

**John Masefield High School  
and  
Sixth Form Centre**



**Information for Parents  
Year 8**

**2017-2018**

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## Introduction

Dear Parents

The Year 8 information booklet is designed to give parents and carers a succinct summary of what students study in Year 8, how the curriculum is organised, and how parents can support their child's learning.

Each subject page details the main topics being studied, homework, assessment, top tips for students to succeed and how parents can help.

As in Year 7 we advocate students showing excellence in our Learning Standards which are detailed on page 6.

Students who achieve excellence with the Learning Standards make the best progress, receive rewards, including praise postcards and bronze, silver or gold awards, and have the opportunity to become school prefects.

I would ask parents and carers to encourage their son or daughter to join in fully with all school activities. Those students who participate the most and enjoy school are usually those who achieve the greatest success. Lastly, if you wish to give us any feedback, or have an issue to discuss please contact me as Headteacher or initially the Year Group Progress Leader for 8 Mr Andy Williams, assistant Headteacher .



Andrew Evans  
Headteacher

## Curriculum Summary for Year 8

Subject Area	Hours per week of tuition	Main subject areas covered	Points to note
<b>English</b>	4	English Language English Literature	Set by ability in English
<b>Maths</b>	4	Algebra Arithmetic Geometry Statistics	Set by ability in Maths
<b>Science</b>	3	Biology Chemistry Physics	Set by ability in Science
<b>Arts</b>	3	Art & Design Drama & Dance Music	Each of the three Arts subjects is taught for an hour per week to mixed ability classes
<b>Humanities</b>	3	History Geography RE & Citizenship	Each of the three Humanities subjects is taught for an hour per week to mixed ability classes
<b>Languages</b>	3/4	French German	Set by ability in Languages More able linguists have 2 hours each of French and German. Other students, 3 hours per week of French
<b>PE</b>	2	PE	
<b>Technology</b>	3	Business & ICT Graphic Design Food Product Design	Students work in smaller mixed ability groups for practical subjects
<b>PSHE</b>	1	Health Sex and Relationship Education Current affairs Careers	Taught by form tutors during two afternoon tutor sessions per week

## Homework Information

Below is an outline homework timetable for Year 8 students. This timetable is designed as a guide for JMHS teachers when setting homework and indicates the suggested night for homework completion by students. It does not indicate the day that the homework is actually set on and this could be earlier in the week. Teachers are advised to ensure that homework deadlines should be at least the day after the suggested completion night and two days after it is actually set. Students are expected to complete between 30 minutes to one hour homework per week during Year 8 in each of English, maths, science and languages.

Monday	Tuesday	Wednesday	Thursday	Friday
Science	French and German	English	Maths	Project work and other subjects

Projects are given in Performing Arts, DT/Enterprise, Humanities, Creative Arts and Careers Research.

If you have any queries or concerns about the nature or setting of homework tasks please initially contact the relevant Faculty Leader:

English: Mrs J Davies [Jenny.Davies@jmhs.hereford.sch.uk](mailto:Jenny.Davies@jmhs.hereford.sch.uk)

Maths: Mrs L Laidler [Lana.Laidler@jmhs.hereford.sch.uk](mailto:Lana.Laidler@jmhs.hereford.sch.uk)

Science: Mr A Jennings [Adam.Jennings@jmhs.hereford.sch.uk](mailto:Adam.Jennings@jmhs.hereford.sch.uk)

Humanities: Mrs M Hughes [Mavis.Hughes@jmhs.hereford.sch.uk](mailto:Mavis.Hughes@jmhs.hereford.sch.uk)

Performing Arts: Mrs J. Kyle [Julie.Kyle@jmhs.hereford.sch.uk](mailto:Julie.Kyle@jmhs.hereford.sch.uk)

ICT & Business: Mr I Price [Iain.Price@jmhs.hereford.sch.uk](mailto:Iain.Price@jmhs.hereford.sch.uk)

Technology/Art : Mr M Stevenson [Mark.Stevenson@jmhs.hereford.sch.uk](mailto:Mark.Stevenson@jmhs.hereford.sch.uk)

PE: Mr J Kontarines [Jordan.Kontarines@jmhs.hereford.sch.uk](mailto:Jordan.Kontarines@jmhs.hereford.sch.uk)

