Year 8 Summer Curriculum Newsletter

Mathematics: Summer term Year 8 curriculum

What Year 8s will be covering this term:

Parallel Lines
Review of year 7 angles
Define the sum of interior and exterior angles of polygons
Solve problems involving angles in polygons

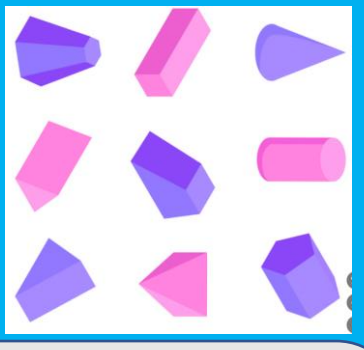
Bearings
Understand the conventions of bearings
Calculate and measure

Circles and Composite Shapes
Explore relationship between radius and the circumference and area
Use circle formulae
Area and perimeter of composite shapes

Volume and Surface area of prisms
Use the formulae to calculate the volume of cubes, prisms and composite solids.

Recognising and drawing nets of prisms.

Use the formulae to calculate the surface area of cubes, prisms and composite solids



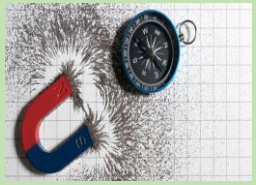
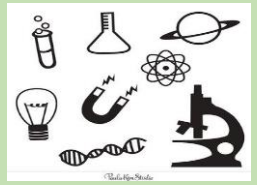
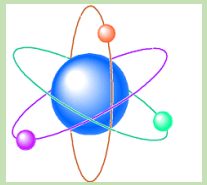
What is the success criteria for the topic? (What is the knowledge that needs to stick?)
Parallel lines: Angles within polygons including the special properties of triangles, Working out exterior angles of polygons, solve problems with angles within polygons.
Bearings: Discover what bearings are as a describer of direction, be able to measure bearings, work out bearing intersections using 2 bearings.
Circles and Composite Shapes: Know the parts of a circle, Use circles to construct other polygons, work out the circumference of a shape, find the areas of circles, find the areas of sectors, find the areas and perimeter of compound shapes.
Volume and Surface areas of Prisms: Know the properties of 3D shapes, be able to construct cubes from nets, Find the surface area of prisms, Know a cylinder is not a prism as it must have flat faces, Volumes of cuboids and prisms

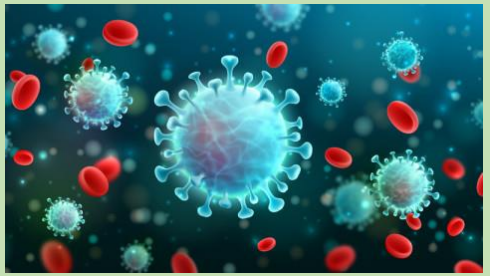
Questions you could ask at home to prompt discussion on what your child is learning:
Can you find examples of parallel lines in this room?
How can you describe parallel lines?
What can bearings be used for?
What careers may use bearings?
What is the radius of a circle?
What is the relationship between the radius and the diameter?
What is a prism?
How do you find the volume of a cube?
How many faces does a cuboid have?

Key vocabulary:
Parallel lines, Interior Angles, Exterior Angles, Polygons, Angles, Bearings, Circles, Composite shapes

Radius, Circumference, Area, Perimeter, Volume, Surface area, Prisms, Formulae, Cubes, Prisms, Nets

Science: Summer term Year 8 curriculum



What Year 8s have covered so far:

- **Chemistry (The Periodic Table)**
  - Can explain what an element is compared to a compound?
  - What are atoms and what are they made of?
  - How are elements arranged in the periodic table today and how did this table come about?
- **Biology (Cells)**
  - What is a cell and what's inside an animal cell and a plant cell?
  - How are cells designed for their specific jobs within the organism?
- **Physics (Forces)**
  - Can we calculate speed and acceleration and learn to draw distance-time graphs?
  - What factors can affect speed and acceleration of a moving object?

