



The Polesworth School
ENSURING EXCELLENCE



Year 8 Threshold Knowledge and support guidance

Summer term

For the topics of learning within each subject we have identified the key knowledge and skills which students need to secure to give them a firm foundation on which to build further learning. We refer to these as threshold knowledge and it our intention that every student secures the threshold knowledge in order to make outstanding progress through the curriculum.

We believe that the form in which feedback and assessment takes place must be specifically related to the individual subject therefore subject teachers use a range of strategies to assess students' progress using the threshold knowledge.

We have included below the subject threshold knowledge for the topics of learning covered during the autumn term. You can support your son/daughter's progress by regularly discussing the threshold knowledge with them to help them to remember what they have learnt. To assist you in supporting your son/daughter with any areas for development we have signposted resources and links for each subject below.

Subject	Year 8 Threshold Concepts - Summer term	How to support students' learning
Art	<p>Assemblage –</p> <ol style="list-style-type: none"> 1. What makes a focal point in Art? 2. Demonstrate how to use the rule of thirds to create an interesting composition. 3. Demonstrate how to use a grid to produce more accurate drawings. 4. Demonstrate how to blend primary and secondary colours to render objects more 3-dimensionally taking into account shadows. 	<ul style="list-style-type: none"> • Watch the following video https://www.youtube.com/watch?v=FVhSICpDfJU • Research Michelangelo Merisi da Caravaggio. Discuss what the focal point is and decide on whether focal point obeys the rule of thirds.

<p>Drama</p>	<p>Wolfboy –</p> <ol style="list-style-type: none"> 1. Know and demonstrate page-to-stage skills. 2. Demonstrate rehearsal techniques for synchronisation. 3. Understand and demonstrate the concept of multi-roling in performance. 4. Demonstrate careful selection of resources including staging and props. 5. Understand and replicate appropriate atmospheres for scenes. 6. Demonstrate performance standards: precision, smooth transitions, making work the best it can be. 7. Evaluate performance with reference to strongest moments and moments for development. 	<ul style="list-style-type: none"> • Talk to your child about what they have been studying in drama • Keep a look out on social media for Art events in your local area. Also follow us on Instagram polesworth_performing_arts for news of events and workshops • Watch more stage drama on You Tube or visit a local theatre group • When possible, encourage your child to read aloud and read aloud to them. Focus on voice, especially tone, emphasis, volume and pause. Listen to audiobooks together and focus on the narrator’s use of voice. There are further resources to develop vocal skills on Oak Academy: https://classroom.thenational.academy/lessons/vocal-skills-part-1-c8ukcc • <u>Narrating</u> - https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/7 • <u>Ensemble Acting</u> - https://www.youtube.com/watch?v=dAzXWnM47aw
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<p>English (Literature and language)</p>	<p>Language - Reading –</p> <p>12. Understanding - Shows simple awareness of ideas.</p> <p>13. Use of References - Selects simple references/textual details/quotes.</p> <p>14. Analysis of Language - Offers simple comment on the effects of language.</p> <p>15. Analysis of structure - Offers simple comment on the effects of structure.</p> <p>16. Subject Terminology - Makes simple use of subject terminology, not always accurately/appropriately.</p> <p>17. Inference - Paraphrase rather than inference.</p> <p>18. Comparison - Makes simple cross reference of ideas.</p>	<ul style="list-style-type: none"> • Listen to your child read a range of texts (e.g., fiction, non-fiction, articles, magazines) to allow them to fulfil their daily reading targets and to help them improve their confidence in reading. • Help them to revise content learned in school from their class notes, knowledge organisers and ‘Big Question’ sheets by testing them on the key concepts for each topic. • Research key concepts and key words from the texts in lesson. To prepare for their first year 9 topic, they could research the life and works of George Orwell and consider the common themes and ideas expressed in his work • To further work on context for year 9, students could do some research into

