

Cycle 2

January to March 2017

Year 8 Learning Guide



Dear Parents / Carers

Re: Up-coming Key Stage 3 Exams Week

We are now approaching the second series of KS3 exams. These will take place the week beginning 20th March and a timetable will be available shortly on Firefly. Most exams take place in the hall but for those being taken in the classroom some may occur 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 January. Students will also be tested on some of the knowledge and skills from the previous cycle.

It is really important that your son/daughter is well prepared for their exams so that they can perform to the best of their ability. Please support your son/daughter by making sure that they have access to and use the resources included in this guide and provided by their class teacher.

If you would like a paper copy of the learning guides one can be collected by your son/daughter from their pastoral office.

One month prior to the exams students will be set revision homework by their classroom teachers which may be a set task to support students prepare or may be independent revision time. To do this students should:

1. Maths – use their last report to find out what KPIs they did not previously meet and then watch the films and practice these using Hegarty Maths.
2. English – download the work packs provided by the English department. These can be found on Firefly and again a printed copy can be collected from their pastoral office.
3. Students should ask to take home their class book to revise from. The best way to do this is for students to read through the material and write questions. These flash cards can then be used by students to quiz themselves and each other.

I would also like to take this opportunity to remind you of 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.

You will receive your son/daughter's report at the beginning of the Summer Term. In the meantime if you have any questions please don't hesitate to get in touch with one of the KS3 team, your son/daughter's pastoral team or their class teacher.

Yours faithfully



Ms V Penney
Assistant Principal

YEAR 8
ENGLISH KPIS – CYCLE 2

Pupils will be looking at improving their skills of analysis of writer's viewpoints and perspectives. The students will be working on how to summarise the differences between two texts picking out details from the texts. Students will working on analysing the *effect* of the writer's choice of language to describe events. Students will also be making detailed comparisons across two texts to ensure that students can identify the differences in the texts. Year 7 will be focusing on transactional writing and on newspaper writing, and autobiographical writing, letter writing and writing for magazines.

Date of Assessment	Week beginning Monday 20 th March
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>Students should be able to 'read between the lines' and demonstrate that they understand a text on a deeper level. They should be able to show they understand why writers have used specific words and the effect that they have on the reader and the text as a whole.</p>
ENGLISH 8.2	<p>I can identify the most relevant points to write a summary of the whole text.</p> <p>Students should be able to identify the most important parts of a text and be able to write, in their own words, what the most significant parts of the text are.</p>
ENGLISH 8.4	<p>I can support ideas with a range of appropriate evidence.</p> <p>Pupils should be able to use relevant and well-chosen quotations in their work to support their views and ideas about a text.</p>
ENGLISH 8.7	<p>I can compare the language and ideas in a text.</p> <p>Pupils should be able to look at two texts and pick out what is the same about the language used by the author and what makes them different. They should be specific and be able to link this to the purpose of the text.</p>
ENGLISH 8.10	<p>I can write appropriately for non-fiction texts, such as newspaper articles, persuasive letters and leaflets.</p> <p>Pupils should be able to demonstrate that they understand the different ways to communicate. They should be able to</p>

	demonstrate that they can adapt their writing to suit the particular purpose of the task.
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YEAR 8 CYCLE 2 ENGLISH REVISION

Year 8 students should refer to their English Cycle 2 Revision Guides which will be made available from the **beginning of the Spring 2 term.** These can be downloaded from Firefly and printed versions can also be collected from the Pastoral Office.

These guides will walk the pupils through their cycle 2 exam and will be looked at by the class teacher. They should be completed to the best of the students' ability and should be completed in full. It is vital that this revision guide is completed as students who do not will be putting themselves at a real dis-advantage.

Students will be advised how much they should write and how long they should spend on these questions in the examination.

YEAR 8

Maths KPIs – CYCLE 2

In year 8 students will be working towards a number of KPIs covering the areas of measure, angles, 2D shapes, circles and ratio. 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 20 th March
KPI NO	KPI and Success Criteria
MATHS 8.11	<p>Use scale factors, scale diagrams and maps.</p> <ul style="list-style-type: none"> • Construct, measure and define angles • Use a compass to construct triangles. • Enlarge a shape by a given scale factor. • Identify and construct similar and congruent shapes. • Correctly label a triangle ABC & abd.
MATHS 8.12	<p>Use standard units of mass, length, time, money and other measures, including with decimal quantities.</p> <ul style="list-style-type: none"> • Recall and apply metric/imperial conversions. • Convert between measures; time, lengths, volume, capacity and mass.
MATHS 8.13	<p>Understand and use the relationship between parallel lines and alternate and corresponding angles. Understand and use the relationship between parallel lines, alternate and corresponding angles. Calculate interior and exterior angles of (regular) polygons.</p> <ul style="list-style-type: none"> • Calculate unknown angles in parallel lines. • Apply knowledge of alternate & corresponding angles. • Understand the sum of angles in a triangle. • Apply understanding of interior angles of any polygon. • Apply understanding of exterior angles of any polygon.
MATHS 8.14	<p>Derive and apply formulae to calculate and solve problems involving area of triangles, parallelograms, trapezia and (part) circles.</p> <ul style="list-style-type: none"> • Calculate the area of shapes including circles. • Identify the names of solids, including prisms & pyramids. • Calculate the surface area of solids and nets.
MATHS 8.15	<p>Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction.</p> <ul style="list-style-type: none"> • Understand the difference between additive and multiplicative ways of thinking. • Apply knowledge of proportion to problem solving; side lengths, similar shapes, scale drawings, recipes and price comparisons. • Compare simple proportion.

MATHS 8.16	<p>Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics.</p> <ul style="list-style-type: none"> • Increase and decrease amounts by simple percentages. • Convert fractions and percentages into decimal multipliers to solve increase and decrease problems.
MATHS 8.17	<p>Divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio.</p> <ul style="list-style-type: none"> • Use ratio notation, including reduction to simplest form. • Divide a quantity into a given ratio. • Solve simple problems involving ratio. • Understand the difference between ratio and proportion. • Relate the language of ratio to associated calculations and functions.
MATHS 8.18	<p>Use compound units such as speed, unit pricing and density to solve problems.</p> <ul style="list-style-type: none"> • Recall and use the formulae for speed, pressure and density.

YEAR 8 CYCLE 2 MATHS REVISION

You will need to use your exercise book and Hegarty homework book to help you revise for your cycle 2 assessment.

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

KPI 8.11 Use scale factors, scale diagrams and maps.

Resources

Mymaths → shape → scale and similarity

Mymaths associated games.

KPI 8.12 Use standard units of mass, length, time, money and other measures, including with decimal quantities.

Resources

Mymaths → shape → measures

Mymaths associated games.

KPI 8.13 Understand and use the relationship between parallel lines and alternate and corresponding angles. Calculate interior and exterior angles of (regular) polygons.

Resources

Hegarty Maths; clip numbers 455-461, 477-491, 560-565.

Mymaths → shape → angles

Mymaths associated games.

KPI 8.14 Derive and apply formulae to calculate and solve problems involving area of triangles, parallelograms, trapezia and (part) circles.

Resources

Hegarty Maths; clip numbers 553-543.

Mymaths → shape → area and perimeter

Mymaths associated games.

KPI 8.15 Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction.

Resources

Hegarty Maths; clip numbers 328-348.

Mymaths → number → ratio and proportion

Mymaths associated games.

KPI 8.16 Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics.

Resources

Hegarty Maths; clip numbers 81-98.

Mymaths → number → percentages

Mymaths associated games.

KPI 8.17 Divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio.

Resources

Hegarty Maths; clip numbers 328-348.

Mymaths → number → ratio and proportion

Mymaths associated games.

KPI 8.18 Use compound units such as speed, unit pricing and density to solve problems.

Resources

Mymaths → shape → measures

Mymaths associated games.

YEAR 8 Science KPIs

Through the spring term students will learn about diet and digestion and light and space. Students will be able to identify parts of a balanced diet, evaluate different energy needs for different lifestyles, describe and explain digestion in terms of enzymes. Furthermore students will learn how pathogens are spread and how our body can defend itself and fight disease.