What Year 8s will be covering this term:

- **Chemistry (Metals & Reactivity)**
  - Looking at different metals & investigating how they all react differently with different degrees of strength.
  - Investigate how different metal compounds react with acid & various products made
- **Biology (Inheritance & Evolution)**
  - Studying what DNA and genes are & how they're passed down through families
  - Learning about how life on Earth has evolved over time to adapt to the surroundings and what scientists were involved in the research
- **Physics (Space)**
  - You will study the solar system & various planets within it.
  - Learning about stars & their formation
  - Learn about how the Earth's rotation & position results in the different seasons

What the success criteria is for the topic (What students need to know and be able to do):

- Be able to identify metals in the reactivity series of metals.
- Predict what salts are produced when different metal compounds react with acids & alkalis
- Explain what evolution actually means and be able to describe how the process is thought to happen, as outlined by Charles Darwin
- Be able to describe what DNA looks like & how it causes us to look like our family members
- You can identify the various planets in the solar system, in the correct order.
- Be able to explain who the seasons happen & how they change due to the Earth's rotation

Questions you could ask at home to prompt discussion on what your child is learning:

- Discuss the physical family traits that you can see and investigate what characteristics you have in common
- What are fossils and would you recognise any if you saw them?
- What do different parts of the world have different time zones?
- Why is it summer in Australia when it's winter in the UK?

Key terminology:

Salt, metal carbonate, metal oxide, metal hydroxide, double helix, nucleus, characteristic, fossils, natural selection, variation, adaptation, orbit, gravity, lunar eclipse, supernova.

GEOGRAPHY

Key ideas:

Natural disasters
Disaster management
Genocide
Conflict
Geo-politics

Big Questions:

Are Geographers superheroes?

How have Russia and Africa changed the world?

How does geography save people's lives in times of crisis?
How would you deal with a natural disaster?
What are the key features of Africa and Russia?
Why is the development of Africa so difficult?
Why is Russia seen as an agent of disorder?

SPRING TERM

NEALE WADE HUMANITIES

HISTORY

Big Questions:

How did World War One change the world?

Did the world really stumble into a World War?
How should we remember the First World War?
Did the First World War cause the Russian Revolution?
How did the Communists change Russia?

Key ideas:

Total War
Militarism
Imperialism
Alliances
Nationalism
Communism
Socialism
Great Retreat
Dictatorship

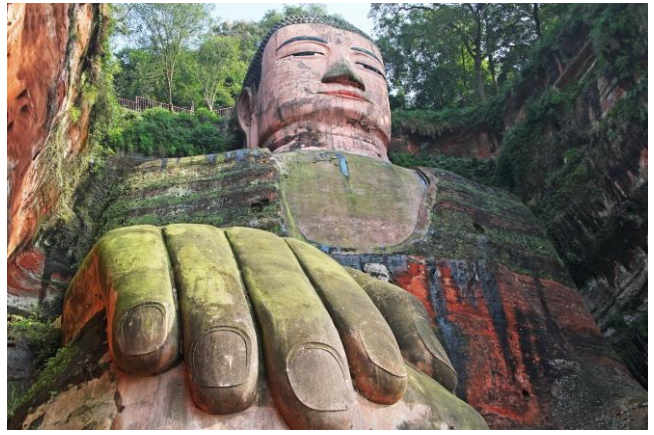
religious studies

Big Questions:

Is Buddhism a religion or a belief system?

Key ideas: Moral precepts
Buddha
Enlightenment
compassion, generosity, reflection and inner peace.

•Key beliefs of Buddhism
•The importance of Buddha in the foundation of Buddhism
•Nature of Buddhist worship
•The Buddhist holy book
•The Five Moral Precepts
•Different Buddhist denominations



French: Summer term Year 8 curriculum




What Year 8s have covered so far:
Topic Big Question – How do I make arrangements accepting / refuse invitations in French

- What is meant by 'future tense' and what does this look like in French?
- What are the infinitive verbs 'jouer', 'faire', and 'aller'?
- Which other activities can we suggest doing in our free time?
- Can we remember how to express an opinion and translate it in the future tense?
- How does someone apologise in French?
- Why are some structures such as 'je dois' and 'je vais' followed by the infinitive verb?
- What sorts of leisure activities do young people in France enjoy doing?

