?
Week 12 – 10.7.23	Begin final piece inspired by architecture mood board (independent)	https://www.youtube.com/ watch?v=q61QpVmrllc	What are your strengths and how can you play to them within your final piece? Are you stronger at watercolour or pencil drawing for example? How are you going to combine all of your ideas?
Week 13 – 17.7.23	Complete final piece using media of choice.		



Subject: Year 8 Computing

Through our ambitious computing curriculum our learners will have access to a broad and balanced range of topics including: digital literacy, computational thinking and modern technology. Yardley's computing curriculum will provide students with an understanding of how computing underpins today's modern lifestyle and has made the world better, faster and more connected. We ensure that the students at Yardleys can develop to become masters and creators in this field, to aid them in their development of our rapidly changing technological world.

Term 3	Tanahira Farra	Possible Activities at Home		
Week/Time	Teaching Focus	Watch and Read	Discuss	
	Mobile app deve	elopment		
Week 1 –		https://teachers.thenational.academ		
17.04.23	Develop your first app	y/lessons/app-for-that-69k68r		
Week 2 –		https://teachers.thenational.academ	_	
24.04.23	The concept of event-driven programming	y/lessons/tappy-tap-app-6tjkjd	Discuss what they	
Week 3 –	Making a score screen on your app	https://teachers.thenational.academ	have learnt in	
01.05.23		<u>y/lessons/school-lab-studios-6mv3ed</u>	lessons including how computers	
Week 4 –	Explore how user input is captured	https://teachers.thenational.academ	store data, the different storage	
08.05.23		<u>y/lessons/user-input-c5hpae</u>	units and how to	
Week 5 –	Develop your app further	https://teachers.thenational.academ	understand binary.	
15.05.23		<u>v/lessons/app-development-cnh64t</u>	billary.	
Week 6 –	Evaluate your app	https://teachers.thenational.academ		
22.05.23		<u>y/lessons/project-completion-6th3jd</u>		
	 Half Terr	n		
	Intro to Python pro			
Week 7 –	The basics of displaying messages, assigning	https://teachers.thenational.academ		
05.06.23	values to variables, and receiving input from the keyboard.	<u>y/lessons/first-steps-6ctk4d</u>		
Week 8 –		https://teachers.thenational.academ] 	
12.06.23	Explore arithmetic expressions.	y/lessons/crunching-numbers-6gtked	Discuss what they have learnt in	
Week 9 –		https://teachers.thenational.academ	lessons including	
19.06.23	Using selection in our Python programs	y/lessons/at-a-crossroads-cgwkac	the different malwares and the	
Week 10 –		https://teachers.thenational.academ	problems they cause to	
26.06.23	Multi-branch selection and while loops	y/lessons/more-branches-cmt32d	computer system.	
Week 11 –	Assessment Week		The main outcome is to	
03.07.23	. Isossonien Treen		identify the most	
Week 12 –	1	https://teachers.thenational.academ	effective method	
10.07.23	How to use a variable as a counter within a loop	<u>y/lessons/round-and-round-6cr6ae</u>	to prevent a	
Week 13 –		https://teachers.thenational.academ	- cyberattack.	
17.07.23	Create your own guess the number game using the skills learnt	y/lessons/putting-it-all-together- cthkad		



Subject: Design and Technology

In Year 8, students studying Design and Technology will be experiencing a wide range of topics, knowledge and skills in their lessons. The year will be divided into seven units that each focus on specific knowledge. Pupils will be doing different units at different times of the year so you need to ask them what DT unit they are working on and then look at the resources below that will support your child in DT.

This year, all Year 8 pupils will experience a unit specifically designed to improve their knowledge of Food technology and Nutrition. You can support your child in this unit by having positive conversations about healthy food choices and the impact of a poor diet on their physical and mental health.