In the physics module students will learn about how light interacts with other objects and be able to draw ray diagrams of their investigations. Students will also be able to calculate weight on different planets and explain why we have different seasons.

Date of Assessment	Week beginning Monday 20 th March
KPI No.	KPI and Success Criteria
SCIENCE 8BD 1	<p>Describe and explain the components that make up a balanced diet, describing the consequences of an imbalanced diet.</p> <ul style="list-style-type: none"> • Describe how to identify food groups. • Identify components of a balanced diet. • Describe why we need a balanced diet.
SCIENCE 8BD 2	<p>Evaluate how different lifestyles have different energy needs</p> <ul style="list-style-type: none"> • Describe how your body uses energy from food. • Compare energy requirements for different people.
SCIENCE 8BD 3	<p>Describe the symbiotic relationship between bacteria and the human digestive system</p> <ul style="list-style-type: none"> • Describe the importance of bacteria in the intestines
SCIENCE 8BD 4	<p>Describe how and explain why foods are broken down in the digestive system, in terms of enzymes</p> <ul style="list-style-type: none"> • Identify structures and function of the digestive system. • Describe how food moves through the digestive tract. • Describe the role of enzymes in digestion. • Explain how carbohydrates are broken down.
SCIENCE 8BD 5	<p>Identify pathogen and describe how they can be transmitted.</p> <ul style="list-style-type: none"> • Name different pathogens • Compare transmission routes for diseases.
SCIENCE 8BD 6	<p>Explain how our body helps fight disease.</p> <ul style="list-style-type: none"> • Identify natural defences that protect us from microbes. • Explain the importance of white blood cells.
SCIENCE 8PL 1	<p>Describe how light interacts with different materials</p> <ul style="list-style-type: none"> • Describe how light is reflected. • Describe how light is refracted.

SCIENCE 8PL 2	Describe the effects of absorption of light in terms of energy <ul style="list-style-type: none"> Describe how shadows are formed. Relate the amount of refraction to the colour of light.
SCIENCE 8PL 3	Use ray diagrams to show how images are formed – such as mirrors, pinhole cameras and the human eye
SCIENCE 8PL 4	Describe the properties that affect the sizes of gravitational forces between different objects in the Solar system
SCIENCE 8PL 5	Calculate the weight of an object on different planets
SCIENCE 8PL 6	Explain why we experience seasons
SCIENCE 8PL 7	Compare the relative sizes of different astronomical structures within the universe using astronomical distances

Diet and disease.

8BD1

http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway_pre_2011/ourselves/1_whats_for_lunch1.shtml

<http://www.eatbalanced.com/why-eat-balanced/> use the tabs at the bottom of the page to navigate between different food nutrient groups.

<http://www.bbc.co.uk/education/guides/zyjx6sg/revision>

8BD2

<http://www.bbc.co.uk/education/guides/zyjx6sg/activity>

<http://www.bbc.co.uk/education/guides/zyjx6sg/revision/2>

<http://www.bbc.co.uk/education/guides/zyjx6sg/revision/3>

8BD3

<http://www.loveyourgut.com/all-entries/bacteria-and-the-large-intestine/>

<http://sciencelearn.org.nz/Contexts/Digestion-Chemistry/Looking-Closer/Healthy-gut-bacteria>

8BD4

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

http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway_pre_2011/ourselves/1_whats_for_lunch3.shtml

<http://www.bbc.co.uk/education/guides/z9pv34j/revision/1> pg 1-4

8BD5

<http://www.bode-science-center.com/center/glossary/transmission-paths.html>

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

8BD6

http://www.bbc.co.uk/bitesize/ks3/science/organisms_behaviour_health/disease/revision/5/

<http://www.s-cool.co.uk/gcse/biology/defence-against-disease/revise-it/how-does-the-body-fight-back>

Overviews and quizzes

http://www.skool.com.eg/latest_content/new/KSSEC_BIO_CH1E_ST5/index.html (you will need to register to use this resource but it is free to do so)

<http://www.docbrown.info/page20/AQAscibio11.htm>

<http://www.docbrown.info/ks3biology/8ABC9BmcHP6.htm>

<http://www.docbrown.info/ks3biology/8AmcHP6.htm>

<http://www.schoolscience.co.uk/dietdigestion-abpi>

<http://www.schoolscience.co.uk/balanceddiet-abpi>

<http://www.schoolscience.co.uk/infectiousdiseasespathogens-abpi>

Word	Meaning
diet	The food that you eat.
fibre	Substance found in food which cannot be used by the body. It helps to keep our intestines clean.
nutrients	Substances needed in the diet to provide raw materials.
starch	Type of insoluble carbohydrate found in plants.
water	A compound made of hydrogen and oxygen which the body uses as a solvent.

balanced diet	Eating a wide variety of foods to give us all the things that we need.
carbohydrate	Substance found in food that is used for energy.
fat	Substance found in food that is stored to be used for energy in the future. It also helps to keep heat in our bodies.
heart disease	Disease caused by narrowing of the arteries carrying the blood to the muscles of the heart, so the heart muscles do not receive enough oxygen.
kilojoule (kJ)	Unit of energy used on food packets. There are 1000 J in 1 kJ.
mineral	Properly called a 'mineral salt' and found in food. Needed in small quantities for health (e.g. calcium).
protein	Substance found in food that is used for growth and repair.
sugar	Type of soluble carbohydrate. Glucose is an example of a sugar.
vitamin	Substance found in food that is needed in small quantities for health (e.g. vitamin C).

absorbed	When soluble substances go through the wall of the small intestine into the blood.
anus	The opening at the end of the gut.
appendix	Small tube branching off the large intestine. It has no function in humans.
contract	Something gets smaller.

digestion	Process that breaks food into soluble substances in our bodies.
digestive juices	A liquid containing enzymes that break down food.
digestive system	A group of organs that carry out digestion.
egestion	When faeces are pushed out of the anus.
enzyme	A chemical that can break up large molecules.
faeces	Waste food material produced by the intestines.
gullet	Tube that goes from the mouth to the stomach. Sometimes called the 'food pipe' but properly called the oesophagus.
gut	All the organs of the digestive system apart from the mouth.
ingestion	Putting food into your mouth.
large intestine	Organ that takes water out of waste food.
molar	Grinding tooth at the back of the mouth.
rectum	Organ that stores faeces before they are egested.
saliva	A digestive juice. It contains an enzyme that breaks down starch into sugar.
salivary gland	Found in the mouth. It makes saliva.
small intestine	Organ where most digestion happens. The soluble substances produced by digestion are absorbed into the body here. It is about 6.5 m long in adults.
stomach	Organ containing strong acid which mixes food up and digests proteins.

Light and Space

8PL1, 2 & 3

<https://segoianphysics.wordpress.com/2010/01/15/how-does-light-interact-with-matter/>
<http://www.physicsclassroom.com/class/light/Lesson-2/Light-Absorption,-Reflection,-and-Transmission>

<http://www.bbc.co.uk/education/guides/zq7thyc/revision/1>

<http://www.explainthatstuff.com/light.html> read down to the interference part.

<http://www.ducksters.com/science/light.php>

https://www.youtube.com/watch?v=DThUKDM_Wtk

8PL4

http://www.bbc.co.uk/bitesize/ks3/science/environment_earth_universe/astronomy_space/revision/3/

8PL5

http://www.physics4kids.com/files/motion_gravity.html

<http://www.exploratorium.edu/ronh/weight/>

8PL6

http://www.bbc.co.uk/bitesize/ks3/science/environment_earth_universe/astronomy_space/revision/4/

http://www.bbc.co.uk/bitesize/ks3/science/environment_earth_universe/astronomy_space/revision/5/

http://astro.unl.edu/naap/motion1/animations/seasons_ecliptic.swf

8PL7

http://www.bbc.co.uk/bitesize/ks3/science/environment_earth_universe/astronomy_space/revisio n/7/

Overview and quizzes

<http://www.docbrown.info/ks3physics/8KmcHP6.htm>

luminous sources	Objects which create light.
ray	A beam of light drawn on diagrams as a straight line, and showing which way it is travelling.
shadow	A place where light cannot get to, because an opaque object is stopping the light.
absorb	This means to 'soak up' or 'take in'. If something absorbs light it soaks it up and does not let it back out.
opaque	Material which does not let light through.
reflect	To bounce off something.
translucent	Material through which a glow of light can be seen.
transmit	To send along or pass through.
transparent	Material which light can travel through.
angle of incidence	The angle between the normal and the ray of light hitting a mirror.
angle of reflection	The angle between the normal and the ray of light leaving a mirror.
incident ray	Light ray hitting a mirror.
normal	An imaginary line at right angles to a mirror, where a ray of light hits the mirror.
ray diagram	A diagram showing the passage of light rays.
reflect	Light bounces back from a surface instead of passing through it.
reflected ray	The ray of light bouncing off the mirror.
refraction	The change in direction when light goes from one transparent material to another.
dispersion	The separating of the colours in light, for example when white light passes through a prism.
spectrum	The seven colours of light.

