



The Polesworth School  
ENSURING EXCELLENCE



## **Year 8 Threshold Knowledge and support guidance**

**Autumn 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 - Autumn term	How to support students' learning
<b>Art</b>	<b>Pattern –</b> <ol style="list-style-type: none"> <li>1. Identify and create a motif and a pattern.</li> <li>2. Demonstrate understanding of an artist's work relating to pattern.</li> <li>3. Construct two types of patterns.</li> <li>4. Create pattern design relating to an artist and culture.</li> </ol>	<ul style="list-style-type: none"> <li>• Practice searching for examples of pattern within the home.</li> <li>• Can the student identify what the motif is?</li> <li>• Can the student identify what type of pattern it is? E.g., repeat, mirrored, half-drop etc.</li> <li>• Encourage the student to develop designs for different areas of the house.</li> </ul>

		<ul style="list-style-type: none"> <li>• Encourage the student to research artists that have used pattern and identify the motif and type of pattern used.</li> </ul>
<p><b>Drama</b></p>	<p><b>Harry Potter -</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate narration and direct address in performance.</li> <li>2. Understand and demonstrate the concept of a character /role in terms of function / emotion / intention.</li> <li>3. Demonstrate broader knowledge of how an actor can use their movement and to demonstrate a range of techniques in performance.</li> <li>4. Understand and demonstrate evaluative skills framed in a constructive way.</li> <li>5. Know, understand, and demonstrate understanding of split stage.</li> <li>6. Demonstrate understanding of spontaneous improvisation as a rehearsal technique.</li> <li>7. Understand and demonstrate how to generate ideas to explore through devising.</li> <li>8. Demonstrate focussed performance skills including acting6 and use of space.</li> </ol>	<ul style="list-style-type: none"> <li>• 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: <a href="https://classroom.thenational.academy/lessons/vocal-skills-part-1-c8ukcc">https://classroom.thenational.academy/lessons/vocal-skills-part-1-c8ukcc</a></li> <li>• Encourage your child to evaluate (make judgements) about drama that you watch, on television, film or at the theatre. Encourage them to explain what they liked / disliked with a detailed description to explain. There are further resources to develop this skill on BBC Bitesize here: <a href="https://www.bbc.co.uk/bitesize/guides/zxs9xnb/revision/1">https://www.bbc.co.uk/bitesize/guides/zxs9xnb/revision/1</a></li> </ul>

<p><b>English (Literature and language)</b></p>	<p><b>Literature -</b></p> <ol style="list-style-type: none"> <li>1. Responding to texts - Some explained response to extract and whole play.</li> <li>2. Referencing the text - References used to support a range of relevant comments about the extract and whole play.</li> <li>3. Writer's methods - Explained/relevant comments on Shakespeare's methods with some relevant use of subject terminology.</li> <li>4. Effects of Writer's methods - Identifies the effects of Shakespeare's methods on the audience.</li> <li>5. Context - Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/play/task.</li> </ol> <p><b>Language -</b></p> <ol style="list-style-type: none"> <li>1. Voice and audience - Some continued attempt to match voice to the audience.</li> <li>2. Task and purpose - Some continued attempt to match writing to the task.</li> <li>3. Vocabulary choices - Deliberate use of vocabulary.</li> <li>4. Language techniques - Deliberate use of some language techniques.</li> <li>5. Structural techniques and cohesion - Some use of structural techniques. Increasing variety of linked and relevant ideas.</li> </ol>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Research key concepts and key words from the texts in lesson. Look at examples of gothic texts to help become more familiar with the features. Some books in the gothic genre include 'Say Her Name' by James Dawson, 'Coraline' by Neil Gaiman, 'The Graveyard Book' by Neil Gaiman, 'Between the Devil and the Deep Blue Sea' by April Genevieve Tucholke, 'The Black Book of Secrets' F.E. Higgins and 'Unwind' by Neal Shusterman</li> <li>• Research the Victorian Era, particularly the class system and the role of women</li> </ul>
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	<ol style="list-style-type: none"> <li>6. Paragraphing - Some use of paragraphs and discourse markers.</li> <li>7. Sentence control - Sentence demarcation is mostly secure and sometimes accurate.</li> <li>8. Punctuation - Some control of punctuation.</li> <li>9. Sentence types - Attempts a variety of sentence types.</li> <li>10. Standard English - Some use of Standard English.</li> <li>11. Spelling - Some accurate spelling of more complex words.</li> </ol>	<p>in order to strengthen their context knowledge.</p> <ul style="list-style-type: none"> <li>• Practise some analysis of key quotations noted down in class. Revise word classes and literary techniques including the effect and impact these have.</li> <li>• Support them in improving the effect and impact these have.</li> <li>• Support them in improving literacy skills by visiting the KS3 grammar pages on the BBC bitesize website <a href="http://www.bbc.co.uk/bitesize/topics/z4hrt39">www.bbc.co.uk/bitesize/topics/z4hrt39</a>. 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.</li> </ul>
<p><b>French</b></p>	<ol style="list-style-type: none"> <li>1. Understand and produce 8+ countries.</li> <li>2. Produce 3 accurate 'I go + country + transport' sentences.</li> <li>3. Include 2+ reasons and 1 comparison.</li> </ol>	<ul style="list-style-type: none"> <li>• Refer to the KS3 parent and student handbook for additional revision techniques and links to extra resources and websites that you can use with your child to support them at home.</li> </ul>