	<p>Literature - World War One Poetry –</p> <ol style="list-style-type: none"> 1. Some explained response to task and whole poem. 2. References used to support a range of relevant comments about the poem. 3. Explained/relevant comments on poet’s methods with some relevant use of subject terminology. 4. Identification of the effects of the poets’ methods on reader. 5. Shows some understanding of implicit ideas/perspectives/contextual factors shown by links between context/poem/task. 6. Makes simple cross reference of ideas. 	<p>the Russian Revolution, including key figures and the role of Stalin.</p> <ul style="list-style-type: none"> • Practise some analysis of key quotations noted down in class. Revise word classes and literary techniques including the effect and impact these have. • Support them in improving the effect and impact these have. • Support them in improving literacy skills by visiting the KS3 grammar pages on the BBC bitesize website www.bbc.co.uk/bitesize/topics/z4hrt39 . Students will benefit from working through the tasks and using the activities to check their own work before submitting it in their 200-word writing challenge fortnightly homework tasks.
<p>French</p>	<p>My town –</p> <ol style="list-style-type: none"> 1. Understand and produce 6 environment vocabulary items. 2. Understand and produce 2 problems and 2 solutions linked to environmental issues / problems 	<ul style="list-style-type: none"> • Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources and a range of websites that you can use with your child to support them at home.

	<p>Culture and festivals –</p> <ol style="list-style-type: none"> 1. Understand vocabulary linked to festivals celebrated at home and in the target language country. 2. Demonstrate how to conjugate the verb to go / become (I, you, he/she, we forms) without support. 3. List 8 infinitives with the verb 'to go'. 4. Produce 5+ future tense sentences using the verb to go / become + infinitive. 	<ul style="list-style-type: none"> • Refer to the Knowledge Organiser in the student's books for vocabulary support. • Use https://www.bbc.co.uk/bitesize/subjects/zgdqxn for KS3 French revision and cultural information. • Use duolingo / memrise / quizlet for French vocabulary revision (as outlined in the KS3 Handbook on the school website). • Use the student's vocabulary and sentence builders in their class books, for reference to vocabulary and grammatical structures.
<p>Geography</p>	<p>SUMMER 1</p> <p>Amazing Asia –</p> <ol style="list-style-type: none"> 1. Know the location of Russia. 2. Investigate Russia's diverse population. 3. Describe and explain the changes taking place to the northern sea route. 	<ul style="list-style-type: none"> • Watch Geographical documentaries together such as David Attenborough. • Encourage your child to take an interest in current affairs/watch/read the news. • Use the BBC Geography bitesize website to support your son/daughter's learning.

4. Know the countries that make up the Middle East region.
5. Describe the characteristics of the desert biome.
6. Evaluate whether Dubai is a sustainable city.
7. Identify the human and physical features of India.
8. Examine the growth of India's population.

SUMMER 2

Coasts –

1. Know the different types of waves and how waves form.
2. Explain what coastal erosion and weathering are and the different types.
3. Identify different coastal landforms.
4. Explain the process of longshore drift.
5. Identify different coastal landforms on O.S. maps.
6. Explain how coasts are managed to reduce coastal erosion (hard and soft strategies).
7. Know the threats to coral reef ecosystems.
8. Explain what marine plastic pollution is and how it can be managed.

- BBC Bitesize – Russia
<https://www.bbc.co.uk/bitesize/topics/zf89cmn/articles/zcrx2v4>
- BBC Bitesize – Coasts
<https://www.bbc.co.uk/bitesize/topics/z6bd7ty>
- BBC News (or other global news platforms)
<https://www.bbc.co.uk/news/world>
- Seneca
<https://senecalearning.com/en-GB/>
- Education quizzes website – Geography
<https://www.educationquizzes.com/ks3/geography/>
- CGP KS3 Geography revision guide
- Collins KS3 Geography revision guide and practice question booklet
- AQA KS3 Geography textbook

