

Cycle 2

January to March 2017

Year 9 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.



Ms V Penney
Assistant Principal

YEAR 9
ENGLISH KPIs – CYCLE 2

Pupils will be looking at improving their skills of analysis of writers' 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 9 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 9.1	<p>I can make developed and convincing inferences from a text, and select evidence to support them.</p> <p>Students should be able to 'read between the lines' and demonstrate that they understand a text on 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. They should be able to pick out quotations to support their ideas.</p>
ENGLISH 9.2	<p>I can write a response which develops a clear argument or viewpoint.</p> <p>Pupils should be able to show their opinion clearly when writing about their own ideas. They should be able to write in a way which is logical and leads the reader through points individually. Students should be able to offer their opinions in a structured way and lead to a conclusion.</p>
ENGLISH 9.3:	<p>I can identify and analyse the effects of specific parts of a text, with detailed explanations, supported by evidence.</p> <p>Students should be able to 'read between the lines' and demonstrate that they understand text on a deeper level. They should be able to show they understand why writers have used specific words and phrases. They should be able to explain the effect that these words have on the reader and the text as a whole.</p>
ENGLISH 9.5	<p>I can compare characters, events, language and ideas across 2 or more texts.</p> <p>Pupils should be able to look at two or more texts and pick out what is the same about the language, events, and ideas used by the authors</p>

	and what makes them different. They should be specific and be able to use evidence from the text to back up their ideas.
ENGLISH 9.7	I can use standard English where appropriate. Pupils should be able to demonstrate that they can write using standard English and not write in slang or use phrases which are not considered formal or standard.

YEAR 9 CYCLE 2 ENGLISH REVISION

Year 9 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 9

MATHS KPIs – CYCLE 2

Year 9 will be completing a transitional move from key stage 3 to key stage 4. A move which incorporates topics covered in the Mathematics GCSE. This will allow students to gain confidence and experience in loci, bearings, similar shapes and surface area, solving equations, iterative methods & function notation ready for their GCSE in key stage 4.

Date of Assessment	Week beginning Monday 20 th March
KPI No	KPI and Success Criteria
MATHS 9.07	<p>Use formal construction methods to solve loci problems.</p> <ul style="list-style-type: none"> • Derive and use the standard ruler and compass constructions. • Perpendicular bisector of a line segment. • Constructing a perpendicular to a given line from/at a given point. • Bisecting a given angle. • Recognise and use the perpendicular distance from a point to a line as the shortest distance to the line.
MATHS 9.08	<p>Solve bearings problems including ones that require construction.</p> <ul style="list-style-type: none"> • Interpret maps, scale drawings and use of bearings.
MATHS 9.09	<p>Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides.</p> <ul style="list-style-type: none"> • Use known results to obtain simple proofs. • Use Pythagoras' Theorem in similar triangles to solve problems involving right-angled triangles.
MATHS 9.10	<p>Calculate the surface area of prisms.</p> <ul style="list-style-type: none"> • Derive and apply formulae to calculate and solve problems involving surface area of cuboids (including cubes) and other prisms (including cylinders).
MATHS 9.11	<p>Solve simultaneous equations algebraically.</p> <ul style="list-style-type: none"> • Use linear and quadratic graphs to find approximate solutions of simultaneous linear equations • Solve simultaneous equations by elimination and substitution.
MATHS 9.12	<p>Solve equations using iterative methods</p> <ul style="list-style-type: none"> • Find approximate solutions to equations numerically using iteration.
MATHS 9.13	<p>Solve quadratic equations algebraically (where the coefficient of x^2 is greater than 1) using factorisation and the quadratic formula.</p> <ul style="list-style-type: none"> • Solve quadratic equations algebraically by factorisation • Solve quadratic equations algebraically by using the quadratic formula. • Construct and solve an equation from a geometric problem (e.g. area of rectangle).

MATHS 9.14	<p>Solve a (composite/inverse) function for a given value.</p> <ul style="list-style-type: none"> • Write functions in the form $f(x)$. • Perform simple manipulations of functions, such as inverse and composite functions.
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YEAR 9 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 this half term.

KPI 9.07; Use formal construction methods to solve loci problems.

Resources

Mymaths → shape → construction → loci

Mymaths associated games.

KPI 9.08; Solve bearings problems including ones that require construction.

Resources

Hegarty Maths; clip numbers 492-496

Mymaths → shape → angles → bearings.

Mymaths associated games.

KPI 9.09; Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides.

Resources

Hegarty Maths; clip numbers 477-491.

Mymaths → shape → 2d properties.

Mymaths → shape → Pythagoras.

Mymaths → shape → scale & similarity.

Mymaths associated games.

KPI 9.10; Calculate the surface area of prisms.

Resources

Hegarty Maths; clip numbers 553-559.

Mymaths → shape → volume & surface area.

Mymaths associated games.

KPI 9.11 Solve Simultaneous equations algebraically.

Resources

Hegarty Maths; clip numbers 176-195
Mymaths → algebra → equations simultaneous.
Mymaths associated games.

KPI 9.12; Solve equations using iterative methods

Resources

Hegarty Maths; clip number 322
Mymaths → algebra → Equations – approximate solutions → iteration.
Mymaths associated games.

KPI 9.13; Solve quadratic equations algebraically (where the coefficient of x^2 is greater than 1) using factorisation and the quadratic formula.

Resources

Hegarty Maths; clip numbers 246,259
Mymaths → algebra → quadratic equations
Mymaths associated games.

KPI 9.14; Solve a (composite/inverse) function for a given value.

Resources

Hegarty Maths; clip numbers 288,289, 293-296
Mymaths → algebra → function notation
Mymaths associated games.

YEAR 9 SCIENCE KPIs – CYCLE 2

For the spring term students will complete units on forces in action and reactivity and energetics in chemistry.

Students will be able to calculate moments and relate to force multipliers, measure the extension in springs and relate to Hooke's law, identify energy stores and the pathways associated with deformation of objects and describe balanced forces to mechanical systems.

In the chemistry unit students will be able to use patterns of reactivity to predict reactions and describe reactions with acids. They will investigate different chemical reactions such as combustion and oxidation and produce symbol equations for them as well as be able to describe the effect of a catalyst in a reaction and the difference between endothermic and exothermic reactions.

