



## Year 8 Summer Term Blended Learning Booklet

If your child has to self-isolate, please use the following guidelines to ensure they are able to continue learning whilst at home:

1. Inform the school of the need for your child to self-isolate by contacting [covid@woolmerhill.surrey.sch.uk](mailto:covid@woolmerhill.surrey.sch.uk)
2. The school will inform your child's teachers.
3. Use the blended learning booklet to access on line learning for the subjects your child will be missing.
4. Encourage your child to follow their school day and dedicate 50 min (single lesson) or 1hr 40min (double lesson) that would have been available to them in class. If they are unable to complete any tasks, please inform their teachers – this feedback will enable them to accommodate the needs of your child while they are isolating.
5. Home learning tasks will continue to be set via Google Classroom for all students whether in school or self-isolating and should be turned in by the set deadline.

# Art

## Summer Term

### Overview:

This term pupils will be looking at 3D sculpture. They will create an emulation of Kandinsky's art looking at his organic and geometric work. They will Develop a personal 3D response to the painting 'Sky Blue'. Develop competence in new skills when working in 3D including plasticine, wire and tissue paper.

We will then develop these ideas with the influence of Alexander Calder. Read the two web pages below and create an artist page on Alexander Calder.

<https://www.artsy.net/article/artsy-editorial-7-artists-created-innovative-mobiles-alexander-calder>

<https://www.artsy.net/article/artsy-editorial-understanding-alexander-calder-6-pivotal-artworks>

Use this table to answer questions and create the artist page on Alexander Calder.

## EVALUATING YOUR WORK

### WHAT?

**WHAT IS IT?** Explain your work.

**Example:** This is a drawing I made of a... This is a series of photos I took of... This an experiment using... This is a section of a piece of work by... Here I have used... On this page I have tried... This is a collection of....

### WHY?

**WHY DID YOU MAKE IT?** How does it help?

**Example:** ...to get ideas about... to show what I have learned about... to explore the idea of... to examine the shape/form/texture/colour/pattern of... to analyse the style of... to try out the technique of... to practice... to develop my skills...

### HOW?

**HOW DID YOU MAKE IT?** Explain the process.

**Example:** I drew it using... I painted it with...I constructed it from...I built it up by collaging...I photographed/drew it from life...I worked from a photograph...I experimented with... I photocopied... I cut up and rearranged...

### QUALITY?

**HOW GOOD IS IT?** What works/what doesn't?

**Example:** I am pleased with...one good thing is...the best part of this piece is...I'm not happy with...one part I could improve is...the least successful part is. I wish I could... If I had chance I would... I could improve this by...

### LEARNING?

**WHAT DID YOU LEARN?** What's next?

**Example:** I improved my skills in...I got better working in the style of...I have a better understanding of... I feel more confident about...Next I will try...To follow this up I will...To move my ideas on I could... Next I should... To make progress I must...

