

Y8 Parent Information Evening

October

12 - Drop Down day
22 - abPTA Chilli Night - Canteen
TBC - 100% Attendance reward trip

November

3 - Flu Immunisation, all students 9- 3pm, (Session 1)

December

TBC – Whole Year Enrichment trip
17 - Christmas Jumper Day, Christmas Lunch,
Canteen
ABS Christmas Concert and Raffle 6pm
18 – End of term at 12.15pm

January

5 – Start of term
28 - Y8 Parents' Evening 4.30 - 7pm

February

5 – STEAM Day and whole year trip to Crick Institute
13 until 20 – Ski trip

March

10 until 13 – Football Tour, Malaga, Spain
25 – End of term

April

12 - Start of term
Y8 Parent Information Evening 5.00 -6.00pm
22 - Y8 HPV vaccine - 8.30 - 3pm
29 - Dance Show @ Arts Depot

June

15 - Whole School Musical
16 - Whole School Musical
28 – Drop Down day

July

5 – Sports day
8 – Sports Awards
12 – Whole Year Enrichment trip
20 – End of term



Our vision - The Time Is Now: **To learn, grow, lead, and make a** **positive difference every day**

"The Time Is Now. Not tomorrow, not next year, but today. Every lesson, every choice, and every effort is an opportunity to shape who we become. We will be courageous in our learning, kind in our actions, and determined in our goals. Together, we will make every moment count."



Y8 TUTOR TIME, BREAK & LUNCH

	Monday (Mood Check) Equipment check	Tuesday	Wednesday	Thursday	Friday
AM	SLT Video Families bulletin	Assembly	Silent reading	Personal Development	Literacy – The day / Spelling test
PM	Behaviour/ Attendance tracker	Personal Development Homework Club	Newsround	Assembly	Form Time Ideas

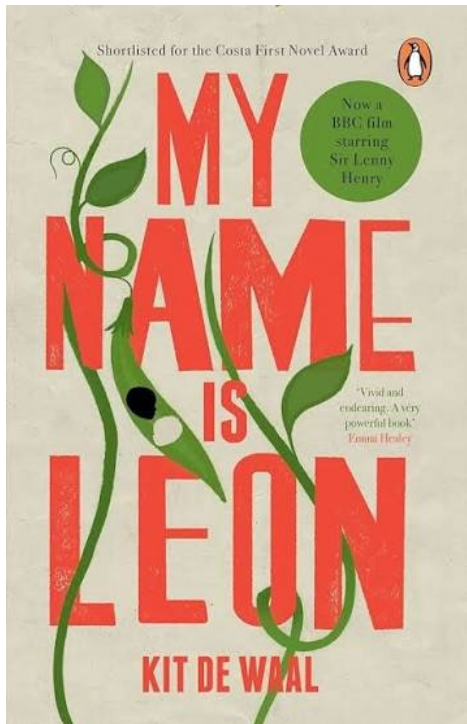
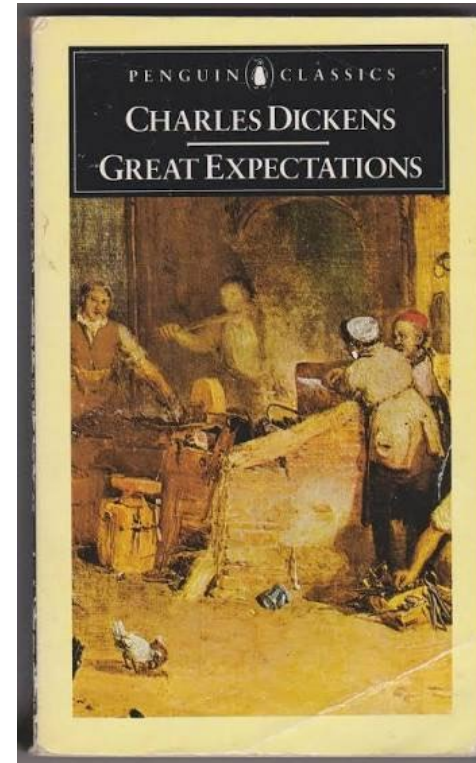
	MONDAY	TUESDAY	WENDESDAY	THURSDAY	FRIDAY
BREAK	Active space	Sports hall	Active space	Astro	Active space
LUNCH	Sports hall Active space	Gym – Interform	Astro Games club – YG1	Active space Girls' day – Sports hall	Games club – YG1