	<ol style="list-style-type: none"> <li>4. Translate 8+ sentences from a hotel reservation conversation.</li> <li>5. Understand and produce 5+ hotel phrases.</li> <li>6. Produce 5+ sentences on the topic of holiday activity phrases.</li> <li>7. Understand and produce 5+ weather phrases.</li> </ol>	<ul style="list-style-type: none"> <li>• Refer to the Knowledge Organiser in the student's books for vocabulary support.</li> <li>• Use the student vocabulary sentence builders for reference to vocabulary and grammatical structures.</li> <li>• BBC Bitesize is a great resource for revision and to support home learning - <a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxn">https://www.bbc.co.uk/bitesize/subjects/zgdqxn</a>.</li> </ul>
<p><b>Geography</b></p>	<p><b>Brazil –</b></p> <ol style="list-style-type: none"> <li>1. Know that Brazil is a country in South America.</li> <li>2. Name at least 5 other countries in South America.</li> <li>3. Know what an ecosystem is and name at least 3 different ecosystems found in Brazil.</li> <li>4. Describe the population distribution of Brazil.</li> <li>5. Know what push and pull factors are.</li> <li>6. Know what a favela is and describe the living conditions.</li> <li>7. Explain what the economy is and the different sectors.</li> <li>8. Explain why TNCs such as Jaguar Land Rover have plants in other countries such as Brazil.</li> </ol>	<ul style="list-style-type: none"> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sg">https://www.bbc.co.uk/bitesize/subjects/zrw76sg</a></li> <li>• BBC News (or other global news platforms) <a href="https://www.bbc.co.uk/news/world">https://www.bbc.co.uk/news/world</a></li> <li>• Seneca <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> <li>• Education quizzes website – Geography <a href="https://www.educationquizzes.com/ks3/geography/">https://www.educationquizzes.com/ks3/geography/</a></li> <li>• CGP KS3 Geography revision guide.</li> <li>• Collins KS3 Geography revision guide and practice question booklet.</li> </ul>

	<p><b>Tropical rainforest –</b></p> <ol style="list-style-type: none"> <li>1. Know latitude and longitude and using these skills, describe the location of tropical rain forests (TRFs).</li> <li>2. Name and locate at least three tropical rainforests.</li> <li>3. Explain the climate of the tropical rainforest.</li> <li>4. Understand and describe the five layers of the rainforest ecosystem.</li> <li>5. Outline and explain at least three plant adaptations.</li> <li>6. Outline and explain at least three animal adaptations.</li> <li>7. Describe and explain what daily life is like in the Kayapo tribe.</li> <li>8. Explain at least two reasons why the rainforest is an important ecosystem.</li> <li>9. Explain at least 3 causes of deforestation.</li> <li>10. Explain at least three effects of deforestation.</li> <li>11. Know how opinions vary from different stakeholder groups about deforestation.</li> </ol>	<ul style="list-style-type: none"> <li>• AQA KS3 Geography textbook</li> </ul>
<p><b>German</b></p>	<ol style="list-style-type: none"> <li>1. Understand and produce 8+ countries.</li> <li>2. Produce 3 accurate 'I go + country + transport' sentences.</li> <li>3. Include 2+ reasons and 1 comparison.</li> </ol>	<ul style="list-style-type: none"> <li>• Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources and websites that you can use with your child to support them at home.</li> </ul>