**USE THE HEADINGS TO EXPLAIN EACH PIECE OF WORK YOU HAVE COMPLETED IN YOUR SKETCHBOOK**

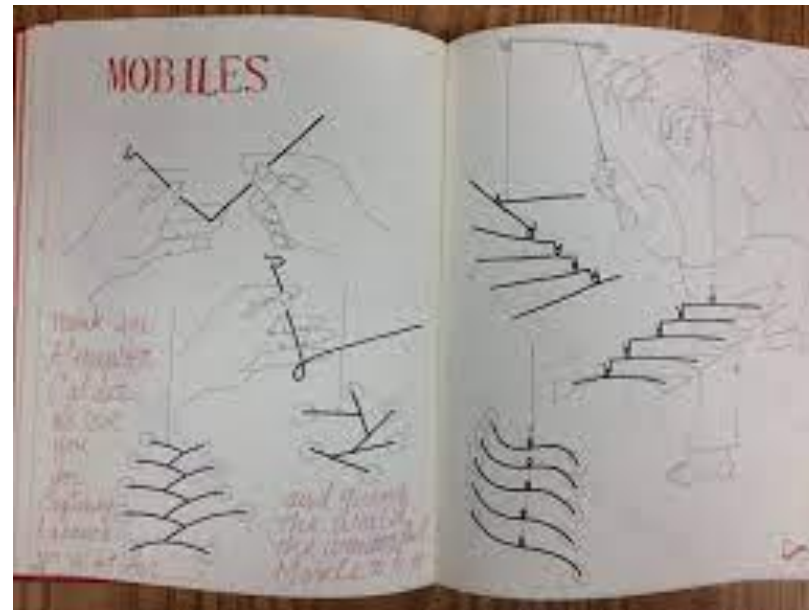
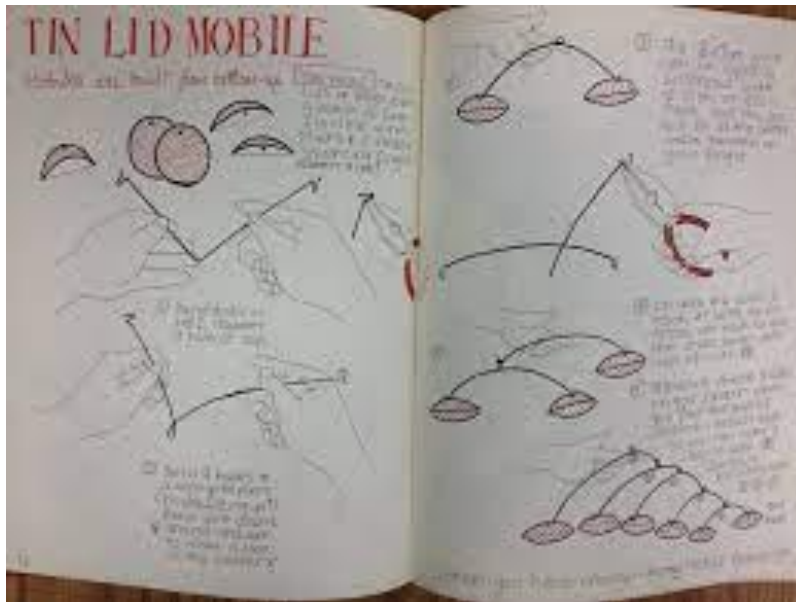
**Useful websites and Things to do:**

Watch the lesson and create your own paper sculpture <https://classroom.thenational.academy/lessons/creating-a-sculpture-inspired-by-natural-forms-c4t62e?step=2&activity=video>

Watch the first video and create a design based on a work of Henry Moore or Barbara Hepworth. <https://classroom.thenational.academy/lessons/create-a-design-for-a-soap-sculpture-inspired-by-the-work-of-henry-moore-and-barbara-hepworth-cck6e>

Now use the second video to carve your own soap sculpture.

<https://classroom.thenational.academy/lessons/soap-carving-inspired-by-the-work-of-barbara-hepworth-and-henry-moore-6nh6ar?step=2&activity=video>



Now try and create two types of mobiles as shown in these sketch books. Also document the process in your sketch book.

# Computing & IT

## Summer Term 1<sup>st</sup> Half

## Summer Term 2<sup>nd</sup> Half

### Overview:

- Edublocks Python – learn the principles of simple Python programming using a block based coding context.

### Overview:

- Introduction to Spreadsheets – building a spreadsheet quiz

### Useful websites:

- Posted resources on Google Classroom
- Computer Science (general): <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
- Scratch website: <https://scratch.mit.edu/>
- Small Basic website: <https://superbasic-v2.azurewebsites.net/>
- Small Basic online tutorials: <https://smallbasic-publicwebsite.azurewebsites.net/tutorials>
- Edublocks website: <https://edublocks.org/>
- <https://classroom.thenational.academy/units/spreadsheets-cc8b>

# Design Technology

## Summer Term

### Overview:

- Students will rotate through three different Design Technology areas; Food, Textiles and Product Design.
  - In Food they will look at how food affects the world
  - In Textiles they will demonstrate a range of hand skills to create an appliqued piece inspired by: Joe Cunningham / Cas Holmes / James Fox / Laura McCafferty
  - In Product Design they will complete a Graphics based project

### Design Technology

Students should log onto the following google classroom for Design Technology tasks.