<p>German</p>	<p>My town –</p> <ol style="list-style-type: none"> 1. Understand and produce 6 environment vocabulary items. 2. Understand and produce 2 problems and 2 solutions linked to environmental issues / problems. <p>Culture and festivals –</p> <ol style="list-style-type: none"> 1. Understand vocabulary linked to festivals celebrated at home and in the target language country. 2. Demonstrate how to conjugate the verb to go / become (I, you, he/she, we forms) without support. 3. List 8 infinitives with the verb 'to go'. 4. Produce 5+ future tense sentences using the verb to go / become + infinitive. 	<ul style="list-style-type: none"> • Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources and a range of websites that you can use with your child to support them at home. • Refer to the Knowledge Organiser in the student’s books for vocabulary support. • Use https://www.bbc.co.uk/bitesize/subjects/zci2tfr for KS3 German revision and cultural information. • Use duolingo / memrise / quizlet for French vocabulary revision • Use the student’s vocabulary and sentence builders in their class books, for reference to vocabulary and grammatical structures.
<p>History</p>	<p>The First World War –</p> <ol style="list-style-type: none"> 1. Identify long and short-term causes of the war. 	<ul style="list-style-type: none"> • Talk about History at home around topics being studied and more generally. We have studied the First

	<ol style="list-style-type: none"> 2. Describe the causes of the war (TC 10 on assessment sheet). 3. Explain the most important cause. 4. Compare the causes of the war to reach a judgement (TC 11). 5. Define the term propaganda. 6. Explain why men enlisted for the army. 7. Describe the term 'conscientious objector' 8. Give reasons why people objected to fighting in the war. 9. Describe conditions in trenches. 10. Explain what happened in the Battle of the Somme. 11. Give details about the experience of different soldiers in the war. 12. Describe how poppy day started. 13. Identify key features of the Treaty of Versailles. 14. Identify reasons why women got the vote in 1918. 15. Describe different reason why women got the vote in 1918. 16. Explain why women got the vote in 1918. 	<p>World War and this is an opportunity for students to find out about local, regional or family history connected to the war alongside looking at the experience of the range of people and countries involved in the war. Visiting local war memorials or exploring memorials in other countries online would support their learning.</p> <ul style="list-style-type: none"> • Encourage them to read. It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills. This could include reading war poetry from the First World War or reading War Horse. • Visit sites/museums/online displays. Many museums and historic sites have online resources. The Imperial War Museum (IWM) website has stories from the First World War and sections on objects and artefacts https://www.iwm.org.uk/history/first-world-war along with short videos on Trench Tales and more aspects of WW1 https://www.iwm.org.uk/learning/adve
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		<p>ntures-in-history/Trench-Tales-Part-One</p> <ul style="list-style-type: none"> • Watch historical documentaries and programmes together (e.g. Dan Snow-short clips on WW1, Horrible Histories). • We have also started our short unit exploring the Persian Empire. The British Museum has some the items and sources we have discussed in lessons on display. The online site has a history section to explore and you can also 'Take a Virtual Tour' to look at some of the items on display: https://www.britishmuseum.org/collection/galleries/ancient-iran
<p>IT</p>	<p>Internet Safety, cyber security and encryption –</p> <ol style="list-style-type: none"> 1. Know a range of malware and the effects they have. 2. Know what precautions to take to maintain safety online. 3. Understand the role of encryption in maintaining safety online. 4. Know about a range of ciphers. 	<ul style="list-style-type: none"> • Encourage your child to practice encryption and cipher skills using: https://www.youtube.com/watch?v=jHN_gBoYfMs&ab_channel=TheDonMaths • Use this website to research cryptography and help stretch and challenge their cipher skills: https://www.tutorialspoint.com/cryptography/traditional_ciphers.htm