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<p><b>History</b></p>	<p><b>Industrialisation –</b></p> <ol style="list-style-type: none"> <li>1. Describe aspects of life in 1750.</li> <li>2. Define industrialisation.</li> <li>3. Assess how poets and painters of the 19th century saw the industrial revolution.</li> <li>4. Describe changes in Birmingham and nationally from 1750-1900.</li> <li>5. Identify problems with roads in the 18th century.</li> <li>6. Describe the cause of the development of canals.</li> <li>7. Show using a source the nature of the domestic system.</li> <li>8. Explain the causes of change and the consequences of those changes.</li> <li>9. Compare domestic and factory systems.</li> </ol>	<ul style="list-style-type: none"> <li>• Talk about History at home around topics being studied and more generally.</li> <li>• 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.</li> <li>• Visit sites/museums/online displays when safe to do so. (E.g., Cromford Mills– this also has a 'learning' section on their website and links to short educational videos).</li> </ul>

10. Consequence branches of the factory system.
11. Use sources to identify dangers for child factory workers.
12. Analyse a cartoon source for message and purpose evaluation.
13. Explain the importance of coal.
14. Recall key statistics about the railways.
15. Explain the impact of the railways.
16. Explain the problems of living conditions in towns and cities and potential solutions.

**Power to the People –**

1. Prioritise the reasons people wanted change by 1800.
2. Identify undemocratic aspects of the vote in the early 19th century.
3. Describe the Charter created by the Chartist movement.
4. Assess the story of William Cuffay's life to link to Chartism.
5. Explain the impact of Chartism.
6. Find inferences and consider utility of sources.
7. Describe the punishments and crimes of the 19th century.
8. Compare different interpretations using a range of different evidence.

- Look into local and regional history during the Industrial Revolution 1750-1900.
- Watch historical documentaries and programmes together (e.g., Dan Snow-Industrial Revolution/railways).

	<p>9. Profile the Whitechapel Murderer.</p> <p>10. Link the backgrounds and life experiences of the Whitechapel victims.</p> <p>11. Judge the likelihood of the Whitechapel suspects.</p> <p>12. Explain the role of the Jack the Ripper case in causing social change.</p> <p>13. List ways women were seen in the 19th century.</p> <p>14. Identify arguments for and against suffrage.</p> <p>15. Describe the key features of the different suffrage organisations.</p> <p>16. Use sources to assess the differences between actions before 1910 and after.</p> <p>17. Form an evidence-based judgment on the reasons for Emily Davison's death.</p> <p>18. Describe life in Britain in 1914.</p>	
<p><b>IT</b></p>	<p><b>Computer components –</b></p> <ol style="list-style-type: none"> <li>1. Know about and understand the function of a range of input and output devices.</li> <li>2. Know about and understand different types of memory and storage and their use.</li> <li>3. Identify the correct input and output devices to use in a range of different situations.</li> </ol>	<ul style="list-style-type: none"> <li>• Categorise devices at home as inputs/outputs and storage to practice and reiterate the learning.</li> <li>• Use the BBC Bitesize information to reinforce learning in this topic: <a href="https://www.bbc.co.uk/bitesize/guides/zxgkxnb/revision/1">https://www.bbc.co.uk/bitesize/guides/zxgkxnb/revision/1</a></li> <li>• Encourage students to apply the computational thinking skills to everyday tasks to reiterate learning and</li> </ul>