Supporting your child with homework

English:

Sparx Reader is due every Monday; 30mins of careful reading

One written homework per half term set via Satchel 1

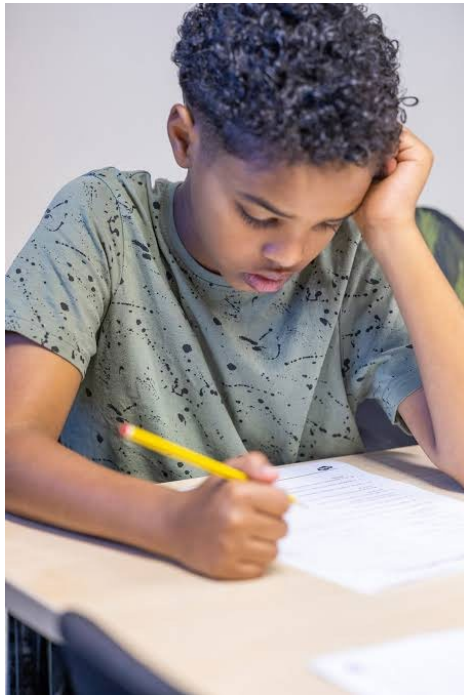
This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface. In the bottom right corner, there is small, faint text that reads "©2011 by Linda Ward Beech, Scholastic Teaching Resources".

Supporting your child with homework

Maths:

Sparx Maths is due every Wednesday; 50-60mins of practice that should take place over two sessions

Working out and answers must be written into homework book (or on paper and stuck in at a later date)



Challenging GCSE exam questions

Tyler Tutoring

1. Work out the value of

$$\begin{aligned} \text{a) } 25^{-1/2} \times (25^{1/3})^{-1} \times (\sqrt{25})^4 &= 5^{-3} \times \frac{1}{5^3} \times 5^4 = \frac{1}{125} \\ \text{b) } \left(\frac{81}{9}\right)^{1/2} \times \left(\frac{\sqrt{9}}{16}\right)^{-1} &= \left(\frac{9}{1}\right)^{1/2} \times \left(\frac{1}{16}\right)^{-1} = \frac{3}{4} \\ \text{c) } \left(\frac{1}{64}\right)^{-1/3} &= \sqrt[3]{64} = 4 \end{aligned}$$

2. Solve the equations

$$\begin{aligned} \text{a) } 2^{x+2} &= 4\sqrt{2} \Rightarrow 2^{x+2} = 2^2 \times 2^{1/2} \Rightarrow x+2 = 2 + \frac{1}{2} \Rightarrow x = -\frac{3}{2} \\ \text{b) } 3^{x+2} &= 9^x \Rightarrow 3^{x+2} = 3^{2x} \Rightarrow x+2 = 2x \Rightarrow x = 2 \\ \text{c) } \frac{16^{3x+1}}{4^x} &= 32 \Rightarrow \frac{2^{4(3x+1)}}{2^{2x}} = 2^5 \Rightarrow \frac{2^{12x+4}}{2^{2x}} = 2^5 \Rightarrow 12x+4 = 5 \Rightarrow 12x = 1 \Rightarrow x = \frac{1}{12} \end{aligned}$$

$$\begin{aligned} \text{3. Show that } \frac{4}{1+\frac{1}{\sqrt{5}}} &\text{ can be written as } 5-\sqrt{5} \Rightarrow \frac{4}{1+\frac{1}{\sqrt{5}}} = \frac{4\sqrt{5}}{\sqrt{5}+1} = \frac{4\sqrt{5}(\sqrt{5}-1)}{(\sqrt{5}+1)(\sqrt{5}-1)} = \frac{4(5-\sqrt{5})}{5-1} = \frac{20-4\sqrt{5}}{4} = 5-\sqrt{5} \end{aligned}$$

$$\text{4. } w = \frac{\sqrt[3]{p}}{p} \quad y = 2600 \text{ to } 2sf \quad p = 9.1 \text{ to } 1 \text{ decimal place.}$$

$$\begin{aligned} \text{By considering bounds, work out } w \text{ to a suitable degree of accuracy.} \\ w_{LB} = \frac{\sqrt[3]{p_{LB}}}{p_{UB}} = \frac{\sqrt[3]{9.05}}{9.15} = 1.49311... \\ w_{UB} = \frac{\sqrt[3]{p_{UB}}}{p_{LB}} = \frac{\sqrt[3]{9.15}}{9.05} = 1.52709... \end{aligned}$$