Google classroom code: c4ckxhn

<b>Drama</b>	
<b>Summer Term: 1<sup>st</sup> Half</b>	<b>Summer Term: 2<sup>nd</sup> Half</b>
<p><b>Overview:</b>          'The Room'          The Room is a very serious, mysterious topic based upon a story of a girl called Nicola.          Students will use exploration of themes, storytelling techniques, and physical and vocal skills to show status.</p>	<p><b>Overview:</b>          Theft          Using crime as a theme, we create various dynamic performances.</p>
<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>- Task 1 - Research and makes notes on what 'themes' and 'effective characterisation' means.</li> <li>- Task 2 - Read 'Nicola's story' Part 1.</li> </ul> <p><a href="https://drive.google.com/file/d/16U2hy9LoCMVoMIEDGbFVcplBuCMdH1tv/view?usp=sharing">https://drive.google.com/file/d/16U2hy9LoCMVoMIEDGbFVcplBuCMdH1tv/view?usp=sharing</a></p> <ul style="list-style-type: none"> <li>- Task 3 - Identify the themes of the story, and write them down.</li> <li>- Task 4 - Write some ideas about what you believe may happen to Nicola next.</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>- Task 1 – Read 'Nicola's story' Part 2.</li> </ul> <p>Nicola was found in a messy room, in the middle of the floor.          When the ambulance come, the police come to collect evidence.</p> <ul style="list-style-type: none"> <li>- Task 2 - What three pieces of evidence are found and why are they important? (write down your work on a document/piece of paper)</li> </ul> <p>The police officers need to interview Mr. and Mrs. Porter (Nicola's parents).</p> <ul style="list-style-type: none"> <li>- Task 3 – Write a script about how you feel the interview would go. Think about; what questions would the officers ask, how will the parents react, etc.</li> </ul> <p><b>Lesson 3:</b></p>	<p><b>Links to websites:</b></p> <p>Task 1: Research a news article about a child your age who has been arrested for something.</p> <p>Write a script after the crime, it should involve a conversation between the child and another member of their family. Try to write approximately half a side of A4. The character's name on the left hand side followed by their line.</p> <p>Now with a different coloured pen/ pencil, write around the outside some physical actions the two actors could use when saying these lines. You could try acting the lines yourself to give your ideas.</p> <p>For example, 'pointing finger', 'shaking head', 'mouth in a frown'.</p> <p>Task 2: Interview scene</p> <p>Imagine you are a police officer asking the child questions. Create the scene in the interview room when you ask the questions. You could film this and upload to google classroom. How might you act as a police officer? Imagine that after each question you get no reply.          You could extend this by then playing the child too.</p>