		<p>embed the key terminology of the 4 cornerstones: Decomposition (breaking down problems into smaller manageable chunks), Abstraction (removing unnecessary and unhelpful detail), Algorithm Design (planning a solution in the form of a series of instructions) and Pattern Recognition (spotting similarities in different problems and applying the same modified solution to both problems)</p> <ul style="list-style-type: none"> <li>• Assist students in drawing flow charts for different everyday tasks, putting into practice the core principles of algorithm design.</li> <li>• Use the BBC Bitesize information to reinforce learning in this topic:  <a href="https://www.bbc.co.uk/bitesize/guides/zpp49j6/revision/1">https://www.bbc.co.uk/bitesize/guides/zpp49j6/revision/1</a></li> <li>• Flowcharts:  <a href="https://www.bbc.co.uk/bitesize/guides/z3bq7ty/revision/3">https://www.bbc.co.uk/bitesize/guides/z3bq7ty/revision/3</a></li> </ul>
<b>Maths</b>	<b>Ratio and Proportion -</b> 1. Comparing ratios as fractions and percentages (M267, U176).	<ul style="list-style-type: none"> <li>• Follow the teacher’s guidance and use Sparx Maths to support home learning.</li> </ul>

2. Writing ratios in the form 1:n (M543, U687).
3. Share a value into a given ratio (M525, U577).
4. Solve ratio problems given one amount (M801, U753).
5. Solve 'best buy' problems (M681, U721).
6. Solve problems with exchange rates (U610).
7. Explore conversion graphs (M771, U638).
8. Understand scale factors as multiplicative representations.
9. Explore relationships between similar shapes (M377, U551).
10. Draw and interpret scale diagrams (M112, U257).
11. Interpret maps using scale factors and ratio (M112).

**Multiplying and Dividing Fractions –**

1. Multiplying fractions (M157, U475).
2. Understand and use the reciprocal.
3. Divide fractions by an integer (M110, U544).
4. Dividing fractions (M110, U544).

**Sequences –**

1. Generate other sequences given a complex algebraic rule (M166, U530).
2. Find the rule for the nth term of a linear sequence (M991, U498).

- 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.

	<p>3. Find the rule for the nth term of a linear sequence given diagrammatically (M866, U978).</p>	
<p><b>Music</b></p>	<p><b>Reggae and Ska –</b></p> <ol style="list-style-type: none"> <li>1. Understand the origins of reggae music and its social impact on the world.</li> <li>2. Understand and demonstrate how to play reggae devices and to evidence these through performance.</li> <li>3. Confidently perform both reggae and ska music by key performers in an ensemble situation.</li> <li>4. Demonstrate primary chords and syncopated rhythms and understand how they work in a reggae structure.</li> <li>5. Develop instrumental skills through whole class performances on a range of instrument.</li> </ol>	<p><b>Composting:</b></p> <ul style="list-style-type: none"> <li>• The Oak Academy has a series of extra lessons and talking Power Points that will help KS3 students with extra help around subjects we are covering  <a href="https://teachers.thenational.academy/subjects/music/key-stages/key-stage-3">https://teachers.thenational.academy/subjects/music/key-stages/key-stage-3</a>  <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a></li> </ul> <p><b>Performing:</b></p> <ul style="list-style-type: none"> <li>• if your son/daughter is without an instrument, then a virtual instrument can be a good way of experimenting and following up with classwork:  <a href="https://www.onlinepianist.com/virtual-piano">https://www.onlinepianist.com/virtual-piano</a>  <a href="https://virtualpiano.net/">https://virtualpiano.net/</a>  <a href="https://www.musicca.com/guitar">https://www.musicca.com/guitar</a>  <a href="https://www.apronus.com/music/onlineguitar.htm">https://www.apronus.com/music/onlineguitar.htm</a>  <a href="https://ukebuddy.com/ukulele-chords">https://ukebuddy.com/ukulele-chords</a></li> </ul>

		<ul style="list-style-type: none"> <li>If you would like information about specialist instrumental lessons, please see our website for more information <a href="https://sglover8.wixsite.com/polesworthmusic">https://sglover8.wixsite.com/polesworthmusic</a>. If you are in receipt of Pupil Premium, please get in touch (s.glover@thepolesworthschool.com)</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>YouTube and Spotify are great resources for listening around pieces we are studying in class. More information and links can be found on our webpage <a href="https://sglover8.wixsite.com/polesworthmusic">https://sglover8.wixsite.com/polesworthmusic</a></li> </ul>
<b>PE</b>	<p><b>Football -</b></p> <ol style="list-style-type: none"> <li>1. Use at least two different parts of the foot, on both feet, to manipulate the ball.</li> <li>2. Use at least one part of the foot to pass the ball accurately over at least a 10m distance.</li> <li>3. Control the ball using their back foot to open up body.</li> </ol>	<p><b>Football:</b></p> <ul style="list-style-type: none"> <li>Practice ball familiarisation skills used in lessons to develop confidence with both feet. <a href="https://www.youtube.com/watch?v=q1B4is3faOM">https://www.youtube.com/watch?v=q1B4is3faOM</a></li> </ul>