	<ol style="list-style-type: none"> 5. Demonstrate safe practices when using the internet. 6. Use a range of ciphers to encrypt and decrypt text. 7. Use computer systems safely and confidently. 	<ul style="list-style-type: none"> • Use the BBC Bitesize information to reinforce learning in this topic: https://www.bbc.co.uk/bitesize/guides/z9p9kqt/revision/1
<p>Maths</p>	<p>Angles in parallel lines and polygons –</p> <ol style="list-style-type: none"> 1. Identify and calculate alternate angles (U826). 2. Identify and calculate corresponding angles (U826). 3. Identify and calculate co-interior angles (U826). 4. Combining angle facts (U655). 5. Calculate missing interior angles in regular polygons (M653) 6. Find interior angles in a regular polygon (U427). 7. Find exterior angles in a regular polygon (U427). 8. Identify and calculate with sides and angles in special quadrilaterals (M393). <p>Area of Trapezia and Circles –</p> <ol style="list-style-type: none"> 9. Recognise and label parts of a circle (U767). 10. Calculate the area of a circle (U950). 11. Calculate the perimeter of compound shapes (U351). 12. Calculate the area of compound shapes (U970). 13. Calculate area of a circle and parts of a circle without a calculator (U950). 	<ul style="list-style-type: none"> • Follow the teacher’s guidance and use Sparx Maths to support home learning. The Sparx codes are next to the statements for independent learning. • If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue. • Sparx Maths will send a homework update. Please encourage your child to complete the homework to the best of their ability. The homework is a recap of the skills they have been taught.

14. Calculate area of a circle and parts with a calculator (U950).

Line symmetry and reflection –

15. Reflect a shape in horizontal or vertical line (M290).

The Data Handling Cycle –

16. Construct pie charts (U508).

17. Interpret pie charts (U172).

18. Draw multiple bar charts (M460).

19. Interpret multiple bar charts (M738).

20. Draw line graphs (M140).

21. Interpret line graphs (M183).

Measures of location –

22. Find and interpret the mean (U291).

23. Find and interpret the mode (U260).

Standard index form –

24. Investigate negative powers of 10.

25. Add and subtract numbers given in standard form (U290)

26. Multiplying and divide numbers in standard form (U264)

	<p>27. Work with numbers between 0 and 1 in standard form (U330, U534)</p> <p>Number sense –</p> <p>28. Estimate the answer to a calculation (U225).</p> <p>29. Round numbers to given number of decimal places (U298).</p>	
Music	<p>Club Dance Re-Mix –</p> <ol style="list-style-type: none"> 1. Produce an extended composition using a DAW. Demonstrating appropriate organisation and sequence within a recognisable structural framework. 2. Apply knowledge of club dance music and produce a stylistic composition using a DAW. 3. Demonstrate an understanding of club dance music using a DAW. 4. Develop musical ideas further to create a stylistically accurate composition. 5. Develop my composition further by using dynamic changes to develop contrast in my composition. 	<ul style="list-style-type: none"> • Use Bandlab Education at home to refine and improve their work. If they are unable to login, please email me for password/ usernames (s.glover@thepolesworthschool.com) • Ask your child to show you their work on Bandlab Education • Listen to a range of EDM and club dance pieces including trance, house, techno. • Another app that can be used for composing is Garageband (Apple) and Soundation (Web based)
PE	<p>Athletics –</p> <ol style="list-style-type: none"> 1. Demonstrate progress towards their personal bests when performing. 2. Use the correct starting grip and technique for at least one throwing event. 	<p>Athletics:</p> <ul style="list-style-type: none"> • Join a local athletics club (Tamworth/Nuneaton) to develop your technique.

3. Use pacing during a longer distance event.
4. Understand and attempt to use the correct technique when performing a sprint start (either standing or crouch).
5. Understand the correct running technique to achieve maximum speed for a sprint event.
6. Understand how to generate maximum height or distance in a jump event to enable them to achieve their best performance.
7. Demonstrate how to prepare the body effectively for a variety of activities through an independent warm-up.

Badminton –

1. Recalls and demonstrates how to grip and racket correctly.
2. Demonstrates correct footwork.
3. Play clears to at least the back half of the court.
4. Play drop shots to clear the net and land before service line.
5. Play at least one type of net shot.
6. Show planned shot variation within their game play.