<ul style="list-style-type: none"><li>- Task 1 – Read ‘Nicola’s story’ Part 3.</li><li>- Task 2 – Write down some questions you think the psychiatrist would ask Nicola.</li><li>- Task 3 – What do you think Nicola drew? Write your ideas down.</li></ul> <p>Mr. and Mrs. Porter go on ‘Good Morning Britain’ to talk about their daughter.</p> <ul style="list-style-type: none"><li>- Write a script of the talk show. Think about; what questions will the hosts ask, how will the parents will react. – Use stage directions to show subtle physical skills to make your script more adaptable to stage.</li></ul>	<p>Task 3: Secret agent</p> <p>Find the 'Mission Impossible' sound track on youtube or similar.</p> <p>Imagine you are a secret agent who needs to enter a highly secure building. Using your excellent mime and imagination skills, create apiece showing how you enter the building. Try not to use any real props/furniture but mime it and make sure you show how tricky the job is! Upload your performance to google classroom if you wish.</p>
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<h1>English</h1>	
<p>Summer Term: 1<sup>st</sup> half</p>	<p>Summer Term: 2<sup>nd</sup> half</p>
<p>Overview: Fiction: Reading and Descriptive Writing</p>	<p>Overview: Grammar for Writing</p>
<p>Links to websites and lessons:</p> <p>Lesson One: <a href="https://classroom.thenational.academy/lessons/unseen-fiction-texts-pre-1900-crt64e">https://classroom.thenational.academy/lessons/unseen-fiction-texts-pre-1900-crt64e</a></p> <p>Lesson Two: <a href="https://classroom.thenational.academy/lessons/maryeve-dichotomy-6dhkad">https://classroom.thenational.academy/lessons/maryeve-dichotomy-6dhkad</a></p> <p>Lesson Three: <a href="https://classroom.thenational.academy/lessons/thinking-about-space-where-do-women-belong-6wvp8d">https://classroom.thenational.academy/lessons/thinking-about-space-where-do-women-belong-6wvp8d</a></p> <p>Lesson Four: <a href="https://classroom.thenational.academy/lessons/responding-to-evaluation-questions-6hh6cr">https://classroom.thenational.academy/lessons/responding-to-evaluation-questions-6hh6cr</a></p> <p>Lesson Five: <a href="https://classroom.thenational.academy/lessons/evaluation-writing-it-up-6guked">https://classroom.thenational.academy/lessons/evaluation-writing-it-up-6guked</a></p> <p>Lesson Six: <a href="https://classroom.thenational.academy/lessons/reading-skills-unseen-fiction-cold-mountain-64r3ed">https://classroom.thenational.academy/lessons/reading-skills-unseen-fiction-cold-mountain-64r3ed</a></p> <p>Lesson Seven: <a href="https://classroom.thenational.academy/lessons/journeys-in-literature-cold-mountain-c5hkge">https://classroom.thenational.academy/lessons/journeys-in-literature-cold-mountain-c5hkge</a></p> <p>Lesson Eight: <a href="https://classroom.thenational.academy/lessons/descriptive-detail-close-analysis-cnj30c">https://classroom.thenational.academy/lessons/descriptive-detail-close-analysis-cnj30c</a></p>	<p>Links to websites and lessons:</p> <p>Lesson One: <a href="https://classroom.thenational.academy/lessons/grammar-for-writing-sentence-construction-cmukar">https://classroom.thenational.academy/lessons/grammar-for-writing-sentence-construction-cmukar</a></p> <p>Lesson Two: <a href="https://classroom.thenational.academy/lessons/grammar-for-writing-using-semicolons-to-link-main-clauses-c4uk8c">https://classroom.thenational.academy/lessons/grammar-for-writing-using-semicolons-to-link-main-clauses-c4uk8c</a></p> <p>Lesson Three: <a href="https://classroom.thenational.academy/lessons/grammar-for-writing-the-colon-c8t3ar">https://classroom.thenational.academy/lessons/grammar-for-writing-the-colon-c8t3ar</a></p> <p>Lesson Four: <a href="https://classroom.thenational.academy/lessons/embedding-skills-to-use-a-range-of-grammatical-structures-68t3cc">https://classroom.thenational.academy/lessons/embedding-skills-to-use-a-range-of-grammatical-structures-68t3cc</a></p> <p>Lesson Five: <a href="https://classroom.thenational.academy/lessons/rhetoric-and-clarity-of-expression-counter-arguments-6cw30c">https://classroom.thenational.academy/lessons/rhetoric-and-clarity-of-expression-counter-arguments-6cw30c</a></p> <p>Lesson Six: <a href="https://classroom.thenational.academy/lessons/mastering-confused-words-6wtk4d">https://classroom.thenational.academy/lessons/mastering-confused-words-6wtk4d</a></p> <p>Lesson Seven: <a href="https://classroom.thenational.academy/lessons/grammar-for-writing-using-brackets-and-dashes-6mwkec">https://classroom.thenational.academy/lessons/grammar-for-writing-using-brackets-and-dashes-6mwkec</a></p> <p>Lesson Eight: <a href="https://classroom.thenational.academy/lessons/refining-punctuation-in-creative-writing-6mu62t">https://classroom.thenational.academy/lessons/refining-punctuation-in-creative-writing-6mu62t</a></p>



# French

## Summer Term: 1<sup>st</sup> Half

### Overview

- French speaking countries
- Where you live
- Weather
- Household chores
- Daily routine
- Moving house

### Grammar:

- Present tense
- Reflexive verbs in the present tense

### Links to website and lessons:

- Google Classroom: <https://classroom.google.com/h>
  - Class Code to join: lmeqobs
- Seneca Learning: <https://senecalearning.com/en-GB/>
  - Class Code to join: 7aruqv1ffy – then use the link:  
<https://app.senecalearning.com/dashboard/class/7aruqv1ffy/assignments/assignment/07c84cef-4ba8-4aaf-9af4-0fdb39d397fb>
- Grammar practice:  
<https://www.bbc.co.uk/bitesize/topics/z7t8kmn>

## Summer Term: 2<sup>nd</sup> Half

### Overview

- Sports
- Opinions on sports
- Asking for and giving directions
- Saying you must do something
- Injuries and illness
- Interviewing a sports person