		Questions for Discussion at Hom Additional Learning Resource	
Unit Title	Classroom Teaching Focus	Watch or listen	Discuss together
Unit 1 (5 weeks)	'Designing for People': Needs of the User Creativity/ Inspiration Research	"This is D&T" https://www.youtube.com/watch?v=8dBALi2fyS0 "Why do We need D&T?" https://www.youtube.com/watch?v=4lLSEDVSAp4	What products do you have in your home? Why did you choose those products? How important is design in your home?
Unit 2 (5 weeks)	'Design Development': • Presenting ideas • Computer Aided Design (CAD)	"Developing Designs" https://www.youtube.com/watch?v=gCPyGrEYTeY https://youtu.be/x6DTIMZ58pc	Sketch some ideas for a new product that could be used at home.
Unit 3 (5 weeks)	'Production and Industry':	How products are made: https://youtu.be/SYf1yGOjOvU https://youtu.be/IndP2IKXTP0 https://youtu.be/th3F5mW-Z30	What products at home have been mass-produced? Do you have any custom products?
Unit 4 (5 weeks)	'Making and Manufacture': Choosing and testing materials	"Properties of Materials": https://www.youtube.com/watch?v=340MmuY_osY "How Plywood is Made": https://www.youtube.com/watch?v=LrCt5kJwcyw	How many different materials can you list at home?
Unit 5 (5 weeks)	'Making and Manufacture': Shaping, Joining and Finishing materials	"How Things Are Made": https://www.youtube.com/watch?v=Um_g8sQ_p3Y	How many different manufacturing processes can you find at home?
Unit 6 (5 weeks)	'Systems and Control': Electronic components Making circuits Testing circuits	"How Electricity Works": https://www.youtube.com/watch?v=mc979OhitAg	How many electronic gadgets do you have at home?
Unit 7 (5 weeks)	'Food and Nutrition': Healthy eating and nutrition Making healthy meals	"Food groups and Nutrition": https://www.youtube.com/watch?v=Z51bWG17m-Q "The Eatwell Guide": https://www.youtube.com/watch?v=7MIE4G8ntss	Is you diet balanced and healthy?



Subject: MFL – French – Year 8

In this term students in Year 8 will learn how to describe their environment and give directions.

Login for Linguascope: www.linguascope.com Username: yardleys Password: love4langs

TERM 3	Teaching Focus	Possible activities at home		
Week/Time	0	Watch	Play and Interact	Discuss
Week 1 – 17.4.23 Week 2 – 24.4.23	Places in town Say where you			
VVCCR 2 24.4.23	like to go	Asking and giving	Linguascope: Beginners – environnement – en ville ;	Where can you
Week 3 – 1.5.23	Saying where places are in your town	directions: https://www.youtube.com/ watch?v=9DPiY2dt0Cc		go and who can you ask for directions
Week 4 – 8.5.23	Directions		environnement – les magasins	when you are in a new city/
Week 5 – 15.5.23			ies magasins	country?
Week 6 – 22.5.23	Asking and giving directions			
Half t	erm			
Week 7 – 5.6.23	Arranging to go out			
Week 8 – 12.6.23				
Week 9 – 19.6.23	Giving excuses		Linguascope:	
Week 10 – 26.6.23	Describe a day in town	Places in town: https://www.youtube.com	Beginners – moi et ma famille – les	
Week 11 – 3.7.23	Assessment week	/watch?v=bHKLTS4E3Cc	vêtements	
Week 12 – 10.7.23	What you wear to go out			
Week 13 – 17.7.23	Assessment feedback			



Subject: Geography

The Intent of the Geography curriculum is to educate all students to be global citizens (someone who can empathise with different people with different lifestyles, landscapes and situations around the world), to have an understanding of the world beyond and linked to Tyseley – enough to spot misleading information about the wider world and make evidence-based decisions. We will do this by developing their knowledge and understanding of the key Geographical concepts of sustainability, process, development & enquiry.

In this term students in Year 8 will focus on four different topics. Before half term we will look at hot desert ecosystems and the animals and plants that call this biome home followed by a look at a more local biome - a temperate deciduous forest. After half term we will take a look at earthquakes as a tectonic hazard and how the UK produces its electrical energy.