What Year 8s will be covering this term:
Topic Big Question – How do I describe and give opinions on where I live and narrate an event in the past tense?

- What is meant by 'past tense' and what does this look like in French?
- What do French towns and cities look like?
- What's the difference between 'a' and 'the' in French?
- How do I say what's in my town?
- How do I say what the climate is like in my town?
- How do I say what one can do in my town?
- How do I identify past tense verbs?

Key terminology:
Please see attached copy of sentence builder for all vocabulary

What the success criteria is for the topic (What students need to know and be able to do):
VOCAB:
Recognise key vocabulary from the Sentence Builders
Say what type of area I live in
Give my opinion on the area
Say what I did last weekend
Describe last weekend
GRAMMAR:
Recognise and use masculine and feminine articles
Recognise and use the impersonal structure 'on peut'
Recognise the difference between 'je' and 'j'ai'
Use 'je' and 'j'ai' accurately
Recognise and use the direct object pronoun 'l''
Recognise and use the past tense of the verbs aller, faire, jouer, visiter in the first and third person plural
PHONICS:
Identify and accurately pronounce the sounds **'an', 'on', 'ein', 'agne', 'ier', ait', 'le', 'je', 'j'ai'**

Questions you could ask at home to prompt discussion on what your child is learning:

- What are some famous French and francophone cities and what do they have/look like?
- How many adjectives can you remember to describe a city/town?
- Can you tell me where you live and whether you like it in French?
- Can you tell me something you did last weekend in French?
- Can you translate the following sentence: 'Last weekend I went to the park with my friends'. Translate any other sentences from the sentence builders attached.

J'habite (I live)	dans une région (in an area) dans un village (in a town) dans une ville (in a city) dans un appartement (in a flat) dans une maison (in a house) dans la banlieue (in the outskirts) au bord de la mer (on the coast) à la campagne (in the countryside) à la montagne (in the mountains)	je l'aime parce que (I like it because)	ici (here)	il y a (there is)	un cinéma (a cinema) un supermarché (a supermarket) un collège (a school) une boucherie (a butchers) une plage (a beach) des églises (some churches) peu à faire (little to do) beaucoup à faire (lots to do) beaucoup de gens (lots of people)
				le climat c'est (the climate is)	beau (sunny) chaud (hot) sec (dry) froid (cold)
				c'est (it is)	accueillant (welcoming) attractif (attractive) célèbre (famous)
				on peut (one can)	être en plein aire (be in fresh air) voir les belles vues (see the views) faire du shopping (do shopping) faire du sport (do sport)

Le weekend dernier (last weekend)	je suis allé(e) au cinéma (I went to the cinema)	avec mes amis (with my friends)	c'était super (it was super)
le samedi dernier (last saturday)	j'ai joué au foot (I played football)	avec ma famille (with my family)	c'était amusant (it was fun)
le dimanche dernier (last sunday)	je suis allé(e) au parc (I went to the park)	avec ma soeur (with my sister)	c'était interessant (it was interesting)
	nous sommes allé(e)s au restaurant (we went to the restaurant)	avec mon demifrère (with my half brother)	c'était magnifique (it was magnificent)
	j'ai fait du shopping (I went shopping)	avec mon beau-père (with my stepdad)	c'était ennuyeux (it was boring)
	je suis allé(e) à la plage (I went to the beach)		c'était nul (it was rubbish)
	j'ai vu un film (I watched a film)		c'était terrible (it was terrible)
	j'ai écouté de la musique (I listened to music)		
	j'ai fait mes devoirs (I did my homework)		
	j'ai visité a mes grandparents (I visited my grandparents)		

Spanish: Summer term Year 8 curriculum

What Year 8s have covered so far:
Topic Big Question – How do I make arrangements accepting / refuse invitations in Spanish?
- What is meant by 'future tense' and what does this look like in Spanish?
- What are the infinitive verbs 'jugar', 'hacer', and 'ir'?
- Which other activities can we suggest doing in our free time?
- Can we remember how to express an opinion and translate it in the future tense?
- How does someone apologise in Spanish?
- Why are some structures such as 'tengo que' and 'voy a' followed by the infinitive verb?
- What sorts of leisure activities do young people in Spain enjoy doing?

