

What my child will be learning this half term

Year 8		Autumn first half term	
Art	Computing	DT	English
<p>Little things LARGE</p> <p>The aims of this project are for pupils to develop and extend their observational drawing skill, using a variety of small objects in a range of media. Different enlarging techniques are taught and pupils' research and analyse the work of a chosen artist who also explores scale and viewpoint.</p> <p><u>Visually observe:</u> small objects with a range of textures, enlarging using a grid method and zooming in using a viewfinder.</p> <p><u>Research and analyse:</u> Research a chosen artist from a selection who use the theme of enlargement or abstraction and analyse their work. Artists range across time and places, from Karl Blossfeldt to Georgia O'Keeffe and Rachael Whiteread.</p> <p><u>Make and Experiment-</u>Experiment with a range of media, including: pencil, oil and chalk pastel, fineliner, paint and photography.</p> <p><u>Review and Respond:</u> To review their own work as it progresses and to collaborative and respond weekly to the artwork of others.</p>	<p>Social Networking and its Impact</p> <p>Year 8 children are close to reaching the age to use social networking apps. We learn practical tips to staying private online while looking at real world examples using Edmodo. We also explore the social, economic and cultural impact of social media.</p>	<p>Textiles: Bag belt</p> <p>Pupils will be introduced to electronic textiles. They will make a geometric animal using a choice of different techniques (oil batik or applique) which can be attached to a bag. This will incorporate LEDs and reflective tape to help keep the wearer safe. Students will learn about smart materials and basic circuits during this project.</p>	<p>I am Number Four.</p> <p>During this unit we study many elements of Science Fiction, using the novel 'I am Number Four' as a springboard. We also read and analyse different extracts from famous authors, including HG Wells, and children are encouraged to choose and read their own science fiction novels. We look at the introduction of genre-wide themes, as well as recurring themes in the book, 'I am Number Four' and the series by Pittacus Lore. We also examine techniques used to build a sense of panic and tension as we create our own legacies and describe our own 'moonseeds'.</p>

French	Humanities	Maths	Music
<p>Holidays</p> <p>Pupils will recall activities from the previous half term, in order to begin using the passé composé (past tense). Pupils using opinion phrases, sequencing words, as well as preference statements, can reach extension.</p>	<p>Geography - Settlement KS3</p> <p>Pupils will apply their knowledge of settlements to modern landscapes. They will understand the reasons for urbanisation, its implications and how it affects us in Dorset today.</p> <p>History - Early Tudors</p> <p>Pupils will develop their chronological knowledge of the Tudor period and identify ways in which the early Tudors took control after the War of the Roses.</p>	<p>1 – Revisiting Core Skills + - x ÷</p> <p>To begin the year, and especially in light of the time that pupils have been out of school, we will start by revisiting the core skills of + - x ÷. We will review mental methods for addition and subtraction, looking at how formal methods are often not necessary, with mental methods being more appropriate in many situations. This will be followed by reviewing formal methods for addition, subtraction, multiplication and division (incorporating both integers and decimals). Alongside demonstrating that they are on top of all these formal methods, pupils will be challenged with harder problems that require them to reason and problem solve. They will have to know which methods and approaches to use in order to solve the problems in an efficient manner. The unit ends with an assessment to ensure that the knowledge is fully ingrained.</p> <p>2 – Fractions</p> <p>The unit will begin by reviewing the pupil's prior knowledge for how to add, subtract, multiply and divide with fractions. We will ensure that they can add and subtract fractions in a variety of contexts as well as multiply fractions by fractions and by integers. Likewise, they should be confident when dividing fractions by fractions and integers by fractions. They will need to know a range of efficient methods for doing this, including how to use the reciprocal for changing a division problem into a multiplication one. To build on this, children will learn how to do all of the above with improper fractions and mixed numbers, and will then learn how their knowledge about these processes can be represented algebraically. Problem solving and reasoning elements will be incorporated throughout all of the lessons.</p> <p>3 – Proportional Reasoning – Ratio and Scale</p> <p>This unit focuses initially on ensuring that the children have a secure conceptual understanding of what is meant by the term 'ratio' and how various models can be used to represent ratio. Based on this understanding, it moves on to sharing in a ratio given the whole or one of the parts and how to use methods such as bar modelling to ensure the correct approach is to solving a problem is taken. After this, we look at simplifying ratios and using previous answers to deepen the understanding of equivalent ratio rather than 'cancelling' purely as a</p>	<p>Jazz</p> <p>Pupils will explore the key musical features of Jazz, through performing, composing and listening.</p>

		procedure. We also explore the links between ratio and fraction and to understand π as the ratio of the circumference of a circle to its diameter. We may also look at the concept of gradient in relation to ratio in this unit.	
PE	PSHCE	RE	Science
<p>Outwitting Opponents – Football</p> <p>Consolidation of the skills needed to outwit opponents within games, applying fluency, greater accuracy and quality of technique. Refining skills to enable a greater number of options to outwit an opponent. An understanding of how to improve their performance will be required and pupils will be expected to lead coaching sessions and be confident in refereeing a game if needed.</p> <p>Interval Training</p> <p>Children will be challenged to push themselves through a range of interval type tasks and challenges including: pyramid training, walk jog run, HIIT. Encouraging children to show resilience and understand that in order to improve fitness, the body needs to be pushed beyond its comfortable state.</p>	<p>Being Me in my World</p> <p>Including:</p> <p>Appreciating that identities are complex and can change over time.</p> <p>Understanding individual identities and cultural identities.</p> <p>Understanding that identity is affected by a range of factors, such as family.</p> <p>Understanding that where they live can influence their identity and how we can make assumptions about other identities.</p> <p>Understanding and respecting that there are a range of beliefs within any community and how it can affect their identity.</p>	<p>Moral Issues</p> <p>In this module, pupils will be looking at how people make moral decisions. They will consider how one decides what is right and wrong and then will examine the sources of moral guidance for Christians. Pupils will be expected to give their own opinions on the topics being studied, justify them and listen carefully to the views of others. This unit will start to prepare pupils for GCSE style questions where they will also be able to develop their essay writing skills. They will compare different Christian (and other religions, if time) beliefs about certain moral issues using biblical references.</p> <p>Pupils will explore personal beliefs about the death penalty or animal testing. In addition, they will sensitively challenge and try to understand other people's point of view through use of questioning.</p>	<p>Sound and Light</p> <p>In a thunderstorm, you see a flash of lightning and hear thunder. Your eyes and ears detect light and sound. In this 'Big Idea', pupils learn:</p> <ul style="list-style-type: none"> • how you hear sounds • what changes when you make sounds of different pitch and loudness • how we see objects • how light behaves when it hits different materials <p>Breathing and Digestion</p> <p>What do we need to stay healthy? In this 'Big Idea', pupils learn:</p> <ul style="list-style-type: none"> • how we breathe • how smoking, drinking alcohol and taking drugs can damage the respiratory system • what makes a balanced diet • how your body breaks down the food you eat to release energy • what other nutrients you need to live and grow