Date of Assessment	Week beginning Monday 20 th March
KPI No	KPI and Success Criteria
SCIENCE 9CR 1	<p>Use patterns of reactivity to make predictions for chemical reactions</p> <ul style="list-style-type: none"> Describe how metals can be ordered by their reactivity. Predict if reactions will occur based on the reactivity series. Describe how one metal can displace another.
SCIENCE 9CR 2	<p>Link the properties and uses of a metal to its position in the reactivity series</p> <ul style="list-style-type: none"> Predict how metals might be found in the earth based on their reactivity. Describe how some metals are extracted from their ores using displacement.
SCIENCE 9CR 3	<p>Describe reactions with acids.</p> <ul style="list-style-type: none"> Describe the reaction between acids and alkalis. Explain how an acid and a metal react at a particle level. Describe how acids react with metal carbonates.
SCIENCE 9CE 1	<p>Describe combustion, thermal decomposition and oxidation, representing them as symbol equations</p> <ul style="list-style-type: none"> Describe the process of combustion. Evaluate the uses of thermal decomposition. Describe the process of oxidation
SCIENCE 9CE 2	<p>Describe how a catalyst affects the rate of a reaction</p> <ul style="list-style-type: none"> Identify the effect a catalyst has on the rate of reaction. Describe the role of a catalyst in a reaction.

SCIENCE 9CE 3	<ul style="list-style-type: none"> • Describe exothermic reactions. • Describe endothermic reaction. • Compare exothermic and endothermic reactions.
SCIENCE 9PF 1	Define and calculate a moment, and relate this to force multipliers <ul style="list-style-type: none"> • Describe the effect of a moment. • Calculate moments • Identify uses of levers. • Describe how simple levers work.
SCIENCE 9PF 2	Measure extension or compression and relate this to the force applied to a spring and to Hooke's law <ul style="list-style-type: none"> • Describe the effect of mass on the extension of an object • Compare extension of different springs.
SCIENCE 9PF 3	Describe energy transfers and conservation of energy for the deformation of objects <ul style="list-style-type: none"> • Describe how energy can be transferred to different stores. • Explain how energy is conserved.
SCIENCE 9PF 4	Describe balanced forces in relation to mechanical systems <ul style="list-style-type: none"> • Describe the movement of an object in terms of the forces acting on that object.

YEAR 9 CYCLE 2 SCIENCE REVISION

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

9CR1

http://www.bbc.co.uk/bitesize/ks3/science/chemical_material_behaviour/compounds_mixtures/revision/5/

<http://www.docbrown.info/ks3chemistry/9FmcHP6.htm>

https://www.youtube.com/watch?v=kOhrYt2r_PI

9CR2

<http://chemistry.about.com/od/elementgroups/a/metals.htm>

http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_pre_2011/chemicals/metalpropertiesrev1.shtml

9CR3

http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa_pre_2011/ions/acidsbasesrev2.shtml

<http://www.rsc.org/education/teachers/Resources/aflchem/resources/46/46%20resources/46-4%20acids%20and%20metal%20carbonates.pdf>

9CE1

http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway_pre_2011/carbon_chem/7_using_carbon_fuels1.shtml

http://www.bbc.co.uk/schools/gcsebitesize/science/aqa_pre_2011/rocks/limestonerev1.shtml

http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/metals/obtaining_using_metal_srev3.shtml

9CE2

<http://www.gcsescience.com/rc12-catalyst-definition.htm>

<http://www.absorblearning.com/media/item.action?quick=w3>

9CE3

http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa_pre_2011/chemreac/energychangesrev1.shtml

<http://www.sciencemadesimple.co.uk/curriculum-blogs/chemistry-blogs/exothermic-and-endothemic-reactions>

Word	Meaning
oxidised	When a substance reacts with oxygen to form an oxide.
reactive	A substance that reacts with many other substances, or reacts very easily.
unreactive	A substance that reacts with few other substances, or reacts very slowly or not at all.
corrode	When something (such as stone or metal) reacts with chemicals in the air or water and gets worn away.
oxide	A compound formed when something reacts with oxygen.
Reactivity Series	A list of metals which shows them in order of their reactivity, with the most reactive at the top.
sulphates	Compounds containing sulphur and oxygen. They are the type of salt formed when a reaction with sulphuric acid occurs.
salt	A compound made when acids react with metals or bases. Many salts are chlorides, sulphates or nitrates. Common salt is sodium chloride.
bonds	Forces holding particles together.
displace	When one element takes the place of another in a compound – a type of substitution.
displacement reaction	A reaction where one element takes the place of another in a compound.
electrolysis	A process where electricity is used to split compounds apart, normally to produce an element.
properties	Something used to describe how a material behaves and what it is like. Hardness is a property of some solids.
metals	Elements that are shiny, conduct heat and electricity well and often have high melting and boiling points.
non-metals	Elements that are not shiny, and do not conduct heat and electricity well. They often have low melting and boiling points. The solid ones are brittle.
property	Something that is used to describe how a material behaves and what it is like. Hardness is a property of some solids.
salts	Compounds made in some reactions involving acids. They have a metal part and a non-metal part. The non-metal part is usually chloride, sulphate or nitrate (e.g. potassium sulphate).
base	A chemical which reacts with an acid to form a salt.

neutralisation	Mixing an acid and a base together to make a solution with a pH of 7.
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9PF1

http://www.bbc.co.uk/bitesize/ks3/science/energy_electricity_forces/forces/revision/8/
http://www.bbc.co.uk/schools/gcsebitesize/science/triple_aqa/using_physics_make_things_work/moments/revision/3/
http://www.skwirk.com/p-c_s-4_u-308_t-757_c-2847/ACT/10/Machines-speed-and-force-multipliers/Machines/Force-and-motion/Science/

9PF2

<http://www.bbc.co.uk/education/guides/zttfyrd/revision/9>
http://www.4physics.com/phy_demo/HookesLaw/HookesLawLab.html (don't need to know the last graph)

9PF3

<http://www.bbc.co.uk/education/guides/z99jq6f/revision>
<http://www.bbc.co.uk/education/guides/z99jq6f/revision/2>
<http://www.bbc.co.uk/education/guides/z99jq6f/revision/3>

9PF4

<http://www.channel4learning.com/support/programmenotes/netnotes/section/sectionid100663660.htm>
<http://www.bbc.co.uk/education/guides/zttfyrd/revision/2>
<http://www.bbc.co.uk/education/guides/zttfyrd/revision/7>

effort	The force put on a lever to put a force on something else.
force multiplier	A lever used to turn a small force into a larger one.
fulcrum	A point around which something turns. Another name for a pivot.
lever	A simple machine which can increase the size of a force.
load	The weight or force on something.
machine	Something which alters the size or direction of a force.
pivot	Another name for a fulcrum.
anticlockwise moment	The moment of a force in an anticlockwise direction around a pivot.
clockwise moment	The moment of a force in a clockwise direction around a pivot.
exert	Push on something.
in equilibrium	In balance.
moment	The turning effect of a force. It is calculated using: $\text{moment} = \text{force} \times \text{distance of force from pivot}$.
newton metre (Nm)	The unit for the moment of a force.
principle of moments	The principle of moments states that when something is in equilibrium (in balance), the clockwise moment is equal to the anticlockwise moment.
turning effect	The moment of a force. The way in which a force turns something around a pivot.