What Year 8s will be covering this term:
Topic Big Question – How do I describe and give opinions on where I live and narrate an event in the past tense?
- What is meant by 'past tense' and what does this look like in Spanish?
- What do Spanish towns and cities look like?
- What's the difference between 'a' and 'the' in Spanish?
- How do I say what's in my town?
- How do I say what the climate is like in my town?
- How do I say what one can do in my town?
- How do I identify past tense verbs?

Key terminology:

Please see attached copy of Summer term sentence builders for all vocabulary

What the success criteria is for the topic (What students need to know and be able to do):
VOCAB:
Recognise key vocabulary from the Sentence Builders
Say what type of area I live in
Give my opinion on the area
Say what I did last weekend
Describe last weekend
GRAMMAR:
Recognise masculine and feminine articles
Use masculine and feminine articles
Recognise and use the impersonal structure 'se puede'
Demonstrate an understanding of adjectival agreement
Recognise and use the present tense of the verbs vivir, haber, ser in the first, third, and third person plural forms.
Recognise and use the past tense of the verbs ir, hacer, visitar, escuchar in the first, and third person plural forms
PHONICS:
Identify and accurately pronounce the phonemes 'gi / ge / ay / qui / que/ a / é / ue

Questions you could ask at home to prompt discussion on what your child is learning:
- What are some famous Spanish and Hispanic cities and what do they have/look like?
- How many adjectives can you remember to describe a city/town?
- Can you tell me where you live and whether you like it in Spanish?
- Can you tell me something you did last weekend in Spanish?
- Can you translate the following sentence: 'Last weekend I went to the park with my friends'. Translate any other sentences from the sentence builders attached.

Vivo en (I live in)	una región (an area) un pueblo (a town) una ciudad (a city) un piso (a flat) una casa (a house) las afueras (the outskirts) la costa (the coast) el campo (the countryside) la montaña (the mountains)	me gusta porque (I like it because)	aquí (here)	hay (there is)	un cine (a cinema) un supermercado (a supermarket) un colegio (a school) una carnicería (a butcher) una playa (a beach) unas iglesias (some churches) nada que hacer (nothing to do) mucha gente (lots of people) mi familia (my family) mis amigos (my friends)
				el clima es (the climate is)	soleado (sunny) caloroso (hot) seco (dry) frío (cold)
				es (it is)	acogedor (welcoming) famoso (famous) ruidoso (noisy) bonito (pretty) feo (ugly) genial (great) gigante (gigantic)
				se puede (you can)	estar al aire libre (be in the fresh air) disfrutar de las vistas (make the most of the views) ir de compras (go shopping) practicar ciclismo (do cycling)

El fin de semana pasado (last weekend)

El sábado pasado (last Saturday)

El domingo pasado (last Sunday)

fui al cine (I went to the cinema)

jugué al fútbol (I played football)

fui al parque (I went to the park)

fuimos a un restaurante (we went to a restaurant)

fui de compras (I went shopping)

fui a la playa (I went to the beach)

vi una película (I watched a film)

escuché música (I listened to music)

hice mis deberes (I did my homework)

visité a mis abuelos (I visited my grandparents)

con mis amigos (with my friends)

con mi familia (with my family)

con mi hermana (with my sister)

con mi mediohermano (with my half-brother)

con mi padrastro (with my stepdad)

fue guay (it was cool)

fue genial (it was great)

fue fantástico (it was fantastic)

fue interesante (it was interesting)

fue divertido (it was fun)

fue aburrido (it was boring)

fue mal (it was bad)

fue fatal (it was terrible)

ICT: Summer term Year 8 curriculum

What Year 8s have covered so far:
Topic Big Questions – How can I access IT at Neale-Wade to support my learning in a safe and responsible manner? How typical is my IT use outside of school and am I taking appropriate measures to keep myself and my data safe?
How can a business use both primary and secondary research to support its decision making processes?
These questions have included students learning about:

- **The school network, health and safety when using computers and internet safety.**
- **An introduction to spreadsheets including; layout, formatting, basic formula.**
- **Analysing questionnaire results and undertaking secondary research.**
- **Creating a business presentation**

What the success criteria is for the topic (What students need to know and be able to do):
Students will be able to insert different sprites and backdrops, change the size of a sprites.
Students will be able to create simple algorithms on a loop to control movement.
Students will be able to create algorithms incorporating sensing options that are triggered by certain events within the game.
Students will be able to add variables such as scores and lives to their game.
Students will be able to test their game for functionality and action improvements that need to be made.
Students will be able to sequence a text in order to design a level for a computer game which they will then create.

What Year 8s will be covering this term:
Topic Big Question – How to create algorithms using blocky code in order to create a functioning computer game.

- **Introduction to Scratch as a programming environment.**
- **Understanding how to create algorithms.**
- **Creating and using variables.**
- **Adding interactive elements, challenge and progression into a game.**
- **Interpreting a text to design a game.**

Questions you could ask at home to prompt discussion on what your child is learning:

1. **What is a sprite?**
2. **What doe the term algorithm mean?**
3. **Can you give me an example of a variable the you would find in a computer game?**
4. **Why is it important to test computer games before they are released to the public?**
5. **What different elements have you decided to include in the first level of your computer game? How will these keep the player engaged?**
6. **How could your game be extended in future levels?**

Key terminology: Scratch, Algorithm, Variable, Operator, Sprite, Backdrop, Bugs, RPG, Trigger, Graphic, Corruptions, Stage, Coordinate, Scale, Control, Event, Motion, Sensing, Looks.

SCRATCH

Music: Summer term Year 8 curriculum

What Year 8s have covered in the Spring term:
Topic Big Questions – How do I successfully play as part of an ensemble?
- Ensemble means to play 'as one' even when working with others
- Can you listen to and play rhythms together as part of a class ensemble?
- What are the three spirits if the djembe?
- Can you work independently as part of a smaller ensemble?

Topic Big Questions – How do you create music using technology?
- Can you play the bass line, melody and chord structure of 'Heart and Soul'?
- How do you create different tracks using Garageband on the iPads?
- How do you make sure that the tracks work together?
- What instruments are usually heard in popular music?

What the success criteria is for the topic (What students need to know and be able to do) and questions you could ask at home to prompt discussion on what your child is learning:
- What are the three different sounds you can play on a djembe?
- Can you improvise a rhythm pattern on the djembe confidently?
- When would you hear African music being played?
- Can you lead the ensemble as the master drummer?

- What is a chord?
- What is a bass line?
- Can you record tracks accurately to create a layered piece of music?
- What are the benefits of being able to use music technology?

What Year 8s will be covering this term:
Topic Big Questions – When is the Baroque period of music?
- What is the fingerpicking technique on the ukulele?
- Can you read tablature (TAB) using the ukulele?
- What is a melody?
- Why is it important to play rhythms accurately?

- **Topic Big Questions – Can you perform a piece of popular music?**
- Can you play the melody of Shivers by Ed Sheeran?
- Can you play the chords of Bm, G, D and A?
- What is the structure of Shivers?
- How do you make sure you play together accurately with your partner?

What the success criteria is for the topic (What students need to know and be able to do) and questions you could ask at home to prompt discussion on what your child is learning:
- When was the Baroque period of music?
- Can you name two pieces that Vivaldi composed?
- What are two keyboard instruments that were popular in the Baroque period?
- Can you play accurately in the class ensemble?

- What is the difference between a major and minor chord?
- What is a chord inversion?
- Can you change between the chords fluently?
- Which section of the structure is easier to play? The verse, pre-chorus or chorus?

Key terminology:
Texture, tempo, silence, dynamics, structure, pitch, rhythm, lute, ensemble, scale, melody, chromatic scale, Baroque music
Popular Song instruments (bass guitar, electric guitar, drum kit, keyboard, voice), introduction, verse, pre-chorus, chorus, outro

Year 8 Drama Summer Term

LEARNT PREVIOUSLY

Radio Plays-

Year 8 started with the introduction of a new style of acting and new techniques. The students created radio plays and learnt what a foley effect was.

