

Cycle 1

September to December 2016

Year 8 Learning Guide



Dear Parents / Carers

Re: Up-coming Key Stage 3 Exams Week

I am writing to let you know that our first KS3 exams will take place the week beginning 5th December. These will take place in the hall and a timetable will shortly be available on Firefly. Although the majority of the exams will take place during this week for those sat in the classroom some may need to take place the week before.

These exams will help teachers to assess students' progress against the Key Performance Indicators (KPIs) that have been taught this cycle since September. These are the key knowledge and skills that students should know securely by the end of the year. For years 8 and 9, students will also be tested on some of the knowledge and skills from the previous year. You will receive your son/daughters first report following these exams and we will be resetting students based on their performance.

To support students to prepare for their exams we will be providing:

1. A Learning Guide for each year group which is available on the website and on FireFly. This explains which KPIs have been studied this cycle and should be revised in preparation for the exam. You will also find links and support material to help your son/daughter revise.
2. One month prior to the exams students will be set revision homework by their classroom teachers, this can be accessed as normal on FireFly. In addition to this they should complete their own independent revision using the learning guides.

It is imperative that your son/daughter is well prepared for their exams so that they can perform at their best. We ask that you support your son/daughter by making sure that they have access and use the resources above to prepare for the upcoming exams. **If you would like a paper copy of the learning guides one can be collected by your son/daughter from the pastoral office.**

I would also like to take this opportunity to introduce myself and the KS3 team. My role as KS3 Raising Standards Leader is to ensure that students are on a path to achieving their personal, academic best. I will be working closely with year 7, Mr Sacree with year 8 and Ms Joyce year 9. Our main job will be to keep a close eye on the students' progress and achievement over the course of the year especially in English and Maths.

If you have any questions please don't hesitate to get in touch with either myself, your son/daughter's pastoral team or their class teacher. Thank you for your continued support.

Yours faithfully



Ms V Penney
Assistant Principal
KS3 Raising Standards Leader

YEAR 8

ENGLISH KPIS – CYCLE 1

The first cycle aims to assess pupils' reading skills and their ability to read a text and infer meaning deeper meaning- i.e. reading between the lines. Students should be able to read a section of text and be able interpret what is happening.

Pupils should be able to respond to questions using point, evidence explain paragraphs and support these with appropriate quotations within the text. The paper also aims to assess pupil's creative writing skills by giving them a prompt to be able to write creatively. The content of their answer will be assessed as well as the quality of their writing.

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
English 8.1	<p>I can make a detailed inference, using 'because' or similar words, and link this to specific words/phrases from a text</p> <p>This KPI requires students to use the skill of inference to 'read between the lines'. They must show that they are able to make judgements about characters thoughts and feelings based on what they have read.</p> <p><u>Revision Materials</u></p> <p>Question 2 in revision guide. This can be found in Revision materials on Firefly. Firefly> Subjects> English> Year 8> Revision Materials</p>
English 8.3	<p>I can identify and explain the effects of specific words and language techniques and comment on the effect on the reader.</p> <p>This KPI requires pupils to demonstrate that they are able to make comments about how writers create specific effects within a piece of writing: for example short sentences are used to build tension.</p> <p><u>Revision Materials</u></p> <p>Question 2 in revision guide. This can be found in Revision materials on Firefly. Firefly> Subjects> English> Year 8> Revision Materials</p>
English 8.4	<p>I can support ideas with a range of appropriate evidence.</p> <p>This KPI requires pupils to be able to extract information from the text- they should be able to choose quotations as evidence for any observations they make about the text.</p> <p><u>Revision Materials</u></p>

	<p>Question 1 and Question 2 in the revision guide. This can be found in Revision materials on Firefly. Firefly> Subjects> English> Year 8> Revision Materials</p>
English 8.9	<p>I can use standard English where appropriate. This KPI requires students to be able to use standard English within their writing and demonstrate their vocabulary and ability to write fluently as well as creatively. Students must show they can write independently and clearly.</p> <p><u>Revision Material</u> Question 5 Revision guide. This can be found in Revision materials on Firefly. Firefly> Subjects> English> Year 8> Revision Materials</p>
English 8.11	<p>I can accurately write in both past and present tenses. This KPI requires students to be able to write coherently in the correct tense throughout their work.</p> <p><u>Revision Material</u> Question 5 Revision guide. This can be found in Revision materials on Firefly. Firefly> Subjects> English> Year 8> Revision Materials</p>
English 8.12	<p>I can use new vocabulary and sentence structures for effect. This KPI requires that students consciously choose words and types of sentences that have a desired effect on the reader or audience.</p> <p><u>Revision Material</u> Question 5 Revision guide. This can be found in Revision materials on Firefly. Firefly> Subjects> English> Year 8> Revision Materials</p>

YEAR 8 CYCLE 1 ENGLISH REVISION

Revision support materials can be found on Firefly

YEAR 8

Maths KPIs – CYCLE 1

In year 8 students will be working towards a number of KPIs covering the areas of number, data, algebra and shape. The students will be assessed throughout the year to ensure they are meeting the KPIs associated with each topic.

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
MATHS 8.1	<p>Use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations.</p> <ul style="list-style-type: none"> • Know square numbers up to 15. • Understand and recall square and cube roots. • Estimate root numbers from known roots. • Understand the meaning of powers 2, 3, 4, 5 and more.
MATHS 8.2	<p>Understand and use negative numbers in context.</p> <ul style="list-style-type: none"> • Understand negative number use in the real world. • Apply understanding of negative numbers. • Calculate differences between values. • Apply addition, subtraction, division and multiplication to both negative and positive numbers.
MATHS 8.3	<p>Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, HCF, LCM, prime factorisation, including using product notation and the unique factorisation property.</p> <ul style="list-style-type: none"> • Understand and calculate using factors and multiples. • Recall prime numbers. • Calculate highest common factors. • Calculate lowest common multiples. • Complete prime factor calculations.
MATHS 8.4	<p>Round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures].</p> <ul style="list-style-type: none"> • Round a given value to different amounts of decimal places. • Round a given value to a given place value. • Understand the difference between decimal places and significant figures. • Round to a given number of significant figure. • Estimate calculations using significant figures.
MATHS 8.5	<p>Multiply and divide fractions and mixed numbers.</p> <ul style="list-style-type: none"> • Convert fractions from mixed numbers to improper fractions and vice versa. • Multiply fractions in either form. • Divide fractions in either form.

MATHS 8.6	<p>Use a calculator and other technologies to calculate results accurately and then interpret them appropriately.</p> <ul style="list-style-type: none"> • Competently use a scientific calculator. • Understand how to round a given value on a calculator to an approximate degree of accuracy.
MATHS 8.7	<p>Rearrange formulae to change the subject.</p> <ul style="list-style-type: none"> • Simplify and manipulate algebraic expressions to maintain equivalence by; collecting like terms, multiplying a single term over a bracket, taking out common factors. • Use and write 2 stage formulae. • Rearrange formulae requiring factorisation. • Rearrange formulae with up to 4 steps.
MATHS 8.8	<p>Use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement).</p> <ul style="list-style-type: none"> • Solve simple linear equations using the balancing method, including those with fractional solutions in the form $ax+b = c$ and $a(x+b) = c$. • Solve linear equations with an unknown on both sides.
MATHS 8.9	<p>Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs.</p> <ul style="list-style-type: none"> • Construct simple linear equations from contextual problems.
MATHS 8.10	<p>Understand and use standard mathematical formulae; rearrange formulae to change the subject.</p> <ul style="list-style-type: none"> • Substitute numerical values into formulae and expressions, including scientific formulae. • Interpret mathematical relationships both algebraically and geometrically. • Use the formula for the area of a trapezium to work out the area or a missing length. • Use Pythagoras' theorem.

YEAR 8 CYCLE 1 MATHS REVISION.

You will need to use your exercise book to help you revise for your autumn 2 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

www.mymaths.com

www.hegartymaths.com

www.bbcbitessize.com

Start at the beginning of each topic and work your way through.

KPI 8.1 Use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations.

Resources

Mymaths → Number → powers and roots → squares and roots.

Mymaths → Number → powers and roots → higher powers.

Hegartymaths → number → indices, powers and roots.

KPI 8.2 Understand and use negative numbers in context.

Resources

Mymaths → number → counting and place value → negative numbers 1.

Mymaths → number → counting and place value → negative numbers 2.

Hegartymaths → number → negative numbers.

KPI 8.3 Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, HCF, LCM, prime factorisation, including using product notation and the unique factorisation property.

Resources

Mymaths → number → counting and place value → multiples.

Mymaths → number → counting and place value → factors and primes.

Hegartymaths → number → properties of positive integers → factors of a number.

Hegartymaths → number → properties of positive integers → prime numbers → prime factorisation 1.

Hegartymaths → number → properties of positive integers → prime numbers → prime factorisation 2.

Hegartymaths → number → properties of positive integers → prime numbers → highest common factor.

Hegartymaths → number → properties of positive integers → prime numbers → lowest common multiple.

KPI 8.4 Round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures].

Resources

Mymaths → number → rounding → estimating and accuracy → rounding decimals.

