

# Learning Checklists

Half Term 1

Year 8

## Checklist Year 8 Half Term 1 English Noughts and Crosses (Reading)

Topic	Revision guide/ workbook pages	Digital resources	PLC statements	RAG
<b>Noughts and Crosses</b>				
Prediction and Inference Skills	CGP 87-95	➤ <a href="#">BBC Bitesize -Critical reading Skills</a>	➤ I can use inference skills to predict what the epigraph and the prologue suggest about the rest of the text	
Characterisation and imagery	CGP PP 87-95	➤ <a href="#">BBC Bitesize -Critical reading Skills</a> ➤ <a href="#">BBC Bitesize- Characterisation and Narrative Voice</a>	➤ I can explain how language and imagery are used to present Noughts and Crosses differently in the novel.	
Language analysis and essay writing	CGP PP65-78 and PP 87-95	➤ <a href="#">Mr Bruff – Writing the Perfect Essay</a> ➤ <a href="#">BBC Bitesize – A History of Opposition to Apartheid</a>	➤ I can explain how language is used to display the power differences between Noughts and Crosses ➤ I can appropriately refer to contextual factors around representations of race.	
Language analysis and essay writing	CGP PP65-78 and PP 87-95	➤ <a href="#">Mr Bruff – Writing the Perfect Essay</a> ➤ <a href="#">BBC Bitesize – A History of Opposition to Apartheid</a>	➤ I can explain how language is used to display the power differences between Noughts and Crosses I can appropriately refer to contextual factors around representations of race.	

<p>Characterisation: secrets and interior monologues</p>	<p>CGP PP 87-95</p>	<ul style="list-style-type: none"> <li>➤ <a href="#">BBC Bitesize - Critical reading Skills</a></li> <li>➤ <a href="#">BBC Bitesize- Characterisation and Narrative Voice</a></li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can explain and analyse why characters are presented as hiding secrets within the novel.</li> </ul>	
<p>Representation of Power</p>	<p>CGP PP 87-95</p>	<ul style="list-style-type: none"> <li>➤ <a href="#">BBC Bitesize - Critical reading Skills</a></li> <li>➤ <a href="#">BBC Bitesize- Characterisation and Narrative Voice</a></li> <li>➤ <a href="#">Mr Bruff – Writing the Perfect Essay</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ With a focus on The Picnic, I can explain how Blackman uses language to display the power differences in Sephy and Callum's statuses.</li> </ul>	

**MATHS – YEAR 8 LEARNING CHECKLIST HT1**

<b><u>TOPIC</u></b>	<b><u>PLC statements</u></b>	<b><u>Revision guide pages</u></b>	<b><u>Hegarty clip</u></b>	<b><u>RAG rating</u></b>
<b><u>Sequences and nth term</u></b>	I can generate terms of a sequence from either a term-to-term or a position-to-term rule	10, 17, 27	196 - 198	
	I can recognise arithmetic sequences and find the nth term	12, 17, 27		
	I can recognise geometric sequences and appreciate other sequences that arise		261 - 264	
<b><u>Factors, multiples and primes</u></b>	I can use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation	8, 16, 26		
	I can find factors of a number		27	
	I can find multiples of a number		33	
	I can write a number as a product of its prime factors(prime factor decomposition)		28 - 30	
	I can find the HCF of numbers		31 -32	
	I can find the LCM of numbers		34 – 36	
	I can find the HCF and LCM including using product notation and the unique factorisation property			
	I can solve problems involving multiples and factors			
<b><u>Powers and roots</u></b>	I can use integer powers and associated real roots (square, cube and higher),	99 - 101		
	I can recognise powers of 2, 3, 4, 5			
	I can distinguish between exact representations of roots and their decimal approximations	111 - 112		