Arts Award-

Alongside their radio plays students were introduced and started the Arts Award. This is a four part qualification that they create throughout year 8 and 9.

'Common lore'-

After the Christmas break pupils looked at an example of solo theatre. 'Commonlore' is a new show created and aimed at young people.

T.I.E-

The last unit of work year 8 studied was Theatre in Education. Students used facts and statistics to create their own performance about runaways.

TOPIC 1 THIS TERM

Practitioners Stanislavski –

Throughout both topics we will be looking at practitioners who influenced theatre.

We start by looking Stanislavski and the introduction of Naturalism within theatre. Pupils study the history and conventions used to create this style.

Pupils then have an opportunity to create their own performance in the style of Naturalism and Stanislavski.

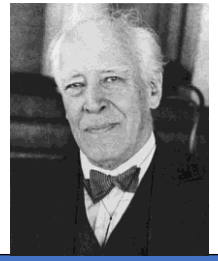
Techniques they will need to include in their performance including hot seating.

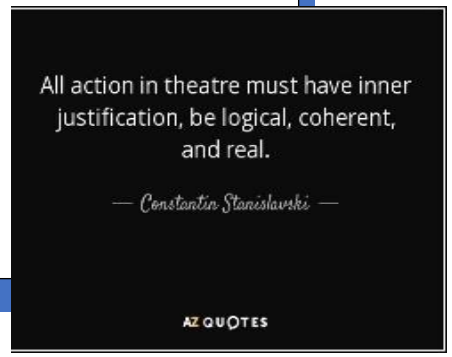
Things to discuss –

What is a practitioner?

Who is Stanislavski?

What was Stanislavski's style of theatre called?





TOPIC 2 THIS TERM

Practitioners Brecht –

The second half of this topic looks at the practitioner called Bertolt Brecht. Who was a post war theatre practitioner. His ideas often opposed Stanislavski.

The pupils will be asked to study the historical context of Brecht. After this they will be creating their own performance using his techniques.

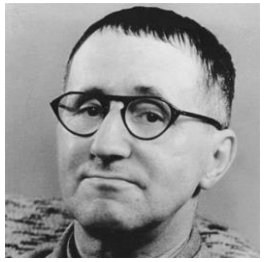
All this hard work will end in the pupils reflecting on the similarities and differences of the two practitioners.

Things to discuss –

Who is Bertolt Brecht?

What techniques did Brecht use?

How do you use his ideas in your performance?



"Art is not a mirror held up to reality but a hammer with which to shape it."

Bertolt Brecht

Art and Design: Summer term Year 8 curriculum

Art and Design




What Year 8s have covered so far:
Topic Big Question – How do we apply visual elements effectively?
Students have explored:

- **Manipulating visual elements through drawing**
- **Using patterns creatively**
- **Exploring the bas relief process**

What Year 8s will be covering this term:
Topic Big Idea/Question – How identity can be explored through portraiture

- **Develop skills in observing and drawing facial features**
- **Creating and developing art ideas with facial features**
- **Making a final piece involving a portrait or facial features**

Key terminology:
Proportion, structure, symmetry, form, tone

What the success criteria is for the topic (What students need to know and be able to do):

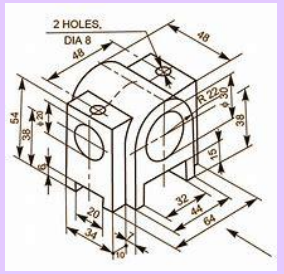
- **Recognise and understand how to draw facial features accurately**
- **Critically evaluate and form opinions on developing ideas**
- **Use research to inspire dynamic investigations**
- **Develop investigations into final pieces**
- **Critically review and refine their work**

Questions you could ask at home to prompt discussion on what your child is learning:

- Can you name Artists who use faces in their Art? The face is a popular focal point for many Artists, find 3 favourite artworks that show imaginative use of faces.
- How do Artists draw eyes, nose and mouths? Could you find a you tube tutorial and practice your drawing at home?