YEAR 8 Art KPIs – CYCLE 2

This term students have been looking at Portraiture. Students have been learning about the proportions of the face and how to draw the features. They have been looking at the different styles of portraits created by artists linked with different art movements.

During the spring term test they will be tested on the KPIs that they have been studying this term (8.6 - 10).

Date of Assessment	Week beginning Monday 13 th March
	KPI and Success Criteria
ART 8.6	<p>I know the general rules of proportion for the face</p> <ul style="list-style-type: none"> • The eyes are half way down the face • The nostrils are half way between the eyes and the chin • The mouth is a third of the way down from the nostrils to the chin. • There is one eye distance between the eyes • The corners of the mouth line up with the centre of the mouth
ART 8.7	<p>I can use the general rules to draw an accurately proportioned face</p> <ul style="list-style-type: none"> • When drawing a portrait I use the general proportions of the face to draw the facial features in the correct places. (see 8.6 for the general rules)
ART 8.8	<p>I can use colour to create a mood in a piece of work</p> <ul style="list-style-type: none"> • I can use hot colours to create a happy mood and cold colours to create a sad mood in my work
ART 8.9	<p>I can use a range of methods to draw a portrait</p> <ul style="list-style-type: none"> • I can draw a portrait in a range of styles including abstract, pop art and photorealist
ART 8.10	<p>I can identify the different genres of portraiture I have looked at this year</p> <ul style="list-style-type: none"> • I can recognise an abstract, pop art and photorealist portrait.

YEAR 8 CYCLE 2 Art REVISION

Revision material can be found on Firefly by following this link

<https://shoreham.fireflycloud.net/the-arts/art/yr-8-art/spring-term>

YEAR 8

Drama KPIs - Cycle 2

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 the genre of Commedia Dell'Arte and the Case of Derek Bentley. The students will learn about the oldest form of Comedy and explore the issue of Social injustice and Civil Rights in the Derek Bentley story.

Date of Assessment	Teacher Assessment only
KPI No.	KPI and Success Criteria
DRAMA 8.6	<p>To participate in group work and in practical tasks creating work using drama skills.</p> <ul style="list-style-type: none"> • Rehearse in small groups or pairs. • From your research into life in the 1950's use ideas to create improvisations and still images. • Research stock characters from Commedia Dell'Arte from the 15th Century using your knowledge from your research give ideas to the group as to how to use the characters in improvisations. • Give ideas or practically to show how drama skills can be used in the improvisations. • Communicate ideas to your group. Participate in all practical tasks.
DRAMA 8.7	<p>To perform to and share work with the class. To be able to project your voice and attempt to use different levels in drama.</p> <ul style="list-style-type: none"> • Be able to assign roles in small groups and perform the stock characters. • Either verbally or in written form is able to identify the stock characters. • Use exaggerated body language, facial expression, vocal expression and movement when playing stock Commedia Characters. Understand what slapstick is. • Use naturalistic acting for the Derek Bentley story. From your research try to perform the real life characters in the story. Use more believable acting skills. • Participate in practical performance and share work with the group.

	<ul style="list-style-type: none"> • Try to project your voice more.
DRAMA 8.8	<p>To be able to evaluate your work and others' verbally and/or in written form. To understand drama key words.</p> <ul style="list-style-type: none"> • Try and feedback in more detail on others' work. Make an attempt to use drama key words. • When creating work, attempt to reflect on how the narrative, the skills and the positions are all working. • Communicate ideas to your group. • Share constructive feedback at the end of performances.
DRAMA 8.9	<p>To identify stock characters from Commedia Dell'Arte. Melodrama or Restoration Comedy and perform using one of these styles of theatre.</p> <ul style="list-style-type: none"> • Research at home or in school at least three characters from Commedia Dell'Arte. • In class verbally discuss the mannerisms and identify who is playing what characters just by the way they move and talk. • Play on the characters in an improvisation, share with the class.
DRAMA 8.10	<p>To be able to write in role and dramatically explore social issues modern or historical.</p> <ul style="list-style-type: none"> • Working in pairs and in small groups practically perform various aspects of the Derek Bentley Story • Research the case. Understand what capital punishment means. • Write in role as Derek Bentley or Iris Bentley. • Explore practically the story using drama skills such as monologue, thought tracking, still image, dramatic pause, hot seating, levels, movement and gesture.

YEAR 8

Food Technology KPIs – CYCLE 2

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 19 th June
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 nutrients 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 • 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 2 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 2

In Cycle 2, year 8 students learn to talk about personalities and relationships, music and clothes. They will learn to give opinions, agree and disagree. They will also learn to talk about their home and local area, including making comparisons. They will talk about food and local dishes.

Date of Assessment	Week beginning Monday 13 th March
	KPI and Success Criteria
French 8.6	Speaking <ul style="list-style-type: none">• Can learn and perform a short pre-learnt dialogue – you will write your own answers in class and take home to learn.
French 8.7	Writing. <ul style="list-style-type: none">• Can write down what your teacher is saying in French accurately
French 8.8	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.
French 8.9	Grammar <ul style="list-style-type: none">• Can make a comparison using “plus” and “moins” with possessive adjectives
French 8.10	Grammar <ul style="list-style-type: none">• Can use the near future with Je / tu / il and elle + nous

YEAR 8 CYCLE 2 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 2 revision.

GENERAL

Use your personal password on www.vocabexpress.com and work your way through as many exercises for Studio 2 Unit 3 as you can (even if you have done them before).

DON'T FORGET IF ASKED FOR SCHOOL CODE .. ITS UKSHAM (ALL CAPITAL LETTERS).

Go on www.funwithlanguages.vacau.com

Go to FRENCH → KS3 → 9 MON IDENTITÉ and FRENCH → KS3 → UNIT 10 CHEZ MOI CHEZ TOI - play as many games as you can in each section. The exercises are designed to help you learn what it needed to meet cycle 2 KPIs.

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.

KPI 8.6 speaking

You will prepare your answers in class and take them home with you to learn.

KPI 8.7 Writing.

Revise spelling from vocab lists on Firefly and vocab express.

KPI 8.8 Reading and Listening

Make sure you know your key verbs – full conjugation of aller, faire, être and avoir on Firefly. Also definitely use www.funwithlanguages.vacau.com in general section. It will help you a lot and hopefully be fun too.

KPI 8.9 Grammar.

See resources on Firefly to revise possessive adjectives (mon, ma mes etc) and making comparisons using plus que and moins que.

KPI 8.10 Grammar.

Simple future tense – *aller + infinitive*.

See revision notes on Firefly on how to form the future tense.

See Youtube video on Firefly for 'le verbe aller'. Make sure you know the full conjugation for all the pronouns.