## Year 8 HT1 Science Learning Checklist

Week	Topic	Revision guide Workbook pages	Digital resources	PLC statements	RAG
<b>Organisms and the environment</b>					
1	Induction week				
2	Photosynthesis reactants  Food chains	CPG Revision guide p 24 CGP Workbook p 55	Bbc Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/zpwmxnrb/revision/1">https://www.bbc.co.uk/bitesize/guides/zpwmxnrb/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zq4wjxs/revision/1">https://www.bbc.co.uk/bitesize/guides/zq4wjxs/revision/1</a>  Youtube: <a href="https://www.youtube.com/watch?v=DfbR2ljC80o">https://www.youtube.com/watch?v=DfbR2ljC80o</a>  <a href="https://www.youtube.com/watch?v=pSc-y0nEjX8">https://www.youtube.com/watch?v=pSc-y0nEjX8</a>	<ul style="list-style-type: none"> <li>◇ I can recall what is needed for plants to grow.</li> <li>◇ I can recall the parts of a plant.</li> <li>◇ I can describe how plants get the resources they need for photosynthesis.</li> <li>◇</li> </ul>	
3	Bioaccumulation  Food security	CPG Revision guide p 23 CGP Workbook p 53	Bbc Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/zq4wjxs/revision/5">https://www.bbc.co.uk/bitesize/guides/zq4wjxs/revision/5</a>  Youtube: <a href="https://www.youtube.com/watch?v=QJG7HmQyYcY">https://www.youtube.com/watch?v=QJG7HmQyYcY</a>	<ul style="list-style-type: none"> <li>◇ I can state factors that affect the population of a species.</li> <li>◇ I can explain how toxic materials can accumulate in a food web and the effect on different populations.</li> <li>◇ I can analyse data to understand the impact of toxic chemicals on population numbers within food chains and webs.</li> <li>◇ I can explain the importance of insect pollinators to food supplies.</li> </ul>	
<b>Variation, DNA and Evolution</b>					
4	Variation  Continuous and discontinuous	CPG Revision guide p 27 CGP Workbook p 61	Bbc bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/z9gk87h/revision/1">https://www.bbc.co.uk/bitesize/guides/z9gk87h/revision/1</a>  Youtube: <a href="https://www.youtube.com/watch?v=sNU30T2EmQ8">https://www.youtube.com/watch?v=sNU30T2EmQ8</a>	<ul style="list-style-type: none"> <li>◇ I can state the causes of variation in a species.</li> <li>◇ I can explain whether characteristics are inherited or environmental.</li> <li>◇ I can state two types of variation.</li> <li>◇ I can represent variation within a species using a bar chart or line graph.</li> <li>◇ I can describe how variation helps species to survive environmental changes in application to the beach context.</li> </ul>	