YEAR 9

French KPIs – CYCLE 2

In cycle 2, year 9 students are learning to talk about jobs, ambitions and future plans. They will learn to ask and answer questions on this topic area and on the topic of holidays. They will learn to talk about what they would like to do on holiday, items they take on holiday with them and things that go wrong on holiday.

Date of Assessment	Week beginning Monday 13 th March
	KPI and Success Criteria
French 9.6	Speaking. <ul style="list-style-type: none"> • Can have a short conversation on the subject of future plans.
French 9.7	Writing. <ul style="list-style-type: none"> • Can write 70 words on what want to do in the future and why. Also talk about what you like doing and your preferences if you can.
French 9.8	Reading and Listening. <ul style="list-style-type: none"> • Can understand an authentic text about a cultural subject using a dictionary to help • Can understand a conversation spoken by native speakers on the subject of what they want to do in the future.
French 9.9	Skills / Grammar <ul style="list-style-type: none"> • Can use question words to formulate basic dialogues
French 9.10	Skills / Grammar <ul style="list-style-type: none"> • Can use the perfect tense with all pronouns for a variety of regular and irregular verbs

YEAR 9 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 9, cycle 2 revision.

GENERAL

Use your personal password on www.vocabexpress.com and work your way through as many exercises for Studio 3 Unit 3 and 4 as you can (even if you have done them before)

Go on www.funwithlanguages.vacau.com

Go to French → KS3 → UNIT 15 A l'horizon and play as many games as you can in each section.

KPI 9.6 Speaking.

You will have prepared in class for a 1 minute presentation on your future plans and to answer 3 out of a possible 5 questions. You will have taken this home to learn. Example and translation of questions on Firefly – you will prepare your answers to learn in class.

KPI 9.7 Writing.

Vocab for revision on Firefly and you will have put together some 70+ words in class on the subject of your future plans and taken home to pre-learn as homework. You will need to write this in your exam.

KPI 9.8 Reading and Listening

1. You will be faced with a challenging, real text about three French people who are talking about their future plans; You will have to work things out using what you know; a dictionary and looking for cognates to work out a time line of his life.
2. Key vocab for revision on Firefly – future plans

KPI 9.9 Grammar.

See resources and vocab on question words of Firefly.

KPI 7.10 Grammar.

See revision sheets on the Perfect tense and on 'avoir' and 'être' on Firefly.

Des vacances • Disastrous holidays désastreuses

J'ai oublié mon passeport.	<i>I forgot my passport.</i>
J'ai perdu mon portemonnaie.	<i>I lost my purse.</i>
J'ai cassé mon appareil photo.	<i>I broke my camera.</i>
J'ai pris un coup de soleil.	<i>I got sunburnt.</i>
J'ai mangé quelque chose de mauvais.	<i>I ate something bad.</i>
On a raté l'avion.	<i>We missed the plane.</i>
Aïe!	<i>Oh, no!/Ouch!</i>
Mince!	<i>Damn!</i>
Oh là là!	<i>Oh, dear!</i>
C'est pas possible!	<i>No way!</i>
Quel désastre!	<i>What a disaster!</i>

À la base de loisirs • At the leisure park

J'ai ...	<i>I ...</i>
Il/Elle a ...	<i>He/She ...</i>
fait du tir à l'arc	<i>did archery</i>
fait du trampoline	<i>did trampolining</i>
fait de l'escalade	<i>went climbing</i>
Je suis ...	<i>I ...</i>
Il/Elle est ...	<i>He/She ...</i>
allé(e) à la pêche	<i>went fishing</i>

Les mots essentiels • High-frequency words

où?	<i>where?</i>
avec qui?	<i>who with?</i>
combien de?	<i>how much?/how many?</i>
que?	} <i>what?</i>
qu'est-ce que?	
normalement	<i>usually, normally</i>
quel/quelle	<i>which/what (a)</i>
alors	} <i>so/therefore</i>
donc	
quand	<i>when</i>
mon/ma/mes	<i>my</i>
ton/ta/tes	<i>your</i>
son/sa/ses	<i>his/her</i>
d'abord	<i>first of all</i>
ensuite	<i>then/next</i>
puis	<i>then</i>
après	<i>afterwards</i>
finalement	<i>finally</i>

Stratégie 4

Reading complicated texts

Don't give up! Just because you can't understand every word doesn't mean you can't work out what a French story or article is about. How many of these strategies do you use already?

- I read all the text to get an idea of what it's all about.
- I don't panic or give up when there's a word I don't know; I carry on to the end.
- I use my powers of logic to make sensible guesses.
- I spot cognates and words that look familiar.
- I pick out what seem to be the key words – they often appear more than once.
- I look out for names of people and places.
- I use my knowledge of grammar. For example, can I spot what tense a verb is in.

Try them all out and see which work best for you.

Mes ambitions • My ambitions

Qu'est-ce que tu voudrais faire plus tard?	<i>What would you like to do later on?</i>
Je voudrais être ...	<i>I would like to be a(n) ...</i>
acteur/actrice	<i>actor</i>
chanteur/chanteuse	<i>singer</i>
chauffeur de taxi/camion	<i>taxi/lorry driver</i>
contrôleur aérien	<i>air-traffic controller</i>
designer de chaussures	<i>shoe designer</i>
directeur/directrice de magasin	<i>store manager</i>
footballeur	<i>footballer</i>
guide touristique	<i>tourist guide</i>
ingénieur	<i>engineer</i>
journaliste	<i>journalist</i>
pâtissier/pâtissière	<i>pastry chef</i>
pilote	<i>pilot</i>
professeur	<i>teacher</i>
réceptionniste	<i>receptionist</i>
serveur/serveuse	<i>waiter/waitress</i>
secrétaire	<i>secretary</i>
vétérinaire	<i>vet</i>
webdesigner	<i>web designer</i>

Les opinions • Opinions

Ce serait ...	<i>It would be ...</i>
cool/ennuyeux	<i>cool/boring</i>
génial/intéressant	<i>great/interesting</i>
Ça ne m'intéresse pas.	<i>That doesn't interest me.</i>
Non, merci!	<i>No thanks.</i>
Jamais de la vie!	<i>No way!</i>

Les mots essentiels • High-frequency words

alors	<i>so</i>
ça dépend	<i>it depends</i>
comme	<i>as</i>
je ne sais pas	<i>I don't know</i>
même	<i>even</i>
où	<i>where</i>
parce que	<i>because</i>
voyons	<i>let's see</i>
je prends	<i>I take</i>
je vais	<i>I go</i>
je fais	<i>I do/make</i>



Stratégie 3

Checking your work

Here are the most important things to check when you've written a piece of French. It doesn't take much effort to make sure you write better French and get better marks.