Supporting your child with homework

Science:

Sparx science is due every Tuesday; 30mins of weekly consolidation plus retrieval of earlier topics

BIOLOGY, CHEMISTRY, PHYSICS



The Forgetting Curve

Why training fades within a week — and how to stop it

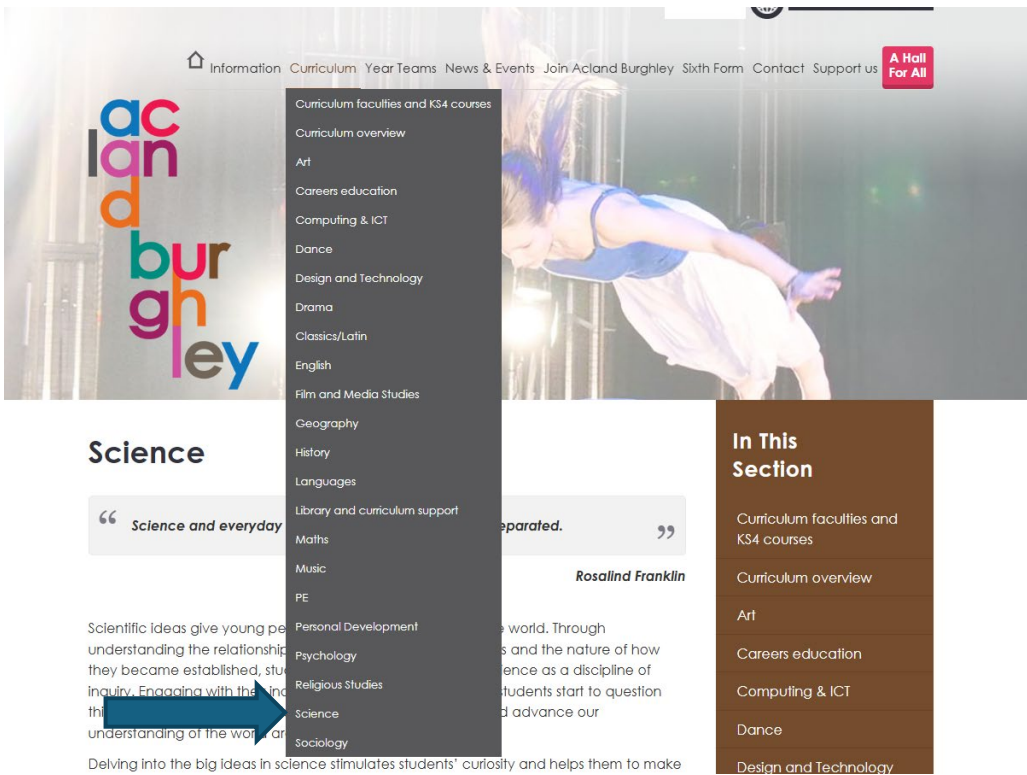


Supporting your child with assessments

SCIENCE	Date of Assessment	Type of Assessment	Topic of Assessment
Autumn	12/10/26	End of topic	Digestion and energy in eco-systems Nature of substances
	14/12/26	End of topic	
Spring	01/02/27	End of topic	Earth and atmc Forces
	22/03/27	End of topic	
Summer	10/05/27	End of topic	Genetics, inheritance All year 8 content not inc
	14/06/27	End of year assessment	

CLASSICS	Date of Assessment	Type of Assessment	Topic of Assessment
Autumn	Fortnight beginning 13 Oct	Vocabulary quiz	Stage 10 vocabulary
	Fortnight beginning 30 Nov	End of Stages (Autumn) Synoptic Assessment	Stages 8-11 vocabulary, derivations, grammar and civilisation points
Spring	Fortnight beginning 25 Jan	Assessed Research Project – Pompeii and Herculaneum	Stage 12 - How useful are the sites of Pompeii and Herculaneum for historians studying everyday life in Roman towns?
	Fortnight beginning 8 Mar	Grammar Quiz – Irregular Verbs in Present Tense	Stage 13 - Irregular verbs – volo, nolo, possum
Summer	Fortnight beginning 24 May	End of Year (Summer) Synoptic Assessment	Stages 1 – 14 vocabulary, derivations, grammar and civilisation points
	Fortnight beginning 5 Jul	Vocabulary quiz	Stage 15 Vocabulary