4. Change direction and move with the ball with some control and speed.
5. Attempt to select the correct option to pass or move with the ball in modified and conditioned game.
6. Can use movement to lose a defender and move into space to receive the ball.
7. Understands and demonstrate how to defend using the correct body position in a 1 v 1 situation.
8. Demonstrate good etiquette, sportsmanship, and respect.
9. Warm up and cool down safely.

**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 teammate in a conditioned game.
4. How to retain the ball in contact.
5. Understand how to evade an opponent.
6. Recall tackling technique and use it in a conditioned game.
7. Present a ball in a ruck consistently.
8. Demonstrate techniques of entering a ruck.
9. Make effective decisions in game situation.

- 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.

**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.

**Badminton**

1. Grip racket correctly.
2. Can demonstrate correct footwork.
3. Play clears to at least 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.

**Volleyball -**

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. Volleyball - Demonstrate the jump required to play shot #3.

- 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.

**Volleyball:**

- 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>

6. Time the block correctly.
7. Play the dink shot.

#### **Netball -**

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

- 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.

#### **Netball:**

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

**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 and 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.

**Athletics -**

1. Demonstrate progress towards their personal bests when performing.
2. Use the correct starting grip and technique for at least one throwing event.

- <https://www.youtube.com/watch?v=H25dND9cJuQ>
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**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.

**Athletics:**

- 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.

**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.

- 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.

**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/>.

5. Understand the relevance of the pitch lines.
6. Explain a wide range of rules relating bowling, batting and fielding.

**HRF -**

1. Execute basic training session in at least 2 types of training.
2. Plan a more detailed training session.
3. Record HR accurately.
4. Maintain intensity required for training session.
5. Give a basic explanation of the difference between aerobic and anaerobic training zones.

- 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  
<https://www.youtube.com/watch?v=EGcimxQM0v0>.
- 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.

**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.
- 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

	<p><b>Dance -</b></p> <ol style="list-style-type: none"> <li>1. Independently reproduce and demonstrate movements/exercises.</li> <li>2. Have an understanding of Capoeira as a dance style.</li> <li>3. Understand and use specific terminology in dance in specific – capoeira and choreography.</li> <li>4. Correct use of timing is evident in performance and choreography.</li> </ol>	<p>example, 1st January do 5 sit-ups and by the end of January do 36.</p> <ul style="list-style-type: none"> <li>• Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.</li> </ul> <p><b>HRF – Theory:</b></p> <ul style="list-style-type: none"> <li>• Discuss different sports and what is needed to participate in that sport.</li> <li>• Discuss the difference between aerobic and anaerobic zones as a family.</li> <li>• Ask your child to plan a session as a family to do.</li> <li>• Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Watch professional street/hip-hop companies on YouTube (e.g., boy blue entertainment, Zonation and annual ‘breakin convention’).</li> <li>• Encourage your child to attend the school club and annual dance shows for extra practise and confidence.</li> </ul>
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5. Contribute to sequences and communicate choreography ideas positively within a group.
6. Recall and perform a set dance warm up independently.
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 a choreography project.

**Problem Solving -**

1. Successfully complete the tasks set as part of their group.
2. Contribute towards more challenging tasks verbally and physically.
3. Provide feedback on the completion of tasks.
4. Lead a small group in more challenging tasks.
5. Show resilience in more challenging tasks.
6. empathy for others.

- To aid with movement memory and confidence, challenge students to 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.