Le dîner • Evening meal

du fromage/du poisson	<i>cheese/fish</i>
du poulet/du riz	<i>chicken/rice</i>
de la soupe	<i>soup</i>
de la viande	<i>meat</i>
des crêpes	<i>pancakes</i>
des crudités	<i>crudités</i>
des escargots	<i>snails</i>
des légumes	<i>vegetables</i>
des pâtes	<i>pasta</i>
des plats à emporter	<i>takeaway food</i>
des pommes de terre	<i>potatoes</i>
des tomates	<i>tomatoes</i>
un fruit	<i>a piece of fruit</i>
un steak-frites	<i>steak and chips</i>
un yaourt	<i>a yoghurt</i>
une mousse au chocolat	<i>a chocolate mousse</i>
Je suis végétarien(ne).	<i>I'm a vegetarian.</i>

Les provisions • Food shopping

Il faut acheter ...	<i>I/We/You must buy ...</i>
du chocolat	<i>chocolate</i>
du fromage/du jambon	<i>cheese/ham</i>
de la crème Chantilly	<i>whipped cream</i>
de la farine	<i>flour</i>
des bananes	<i>bananas</i>
des champignons	<i>mushrooms</i>
des fraises	<i>strawberries</i>
des œufs	<i>eggs</i>
des pommes	<i>apples</i>

Les quantités • Quantities

un litre de ...	<i>a litre of ...</i>
un paquet de ...	<i>a packet of ...</i>
une tranche de ...	<i>a slice of ...</i>
cinq cents grammes de ...	<i>500 grams of ...</i>
un kilo de ...	<i>a kilo of ...</i>
une tablette de ...	<i>a bar of ...</i>
une bombe de ...	<i>a spray can of ...</i>

Les mots essentiels • High-frequency words

chez (exemple: chez moi)	<i>at someone's home</i> <i>(e.g. at my home)</i>
ici	<i>here</i>
là	<i>there</i>
là-bas	<i>over there</i>
voici	<i>here is/here are</i>
plus	<i>more</i>
moins	<i>less</i>
il y a	<i>there is/there are</i>
pour	<i>for</i>



Stratégie 4

Learning by doing

When you're learning vocabulary, doing something often helps to make the words stick.

- Why not write new words on sticky notes and stick them round your bedroom or in places where you will see them regularly? When learning vocabulary, 'a little and often' is better than 'a lot at once'.
- Make some cards with the French word on one side and the English on the other. You can then play a game with yourself or a partner.
- You can also use this method to learn the genders of nouns, e.g. write **chocolat** on one side of the card and **le/du** or **masc.** on the other.

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

Mon caractère • My character

Je suis ...	<i>I am ...</i>
Je pense que je suis ...	<i>I think I'm ...</i>
Je ne suis pas ...	<i>I'm not ...</i>
Je ne suis pas du tout ...	<i>I'm not at all ...</i>
Mon meilleur ami/Ma meilleure amie est ...	<i>My best friend is ...</i>
adorable	<i>adorable</i>
arrogant(e)	<i>arrogant</i>
amusant(e)	<i>funny</i>
casse-pieds	<i>annoying</i>
curieux/curieuse	<i>curious</i>
débrouillard(e)	<i>resourceful</i>
drôle	<i>funny</i>
égoïste	<i>selfish</i>
gentil(le)	<i>nice</i>
intelligent(e)	<i>intelligent</i>
optimiste	<i>optimistic</i>
paresseux/paresseuse	<i>lazy</i>
patient(e)	<i>patient</i>
pénible	<i>annoying</i>
pessimiste	<i>pessimistic</i>
rigolo(te)	<i>funny</i>
sociable	<i>sociable</i>
sympa	<i>nice</i>

Les rapports • Relationships

s'amuser	<i>to have fun</i>
se chamailler	<i>to squabble</i>
se confier des secrets	<i>to tell each other secrets</i>
se dire	<i>to tell each other</i>
se disputer	<i>to argue</i>
s'entendre	<i>to get on</i>
se fâcher	<i>to get angry</i>

Les opinions • Opinions

Mon chanteur/ma chanteuse préféré(e), c'est ...	<i>My favourite singer is ...</i>
Mon groupe préféré, c'est ...	<i>My favourite group is ...</i>
J'adore/Je déteste la musique de X.	<i>I love/I hate X's music.</i>
J'adore la chanson ...	<i>I love the song ...</i>
Ça me donne envie de ...	<i>It makes me want to ...</i>
danser/chanter/pleurer/dormir	<i>dance/sing/cry/sleep</i>
Ça me rend joyeux/joyeuse/triste.	<i>It makes me happy/sad.</i>

La musique • Music

le hard rock	<i>hard rock</i>
le jazz	<i>jazz</i>
la musique classique	<i>classical music</i>
le pop-rock	<i>pop</i>
le rap	<i>rap</i>
le R'n'B	<i>R'n'B</i>
un peu de tout	<i>a bit of everything</i>
les chorégraphies	<i>choreography</i>
les mélodies	<i>tunes</i>
les paroles	<i>words</i>

Les vêtements • Clothes

Normalement, je porte ...	<i>Normally, I wear ...</i>
des baskets	<i>trainers</i>
des bottes	<i>boots</i>
des chaussures	<i>shoes</i>
une chemise	<i>a shirt</i>
un chapeau	<i>a hat</i>
un jean	<i>jeans</i>
une jupe	<i>a skirt</i>
un pantalon	<i>trousers</i>
un pull	<i>a jumper</i>
un sweat à capuche	<i>a hoodie</i>
un tee-shirt	<i>a T-shirt</i>
une veste	<i>a jacket</i>

Les couleurs • Colours

beige	<i>beige</i>
blanc(he)	<i>white</i>
bleu turquoise	<i>turquoise</i>
gris(e)	<i>grey</i>
marron chocolat	<i>chocolate brown</i>
noir(e)	<i>black</i>
orange	<i>orange</i>
vert kaki	<i>khaki</i>

Le style • Style

J'ai un style plutôt ...	<i>My style is rather ...</i>
classique	<i>classic</i>
décontracté	<i>relaxed</i>
skateur	<i>skater</i>
sportif	<i>sporty</i>
C'est ...	<i>It's ...</i>
moche	<i>ugly</i>
horrible	<i>horrible</i>
cool	<i>cool</i>
chic	<i>chic</i>

Au futur • In the future

Qu'est-ce que tu vas faire/porter?	<i>What are you going to do/wear?</i>
ce weekend	<i>this weekend</i>
cet été	<i>this summer</i>

Les interjections • Interjections

alors	<i>so</i>
ben	<i>well</i>
euh	<i>huh</i>
ouah!	<i>wow!</i>
voyons	<i>let's see</i>

Les mots essentiels • High-frequency words

avec	<i>with</i>
bien	<i>well</i>
comme d'hab	<i>as usual</i>
en général	<i>in general</i>
en plus	<i>in addition</i>
ensemble	<i>together</i>
même	<i>same</i>
normalement	<i>normally</i>
ou	<i>or</i>
par moments	<i>at times</i>
partout	<i>everywhere</i>
plutôt	<i>rather</i>
quand	<i>when</i>
sinon	<i>otherwise</i>
surtout	<i>especially</i>
souvent	<i>often</i>
tout(e)	<i>all, every</i>
tout le temps	<i>all the time</i>
vraiment	<i>really</i>



Stratégie 3

Faux amis

Cognates and near-cognates are words that are spelled exactly the same or nearly the same as English words and have the same meaning in French. But you must be careful – there are some French words that look like cognates but which mean something completely different. These are known as **faux amis** (false friends).

Look at the word lists on these pages. What do these French words mean in English?

porter veste

Now look at the word lists again and find one piece of clothing and one type of shoes which are also *faux amis*.

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

YEAR 8 GEOGRAPHY KPIs – CYCLE 2

In year 8 Cycle 2 students will be working towards a number of KPIs covering the skills and knowledge associated with Development Studies. Within this topic pupils will learn about how and why countries are at different stages of development. It will also cover the problems faced by lower income/developing countries with regards to child labour and sweatshops.