Supporting your child with assessments



KS3

Curriculum Intent and Map

Science is a discipline dedicated to explaining the natural world by the analysis of observations made either through our senses or by using specialist equipment. Scientific ideas give young people powerful ways of seeing the world. The KS3 science curriculum is built around the big Ideas of Biology, Chemistry and Physics. Throughout year 7 and 8 students study the powerful ideas, understanding the relationship between scientific concepts and the nature of how they became established. Students use this knowledge to make connections between scientific concepts, ultimately engaging with their inquisitive nature to answer the big questions. Their answers become more sophisticated and meaningful as they develop their scientific understanding, setting a solid foundation to build on during the GCSE course.

[KS3 Curriculum Map](#)

+ Y7

— Y8

[PDF Y8 Science MTPs](#)

Autumn term:

Have the carbon atoms in the air once been part of plants and animals? (Digestion and energy transfers through ecosystem)

Are cars and organisms made from similar or different stuff? (Periodic table and separation techniques)

Spring term:

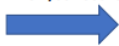
Why is it important to conserve energy resources if energy can't be destroyed? (Energy, ...)

Supporting your child with assessments

Year 8 Medium Term Plan: Nature of Substances

(Autumn HT2) Big question: Humans and smart phones - how similar are we?

Science you have studied
which you need for this topic



In **Year 7** you learnt the differences between elements and compounds and started to use chemical symbols and formulae for elements and compounds.

Objectives	Vocabulary	Label the diagrams using the keywords
<p>Elements: how can we predict the physical and chemical properties of a substance from how elements are grouped on the periodic table?</p> <ul style="list-style-type: none"> What are the properties of metals and non-metals? What are the physical and chemical properties of group 1, 7 and 0 elements? 	<p>Element, Property, Reactivity, Melting point, Conductivity, Alkali metal, Hydroxide, Halogen, Noble gas</p>	
<p>Compounds: why are metals often found as compounds and how do we extract these metals?</p> <ul style="list-style-type: none"> How are the chemical properties of metals different to metal oxides? Why are metals often found in metal ores? How is displacement used to separate metals from their oxides? 	<p>Compound, Molecule, Reactive, Ore, Iron, Iron oxide, Displacement</p>	
<p>Mixtures: what are mixtures and why do we have different techniques of separating them?</p> <ul style="list-style-type: none"> What is the difference between a pure substance and a mixture? How are solutions formed? How do filtration, distillation and chromatography separate different mixtures? 	<p>Solute, Dissolve, Solvent, Solubility, Solution, Saturated, Filter, Evaporate, Condense, Rf value</p>	
<p>Materials: how do compounds and mixtures make materials suitable for different purposes?</p> <ul style="list-style-type: none"> What is the difference between a ceramic, polymer and composite material? How do the substances that make ceramics, polymers and composites make them useful for different functions in everyday life? 	<p>Material, Synthetic, Chemical, Ceramic, Polymer, Plastic, Composite, Brittle</p>	

In **Year 9** you will study the **structure of the atom** of different **elements** in much more detail, and use this information to **explain** the patterns (trends) in chemical and physical properties of elements in the **periodic table** that you have started to observe in this topic.

Where you will use these concepts next



Year 8 French overview

Food and healthy habits

Term 1 (Autumn 2)

In this unit students will be introduced to food and drink and learn about the partitive article. We will consolidate verbs of likes & dislikes followed by the definite article, exemplifiers, negative structures, connectives and formation of ER verbs. Students will learn a range of adverbs of frequency to discuss meal habits. After half term, students will learn about healthy living which includes impersonal verbs. They will also learn about recipes using the imperative form, ordering and buying food which focuses on using a range of questions as well as understanding quantities and number patterns. Students will be able to express their opinions about French regional and traditional cuisine.