### Grammar:

- Jouer à and faire de
- Comparatives
- Imperatives

### Links to website and lessons:

- Google Classroom: <https://classroom.google.com/h>
  - Class Code to join: lmeqobs
- Seneca Learning: <https://senecalearning.com/en-GB/>
  - Class Code to join: 7aruqv1ffy
- Grammar practice:  
<https://www.bbc.co.uk/bitesize/topics/z7t8kmn>

# Geography

**Summer Term:**

## **Overview – Urban issues and challenges**

This topic is designed to help you to understand the causes and consequences of urbanisation in Low Income Countries (LICs) and High Income Countries (HICs)

### **Key Themes / Questions to be explored**

- What is urbanisation?
- What are the causes of urbanisation?
- What are the consequences of urbanisation in LICs
- How can urbanisation be managed in LICs?
- What are the consequences of urbanisation in HICs?
- How can urbanisation be managed in HICs?

### **Links to websites and lessons:**

The 12 lessons in this online course cover everything that we will study as part of this scheme of learning:

<https://classroom.thenational.academy/units/issues-of-urbanisation-808e>

# History

## Summer Term:

### Overview:

Students will be studying the period 1600-1900 from a social perspective. Students will develop their understanding of the Early Modern and Modern period, up to the start of the 20th century. It will focus on the experiences of the people of Great Britain and those under its domain. As a result, students will focus on the upheaval of the 17<sup>th</sup> century, the Industrial Revolution, Trade and Crime in the 19<sup>th</sup> century, focusing on London.

### Links to websites and lessons:

- **Working conditions (4 lessons)**

- <https://classroom.thenational.academy/units/how-far-did-working-conditions-improve-over-the-nineteenth-century-ebad>

- **Victorian Britain (2 lesson - project)** This will help you to make links with your English work

- [https://www.oasisacademymediacityuk.org/uploaded/MediaCityUK/Curriculum/Online\\_Learning/Year\\_8\\_Online\\_Home\\_Learning/English/Week\\_One\\_Victorian\\_Context](https://www.oasisacademymediacityuk.org/uploaded/MediaCityUK/Curriculum/Online_Learning/Year_8_Online_Home_Learning/English/Week_One_Victorian_Context)
- <https://www.exploringsurreypast.org.uk/learning/families/the-victorians/victorian-activities/> (A range of activities)

- **Victorian Crime**

- <https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zck3n9q>
- <https://www.nationalarchives.gov.uk/education/resources/victorian-children-in-trouble/> (Complete the task activities)

# Year 8 Mathematics

## Summer term overview with links to topic notes and tasks:

- In the first instance, please check on your google classroom for tasks that will have been set according to the home learning schedule, and for other tasks/activities that may have been set alongside lessons.
- Measures and Units <https://www.bbc.co.uk/bitesize/guides/zthsgk7/revision/1>
- Perimeter <https://www.bbc.co.uk/bitesize/guides/zsf39j6/revision/1>
- Area <https://www.bbc.co.uk/bitesize/guides/z2mtyrd/revision/1>
- Volume <https://www.bbc.co.uk/bitesize/guides/z26nb9q/revision/1>
- Statistics <https://www.bbc.co.uk/bitesize/articles/zdmwcmn>
- Averages and Spread <https://www.bbc.co.uk/bitesize/topics/zbsvr82>
- Charts and Graphs <https://www.bbc.co.uk/bitesize/topics/z3nygk7>
- Fractions <https://www.bbc.co.uk/bitesize/topics/zh7xpv4>
- Decimals <https://www.bbc.co.uk/bitesize/topics/zsxhfg8>
- Percentages <https://www.bbc.co.uk/bitesize/topics/zf6pyrd>

## Home Learning Tasks:

- **Hegarty Maths** and **Mathspad** tasks are set regularly, reviewing work covered in lessons. Work is marked online, and scores recorded for class teacher.
- **ttrockstars.com** gives times tables practice.
- Contact [pstringer@woolmerhill.surrey.sch.uk](mailto:pstringer@woolmerhill.surrey.sch.uk) for any forgotten login details.