Spelling	If you're not sure of a word, look it up again.
Gender	<i>Le</i> or <i>la</i> ? A dictionary will tell you: <i>m</i> (for masculine) or <i>f</i> (for feminine).
Tense	Check that you have written: <ul style="list-style-type: none">• the correct ending on the verb• <i>avoir/être</i> + past participle for the past• <i>aller</i> + infinitive for what you're going to do.
Agreements	Make sure you make adjectives 'agree': usually there's a different ending for feminine and plural adjectives.
Accents	They change the way you pronounce a word, but can also change the meaning: <i>aime</i> or <i>aimé</i> , <i>arrive</i> or <i>arrivé</i> ?

Les vacances • Holidays

Je passe mes vacances ...	<i>I spend my holidays ...</i>
au bord de la mer	<i>at the seaside</i>
à la campagne	<i>in the countryside</i>
à la montagne	<i>in the mountains</i>
en colo	<i>at a holiday camp</i>
Je vais en vacances ...	<i>I go on holiday ...</i>
avec ma famille	<i>with my family</i>
avec mes parents	<i>with my parents</i>
avec mes copains	<i>with my friends</i>
Je reste ...	<i>I stay ...</i>
une semaine	<i>one week</i>
quinze jours	<i>a fortnight</i>
dix jours	<i>ten days</i>

Les activités de vacances • Holiday activities

Je fais ...	<i>I do/I go ...</i>
du canoë-kayak	<i>canoeing</i>
du ski	<i>skiing</i>
du snowboard	<i>snowboarding</i>
du VTT	<i>mountain biking</i>
de la voile	<i>sailing</i>
de la planche à voile	<i>windsurfing</i>
de l'équitation	<i>horse riding</i>

Mes rêves • My dreams

Un jour, je voudrais ...	<i>One day, I would like to ...</i>
aller au pôle Nord	<i>go to the North Pole</i>
descendre l'Amazone en canoë	<i>go down the Amazon in a canoe</i>
faire de la plongée sous-marine	<i>go scuba diving</i>
faire des sports extrêmes	<i>do some extreme sports</i>
faire un safari en Afrique	<i>go on safari in Africa</i>
habiter sur une île déserte	<i>live on a desert island</i>

Les réactions • Reactions

Ouais! Cool!	<i>Yeah! Cool!</i>
Bonne idée!	<i>Good idea!</i>
Pourquoi pas?	<i>Why not?</i>
Quelle horreur!	<i>How horrible!</i>
Tu rigoles!	<i>You must be joking!</i>
Ce n'est pas mon truc.	<i>It's not my kind of thing.</i>

Les affaires de vacances • Holiday items

un chargeur (pour mon mp3/ma PlayStation Portable)	<i>a charger (for my mp3/my portable PlayStation)</i>
un portable	<i>a mobile phone</i>
un tuba	<i>a snorkel</i>
une bombe anti-insectes	<i>an insect-repellent spray</i>
du gel coiffant	<i>hair gel</i>
de la crème solaire	<i>sun cream</i>
des lunettes de plongée	<i>swimming goggles</i>
des palmes	<i>flippers</i>
des tongs	<i>flip-flops</i>

Les verbes pronominaux • Reflexive verbs

Je me baigne.	<i>I swim.</i>
Je me coiffe.	<i>I do my hair.</i>
Je me douche.	<i>I have a shower.</i>
Je me fais bronzer.	<i>I sunbathe.</i>
Je me fais piquer.	<i>I get stung.</i>
Je m'ennuie.	<i>I get bored.</i>

YEAR 9 GEOGRAPHY KPIs – CYCLE 2

In year 9 students will be working towards a number of KPIs covering the skills and knowledge associated with Natural Hazards. The cycle is split into two parts: Plate Tectonics and the hazards associated with them (earthquakes and volcanoes) and Part 2 covers the hazard of flooding from both rivers and the coast.

Date of Assessment	Week beginning Monday 20 th March
KPI No	KPI and Success Criteria
GEOGRAPHY 9.1	<p>I can confidently carry out a range of geographical skills – maps and atlases:</p> <ul style="list-style-type: none"> • Labelling a tectonic plate map of the world.
GEOGRAPHY 9.3	<p>I can draw geographical diagrams to support the writing of geographical landforms/processes that are well annotated:</p> <ul style="list-style-type: none"> • Drawing an annotated diagram of the Earth's structure. • Drawing convection currents in the mantle • Drawing/annotating the 4 different plate boundaries (constructive, destructive, conservative and collision) • Annotating a diagram with the reasons why a river floods. • Annotating a diagram of hurricane formation
GEOGRAPHY 9.4	<p>I can clearly describe geographical concepts/processes in the correct sequence:</p> <ul style="list-style-type: none"> • Describing how convection currents move the tectonic plates. • Describing how the movement of the tectonic plates at the 4 different plate boundaries are responsible for natural hazards. • Describing how and why rivers and the coast (hurricanes) can flood the land.
GEOGRAPHY 9.5	<p>I can confidently classify and explain the impacts of an event into social, economic and environmental (SEE), and can provide reasons for this classification:</p> <ul style="list-style-type: none"> • The impacts of the Japan (HIC) earthquake (EQ) • The impacts of the Haiti (LIC) EQ • The Impacts of the Chances Peak, Monserrat Volcanic Eruption. • The SEE reasons why people continue to live in danger zones (floods, volcanic eruptions and EQs) • The impacts of the Boscastle, England (HIC) 2004 floods • The impacts of the Bangladesh (LIC) 2004 River floods • The impacts of Hurricane Sandy (New York, USA) and Cyclone Sidr, Bangladesh
GEOGRAPHY 9.6	<p>I can use social, economic and environmental (SEE) classification to structure my work.</p> <ul style="list-style-type: none"> • Writing about the Japanese EQ using the above classification. • Writing about the Haiti EQ using the above classification. • Writing about the Chance Peak eruption using the above classification. • Writing about the Boscastle floods using the above classification. • Writing about the Bangladesh River floods using the above classification.

	<ul style="list-style-type: none"> • Writing about Hurricane Sandy (New York, USA) and Cyclone Sidr, Bangladesh, using the above classification.
GEOGRAPHY 9.7	<p>I can appropriately and confidently use case study information to answer questions and provide comparative data:</p> <ul style="list-style-type: none"> • The Japanese EQ case study. • The Haiti EQ case study. • Comparing the impacts of the HIC and LIC EQs. • The Chance Peak eruption case study. • Boscastle River floods 2004 • Bangladesh River floods 2004 • The management strategies used in the UK and Bangladesh to protect against coastal flooding. • Hurricane Sandy (New York, USA) • Cyclone Sidr, Bangladesh
GEOGRAPHY 9.8	<p>I can evaluate management strategies put in place to deal with events/processes.</p> <ul style="list-style-type: none"> • The management strategies that have been put in place to protect against disasters (floods, volcanic eruptions and EQs) • The management of river defences in Boscastle. • The management strategies used in the UK and Bangladesh to protect against coastal flooding.
GEOGRAPHY 9.9	<p>I can create my own solutions to events/processes:</p> <ul style="list-style-type: none"> • Designing your own EQ proof building. • Think of your own river management strategies to protect people against flooding (river and coastal)

YEAR 9 CYCLE 2 (Natural Hazards: Plate Tectonics and Flooding) 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.

