



Teaching and Learning Newsletter for Year 8

Welcome

Dear Parents and Carers,

Welcome to our third edition of the Teaching and Learning Newsletter and the 2nd half of the Spring Term. I hope you have found the previous editions useful in terms of keeping informed of what your child is learning, how they are learning and how you can best support. The focus for this edition is Independent Learning. We are keen for our students to be independent learners that are in charge of their own learning. Of course, this does not mean that they are left on their own but rather work in partnership with their teachers to develop skills of organisation, self-evaluation, resilience and resourcefulness. This is not an exhaustive list but merely a starting point on our journey together. In particular this term, we have been working with the students and teachers on Flipped Learning which is where students prepare for the lesson in advance by building up their knowledge of the topic which then allows dynamic, challenging and engaging activities to take place in lesson time so as to take the learning deeper. In addition to this, Home Learning is continuing to develop so as to give students more choice of home tasks which will be more tailored to their current level of ability and progress. This will be more prevalent higher up the school but I expect it to be evident across all years. As always, I would be interested to hear your comments and views on how your son/daughter is finding this. I do hope you enjoy the following pages and find them useful in helping to support your child over the next 6 weeks or so.

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From your Year Leader

I hope you enjoyed the opportunity to meet with your child's teacher at our recent consultation evening to discuss attainment and progress. It was great to meet so many of you. This half term we have hosts from the SAMEE project, allowing the students to access opportunities to work together, and use their entrepreneurial skills. Please remember that your children should be taking 45 mins each week for each subject. Work set might not take the whole time period so students could use remaining time to revisit previous learning, or do independent research on specific events. Try to avoid Wikipedia as a source of information; use other sites, which cannot be edited as easily.

You can support your child with independent learning activities by checking their home learning and seeing if they have achieved a high standard, and used the 45 minutes wisely. You can also help them by assisting them with research to help them understand key terms which may arise. Some great consolidation activities could be the use of turning lessons into acrostic poems, pictures, spider diagrams so that they are going over information again. Also highlighting written work for key terms, or exam structure is good to keep them familiar with the course and the demands.

Mr Wood

Subject	Topic Title	Main Assessment Task	Opportunities to learn away from the lesson.
PE	Orienteering, Table tennis, Volleyball and Health and fitness	Students are assessed every 4 weeks in the sport that they are currently doing	Netball: Monday lunch, Tuesday after school Boys football, Tuesdays after school and Girls football on Wednesdays Badminton, Tuesdays after school Basketball, Wednesdays Volleyball on Thursdays
Music	Film Music or Minimalism	Film composition using music technology OR Minimalism composition and performance	Watch a wide range of films and explain why the music is successful in building a particular mood.
Art	Portraits	a series of work on the theme of the portrait	Practise your drawing skills by sketching someone at home or work from a photograph
Drama	The Stones	Create ideas using improvisation and stimulus. Develop an awareness of how texts and actions may be interpreted in different ways. Evaluate how performances can impact upon the audience.	Selected use of television

PSHE	<p>Diet and why it's sometimes difficult choosing healthy foods. Body image. (see link below) Pressures around food. First Aid (using Red Cross resources). Stress, what it is and how to manage it. Why people take drugs and their effects. A document designed for parents to support them in encouraging positive body image.</p> <p>http://mediasmart.uk.com/application/files/7314/9676/3356/Media_Smart_A_Guide_for_Parents_and_Guardians_Body_Image_and_Advertising_v2.pdf?dm_i=1PLJ,5H2NC,OUZBJA,L7PG8,1</p>		
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Subject	Topic Title	Main Assessment Task
MFL	French: Life at home German: School trip and routines	Unit assessment in listening and Speaking
RE	What is it like to be a Jew?	Formal assessment with use of Flipped learning H/W tasks
English	Animals (reading non-fiction and writing skills)	AQA KS3 test on unseen reading and persuasive writing task
Geography	Population geography	Examination style short answer type questions on topics so far
History	English Civil War and Oliver Cromwell	How useful is the source to a historian studying Oliver Cromwell?
Graphics	Crazy Creature Hats	Design and make final project
Resistant	Festivals of Light: Mood Light	Design and make final project
Food and	Come cook with me	Carbohydrates and Nutrients
Textiles	Crazy Creature Hats	Design and make final product

Science

Students will be working on the following topics this term: Nutrition and digestion, Periodic table and reactivity, Space science and Photosynthesis. The content of KS3 BBC Bitesize is very useful and if you were looking to purchase a book to support student's learning at home further, we would recommend the KS3 Science Complete Study Guide & Practice Book by CGP.

Students will complete end of topic tests. They will be issued with a variety of revision resources to support their test preparation. Revision will take place in class and at home. Once the test is completed students will be required to complete a test review sheet and identify the topics that have proven to be most challenging. Students will then be required to complete independent tasks to boost their knowledge and understanding of this topic.

Maths

This term students will be exploring angles, perimeter (area and volume), ratio and proportion and sequences. Lessons are pitched to ensure that all students are stretched and challenged and the learning builds on from what is studied in year 7. The main assessment point for year 8 will take place just before Easter.

Computing

Students are starting to learn computational thinking which is, in simple terms, thinking how to complete a project from beginning to end in a logical order. Therefore we will be introducing students to a piece of software called Flowol which will help them build this skill through planning and use of flow diagrams which will help develop their understanding of algorithms. Flowol allows the students to program simple virtual computers to complete tasks, but only if they think it through before they start.

Getting students to think about the appropriate use of flow diagram shapes and also think through problems in a logical manner will help them enormously when looking Flowol. Even taking basic tasks such as making a cup of tea or more complicated things such as how to operate a lift and turning it into a flow diagram will help them consider and develop their logical skillset.

Website to help learn the shapes: <https://www.bbc.co.uk/education/guides/z3bq7ty/revision/3>
(or search for BBC Bitesize KS3 designing an algorithm)



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