## Learning Standards

Learning standard	I will have achieved this if I have
<b>L1: Concentrate</b>  Have I done all I can to focus fully on my work?	<ul style="list-style-type: none"> <li>Used time to concentrate fully on my learning and overcome difficulties</li> <li>Listened carefully to explanations and asked questions when I do not understand</li> <li>Figured out ways to complete difficult tasks and to keep going and complete my work if I am stuck</li> </ul>
<b>L2: Care</b>  Have I made sure that I have produced my best possible work in every way?	<ul style="list-style-type: none"> <li>Produced my best quality written work or practical work</li> <li>Tried my very best to achieve high standards in performances, presentations, practical and written work</li> <li>Checked my work carefully and made improvements</li> <li>Worked safely and taken good care of equipment and the environment</li> </ul>
<b>L3: Co-operate</b>  Have I worked co-operatively with others as part of a team?	<ul style="list-style-type: none"> <li>Worked well with others towards a common goal</li> <li>Taken responsibility for my own input</li> <li>Provided constructive support and feedback to others</li> <li>Shown fairness and consideration to others</li> <li>Adapted to suit different roles within the group</li> </ul>
<b>L4: Connect</b>  Have I used any skills from other subjects, e.g. Maths, ICT or English?	<ul style="list-style-type: none"> <li>Used good spelling, punctuation and grammar with written work</li> <li>Shown good listening, speaking, reading and writing skills in all my subjects</li> <li>Used Maths and ICT skills well to solve problems</li> <li>Made connections between work done in different subjects to further my understanding</li> <li>Considered all resources available and chose which are best to use</li> </ul>
<b>L5: Contribute</b>  Have I participated fully in my lessons?	<ul style="list-style-type: none"> <li>Taken part enthusiastically in activities</li> <li>Joined in class discussions</li> <li>Asked interesting questions</li> <li>Given helpful feedback about how learning could be improved</li> <li>Helped others to succeed</li> </ul>
<b>L6: Create</b>  Have I used my creativity and initiative to achieve well and improve my learning?	<ul style="list-style-type: none"> <li>Used my imagination</li> <li>Produced original work</li> <li>Explored interesting ideas</li> <li>Tried out alternative solutions to problems</li> <li>Used a range of resources</li> <li>Adapted my ideas as circumstances change</li> </ul>
<b>L7: Commit</b>  Do I know where I am now with my learning, where I am going and how I am going to get there?	<ul style="list-style-type: none"> <li>Understood how well I am achieving</li> <li>Thought about what I need to do to move forward</li> <li>Planned for success by considering where I am now and how to raise this to the next level</li> <li>Committed to making improvements</li> </ul>

## Achievement Award

		<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
<b>Commit</b>	<b>Attendance</b>	No absences for a half term  Signed.....	No absences for a term  Signed.....	98% attendance or higher for the year  Signed.....
	<b>Punctuality</b>	No lateness for a half term  Signed.....	No lateness for a term  Signed.....	No lateness all year  Signed.....
<b>Commit and Co-operation</b>	<b>Learning</b>	Only very good or better in one progress check/ report  Signed.....	Only very good or better in two progress checks/ report  Signed.....	Only very good or better in all 3 progress checks/ report  Signed.....
	<b>Behaviour</b>	No S2's for a half term  Signed.....	No S2's for a term  Signed.....	No S2's for a year  Signed.....
<b>Contribute</b>	<b>Participation</b>	Participate in 5-9 school/ House activities  Signed.....	Participate in 10-12 school/ House activities  Signed.....	Participate in 13 or more school/ House activities  Signed.....
<b>Care</b>	<b>Charity</b>	Take part in one charity event Signed.....	Take part in 2 charity events Signed.....	Lead/ organise a charity event Take part in at least 3 events Signed.....
<b>Co-operate</b>	<b>Uniform And Equipment</b>	Average 1 point per half term  Signed.....	Average 1 point per term  Signed.....	Average 1 point over the year  Signed.....
<b>Celebrate</b>	<b>House Points Praise Post cards, Respect Campaign</b>	'70' House Points in the year  Signed.....	'85' House Points in the year and one of praise post card/ respect campaign commendation Signed.....	'100' House Points in the year and a praise postcard and a respect campaign commendation Signed.....
	<b>Level Gained</b> 6 Targets needed	Signed.....	Signed.....	Signed.....

## **Library Opening Hours**

The library is open daily from 8:50am to 2:50pm, including brunchtime and lunchtime. We welcome students who wish to read quietly or do homework and staff are always available to provide support.