TERM 3	Teaching Focus	Possible activities at home			
Week/Time	Veek/Time		Read	Discuss	
Week 1 – 17.4.23	What is the flora and fauna of a temperate	Life on Earth - Seasonal Forests (Sir David	Global biomes recap BBC bitesize	What animals live in our local forests? Why is	
Week 2 – 24.4.23	deciduous forest? How do we ask	Attenborough) <u>iPlayer link</u>	Carrying out fieldwork and	that their habitat?	
Week 3 – 1.5.23	appropriate local fieldwork questions?	Forest food webs YouTube link	independent investigations <u>link</u>	How do we safely carry out fieldwork?	
Week 4 – 8.5.23	What is the climate in a hot desert?	Planet Earth - Deserts (Sir David Attenborough)	BBC Bitesize - hot deserts hyperlink	How is the climate in the Sahara and	
Week 5 – 15.5.23	How are people, animals and plants	<u>iPlayer link</u>	Hot deserts - a	the UK different? How do animals	
Week 6 – 22.5.23	adapted to life in this biome?	Life in the Thar Desert <u>YouTube</u> <u>link</u>	(Challenging!) <u>link</u>	adapt to their climate?	
Week 7 – 5.6.23	What is the UKs energy mix?	The green energy scandal (Challenging!) iPlayer link	UK energy resources BBC bitesize National grid live hyperlink	What is the difference between renewable and none renewable energy?	
Week 8 – 12.6.23	How should we generate electricity?				
Week 9 – 19.6.23	How does an earthquake start?	The most devastating earthquakes in History YouTube link	Tectonic hazards - earthquakes and tsunamis <u>BBC</u> <u>bitesize</u>	Can we predict earthquakes?	
Week 10 – 26.6.23	How do you survive an earthquake?			How do we prepare?	
Week 11 – 3.7.23	·		,	,	
Week 12 – 10.7.23	Revision, assessment and feedback				
Week 13 – 17.7.23					



History

We aim to foster a passion for History to encourage students to become historians. Throughout their studies students will develop a good understanding of significant events in British history and aspects of world history, and how these impact the way we live today. Content is covered chronologically while revisiting themes such as power, protest, women, local history, wider world, empire and conflict. These first order concepts are analysed with second order concepts, such as causation, consequence, similarity and difference, chosen because they fit the content best. We aim for students to be involved in national conversations and provide context to wider understanding, helping them explain the way the world is today.

In this term students in Year 8 will be studying the Scramble for Africa, the causes of the First World War, stories of the First World War and Birmingham during the First World War.

TERM 3	Teaching Focus	Possible activities at home			
Week/Time		Watch	Read	Discuss	
Week 1 – 17.4.23 Week 2 – 24.4.23	Scramble for Africa	Scramble for Africa Berlin Conference	Britannica Kids – Scramble for Africa Khan Academy - Berlin Conference	What happened at the Berlin Conference? Was it really a scramble for Africa? Which empires got the most and least from Africa?	
Week 3 – 1.5.23 Week 4 – 8.5.23 Week 5 – 15.5.23	Causes of the First World War	Simple History – What caused the First World War? How did WW1 start?	BBC Bitesize – Why did World War One start? History Channel - Causes	Was the war the fault of one country? Which one? Which cause was the most important?	
Week 6 – 22.5.23	Stories of the First World War	Epic History TV – World War One Indian Army Chinese Labour Corps	Five things you need to know about the First World War Why the Indian soldiers of WW1 were forgotten Algerian Soldiers Chinese Labour Corps	How is the First World War different to other wars we have studied? Which new weapons were used in this war? Which group of soldiers faced the greatest hardships?	
		H	lalf term	the greatest narusinps:	
Week 7 – 5.6.23	Stories of the First World War				
Week 8 – 12.6.23	Stories of the First World War				
Week 9 – 19.6.23	Birmingham during the	WW1 anniversary melting memorial in	Birmingham First World War Resources	What was Birmingham's contribution to the First World War?	
Week 10 – 26.6.23	First World War	Birmingham	Birmingham in the First World War	Why do we have Cooper Hall at Yardleys School?	
Week 11 – 3.7.23 Week 12 – 10.7.23 Week 13 – 17.7.23	Revision, assessment and feedback				



Subject: Music

During the summer term, we will begin to expand our deepening musical experience across band skills, samba ensemble and music technology.