Mymaths → number → rounding → estimating and accuracy → rounding and accuracy.

Mymaths → number → rounding → estimating and accuracy → significant figures.

Hegartymaths → number → place value → round numbers.

Hegartymaths → number → estimation → round to significant figures.

KPI 8.5 Multiply and divide fractions and mixed numbers.

Resources

Mymaths → number → fractions → improper and mixed numbers.

Mymaths → number → fractions → multiplying fractions.

Mymaths → number → fractions → dividing fractions.

Hegartymaths → number → fractions → improper and mixed numbers.
Hegartymaths → number → fractions → multiplying fractions.
Hegartymaths → number → fractions → dividing fractions.

KPI 8.6 Use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

Resources

Mymaths → calculators → calculator method 1.
Mymaths → calculators → calculator method 2.

KPI 8.7 Rearrange formulae to change the subject.

Resources

Mymaths → Algebra → expressions & formulae → rearranging.
Hegartymaths → Algebra → formulae.

KPI 8.8 Use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement).

Resources

Mymaths → Algebra → Equation – linear → (work through all).
Hegartymaths → Algebra → linear equations.

KPI 8.9 Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs.

Resources

Mymaths → Algebra → expressions & formulae.
Mymaths → Algebra → graphs.

KPI 8.10 Understand and use standard mathematical formulae; rearrange formulae to change the subject.

Resources

Mymaths → Algebra → expressions & formulae → rearranging
Hegartymaths → Algebra → formulae.
Hegartymaths → geometry and measure → area.
Hegartymaths → geometry and measure → Pythagoras

YEAR 8

Science KPIs – CYCLE 1

Through the autumn term students will be completing units on ecological relationships and materials and the Earth. Students will be able to describe feeding relationships in terms of food webs and explain how a changing environment may affect all organisms. Students will learn about variation in populations and explain how this drives natural selection. Students will also consider how changes in environment may lead to extinction of species and the importance of maintaining biodiversity and conservation of species. Students will also have the opportunity to sample the environment using field skills.

The second unit on materials and the Earth focuses on the rock cycle and the structure and composition of the Earth. Students will describe how carbon is recycled, the impact humans have on climate change and the importance of recycling limited

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
Science 8BE1	<p>Describe feeding relationships and food webs, and explain how a changing environment may affect them</p> <p>Describe feeding relationships. Explain food chains as a transfer of energy. Describe how a changing environment might affect interactions between organisms.</p>
Science 8BE2	<p>Explain how variation allow organisms to compete, and the way this drives natural selection</p> <p>Identify variation within species. Describe how variation leads to competition Link survival of the fittest to natural selection.</p>
Science 8BE3	<p>Describe how a species may become extinct</p> <p>Identify factors that can cause extinction. Explain how changes in the environment may cause species to become extinct.</p>
Science 8BE4	<p>Describe the importance of maintaining biodiversity and how gene banks can be used for preservation</p> <p>Describe the term biodiversity Explain the importance of biodiversity. Describe what a gene bank is.</p>
Science 8BE5	<p>Apply sampling techniques to describe the environment.</p> <p>Describe how to use a quadrat to sample the environment. Identify other methods to sample the environment.</p>
Science 8CM1	<p>Describe the structure and composition of the earth and link this to the rock cycle</p> <p>Identify parts of the earth's structure. Identify stages of the rock cycle.</p>

	Link the formation of each rock type in the rock cycle.
Science 8CM2	explain how carbon is recycled in the Earth's atmosphere and link the impact of human activity to climate change Identify stages in the carbon cycle. Explain how the carbon cycle maintains the atmosphere. Explain the effect of increased CO ₂ in the atmosphere.
Science 8CM3	Recognize the need for recycling as the Earth is a source of limited resources. Identify products that can be recycled. Describe the advantages of recycling. Evaluate the impact of recycling on the Earth.

YEAR 8 CYCLE 1 SCIENCE REVISION

Ecological relationships

8BE1

http://www.bbc.co.uk/bitesize/ks3/science/organisms_behaviour_health/food_chains/revision/7/
pages 7-9

<http://www.educationquizzes.com/ks3/science/food-chains-and-webs-01/>

http://www.bbc.co.uk/bitesize/ks3/science/organisms_behaviour_health/food_chains/activity/

8BE2

http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway_pre_2011/environment/4_survival_of_fittest4.shtml

8BE3

<http://www.bbc.co.uk/education/guides/zw9jq6f/revision/2>

8BE4

<http://www.bbc.co.uk/education/guides/zw9jq6f/revision/3>

8BE5

http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_gateway/green_world/ecologyrev1.shtml

http://www.bbc.co.uk/bitesize/standard/biology/biosphere/investigating_an_ecosystem/revision/2/
/ page 2 and 3

8CM1

http://www.geography4kids.com/files/earth_intro.html

http://www.bbc.co.uk/bitesize/ks3/science/environment_earth_universe/rock_cycle/revision/10/

<http://www.cotf.edu/ete/modules/mse/earthsysflr/rock.html>

8CM2

<https://www.youtube.com/watch?v=RHrFBOUI6-8>

http://www.geography4kids.com/files/cycles_carbon.html

http://www.ducksters.com/science/ecosystems/carbon_cycle.php

8CM3

http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/problems_in_environment/recyclingrev1.shtml

<http://www.bbc.co.uk/education/clips/zgj34wx>

YEAR 8

ART KPIS – CYCLE 1

This term we will be looking at looking at Fish. Students have been looking at traditional Japanese woodblock prints of fish as well as drawing from first hand observation. They have built on their knowledge of working in clay from their year 7 ceramic vessels project to create a ceramic fish tile containing additive and subtractive surface decoration.

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
Art 8.1	<p>I can use my design to inform my final piece. (tested through classwork)</p> <p>Criteria to meet: Your final piece is similar to the design that you made in a prior lesson. You have taken your 2d design and turned it into a 3d final piece.</p> <p>Criteria to exceed: You have used the artists you have looked at this term and the work you have produced to influence your design. Your final piece is an accurate copy of your design</p>
Art 8.2	<p>I can use tone to make a 2d shape appear 3d</p> <p>Criteria to meet: You can vary the pressure on your pencil gradually, blending from one tone to another to create a shape that appears 3d.</p> <p>Criteria to exceed: You can vary the pressure on your pencil using a range of different mark making techniques. You can gradually, blending from one tone to another to create a shape that appears 3d.</p>
Art 8.3	<p>I can use additive and subtractive methods to add surface decoration.</p> <p>Criteria to meet: You can create patterns and textures in clay by both adding and removing clay. You have created a range of surface decorations.</p> <p>Criteria to exceed: You can explain the difference between additive and subtractive methods of surface decoration both written and verbally. You can give examples of how to create these different typed of patterns</p>
Art 8.4	<p>I can explain the link between an artist's work and my own. (tested through classwork)</p> <p>Criteria to meet: You can write down and explain verbally how you own work has been inspired by looking at different artists work. You write in full sentences using correct spelling and punctuation</p>

	<p>Criteria to exceed: You can clearly see links in your practical work as to how your work has been inspired by artists. You have used both their style and materials.</p>
<p>Art 8.5</p>	<p>I know how to join two pieces of clay using the scratch and slip technique</p> <p>Criteria to meet: You can both explain in writing and demonstrate in your art work how you can join two pieces of clay using the scratch and slip technique.</p> <p>Criteria to exceed: You can use the scratch and slip technique to join two pieces of clay successfully. You smooth the edges down in order to create interesting clay forms.</p>

YEAR 8 CYCLE 1 ART REVISION

Revision support materials can be found on Firefly

YEAR 8

DRAMA KPIs – CYCLE 1

This half term we will be assessing the students on the following KPIs through written homework, written work in class and practical participation. We are exploring Epic Drama set in ancient Japan. The second half term we look at influential WW1 poets and explore their poetry practically. Students will have to learn lines from the poems by heart and perform them to their group as part of their KPI scripted practical exam.

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
Drama 8.1	<p>To participate in a visualisation</p> <ul style="list-style-type: none"> • To learn how to use visualization to create characters and use imagination to • Rehearse in small groups and perform short improvised scenes. • Perform using lights, music, costume and sound. Practical Exam with written element
Drama 8.2	<p>To create a drama and use a split scene</p> <ul style="list-style-type: none"> • Be able to assign roles in small groups and perform the roles within the scripted poem • Show that you have an awareness of stage positions when rehearsing the poem. • Show that you have an awareness of movement, facial expression and gesture, attempt to show that in the practical tasks. • Prepare a piece of work that uses split scene
Drama 8.3	<p>To be able to use a poem as a stimulus to create drama</p> <ul style="list-style-type: none"> • Contribute to the planning of the scene, attempt to change the pitch, tone and pace of your voice. Exceeding: Attempt to use an accent. • Use the poems and use thought tracking, slow motion, freeze, split scene, choral speaking. • Write down the challenging words and find out what they mean from the internet, your teacher or a dictionary. • Research facts about the conditions of trench warfare in WW1
Drama 8.4	<p>To learn and present lines from a poem</p>

	<ul style="list-style-type: none"> • Students will choose a poem to perform wither on their own or with a partner to perform in front of small groups • Be aware of pitch, pace and tone of voice, try to use and expressive tone • Learn lines – use line learner apps to help
<p style="text-align: center;">Drama 8.5</p>	<p>To be able to write in role and evaluate</p> <ul style="list-style-type: none"> • Complete a written evaluation of your performance in your practical exam • Be able to verbally contribute and evaluate in class in response to your own work and that of others. • To exceed you will be confidently using drama terminology when evaluating. • Write a letter home as a soldier to your family from the western front the night before you go over the top. Writing in role.