## **Instrumental Music Lessons**

We have in place our own team of visiting instrumental Music Teachers and this vibrant, dynamic and enthusiastic group of teachers help to promote Music in the school. They provide opportunities for many more students to take part in extra-curricular musical activities by offering a new approach which will motivate them and promote enjoyment of all types of music – both solo and ensemble. Students will be able to join the many music groups we have on offer: Choir, Chamber Choir, Orchestra, Jazz Band, Flute Choir, Brass Ensemble, Clarinet/Saxophone Ensemble, String Ensemble and Theory Club. Last year we were extremely proud of all our extra-curricular participants when we had success at Herefordshire Performing Arts Festival, winning the Elgar Young Musicians' and choir of the Year Award. We would like to increase numbers in all activities this year thus enabling students to have the opportunity to further their music education outside of their class music lessons. Singing and playing instruments with others is vital for an all-round music education, increased confidence as well as experiencing a wide range of music styles. Coupled with this will be enjoyment and a sense of fun through learning which will energise everything we do this year.

We offer tuition on all Brass Instruments, Flute, Saxophone, Clarinet, Guitar – (Acoustic and Electric), Violin, Cello, Piano, Drum-Kit and Voice.

Instruments may be hired from the Herefordshire Music Service. Their contact details are: [music@herefordshire.gov.uk](mailto:music@herefordshire.gov.uk) or telephone Nicola Stronge on 01432 260840.

Parents will be billed directly and all liaison about times of lessons and costs will be dealt by individual Music Staff via phone calls and email. Most students will have an individual 20 minute or 30 minute lesson although there is an option of shared lessons. The cost of lessons will be set by the music teacher, however we envisage that costs will be approximately £10 for a 20 minute lesson and £15 for a 30 minute lesson. If lessons are shared the costs will be split equally between students. Reports on progress will be sent to parents twice a year, and instrumental teachers are happy to discuss progress at any time. If you would like your son/ daughter to start lessons this year, please contact Mrs Kyle who will be happy to assist you and help with any queries you may have.



## Accelerated Reader Programme

The English Faculty uses the Accelerated Reader Programme (ARP) to help Year 8 students improve their reading ability. The ARP website allows parents to view their child's ARP area. When logged into your child's area (your child will know how to do this), you can view their progress and also access an area called 'Bookfinder', which enables you to choose relevant books with, or for, your child. You might find this especially useful with Christmas coming up! The instructions for 'Bookfinder' are detailed on the next page. Another useful link is the HomeConnect page: <https://ukhosted16.renlearn.co.uk/1979123/HomeConnect/login.aspx>, where you can find out how your child is progressing with tests and quizzes.

### HOW TO USE AR BOOKFINDER

1. Go to [www.arbookfind.co.uk](http://www.arbookfind.co.uk).
2. From the **Quick Search** tab on the top of the page, type in a book title, author or topic into the blank field and click **Go**.
3. To narrow the results, select any of the options on the left of the screen under **Refine Your Search**. You can continue to refine your search until you get your desired results.
4. If you want to create a booklist from the titles you are searching, click **Add to AR BookBag** button under the cover of any book you want to add to your list. This list can then be printed out for future reference.

### Advanced Search:

The Advanced Search tab allows you to refine your search. Here you can enter more search criteria such as ATOS Book Level, Interest Level, Topics / Subtopics, Fiction / Non-fiction and Language to get results that are more exact.

1. Click the **Advanced Search** tab on the top of the page.
2. Select **Contains, Starts With or Exact Match** to determine the parameters of your search.
3. Select your search criteria and click **Go**.
  - It is recommended that you enter an ATOS Book Level to be sure that the results are appropriate for your child. When entering an ATOS Book Level you are also required to enter an Interest Level. (Click on the question mark icon for more information on ATOS Book Levels and Interest Levels.)
  - It may be helpful to choose topic and subtopic to see a list of book categories if you are uncertain what books may interest your child.
4. To narrow the results, select any of the options on the left of the screen under **Refine Your Search**. You can continue to refine your search until you get your desired results.
5. You can add any of these books to your AR BookBag.

### Collections:

The most popular children's Book Awards are listed under the Collections tab. You can add books from any of these lists to your AR BookBag.

1. Click the **Collections** tab on the top of the page.
2. Select one of the collections and continue to click on your choices until you locate the desired booklist.

### AR BookBag:

The AR BookBag is a place to create your own booklist. This list can be printed and taken to your local library or bookshop. It cannot be saved in AR BookFinder. However, you can save the "report" (a PDF) to your hard drive files.

### AR BookFinder Help:

Located in the upper right hand corner is a **Help** button. Click on it for helpful information such as how to use specific features of AR BookFinder.