Theme / Unit	Communicative context	Verb focus	Grammar focus/ Vocabulary focus
Discuss healthy and unhealthy eating using impersonal structures	C'est bon ou mauvais pour la santé? * Tu manges bien? * Qu'est-ce-qu'il faut faire pour garder la forme?	Impersonal structures: Il faut / Il ne faut pas, il est essentiel/important/nécessaire de	Structure: c'est bon/mauvais pour la santé Retrieval vocabulary: manger des bonbons/hamburgers/boire du coca/de l'eau New words: matières grasses/produits laitiers /produits sucrés/limiter la consommation/à chaque repas/au moins 5 par jour
Raise cultural awareness about French regional and traditional dish and give your opinion	* C'est quoi la gastronomie? * Quels sont les plats régionaux typiques? * Que penses-tu des spécialités françaises?	Retrieval: verbs of likes & dislikes and opinion with c'est + intensifier +adj Extension: verbs in the conditional: je voudrais essayer, j'aimerais bien goûter Extension: Use of perfect ' je n'ai jamais essayé'	Names of french regional dish (eg: la bouillabaisse, la ratatouille..)
Understand recipes in French	* Quelle est la recette des Merveilles? * Comment prépare-t-on ce plat?	Verbs in their infinitive forms: ajouter, battre, casser, découper, étaler... Retrieval	Vocabulary for utensils: couteau, cuillère, bol, fourchette, bouteille, papier absorbant , poêle, rouleau à pâtisserie
At the restaurant Talking about a past meal	* Pourquoi c'était un dîner désastreux (higher tier) * Que voulez-vous commander?	Verbs in rigolé, a Yes/no i vous pre	
Shopping for food at the (super)market	* C'est quelle quantité? * Que voulez-vous acheter?	Verbs to ça fait c Verbs in	
Revision and end of unit assessments and feedback	Listening and reading on the topic		

Term and Topic	Lesson by lesson: Content	Learning Outcomes
4 Weeks	Passing and Footwork	<ul style="list-style-type: none"> To explain how different passes can be used to in situation To explain the rules around footwork in Netball To be able to collaborate and give feedback on the To be able to demonstrate a range of different

Year 8 Netball

<u>Term and Topic</u>	<u>Lesson by lesson: Content</u>	<u>Learning Outcomes</u>
4 Weeks	Passing and Footwork	<ul style="list-style-type: none"> • To explain how different passes can be used to impact positively in a game situation • To explain the rules around footwork in Netball • To be able to collaborate and give feedback on the technique of passing • To be able to demonstrate a range of different passes and ball handling skills to maintain possession in a game.
	Attacking and dodging including creating space and outwitting opponents	<ul style="list-style-type: none"> • To understand the importance getting 'free' in order to receive a ball and create attacking play opportunities. • To confidently and persistently be able to use a range of ways to outwit your opponents • Demonstrate different movements to move away into a space and a position to receive a well-timed pass from your teammates

Subject	Teacher	Target Attainment Band	Current Attainment	Progress	Progress Comments	Attitude & learning behaviour Grade
English	Miss E Watson	Secure	Secure	Making expected progress		Good
Mathematics	Mr A Ugoala	Exceptional	Exceptional	Making expected progress		Good
Science	Ms S R Choi	Secure	Competent	Progress requires improvement	revise material at home with spax.	Improvement needed
Classics	Miss E Sanida	Exceptional	Exceptional	Making expected progress		Improvement needed
Computer Science	Mr S Ali	Exceptional	Exceptional	Making expected progress		Good
Dance	Mr S Osinlaru	Secure	Exceptional	Exceeding expected progress		Outstanding
Design & Technology	Mr A Ruda	Exceptional	Secure	Progress requires improvement		Good
Drama	Ms R Kosky	Exceptional	Secure	Progress requires improvement	doing well but to get a 5 needs to take on a more directorial role within her group	Good
Geography	Miss M L F Stevens	Exceptional	Exceptional	Making expected progress		Good
History	Miss T Rivard-Morton	Exceptional	Secure	Progress requires improvement	can reach her target by including more evidence and explanation in her writing and completing all tasks.	Good
Music	Miss S Vyas	Exceptional	Competent	Progress is a serious concern	theory assessment on satchelone not submitted	Improvement needed
PE	Miss E Oteng	Exceptional	Exceptional	Making expected progress		Outstanding
Religious Studies	Mr M Vickery	Exceptional	Secure	Progress requires improvement	Evaluate key concepts relating to beliefs, teachings, practices and ways of life of religions and worldviews. Improve focus in class and remain on task in lessons.	Improvement needed
Spanish	Miss L Miguel	Secure	Exceptional	Exceeding expected progress		Good

Exceptional: on track for 8-9

Secure: on track for 6-7

Competent: on track for 4-5

Developing: on track for 3

Emerging: on track for 1-2

End of Year Assessments

Second Information Evening on Thursday 22 April

Assessment “window” in the weeks of 17 May, 24 May and 7 June

Enrichment trips in Y8

