



The Polesworth School  
ENSURING EXCELLENCE



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

**Spring 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 - Spring term	How to support students’ learning
<b>Art</b>	<b>African masks –</b> <ol style="list-style-type: none"> <li>1. Create alternative mask designs.</li> <li>2. Show understanding of a culture's styles, colours and designs.</li> <li>3. Construct form in a mask.</li> <li>4. Apply colour and pattern to a mask.</li> <li>5. Make a positive/negative mask using cut card.</li> </ol>	<ul style="list-style-type: none"> <li>• Look at different mask designs from around the world. <a href="https://masksoftheworld.com/">https://masksoftheworld.com/</a></li> <li>• Practice drawing and recognising the major characteristics of the masks from the different cultures.</li> </ul>

<b>Drama</b>	<ol style="list-style-type: none"> <li>1. Wolfboy - Know and demonstrate page to stage skills.</li> <li>2. Wolfboy - Demonstrate how to rehearse techniques for synchronization.</li> <li>3. Wolfboy - Understand and demonstrate the concept of multi-rolling in performance.</li> <li>4. Wolfboy - Demonstrate careful selection of resources including staging and props.</li> <li>5. Wolfboy - Understand and replicate appropriate atmospheres for scenes.</li> <li>6. Wolfboy - Demonstrate performance standards: precision, smooth transitions, making work the best it can be.</li> <li>7. Wolfboy - Evaluate performance with reference to strengths and moments for development.</li> </ol>	<ul style="list-style-type: none"> <li>• Physical Theatre - <a href="https://www.youtube.com/watch?v=VjnKwTAmSNs">https://www.youtube.com/watch?v=VjnKwTAmSNs</a></li> <li>• Ensemble Acting - <a href="https://www.youtube.com/watch?v=dAzXWnM47aw">https://www.youtube.com/watch?v=dAzXWnM47aw</a></li> <li>• Use of posture / stance / space - <a href="https://classroom.thenational.academy/lessons/use-of-posture-stance-and-space-in-performance-6xh32e">https://classroom.thenational.academy/lessons/use-of-posture-stance-and-space-in-performance-6xh32e</a></li> </ul>
<b>English (Literature and language)</b>	<ol style="list-style-type: none"> <li>1. Language - Reading - Understanding - Shows simple awareness of ideas.</li> <li>2. Language - Reading - Use of References - Selects simple references/textual details/quotes.</li> <li>3. Language - Reading - Analysis of Language - Offers simple comment on the effects of language.</li> <li>4. Language - Reading - Analysis of structure - Offers simple comment on the effects of structure.</li> <li>5. Language - Reading - Subject Terminology - Makes simple use of subject terminology, not always accurately/appropriately.</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> </ul>

	<p>6. Language - Reading - Inference - Paraphrase rather than inference.</p> <p>7. Language - Reading - Comparison - Makes simple cross reference of ideas.</p> <p>1. Literature - The Woman In Black - Some explained response to task and whole novel.</p> <p>2. Literature - The Woman In Black - References used to support a range of relevant comments about the novel.</p> <p>3. Literature - The Woman In Black - Explained/relevant comments on writer's methods with some relevant use of subject terminology.</p> <p>4. Literature - The Woman In Black - Identification of effects of writer's methods on the reader.</p> <p>5. Literature - The Woman In Black - Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/novel/task.</p>	<ul style="list-style-type: none"> <li>• Research key concepts and key words from the texts in lesson – particularly the challenging vocabulary from the text we are studying.</li> <li>• Look at the Victorian era of history to help become more familiar with the issues and experience of the time period.</li> <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>• Look at the features of the Gothic genre and ghost stories, perhaps looking at different examples of these in books, film and television. 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/z4hrt3">www.bbc.co.uk/bitesize/topics/z4hrt3</a></li> <li>• Check the Reading Homework booklets and discuss the tasks and books before submitting it to their teachers.</li> </ul>
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<b>French</b>	<ol style="list-style-type: none"> <li>1. Understand 9+ and produce 5+ past tense phrases about what you did on holiday.</li> <li>2. Understand and produce a negative past tense sentence.</li> <li>3. Understand and produce a paragraph including 2 tenses.</li> <li>4. Understand and produce 3+ opinions and reasons in the past tense.</li> <li>5. Understand 4+ and produce 2+ weather and activity 2 tense phrases.</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 a range of websites that you can use with your child to support them at home.</li> <li>• Refer to the Knowledge Organiser in the student's books for vocabulary support.</li> <li>• Use <a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxn">https://www.bbc.co.uk/bitesize/subjects/zgdqxn</a> for KS3 French revision and cultural information.</li> <li>• Use duolingo / memrise / quizlet for French vocabulary revision (as outlined in the KS3 Handbook on the school website).</li> <li>• Use the student's vocabulary and sentence builders in their class books, for reference to vocabulary and grammatical structures.</li> </ul>
<b>Geography</b>	<ol style="list-style-type: none"> <li>1. Tropical Rainforest - Know latitude and longitude and using these skills, describe the location of TRFs.</li> </ol>	<ul style="list-style-type: none"> <li>• Watch Geographical documentaries together such as David Attenborough.</li> </ul>