## Key topic areas to be covered during Year 8

### English

#### Autumn term

War and Peace

Reading: Exploration of novels, speeches, poetry and drama texts with particular emphasis on attitudes of writers, bias and communication of ideas.

Writing: Argumentative writing.

#### Spring term

Detective Fiction

Reading: Exploration of prose and media texts with particular emphasis on narrative voice and attitudes of writers.

Writing: Persuasive writing

#### Summer term

Survival and Dystopia

Reading: Exploration of texts relating to the themes of survival and dystopia with a particular emphasis on clarity of information.

Writing: Informative, argue and review.

**Homework:** Homework is set weekly. All students learn 10 spellings from the differentiated lists printed in their planners. They also complete tasks in the white homework booklets. In addition, students are encouraged to read their ARP reading books.

**Assessment:** Assessment is on-going. Students are given formative feedback on their classwork approximately every two weeks. This feedback is linked to success criteria for the task, our steps to mastery grid and students' own personal targets. Teachers regularly review targets with students in class. Formal summative testing of skills will take place in January and in the end of year examinations.

#### Top Tips for support in Year 8

Read extensively - ARP books, news articles and other texts that will boost vocabulary, introduce ways of expressing ideas and develop an understanding of a range of experiences.

Be prepared to revisit work to check for accuracy and to look for ways of improving it.

#### How parents can support

Encourage a curiosity about words. An extensive vocabulary will not only help improve their expression of ideas as writers and speakers, but will help them to read with better understanding. Encourage students to use the relevant blue pages in their planners when completing homework.

## Maths

### Autumn, Spring and Summer terms

In Maths, students are placed into 1 of 6 ability based groups upon joining the school. Each of these groups study content based on their level of ability. Our key aims of the Year 8 curriculum are to help students to:

- Become fluent in the use of mathematical skills
- Complete varied and frequent practice e.g. 4 operational skills (+ -  $\times$   $\div$ ) using correct methods with increasingly complex problems
- Be able to recall and apply knowledge rapidly and accurately.
- Reason mathematically by using estimation, approximation, spotting patterns and using proportional reasoning.
- Look for relationships and make generalisations.
- Start to prove ideas mathematically
- Break down problems into a series of simpler steps.
- Identify the mathematical skills needed to solve problems.
- Understand the importance of learning from your own mistakes.
- Persevere and show resilience when experiencing difficulties.

All sets will cover topics that include Arithmetic, Algebra, Geometry and Statistics and all sets will learn how to tackle real life mathematical problems.

**Homework:** Homework is given every week. Every other week this homework will be an assessed piece so they can track the progress they are making. Each of these homeworks is generally split into three main sections:

1. Review – revision and practice of prior work
2. Consolidate – questions on the topic they are currently studying. This is generally the largest section
3. Preview – an activity to judge students' understanding of future work

**Assessment:** Students receive detailed feedback on their strengths and areas of improvement after each of homework tasks. In addition to the assessed homework, students are tested at the end of the Autumn Term, Spring Term and then finally in their end of year tests in May. After each of these tests students evaluate their progress and set themselves targets for the future.

### Top Tips for support in Year 8

- Read carefully feedback from teachers - try to act upon advice you are given.
- Continually review the work you have covered throughout the year - this will make revision much easier.
- If you can't solve a problem straight away don't give up - there are always lots of people you can ask for support.

### How parents can support

- Encourage students to always show their mathematical workings in homework tasks.
- Make sure students have all the correct mathematical equipment they may need - this includes a scientific calculator for many.

## Science

### Autumn term

- Food and digestion
- Elements and compounds
- Heating and cooling

### Spring term

- Diffusion and respiration
- Extracting metals
- Light and sound

### Summer term

- Breathing and circulation
- Patterns and reactions
- Chemical investigations
- Magnets and electromagnets

**Homework:** Students are set on average one homework every three lessons which is approximately once a week. Due to some classes being taught by more than one teacher there may be some weeks where more than one homework is set and others where no homework is set.

**Assessment:** Students will have a small assessment at the end of each topic plus a longer end of term assessment covering multiple topics.

### Top Tips for support in Year 8

- Use topic summaries in purple assessment books to help you work out your next steps.
- In assessed homework ensure you respond to feedback and ask questions in areas you still do not understand.
- Follow-up on class work with your own revision. Be prepared to get things wrong to begin with but look for ways to improve.