Design Technology: Summer term Year 8



What Year 8s have covered so far:
Topic Big Question – What is meant by cradle to the grave in relation to products?

Students have explored
- **Product lifecycle**
- **6R's (recycle, reduce, repair, rethink, refuse, reuse**
- **Practical activities to demonstrate recycling**
- **Design an upcycled bird feeder using new knowledge and skills**

What Year 8s will be covering this term:
Topic Big Question – Create an upcycled bird feeder
- **Research into existing products**
- **Creating and developing design ideas**
- **Making an upcycled bird feeder**

Key terminology:
Sustainability, conservation, renewable, non-renewable, finite

What the success criteria is for the topic (What students need to know and be able to do):
- **Make an upcycled bird feeder**
- **Critically evaluate both their own designs and their made product**
- **Suggest ways to improve their designs and product if they made them again**

Questions you could ask at home to prompt discussion on what your child is learning:
- Every man-made product has been designed and made in some way. Look at everyday products that you use and discuss what elements have been designed well and what elements could have been better
- What do you recycle and is it possible to reduce your affect on the environment further

Diet and Health: Summer Term
Year 8 Curriculum

What Year 8's have covered so far:
Topic Big Question – What is energy and how do our needs change throughout life?
What are the functions of macro/micronutrients and why are they important for health?

- **Through theory and practical work students explored the below topics and learnt about:**
  - **Energy needs throughout life.**
  - **Macronutrients – Carbohydrates, Protein, Fat**
  - **Micronutrients – Vitamins/Minerals**
  - **Food hygiene and food safety.**
  - **Using the hob, frying, boiling, using carbohydrates, knife skills.**

What Year 9's will be covering this term:
Topic Big Question – How do you adapt recipes to plan healthier menus?
Through theory and practical lessons students will explore:

- **Planning menus**
- **Seasonality**
- **Food Waste and Food Choice**
- **Science of bread making**
- **Using the oven, baking techniques, basic sauce making.**

Key terminology:
Macronutrients, Micronutrients, Carbohydrates, Fibre, Protein, Fats, Vitamins and Minerals, Water, Seasonality, Food Waste

What the success criteria is for the topic (What students need to know and be able to do):

- **Develop and demonstrate the principles of food hygiene and safety through practical's.**
- **Develop and demonstrate food skills and techniques.**
- **Develop their knowledge and understanding of ingredients and where they come from.**
- **Develop their understanding of the functions of the nutrients.**
- **Gain an understanding of consumer food and drink choice.**

Questions you could ask at home to prompt discussion on what your child is learning:

- Learning to cook as a youngster is incredibly important and valuable for the rest of your life – how have you developed your skills?
- What are the functions of the nutrients in the human body?
- How do social circumstances impact on peoples dietary needs and choices?
- Practice washing up.

PE: Summer term 1 Year 8 curriculum

What Year 8s will be covering this term:

Badminton
Stage 1: Basic grip of the racket. The technique of the backhand serve and the rules that run alongside it. How to keep score when officiating a game.
Stage 2: Underarm serve technique. The overhead clear technique and the development of power (aiming toward the back of the court).

Striking & Fielding
Stage 1: The technique of the overarm and underarm throw and when they should be applied into a game. How to perform a long barrier/ scoop to stop the ball. Basic batting and bowling technique in order to play a small sided competitive game.