5	Adaptations  Hereditary	CPG Revision guide p 26 CGP Workbook p 64	Bbc bitesize: <a href="https://www.bbc.co.uk/bitesize/clips/zkv2hyc">https://www.bbc.co.uk/bitesize/clips/zkv2hyc</a>  Youtube: <a href="https://www.youtube.com/watch?v=BYkPIbnviro">https://www.youtube.com/watch?v=BYkPIbnviro</a>  <a href="https://www.youtube.com/watch?v=anRp7FQ9CKY">https://www.youtube.com/watch?v=anRp7FQ9CKY</a>  <a href="https://www.youtube.com/watch?v=67KXatgoNKs">https://www.youtube.com/watch?v=67KXatgoNKs</a>  <a href="https://www.youtube.com/watch?v=K3F5BV82Lg8">https://www.youtube.com/watch?v=K3F5BV82Lg8</a>	<ul style="list-style-type: none"> <li>◇ I can explain how unicellular organisms are adapted to their environment.</li> <li>◇ I can describe how characteristics are inherited.</li> <li>◇ I can describe the relationship between DNA, genes and chromosomes.</li> <li>◇ I can use understanding of cell biology to extract DNA from a strawberry</li> </ul>	
6	Evolution	CPG Revision guide p 28 CGP Workbook p 64	Bbc bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/zw9jq6f/revision/1">https://www.bbc.co.uk/bitesize/guides/zw9jq6f/revision/1</a>  Youtube: <a href="https://www.youtube.com/watch?v=470N1pxlZbk">https://www.youtube.com/watch?v=470N1pxlZbk</a>  <a href="https://www.youtube.com/watch?v=JBEPLuU6qOE">https://www.youtube.com/watch?v=JBEPLuU6qOE</a>	<ul style="list-style-type: none"> <li>◇ I can describe the theory of natural selection.</li> <li>◇ I can explain why species evolve over time.</li> <li>◇ I can explain how a fossil is formed over time.</li> <li>◇ I can explain that fossils are pieces of evidence that support the Theory of Evolution.</li> <li>◇ I can describe the journey that Charles Darwin took to develop the Theory of Natural Selection.</li> <li>◇ I can evaluate the evidence that Darwin used to develop his Theory of Natural Selection.</li> </ul>	
7	Extinction  Biodiversity  Watson and Crick	CPG Revision guide p 29 CGP Workbook p 59 and p 67	Bbc bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/zvwbcj6">https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/zvwbcj6</a>  Youtube:  <a href="https://www.youtube.com/watch?v=2mlT0HeVLv4">https://www.youtube.com/watch?v=2mlT0HeVLv4</a>  <a href="https://www.youtube.com/watch?v=921XdtoRAoo">https://www.youtube.com/watch?v=921XdtoRAoo</a>  <a href="https://www.youtube.com/watch?v=K3F5BV82Lg8">https://www.youtube.com/watch?v=K3F5BV82Lg8</a>	<ul style="list-style-type: none"> <li>◇ I can explain why a species has become extinct.</li> <li>◇ I can describe the importance of maintaining plant and animal populations.</li> <li>◇ I can explain how a lack of biodiversity can affect an ecosystem.</li> <li>◇ I can describe some techniques used to prevent extinction.</li> <li>◇ I can describe how preserving biodiversity benefits humans</li> <li>◇ I can describe the structure of DNA</li> <li>◇ I can describe how scientists worked together to discover the structure of DNA</li> </ul>	

**Checklist Year 8 HT1 Geography**

Topic	Revision guide/ workbook pages	Digital resources	PLC statements	RAG
<b>Rivers</b>	COLLINS 54-55. 74. 94. 166-167			
The water cycle: How does water flow into rivers?		<a href="#">BBC</a>	➤ I can describe and explain each stage of the water cycle using key terminology.	
River Basins		<a href="#">YouTube</a>	➤ I can state and describe the different features of a river basin	
How do rivers change from source to mouth		<a href="#">YouTube</a> <a href="#">OAKACADEMY</a>	➤ I can describe and explain how water travels from source to mouth	
How are Waterfalls formed?		<a href="#">TimeforGeography</a> <a href="#">OAKACADEMY</a>	➤ I can describe and explain the formation of a waterfall in the upper course of a river.	
Flooding in Bangladesh		<a href="#">BBC</a> <a href="#">OAKACADEMY</a>	➤ I can describe and explain how people in Bangladesh were affected by flooding	
Flooding in Cumbria		<a href="#">YouTube</a>	➤ I can explain and evaluate how people in Cumbria responded to flooding.	
Flood Management		<a href="#">TimeforGeography</a> <a href="#">OAKACADEMY</a>	➤ I can describe and explain how hard and soft engineering can prevent the effects of flooding	