### How parents can support

- Ask to see the purple assessment book and discuss the levels students are working at and towards.
- Encourage students to follow-up on class work and homework and move to the next level

## Drama and Dance

### Autumn term

**Conflict Unit:** A unit that utilises both Dance and Drama skills. It explores the theme of conflict through Musical theatre (Bugsy Malone) and Street Dance styles focussing on the skills needed to perform effectively as part of an ensemble. As the unit progresses, students learn and develop their stage combat skills as well as working on voice skills, building towards an assessment performance piece that requires students to focus on a style they have learnt and that successfully portrays the theme of conflict.

**Hip-hop Dance:** A unit that explores a range of hip-hop techniques including break dance, tutting, popping and locking. Students develop their ability to reproduce dance phrases and work as part of a group to develop choreography skills building towards an assessment performance piece that requires students to focus on their physical skills and expression.

### Spring term

**Improvisation:** A Drama unit exploring a range of methods used in improvisation. Students are encouraged to develop their instinctive responses in terms of communicating narrative, using stage space and creating connections with other characters.

**Scripted Drama:** This unit includes exploration of script, dialogue, inference and intention so connects with the reading of communication in the wider world. Work on physical expression is extended within the unit as the students examine the impact of body language, vocal tone and facial response when encountering a character.

### Summer term

**Global Dance:** A Dance unit that explores a range of cultural dance styles including Indian Bollywood, African Dance and Brazilian Capoeira. Students will learn about the historical context of the Dance styles explored and will have 3 small assessments in each style focussing on students' ability to apply the relevant stylistic qualities in their performance.

**TIE (Theatre in Education) unit:** Students will work together in groups to devise a performance piece aimed at a target audience of Y5/Y6 students that explores the life of a John Masefield student. Students will need to co-operate well as a team and utilise their performance skills developed over the year.

**Homework:** A homework project will be set in the Summer term that links to the TIE unit.

**Assessment:** A performance will be assessed every half term at the end of each unit, which will be filmed and then reflected upon by the students using the online website edmodo.

### Top Tips for support in Year 8

- Arrive punctually to lessons, being ready to place bag and shoes down and get ready for your class warm-up.
- Participate fully in tasks to enhance your communication, leadership and creative skills.
- Perform with commitment, engaging your audience and communicating your narrative technique.

### How parents can support

Discuss performance with your child - cinema, theatre, dance and television drama are all valid areas for evaluation in terms of making students more aware of their own and others performance skills.

## Music

### Autumn term

Ground Bass - How can we use a repeating bassline to create a piece of music?

Pupils will learn about Ground Bass, a repeating bass line. They will listen to musical examples, learn to play Pachelbel's famous Ground Bass and compose their own piece.

Video Games: How do you write a piece of music to fit a given brief?

Pupils will listen to a variety of music written for video games and learn how music suits different genres. Pupils will then create their own idea for a video game, and write music that would suit it.

### Spring term

Guitar - In what different ways can we use the guitar?

Pupils will build on their knowledge of ukulele from year 7, learning how to play the guitar. They will learn how to tune the instruments, pick melodies and perform chord sequences to a variety of popular songs.

Musical Futures - How can we recreate a song independently? How should we practice?

Pupils will develop their independence in learning how to play different songs. In groups pupils will learn how songs are made up of different layers, learning parts for different songs and putting them together

### Summer term

Song writing - What are the key ingredients of an effective song?

Pupils will develop their knowledge from the spring term on how a song is put together. They will learn about chord sequences, riffs, hooks, lyrics and melodies in a variety of songs, before starting to write their own.

**Homework:** None (homework project set in Performing Arts lessons)

**Assessment:** Pupils will be tested every half term through performing something that they will have been working on. Performances will be recorded and marked in their KS3 assessment booklets.

### Top Tips for support in Year 8

- Persevere - you will be learning new, challenging skills. Always persevere with something you find difficult, don't give up!
- Use practice time wisely
- Listen carefully to your partner or group when performing or rehearsing

### How parents can support:

- Encourage your child to practice if at all possible, either at home or at school.
- Listen to a wide variety of music at home.



## Humanities

### Autumn term

In year 8 Humanities, students study History, Geography, RE and Citizenship.

In the autumn term we study the following: Why save the rainforests? Tudors and Stuarts; and Buddhism.

### Spring term

In the spring term we study the following: Can the planet support all of us? The Industrial Revolution; Islam.

### Summer term

In the summer term we study the following; why do places change? WW1 and the Criminal Justice System.

**Homework:** Homework is either a consolidation task of the lesson or a research based task. During the Autumn term there will be no weekly homework, but instead students prepare a homework project with a citizenship focus.