At Yardleys, musical progression is taught across a range of instruments and within a wide range of contexts and traditions. Within each of these areas, Musical progress is anchored to three main threads that is common in all topics, contexts and instrumental studies across Key Stage 3 and 4;

- 1. Show musical awareness to perform sympathetically with the ensemble.
- 2. React musically and play accurately from a range of stimuli where appropriate.
- 3. Understand and develop a strong sense of interconnected musical dimensions through performance, appraisal and composition.

It is in embedding these three areas of knowledge that empowers students to engage in and take responsibility for their musical progress, into being lifelong musical enthusiasts enriched with the skills and knowledge to continue making musical progress beyond the classroom

		Additional Home Learning Activities			
Week/Date	Teaching Focus	Watch	Listen	Discuss	
Week 1 –	Ensemble: - Active listening skill (See You Again)	See You Again Live	How to listen	What is active	
7.4.23	focus- embedding strong technique across	Looping Cover	to Music like a	listening in Music?	
Week 2 –	multiple instruments. Building active listening	(Youtube)	pro- 12Tone.		
4.4.23	skills through rehearsal and performance.	Bad Habits- Ed		What is harmony?	
Week 3 –	Performance skills- maintaining a part, following a	Sheeran Live			
1.5.23	tempo, reacting musically to each other.	Wembley (Youtube)		 How do we 	
1.5.23	Engagement with written musical language-	Queen – Radio Gaga		build major and	
	Chord boxes, TAB, standard notation.	Live Aid performance		minor chords?	
	Appraisal focus:- Rhythmic devices, intervals,	(Youtube)			
	pitch, chords, harmony.				
Week 4 –	Percussion ensemble:- Samba Music	Bateria samba	Episode 109:	What does the	
8.5.23	(Polyrhythms)	rhythm – Edu Ribeiro	The Tango and	'head' of a musical	
Week 5 –	Performance skills- maintaining an independent	(YouTube)	Samba - 15	piece mean? What	
5.5.23	part, following a tempo, reacting musically to each	Batucada de Castro –	Minute	are 'calls'? What is	
Week 6 –	other.	Live from Carnival 22	History	the purpose of	
2.5.23	Engagement with written musical language-	(YouTube)	Podcast	Samba music and	
2.5.25	Rhythmic notation.		Latin Roots:-	wider Folk music?	
	Appraisal focus:- Rhythmic devices, dynamics,		The History of		
	structure, texture.		Samba (NPR)		
=	Half te		T		
Week 7 –	Music Technology 2:- Structure, Harmony,	Remake 'Billy Jean'	The Producer	What does 'shape'	
05.06.23	Melody.	Akai MPK	Hive Podcast	mean when it	
Week 8 –	Composing using chord sequences, target notes	Performance	Wannabe -	comes to melody?	
12.06.23	for melodic structure, texture, DAW,	(YouTube)	Guitar	What is harmony in	
Week 9 –	Engagement with written musical language- Piano	Gorillaz Clint	Arrangement	music?	
19.06.23	Roll, step sequencing, drum maps.	Eastwood MPK Cover	Come France		
		(YouTube).	Song Exploder Podcast		
Week 10 –	Ensemble Development - Band accuracy,	Beyonce Love on Top	Lonely Boy –	What is active	
26.06.23	musicality, active listening skills, engagement with	Live (YouTube)	Black Keys.	listening in Music?	
Week 11 –	written musical language, effective instrument-			What is harmony?	
03.07.23	specific technique including finger numbering	Bruno Mars Halftime	Snap out of it-	How do we build	
Week 12 –	system, wrist and arm posture and development	Superbowl 2014	Arctic	major and minor	
10.07.23	of control.	(YouTUbe).	Monkeys	chords?	
Week 13 –	Engagement with written musical language- Sight	,			
17.07.23	reading- Tablature, standard notation, drum tab.				



Subject: Religious Studies (year 8)

Summary: A study of Islamic Schisms.