## Learning Checklist - Year 8 - Half Term 1 - History

Topic	Revision guide/ workbook pages	Digital resources	PLC statements	RAG
<b>Middle Ages</b> <i>(Y7 recap, following school closure)</i>	N/A			
Public Health		<ul style="list-style-type: none"> <li>➤ <a href="#">BBC Bitesize</a></li> <li>➤ <a href="#">BBC Daily routines in a Medieval town</a></li> <li>➤ <a href="#">Video clip on public health</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ To be able to examine everyday life in a Medieval town and conclude why public health was poor.</li> </ul>	
Black Death - Causes & cures		<ul style="list-style-type: none"> <li>➤ <a href="#">Video clip: causes and cures</a></li> <li>➤ <a href="#">BBC: Cures</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ To be able to describe the causes of the Black Death and analyse the different cures that emerged during the Middle Ages.</li> </ul>	
Black Death - Impact		<ul style="list-style-type: none"> <li>➤ <a href="#">Bitesize: Consequences of the B.D</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ To be able to explain a short and long-term impact of the Black Death and reach a judgment on which impact was most significant.</li> </ul>	
Peasants Revolt	<i>Watch the Oak N. Academy video clip from 05:19</i>	<ul style="list-style-type: none"> <li>➤ <a href="#">Video clip: Oak Academy</a></li> <li>➤ <a href="#">Oak academy: Why revolt?</a></li> <li>➤ <a href="#">History Hub: Revolt's significance</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ To be able to identify the reasons why the peasants revolted in 1381 and reach a judgement on the significance of the revolt.</li> </ul>	
Magna Carta		<ul style="list-style-type: none"> <li>➤ <a href="#">Video Clip: British Library</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ To be able to describe what the Magna Carta is and evaluate its long-term significance.</li> </ul>	



		➤ <a href="#">British Library- M.C's significance</a>		
<b>Henry VIII &amp; Early Tudors</b> <i>(Y7 recap, following school closure)</i>	N/A			
War of the Roses		➤ <a href="#">Britannica: War of the Roses</a> ➤ <a href="#">History learning site: Henry's decisions</a>	➤ To be able to explain the War of the Roses and evaluate whether Henry Tudor was a clever king based on the decisions he made.	
Henry VIII and his wives		➤ <a href="#">National Archives</a> ➤ <a href="#">Video: The 6 wives</a> ➤ <a href="#">National Geographic: Why 6 times?</a>	➤ To be able to identify all of Henry VIII's wives and conclude why Henry married six times.	
Henry VIII's problems		➤ <a href="#">Frog (History - year 7 - early Tudors - Henry VIII's problems).</a>	➤ To be able to evaluate Henry VIII's problems and form a judgment on which problem was most significant.	
Henry and his break with Rome		➤ <a href="#">Frog (History - year 7 - early Tudors - Henry VIII's and break from Rome – Why break with Rome).</a>	➤ To be able to describe the reasons why Henry broke away from Rome and critically evaluate which factor was the most important, reaching a judgment as to why.	
Reformation and the monasteries		➤ <a href="#">BBC Bitesize</a> ➤ <a href="#">BBC Bitesize Reformation 2</a> ➤ <a href="#">English History: Monasteries</a>	➤ To be able to explain what the Reformation was. ➤ To be able to explain the reasons why Henry VIII got rid of the monasteries and evaluate how the dissolution of the monasteries caused problems.	

Opinions on Henry VIII		➤ <a href="#">Video clip on the psychology of Henry</a>	➤ To be able to analyse the different opinions on Henry VIII and form my own judgement.	
Edward VI		➤ <a href="#">BBC: Edward VI</a>	➤ To be able to explain who Edward VI was and evaluate how significant he was as King of England.	
Mary I		➤ <a href="#">Video clip</a> ➤ <a href="#">BBC: Mary I</a>	➤ To be able to identify Mary I and reach a judgment on whether Mary I was truly 'bloody'.	