- Encourage your child to attend the school club for extra practice.
- Discuss the requirements for different events with your child and encourage them to record and improve their personal bests.
- Watch athletics events live on TV or on YouTube. Watch world records and coaching videos for individual events.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

Badminton:

- Book a court at Polesworth sports centre to play.
- Encourage your child to attend the school club for practice.
- Watch badminton matches/skills on YouTube/TV (e.g. <https://www.badmintonskills.net/badminton-skills-and-techniques/>).
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

	<p>Cross country –</p> <ol style="list-style-type: none"> 1. Understands and attempts to show a change in running techniques for different gradients. 2. Understands and attempts to demonstrate pacing in their cross country running. 3. Can explain how running will help to maintain a health and active lifestyle. 4. Understands some rules and terminology. 5. Perform activities safely. 6. Complete a time trial event (in pairs or in isolation) relevant to their ability. 7. Explain how the body is working aerobically during performance. <p>Dance –</p> <ol style="list-style-type: none"> 1. Copy and demonstrate without teacher lead movements/exercises. 2. Understanding of Capoeira as a dance style. 3. Understand and use specific terminology in dance in specific – capoeira and choreography. 4. Use of correct timing is evident in performance and choreography. 5. Contribute to sequences and communicate choreography ideas positively to group. 	<p>Cross Country:</p> <ul style="list-style-type: none"> • Go for a run as a family. • Download free Apps to track their runs (Strava). • Join local running club/park runs/athletics club (Tamworth/Nuneaton) https://www.parkrun.org.uk/. • Ask your child about “ME in PE” and discuss the characteristics they have developed in PE. <p>Dance:</p> <ul style="list-style-type: none"> • Watch professional street/hip-hop companies on YouTube (e.g., boy blue entertainment, Zonation and annual ‘breakin convention’). • Encourage your child to attend the school club and annual dance shows for extra practise and confidence. • To aid with movement memory and confidence, challenge students to
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6. Recall and perform a set dance warm up without teacher lead.
7. Understand and use a variety of simple choreographic devices in their choreography project most appropriate to dance style.
8. Use performance skills in front of other students, demonstrating sound movement memory of choreography project.

Football –

1. Use at least two different parts of the foot, on both feet, to manipulate the ball.
2. Use at least two parts of the foot to pass the ball accurately over at least a 10m distance.
3. Control the ball using their back foot to open up the body.
4. Change direction when moving with the ball with some control and speed.
5. Attempt to select the correct option to pass or move with the ball in a modified and conditioned game.
6. Use movement to lose a defender and receive ball in space.
7. Understand and demonstrate how to defend using the correct body position in a 1 v 1 situation.

either perform or teach others key moves, warm up and dance phrase.

- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

Football:

- Practice ball familiarisation skills used in lessons to develop confidence with both feet.
<https://www.youtube.com/watch?v=q1B4is3faOM>
- Encourage your child to attend the school football club to development skills and confidence.
- Explore getting your child involved in local youth football. Visit the FA website club finder to find accredited organisations.
<https://www.thefa.com/get-involved>.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

8. Recall and demonstrate good etiquette, sportsmanship and respect.
9. Recall, demonstrate and lead how to warm up and cool down safely.

Handball –

1. Recall and use more than one type of pass accurately - Over arm pass, bounce pass, flick pass and under arm pass.
2. Attempt to receive the ball over increasing distances under limited pressure.
3. Use passing & movement to keep possession of the ball and create opportunities in attack under pressure.
4. Create space to shoot with accuracy.
5. Understand how to work together as a team to defend.
6. Use multiple skills to create space to shoot in game situations.

HRF Practical –

1. Execute a basic training session in at least two types of training.
2. Plan a more detailed training session to develop specific fitness component.

Handball:

- Get involved in any sport that you need to dodge, run, catch, and throw.
- Watch Handball matches on TV or YouTube matches/skills – e.g., Olympic and World Championships.
- Join the Handball club in school.
- Contact your local handball club (Loughborough/Coventry/Birmingham).
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

HRF – Practical:

- Ask your child to lead a warm-up with the family.
- Discuss different sports and what is needed to participate in that sport.

3. Maintain training zone intensity required for a training session.
4. Give a basic explanation of the difference between aerobic and anaerobic training zones.

HRF Theory –

1. Explain what intensity means.
2. Explain how to calculate maximum heart rate.
3. Give a simple explanation of the difference between aerobic and anaerobic training zones.
4. Explain briefly 3 types of training.
5. Link 3 training methods to a sport/position/benefit.