Structure of the earth with annotations about each part:

http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/tectonic_plates_rev1.shtml

Convection Currents:

<https://www.youtube.com/watch?v=ryrXAGY1dmE>

Plate Boundaries:

http://www.bbc.co.uk/bitesize/ks3/geography/physical_processes/plate_tectonics/revision/3/

The 2011 Japanese (HIC) EQ (causes and effects):

<http://www.geographylwc.org.uk/GCSE/igcse/hazards/pdf/GA484.pdf>

The 2010 Haiti (LIC) EQ (causes and effects):

http://www.bbc.co.uk/bitesize/ks3/geography/physical_processes/plate_tectonics/revision/7/

Why people still live near volcanoes:

<http://www.geography-site.co.uk/pages/physical/earth/volcanoes/volcanoliving.html>

Why people live in areas affected by EQs:



Why live in a
danger zones.ppt

Chance Peak Volcanic Eruption (causes and effects):

http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/volcanoes_rev6.shtml

Boscastle, England (HIC) river floods 2004:

http://www.bbc.co.uk/schools/gcsebitesize/geography/water_rivers/river_flooding_management_rev3.shtml

Bangladesh (LIC) River floods 2004:

<http://tudorgeog.blogspot.co.uk/2009/04/case-study-bangladesh-flooding-2004.html>

Formation of a hurricane:

http://www.bbc.co.uk/schools/gcsebitesize/geography/weather_climate/weather_human_activity_rev2.shtml

https://www.youtube.com/watch?v=Wk_FVXVnE2I

Coastal flooding in Bangladesh: Cyclone Sidr:

<https://www.youtube.com/watch?v=-BB7228y6eY>

Coastal Flooding in the USA: Hurricane Sandy:

<http://www.sphgeography.co.uk/cs7-gcse-updated.html>

YEAR 9 German KPIs – CYCLE 2

In cycle 2 students are studying future plans including jobs and employment and the importance of learning languages. They will be talking about what they want to do and comparing themselves with others. They will then start to look at more global issues such as the environment.

Date of Assessment	Week beginning Monday 20 th March
KPI No	KPI and Success Criteria
German 9.6	Speaking. <ul style="list-style-type: none"> • Can have a short conversation on the subject of future plans.
German 9.7	Writing. <ul style="list-style-type: none"> • Can write about 70 words on what you want to do in the future and why. Also talk about what you like doing and your preferences if you can.
German 9.8	Reading and Listening. <ul style="list-style-type: none"> • Can understand an authentic text about a cultural subject using a dictionary to help • Can understand a conversation spoken by native speakers on the subject of what they want to do in the future.
German 9.9	Skills / Grammar <ul style="list-style-type: none"> • Can use future tense well
German 9.10	Skills / Grammar <ul style="list-style-type: none"> • Can use modal verbs correctly ie must; could; should and want to

YEAR 9 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 9, 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)

Go on www.funwithlanguages.vacau.com

Go to GERMAN → KS3 → UNIT 18 DIE ZUKUNFT and play as many games as you can in each section.

KPI 9.6 Speaking.

You will have prepared in class for a 1 minute presentation on your future plans and to answer 3 out of a possible 5 questions. You will have taken this home to learn. Example and translation of questions on firefly – you will prepare your answers to learn in class.

KPI 9.7 Writing.

Vocab for revision on Firefly and you will have put together some 70+ words in class on the subject of your future plans and taken home to pre-learn as homework. You will need to write this in your exam.

KPI 9.8 Reading and Listening

1. You will be faced with a challenging, real German text about the painter, Franz Marc. Be prepared to use your common sense; working things out using what you know, a dictionary and looking for cognates to work out a time line of his life.
2. Key vocab for revision on Firefly – future plans

KPI 9.9 Grammar.

Future tense – resources on Firefly and in vocab

KPI 7.10 Grammar.

Modal verbs – resources on Firefly and in vocab – make sure you know the word order and difference between ich muss ... ich soll ... ich kann ... ich darf

Pläne für die Zukunft

Ich werde...
 in der Fußballmannschaft für England spielen.
 vier Kinder und fünf Katzen haben.
 nach Australien fahren.
 an der Uni Astrophysik studieren.
 die Schule mit 16 verlassen.
 berühmt sein.
 bei BMW arbeiten.
 viel Geld verdienen.
 in zwei Jahren
 nächstes Jahr
 im Jahr 2010
 mit 21

Plans for the future

I will...
play football for England.
have four children and five cats.
travel to Australia.
study Astrophysics at university.
leave school at 16.
be famous.
work for BMW.
earn lots of money.
in two years
next year
in 2010
at 21

Fremdsprachen

Ich kann...
 Ich lerne...
 Chinesisch.
 Deutsch.
 Englisch.
 Französisch.
 Griechisch.
 Japanisch.
 Spanisch.
 Urdu.
 Ich will Urdu lernen,
 weil ich Freunde in
 Indien habe.
 weil ich in den
 Ferien nach
 Spanien fahre.
 weil ich in
 Griechenland
 arbeiten möchte.
 weil es nützlich ist.
 weil es wichtig ist.
 weil es interessant
 ist.
 weil es einfach ist.

Foreign languages

I can speak...
I'm learning...
Chinese.
German.
English.
French.
Greek.
Japanese.
Spanish.
Urdu.
I want to learn Urdu
because I have
friends in India.
because I'm going
to Spain in the
holidays.
because I'd like to
work in Greece.
because it's useful.
because it's
important.
because it's
interesting.
because it's easy.

Berufe

Ich bin...
 Arzt(-in).
 Bauer(-in).
 Journalist(in).
 Kellner(in).
 Kindergärtner(in).
 Lastwagenfahrer(in).
 Pilot(in).
 Polizist(in).
 Sekretär(in).
 Soldat(in).
 Tierarzt(-in).
 Touristenführer(in).
 Webdesigner(in).
 Ich arbeite...
 in einem Büro.
 in einem Restaurant.
 in einer Klinik.
 in einem
 Kindergarten.
 am Flughafen.
 in ganz Europa.

Jobs

I'm a...
doctor.
farmer.
journalist.
waiter (waitress).
nursery teacher.
lorry driver.
pilot.
policeman
(policewoman).
secretary.
soldier.
vet.
tourist guide.
web designer.
I work...
in an office.
in a restaurant.
in a clinic.
in a nursery.
at the airport.
throughout Europe.