Date of Assessment	Week beginning Monday 20 th March
	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 the Brandt line on a World map and being able to explain what it shows. • Drawing a graph to show different countries development data.
GEOGRAPHY 8.2	<p>I am competent with my geographical and atlas skills:</p> <ul style="list-style-type: none"> • Drawing the Brandt line on a World map. • Using an atlas to collect development data.
GEOGRAPHY 8.3	<p>I can draw geographical diagrams to support the writing of geographical landforms/processes:</p> <ul style="list-style-type: none"> • Annotating photos to show World Development.
GEOGRAPHY 8.4	<p>I can clearly describe geographical concepts/processes and explain these in partial sequence.</p> <ul style="list-style-type: none"> • Being able to describe what Development of countries means (HIC, MIC, LIC) • Being able to describe how primary, secondary, tertiary jobs links to development status. • Being able to describe what trade is and how it links to development of a country. • Being able to describe what Globalisation is and how it effects countries. • Being able to describe what child labour is and how it links to development of a country. • Being able to describe what Debt and Aid is and how they impact a country. • Being able to describe what the Sustainable Goals are.
GEOGRAPHY 8.5	<p>I can classify the impacts of an event into social, economic and environmental using the case studies below:</p> <ul style="list-style-type: none"> • Child Labour on the Ivory Coast. • Diamond mining in Sierra Leone • Working in Sweatshops (Bangladesh)
GEOGRAPHY 8.6	<p>I can attempt to use social, economic and environmental classification to structure my work, using the case studies below:</p> <ul style="list-style-type: none"> • Child Labour on the Ivory Coast. • Diamond mining in Sierra Leone • Pollution from Trade in Linfen, China.
GEOGRAPHY 8.7	<p>I can use a case study (the ones below) to link together and explain the causes, impacts and responses of an event:</p> <ul style="list-style-type: none"> • Child Labour on the Ivory Coast. • Diamond mining in Sierra Leone (Blood Diamonds)

	<ul style="list-style-type: none"> • Pollution from Trade in Linfen, China.
GEOGRAPHY 8.8	<p>I can describe and explain the management strategies used to manage events:</p> <ul style="list-style-type: none"> • Child Labour on the Ivory Coast: what is being done to try and reduce the amount of children working on the coco farms on the Ivory coast? • Fair Trade: what is FT? How does it work? Is it successful?
GEOGRAPHY 8.9	<p>I can describe and explain how humans can improve or damage an environment:</p> <ul style="list-style-type: none"> • Pollution from Trade in Linfen, China: how humans are damaging the environment through manufacturing. • The Sustainable Goals (United Nations): the 17 Goals set by the United Nations to improve conditions for people and the environment globally.

YEAR 8 CYCLE 2 GEOGRAPHY REVISION

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

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

Development indicators, measuring development, contrasts in development in the world, Factors effecting development: (pages 1-4)

<http://www.bbc.co.uk/education/guides/zvp39j6/revision>

Development Indicators:

<http://www.lovegeography.com/2013/05/development-indicators.html>

Development and Employment Structures:

<http://www.acegeography.com/es--employment-structures.html>

Globalisation, Trade, TNCs, and the Environment (pages 2-4):

<http://www.bbc.co.uk/bitesize/ks3/geography/interdependence/globalisation/revision/2/>

Linfen, China and pollution:

<http://www.geography12.com/pdf/Linfen%20City,%20China.pdf>

Child labour on the Ivory Coast:

<https://www.youtube.com/watch?v=4NFgkFgPv0U>

https://www.youtube.com/watch?v=5s9B76_oiSs

<https://www.youtube.com/watch?v=eHDxy04QPqM>

Types of Aid:

http://www.bbc.co.uk/schools/gcsebitesize/geography/development/aid_rev1.shtml

Sweatshops:

https://www.youtube.com/watch?v=t_mA9L1DSr8

Blood Diamonds:

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

Sustainable Goals:

<https://sustainabledevelopment.un.org/?menu=1300>

YEAR 8 German KPIs - Cycle 2

In cycle 2 year 8 students are studying after school activities including television, the time, hobbies, after school trips and will then move on to the topic of health. They learn how to give their preferences and to talk about other people in the past tense.

Date of Assessment	Week beginning Monday 13 th March
	KPI and Success Criteria
German 8.6	Speaking <ul style="list-style-type: none"> • Can learn and perform a short pre-learnt dialogue – you will write your own answers in class and take home to learn.
German 8.7	Writing. You can write down what your teacher is saying in German accurately
German 8.8	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.
German 8.9	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, gefahren and whether main verb is “haben” or “sein”.
German 8.10	Grammar <ul style="list-style-type: none"> • Can use negatives with both verbs and nouns

YEAR 8 CYCLE 2 GERMAN 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 German, Year 8, cycle 2 revision.

GENERAL

Use your personal password on www.vocabexpress.com and work your way through as many exercises for Echo1 Unit 3 as you can (even if you have done them before).

DON'T FORGET IF ASKED FOR SCHOOL CODE .. ITS UKSHAM (ALL CAPITAL LETTERS).

Go on www.funwithlanguages.vacau.com

Go to GERMAN → KS3 → UNIT 2 SCHULE → TELLING THE TIME and GERMAN → KS3 → UNIT 13 NACH DER SCHULE → ALL OF IT - play as many games as you can in each section. The exercises are designed to help you learn what it needed to meet cycle 2 KPIs.

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 8.6 Speaking

You will have written your dialogue in class so you have your own original one. Make sure you learn the conversation.

KPI 8.7 Writing

Revise spelling from vocab lists on Firefly and keeping practising with the “richtig sprechen” PowerPoint on firefly so you learn the links between how you say it and how you write it

KPI 8.8 Reading and Listening

Vocab lists on Firefly and make sure you learn the time. PowerPoint on Firefly. This will be a listening test. Also definitely use ww.funwithlanguages.vacau.com as in general section. It will help you a lot and hopefully be fun too.

KPI 8.9 Grammar

Past and present tense

Haben & sein and past participles – frame on Firefly
Lots of revision exercises on Firefly.

You could also use www.languagesonline.org.uk and go to Deutsch – grammar – perfect tense

KPI 8.10 Grammar

Use of negatives

See explanation sheet on Firefly – make sure you read it – this is an easy thing to get right!!!

Fernsehsendungen der Film(-e) der Dokumentarfilm(-e) der Zeichentrickfilm(-e) der Krimi(-s) die Kindersendung(-en)	<i>TV programmes</i> <i>film</i> <i>documentary</i> <i>cartoon</i> <i>detective story</i> <i>children's</i> <i>programme</i>
die Musiksendung(-en) die Quizsendung(-en) die Sportsendung(-en) die Tiersendung(-en) die Komödie(-n) die Seifenoper(-n) die Nachrichten Siehst du gern (Filme)?	<i>music programme</i> <i>quiz</i> <i>sports programme</i> <i>animal programme</i> <i>comedy</i> <i>soap opera</i> <i>the news</i> <i>Do you like watching</i> <i>(films)?</i>
Ja, ich sehe gern (Filme).	<i>Yes, I like watching</i> <i>films.</i>
Nein, ich sehe nicht so gern (Filme).	<i>No, I don't really like</i> <i>watching (films).</i>
Ich sehe lieber (Seifenoperen).	<i>I prefer watching</i> <i>(soaps).</i>
Am liebsten sehe ich (Krimis).	<i>Most of all I like</i> <i>watching (detective</i> <i>stories).</i>
Was ist deine Lieblingssendung?	<i>What is your</i> <i>favourite</i> <i>programme?</i>
Die Uhrzeit Wie viel Uhr ist es? Wie spät ist es? Es ist zwei Uhr. Es ist Viertel vor zwei. Es ist zehn vor zwei. Es ist Viertel nach zwei. Es ist zwanzig nach zwei. Es ist halb drei.	<i>The time</i> <i>What time is it?</i> <i>What time is it?</i> <i>It's two o'clock.</i> <i>It's quarter to two.</i> <i>It's ten to two.</i> <i>It's quarter past two.</i> <i>It's twenty past two.</i> <i>It's half past two.</i>
Was machst du nach der Schule? Ich besuche meine Freunde. Ich gehe einkaufen. Ich gehe ins Sportzentrum. Ich helfe zu Hause. Ich mache meine Hausaufgaben. Ich surfe im Internet. Ich schicke SMS. Ich übe Klavier. Sie sehen fern.	<i>What do you do after</i> <i>school?</i> <i>I visit my friends.</i> <i>I go shopping.</i> <i>I go to the sports</i> <i>centre.</i> <i>I help at home.</i> <i>I do my homework.</i> <i>I surf the Internet.</i> <i>I send text messages.</i> <i>I practise the piano.</i> <i>They watch TV.</i>

Sie spielen Fußball.
Sie gehen angeln.
Sie kaufen Make-up.
Sie fahren Skateboard.