**OAA - Problem Solving:**

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

	<p><b>Couch 2 5K -</b></p> <ol style="list-style-type: none"> <li>1. Understands and explain the energy system being used when jogging.</li> <li>2. Understand and attempt to demonstrate pacing in training.</li> <li>3. Explain how running will help to maintain a health and active lifestyle.</li> <li>4. Understand and explain two long term effects of exercise.</li> <li>5. Perform training safely with some independence.</li> <li>6. Understands and explain three short term effects of exercise.</li> </ol>	<p><b>Couch 2 5K:</b></p> <ul style="list-style-type: none"> <li>• Go for a run as a family.</li> <li>• Download free Apps to track their runs (Strava, Couch 2 to 5K NHS).</li> <li>• Join local running club/park runs/athletics club (Tamworth/Nuneaton)</li> <li>• <a href="https://www.parkrun.org.uk/">https://www.parkrun.org.uk/</a></li> <li>• Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.</li> </ul>
<p><b>Religious Studies</b></p>	<p><b>Judaism –</b></p> <ol style="list-style-type: none"> <li>1. Identify simple links between key beliefs and religious stories (about Abraham and Moses).</li> <li>2. Identify similarities and differences between key Jewish festivals (Pesach, Rosh Hashanah, Yom Kippur and Hannukah).</li> <li>3. Use key evidence such as reference to a Holy text (the Torah or decalogue) or story (the covenant, Isaac’s sacrifice or the story of Moses), to support ideas and explanations.</li> <li>4. Explain Jewish beliefs about Abraham and Moses and give evidence to support them.</li> </ol>	<ul style="list-style-type: none"> <li>• Oak National Academy <a href="https://classroom.thenational.academy/subjects-by-key-stage">https://classroom.thenational.academy/subjects-by-key-stage</a></li> <li>• some topics may be in the KS2 section.</li> <li>• BBC bitesize. <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a></li> <li>• 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.</li> </ul>

	<ol style="list-style-type: none"> <li>5. Describe and explain some of the practices of orthodox Judaism in Britain today.</li> <li>6. Identify and explain some of the difficulties faced by Jews in Britain today.</li> </ol>	
<p><b>Science</b></p>	<p><b>Biology -</b></p> <ol style="list-style-type: none"> <li>1. Understand the structures and roles of the human reproductive organs.</li> <li>2. Describe and explain how fertilisation happens in humans.</li> <li>3. Describe and explain what fertility is and give examples of solution to fertility issues.</li> <li>4. Describe the menstrual cycle, the hormones involved and what happens during the cycle.</li> <li>5. Describe how the foetus develops and how the mother accommodates this.</li> <li>6. Describe the effects of smoking on pregnancy and why it is controversial.</li> <li>7. Describe the structure of DNA and how it was discovered.</li> <li>8. Explain the role of DNA in inheritance.</li> <li>9. Describe what is meant by dominant and recessive alleles.</li> </ol>	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• Use BBC bitesize Biology: <a href="https://www.bbc.co.uk/bitesize/subjects/z4882hv">https://www.bbc.co.uk/bitesize/subjects/z4882hv</a>.</li> <li>• Get pupils to set themselves quizzes on Educake (The Science Department's homework platform) to help them revise topics they are trying to understand.</li> <li>• Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news.</li> <li>• Watch BBC David Attenborough documentaries.</li> <li>• Use the link below to help find lessons you need to refresh and want to revise; <a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a></li> </ul>

10. Using punnet squares determine the characteristics an organism will have based on the alleles it has.
11. State some of the symptoms of a genetic disease.
12. Describe the different factors that can cause variation in a population.
13. Explain how twin studies can help us investigate the factors that cause variation.

**Chemistry -**

1. Recall that metals and non-metals react with oxygen to form oxides which are either bases or acids.
2. Know that metals can be arranged in a reactivity series by using their reactions with other substances.
3. Know that some metals react with acids to produce salts and hydrogen.
4. Understand that less reactive metals are extracted by displacement using carbon.
5. Understand that more reactive metals above carbon in the reactivity series are extracted using electrolysis.

**Chemistry:**

- Use BBC bitesize Chemistry:  
<https://www.bbc.co.uk/bitesize/subjects/znxytd>.
- 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.