## Checklist Year 8 Half Term 1 Religious Education

Topic	Revision guide/ workbook pages	Digital resources	PLC statements	RAG
<b>A Window to the World</b>				
Why do we need RE and PSHRE more than ever? What is RE and PSHRE?		<ul style="list-style-type: none"> <li>➤ <a href="#">REThinkRE</a></li> <li>➤ <a href="#">BBC Bitesize</a></li> </ul>	➤ I can identify and explain what RE and PSHRE is	
Why do we need RE and PSHRE more than ever?		<ul style="list-style-type: none"> <li>➤ <a href="#">Education Scotland Why is RE Important?</a></li> <li>➤ <a href="#">C5 News Why is PSHRE important?</a></li> <li>➤ <a href="#">WRHS PSHRE Curriculum</a></li> </ul>	➤ I can describe and begin to explain the importance of both RE and PSHRE and how they link to our modern world	
Why do we need RE and PSHRE more than ever? What does it mean to be British?		<ul style="list-style-type: none"> <li>➤ <a href="#">TrueTube - Britishness – a view from the classroom</a></li> <li>➤ <a href="#">Oxplore – Do you have to be British to live in Britain?</a></li> <li>➤ <a href="#">Tony Walsh – This is the Place</a></li> </ul>	➤ I can explain and begin to analyse the link between poems on identity and how they help us understand about togetherness and inclusivity	

		<ul style="list-style-type: none"> <li>➤ <a href="#">Benjamin Zephaniah – The British</a></li> <li>➤ <a href="#">Moniza Alvi – Presents from my Aunt in Pakistan</a></li> </ul>		
Religion and People		<ul style="list-style-type: none"> <li>➤ <a href="#">Explore - Do humans need religion?</a></li> <li>➤ <a href="#">BBC Bitesize</a></li> </ul>	➤ I can identify and suggest reasons why some people are religious and why some people are atheist	
What's in a religion of the world?		➤ <a href="#">World map Religion population</a>	➤ I can describe and begin to evaluate the spread of religion and atheism in the world using geographical map skills	
What's in a religion of the world?		<ul style="list-style-type: none"> <li>➤ <a href="#">How religion began and spread</a></li> <li>➤ <a href="#">Follow your curiosity</a></li> </ul>	➤ I can identify and explain facts and symbols about world religions	
Why is Britain considered to be a Christian country and is this "fair enough?		<ul style="list-style-type: none"> <li>➤ <a href="#">BBC Bitesize</a></li> <li>➤ <a href="#">BBC News 2015</a></li> </ul>	➤ I can explain and suggest reasons why Britain is considered to be a Christian country and why it might be "fair enough" to have two weeks off at Christmas time	

### Checklist Year 8 Half Term 1 French

Module	Textbook pages	Digital resources	PLC statements	RAG
La télé	p 8,9	<a href="#">Memrise: 1.1 A la télé</a>	I can talk about television programmes	
	p 8,9	<a href="#">BBC Bitesize: The present tense</a> <a href="#">video: -er verbs</a>	I can use the present tense of <b>-er verbs</b>	
J'ai une passion pour le cinéma	P 10, 11	<a href="#">Memrise: 1.2 Les films</a>	I can talk about films	
	P 10, 11	<a href="#">BBC Bitesize: verb 'to be' in French</a> <a href="#">BBC Bitesize: the verb 'to have' in French</a> <a href="#">video: etre and avoir</a>	I can use the present tense of <b>avoir</b> and <b>etre</b>	
La lecture	P 12,13	<a href="#">Memrise: 1.3 Qu'est-ce que tu lis?</a> <a href="#">Memrise: 1.4 Les Opinions</a>	I can talk about reading	
	P 12,13	<a href="#">video: -ir &amp; -re verbs</a>	I can use <b>-ir</b> and <b>-re</b> verbs	
Que fais-tu quand tu es connecté(e)	P 14,15	<a href="#">Memrise: 1.5 Sur Internet</a>	I can talk about the internet	
	P 14,15	<a href="#">BBC Bitesize: Faire</a> <a href="#">video: verb aller</a> <a href="#">video: verb faire</a>	I can use the verbs <b>aller</b> and <b>faire</b>	
Qu'est-ce que tu as fait hier soir ?	P 16,17	<a href="#">Memrise: 1.6 Hier Soir</a> <a href="#">Memrise: 1.7 Mots essentiels</a>	I can talk about what you do in different weather	
	P 16,17	<a href="#">BBC Bitesize: the past in French</a> <a href="#">video</a> <a href="#">video 2: past tense</a>	I can use the <b>Perfect Tense</b>	