Sie helfen zu Hause.
immer
oft
manchmal
nie

Skater
Wo wohnt er?
Er wohnt in ...
Wie alt ist er?
Er ist (siebzehn) Jahre
alt.
müssen
Wie oft muss er
trainieren?
Er muss jeden Tag
trainieren.
Was macht er am
Wochenende?
Am Wochenende muss
er zu einer Skateshow
fahren.

Was braucht er zum
Skaten?
Er braucht ein gutes
Skateboard.
Was sind seine
Lieblingstricks?
Seine Lieblingstricks
sind Sliden und
Grinden.
Wie ist er?
Er ist impulsiv und
ehrgeizig.
Ich / Er muss ...
trainieren.
einen Helm tragen.
zu Skateshows fahren.

sehr fit sein.
jeden Tag
jetzt
morgen
nächste Woche
nächstes Jahr
in zwei Jahren

They play football.
They go fishing.
They buy make-up.
They go
skateboarding.
They help at home.
always
often
sometimes
never

Skateboarders
Where does he live?
He lives in ...
How old is he?
He is (17).

must
How often does he
have to train?
He has to train every
day.
What does he do at
the weekend?
At the weekend he
has to go to a
skateboarding
show.
What does he need
for skateboarding?
He needs a good
skateboard.
What are his
favourite tricks?
His favourite tricks
are sliding and
grinding.
What is he like?
He's impulsive and
ambitious.
I / He must ...
train.
wear a helmet.
go to skating
shows.
be very fit.
every day
now
tomorrow
next week
next year
in two years

Der Körper

Das ist ...
 mein Kopf.
 dein Auge.
 mein Ohr.
 dein Hals.
 mein Arm.
 dein Bauch.
 mein Rücken.
 dein Bein.
 mein Knie.
 dein Fuß.
 mein Mund.
 dein Po.
 meine Nase.
 deine Hand.
 meine Schulter.
 Das sind ...
 meine Zähne.
 deine Finger.
 meine Zehen.
 deine Lippen.

Wie sieht er / sie aus?

Er / Sie hat (zwei) ...
 Arme.
 Augen.
 Beine.
 Füße.
 Hände.
 Ohren.
 Knie.
 Sein (Kopf) ist groß.
 Ihr (Mund) ist blau.
 Seine (Ohren) sind klein.
 Ihre (Augen) sind grün.

Was ist los mit dir?

Ich habe ...
 Kopfschmerzen.
 Ohrenschmerzen.
 Bauchschmerzen.
 Halsschmerzen.
 Zahnschmerzen.
 Ich habe
 Rückenschmerzen.
 Ich habe Fieber.

The body

That is ...
my head.
your eye.
my ear.
your neck.
my arm.
your stomach.
my back.
your leg.
my knee.
your foot.
my mouth.
your bottom.
my nose.
your hand.
my shoulder.
Those are ...
my teeth.
your fingers.
my toes.
your lips.

What does he / she look like?

He / She has (two) ...
arms.
eyes.
legs.
feet.
hands.
ears.
knees.
His (head) is big.
Her (mouth) is blue.
His (ears) are small.
Her (eyes) are green.

What's the matter with you?

I've got ...
a headache.
earache.
a stomach ache
a sore throat.
toothache.
My back aches.
I've got a
temperature.

Ich habe Schnupfen.
 Mein Knie tut weh.
 Meine Arme tun weh.
 Ich bin müde.
 Ich kann nicht singen.
 Du kannst nicht zeichnen.
 Er / Sie kann nicht spielen.
 Wenn ich
 Bauchschmerzen
 habe, esse ich nicht.

Beim Arzt

Seit wann hast du das?
 Seit gestern.
 Seit zwei Tagen.
 Ich kann nicht ...
 essen.
 schlafen.
 sprechen.
 hören.
 schreiben.
 Du musst ... nehmen.
 dieses Medikament
 diese Halsbonbons
 diese Ohrentropfen
 diese Tabletten
 Du musst im Bett bleiben.
 Du musst zu Hause bleiben.
 Du musst viel Wasser trinken.
 Du kannst zur Schule gehen.

Was isst du?

Ich esse jeden Tag Obst.
 Ich esse jede Woche Schokolade.
 Ich esse oft Gemüse.
 Ich trinke manchmal Saft.
 Ich esse selten Fleisch.
 Ich esse nie Pommes.
 Ich trinke ab und zu Kaffee.

I've got a cold.
My knee hurts.
My arms hurt.
I'm tired.
I can't sing.
You can't draw.

He / She can't play.

If I've got a stomach
ache, I don't eat.

At the doctor's

How long have you had this?
Since yesterday.
For two days.
I can't ...
eat.
sleep.
speak.
hear.
writes.
You must take ...
this medicine.
these throat sweets.
these ear drops.
these tablets.
You must stay in bed.
You must stay at home.
You must drink a lot of water.
You can go to school.
What do you eat?
I eat fruit every day.
I eat chocolate every week.
I often eat vegetables.
I sometimes drink juice.
I rarely eat meat.
I never eat chips.
I occasionally drink coffee.

YEAR 8 HISTORY KPIs – CYCLE 2

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 (see revision section for topic details). 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 20 th March
KPI No	KPI and Success Criteria
HISTORY 8.1	<p>I can refer specifically to the source letter and / or make brief references to the sources</p> <ul style="list-style-type: none"> • I can use sources on the Magna Carta • 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	<p>I understand how some sources are useful or have their limitations</p> <ul style="list-style-type: none"> • I can compare 2 sources • I can choose and explain why 1 source is better than another
HISTORY 8.3	<p>I am able to structure paragraphs which answer the question</p> <ul style="list-style-type: none"> • I can answer question on the Magna Carta • I can answer questions on Thomas Beckett • I can answer questions on the Tudor Monarchs • I can answer questions on the Spanish Armada
HISTORY 8.5	<p>I can identify key characteristics of the event/period studied</p> <ul style="list-style-type: none"> • I know why the Magna Carta was important • I know why the Spanish Armada was important
HISTORY 8.6	<p>I can identify and describe how events can be similar and different</p> <ul style="list-style-type: none"> • Examine the religious differences during the Tudor period • Examine the importance of Henry 8th
HISTORY 8.7	<p>I can describe examples of change and/or continuity across given time periods</p> <ul style="list-style-type: none"> • What impact did Magna Carta have • How religion changed with each Tudor Monarch

Topic Areas to revise.

Medieval Times. Magna Carta, Thomas Beckett (also life in the Middle Ages).

The Tudors. Various Kings and Queens, particularly Henry 8th and Queen Elizabeth. Religious conflict and the Spanish Armada.

YEAR 8 CYCLE 2 HISTORY REVISION

You will need to go onto **FireFly** under Y8 History on the school website to help you revise for your Cycle 2 assessment. Also your teachers will give further guidance on the topics to revise nearer the exam.

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

Useful Websites:

<http://www.bbc.co.uk/education/subjects/zk26n39>

Or go to BBC Bitesize, KS3, History. Look at the Normans section for information on the Magna Carta.

<http://www.bbc.co.uk/education/subjects/zk26n39>

Go to the section on Thomas Beckett.

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

Go to KS3 History, Tudors and Stuarts section. Concentrate on Henry 8th, Elizabeth 1st and the Spanish Armada.

Please check Firefly regularly in the lead up to the exam as further revision resources will be added to Firefly and homeworks will be set in preparation for the exam.

YEAR 8 COMPUTING KPIs – CYCLE 2

In cycle 2 students will be working towards KPIs covering Scratch (Game development) and Small Basic (Programming). Scratch: Students will learn about the importance of order and sequence of instructions when programming, planning code (algorithms) and coding in scratch to create an interactive game. Small basic: students will learn how to code inputs, outputs and to the graphics window using Small Basic (programming language).