**Assessment:** Students are assessed at the end of each topic. These are written examinations which feature short answer questions and finish with a longer extended piece of writing.

### Top Tips for support in Year 8

- Present your work with care and ensure that notes can be used for revision.
- Contribute to class and table discussions to ensure a deeper understanding of topics.
- Review and improve work as directed by your teacher.

### How parents can support

- Ensure students arrive promptly, equipped for the day and ready to focus.
- Discuss current events with students and offer opinions and ideas on current affairs.

## Modern Foreign Languages (French)

### Autumn term

Where I live

Saying what there is and isn't in a town and what you can and can't do - places

The verb to go (aller) with places

Asking directions

Arranging to go out

Holidays

Learning about tourist destinations in France and other countries

Ordering at a café

Prices and large numbers

The future tense and making holiday plans

Future dreams

### Spring term

Passive hobbies - Cinema, TV, music and technology

The past tense

Paris

Clothes

All 3 time frames (present, past, future)

### Summer term

The house

Eating out in France and at home. Meals.

Carnival and celebration

The life of a teenager - friendships and relationships

**Homework:** Weekly 30 minutes homework on a range of tasks from learning, writing, reading, grammar and research..

**Assessment:** End of module assessment in 2 of the following skills: listening, reading, speaking and writing. This will be approximately each half term.

End of year assessment in May covering all 4 skills

### Top Tips for support in Year 8

- Students should ensure that all notes are kept neatly and that they bring both their grammar books and working books to every lesson.
- There will be regular learning homework which will require time and a method of self testing that suits the individual before the test in lessons
- Students should review their work regularly and use resources wisely to support independent work

### How parents can support

Parents can help with vocabulary learning by testing students and by purchasing a good bilingual dictionary to support homework.



## Modern Foreign Languages (German)

### Autumn term

Hallo!!

Speaking German – pronunciation and spelling.

Greetings, ages, birthdays, numbers, dates. German in the classroom.

Die Schule

School life - school subjects, telling the time, school uniform, school food. Giving opinions, using connectives.

### Spring term

Familie und Freunde

Family members, pets, describing appearance and character

Freizeit

Sport and hobbies, favourite things, going out. German verbs, high frequency vocabulary.

### Summer term

Mein Zuhause

Where you live, describing your home and bedroom. Talking about the future.

Stadt und Land

German speaking world, places to go, directions, plans for the summer and end of year exam

**Homework:** Homework is set weekly on a range of tasks - writing, reading, learning vocabulary, grammar and research. 30 minutes per week.

**Assessment:** End of module (see above for topic areas) assessments to test two of the following skills - listening, reading, speaking and writing. These assessments are approximately half-termly.

### Top Tips for support in Year 8

- Students should ensure all notes are kept neatly and that they bring both their grammar book and exercise book to all lessons.
- There will be regular learning home works which will require time and a method of self-testing that suits the individual before class tests in lessons. Students should review their work, use resources wisely and experiment with new vocabulary and grammar wherever possible in their work.

### How parents can support

- Parents can help vocabulary learning by testing students.
- Purchasing a good bi-lingual dictionary (Oxford or Collins) would also support homework

## PE & Health

### Autumn term

Throughout the year students learn and develop their performance, evaluation, leadership, resilience, tactical awareness, literacy skills and learning about how to lead an active and healthy lifestyle. They will practise simple skills in controlled situations and then develop them into game situations along with in some cases more complex skills. During this term students will learn these skills through: rugby, netball, badminton, hockey, Outdoor Adventurous Activities (OAA).

### Spring term

In the spring term students develop the above skills through the medium of :  
Football, gymnastics, hockey, circuit training, basketball.

### Summer term

Sports are: cricket, rounders, athletics, tennis, frisbee.

**Homework:** N/A

**Assessment:** In lessons through the performance in core tasks.

### Top Tips for support in Year 8

- Come to after school sports clubs
- Practise at home with parents and siblings, throwing and catching games are easy to do
- Do body weight exercises (press ups, sit ups, burpees) to improve general fitness.

### How parents can support

Ensure your child has the correct PE uniform for the lessons as outlined in the planners.

## ICT and Business

### Autumn term

#### Programming with Scratch

Students undertake an extended project exploring many of the creative opportunities offered by the 'Scratch' programming environment. Students cover concepts such as conditional loops timers, input controls and variables. Students follow the project lifecycle by planning, implementing, testing and documenting an interactive game of their own design.