## Checklist Year 8 Half term 1 German

Theme	Digital resources	PLC statements	RAG
	<a href="#">Memrise</a> Stimmt 1		
<b>Kapitel 5 – In der Stadt (In and around town)</b>			
	<ul style="list-style-type: none"> <li>- <a href="#">German speaking countries</a></li> <li>• <a href="#">Video</a></li> </ul>	I can name 3 towns in Germany, Austria and Switzerland	
	<ul style="list-style-type: none"> <li>• <a href="#">Quizlet flashcards</a></li> <li>• <a href="#">Video town vocab</a></li> <li>• <a href="#">Video of Munich</a></li> <li>• <a href="#">Exercises</a></li> </ul>	I can describe what there is in my town	
	<ul style="list-style-type: none"> <li>• <a href="#">Grammar explanation</a></li> <li>• <a href="#">Exercises</a></li> </ul>	I can form negative sentences in German using 'kein'	
	<ul style="list-style-type: none"> <li>• <a href="#">Grammar explanation</a></li> <li>• <a href="#">video explanation</a></li> </ul>	I can use the conditional tense 'Ich möchte' to express what I would like.	
	<ul style="list-style-type: none"> <li>• <a href="#">Shopping in Hamburg</a></li> </ul>	I can discuss buying souvenirs	
	<ul style="list-style-type: none"> <li>• <a href="#">Video ordering coffee</a></li> <li>• <a href="#">Video ordering Döner</a></li> <li>• <a href="#">Exercises</a></li> </ul>	I can use my knowledge of German to buy snacks and drinks in a shop	
	<ul style="list-style-type: none"> <li>• <a href="#">Exercises</a></li> </ul>	I can say how much things cost using euros and cents.	
	<ul style="list-style-type: none"> <li>• <a href="#">Video German foods</a></li> <li>• <a href="#">Video christmas market</a></li> <li>• <a href="#">Exercises</a></li> </ul>	I can discuss popular German foods	

	<ul style="list-style-type: none"> <li>• <a href="#">Grammar explanation</a></li> <li>• <a href="#">Exercises</a></li> </ul>	I can use modal verbs to describe what you can do in a town. 'Man kann'	
	<ul style="list-style-type: none"> <li>• <a href="#">Exercises</a></li> <li>• <a href="#">Video Blackforest</a></li> <li>• <a href="#">Video german customs on holiday</a></li> </ul>	I can talk about popular summer holiday activities in German speaking places.	
	<ul style="list-style-type: none"> <li>• <a href="#">Grammar explanation</a></li> <li>• <a href="#">Exercises</a></li> </ul>	I can use the future tense 'Ich werde' to discuss my summer holiday plans.	

Checklist Year 8 HT1 and 2 Spanish

Theme Media	Revision guide/ workbook pages	Digital resources	PLC statements	RAG
<b>Unit 1 Mira 3 rojo. Los medios de comunicación.</b>				
		<ul style="list-style-type: none"> <li>➤ <a href="#">linguасcope practice</a></li> </ul>	I understand how to talk about what I use my computer for.	
		<ul style="list-style-type: none"> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">quiz - cuando time phrases</a></li> </ul>	I understand how to say how often I use my computer.	
			I can ask someone about what they do on their computer.	
		<ul style="list-style-type: none"> <li>➤ <a href="#">explanation</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">video</a></li> </ul>	I understand how to conjugate <b>the present tense</b> for regular-AR, -ER and -IR verbs.	
			I can understand a longer text about how someone uses technology.	
		<ul style="list-style-type: none"> <li>➤ <a href="#">practice</a></li> </ul>	I understand the vocabulary for TV programmes.	