Netball –

1. Select and perform footwork and passing variations within their game play under increasing pressure.

- Encourage them to develop their fitness and have a go at a type of training at home.
- Identify 1 exercise and add 1 more repetition each day for a month. For example, 1st January do 5 sit-ups and by the end of January do 36.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

HRF – Theory:

- Discuss different sports and what is needed to participate in that sport.
- Discuss the difference between aerobic and anaerobic zones as a family.
- Ask your child to plan a session as a family to do.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

Netball:

- Practice throwing and catching/target-based skills (e.g., catch or chalk target)

2. Use dodging and change of direction to move into space to support team-mates.
3. Apply pressure to the opposition through marking/defending and use of body to channel/limit options.
4. Observes the rules of footwork, obstruction, contact and offside and the rules of centre pass. Develop awareness of some further rules including 3 second rule/replay/repossession/short pass.
5. Contributes to attacking or defensive play, working effectively in a team to select and apply tactics.

Problem Solving –

1. Successfully complete more challenging tasks set as part of their group.
2. Contribute towards more challenging tasks physically.
3. Provide feedback on the completion of tasks.

on a wall) and foot coordination skills (e.g., skipping or hopscotch) at home.

- Encourage your child to attend the school club for practice.
- Research local netball clubs/teams to join
<https://www.englandnetball.co.uk/play-netball/find-a-session-or-club/>.
- Watch netball drills on-line
<https://www.youtube.com/watch?v=8WxpyyUwQIQ>
<https://www.youtube.com/watch?v=sGPHv-hkBVs> or watch parts of matches on YouTube/TV
<https://www.youtube.com/watch?v=H25dND9cJuQ>.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

OAA - Problem Solving:

- Ask them do explain what they have been doing in lessons.
- Discuss what skills they have used during lessons.

4. Lead a small group in more challenging task.

Rounders –

1. Use a range of bowling techniques with some accuracy and consistency to challenge the opposition.
2. Move into position to use a long barrier technique.
3. Demonstrate the correct technique for batting and modify to change batting direction.
4. Use overarm throw with some accuracy from backstop to 1st post / 2nd post and from 2nd post to 4th post.
5. Understand the relevance of the pitch lines.
6. Explain a wide range of rules relating to bowling, batting and fielding.

- Ask them to explain, demonstrate and lead some activities they have done in lessons with family/friends.
- Look at local Scout/Brownie/Cadet groups.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

Rounders:

- Practice throwing and catching/target-based skills (e.g., catch or chalk target on a wall) and running skills at home (e.g., forwards/backwards relays/ball collect).
- Encourage your child to attend the school club for practice.
- Find local rounders clubs/teams to join <https://www.roundersengland.co.uk/play/>.
- Watch rounders drills on-line <https://www.youtube.com/watch?v=kWCNpoJ9vXA>
- <https://www.youtube.com/watch?v=sMTBrE52Fag>.
- Watch parts of matches on YouTube

Rugby –

1. Recall how to catch ball at pace.
2. Passing accurately over variety of distances.
3. Demonstrate at least one way to support a team mate in conditioned game
4. How to retain the ball in contact.
5. Understand how to evade an opponent.
6. Recall tackling technique and use in conditioned game.
7. Present a ball in a ruck consistently.
8. Demonstrate techniques of entering a ruck.
9. Make effective decisions in game situations.

<https://www.youtube.com/watch?v=E GcimxQM0v0>.

- Encourage them to talk about health and fitness and what makes a person healthy.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

Rugby:

- Contact your nearest rugby club (Tamworth, Atherstone, Nuneaton, Market Bosworth).
- Encourage your child to attend the school rugby club or practice.
- Get involved in any games that involve dodging, running, throwing, and catching.
- Watch a rugby game on TV or live/skills on YouTube.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