Was ist dir wichtig?	What is important to you?
Sport...	<i>Sport...</i>
Mode...	<i>Fashion...</i>
Musik...	<i>Music...</i>
Geld...	<i>Money...</i>
Die Umwelt...	<i>The environment...</i>
Anderen Leuten zu helfen...	<i>Helping other people...</i>
ist mir wichtig.	<i>is important to me.</i>
Computer...	<i>Computers...</i>
Gute Noten in der Schule...	<i>Good marks at school...</i>
Mädchen...	<i>Girls...</i>
Jungen...	<i>Boys...</i>
sind mir wichtig.	<i>are important to me.</i>

Was machst du, wenn...?	What do you do when...?
Wenn ich Zeit habe,...	<i>When I have time...</i>
Wenn ich im Stress bin,...	<i>When I'm stressed...</i>
Wenn ich allein bin,...	<i>When I'm alone...</i>
Wenn ich müde bin,...	<i>When I'm tired...</i>
Wenn ich nicht gut drauf bin,...	<i>When I'm feeling down...</i>
Wenn ich mit Freunden zusammen bin,...	<i>When I'm with friends...</i>
esse ich Schokolade.	<i>I eat chocolate.</i>
gehe ich in die Stadt.	<i>I go into town.</i>
fahre ich im Park Rad.	<i>I cycle in the park.</i>
spiele ich Handball.	<i>I play handball.</i>
höre ich laute Musik.	<i>I listen to loud music.</i>
bleibe ich zu Hause.	<i>I stay at home.</i>

Das Tagesprogramm	Daily routine
Ich wache um 6 Uhr auf.	<i>I wake up at 6 a.m.</i>
Ich stehe um 6:15 Uhr auf.	<i>I get up at 6.15 a.m.</i>
Ich wasche mich.	<i>I get washed.</i>
Ich ziehe mich an.	<i>I get dressed.</i>
Ich trage...	<i>I wear...</i>

Ich frühstücke.	<i>I have breakfast.</i>
Ich esse / trinke...	<i>I eat / drink...</i>
Ich sehe fern.	<i>I watch TV.</i>
Ich spiele draußen.	<i>I play outside.</i>
Ich helfe zu Hause.	<i>I help at home.</i>
Ich füttere den Hund / die Katze / die Hühner.	<i>I feed the dog / cat / hens.</i>
Ich wasche Kleider.	<i>I wash clothes.</i>
Ich wasche ... ab.	<i>I wash the dishes.</i>
Ich trockne ... ab.	<i>I dry the dishes.</i>
Ich gehe um 21 Uhr ins Bett.	<i>I go to bed at 9 p.m.</i>
nach der Schule	<i>after school</i>

Erwachsen sein	Being an adult
Wenn man 16 / 17 / 18 ist, darf man...	<i>When you're 16 / 17 / 18 you can...</i>
Bier trinken.	<i>drink beer.</i>
Schnaps trinken.	<i>drink spirits.</i>
Lotto spielen.	<i>do the lottery.</i>
Zigaretten kaufen.	<i>buy cigarettes.</i>
Auto fahren.	<i>drive a car.</i>
die Schule verlassen.	<i>leave school.</i>
wählen.	<i>vote.</i>
Mofa fahren.	<i>drive a moped.</i>
heiraten.	<i>get married.</i>
bis 24 Uhr in die Disko gehen.	<i>stay out at the disco until midnight.</i>
Ich werde (nicht)...	<i>I will (not)...</i>
Das finde ich...	<i>I think that is...</i>
cool.	<i>cool.</i>
klasse.	<i>great.</i>
keine gute Idee.	<i>not a good idea.</i>
praktisch.	<i>practical.</i>
eine Geldverschwendung.	<i>a waste of money.</i>
blöd.	<i>stupid.</i>
vernünftig.	<i>reasonable.</i>

Um die Umwelt zu schützen	To protect the environment
Wir trennen den Müll.	<i>We separate the rubbish.</i>
Wir recyceln Papier.	<i>We recycle paper.</i>
Wir kompostieren den Abfall.	<i>We compost waste.</i>

YEAR 9 HISTORY KPIs – CYCLE 2

In year 9 students will be working towards a number of KPIs covering the areas of Historical Knowledge, using sources, similarity and difference, change and continuity and the communication of historical knowledge (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 and Success Criteria
HISTORY 9.1	<p>I can show how a source is reliable or not reliable based on the purpose of the source</p> <ul style="list-style-type: none"> • I can use sources to explain aspects of the slave trade • I can use sources to examine trench warfare conditions
HISTORY 9.3	<p>I am able to structure paragraphs that are clearly focused on the question and beginning to make links between paragraphs</p> <ul style="list-style-type: none"> • Explain how World War 1 started • I can compare ideas on slavery • I can compare ideas on World War 1 trench conditions
HISTORY 9.5	<p>I can identify secure knowledge, key features and characteristics of the event/period studied</p> <ul style="list-style-type: none"> • Explain aspects of the slave trade • Explain how slaves were treated • Explain the importance of the trenches in World War 1
HISTORY 9.6	<p>I can compare and contrast different events and periods over time</p> <ul style="list-style-type: none"> • How and why did attitudes to the slave trade change in Britain • Why causes of World War 1 are long term and short term
HISTORY 9.11	<p>I can describe examples of causes and/or consequences and discuss links between them</p> <ul style="list-style-type: none"> • I can explain the main causes of World War 1 • Explain why trench warfare lasted so long • Discuss the impact of new technology and weapons upon trench warfare and conditions • Explain about life on a slave plantation depending upon what type of slave you were and who your owner was

YEAR 9 CYCLE 2 HISTORY REVISION

You will need to go onto **FireFly** under Y9 History on the school website 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.

Topic Areas to revise.

Britain and the Industrial Revolution, the Slave Trade Triangle, the Middle Passage and Life as a Slave.

The early 20th Century, Causes of World War 1, The Assassination of Archduke Franz Ferdinand, the Alliances.

The Great War, Trench Warfare, Weapons and Propaganda.

Useful Websites:

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

BBC Bitesize above has lots of sections on the topics you have studied in your Y9 History class. Go to KS3 History. You will find revision notes, quizzes and games to aid revision.

www.educationforum.co.uk/KS3

Again concentrate on the topics you have studied in your Y9 History class, which are briefly outlined above.

We will also place revision materials on the Firefly system.

Students should be using their homework time to revise for these tests and listen to the advice given by their teacher during lessons and placed on the Firefly site.

YEAR 9

Computing KPIs – CYCLE 2

In cycle 2 students will be working towards a number of KPIs covering the areas of DTP and Websites. DTP: students will learning how to use advanced tools on Desktop Publishing software and how to design graphics/advertisements/documents that serve a purpose and suit an audience. Websites: students will learn how to analyse and assess websites, design and create a website and e-safety.