YEAR 8 CYCLE 1 DRAMA REVISION

Revision support materials can be found on Firefly

YEAR 8

Food Technology KPIs – CYCLE 1

In year 8 students will study Food and Nutrition for 1 hour a week for half of the academic year. During this time they will work towards achieving the KPIs through written and practical tasks. Practical tasks will include Bolognese, stir fry and curry for preparation and cooking of raw meat, cheesecake and pasta salad for designing for a specific target market and pastry savouries for learning about different pastries. Students will also learn about the nutritional content of the dishes they make.

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
FOOD & NUTRITION 8.1	Understand the meaning of food miles, Farm Assured and GM food. <ul style="list-style-type: none"> • Students can explain the meaning of each • Students can give examples of foods
FOOD & NUTRITION 8.2	Identify target markets and their needs <ul style="list-style-type: none"> • Students can identify nutritional requirements for at least 2 different target groups • Students can identify properties of foods suitable for different target groups
FOOD & NUTRITION 8.3	Use research to inform ideas (In class assessment) <ul style="list-style-type: none"> • Students can identify research tasks that assist them in designing • Students complete at least 2 different research tasks to assist with their designing
FOOD & NUTRITION 8.4	To use a hob safely and correctly (In class assessment) <ul style="list-style-type: none"> • Students follow all safety rules • Students select the correct heat intensity for the pan and process
FOOD & NUTRITION 8.5	Identify the nutrients found in food and their job in the body <ul style="list-style-type: none"> • Students can name the 5 Nutrients: Carbohydrate, Protein, Fat, Vitamins and Minerals • Students can explain the function of the nutrient in the body • Students can give examples of food high in these nutrients
FOOD & NUTRITION 8.6	To write an evaluation including suggestions for development (In class assessment) <ul style="list-style-type: none"> • Students can identify what went well with the making of a food product both with the process and the outcome • Students can identify how the sensory properties of a food product can be improved
FOOD & NUTRITION 8.7	To understand different methods of testing food properties (In class assessment) <ul style="list-style-type: none"> • Students can name at least 2 different methods of testing e.g. hedonic, sensory, preference etc. • Students can produce results from testing food products using at least one of these methods
FOOD & NUTRITION 8.8	To understand the information on food packaging (In class assessment) <ul style="list-style-type: none"> • Students are able to explain the traffic light system

	<ul style="list-style-type: none"> Students know at least 3 pieces of information that must be included on food packaging by law.
FOOD & NUTRITION 8.9	To produce and finish dishes to a high quality (In class assessment) <ul style="list-style-type: none"> Students will produce a number of dishes and must demonstrate good organisation. Students must ensure that the majority of their dishes are well presented.
FOOD & NUTRITION 8.10	To know the different types of pastry (In class assessment) <ul style="list-style-type: none"> Students can name at least 2 different types of pastry Students can explain how to make at least 1 type of pastry
FOOD & NUTRITION 8.11	To understand the meaning of bacterial contamination <ul style="list-style-type: none"> Students can explain the meaning of cross-contamination Students are able to name at least 4 high risk foods Students know some of the symptoms of food poisoning
FOOD & NUTRITION 8.12	To know the key temperatures for storing and cooking food. <ul style="list-style-type: none"> Students know the fridge and freezer temperature Students know the temperatures of the danger zone Students know the temperature for reheating food.

YEAR 8 CYCLE 1 REVISION

Below you will find useful links to help you revise the topics covered by each KPI.

FOOD & NUTRITION 8.1 – Understand the meaning of food miles, Farm Assured and GM food.

<http://www.foodmiles.com/> <http://www.ecofriendlykids.co.uk/what-are-food-miles.html>

<https://www.youtube.com/watch?v=3SDF416nGUY>

<http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/socialenvironmentalissuesrev2.shtml>

FOOD & NUTRITION 8.2 – Identify target markets and their needs

<http://www.nhs.uk/Livewell/Vegetarianhealth/Pages/Vegetarianhealthhome.aspx>

<http://www.nhs.uk/Livewell/Goodfood/Pages/healthy-eating-teens.aspx>

<https://www.nutrition.org.uk/nutritionscience/life.html>

<http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/socialenvironmentalissuesrev3.shtml>

FOOD & NUTRITION 8.5 – Identify the nutrients found in food and their job in the body

<http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/compositionpropertiesrev1.shtml>

FOOD & NUTRITION 8.11 – To understand the meaning of bacterial contamination

www.safefood.eu/Food-safety/Food-Poisoning.aspx

<http://www.safefood.eu/Food-Safety/Cross-Contamination.aspx>

FOOD & NUTRITION 8.12 - To know the key temperatures for storing and cooking food.

See Food subject area on Firefly

YEAR 8 French KPIs – CYCLE 1

In Cycle 1 Year 8 students are learning to talk about television and films programmes and the Internet. Grammar points for the first cycle include revision of present tense verbs and an introduction to the past tense. In the second half term they will be learning how to use the past tense to talk about activities in Paris.

Date of Assessment	Week commencing 5 th December
KPI No:	KPI and Success Criteria
French 8.1	Speaking <ul style="list-style-type: none"> • Can pronounce known language well • Can use phonics knowledge to read unknown words aloud with some success
French 8.2	Writing <ul style="list-style-type: none"> • Can translate short sentences using recycled vocabulary from French to English and vice versa.
French 8.3	Reading/ Listening <ul style="list-style-type: none"> • Can understand the main details in a short factual text with both predictable and unpredictable information
French 8.4	Grammar <ul style="list-style-type: none"> • Can use simple present tense of regular and irregular verbs + avoir / etre / aller and faire
French 8.5	Grammar <ul style="list-style-type: none"> • Can use the perfect tense with avoir and être with regular verbs and some irregular verbs

YEAR 8 CYCLE 1 French REVISION

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under French, Year 8, cycle 1 revision.

GENERAL

Use your personal password on www.vocabexpress.com and work your way through as many exercises for Studio 2 Units 1&2 as you can (even if you have done them before)

KPI 8.1 Speaking.

See Phonics resources on Firefly for how to pronounce the most common French letter combinations. When learning/ revising vocabulary practise saying the words and phrases aloud as well as writing them.

KPI 8.2 Writing.

Vocab for revision on firefly and you will have put together some sentences in class and taken home to pre-learn as homework

KPI 8.3 Reading and Listening

Key vocab for revision on Firefly

KPI 7.4 Grammar.

Adjectival agreement – see reference guide and practice worksheets on Firefly.

KPI 7.5 Grammar.

<http://www.funwithlanguages.vacau.com/ks3French-1Perso.htm> to practise opinion phrases and vocabulary from this topic area.

Vocabulaire

À la télé • On TV

je regarde ...	<i>I watch ...</i>
les dessins animés	<i>cartoons</i>
les documentaires	<i>documentaries</i>
les émissions de sport	<i>sports programmes</i>
les émissions de télé-réalité	<i>reality TV shows</i>
les émissions musicales	<i>music shows</i>
les infos	<i>the news</i>
les jeux télévisés	<i>game shows</i>
la météo	<i>the weather</i>
les séries	<i>series</i>
les séries policières	<i>police series</i>
les séries américaines	<i>American series</i>
Mon émission préférée, c'est ...	<i>My favourite programme is ...</i>
j'adore	<i>I love</i>
j'aime bien	<i>I like</i>
je n'aime pas	<i>I don't like</i>
je ne regarde jamais	<i>I never watch</i>
je ne rate jamais	<i>I never miss</i>

Les films • Films

j'aime ...	<i>I like ...</i>
je suis fan de ...	<i>I'm a fan of ...</i>
je ne suis pas fan de ...	<i>I'm not a fan of ...</i>
j'ai une passion pour les ...	<i>I have a passion for ...</i>
j'ai horreur des ...	<i>I really dislike ...</i>
je déteste ...	<i>I hate ...</i>
les comédies	<i>comedies</i>
les films d'action	<i>action films</i>
les films d'amour	<i>romantic films</i>
les films d'arts martiaux	<i>martial-arts films</i>
les films d'aventure	<i>adventure films</i>
les films fantastiques	<i>fantasy films</i>
les films d'horreur	<i>horror films</i>
les films de science-fiction	<i>science-fiction films</i>
mon acteur préféré, c'est ...	<i>my favourite actor is ...</i>
mon film préféré, c'est ...	<i>my favourite film is ...</i>

Qu'est-ce que tu lis? • What are you reading?