	<ol style="list-style-type: none"> <li>2. Tropical Rainforest - Name and locate at least 3 tropical rainforests.</li> <li>3. Tropical Rainforest - Explain the climate of the tropical rainforest.</li> <li>4. Tropical Rainforest - Understand and describe the 5 layers of the rainforest ecosystem.</li> <li>5. Tropical Rainforest - Outline and explain at least 3 plant adaptations.</li> <li>6. Tropical Rainforest - Outline and explain at least 3 animal adaptations.</li> <li>7. Tropical Rainforest - Describe and explain what daily life is like in the Kayapo tribe.</li> <li>8. Tropical Rainforest - Explain at least 2 reasons why the rainforest is an important ecosystem.</li> <li>9. Tropical Rainforest - Explain at least 3 causes of deforestation.</li> <li>10. Tropical Rainforest - Explain at least 3 effects of deforestation.</li> <li>11. Tropical Rainforest - Know how opinions vary from different stakeholder groups about deforestation.</li> </ol> <ol style="list-style-type: none"> <li>1. Climate Change - Describe the differences between climate change and global warming.</li> <li>2. Climate Change - Identify what climate was like in the past.</li> </ol>	<ul style="list-style-type: none"> <li>• Encourage your child to take an interest in current affairs/watch/read the news.</li> <li>• Use the BBC Geography bitesize website to support your son/daughter’s learning.</li> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/tgw2hv/articles/zppthcw">https://www.bbc.co.uk/bitesize/topics/tgw2hv/articles/zppthcw</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> <li>• AQA KS3 Geography textbook.</li> </ul> <ul style="list-style-type: none"> <li>• Watch Geographical documentaries together such as David Attenborough.</li> <li>• Encourage your child to take an interest in current affairs/watch/read the news.</li> </ul>
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	<ol style="list-style-type: none"> <li>3. Climate Change - Describe how the Greenhouse Effect works.</li> <li>4. Climate Change - Explain the natural and human causes of climate change.</li> <li>5. Climate Change - Identify the various effects of climate change across the world.</li> <li>6. Climate Change - Identify the responses to climate change including adaptation and mitigation.</li> <li>7. Climate Change - Explain the advantages of geo-engineering.</li> <li>8. Climate Change - Know what food miles are and how we can change our living habits to reduce our carbon footprints.</li> <li>9. Climate Change - Explain how cities can be made more sustainable.</li> </ol>	<ul style="list-style-type: none"> <li>• Use the BBC Geography bitesize website to support your son/daughter's learning.</li> <li>• BBC Bitesize – Climate Change <a href="https://www.bbc.co.uk/bitesize/topics/zx38q6f/articles/z773ydm?course=zjsbgt">https://www.bbc.co.uk/bitesize/topics/zx38q6f/articles/z773ydm?course=zjsbgt</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> <li>• AQA KS3 Geography textbook</li> </ul>
<b>German</b>	<ol style="list-style-type: none"> <li>1. Understand 9+ and produce 5+ past tense phrases about what you did on holiday.</li> <li>2. Understand and produce a negative past tense sentence.</li> <li>3. Understand and produce a paragraph including 2 tenses.</li> <li>4. Understand and produce 3+ opinions and reasons in the past tense.</li> <li>5. Understand 4+ and produce 2+ weather and activity 2 tense phrases.</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 a range of websites that you can use with your child to support them at home.</li> <li>• Refer to the Knowledge Organiser in the student's books for vocabulary support.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use <a href="https://www.bbc.co.uk/bitesize/subjects/zcj2tfr">https://www.bbc.co.uk/bitesize/subjects/zcj2tfr</a> for KS3 German revision and cultural information.</li> <li>• Use duolingo / memrise / quizlet for French vocabulary revision.</li> <li>• Use the student's vocabulary and sentence builders in their class books, for reference to vocabulary and grammatical structures.</li> </ul>
<b>History</b>	<ol style="list-style-type: none"> <li>1. Power and People - Prioritise the reasons people wanted change by 1800.</li> <li>2. Power and People - Identify undemocratic aspects of the vote in the early 19th century.</li> <li>3. Power and People - Describe the Charter created by the Chartist movement.</li> <li>4. Power and People - Assess the story of William Cuffay's life to link to Chartism.</li> <li>5. Power and People - Explain the impact of Chartism.</li> <li>6. Power and People - Find inferences and consider utility of sources.</li> <li>7. Power and People - Describe the punishments and crimes of the 19th century.</li> </ol>	<ul style="list-style-type: none"> <li>• Talk about History at home around topics being studied and more generally. We are currently studying the 19<sup>th</sup> Century and this is a good opportunity for students to find out about local, regional or family history connected to the period.</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. Many museums and historic sites have online resources.</li> </ul>