TERM 3		Possible activities at home			
Week/ Time	Teaching Focus	Watch	Read	Discuss	
Week 1 – April 17th	Prophets of the Abrahamic faiths		https://www.bbc.co.uk/bitesize/guides/zmp6pbk/revision/2	How many prophets can you name in the Abrahamic faiths?	
Week 2 – 24 th April	Why is the prophet Muhammad seen as the last and final prophet for Muslims?		https://www.biography. com/religious- figures/muhammad		
Week 3 - 1 st May	Why did Muhammad's death cause disagreements in the Islamic community?		https://www.npr.org/sec tions/parallels/2007/02/ 12/7332087/the-origins- of-the-shiite-sunni-split	What were the main disagreements that arose after the prophet Muhammad died?	
Week 4 – 8 th May	Who are the four rightly guided caliphs and what happened to each of them?	https://www.youtube. com/watch?v=BzhQ32 zZYM8		What would you regard to be the biggest achievement of each Islamic caliph?	
Week 5 – 15 th May	What is meant by the Imamate in Shia Islam and how has the idea of the imamate led to even further divisions in Shia Islam?		https://www.bbc.co.uk/bitesize/guides/zr4r97h/revision/4#:~:text=Imamate%20is%20a%20Shi'a,God%20to%20be%20Muhammad's%20successors	How do Sunni and Shia Muslims regard the Imamate differently and why?	
Week 6 – 22 nd May	Who was the third imam Husayn, and what impact did his death have on Sunni/Shia relationships?	https://www.youtube. com/watch?v=BEiJkHXj A7M		Why did the death of imam Husayn cause anger in the Islamic community?	
	Half term				
Week 7 – 5 th June	How do Sunni and Shia Muslims practice their faith in different ways and does this separate or unite the ummah?	https://www.youtube. com/watch?v=p0Prs99 ANvY		Can you explain 3 ways Sunni and Shia Muslims practice their faith differently?	
Week 8 – 12 th June	Why are relations still poor between several Sunni and Shia states in the Middle East?		https://www.bbc.co.uk/ news/world-middle- east-25458755	Apart from religion, what other reasons could there be for arguments and war between Sunni and Shia Muslims?	
Week 9 – 19 th June	What examples are there of when Sunnis and Shias work together for a peaceful future?	https://www.youtube. com/watch?v=y48ThD MzKE8		What are some practical ways Sunnis and Shias can work for a peaceful future?	
Week 10 – 26 th June	How did Sufi Islam arise and what is meant by their mystic tradition?	https://www.youtube. com/watch?v=1EQtaQ YpzTw		Can you explain what is meant by mysticism in Sufi Islam?	
Week 11 – 3 rd July	Revision strategies				



Subject: MFL – Spanish – Year 8

In this term students in Year 8 will learn how to describe their environment and give directions. Tenses will be reinforced and they will learn about the formation of stem-changing verbs.

Login for Linguascope: www.linguascope.com Username: yardleys Password: love4langs

TERM 3	Teaching Focus	Possible activities at home			
Week/Time		Watch	Play and Interact	Discuss	
Week 1 – 17.4.23	What your town is like				
Week 2 – 24.4.23	Places in town		Linguascope:	Where can you	
Week 3 – 1.5.23		Asking and giving directions: https://www.youtube.com/wat	Beginners – mi mundo – en la	go and who can you ask for	
Week 4 – 8.5.23	Directions	ch?v=VGRnxwWUHbY	ciudad; mi mundo – las	directions when	
Week 5 – 15.5.23	Where you are going		tiendas	you are in a new city/ country?	
Week 6 – 22.5.23	Plans for the weekend				
Half t	erm				
Week 7 – 5.6.23	Arranging to go				
Week 8 – 12.6.23	out				
Week 9 – 19.6.23					
Week 10 – 26.6.23	Giving excuses	Describing future plans: https://classroom.thenational.	Linguascope: Beginners – la		
Week 11 – 3.7.23	Whole-school assessment week	academy/lessons/describing- future-plans-cnk3gr	vida cotidiana – la hora		
Week 12 – 10.7.23	Assessment				
Week 13 – 17.7.23	feedback				