Date of Assessment	Week beginning Monday 13 th March
KPI	Success Criteria
COMPUTING 9.11	DTP: Use the text tool <ul style="list-style-type: none"> • Focus on identifying, explaining and using the tool
COMPUTING 9.12	DTP: Combine texts and graphics (join two objects together as one) <ul style="list-style-type: none"> • Focus on identifying, explaining and using the tool
COMPUTING 9.13	DTP: Use at least one editing tool e.g. crop, rotate etc. <ul style="list-style-type: none"> • Focus on identifying, explaining and using the tool
COMPUTING 9.14	DTP: Use appropriate types of images (clipart, photo etc.) <ul style="list-style-type: none"> • Be able to select and insert images that suit the purpose and target audience of a publication
COMPUTING 9.15	DTP: Enhance texts e.g. using bullet points, numbered lists, tabs <ul style="list-style-type: none"> • Focus on identifying, explaining and using the tool
COMPUTING 9.16	DTP: Show awareness of audience <ul style="list-style-type: none"> • Focus on being able to design and describe the target audience of certain publications such as gender, age, interests
COMPUTING 9.17	Websites: Analyse and assess websites <ul style="list-style-type: none"> • Focus on being able to identify and describe the characteristics of websites, their positives and negatives.
COMPUTING 9.18	Websites: Understand risks and stay safe online <ul style="list-style-type: none"> • Focus on being able to identify and explain the risks involved and precautions you should take to stay safe online
COMPUTING 9.19	Websites: Create a website prototype that suits the needs of an audience <ul style="list-style-type: none"> • Focus on being able to design and explain what makes a good website and how it suits an audience
COMPUTING 9.20	Websites: Understand what HTML stands for and explain why it is used

COMPUTING 9.21	Websites: Create a simple website using html tags that suits the needs of an audience <ul style="list-style-type: none"> • Focus on being able to identify and explain html tags
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YEAR 9 CYCLE 2 COMPUTING REVISION

You will need to use your exercise book, homework tasks and **Firefly** to help you revise for your cycle 2 assessment. On Firefly go to: Subjects - COMPUTING\ICT - KS3 Computing - Year 9 Computing – Cycle 2 Learning

Below you will find useful links for revision notes, PowerPoints, tasks to help you revise/practice the topics covered by each KPI.

DTP KPIs (9.11 – 9.15):

Firefly notes on tools and definitions

- On firefly go to: Subjects - *COMPUTING\ICT - KS3 Computing - Year 9 Computing – Cycle 2 Learning – DTP – KPI 9.11-9.16 (tools)*

DTP KPIs (9.16):

Firefly notes on audience awareness

- On firefly go to: Subjects - *COMPUTING\ICT - KS3 Computing - Year 9 Computing – Cycle 2 Learning – DTP - KPI 9.16 Audience Awareness*

Websites KPIs (9.17 – 9.21):

Firefly notes/help-sheets

On firefly go to: Subjects - *COMPUTING\ICT - KS3 Computing - Year 9 Computing – Cycle 2 Learning – Websites*

Website KPIs 9.20 and 9.21

- Teach ICT website: Search – “Teach ICT introduction to HTML”
- www.bbc.co.uk/bitesize - Use the KS3 **Computer Science section** – Internet Communication – Using HTML to create websites

Remember – A12/D06/K13 are available after school which you can practice using Publisher and HTML

YEAR 9

PE and Health Assessment KPIs

In cycle 2, year 9 students build on their learning from year 7 and 8 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 with accuracy and fluency in a game situation. They will also focus on leading activities with confidence and good organisation within the lesson, including the role of an official, 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 No	KPI and Assessment Criteria
PE 9.1	<p>Skills - Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.</p> <ul style="list-style-type: none"> • Range of passing, using different body parts when receiving, shooting with correct technique & dribbling during a game which has few or no conditions. • Performing skills in a small group performance in gymnastics such as balances, forward rolls, handstands & headstands with control and quality. Also, demonstrating control with basic skills, such as a seat drop, in trampolining.
PE 9.2	<p>Decision Making: Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.</p> <ul style="list-style-type: none"> • Varying the speed and direction of a variety of shots in net sports to gain an advantage. • Vary the type and power of a pass to maintain possession and build an attack. • Improve the quality of an aesthetic performance through selecting appropriate moves for specific individuals in a group to perform to all students' strengths.
PE 9.3	<p>Analysis of Performance - Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements 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 areas for improvement the students will be able to suggest how the technique or skill can be improved and improvement is actually made. <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons.</i></p>

PE 9.4	<p>Leading in Activity - Confidently undertakes leadership and officiating roles showing a good knowledge and application of appropriate rules/laws and effective communication skills.</p> <ul style="list-style-type: none"> • Officiate / judge / umpire within a competitive sport or activity. • Apply the rules and laws accurately to control participants within conditioned activities. • Know the appropriate hand signals to use and communicate effectively to participants to ensure full understanding.
PE 9.5	<p>Communicating when leading - Sensitively adapts activities when leading peers of all abilities and backgrounds so that they are included and supported to succeed.</p> <ul style="list-style-type: none"> • Perform a coaching role to peers during an activity with the focus on ensuring that all students in the class are challenged in what they are doing. The student leading the activity will need to plan how to make an activity easier and harder so that all participants are included.
PE 9.6	<p>Growth Mind-set - Proves to be an effective role model by applying themselves fully in a range of contexts and showing resilience to overcome setbacks.</p> <ul style="list-style-type: none"> • Reflect on the achievement of goals and explain how they were able to achieve them or the barriers that prevented them from achieving them. • Accurately evaluate performance and apply this to future performances. • Fully apply themselves into activities regardless of type of activity or situation.
PE 9.7	<p>Fitness Level - Consistently meets the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness and speed to excellent effect.</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 or perform 10 consecutive press ups.
PE 9.8	<p>Principles of training - Successfully applies a good understanding of the principles of safe and effective training to improve their health and performance.</p> <ul style="list-style-type: none"> • Learning from year 7 and 8 must be demonstrated. • Demonstrate good technique in fitness exercises to prevent injury. • Apply their understanding of specificity, overload and intensity in a training session which they have designed. <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons.</i></p>

YEAR 9 SPANISH KPIs – CYCLE 2

In Cycle 2 the main topic is Health including parts of the body and describing symptoms; talking about healthy and unhealthy food, about healthy living, and making resolutions. They will cover the present, preterite, near future, and conditional tenses. They will then start on the topic of Jobs, and will cover vocabulary on what people do for a living, and how they earn their money.