Date of Assessment	Week beginning Monday 13 th March
KPI	Success Criteria
COMPUTING 8.10	Scratch – Understand that computers need precise instructions <ul style="list-style-type: none"> • Students should be able to produce flow diagrams to illustrate a set of instructions and explain the order instructions need to be
COMPUTING 8.11	Scratch – create a sequence <ul style="list-style-type: none"> • Students should be able to complete a sequence of instructions using Scratch coding to create an animation or game. • Students should be able to explain Scratch code
COMPUTING 8.12	Scratch – create a moving Sprite <ul style="list-style-type: none"> • Students should be able to code instructions to move the Sprite
COMPUTING 8.13	Scratch – define the term algorithm <ul style="list-style-type: none"> • Students should explain what an algorithm is, and give an example.
COMPUTING 8.14	Small Basic – code statements <ul style="list-style-type: none"> • Students should be able to code a statement (instruction)
COMPUTING 8.15	Small Basic – input and output <ul style="list-style-type: none"> • Students should be able to code input and output
COMPUTING 8.16	Small Basic – graphics window <ul style="list-style-type: none"> • Students should be able to code in a graphics window
COMPUTING 8.17	Small Basic – text window <ul style="list-style-type: none"> • Students should be able to code in a text window
COMPUTING 8.18	Small Basic – annotate <ul style="list-style-type: none"> • Students should be able to print their code, and annotate.

YEAR 8 CYCLE 2 COMPUTING REVISION

You will need to use your exercise books, homework tasks and Firefly to help you revise for your cycle 2 assessment.

For all KPIs on Firefly **go to:** Subjects - *ICT/Computing – KS3 Computing – Year 8 Computing – Cycle 2*

Firefly resources:

- PowerPoint notes (**for all KPIs**)
- Sample code
- Keywords
- Useful website links
- Help-sheets

Use the following website links to help you with Scratch practice and programming theory/keywords:

Scratch KPIs

KPI 8.11 and 8.12: You can practice your coding in Scratch using the following online resources to help you with Scratch coding skills: <https://scratch.mit.edu/>

- The website allows you to practice your Scratch skills, create your own animations and games. It also has help guides, and examples.

KPI 8.13: www.bbc.co.uk/bitesize Key Stage 3 - COMPUTING, revise algorithms section.

Small Basic KPIs

Firefly will be the best resources to use for this topic as there is a limited amount of online help for this. On Firefly there will be notes, help-sheets and examples.

www.bbc.co.uk/bitesize Key Stage 3 - COMPUTING, revise programming section.

Remember – A12 and D06 are available after school for you to practice using all the software.

YEAR 8 MUSIC KPIs – CYCLE 2

In year 8 students will be working towards a number of KPIs covering performing, composing, listening and appraising. This cycle they will reggae music and its origins.

Date of Assessment	Week beginning Monday 13 th March
KPI No.	KPI and Success Criteria
MUSIC 8.8	Collaborate effectively with other performers, showing the ability to lead/direct an ensemble
MUSIC 8.9	Compose music in more than one genre which makes controlled use of musical features and devices
MUSIC 8.10	Explore and understand the contexts, origins and traditions of different musical styles, genres and traditions

YEAR 8 CYCLE 2 MUSIC REVISION

For the Performance Test, students are required to practice the composite parts of *Three Little Birds* and put them together for an ensemble performance. They will be marked on their ability to perform effectively and accurately as part of this group, and on additional ensemble skills such as directing and rehearsing.

To prepare for the Listening/Written test, students are required to learn the key words and definitions linked to the Reggae Unit of Work:

- Offbeat “skank” – the rhythmic chord pattern that is played between the beats; one of the key indicators of Reggae style
- Bass riff – heavy, repeated pattern played on electric bass (or low down on keyboard/clavinova)
- Hook – repeated melodic idea that runs through the song
- Melody – the main tune in a piece of music
- Clavinova – vintage Yamaha keyboard with distinctive sound; frequently used in Reggae
- Ensemble – group involved in performance
- Verse-chorus form – structure common to most pop and rock music of the 20th century
- Chord progression – the sequence in which the chords are played in the song
- Rastafarianism – religion originating in Jamaica; regards Haile Selassie (former emperor of Ethiopia) as God
- Jamaica – island and state of West Indies in the Caribbean; former British colony
- Diaspora – global spread of people originally belonging to one nation or culture

- Political Consciousness – awareness of system of government; often coupled with a desire to change it

Suggested Listening (YouTube):

Bob Marley “Three Little Birds” <https://www.youtube.com/watch?v=PGYAAshT4QE>

Bob Marley “No Woman, No Cry” (live)

<https://www.youtube.com/watch?v=SV2hshsChIk>

Burning Spear “Call On You”

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

Jimmy Cliff “Many Rivers To Cross”

https://www.youtube.com/watch?v=SF3lktTk_pQ

Steel Pulse “Ku Klux Klan”

<https://www.youtube.com/watch?v=K1eq5YU7eO4>

YEAR 8

PE and Health Assessment KPIs

In cycle 2, year 8 students build on their learning from year 7 but are still assessed under the same performance indicators. Students will mainly be developing a range of skills in different activities in order to perform under control and under pressure from opponents. They will also focus on leading activities with confidence and good organisation within the lesson as well as understanding and applying determination in order to overcome barriers in sport and in leadership. Students will also be continually assessed on KPIs from cycle 1 (1, 4 and 6). KPI 3 (analysis of performance and 8 (fitness) are continually assessed throughout the 3 learning cycles. The KPIs must be achieved across at least one individual sport and one (different) team sport. This will encourage mastery over the various assessment areas over the year.

Date of Assessment	Ongoing Teacher Assessment
KPI	Assessment Criteria
PE 8.1	<p>Skills - Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.</p> <ul style="list-style-type: none"> • Demonstrate a passing, using different body parts when receiving, shooting with correct technique & dribbling during a game which has conditions to support skill development. • Demonstrating skills in a small group performance in gymnastics such as balances, forward rolls, handstands & headstands with control and quality.
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 suit the student's 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 8.4	<p>Leading in Activity - Leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills.</p>

	<ul style="list-style-type: none"> • Lead a part of the warm up using effective communication, organising space and equipment to be used. • Lead a skill or game based activity which encourages high levels of activity and participation from those within the group. • Create a routine in an aesthetic activity and confidently organise a group to perform with control.
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 8.6	<p>Growth Mind-set - Accurately reflects on progress towards ambitious personal challenges and/or goals in PE and/or leadership.</p> <ul style="list-style-type: none"> • Reflect on performance within PE and leadership and can describe their own strengths and areas of development. • Sets targets to improve personal performance based on their reflections and attempt to improve in their future performances.
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"> • Complete a PE lesson whilst working at a medium to high intensity. • 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

Religious Studies KPIs – CYCLE 2

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 main foci of this learning cycle are ‘Key beliefs of Islam’ and ‘Key beliefs of Hinduism’

Date of Assessment	Week beginning Monday 13 th March
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"> • Muslim beliefs about God, role of prophets, importance of the Qur’an, fasting, hajj. • Tasks examining key Hindu beliefs of Brahman, Trimurti, concept of avatar, reincarnation and moksha
RS 8.2	<p>I can explain how some beliefs are shared by different religions</p> <ul style="list-style-type: none"> • Compare Muslim and Hindu worship, religious expression, and beliefs with other religious and non-religious perspectives.
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"> • Interpreting passages from the Qur’an • Interpreting scriptural passages on attributes of God and Gandhi quotes • Exploring the meaning of the story of Ibrahim sacrificing Ishmael.
RS 8.4	<p>I can clearly explain different views within a religion and explain reasons for these differences</p> <ul style="list-style-type: none"> • Research on different groups within Islam • Evaluating different attitudes to life after death, why suffering exists, the impact of Gandhi on the caste system, what makes up a human being
RS 8.7	<p>I can explain different practises within a religion</p> <ul style="list-style-type: none"> • Research on different groups within Islam
RS 8.8	<p>I can explain the importance of different forms of religious expression.</p> <ul style="list-style-type: none"> • Creatively expressing Muslim beliefs about God through art • Creatively expressing Hindu beliefs about God through dance and collages
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>
RS 8.14	<p>I can respectfully respond to views different from my own.</p>

YEAR 8 CYCLE 2 Religious Studies REVISION

You will need to go onto **FireFly** under Y8 Religious Studies on the school website to help you revise for your cycle 2 assessment.

YEAR 8

Resistant Materials and Graphics KPIs – CYCLE 2

In year 8 students will be working towards a number of KPIs for Resistant Materials and Graphics. Students will complete two projects over the course of the half year. One where they make a pop-up illustration and the second where they make a wooden puzzle.