je lis ...	<i>I'm reading ...</i>
une BD	<i>a comic book</i>
un livre sur les animaux	<i>a book on animals</i>
un livre d'épouvante	<i>a horror story</i>
un magazine sur les célébrités	<i>a magazine about celebrities</i>
un manga	<i>a manga</i>
un roman fantastique	<i>a fantasy novel</i>
un roman policier	<i>a thriller</i>
un roman d'amour	<i>a love story</i>

Les opinions • Opinions

à mon avis, c'est ...	<i>in my opinion, it's ...</i>
je pense que c'est ...	<i>I think it's ...</i>
je trouve ça ...	<i>I find it ...</i>
amusant	<i>funny</i>
assez bien	<i>quite good</i>
barbant	<i>boring</i>
chouette	<i>excellent</i>
effrayant	<i>frightening</i>
émouvant	<i>moving</i>
ennuyeux	<i>boring</i>
génial	<i>great</i>
intéressant	<i>interesting</i>
nul	<i>rubbish</i>
passionnant	<i>exciting</i>
pratique	<i>practical</i>
stupide	<i>stupid</i>
formidable	<i>great</i>
idiot	<i>stupid</i>



Sur Internet • On the internet

J'envoie des e-mails.	<i>I send emails.</i>
Je fais beaucoup de choses.	<i>I do lots of things.</i>
Je fais des recherches pour mes devoirs.	<i>I do research for my homework.</i>
Je fais des achats.	<i>I buy things.</i>
Je fais des quiz.	<i>I do quizzes.</i>
Je joue à des jeux en ligne.	<i>I play games online.</i>
Je mets à jour ma page perso.	<i>I update my homepage.</i>
Je vais sur mes sites préférés.	<i>I go onto my favourite sites.</i>
Je vais sur des blogs.	<i>I go onto blogs.</i>
Je vais sur des forums.	<i>I go onto forums.</i>

Hier soir • Last night

J'ai discuté.	<i>I discussed/chatted.</i>
J'ai écouté la radio.	<i>I listened to the radio.</i>
J'ai envoyé des SMS.	<i>I sent text messages.</i>
J'ai joué à des jeux en ligne.	<i>I played games online.</i>
J'ai posté des photos.	<i>I posted photos.</i>
J'ai regardé la télé/des clips vidéo.	<i>I watched TV/video clips.</i>
J'ai surfé sur Internet.	<i>I surfed the net.</i>
J'ai tchatté sur MSN.	<i>I chatted on MSN.</i>
J'ai téléchargé des chansons.	<i>I downloaded some songs.</i>

Les mots essentiels • High-frequency words

assez	<i>quite</i>
aussi	<i>also</i>
car	<i>because</i>
comme	<i>as</i>
et	<i>and</i>
mais	<i>but</i>
très	<i>very</i>
un peu	<i>a bit</i>
parce que	<i>because</i>
par exemple	<i>for example</i>
surtout	<i>above all</i>

Expressions of time and frequency

d'habitude	<i>usually</i>
de temps en temps	<i>from time to time</i>
en ce moment	<i>at the moment</i>
quelquefois	<i>sometimes</i>
souvent	<i>often</i>
tous les jours	<i>every day</i>
une ou deux fois par mois	<i>once or twice a month</i>

Sequencers

après (le dîner)	<i>after (dinner)</i>
avant (de me coucher)	<i>before (I go to bed)</i>
d'abord	<i>first</i>
ensuite	<i>next</i>
puis	<i>then</i>
un peu plus tard	<i>a bit later</i>



Stratégie 1

Improving your pronunciation

One way of improving your French pronunciation is to listen to famous French people speaking English. They often use French sounds when they're speaking English. They use French intonation too. Intonation is the way the voice goes up and down when you string words together.

Can you imitate a French person speaking English? Why not speak English in a French accent to your teacher? Keep it up for a whole lesson. If this really gets on their nerves, try speaking French with the same accent. Your teacher can't complain about that!

Turn to page 130 to remind yourself of the *Stratégies* you learned in *Studio 1*.

Vocabulaire

À Paris • In Paris

J'ai gagné un concours.	<i>I won a competition.</i>
J'ai passé une semaine à Paris.	<i>I spent a week in Paris.</i>
J'ai visité la tour Eiffel.	<i>I visited the Eiffel Tower.</i>
J'ai mangé au restaurant.	<i>I ate in a restaurant.</i>
J'ai admiré la Pyramide du Louvre.	<i>I admired the Louvre Pyramid.</i>
J'ai regardé le feu d'artifice.	<i>I watched the fireworks.</i>
J'ai acheté des souvenirs.	<i>I bought some souvenirs.</i>
J'ai rencontré un beau garçon/une jolie fille.	<i>I met a good-looking boy/a pretty girl.</i>
J'ai envoyé des cartes postales.	<i>I sent some postcards.</i>
J'ai pris des photos.	<i>I took some photos.</i>
J'ai vu la Joconde.	<i>I saw the Mona Lisa.</i>
J'ai attendu le bus.	<i>I waited for the bus.</i>
J'ai très bien dormi.	<i>I slept very well.</i>
Je n'ai pas visité Notre-Dame.	<i>I didn't visit Notre-Dame.</i>
On a fait les magasins.	<i>We went shopping.</i>
On a bu un coca.	<i>We drank a cola.</i>
On a fait un tour de la ville en segway.	<i>We did a tour of the town by segway.</i>
On a fait une balade en bateau-mouche.	<i>We went on a boat trip.</i>

Quand? • When?

aujourd'hui	<i>today</i>
hier	<i>yesterday</i>
avant-hier	<i>the day before yesterday</i>
(mardi) dernier	<i>last (Tuesday)</i>

C'était comment? • What was it like?

C'était ...	<i>It was ...</i>
J'ai trouvé ça ...	<i>I found it ...</i>
bien	<i>good</i>
bizarre	<i>weird</i>
cool	<i>cool</i>
cher	<i>expensive</i>
effrayant	<i>scary</i>
ennuyeux	<i>boring</i>
fabuleux	<i>wonderful/fantastic</i>
génial	<i>great</i>
horrible	<i>horrible/terrible</i>
intéressant	<i>interesting</i>
marrant	<i>funny/a laugh</i>
nul	<i>rubbish</i>
Ce n'était pas mal.	<i>It wasn't bad.</i>

Des informations touristiques • Tourist information

horaires d'ouverture	<i>opening times</i>
ouvert du (mardi) au (dimanche)	<i>open from (Tuesday) to (Sunday)</i>
de 10h00 à 17h00	<i>from 10 a.m. to 5 p.m.</i>
fermé (le lundi et les jours fériés)	<i>closed (on Mondays and bank holidays)</i>
tarifs d'entrée	<i>admission prices</i>
plein tarif	<i>full price</i>
tarif jeune	<i>price for young people</i>
gratuit (pour les enfants jusqu'à 13 ans)	<i>free (for children up to 13 years old)</i>
visites guidées	<i>guided tours</i>
(pas de) toilettes	<i>(no) toilets</i>

Tu as voyagé comment? • How did you travel?

en avion	<i>by plane</i>
en bus	<i>by bus</i>
en car	<i>by coach</i>
en métro	<i>by underground</i>
en train	<i>by train</i>
en voiture	<i>by car</i>
à vélo	<i>by bicycle</i>
à pied	<i>on foot</i>

Un voyage • A journey

Je suis allé(e) (à Paris).	<i>I went (to Paris).</i>
Je suis parti(e)/arrivé(e) à (dix heures).	<i>I left/arrived at (ten o'clock).</i>
Le train est parti/arrivé à (huit heures).	<i>The train left/arrived at (eight o'clock).</i>
Je suis sorti(e).	<i>I went out.</i>
Je suis resté(e) (chez moi).	<i>I stayed (at home).</i>
Je suis rentré(e) (chez moi).	<i>I went/got home.</i>
Je suis monté(e).	<i>I went up.</i>

Qui a volé la Joconde? • Who stole the Mona Lisa?

Tu as visité le Louvre quand?	<i>When did you visit the Louvre?</i>
Tu es allé(e) avec qui?	<i>Who did you go with?</i>
Tu es allé(e) comment?	<i>How did you get there?</i>
Tu es arrivé(e)/parti(e) à quelle heure?	<i>At what time did you arrive/leave?</i>
Après, tu es allé(e) où?	<i>Afterwards, where did you go?</i>
Tu es resté(e) combien de temps?	<i>How long did you stay?</i>
Qu'est-ce que tu as fait?	<i>What did you do?</i>
Est-ce que tu as volé la Joconde?	<i>Did you steal the Mona Lisa?</i>

Les mots essentiels • High-frequency words

à quelle heure?	<i>at what time?</i>
quand?	<i>when?</i>
combien?	<i>how much/how many?</i>
combien de temps?	<i>how long?</i>
comment?	<i>how?</i>
où?	<i>where?</i>
qui?	<i>who?</i>
avec qui?	<i>who with?</i>
alors	<i>so, therefore</i>
donc	<i>so, therefore</i>
car	<i>because</i>
parce que	<i>because</i>
dernier/dernière	<i>last</i>
beaucoup (de)	<i>a lot (of)</i>
d'abord	<i>first of all</i>
ensuite	<i>next</i>
après	<i>afterwards</i>
finalement	<i>finally</i>



Stratégie 2

Mnemonics

Can anyone help you learn the 13 "unlucky" verbs that use *être* to form the perfect tense?