Athletics:
Stage 1: Throwing: Basic technique using adapted equipment e.g. foam javelins.
Running: Running technique to be developed.
Jumping: Jumps broken down into beginner elements; run up; take off; and safe landing
Stage 2: Throwing: Basic technique using activity specific equipment – focus on safety
Running: Basic strategies of various distances explored e.g. pacing.
Jumping: Jumps broken down into isolated key elements; run up; take off; flight action and landing

What is the success criteria for the topic? (What is the knowledge that needs to stick?)
Badminton: Demonstrates the technique of the backhand/underarm serve in conditioned practices. Can participate in a rally with a partner using an overhead clear. Able to keep score of a competitive game.
Striking & Fielding: Can identify when underarm/overarm should be used during the game. Basic bowling technique is evident with some accuracy.
Athletics: Able to consistently demonstrate the correct technique and rules surrounding the throws, with little/no errors (Adapted equipment). Can maintain the correct technique of running during short and middle distance running. Is able to give basic feedback to others regarding their jumping technique when elements performed in isolation

Questions you could ask at home to prompt discussion on what your child is learning:

What happens to the body during exercise?
What are the teaching points for the bowl in cricket?
How should you catch the ball when fielding?
What's the difference between batting in rounders and cricket?
What events are there in athletics?
What is the technique for the javelin?
What are the rules surrounding serving in badminton?

Key vocabulary:
Instep, dribble, pass, technique, power, continuous, endurance, aerobic, agility, coordination, balance, choreography, motif, control, receive, officiate, interval, action, anaerobic, serve, diagonal.

8N/PE1 - Athletics (Stage 2)
8N/PE2 - Badminton (Stage
8N/PE3 -Athletics (Stage 2)
8N/PE4 - Striking & Fielding (Stage 2)
8N/PE5 - Athletics (Stage 2)

8W/PE1 -Athletics (Stage 2)
8W/PE2 - Badminton (Stage 2)
8W/PE3 - Athletics (Stage2)
8W/PE4 - Striking & Fielding (Stage 2)

PE: Summer term 2 Year 8 curriculum

What Year 8s will be covering this term):

Striking & Fielding
Stage 1: The technique of the overarm and underarm throw and when they should be applied into a game. How to perform a long barrier/ scoop to stop the ball. Basic batting and bowling technique in order to play a small sided competitive game.

Athletics:
Stage 1: Throwing: Basic technique using adapted equipment e.g. foam javelins.
Running: Running technique to be developed.
Jumping: Jumps broken down into beginner elements; run up; take off; and safe landing
Stage 2: Throwing: Basic technique using activity specific equipment – focus on safety
Running: Basic strategies of various distances explored e.g. pacing.
Jumping: Jumps broken down into isolated key elements; run up; take off; flight action and landing

Gymnastics:
Stage 1: individual and paired balances, focusing on core strength and stability. Development of basic shapes and jumps (pike, straddle and tuck). Linking balances and jumps together into a sequence using locomotion.
Stage 2: Creating pyramids/towers (assisted). Incorporating equipment to increase the difficulty. Using canon, unison and formations between each group balance. Explore how to apply extension and control to a performance to make it aesthetically pleasing to the audience.

What is the success criteria for the topic? (What is the knowledge that needs to stick?)

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Gymnastics: Can hold basic and innovative balances for a minimum of 5 seconds. Has control when performing basic locomotive actions.

Striking & Fielding: Can identify when underarm/overarm should be used during the game. Basic bowling technique is evident with some accuracy.

Athletics: Able to consistently demonstrate the correct technique and rules surrounding the throws, with little/no errors (Adapted equipment). Can maintain the correct technique of running during short and middle distance running. Is able to give basic feedback to others regarding their jumping technique when elements performed in isolation

Questions you could ask at home to prompt discussion on what your child is learning:
What happens to the body during exercise?
How do you measure heart rate?
What are the teaching points for the bowl in cricket?
Why should a gymnastics routine be aesthetic?
Why do you feel communication skills are beneficial in life?

Key vocabulary:
Locomotion, aesthetic, stability, officiate, underarm, technique, positioning, competitive, dominant, coordination, balance, agility, strength, long barrier, bowling

8N/PE1 - Gymnastics (Stage 1)
8N/PE2 - Athletics (Stage1/2)
8N/PE3 - Striking & Fielding (Stage 2(
8N/PE4- Athletics (Stage1/2)
8N/PE5 -Striking & Fielding (Stage 1)

8W/PE1 - Gymnastics (Sage 1)
8W/PE2 -Athletics (Stage1/2)
8W/PE3 - Striking & Fielding (Stage 2)
8W/PE4 - Athletics (Stage1/2)