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	<p>Students are able to safely use the Hegnar Saw to cut their design from timber accurately (In class assessment)</p>

8.8	<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	<p>Students are able to identify, select and use appropriate hand tools to cut and shape and finish timber (In class assessment/ exam)</p> <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	<p>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)</p> <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	<p>To understand that designers need to consider Social and Moral issues when designing new products (in class assessment and exam)</p> <ul style="list-style-type: none"> Students can identify Social and Moral issues with existing products.
RESISTANT MATERIALS & GRAPHICS 8.12	<p>Students to be able to calculate quantities of materials and costs for projects (in class assessment)</p> <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

The main focus of Cycle 2 is using the Preterite Tense – the past tense - to describe past holidays. They are learning to say what they did on holiday, and giving more details about it by expressing opinions. They are also learning more about Spanish-speaking countries. Students will also learn to talk about mealtimes, and to ask the right questions when shopping for food or if they are in a restaurant.

Date of Assessment	Week commencing 20 th March
	KPI and Success Criteria
SPANISH 8.6	Pronunciation. <ul style="list-style-type: none"> • Can learn & perform short pre-learnt dialogue/role play with some individual elements and opinions.
SPANISH 8.7	Writing. <ul style="list-style-type: none"> • Can recognise & match key sounds & words & spell some unfamiliar words using knowledge of phonics when writing sentences from dictation
SPANISH 8.8	Reading and Listening. <ul style="list-style-type: none"> • Can understand the details in a passage or dialogue with predictable information spoken by native speakers.
SPANISH 8.9	Grammar. <ul style="list-style-type: none"> • Can use both past and present tense for regular and key irregular verbs (although word order may be less accurate when writing freely)
SPANISH 8.10	<ul style="list-style-type: none"> • Can use simple negatives.

YEAR 8 CYCLE 2 SPANISH REVISION

You will need to use your exercise book to help you revise for your cycle 2 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

Reading and Listening

Upload listening files and practice reading texts

<http://www.spanish-games.net/>

<http://www.language-gym.com/#/>

Grammar.

On-line dictionaries or Spanish dictionaries: www.wordreference.com and Spanishdict.com

Basic rules – bank of verbs

Practice jumbled sentences.

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 Spanish, Year 8, Cycle 2 Revision.

- 1) Use your personal login details on www.vocabexpress.com and work your way through as many exercises for Mira 2, Units 3 and 4 as you can (even if you've done them before).
DON'T FORGET, IF ASKED FOR SCHOOL CODE... IT'S **UKSHAM** (ALL CAPITAL LETTERS)
- 2) Go on <http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>
Go to ESPAÑOL → look under CAMINOS 2 → do exercises from UNIDAD 2, 3, 5 and 8 (Before doing exercises, you will have to select PC, Tablet or i-pad)

¿Adónde fuiste?

el año pasado

Fui a ...

Alemania

Argentina

Cuba

Escocia

España

Francia

Gales

Grecia

Inglaterra

Irlanda

Italia

México

Pakistán

Portugal

República

Dominicana

Where did you go (to)?*last year**I went to ...**Germany**Argentina**Cuba**Scotland**Spain**France**Wales**Greece**England**Ireland**Italy**Mexico**Pakistan**Portugal**the Dominican**Republic*Jugué al voleibol en la
playa.

Mandé mensajes.

Monté en bicicleta.

Saqué fotos.

Tomé el sol.

Visité monumentos.

después

luego

primero

*I played volleyball on
the beach.**I sent messages.**I rode my bike.**I took photos.**I sunbathed.**I visited monuments.**afterwards**then**first*

¿Cómo fue?

Fue ...

estupendo

genial

guay

aburrido

horrible

un desastre

What was it like?*It was ...**fantastic**brilliant**great, cool**boring**awful**a disaster***¿Qué tal lo pasaste?**

¡Lo pasé bomba!

¡Lo pasé fenomenal!

¡Lo pasé guay!

¡Lo pasé bien!

¡Lo pasé mal!

What sort of time did you have?*I had a fantastic time!**I had a wonderful time!**I had a great time!**I had a good time!**I had a bad time!*

¿Cuándo?

El año pasado ...

El invierno pasado ...

El verano pasado ...

*When?**Last year ...**Last winter ...**Last summer ...*

¿Con quién fuiste?

Fui ...

con mi familia

con mis padres

con mis amigos

*Who did you go with?**I went ...**with my family**with my parents**with my friends*¿Adónde fuiste de
vacaciones?

Fui a Madrid.

¿Cómo fuiste?

Fui ...

a pie

en autocar

en avión

en barco

en bicicleta

en coche

en monopatín

en tren

Where did you go (to)
*on holiday?**I went to Madrid.***How did you go?***I went ...**on foot**by bus**by plane**by boat**by bike**by car**by skateboard**by train*¿Cuánto tiempo
pasaste allí?

Pasé ...

diez días

una semana

dos semanas

un mes

*How much time did you
spend there?**I spent ...**ten days**a week**two weeks**a month***Mis vacaciones**

Generalmente ...

Normalmente ...

me quedo en casa

salgo con mis

amigos por la

noche

vamos a la cafetería

voy a España

My holidays*Usually ...**Normally ...**I stay at home**I go out at night with**friends**we go to the café**I go to Spain***¿Qué hiciste?**

Bailé.

Descansé.

Escuché música.

Fui de excursión.

What did you do?*I danced.**I had a rest/break.**I listened to music.**I went on an outing.*

Las comidas

¿Qué desayunas?

¿Qué comes?

¿Qué meriendas?

¿Qué cenas?

Desayuno ...

Como ...

Meriando ...

Ceno ...

carne con verduras

cereales

fruta

galletas

magdalenas

pasta

patatas fritas

pescado con
ensalada

pizza

pollo

tostadas

un bocadillo

¿Qué bebes?

Bebo ...

Cola Cao

té

zumo de naranja

No meriando.

No desayuno nada.

Nunca como.

¿A qué hora
desayunas/cenas?

Desayuno a las ocho.

Como a mediodía.

Ceno después de las
nueve.**Meals***What do you eat for
breakfast?**What do you eat for
lunch?**What do you eat for
tea?**What do you eat for
supper/dinner?**For breakfast I eat ...**For lunch I eat ...**For tea I eat ...**For supper/dinner I
eat ...**meat with
vegetables**cereal**fruit**biscuits**fairy cakes**pasta**chips**fish with salad**pizza**chicken**toast**a sandwich**What do you drink?**I drink ...**Cola Cao (drinking
chocolate)**tea**orange juice**I don't have tea.**I don't have anything
for breakfast.**I never have lunch.**At what time do you
have breakfast/
dinner?**I have breakfast at
eight o'clock.**I have lunch at midday.**I have dinner after nine
o'clock.*

siempre

generalmente

normalmente

a veces

de vez en cuando

todo el tiempo

*always**usually**normally**sometimes**from time to time**all the time***Los números**

cien

ciento diez

doscientos

trescientos

cuatrocientos

quinientos

seiscientos

setecientos

ochocientos

novecientos

mil

Numbers

100

110

200

300

400

500

600

700

800

900

1000

En el mercado

¿Qué quieres?

un kilo de ...

dos kilos de ...

medio kilo de ...

quinientos gramos

de ...

jamón

manzanas

peras

queso

tomates

uvas

zanahorias

un cartón de leche

un chorizo

una barra de pan

una botella de agua

una lechuga

At the market*What would you like?**a kilo of ...**two kilos of ...**half a kilo of ...**500 grams of ...**ham**apples**pears**cheese**tomatoes**grapes**carrots**a carton of milk**a chorizo (spicy**Spanish sausage)**a baguette/loaf of bread**a bottle of water**a lettuce*

¿Algo más?

Sí, quiero ...

por favor

Nada más, gracias.

¿Cuánto cuesta?

Un euro.

Dos euros y veinte
céntimos.

Ochenta céntimos.

*Anything else?**Yes, I'd like ...**please**Nothing else, thanks.**How much is it?**One euro.**€2.20.**Eighty cents.*