#### Technology and Enterprise Business Project

##### Business Concept

Students explore ICT in a business context. Each student chooses their own business concept, which is used as the context for developing a broad range of software skills. This project also provides opportunities for developing a deeper understanding of the impact of technology on commerce. The first part of this project involves developing the business idea and corporate style (e.g. colour scheme, font scheme, logo); then applying this to create typical business documents.

### Spring term

#### Technology and Enterprise Business Project

##### Spreadsheet Systems

Students create spreadsheet systems to support business processes. More complex formulae will be introduced, including the use of logical functions such as 'IF' and the automation of common or repetitive tasks using macros.

##### Web Technologies

Students move on to look at web design, developing a mock-up website for their business concept.

### Summer term

#### Technology and Enterprise Business Project

##### Web Technologies

Students complete developing a mock-up website for their business concept. The final design is tested thoroughly and documented including peer feedback.

##### Programming

Students will be introduced to traditional programming through the language 'Python'.

**Homework:** ICT homework is usually paper based to avoid computer compatibility issues. It will consist of research, keyword revision and lesson preparation exercises.

**Assessment:** Each project will be assessed upon completion. Scratch - game created and project diary will be assessed. Business Concept - Logo, House style, Business Card, Letter head and Flyer will be assessed. Spreadsheet Systems - Final Excel documents with formulae will be assessed. Web Technologies - Final website will be assessed for functionality and fitness for purpose. Programming - each program will be assessed for structure and functionality.

### Top Tips for support in Year 8

- Be organised - save items as good names in good folders.
- Keep up to date - catch up on any missed work to avoid missing on a skill or technique.

**How parents can support:** Take an interest - ask about topics and skills covered and ask the student to explain how and why they did it.

## Technology and Creative Enterprise

### Autumn, Spring and Summer Terms

In Art students will be exploring portraits. They will work from observation as well as developing images in a range of media inspired by different artist's approaches to this theme.

In food students will cook once a week covering staple foods preparing pasta, rice and potato dishes. The main focus will be on bread products.

During DT classes students will create a board game based on snakes and ladders incorporating computer aided design, graphic presentation skills as well as packaging manufacture. Their second project involves responding to a brief to design a siege weapon toy consisting of design drawing methods and more traditional workshop skills.

**Homework:** Homework is set as appropriate to the projects being delivered. Students should expect a homework task approximately every fortnight. Most will be directly linked to their class work but some will be stand alone tasks developing wider subject knowledge.

**Assessment:** Students will receive written feedback on their folder work after every 6 lessons. When involved in practical tasks students will receive feedback at one key point in the task. Student's work will be assessed at the end of each DT rotation or at the end of each project. In food students will receive feedback on their practical cooking tasks every 6 weeks as well as on identified homework tasks.

### Top Tips for support in Year 8

- Students should focus on their organisation and their ability to self lead their work through an on-going evaluative process.
- Students need to balance their speed of work against the need to demonstrating control and precision.

### How parents can support

- Help students prepare their ingredients needed for their food class.
- Take an interest in students projects and work in class, asking questions about what they are doing, discuss their ideas to help foster their confidence and excitement in the tasks covered in lesson.

## **Term Dates 2017-2018**

### **Autumn Term 2017**

Term starts	Wednesday 6 <sup>th</sup> September
Half term	23 <sup>rd</sup> -27 <sup>th</sup> October
Term ends	Tuesday December 19th

### **Spring Term 2018**

Term starts	Thursday 4 <sup>th</sup> January
Half term	19 <sup>th</sup> -23 <sup>rd</sup> February
Term ends	Thursday 29 <sup>th</sup> March

### **Summer Term 2018**

Term starts	Tuesday 17 <sup>th</sup> April
Half term	28 <sup>th</sup> May-1 <sup>st</sup> June
Term ends	Tuesday 24 <sup>th</sup> July

### **Inset and Professional Development Days**

Thursday 23rd November 2017      staff training - students leave at 1.15pm

Wednesday 3 January 2018      whole day  
Tuesday 6 February 2018      staff training - students leave at 1.15pm  
Thursday 15 March 2018      staff training - students leave at 1.15pm

Monday 14 April 2018      whole day  
Friday 25 May 2018      staff training - students leave at 1.15pm  
Friday 6 July 2018      whole day

## Key Dates for Year 8

Progress Checks issued	6 <sup>th</sup> November and 12 <sup>th</sup> of March
Year 8 Options Evening	18 January
Parents' Evening	8 February
Exams	From 14 <sup>th</sup> May
Full report issued	25 June

## Curriculum Enrichment

Alongside every student's full academic programme of lessons the school has a commitment to providing an enticing, challenging and broad range of experiences which support their holistic development. The more involved students become in school life, the higher their achievement is overall. They need to become resilient, independent, well-rounded individuals and our programme of events is designed to support this core belief.