Ms. Van der Tramp can. She's not actually a person, she's a mnemonic, a phrase consisting of the first letters of each of the verbs in question. In *Studio 1* you learnt how you can use mnemonics to help remember new words.

Look at the 13 verbs on page 129 and link them to all the letters in *Ms. Van der Tramp*. Or even better, make up your own mnemonic.

Turn to page 130 to remind yourself of the *Stratégies* you learned in *Studio 1*.

YEAR 8

GEOGRAPHY KPIs – CYCLE 1

In Cycle 1 of year 8 students will be working towards a number of KPIs covering the areas of Weather and Climate and Ecosystems. Pupils will look at different elements of weather in the UK and around the world. Pupils will also look at the Tropical Rainforest Ecosystem. The students will be assessed throughout the learning cycles to ensure they are meeting the set KPIs for that topic.

Date of Assessment	Week commencing 5th December
KPI No:	KPI and Success Criteria
GEOGRAPHY 8.1	<p>I can plot data on to maps and graphs and can meaningfully analyse maps and graphs- using evidence to support written answers.</p> <ul style="list-style-type: none"> • Drawing and reading climate graphs • Plotting climatic zones onto a world map. • Plotting the world’s biomes onto a world map. • Plotting the different biomes of Asia onto a map.
GEOGRAPHY 8.2	<p>I am competent with my geographical and atlas skills (read & plot 4/6 figure grid references, use map scales, use GIS)</p> <p style="text-align: center; color: purple;">Not covered in this cycle.</p>
GEOGRAPHY 8.3	<p>I can draw geographical diagrams to support the writing of geographical landforms/processes.</p> <ul style="list-style-type: none"> • Drawing a diagram to show the process of global warming. • The different types of rainfall • High and low pressure weather systems • Formation of a hurricane • Food webs and food chains
GEOGRAPHY 8.4	<p>I can clearly describe geographical concepts/processes and explain these in partial sequence.</p> <ul style="list-style-type: none"> • Different types of weather • Instruments used to measure the weather • How people are affected by the weather • The different types of rainfall • High and low pressure weather systems • How hurricanes are formed • Food webs • Adaptation of plants in the tropical rainforests
GEOGRAPHY 8.5	<p>I can classify the impacts of an event into social, economic and environmental.</p> <ul style="list-style-type: none"> • Case study of the impacts of global warming.

	<ul style="list-style-type: none"> • Hurricane Sandy case- study • Pakistan Heatwave
GEOGRAPHY 8.6	<p>I attempt to use classification to structure my work.</p> <ul style="list-style-type: none"> • Case study of the impacts of global warming. • Hurricane Sandy case- study • Pakistan Heatwave
GEOGRAPHY 8.7	<p>I can use a case study to link together and explain the causes, impacts and responses of an event.</p> <ul style="list-style-type: none"> • Case study of the impacts of global warming. • Hurricane Sandy case- study • Asia's different biomes • Pakistan Heatwave
GEOGRAPHY 8.8	<p>I can describe and explain the management strategies used to manage events</p> <ul style="list-style-type: none"> • Hurricane Sandy case- study
GEOGRAPHY 8.9	<p>I can describe and explain how humans can improve or damage an environment.</p> <ul style="list-style-type: none"> • The deforestation of the Amazon rainforest.

YEAR 8 CYCLE 1 (Your World: Weather and Climate and Ecosystems) GEOGRAPHY REVISION

You will need to use your exercise book to help you revise for your cycle 1 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

The world's different climatic zones: KPI 8.1

<http://www.bbc.co.uk/education/guides/zw9qtfr/revision>

Measuring the Weather: KPI 8.4

<http://www.bbc.co.uk/education/guides/zw9qtfr/revision/2>

The different weather in the UK and the different rainfall: KPI 8.4

<http://www.bbc.co.uk/education/guides/zjk7hyc/revision/3>

The different biomes: KPI 8.1

<http://www.bbc.co.uk/education/guides/zh2p34j/revision>

Tropical Rainforest Biomes: KPI 8.4

<http://www.bbc.co.uk/education/guides/zpmnb9g/revision>

Hurricanes: KPI 8.3, 8.4,

<http://www.bbc.co.uk/education/guides/zrv4jxs/revision>

<https://environmentaleducationuk.wordpress.com/2012/10/31/fact-file-sandy-what-is-a-hurricane/>

Food Chains and Food Webs: KPI 8.3, 8.4

<http://www.bbc.co.uk/education/guides/zq4wjxs/revision>

How people effect the climate (Global Warming and the Greenhouse Effect): KPI

<http://www.bbc.co.uk/education/guides/zt6sfg8/revision>

Hurricane Sandy: KPI 8.3, 8.4, 8.5, 8.6, 8.7, 8.8

<http://primaryfacts.com/1615/hurricane-sandy-facts/>

Pakistan Heatwave: KPI 8.5, 8.6, 8.7, 8.8

<http://www.aljazeera.com/news/2015/06/pakistan-heatwave-death-toll-climbs-1200-150627153012878.html>

David Attenborough documentary on impacts of Climate Change: KPI 8.5, 8.6, 8.7

<https://www.youtube.com/watch?v=Cg1oFhTINXE>

YEAR 8 German KPIs

The main focus of cycle one is using both the present and past tense to talk about holidays. This includes countries; weather; holiday accommodation and holiday activities. Students will learn some of the imperfect tense and how to use the perfect tense with both “haben” and “sein” as well as consolidating use of present tense.

Date of Assessment	Week commencing 5 th December
KPI No:	KPI and Success Criteria
German 8.1	Pronunciation. <ul style="list-style-type: none"> • Have some knowledge of German phonics. • Pronounce known language well. • Apply phonics knowledge with some degree of success to read unknown words.
German 8.2	Writing. <ul style="list-style-type: none"> • Can translate short sentences from German to English using known language on the topic of holidays & food and drink. • Can translate short sentences from English to German using known language on the topic of holidays & food and drink.
German 8.3	Reading and Listening. <ul style="list-style-type: none"> • Can understand the main details in a short factual text with mostly familiar language.
German 8.4	Grammar <ul style="list-style-type: none"> • Can conjugate the verbs “haben” and “sein”. • Knows how to form the past participle of regular verbs • Knows some common irregular past participles – gesehen, gegessen, gelesen, gegangen, gekommen, • Recognises the past tense and understands past tense time phrases • Is able to construct simple past tense sentences with more or less accurate word order and with the help of a frame
German 8.5	Grammar <ul style="list-style-type: none"> • Beginning to understand the rules of German word order

YEAR 8 CYCLE 1 GERMAN REVISION

You will need to use your exercise book to help you revise for your cycle 1 assessment.

Make sure you use your personal log in to www.vocabexpress.com to revise all the vocabulary for Echo 2 Unit 1.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under German, Year 8.

KPI 8.1 Pronunciation.

Jollyphonics pronunciation Powerpoint on Firefly.

KPI 8.2 Writing.

Vocab lists on Firefly

KPI 8.3 Reading and Listening

Vocab lists on Firefly

KPI 8.4 Grammar.

Haben & sein and past participles – frame on Firefly

KPI 8.5 Grammar

Powerpoint on Firefly explaining the rules of German word order

Die Jahreszeiten
im Frühling
im Sommer
im Herbst
im Winter

Was machst du?
Was machst du im Winter?
Ich spiele ...
Fußball.
Tennis.
am Computer.
Ich gehe ...
einkaufen.
ins Kino.
Ich fahre Snowboard.
Ich höre Musik.
Ich sehe fern.
Ich lese.
Ich faulenze.

Fragen
Wie heißt du?
Wie alt bist du?
Wann hast du Geburtstag?
Wo wohnst du?
Was ist deine Lieblingsjahreszeit?

Länder
Amerika
England
Frankreich
Griechenland
Irland
Italien
Österreich
Portugal
Schottland
Spanien
Wales

The seasons
in the spring
in the summer
in the autumn
in the winter

What do you do?
What do you do in the winter?
I play ...
football.
tennis.
computer games.
I go ...
shopping.
to the cinema.
I go snowboarding.
I listen to music.
I watch television.
I read.
I laze around.

Questions
What's your name?
How old are you?
When is your birthday?
Where do you live?
What is your favourite season?

Countries
America
England
France
Greece
Ireland
Italy
Austria
Portugal
Scotland
Spain
Wales

Die Sommerferien
Wo warst du in den Sommerferien?

Ich war in (Frankreich).
zu Hause
Für wie lange?
Für ...
drei Tage.
eine Woche.
zwei Wochen.
Wie war es?
Es war ...
(zu / ziemlich / sehr / nicht)
toll / super / lustig.
langweilig / furchtbar.

Wie war das Wetter?
Es war zu heiß.
Es hat (nie) geregnet.