		➤ <a href="#">practice</a>	I understand how to express my opinion and give a reason about TV programmes.	
		➤ <a href="#">video</a> ➤ <a href="#">practice</a>	I understand when to use <b>me gusta</b> and <b>me gustan</b> .	
		➤ <a href="#">video</a> ➤ <a href="#">video</a> ➤ <a href="#">general adjective practice</a> ➤ <a href="#">general adjective practice</a>	I understand the rules for adjective agreements (masculine, feminine, plural and singular)	
		➤ <a href="#">practice</a> ➤ <a href="#">practice</a>	I understand how to ask about what they show on TV.	
		➤ <a href="#">Linguascope practice</a>	I understand the vocabulary for films.	
		➤ <a href="#">practice</a> ➤ <a href="#">practice</a>	I understand how to form comparative sentences.	
			I can ask about film preferences.	
		➤ <a href="#">practice</a> ➤ <a href="#">video</a>	I understand how to form the near future tense.	
			I understand how to talk about different types of music.	
		➤ <a href="#">practice</a> ➤ <a href="#">video</a>	I understand how to use the verb <b>soler</b> .	

		<ul style="list-style-type: none"> <li>➤ <a href="#">explanation</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">video</a></li> </ul>	I understand how to conjugate <b>the preterite tense</b> of regular -AR, -ER and -IR verbs.	
		<ul style="list-style-type: none"> <li>➤ <a href="#">video</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> </ul>	I understand how to conjugate the irregular verb <b>ser/ir</b> in the <b>preterite tense</b> .	
		<ul style="list-style-type: none"> <li>➤ <a href="#">practice</a></li> </ul>	I understand the vocabulary for time phrases to refer to the past and to sequence events.	
			I understand how to talk about what a film is about.	
		<ul style="list-style-type: none"> <li>➤ <a href="#">video</a></li> <li>➤ <a href="#">video</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> </ul>	I understand how to conjugate the irregular verbs <b>hacer</b> and <b>ver</b> in the preterite tense.	
		<ul style="list-style-type: none"> <li>• <a href="#">Penelope Cruz</a></li> <li>• <a href="#">Pedro Almodóvar</a></li> <li>• <a href="#">Antonio Banderas</a></li> </ul>	I can name famous Spanish actors, actresses and film directors.	
		<ul style="list-style-type: none"> <li>• <a href="#">video</a></li> </ul>	I understand facts about <b>el flamenco</b> dance and music.	

**L.O.R.I.C.**

**A) To help you complete the online PiXL Edge tasks visit [FROG; Sites; Subjects; Physical Education; PiXLEdge; Year 8](#)**