	<p>8. Power and People - Compare different interpretations using a range of different evidence.</p> <p>9. Power and People - Profile the Whitechapel Murderer.</p> <p>10. Power and People - Link the backgrounds and life experiences of the Whitechapel victims.</p> <p>11. Power and People - Judge the likelihood of the Whitechapel suspects.</p> <p>12. Power and People - Describe what the Jack the Ripper case reveals about 19<sup>th</sup> Century London.</p> <p>13. Power and People - Explain what the Jack the Ripper case reveals about 19<sup>th</sup> Century London.</p> <p>14. Power and People - List ways women were seen in the 19th century.</p> <p>15. Power and People - Identify arguments for and against suffrage.</p>	<ul style="list-style-type: none"> <li>• Watch historical documentaries and programmes together</li> </ul>
<p><b>IT</b></p>	<p><b>Algorithms –</b></p> <ol style="list-style-type: none"> <li>1. Understand the concepts of abstraction, decomposition, pattern recognition and algorithms.</li> <li>2. Know how to read and develop flow diagrams.</li> <li>3. Use the principles of abstraction and decomposition to produce algorithms to solve a range of problems.</li> <li>4. Write flow diagrams to sequence the steps involved in completing a task.</li> </ol>	<ul style="list-style-type: none"> <li>• Encourage students to apply the computational thinking skills to everyday tasks to reiterate learning and 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</li> </ul>

	<ol style="list-style-type: none"> <li>5. Analyse different approaches to solving problems.</li> <li>6. Design algorithms to solve a range of computational problems.</li> </ol>	<p>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>	<ol style="list-style-type: none"> <li>1. Number Sense - Estimating calculations (U225).</li> <li>2. Number Sense - Finding error intervals (U657).</li> <li>3. Number Sense - Error intervals for truncated numbers (U301).</li> <li>4. Indices - Multiplying indices (U235).</li> <li>5. Indices - Dividing indices (U235).</li> <li>6. Indices - Understand and use the power zero (U694).</li> </ol>	<ul style="list-style-type: none"> <li>• Follow the teacher's guidance and use Sparx Maths to support home learning.</li> <li>• If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue.</li> </ul>

7. Indices - Work with powers of powers (U662).
8. Indices - Calculate higher powers and roots (U851).
9. Indices - Estimating roots and powers (U299).
10. Standard Index Form - Write 10, 100, 1000 etc. as powers of ten (M719).
11. Standard Index Form - Investigate negative powers of 10.
12. Standard Index Form - Convert from an ordinary number into standard form (U330, U534).
13. Standard Index Form - Convert from standard form to an ordinary number (U330, U534).
14. Standard Index Form - Compare and order numbers in standard form.
15. Area of 2D Shapes - Calculate the area of a trapezium (U265).
16. Area of 2D Shapes - Calculate the perimeter of compound shapes (U351).
17. Area of 2D Shapes - Calculate the area of compound shapes (U970).
18. Area of 2D Shapes - Calculate the area of compound shapes including triangles (U575).
19. Area of 2D Shapes - Calculate the area of a circle (U950).
20. Area of 2D Shapes - Calculate the circumference of a circle (U604).