We encourage all Year 8 students to attend clubs and enrichment opportunities. The list of opportunities for students for this term are listed below.

## WHAT'S ON AT JOHN MASEFIELD - AUTUMN 2017

	Club	Location	Time	Staff
<b>MONDAY</b>	Woodwind Ensemble	158	Brunch	Mrs Grubb
	Jazz Band	158	Lunch	Mrs Grubb
	String Ensemble	159	Lunch	Mr Grubb
	All years rugby	Field	After school	Mr Kontarines /Mr Paton
	Theory Club	158	After School	Mrs Grubb
	Y7 Girls' Netball	Courts	After school	Miss Dix
<b>TUESDAY</b>	Clarinet Ensemble	158	Brunch	Mrs Grubb
	Saxophone Ensemble	159	Lunch	Mrs Grubb
	Creative Writing Club	Library	Lunch	Mrs Locke
	Chamber Choir	158	Lunch	Mrs Peters
	Practical Club	11	After School	Mr Fisher
	Y9 Badminton and Table Tennis	Sports Centre	After School	Miss Conroy

	<b>Y9 Racketball</b>	<b>Squash Courts</b>	<b>After School</b>	<b>Mrs Witherford</b>
	<b>Y7 Cookery (spaces limited. See Mr Oaten)</b>	<b>35</b>	<b>After School</b>	<b>Mr Oaten</b>
	<b>Junior Dance Club</b>	<b>Theatre</b>	<b>After School</b>	<b>Mrs Goodall</b>
<b>WEDNESDAY</b>	<b>Brass Band</b>	<b>159</b>	<b>Brunch</b>	<b>Mr Holland</b>
	<b>Orchestra</b>	<b>158</b>	<b>Lunch</b>	<b>Mrs Peters</b>
	<b>Practical Club</b>	<b>11</b>	<b>Lunch</b>	<b>Mr Fisher</b>
	<b>Amnesty Club</b>	<b>HU6</b>	<b>Lunch</b>	<b>Mr Hamilton</b>
	<b>Upper School Dance Technique Class</b>	<b>THE</b>	<b>Lunch</b>	<b>Mrs Goodall</b>
	<b>School Production (starting 4/10/17)</b>	<b>Theatre</b>	<b>After school</b>	<b>Mrs Punt/Mrs Goodall/Mrs Peters</b>
	<b>Y11, 12 Dance Technique club</b>	<b>Theatre</b>	<b>After School</b>	<b>Mrs Goodall</b>
	<b>Y8 Badminton, Squash, Table Tennis</b>	<b>Squash Courts</b>	<b>After School</b>	<b>PE Staff</b>
<b>THURSDAY</b>	<b>Film Club</b>	<b>239</b>	<b>Lunch</b>	<b>Miss Sanford</b>
	<b>Masterminds</b>	<b>9</b>	<b>Lunch</b>	<b>Mr Fisher</b>
	<b>Book Club (alternate weeks)</b>	<b>Y7/8</b>	<b>Lunch</b>	<b>Mrs Locke</b>
	<b>Book Club (alternate weeks)</b>	<b>Y9</b>	<b>Lunch</b>	<b>Mrs Locke</b>
	<b>Greenfingers (coming soon)</b>	<b>All</b>	<b>After School</b>	<b>Mr Haden/Miss Conroy</b>
	<b>Senior Dance Club</b>	<b>THE</b>	<b>After School</b>	<b>Mrs Goodall</b>
	<b>Y8-Y13 Girls' Netball</b>	<b>Sports Centre</b>	<b>After School</b>	<b>Miss Dix/Miss Limbrick</b>
	<b>Y7, 8 Dance Club</b>	<b>Theatre</b>	<b>After School</b>	<b>Mrs Goodall</b>
<b>FRIDAY</b>	<b>Full Choir</b>	<b>158</b>	<b>Lunch</b>	<b>Mrs Peters</b>
	<b>Y9/10/11 GCSE Athletics</b>	<b>Sports Centre</b>	<b>After School</b>	<b>PE Staff</b>
	<b>School Production (starting 6/10/17)</b>	<b>Theatre</b>	<b>After School</b>	<b>Performing Arts team</b>