**B) To help you complete the sport specific activities visit [FROG; Sites; Subjects; Physical Education; Sports](#)**

Topic	A) PiXL Edge Online work	B) Digital resources to help complete written sports tasks	PLC statements	RAG
<b>Leadership</b> Football Handball Basketball	Complete one of the following Leadership activity on your PiXL Edge account: <ul style="list-style-type: none"> <li>• <i>Act as a guide for a visitor to school</i></li> <li>• <i>Be a leader in a subject</i></li> <li>• <i>Helping a peer to become more self confident</i></li> </ul>	<a href="https://youthfootballonline.com/top-10-football-leadership-characteristics/">https://youthfootballonline.com/top-10-football-leadership-characteristics/</a> <a href="https://www.youthsporttrust.org/FA-partnerships">https://www.youthsporttrust.org/FA-partnerships</a>	<ul style="list-style-type: none"> <li>➤ Bronze - I am confident in showing some skills needed to take part in Basketball/ Handball/ Football with my group.</li> <li>➤ Silver - I am able to deliver a basic skills practice with a partner, showing 2 leadership qualities.</li> <li>➤ Gold - I can adapt my activity making it easier and harder.</li> <li>➤ Platinum - I can demonstrate a range of leadership qualities to help others to improve including giving clear instructions and demonstrations.</li> </ul>	
<b>Organisation</b> Badminton Dance	Complete the following Organisation activity on your PiXL Edge account: <ul style="list-style-type: none"> <li>• <i>Conduct a quiz for the tutor group</i></li> <li>• <i>Found out about a scientist.</i></li> <li>• <i>Create a homework diary</i></li> </ul>	<a href="https://www.badmintonbible.com/rules/simple">https://www.badmintonbible.com/rules/simple</a> <a href="https://www.masterbadminton.com/badminton-doubles.html">https://www.masterbadminton.com/badminton-doubles.html</a>	<ul style="list-style-type: none"> <li>➤ Bronze- I know my positioning.</li> <li>➤ Silver - I can show a variety of formations/ positioning.</li> <li>➤ Gold - I can use different styles of dance to enhance my routine.</li> <li>➤ Platinum - I can lead my group to ensure that there are improvements and I can umpire effectively.</li> </ul>	
<b>Resilience</b> Athletics Fitness	Complete the following Resilience activity on your PiXL Edge account: <ul style="list-style-type: none"> <li>• <i>A reading challenge in school over a half term</i></li> </ul>	<a href="https://www.hsph.harvard.edu/nutritionsource/borg-scale/">https://www.hsph.harvard.edu/nutritionsource/borg-scale/</a>	<ul style="list-style-type: none"> <li>➤ Bronze - I can improve my score in at least one event e.g. more laps, fastest times, longer distances.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Complete a 1000 piece jigsaw puzzle</b></li> <li>• <b>Complete a well-being quiz and devise a plan on how to improve your wellbeing and make your mind healthier.</b></li> </ul>		<ul style="list-style-type: none"> <li>➤ Silver - I show resilience beating my level of effort on the Borg Scale.</li> <li>➤ Gold - I show improved technique and scores in more than one activity.</li> <li>➤ Platinum - I consistently show improvements in techniques, scores and BORG scale throughout a range of events when increasing the intensity.</li> </ul>	
<b>Initiative</b> OAA Gymnastics	<p>Complete the following Initiative activity on your PiXL Edge account:</p> <ul style="list-style-type: none"> <li>• <b>Create a booklet about safety to help year 6 with transition</b></li> <li>• <b>Create a balanced meal from a pre-determined selection of ingredients.</b></li> <li>• <b>Create an entry for a national creative writing competition.</b></li> </ul>	<a href="https://www.familyadventureproject.org/100-outdoor-adventure-activities-for-families-rowing-sailing-rafting-water-sports/">https://www.familyadventureproject.org/100-outdoor-adventure-activities-for-families-rowing-sailing-rafting-water-sports/</a>	<ul style="list-style-type: none"> <li>➤ Bronze - I can adapt ideas to improve our performance.</li> <li>➤ Silver - I can evaluate my performance to help me to improve next time.</li> <li>➤ Gold - I can show trust in my team help to solve problems.</li> <li>➤ Platinum- I can apply creative solutions to difficult problems with success.</li> </ul>	
<b>Communication</b> Netball Rounders	<p>Complete the following Communication activity on your PiXL Edge account:</p> <ul style="list-style-type: none"> <li>• <b>Represent a school department at a school open evening including preparing and presenting a short presentation about a health-related topic.</b></li> <li>• <b>Present a short talk about a hobby to be delivered during tutor time to encourage peers to take part.</b></li> <li>• <b>Recite the sign language alphabet and teach it to your peers.</b></li> </ul>	<a href="https://www.simplenetball.co.uk/rules/">https://www.simplenetball.co.uk/rules/</a> <a href="https://www.myactivesg.com/Sports/Netball/How-To-Play/Netball-Rules/Rules-of-Netball#:~:text=The%20object%20of%20the%20game,by%20the%20assigned%20shooting%20players.">https://www.myactivesg.com/Sports/Netball/How-To-Play/Netball-Rules/Rules-of-Netball#:~:text=The%20object%20of%20the%20game,by%20the%20assigned%20shooting%20players.</a>	<ul style="list-style-type: none"> <li>➤ Bronze - I can apply consequences to rules.</li> <li>➤ Silver - I can explain some more advanced rules and apply some of these in practice.</li> <li>➤ Gold - I can support my team reminding them of rules/consequences.</li> <li>➤ Platinum - I can confidently umpire a practice/game.</li> </ul>	