- 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>21.Brackets and Equations - Use directed number with algebra (M795).</p> <p>22.Brackets and Equations - Expand a single bracket (U179).</p> <p>23.Brackets and Equations - Expand multiple single brackets and simplify (M792).</p> <p>24.Brackets and Equations - Solve equations with two or more steps (U325).</p> <p>25.Brackets and Equations - Form algebraic expressions (M813).</p> <p>26.Brackets and Equations - Form and solve equations (U599).</p> <p>27.Brackets and Equations - Factorise into a single bracket (U365).</p>	
<p><b>Music</b></p>	<ol style="list-style-type: none"> <li>1. Club Dance Re-Mix – Understand and perform musical devices used in club dance music.</li> <li>2. Club Dance Re-Mix – Perform confidently a range of riffs from key examples of this style.</li> <li>3. Club Dance Re-Mix – Use a DAW be able to input loops in time with other parts.</li> <li>4. Club Dance Re-Mix – Use a DAW and be able to create an authentic re-mix using effects or midi.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Performing:</b></li> </ul> <p>If your son/daughter is without an instrument, then a virtual instrument can be a good way of experimenting and following up with classwork:</p> <p><a href="https://www.onlinepianist.com/virtual-piano">https://www.onlinepianist.com/virtual-piano</a></p> <p><a href="https://virtualpiano.net/">https://virtualpiano.net/</a></p> <p><a href="https://www.musicca.com/guitar">https://www.musicca.com/guitar</a></p> <p><a href="https://www.apronus.com/music/onlineguitar.htm">https://www.apronus.com/music/onlineguitar.htm</a></p>

		<p><a href="https://ukebuddy.com/ukulele-chords">https://ukebuddy.com/ukulele-chords</a></p> <ul style="list-style-type: none"> <li>• <b>Listening:</b></li> </ul> <p>I would recommend creating a free account with <a href="http://www.spotify.com">www.spotify.com</a> or using YouTube for listening around the styles we will be studying throughout Year 8. The more students listen to the music we are studying, the more they will understand the techniques and elements used.</p> <p>INSTRUMENTAL LESSONS ARE AVAILABLE AT SCHOOL. PLEASE EMAIL: <a href="mailto:s.glover@thepolesworthschool.com">s.glover@thepolesworthschool.com</a></p>
PE	<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.</li> </ul> <p><a href="https://www.youtube.com/watch?v=q1B4is3faOM">https://www.youtube.com/watch?v=q1B4is3faOM</a></p>

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.
6. Time the block correctly.

- 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>

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.

<https://www.youtube.com/watch?v=Fo-j6A4WWgCg>

- 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=sG>



	<p><b>Handball:</b></p> <ol style="list-style-type: none"> <li>1. Recall and use more than one type of pass accurately - Over arm pass, bounce pass, flick pass and under arm pass.</li> <li>2. Attempt to receive the ball over increasing distances under limited pressure.</li> <li>3. Use passing and movement to keep possession of the ball and create opportunities in attack under pressure.</li> <li>4. Create space to shoot with accuracy.</li> <li>5. Understand how to work together as a team to defend.</li> <li>6. Use multiple skills to create space to shoot in game situations.</li> </ol> <p><b>Athletics:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate progress towards their personal bests when performing.</li> <li>2. Use the correct starting grip and technique for at least one throwing event.</li> <li>3. Use pacing during a longer distance event.</li> </ol>	<p><a href="#">PHv-hkBVs</a> or watch parts of matches on YouTube/TV</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=H25dND9cJuQ">https://www.youtube.com/watch?v=H25dND9cJuQ</a></li> <li>• Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.</li> </ul> <p><b>Handball:</b></p> <ul style="list-style-type: none"> <li>• Get involved in any sport that you need to dodge, run, catch, and throw.</li> <li>• Watch Handball matches on TV or YouTube matches/skills – e.g., Olympic and World Championships.</li> <li>• Join the Handball club in school.</li> <li>• Contact your local handball club (Loughborough/Coventry/Birmingham).</li> <li>• Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.</li> </ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Join a local athletics club (Tamworth/Nuneaton) to develop your technique.</li> </ul>
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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.