6. Use word equations to represent an oxidation, displacement, and metal-acid reaction.

**Physics –**

1. Recall and use the efficiency equation to calculate the power of an appliance.
2. Recall the efficiency equation and use it to calculate the cost of a household appliance.
3. Understand the information given on an electricity bill.
4. Evaluate which energy resource is the best financially and environmentally.
5. Define a transverse and longitudinal wave.
6. Understand what a water wave is and how to calculate the speed of one.
7. Recall how sound travels through different mediums.
8. Explain how sound is produced by vibrations (e.g., within a loudspeaker).
9. Recall the frequencies of sound waves and their units including echoes and reflection.
10. Explain how sound travels through a medium (solid, liquid and gases).

- Use the link below to help find lessons you need to refresh and want to revise; <https://continuityoak.org.uk/lessons>

**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.
- Use the link below to help find lessons you need to refresh and want to revise; <https://continuityoak.org.uk/lessons>

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|  | <ol style="list-style-type: none"><li>11. Explain how the ear works and recall auditory ranges for humans and animals.</li><li>12. Recall and use the speed of sound calculation.</li><li>13. Recall applications of sound (echolocation, ultrasound etc.).</li><li>14. Describe current using different models.</li><li>15. Describe the difference between a series and parallel circuit.</li><li>16. Identify whether something is a conductor or insulator and why.</li><li>17. Recall circuit symbols and how to draw circuit diagrams.</li><li>18. Understand how we get a build-up of static electricity and the dangers of this.</li><li>19. Recall the speed of light and explain how it travels through different materials</li><li>20. Recall and explain how light transmits through materials including using ray diagrams to support this.</li><li>21. Describe the key parts of the eye and how it works.</li><li>22. Recall information about white light, prisms and colour.</li></ol> |  |
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<b>Technology</b>	<b>Fashion &amp; Textiles -</b> <ol style="list-style-type: none"><li>1. Produce several textile processes (finishes and textures) to create a final project.</li><li>2. Know how to use specialist equipment safely.</li><li>3. Know how to develop and use design specifications to create a final project suitable for a target market.</li><li>4. Recognise the links between industry and their textiles lessons.</li><li>5. Know how to test and evaluate their products against a specification.</li></ol>	<b>Fashion &amp; Textiles:</b> <ul style="list-style-type: none"><li>• 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&amp;T. The archive catalogue is also a good research tool for students to use <a href="https://marksintime.marksandspencer.com/schools">https://marksintime.marksandspencer.com/schools</a></li><li>• 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 UK along with design and technology. <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></li><li>• Shows to watch – The Great British Sewing Bee: <a href="https://www.bbc.co.uk/programmes/b03myqj2">https://www.bbc.co.uk/programmes/b03myqj2</a></li></ul>
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**Food preparation and nutrition –**

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.
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. Confidently understand the design brief in order to continuously reflect and adapt the subsequent work.

**Food preparation and nutrition**

- <https://www.bbc.co.uk/bitesize/topics/zjr8mp3/articles/zjnxwnb>
- <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&sectionId=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=y8vLjPctrU>
- <https://www.foodafactoflife.org.uk/recipes/>

**Car project:**

- Video clip explaining mechanisms- <https://www.bbc.co.uk/bitesize/guides/zhq8jty/revision/12>.

2. Design and produce work in the style of a real designer – Alec Issigonis.
3. Develop practical skills when measuring, marking, sawing, cutting and assembling their final project.
4. Identify and understand different scales of production, manufacturing systems, vacuum forming, tolerances, mechanical systems and quality control.

**Jewellery project –**

1. Write a design brief and specification from a context and then evaluate against a specification.
2. Design and produce work in the style of a real designer and art movement.
3. Question and develop opinions on how the environment can impact designers and their ethics and morals.
4. Understand and recall the process of pewter casting in order to complete the final project through CAM.

- 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/>

**Jewellery project:**

- 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>
- BBC Bitesize design and technology page- <https://www.bbc.co.uk/bitesize/subjects/zfr9wmn>

		<ul style="list-style-type: none"><li>• Website full of ideas and inspiration and mini projects to practice practical skills- <a href="https://www.instructables.com/">https://www.instructables.com/</a></li><li>• <a href="https://www.montsaye.northants.sch.uk/assets/Uploads/KO-Plastics-Smart-Materials-KS3-A4-version-Y7.pdf">https://www.montsaye.northants.sch.uk/assets/Uploads/KO-Plastics-Smart-Materials-KS3-A4-version-Y7.pdf</a></li></ul>
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