Music	
Summer Term: 1 <sup>st</sup> Half	Summer Term: 2 <sup>nd</sup> Half
<p><b>Overview</b>  <b>Ensemble Performing</b>            At school we are continuing to compose Pop Songs            Do your best to continue your own composition</p>	<p><b>Overview</b>  <b>Performance solo</b></p> <ul style="list-style-type: none"> <li>• <b>Solo performing</b> - A piece of film music – any is fine but ideally Pirates of the Caribbean, or Star Wars – choose something with LH and RH, the main aim is to play with two hands- two separate parts.</li> </ul>
<p><b>Home Learning Tasks:</b></p> <p>First:</p> <ul style="list-style-type: none"> <li>• Analyse a pop song to learn the sequence of verses and choruses</li> </ul> <p>Next:</p> <ul style="list-style-type: none"> <li>• Take the Verse or chorus you already have and develop it into a complete song.</li> <li>• <b>Option A:</b> Use a piano or Keyboard to use triads to add backing to your piece. Once you have triads, vocals and lyrics, only then add drumbeats to complete your song.</li> <li>• <b>Option B:</b> Use Song Maker (free app) or garage band to create a backing track for your song (there still has to be singing).</li> </ul> <p>Both Options: When complete, record and email to Mr Nash (or google classrooms, but if you use GC then email Mr Nash to say you have uploaded.)</p>	<p><b>Home Learning Tasks:</b></p> <p>First:</p> <ul style="list-style-type: none"> <li>• Look at the following lesson on Oak Academy.</li> <li>• <a href="https://classroom.thenational.academy/lessons/to-be-able-to-develop-leitmotifs-further-to-reflect-changes-in-a-characters-mood-or-situation-c9j30c">https://classroom.thenational.academy/lessons/to-be-able-to-develop-leitmotifs-further-to-reflect-changes-in-a-characters-mood-or-situation-c9j30c</a></li> </ul> <p>Next:</p> <ul style="list-style-type: none"> <li>• Watch a Harry Potter Film or Star Wars film (or parts of it) and listen especially for use of Leitmotif e.g.: Hedwig, Voldemort or Darth Vader’s Tune.</li> <li>• Write down all the ways that the theme is suitable for that character.</li> <li>• Listen to the theme again at a different place in the film and try to explain how it has changed or evolved to suit the new occasion.  <i>For example, when Darth Vader is powerful, and when he is dying.</i></li> </ul> <ul style="list-style-type: none"> <li>• If you have a piano learn a film theme tune or TV theme tune – there are tutorials on you tube – e.g. Hedwig’s theme, POTC (see Google classrooms for copies. Add a final repetition of the A2 theme with an ending that finishes on the note A (home/ tonic note) in both hands.</li> </ul>

# Religious Studies

## Summer Term: 1<sup>st</sup> Half

### Overview

This half term you are going to be studying how Sikhism began and some Sikh beliefs/ practices.

- Who was Guru Nanak?
- What values do Sikh's have?
- Who were the 10 Gurus?
- What is the Guru Granth Sahib?
- What are the 5 Ks?

Links to websites and lessons:

Lesson 1 Guru Nanak:

<https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zr86cqt>

Lesson 2 Sikh values: <https://www.bbc.co.uk/bitesize/guides/zmcf3k7/revision/3>

Lesson 3 Ten Gurus: <https://www.bbc.co.uk/programmes/p02mx3t9>

Lesson 4 Guru Granth Sahib: <https://www.bbc.co.uk/bitesize/clips/z9gkq6f>  
<https://www.bbc.co.uk/programmes/p02mx4v8>

Lesson 5 The 5 Ks:

<https://www.bbc.co.uk/religion/religions/sikhism/customs/fiveks.shtml>

## Summer Term: 2<sup>nd</sup> Half

### Overview

This half term you are going to be studying some alternative religions to answer the ultimate question; What makes a religion?

- Introduction: What do you need to make a religion?
- What is Jediism?
- What is Zoroastrianism?
- What is Rastafarianism?
- Who are the Amish?