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.

- 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 <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.

**Dance:**

1. Independently reproduce and demonstrate movements/exercises.
2. Have an understanding of Capoeira as a dance style.
3. Understand and use specific terminology in dance in specific – capoeira and choreography.
4. Correct use of timing is evident in performance and choreography.

- 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.

**Dance:**

- Watch professional street/hip-hop companies on YouTube (e.g., boy blue entertainment, Zonation and annual ‘breakin convention’).

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.

- 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 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.

	<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>	<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>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>	<ol style="list-style-type: none"> <li>1. Why was Jesus Special? - Know why people believe that Jesus was a real figure in history.</li> <li>2. Why was Jesus Special? - Know why Christians believe that Jesus’ birth was special.</li> <li>3. Why was Jesus Special? - Know what the Messiah is and why Christians believe that Jesus was the Messiah.</li> </ol>	<ul style="list-style-type: none"> <li>• Oak National Academy: the life of Jesus <a href="https://classroom.thenational.academy/lessons/the-life-of-jesus-74t36c">https://classroom.thenational.academy/lessons/the-life-of-jesus-74t36c</a></li> <li>• Parents can discuss why Jesus seemed so controversial. What did he teach? How did he behave?</li> </ul>

	<ol style="list-style-type: none"> <li>4. Why was Jesus Special? - Know at least one teaching Jesus gave about peace and love towards others.</li> <li>5. Why was Jesus Special? - Know Jesus' teachings on forgiveness and be able to give examples of how Christians may put this into action today.</li> <li>6. Why was Jesus Special? - Know at least one story which shows that Jesus was radical in his time.</li> <li>7. Why was Jesus Special? - Know how Jesus treated sinners in his time and can give an example.</li> <li>8. Why was Jesus Special? - Know the story of the Lost Sheep and why Jesus believed in equality.</li> <li>9. Why was Jesus Special? - Know why Jesus' attitude towards wealth.</li> </ol>	
<p><b>Science</b></p>	<p><b>Biology</b></p> <ol style="list-style-type: none"> <li>1. Recall examples of variation within humans.</li> <li>2. Identify and describe when variation is continuous or discontinuous.</li> <li>3. Identify and measure variation within a species.</li> <li>4. Explain the difference between vertebrates and invertebrates.</li> <li>5. Describe why variation is important for the survival of a species.</li> <li>6. Predict implications of a change in the environment on a population.</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</li> </ul>

7. Describe and evaluate how different animals are adapted.
8. Define evolution and describe how fossils are evidence for evolution.
9. Describe how natural selection leads to evolution of an organism.
10. Define biodiversity and describe how preserving biodiversity is useful for humans.
11. Describe what extinction is and explain why it might happen to a species.

### **Chemistry**

1. Recall what an acid and base are.
2. Recall what the pH scale is and what pH an acid, alkali and neutral substance would have.
3. Recall and explain that mixing an acid and alkali produces a chemical reaction, neutralisation, forming a chemical called a salt and water.
4. Explain how to make a salt from an insoluble solid and acid.
5. Describe what an indicator is and how they work.

discuss new scientific advances in the news.

- Watch David Attenborough documentaries about the planet e.g., Blue planet.
- Use the link below to help find lessons you need to refresh and want to revise; <https://continuityoak.org.uk/lessons>

### **Chemistry:**

- 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.



### Physics

1. Recall that the solar system can be modelled as planets rotating on tilted axes while orbiting the Sun, moons orbiting planets and sunlight spreading out and being reflected.
2. Describe that light takes minutes to reach Earth from the Sun, four years from our nearest star and billions of years from other galaxies.
3. Describe how space exploration and observations of stars are affected by the scale of the universe.
4. Explain how we get day and night, year length, and seasons.
5. Understand and explain why places on the Earth experience different daylight hours and amounts of sunlight during the year.
6. Recall that mass and weight are different but related.
7. Explain that mass is a property of the object; weight depends upon mass but also on gravitational field strength.