Wo hast du gewohnt?
Ich habe (in einem Hotel) gewohnt.
in einer Ferienwohnung
in einer Jugendherberge
in einem Ferienhaus
auf einem Campingplatz
bei Freunden / bei meiner Familie

The summer holidays
Where were you in the summer holidays?
I was in (France).

at home
For how long?
For ...
three days.
a week.
two weeks.
How was it?
It was ...
(too / quite / very / not)
great / super / fun.
boring / awful.

How was the weather?
It was too hot.
It (never) rained.

Where did you stay?
I stayed (in a hotel).
in a holiday apartment.
in a youth hostel.
in a holiday house.
on a campsite.
with friends / family.

YEAR 8

HISTORY KPIS – CYCLE 1

In year 8 students will be working towards a number of KPis covering the areas of Historical Knowledge, using sources, similarity and difference and change and continuity. Historical content is based upon the Norman Conquest, the Battle of Hastings, the Domesday Book, Castles development and Medieval life.

Date of Assessment	Week commencing 5 th December
KPI No:	KPI and Success Criteria
HISTORY 8.1	I can refer specifically to the source letter and / or make brief references to the sources <ul style="list-style-type: none"> • I can use sources on the Norman Conquest and the Domesday Book. • I can say how useful a source is as information on a topic. • I can use a source to support my own knowledge.
HISTORY 8.2	I understand how some sources are useful or have their limitations <ul style="list-style-type: none"> • I can compare 2 sources. • I can extract relevant information from a source. • I can choose and explain why I source is better than another.
HISTORY 8.3	I am able to structure paragraphs which answer the question <ul style="list-style-type: none"> • I can answer question on the Norman Conquest. • I can answer questions on the Domesday Book. • I can answer questions on the development and technology of Castles. • I can answer questions in an essay style on one of the topics studied.
HISTORY 8.5	I can identify key characteristics of the event/period studied <ul style="list-style-type: none"> • I know why the Norman Conquest was important. • I know why the Domesday Book was important.
HISTORY 8.6	I can identify and describe how events can be similar and different <ul style="list-style-type: none"> • Examine the different views of the Norman Conquest. • Examine the importance of events during this period.
HISTORY 8.7	I can describe examples of change and/or continuity across given time periods <ul style="list-style-type: none"> • What impact did the Norman Conquest have? • How significant was the Battle of Hastings.

YEAR 8 CYCLE 1 HISTORY REVISION

You will need to go onto **Firefly** under Y8 History on the school website to help you revise for your cycle 1 assessment.

Your class teacher will also advise you on topics to revise and where to find extra resources on Firefly.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

Useful Websites:

www.bbc.co.uk/bitesize/ks3/history/middle_ages

BBC Bitesize KS3 Revision. The Norman Conquest, the Domesday Book, the Battle of Hastings and Castle Building during the Medieval Times.

www.educationquizzes.com/ks3/history

Has range of resources on the areas detailed above.

We will also place revision materials on the Firefly system, which will consist of a range of notes as detailed above under BBC Bitesize.

Students should be using their homework time to revise for these tests.

YEAR 8 ICT KPIs – CYCLE 1

In Year 8 students will be working towards a number of KPIs covering the areas of spreadsheets and databases. Students will learn using MS Excel how to create formulas and graphs, how to use functions, advanced formatting and cell referencing. Using MS Access students will learn how to create queries, add data to an existing database. The Data Protection Act and its importance will also be covered.

Date of Assessment	Week commencing 5 th December
KPI No:	KPI and Success Criteria
ICT 8.1	Spreadsheets <ul style="list-style-type: none"> • Use formulas -,+/,*
ICT 8.2	Spreadsheets <ul style="list-style-type: none"> • Use absolute cell referencing
ICT 8.3	Spreadsheets <ul style="list-style-type: none"> • Create graphs with labels
ICT 8.4	Spreadsheets (in class teacher assessment, and written assessment) <ul style="list-style-type: none"> • Use conditional formatting
ICT 8.5	Spreadsheets <ul style="list-style-type: none"> • Use 2 parameter functions: IF, COUNTIF
ICT 8.6	Databases <ul style="list-style-type: none"> • Two paper databases and two e-databases
ICT 8.7	Databases <ul style="list-style-type: none"> • Add data to an existing database
ICT 8.8	Databases <ul style="list-style-type: none"> • Produce a report from a simple query
ICT 8.9	Databases <ul style="list-style-type: none"> • Understand concept of DPA and why data must be protected.

YEAR 8 CYCLE 1 ICT REVISION

You will need to use your exercise book and firefly to help you revise for your cycle 1 assessment.

On Firefly go to: Subjects - ICT/Computing – KS3 Computing – Year 8 Computing

Firefly resources:

- PowerPoint notes (for all KPIs)
- Keywords
- Useful website links
- Keywords website
- Revision tips

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

KPI Spreadsheets (8.1-8.5):

Use the following online resources to help you with Spreadsheet theory/keywords:

www.ictworkout.co.uk Username: Shoreham Password: stand34

www.bbc.co.uk/bitesize - Use the KS3 ICT section – Software - Spreadsheets

KPI Database (8.6-8.9):

www.ictworkout.co.uk Username: Shoreham Password: stand34

Complete the exercise and watch the presentations on DBMS1 and DBMS2

www.teach-ict.co.uk There are video tutorials on software which will help you practice the software.

www.bbc.co.uk/bitesize - Use the KS3 ICT section – Software applications – Databases

www.bbc.co.uk/bitesize - Use the KS3 ICT section – Data and databases – Databases

Remember – A12 and D06 are available after school which you can practice using Access and Excel.

YEAR 8 MUSIC KPIS – CYCLE 1

In year 8 students will be working towards a number of KPIS covering the areas of Performing, Composing, and Listening and Appraising. The students will be assessed throughout the learning cycles to ensure they are meeting the set KPIS for each topic.

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
MUSIC 8.1	<p>Performance of Minuet- As a soloist. Some students will also add a left hand accompaniment.</p> <ul style="list-style-type: none"> • Play and sing from notated music with confidence and care <p><i>Assessed in class as a practical element.</i></p>
MUSIC 8.4	<p>Performance of the 12 bar blues chord pattern, and blues scale.</p> <ul style="list-style-type: none"> • Collaborate effectively with other performers, showing the ability to lead/direct an ensemble <p><i>Assessed in class as a practical element.</i></p>
MUSIC 8.5 & 8.6	<p>Composition: Creating a 12 bar blues melody.</p> <ul style="list-style-type: none"> • Write accurate responses to music, using appropriately detailed musical vocabulary • Refine ideas effectively, through improvisation, mutual evaluation and discussion <p><i>Assessed in class as a practical element.</i></p>

YEAR 8 CYCLE 1 MUSIC REVISION

Revision support materials can be found on Firefly

YEAR 8

PE & Health Assessment KPIs – CYCLE 1

In year 8 students are grouped into either a performance or a development class to allow each teacher to differentiate the learning effectively. This grouping ensures that students make progress in their Physical Education. The assessment criteria focuses on Performance, Leadership and Health strands. The students will be taught high quality PE through a range of activities and will be assessed against the Key Performance Indicators (KPIs) for PE. Each individual student will strive to meet the KPIs across a range of different sports and activities.

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
PE 8.2	<p>Decision Making: Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.</p> <ul style="list-style-type: none"> • Varying the shots which they play in net sports to gain an advantage. • Make a pass to a team mate in a position which will benefit the performance of the team. • Improve the quality of an aesthetic performance through selecting appropriate moves to suite the students' ability.
PE 8.3	<p>Analysis of Performance - Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.</p> <ul style="list-style-type: none"> • When performing the role of a coach a student should be able to identify the technique points that a peer is performing correctly and incorrectly when performed in isolation or small group setting. • After identifying the areas for improvement the students must accurately advise how the technique or skill can be improved. <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons.</i></p>
PE 8.5	<p>Communicating tactics - Understands more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</p>

	<ul style="list-style-type: none"> • Use specific set play formations (eg, free pass/kick) to gain an advantage over opponent in game activities. • Change the choreography, dynamics (eg, mirror, cannon, unison, speed or pathways) or rhythm to improve the quality of an artistic performance.
PE 8.7	<p>Fitness Level - Sustains stamina for longer periods in specific activities and uses different types of exercise to improve their health and well-being.</p> <ul style="list-style-type: none"> • Have the cardiovascular fitness and physical strength to complete a lesson at a medium exercise intensity. As a guide the student should be able to jog 3 laps of a football pitch without stopping and hold a press up position for 1 minute.
PE 8.8	<p>Principles of training - Demonstrates good knowledge of basic anatomical structures and can explain how they use different components of fitness to improve their performance.</p> <ul style="list-style-type: none"> • Identify the scientific names for bones in the arm, torso, waist and legs. • Identify the location and actions of the major skeletal muscles. • Describe how improving strength or aerobic endurance can improve their own performance. <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons.</i></p>

YEAR 8 CYCLE 1 PE REVISION

Revision support materials can be found on Firefly

YEAR 8

Religious Studies KPIs – CYCLE 1

In year 8 students will be working towards a number of KPIs covering the areas of beliefs, teachings, sources of wisdom and authority, ways of expressing meaning, identity and belongings, purpose and truth, values and commitments. The students will be assessed throughout the learning cycles to ensure they are meeting the set KPIs for that topic.