Date of Assessment	Week beginning Monday 20 th March
KPI No	KPI and Success Criteria
SPANISH 9.6	<ul style="list-style-type: none"> • Speaking Can interact confidently on familiar topics beginning to add spontaneous elements including feelings although pauses and false starts may be very evident.
SPANISH 9.7	<ul style="list-style-type: none"> • Productive Skill – Writing Can write from memory at greater length eg 60-75 words on one topic although not without some errors and can translate short non-prelearnt sentences into English.
SPANISH 9.8	<ul style="list-style-type: none"> • Reading and Listening. With the help of a dictionary or other reference material can infer meaning of a limited amount of unfamiliar language in texts on cultural topics.
SPANISH 9.9	<ul style="list-style-type: none"> • Grammar Can use the near future with ir + a + infinitive
SPANISH 9.10	<ul style="list-style-type: none"> • Grammar Can form the conditional tense using Me gustaría + infinitive

YEAR 9 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 9, Cycle 2 Revision.

- 1) Use your personal login details on www.vocabexpress.com and work your way through as many exercises for Mira 3, 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 1 → do exercises from UNIDAD 11, 12 and 14. Then look under CAMINOS 2 → exercises from UNIDAD 3 & 5. You can also have a look under CAMINOS 3 → UNIDAD 10. Finally, you can even have a go at the New Spanish GCSE 2011 → La Dieta & El Bienestar
Check some important vocabulary under VOCABULARY UNITS → El Trabajo & La Comida
(Before doing exercises, you will have to select PC, Tablet or i-pad)

El cuerpo

el brazo
 el estómago
 el pie
 la boca
 la cabeza
 la espalda
 la garganta
 la mano
 la nariz
 la pierna
 la rodilla
 los dedos
 las muelas
 los oídos
 los ojos

¿Qué te duele?
 Me duele la pierna.
 Me duelen las muelas.

¿Desde hace cuánto tiempo?
 Desde hace ...
 dos horas
 tres días
 una semana

¿Qué te pasa?

No me encuentro bien.
 Estoy cansado/a.
 Estoy enfermo/a.
 Tengo catarro.
 Tengo diarrea.
 Tengo fiebre.
 Tengo gripe.
 Tengo tos.
 Tengo vómitos.

Tienes que ...

beber agua
 tomar estas aspirinas
 tomar estas pastillas
 tomar este jarabe

The body

arm
 stomach
 foot
 mouth
 head
 shoulder
 throat
 hand
 nose
 leg
 knee
 fingers
 teeth
 ears
 eyes

What hurts?
My leg hurts.
My teeth hurt.

For how long?
For ...
two hours
three days
a week

What's the matter?

I don't feel well.
I'm tired.
I'm ill.
I've got a cold.
I've got diarrhoea.
I've got a temperature.
I've got flu.
I've got a cough.
I've been sick.

You have to ...

drink water
take these aspirins
take these tablets
take this syrup

Una dieta sana

la comida sana
 la comida malsana
 el agua (f)
 el café
 el pescado
 la Coca-Cola
 la fruta
 la leche
 las galletas
 las patatas fritas
 las verduras
 los caramelos
 los huevos
 los pasteles

Bebo café todos los días.
 Como caramelos dos veces a la semana.
 Como fruta de vez en cuando.
 Como patatas fritas una vez al mes.
 Casi nunca bebo leche.
 Nunca como huevos.
 ¡Buagh!
 A ver...
 ¡Claro que sí!
 No mucho.

La vida sana

Para llevar una vida más sana ...
 Voy a ...
 beber agua
 comer fruta y verduras
 dormir ocho horas al día
 hacer deporte
 No voy a ...
 beber alcohol
 comer comida basura
 fumar cigarrillos
 tomar drogas

A healthy diet

healthy food
 unhealthy food
 water
 coffee
 fish
 Coca-cola
 fruit
 milk
 biscuits
 crisps
 vegetables
 sweets
 eggs
 cakes

I drink coffee every day.
I eat sweets twice a week.
I eat fruit from time to time.
I eat crisps once a month.
I hardly ever drink milk.
I never eat eggs.
Yuck!
Let's see ...
Of course!
Not a lot.

Healthy life

To lead a healthier life ...
I'm going to ...
drink water
eat fruit and vegetables
sleep eight hours a night
do sport
I'm not going to ...
drink alcohol
eat junk food
smoke cigarettes
take drugs

El dinero

¿Qué haces para ganar dinero?

Hago de canguro.

Lavo el coche.

Lavo la ropa.

Limpio la casa.

Paseo al perro.

Paso la aspiradora.

Plancho la ropa.

Pongo la mesa.

Reparto periódicos.

No hago nada.

¿Qué haces con tu dinero?

Compro ...

maquillaje

CDs o DVDs

ropa

videojuegos

crédito para mi

móvil

revistas

chocolate y

caramelos

(No) ahorro.

todos los días

a veces

los fines de semana

Soy ...

Soy ...

Nunca soy ...

activo/a

creativo/a

fuerte

hablador(a)

independiente

inteligente

organizado/a

paciente

práctico/a

Money

What do you do to earn money?

I babysit.

I wash the car.

I do the washing.

I clean the house.

I walk the dog.

I do the vacuuming.

I do the ironing.

I lay the table.

I deliver papers.

I do nothing.

What do you do with your money?

I buy ...

make-up

CDs or DVDs

clothes

videogames

credit for my mobile

magazines

chocolate and

sweets

I (don't) save.

every day

sometimes

at the weekends

I'm ...

I'm ...

I'm never ...

active

creative

strong

talkative

independent

intelligent

organised

patient

practical

Me gustaría ...

¿Qué te gustaría hacer?

Me gustaría trabajar ...

al aire libre

con animales

con niños

en una oficina

solo/a

Me gustaría viajar.

Me gustaría hacer ...

un trabajo creativo

un trabajo manual

Los idiomas

¿Qué idiomas hablas?

Hablo ...

español

francés

inglés

alemán

Hablo por teléfono.

Hago reservas.

Soluciono problemas.

Voy de excursión con

mis clientes.

Mando correos.

Hablo con ...

los camareros

la recepcionista

el cocinero

el servicio de

limpieza

¿En qué trabajas?

Soy ...

camarero/a

cocinero/a

conductor

especialista

diseñador(a)

enfermero/a

futbolista

ingeniero/a

médico/a

policía

profesor(a)

recepcionista

I'd like to ...

What would you like to do?

I'd like to work ...

in the open air

with animals

with children

in an office

alone

I'd like to travel.

I'd like to do ...

a creative job

a manual job

Languages

Which languages do you speak?

I speak ...

Spanish

French

English

German

I talk on the phone.

I make reservations.

I solve problems.

I go on trips with my

customers.

I send emails.

I talk to ...

the waiters

the receptionist

the cook

the cleaning staff

What's your job?

I'm a(n) ...

waiter/waitress

cook, chef

stunt driver

designer

nurse

footballer

engineer

doctor

police officer

teacher

receptionist