	<p>Volleyball –</p> <ol style="list-style-type: none"> 1. Play a dig from a feed. 2. Alternate between a volley and a dig (body position). 3. Get into position to play a dig from an imperfect feed. 4. Contact the ball in the correct position for a spike. 5. Demonstrate the jump required to play shot #3. 6. Demonstrate correct timing of the block. 7. Play the dink shot. 	<p>Volleyball:</p> <ul style="list-style-type: none"> • Encourage your child to attend the school club for practice. • Watch volleyball matches/skills online. The following are good to use: https://www.youtube.com/c/Volleyball1on1Videos https://www.youtube.com/watch?v=FoJ6A4WWgCg • Join a volleyball club – both Tamworth Spartans and Nuneaton Volleyball Club are recommended and have links with the school. • Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.
<p>Religious Studies</p>	<p>What's special about Jesus? –</p> <ol style="list-style-type: none"> 1. Can make and give detailed explanations of a link between the life of Jesus and Christians actions today. 2. Can give a second point in response to a question. 3. Uses evidence to support ideas and explanations in most answers, such as key teachings and religious stories. 	<ul style="list-style-type: none"> • Oak National Academy https://classroom.thenational.academy/subjects-by-key-stage some topics may be in the KS2 section. • BBC bitesize. https://www.bbc.co.uk/bitesize/subjects/zh3rkqt.

	<ol style="list-style-type: none"> 4. Can explain Christian beliefs about Jesus' life, giving evidence and explanation to support ideas. 5. Can explain how Christians put Jesus' teachings into actions, using specific examples and events to support ideas and explanations. 	<ul style="list-style-type: none"> • The students work booklets and lesson PowerPoints, copies of which are on Teams. • Have discussions and debates with your child, these can be about anything that interests them. Encourage them to explain their ideas, give examples and consider the opposite viewpoint
<p>Science</p>	<p>Chemistry –</p> <ol style="list-style-type: none"> 1. Describe that sedimentary, igneous and metamorphic rocks can be inter converted over millions of years through weathering and erosion, heat and pressure, and melting and cooling. 2. Recall the three rock layers inside Earth are the crust, the mantle and the core and explain why a rock has a particular property based on how it was formed. 3. Identify the causes of weathering and erosion and describe how they occur. 4. Describe and explain the carbon cycle. 5. Recall and explain what global warming is and what affects it. 6. Identify the elements in a compound and the ratio of these elements in a formula. 7. Describe what relative atomic mass is and how to use it to calculate relative formula mass. 	<p>Chemistry:</p> <ul style="list-style-type: none"> • Use BBC bitesize Chemistry: https://www.bbc.co.uk/bitesize/subjects/znxyrd. • Get pupils to set themselves quizzes on Educake (The Science Department's homework platform) to help them revise topics they are trying to understand. • Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news. • Watch BBC Four's 'Chemistry: A volatile history' documentary. • You could google 'Oak Academy' and they have videos on different topics and lessons that we cover.

8. Recall how to calculate the percentage of an element in a compound that contains brackets and numbers in front.
9. Describe how to balance equations using their knowledge of ratio of elements in a compound.
10. Define the conservation of mass and calculate masses of reactants and products using this theory.
11. Describe and calculate moles of elements and compounds.

Physics –

1. Describe how to make an electromagnet.
2. Recall the different uses of electromagnets.
3. Explain how to increase the strength of an electromagnet.
4. Describe the pros and cons of electromagnets vs bar magnets.
5. Recall the meaning of the word speed and how to calculate it.
6. Describe what is shown on a distance time graph.
7. Draw distance time graphs accurately.
8. Practically investigate the speed of different cars.
9. Describe and explain what relative motion is.

Physics:

- Use BBC bitesize Physics:
<https://www.bbc.co.uk/bitesize/subjects/zh2xsbk>
- Get pupils to set themselves quizzes on Educake (The Science Department's homework platform) to help them revise topics they are trying to understand.
- Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news.
- Watch 'Into the universe with Stephen Hawking' documentary.