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
RS 8.1	<p>I can explain how religious beliefs affect religious believers</p> <ul style="list-style-type: none"> • Identify and describe key Christian beliefs of Trinity. • Identify and describe Resurrection, crucifixion. • Explain different perspectives of the resurrection, importance of the Nativity story, non-Christian views about Jesus.
RS 8.2	<p>I can explain how some beliefs are shared by different religions</p> <ul style="list-style-type: none"> • Compare Christian festivals, prayer, religious expression, and role of Jesus with other religious perspectives including humanism • Describe non-Christian views about Jesus
RS 8.3	<p>I can explain a religious belief in detail using evidence such as quotes from scripture</p> <ul style="list-style-type: none"> • Examine the meaning of parables. • Interpret biblical passages on Nativity, obeying authority, resurrection.
RS 8.5	<p>I can explain how religious practises affect the lives of individuals and communities</p> <ul style="list-style-type: none"> • Explain how these beliefs are contextualised in church and Christian festivals (Easter and Christmas) • Research objects used at Christmas using a range of resources.
RS 8.7	<p>I can explain different practises within a religion</p> <ul style="list-style-type: none"> • Examine and explain how different denominations celebrate these festivals (Easter and Christmas)
RS 8.8	<p>I can explain the importance of different forms of religious expression.</p> <ul style="list-style-type: none"> • Enquire into Resurrection, crucifixion and how they are expressed in art and music. • Creatively express and explain theological concepts such as attributes of God, importance of the cross and the Trinity through music, art and poetry.
RS 8.10	<p>I can evaluate the impact of beliefs and/or the teachings and experience of inspirational people by relating these to my own and others' lives.</p> <ul style="list-style-type: none"> • Apply Jesus' teachings about obeying authority to the London riots

	<ul style="list-style-type: none"> • Create a biography of an important person in Christianity (they can be alive or dead) from any time in history (including today) with information about their life, their beliefs, how their faith influenced them, and the impact they have had upon other Christians.
RS 8.11	<p>I can explain why there are differences between my own and other people's ideas about ultimate questions and morality</p> <ul style="list-style-type: none"> • Develop own responses to question whether Jesus' teachings are still relevant today and how we should treat others
RS 8.14	<p>I can respectfully respond to views different from my own.</p> <ul style="list-style-type: none"> • Evaluate different attitudes to forgiveness and life after death

YEAR 8 CYCLE 1 Religious Studies REVISION

Revision material can be found on Firefly by following this link

<https://shoreham.fireflycloud.net/humanities/religious-studies/year-8-religious-studies/revision/cycle-1-key-beliefs-of-christianity>

Additional learning material can be found on Firefly by following this link

<https://shoreham.fireflycloud.net/humanities/religious-studies/year-8-religious-studies/christianity>

YEAR 8

Resistant Materials and Graphics KPIs – CYCLE 1

In year 8 students will be working towards a number of KPIs for Resistant Materials and Graphics. The students will be assessed throughout the learning cycles to ensure they are meeting the set KPIs. Some parts of the KPIs will be assessed in class in practical lessons.

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
RESISTANT MATERIALS & GRAPHICS 8.1	<p>To know and understand the types and properties of selected paper and board (exam)</p> <ul style="list-style-type: none"> • Students can identify examples of paper and board • Students can identify the properties of both paper and board and are able to explain why they would be suitable for a particular use.
RESISTANT MATERIALS & GRAPHICS 8.2	<p>Students investigate and analyse the work of designers and design companies in order to inform their own ideas (in class assessment)</p> <ul style="list-style-type: none"> • Students analyse existing products to the following specification criteria: form, function, user requirements, scale of production and cost, sustainability • Students use the work of designers or design companies to inform their own design ideas. They are able to explain how they have done this.
RESISTANT MATERIALS & GRAPHICS 8.3	<p>Students to be able to safely use a craft knife to accurately cut a range of lines and shapes from card (In class assessment)</p> <ul style="list-style-type: none"> • Students follow all safety rules • Students can use the tool correctly
RESISTANT MATERIALS & GRAPHICS 8.4	<p>Students use sketches/modelling to explore design solutions (In class assessment)</p> <ul style="list-style-type: none"> • Students use pencil sketches to communicate design ideas • Students create card models for the development of their design
RESISTANT MATERIALS & GRAPHICS 8.5	<p>Students are able to write a specification independently (In class assessment)</p> <ul style="list-style-type: none"> • Students can explain what a specification is and why it is important • Students can write their own specification
RESISTANT MATERIALS & GRAPHICS 8.6	<p>Students can design a product for a specific target market (In class assessment)</p> <ul style="list-style-type: none"> • Students can identify at least 3 different target markets • Students create a design idea aimed at a chosen target market • Students can explain how their design meets the needs of their target market.
RESISTANT MATERIALS & GRAPHICS 8.7	<p>To know and understand the types and properties of selected natural and manufactured timber (exam)</p> <ul style="list-style-type: none"> • Students can identify examples of natural and manufactured timbers • Students can identify the properties of both natural and manufactured timbers and are able to explain why they would be suitable for a particular use.

RESISTANT MATERIALS & GRAPHICS 8.8	Students are able to safely use the Hegnar Saw to cut their design from timber accurately (In class assessment) <ul style="list-style-type: none"> Students are able to cut with a good level of accuracy curved and shaped lines following their intended design
RESISTANT MATERIALS & GRAPHICS 8.9	Students are able to identify, select and use appropriate hand tools to cut and shape and finish timber (In class assessment/ exam) <ul style="list-style-type: none"> Students can name the tools used to cut timber and explain which one is more appropriate for a specific task Students can use tools to cut, shape and finish timber in practical lessons and explain which one is most suitable for a particular application
RESISTANT MATERIALS & GRAPHICS 8.10	To know where softwood and hardwood timbers are resourced and their geographical origin, and how manufactured timbers are produced and the ecological footprint of using these timbers (in class assessment) <ul style="list-style-type: none"> Students can explain some of the key ecological issues involved with the use of different types of timbers.
RESISTANT MATERIALS & GRAPHICS 8.11	To understand that designers need to consider Social and Moral issues when designing new products (in class assessment and exam) <ul style="list-style-type: none"> Students can identify Social and Moral issues with existing products.
RESISTANT MATERIALS & GRAPHICS 8.12	Students to be able to calculate quantities of materials and costs for projects (in class assessment) <ul style="list-style-type: none"> Students can calculate the cost of materials

YEAR 8 CYCLE 1 RESISTANT MATERIALS & GRAPHICS REVISION

Below you will find useful links to help you revise the topics covered by each KPI.

8.1 RESISTANT MATERIALS & GRAPHICS - To know and understand the types and properties of selected paper and board

<http://www.technologystudent.com/despro2/packfn1.htm>

<http://www.bbc.co.uk/education/clips/z469wmn>

8.7 RESISTANT MATERIALS & GRAPHICS - To know and understand the types and properties of selected natural and manufactured timber

<http://www.technologystudent.com/joints/joindex.htm>

8.11 RESISTANT MATERIALS & GRAPHICS - To understand that designers need to consider Social and Moral issues when designing new products (in class assessment and exam)

<http://www.bbc.co.uk/schools/gcsebitesize/design/electronics/environmentalrev5.shtml>

YEAR 8 SPANISH KPIs – CYCLE 1

The main focus of cycle one is using both the present and the future tenses to talk about free time activities. They are learning to describe people, and tell their nationalities. Students will also learn to talk about television programmes, and to compare different types of films, giving opinions and reasons, using comparatives as well as starting to use the conditional tense.

Date of Assessment	Week commencing 5 th December
KPI No:	KPI and Success Criteria
SPANISH 8.1	Pronunciation. <ul style="list-style-type: none"> • Pronounce known language well. • Apply phonics knowledge with some degree of success to read unknown words.
SPANISH 8.2	Writing. <ul style="list-style-type: none"> • Can translate short sentences from Spanish to English, and vice versa, using known language.
SPANISH 8.3	Reading and Listening. <ul style="list-style-type: none"> • Can understand the main details in a short Listening and Reading text with mostly familiar language.
SPANISH 8.4	Grammar <ul style="list-style-type: none"> • Can use the simple present, and the near future with some help
SPANISH 8.5	Grammar <ul style="list-style-type: none"> • Can make comparisons using: más + adjective + que / menos + adjective + que

YEAR 8 CYCLE 1 SPANISH REVISION

You will need to use your exercise book to help you revise for your cycle 1 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

Pronunciation.

vocabexpress.co.uk/

Writing.

vocabexpress.co.uk/
practice translation exercises
vocab lists (check on firefly)

Reading and Listening

Upload listening files and practice reading texts
<http://www.bbc.co.uk/education/subjects/zfckjxs>

Grammar.

Basic rules – bank of verbs (check on firefly)
Practice jumbled sentences.
www.language-gym.com

En mi tiempo libre

¿Qué haces en tu tiempo libre?