Links to websites and lessons:

Lesson 1: What makes a religion? Email Miss Whitaker and she can send the lesson! [awhitaker@woolmerhill.surrey.sch.uk](mailto:awhitaker@woolmerhill.surrey.sch.uk)

Lesson 2 Jediism: <https://www.becometheforce.com/mission-statement/>  
<https://www.youtube.com/watch?v=oOdoFPsG-Ag&t=186s>

Lesson 3-5 please email Miss Whitaker so she can send you the information sheets and any video links! [awhitaker@woolmerhill.surrey.sch.uk](mailto:awhitaker@woolmerhill.surrey.sch.uk)

# Science

## Summer Term

**Biology: Drugs and Health**

**Chemistry: Structure of the Earth**

**Physics: Heating and Cooling**

These topics are being taught on rotation during the Summer term so please contact your science teacher to find out what your group is currently learning about. All work in this booklet is consolidated through home learning exercises set on class specific Google Classrooms.

## Links to websites and lessons

### Generic Resources

Some general KS3 Science resources online to help you to think back over some of the exciting things you learned about during Year 8 at Woolmer Hill – along with some quizzes for you to have some fun with also.

- <https://www.bbc.co.uk/bitesize/levels/z4kw2hv>
- <https://www.ducksters.com/science/>
- <https://www.educationquizzes.com/ks3/>
- <https://classroom.thenational.academy/subjects-by-year/year-8/subjects/science/>

### Specific Resources

**Biology: Drugs and health (Much of this topic will also be covered through PSHE learning)**

1. Drugs and illegal drugs
2. Developing new medicines <https://classroom.thenational.academy/lessons/testing-drugs-part-1-6wwker>
3. Using drugs to treat disease: <https://classroom.thenational.academy/lessons/what-are-medicinal-drugs-68vk0e>
4. Drugs in sport
5. Inheritance, exercise and health
6. Effect of exercise on the body

**Chemistry: Structure of the earth**

1. Structure of the Earth <https://classroom.thenational.academy/lessons/structure-of-the-earth-cgt3gd>
2. Igneous Rocks <https://classroom.thenational.academy/lessons/igneous-rocks-61k30e>
3. Sedimentary rocks <https://classroom.thenational.academy/lessons/sedimentary-rocks-64tp4d>
4. Metamorphic rock <https://classroom.thenational.academy/lessons/metamorphic-rocks-6dj6cc>
5. Fossils <https://classroom.thenational.academy/lessons/fossils-cnj3jc>
6. Crude oil <https://classroom.thenational.academy/lessons/crude-oil-cnj34d>

**Physics: Heating and cooling**

1. Conduction <https://classroom.thenational.academy/lessons/conduction-64vpad>
2. Convection <https://classroom.thenational.academy/lessons/convection-6tjk8r>
3. Radiation <https://classroom.thenational.academy/lessons/radiation-70t6ac>
4. Insulation <https://classroom.thenational.academy/lessons/insulation-ccup2r>
5. Solids Liquids and Gas <https://classroom.thenational.academy/lessons/solids-liquids-and-gases-74tp8t>
6. Changes of State <https://classroom.thenational.academy/lessons/changes-of-state-6mw6ar>
7. Investigating Changes of State <https://classroom.thenational.academy/lessons/investigating-changes-of-state-c5h68d>



# Spanish

## Summer Term: 1<sup>st</sup> Half

### Overview:

- Invitations using the conditional
- Arranging where to meet and prepositions
- Excuses
- Going out and reflexive verbs
- What you are going to wear and this/these

### Grammar:

- The conditional
- Prepositions
- Reflexive verbs
- This/these

### Links to websites and lessons:

- Google Classroom: <https://classroom.google.com/h>
  - Class Code to join: q5sm3c6
- Seneca Year 8 Spanish group: <https://senecalearning.com/en-GB/>
  - Class Code to join: j49ptvwrfn
- Present tense practice: <https://www.bbc.co.uk/bitesize/topics/zg9mhyc>

## Summer Term: 2<sup>nd</sup> Half

### Overview:

- Talk about a holiday home
- Holiday activities
- Give and understand directions

### Grammar:

- Comparatives
- Se puede + infinitive verb

### Links to websites and lessons:

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  - Class Code to join: q5sm3c6
- Seneca Year 8 Spanish group: <https://senecalearning.com/en-GB/>
  - Class Code to join: j49ptvwrfn – then use the link: <https://app.senecalearning.com/dashboard/class/j49ptvwrfn/assignments/assignment/bb3a7b71-babd-44dd-ab3d-6dd5316d06ad>