- 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>

	<ol style="list-style-type: none"> <li>8. Demonstrate the use of the formula: weight (N) = mass (kg) x gravitational field strength (N/kg).</li> <li>9. Draw a force diagram for a problem involving gravity.</li> <li>10. Compare their weight on Earth with their weight on different planets using the formula.</li> <li>11. Describe the shape of a magnetic field around a bar magnet and the Earth.</li> <li>12. Recall and explain where a magnetic field is the strongest.</li> <li>13. Describe and explain how to make an induced magnet.</li> <li>14. Recall what materials are magnetic and why.</li> <li>15. Describe how a compass works.</li> <li>16. Understand the difference between a permanent and induced magnet.</li> <li>17. Describe the factors that affect pressure.</li> <li>18. Recall and use the calculation for pressure.</li> <li>19. Describe the difference between pressure and stress.</li> <li>20. Describe and explain what causes objects to float or sink.</li> </ol>	
<b>Technology</b>	<b>Fashion &amp; Textiles –</b> <ol style="list-style-type: none"> <li>1. Fashion &amp; Textiles – Produce several textile processes (finishes and textures) to create a final project.</li> </ol>	<b>Further support</b> <ul style="list-style-type: none"> <li>• Further resources: Resources from the Marks and Spencer archive museum on fibres, fabrics, fashion. Although some</li> </ul>

	<ol style="list-style-type: none"> <li>2. Fashion &amp; Textiles – Know how to use specialist equipment safely.</li> <li>3. Fashion &amp; Textiles – Know how to develop and use design specifications to create a final project suitable for a target market.</li> <li>4. Fashion &amp; Textiles – Recognise the links between industry and their textiles lessons.</li> <li>5. Fashion &amp; Textiles – Know how to test and evaluate their products against a specification.</li> </ol> <p><b>Food preparation and nutrition –</b></p>	<p>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></p> <ul style="list-style-type: none"> <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> <p><b>Further Support</b></p> <ul style="list-style-type: none"> <li>• Food miles <a href="https://www.bbc.co.uk/bitesize/topics/zjr8mp3/articles/zjnxwnb">https://www.bbc.co.uk/bitesize/topics/zjr8mp3/articles/zjnxwnb</a></li> </ul>
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1. Food preparation and nutrition – Understand environmental issues linked to food production and how being sustainable can help.
2. Food preparation and nutrition – Understand what Fairtrade means and how it can help improve the life of farmers in less economically developed countries.
3. Food preparation and nutrition – Understand different cultures and some of their traditions and beliefs.
4. Food preparation and nutrition – Know different farming methods.
5. Food preparation and nutrition – Understand the food science behind raising agents and sauce making.
6. Food preparation and nutrition – Know how food is processed from raw ingredients to a final dish.
7. Food preparation and nutrition – Develop knowledge of and demonstrate how to cook a repertoire of predominantly savoury dishes using a range of cooking techniques and equipment.

**Car project –**

Food waste

<https://www.bbc.co.uk/bitesize/topics/zjr8mp3/articles/zyjytrd>

- Food a fact of life  
<http://archive.foodafactoflife.org.uk/Sheet.aspx?siteId=19&sectionId=135&contentId=819>
- Environment  
<https://www.bbc.co.uk/bitesize/guides/zy6gq6f/revision/2>
- Raising agents  
<https://www.youtube.com/watch?v=0USi4DbRVVQ>
- Farm to fork  
<https://www.youtube.com/watch?v=0dmZKRLLjZ4>  
<https://www.youtube.com/watch?v=y8vLjPctrU>
- <https://www.foodafactoflife.org.uk/recipes/>

**Further support**

- Video clip explaining mechanisms-  
[https://www.bbc.co.uk/bitesize/guides/zhq8jty/revision/1\\_2](https://www.bbc.co.uk/bitesize/guides/zhq8jty/revision/1_2).

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

**Jewellery project –**

1. Jewellery project – Write a design brief and specification from a context and then evaluate against a specification.
2. Jewellery project – Design and produce work in the style of a real designer and art movement.
3. Jewellery project – Question and develop opinions on how the environment can impact designers and their ethics and morals.

- 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/>

**Further support**

- 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-

	<p>4. Jewellery project – Understand and recall the process of pewter casting in order to complete the final project through CAM.</p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/zfr9wmn">https://www.bbc.co.uk/bitesize/subjects/zfr9wmn</a></p> <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> <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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