		<ul style="list-style-type: none"> You could google 'Oak Academy' and they have videos on different topics and lessons that we cover.
Technology	<p>Fashion & Textiles –</p> <ol style="list-style-type: none"> 1. Produce several textile processes (finishes and textures) to create a final project. 2. Know how to use specialist equipment safely. 3. Know how to develop and use design specifications to create a final project suitable for a target market. 4. Recognise the links between industry and their textiles lessons. 5. Know how to test and evaluate their products against a specification. <p>Food preparation and nutrition –</p> <ol style="list-style-type: none"> 1. Understand environmental issues linked to food production and how being sustainable can help. 2. Understand what Fairtrade means and how it can help improve the life of farmers in less economically developed countries. 3. Understand different cultures and some of their traditions and beliefs. 4. Know different farming methods. 	<p>To improve your child's knowledge and skills access the following:</p> <ul style="list-style-type: none"> Further resources: Resources from the Marks and Spencer archive museum on fibres, fabrics, fashion. Although some resources are targeted at other key stages and subjects many are a good starting point for ideas for KS3 and 4 D&T. The archive catalogue is also a good research tool for students to use https://marksintime.marksandspencer.com/schools The BBC Bitesize website has a range of resources for different age groups, KS3 resources are quite limited but many of the GCSE resources are also suitable for younger learners (they include mini tests and quizzes along with outlining knowledge). Choose the age range the resources are for and the area of the

5. Understand the food science behind raising agents and sauce making.
6. Know how food is processed from raw ingredients to a final dish.
7. Develop knowledge of and demonstrate how to cook a repertoire of predominantly savoury dishes using a range of cooking techniques and equipment.

Car project –

1. Identify and understand different types of energy and motion.
2. Design and produce work in the style of a real designer - Alec Issigons.
3. Build knowledge of the properties and working characteristics of paper and board.
4. Develop practical skills when measuring, marking, sawing, cutting and assembling their final project.
5. Successfully design using a range of different techniques including isometric, oblique and orthographic and incorporate them into the design process.

Jewellery project –

1. Write a design brief and specification from a context and then evaluate against a specification.

UK along with design and technology.

<https://www.bbc.co.uk/bitesize>

- Shows to watch – The Great British Sewing Bee:
<https://www.bbc.co.uk/programmes/b03myqj2>
- <https://www.bbc.co.uk/bitesize/topics/zjr8mp3/articles/zinxwnb>
<https://www.bbc.co.uk/bitesize/topics/zjr8mp3/articles/zyjytrd>
- <https://www.youtube.com/watch?v=PLKTGWH398Q>
- <http://archive.foodafactoflife.org.uk/Sheet.aspx?siteId=19§ionId=135&contentId=819>
- <https://www.bbc.co.uk/bitesize/guides/zy6gq6f/revision/2>
- <https://www.youtube.com/watch?v=0USi4DbRVVQ>
- <https://www.youtube.com/watch?v=0dmZKRLLjZ4>
<https://www.youtube.com/watch?v=y8vLjPctrCU>
- <https://www.foodafactoflife.org.uk/recipes/>

2. Design and produce work in the style of a real designer and art movement.
3. Expand knowledge of the properties and working characteristics of polymers. Categorise some polymers into thermoforming and thermosetting polymers.
4. Develop practical skills when using various polymers including recycled plastics.
5. Know how to question and develop opinions on how the environment can impact designers, their ethics and morals.
6. Understand and recall the process of pewter casting in order to complete the final project through CAM.

- Video clip explaining mechanisms- <https://www.bbc.co.uk/bitesize/guides/zhq8jty/revision/12>.
- Information page on Alec Issigonis - <http://www.designtechnology.info/engineers/page18.htm>
- BBC Bitesize design and technology page- <https://www.bbc.co.uk/bitesize/subjects/zfr9wmn>
- Website full of ideas and inspiration and mini projects to practice practical skills- <https://www.instructables.com/>

- Video clip introducing the key designer- <https://www.youtube.com/watch?v=lvTCONnchnk>
- Information page on Jewellery silversmithing- <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks3--gcse-the-craft-of-silversmithing/z67jf4j>

		<ul style="list-style-type: none">• BBC Bitesize design and technology page- https://www.bbc.co.uk/bitesize/subjects/zfr9wmn• Website full of ideas and inspiration and mini projects to practice practical skills- https://www.instructables.com/• https://www.montsaye.northants.sch.uk/assets/Uploads/KO-Plastics-Smart-Materials-KS3-A4-version-Y7.pdf
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