Bailo.

Chateo por internet.

Escucho música.

Hago deporte.

Juego con el ordenador.

Mando mensajes.

Salgo con mis amigos.

Voy de compras.

In my free time*What do you do in your free time?**I dance.**I chat online.**I listen to music.**I do sport.**I play on my computer.**I send messages.**I go out with my friends.**I go shopping.*

¿Cómo es de carácter?

Es ...

No es ...

Nunca es ...

divertido/a

generoso/a

hablador(a)

inteligente

perezoso/a

serio/a

*What kind of person is he/she?**He/She is ...**He/She isn't ...**He/She is never ...**amusing**generous**talkative, chatty**intelligent**lazy**serious*

¿Qué te gusta?

Me gusta ...

Me interesa ...

Me encanta ...

el fútbol

la música

la natación

Me gustan ...

Me interesan ...

Me encantan ...

los cómics

los videojuegos

las hamburguesas

*What do you like?**I like ...**I'm interested in ...**I love ...**football**music**swimming**I like ...**I'm interested in ...**I love ...**comics**video games**hamburgers*

¿Cómo es su pelo?

Tiene el pelo ...

castaño

negro

pelirrojo

rubio

corto

largo

ondulado

*What is his/her hair like?**He/She has ... hair.**brown**black**red**fair, blond**short**long**wavy*

¿Qué no te gusta?

No me gusta la música.

Odio el fútbol.

No me interesan los

cómics.

*What don't you like?**I don't like music.**I hate football.**I'm not interested in**comics.*

¿De qué color son sus ojos?

Tiene los ojos ...

azules

grises

marrones

verdes

*What colour are his/her eyes?**He/She has ... eyes.**blue**grey**brown**green***Los amigos**

tu mejor amigo/a

¿Cómo es?

Es ...

alto/a

bajo/a

delgado/a

guapo/a

Friends*your best friend**What is he/she like?,**What does he/she look**like?**He/She is ...**tall**short**slim**good-looking,**attractive***Nacionalidades**

¿Cuál es tu nacionalidad?

Soy ...

argentino/a

chileno/a

colombiano/a

escocés/escocesa

español(a)

estadounidense

galés/galesa

inglés/inglesa

irlandés/irlandesa

mexicano/a

Nationalities*What is your nationality?**I'm ...**Argentinian**Chilean**Colombian**Scottish**Spanish**American**Welsh**English**Irish**Mexican*

¿Adónde vas?

Voy ...

al centro comercial

al cine

al estadio

al parque

al salón recreativo

a la bolera

a la discoteca

a la playa

Where are you going (to)?

I'm going ...

to the shopping centre

to the cinema

to the stadium

to the park

to the amusement arcade

to the bowling alley

to the disco

to the beach

Palabras muy útiles

nunca

pero

también

y

o

primero

después

luego

Very useful words

never

but

also

and

or

first

afterwards

then

¿Qué vas a hacer?

Voy a ...

bailar

ir de compras

jugar al fútbol

jugar al fútbolín

jugar a los bolos

tomar el sol

ver un partido de fútbol

ver una película

What are you going to do?

I'm going ...

to dance/go dancing

to go shopping

to play football

to play table football

to go bowling

to sunbathe

to see a football match

to see a film

Mi semana

el lunes

el martes

el miércoles

el jueves

el viernes

el sábado

el domingo

My week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Mi rutina diaria

Me levanto a las ...

Me acuesto a las ...

My daily routine

I get up at ...

I go to bed at ...

¿Cuándo?

después

luego

normalmente

por la mañana

por la tarde

primero

When?

afterwards

then

normally

in the morning

in the evening

first

Estrategia

Building your vocabulary

Try to collect words so that you can use them again. Here are some ideas:

- 1 Note down words in different categories:

Verbs

Adjectives

Nouns

Cognates

- 2 Note down words under different topic headings:

Hobbies

Locations

Appearance

Character

Opinions

- 3 Note down words as pairs of opposites:

alto/a – bajo/a

- 4 If you find a word difficult to remember, write out a sentence using it:

lazy = perezoso

Mi mejor amigo es inteligente, pero un poco **perezoso**.

La televisión

¿Cuál es tu programa favorito?

Mi programa favorito se llama ...

Es ...

un concurso

un documental

un programa de deporte

un programa de música

un programa de tele-realidad

el telediario

el tiempo

una comedia

una serie de policías

una telenovela

¿Qué ponen?

¿Por qué te gusta?

Me gustan ...

Me encantan ...

Me interesan ...

No me gustan ...

Odio ...

Prefiero ...

... porque son ...

aburridos/as

divertidos/as

educativos/as

emocionantes

informativos/as

interesantes

malos/as

tontos/as

Las películas

¿Qué tipo de películas (no) te gustan?

las películas de ...

acción

amor

artes marciales

ciencia-ficción

Television

What's your favourite television programme?

My favourite programme is ...

It's ...

a game show

a documentary

a sports show

a music show

a reality show

the news

the weather

a comedy

a police show

a soap opera

What's on?

Why do you like it?

I like ...

I love ...

I'm interested in ...

I don't like ...

I hate ...

I prefer ...

... because they are ...

boring

entertaining

educational

moving

informative

interesting

bad

stupid

Films

What sort of films do you like (dislike)?

... films

action

romantic

martial arts

sci-fi

guerra

terror

las películas del Oeste

las comedias

los dibujos animados

Más o menos

Los dibujos animados son más divertidos que las películas de terror.

Las comedias son menos interesantes que las películas del Oeste.

Las películas de acción son mejores.

Las películas de guerra son peores.

war

horror

Westerns

comedies

cartoons/animations

More or less

Cartoons are funnier than horror films.

Comedies are less interesting than Westerns.

Action films are better.

War films are worse.

¿Te gustaría salir?

¿Te gustaría ...?

ir al parque

ir a la bolera

ir de compras

¿A qué hora?

a la una

a las tres

a las cinco y cuarto

a las seis y media

a las siete menos

cuarto

a las ocho

a las nueve

Would you like to go out?

Would you like ...?

to go to the park

to go to the bowling alley

to go shopping

At what time?

at one o'clock

at three o'clock

at quarter past five

at half past six

at quarter to seven

at eight o'clock

at nine o'clock

¿Dónde quedamos?

delante de la discoteca

detrás del centro

comercial

en el parque

en la bolera

en la calle

en tu casa

Where shall we meet?

in front of the disco

behind the shopping centre

in the park

in the bowling alley

in the street

at your house

De acuerdo.
Vale.
Muy bien.
No tengo ganas.
¡Ni hablar!
¡Ni en sueños!
Bueno ...
Pues ...
A ver ...
Hasta luego.
Adiós.
Hasta pronto.

OK.
OK.
Fine.
I don't feel like it.
No way!
In your dreams!
Well ...
Well ...
Let's see ...
See you later.
Goodbye.
See you soon.

... y las soluciones
Estoy de acuerdo con
tu padre.
Eres demasiado joven
para ir a la
discoteca.
Tienes que ...
pensar en tu
hermano
presentar el amigo a
tu madre
salir más

... and solutions
I agree with your father.
*You're too young to go
to the disco.*
You must ...
think of your brother
*introduce your friend
to your mother*
go out more

¿Quieres salir?

¿Quieres ...?
chatear por internet
ir a la discoteca
ir de compras
jugar a los bolos
jugar al fútbol
salir
ver un partido de fútbol
ver una película

Do you want to go out?

Do you want ...?
to chat online
to go to the disco
to go shopping
to go bowling
to play football
to go out
*to watch a football
match*
to watch a film

Palabras muy útiles

más
menos
mejor
a (al)
delante de
detrás de
para
¿dónde?
mi, tu, su (mis, tus, sus)

Very useful words

more
less
better
to (to the)
in front of
behind
for, (in order) to
where?
my, your, his/her

Lo siento, no puedo.
No puedo salir.
¿Por qué?
Porque ...
no quiero
no tengo dinero
no tengo tiempo
Tengo que ...
hacer mis deberes
lavarme el pelo
ordenar mi dormitorio
pasear al perro

I'm sorry, I can't.
I can't go out.
Why?
Because ...
I don't want to
I don't have any money
I don't have any time
I have to ...
do my homework
wash my hair
tidy my room
walk the dog

Los problemas ...

Tengo un problema.
¿Qué voy a hacer?
Mis padres dicen que ...
¡No es justo!
Soy demasiado joven.
¿Qué le puedo decir a
mi madre?

Problems ...

I have a problem.
What am I going to do?
My parents say ...
It's not fair!
I'm too young.
*What can I say to my
mother?*

Estrategia

Looking up new words

Dictionaries can tell you a lot about new words. Most of them use these abbreviations: *nm*, *nf*, *adj*, *vt*, *prep*. For example, *nm* tells you a word is a masculine noun; *vt* tells you it's a verb. What do you think the others tell you?

Look up the words below in a dictionary. (They are all used on page 33 in the Pupil's Book.) Note down what each word means and what sort of word it is. For example: **joven** = *young* (adjective).

- joven
- tiempo
- vida
- triste
- decir
- pensar

