

Summer Term Overview

Tutor Group: 8D, 8J, 8P, 8T

Subject and Teachers	Subject Overview	How you can help at home	Subject specific key words to practise with your child
English Mrs Fisher Miss Barrow Miss King Mrs Kelley	We will read the play script of 'Our Day Out', exploring stereotypes as well as play features and layout. We will then explore a range of poems from other cultures. They will examine what culture means and how a range of cultures now coexist within British culture, and how this has created identities. We are also going to look at poetic culture and techniques and write some of our own poems. We will also continue to develop our core reading and writing skills, for example writing a guide to a place we think other people should visit.	Encourage reading, eg Buzz Books, The Day and taking of relevant accelerated reader quizzes and associated comprehension questions. Discuss what you have read. Encourage experimentation with assistive technology such as immersive reader and touch typing.	Stanza Metaphor Simile Stereotype Character Opinion

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<p>Maths (Mrs Webb) Mr Robinson Mrs Sipek</p>	<p>Mrs Webb This term we will begin by rounding numbers to the nearest 10, 100 and 1000. We will also decimals with one place to the nearest whole number. We will also estimate calculations by rounding and use the inverse to check calculations.</p> <p>We will then calculate fractions and decimals. Some of us will work on solving problems using harder fractions. We will then be learning about how to calculate perimeter and find the area of straight sided shapes.</p> <p>Later in the term we will be exploring money. We will be using money to make amounts and solving problems. Some of us will move on to estimate and calculate with pounds and pence. We will then develop our understanding of mathematical movement. We will describe position, direction and rotation.</p> <p>Finally, we will finish the term with presentation of data in which we will complete several class surveys. We will collect and display data. Some pupils will also look at time graphs and solve problems relating to bar charts, pictograms and tables.</p> <p>Mr Robinson - Pupils will continue with their topic of telling the time this term. This will involve being able to read analogue clocks (o'clock, half-past, quarter past, quarter to). For those who can read an analogue clock already, we will look at digital clock times and consider real life applications of time, such as reading a bus timetable. The next topic for this term will be measuring space, which will involve activities such as using a ruler and learning measurements.</p>	<p>Mrs Webb Get your child to round numbers that they see when you are out to practice this. Give your child opportunities to handle money when out shopping so they learn to appreciate the buying power of different amounts of money.</p> <p>Mr Robinson (8P): Ask your child to tell you the current time at home as much as you can! Particularly the 4 basic times (o'clock' half-past, quarter past, quarter to).</p> <p>Mrs Sipek Encourage pupils to develop their time and money skills through practical tasks eg daily questioning about time telling and opportunities to use money. Pupils can work on MyMaths at home or look at BBC Bitesize / BBC Teach for additional learning and short videos.</p>	<p>Round Estimate Calculate Decimal place Coins Notes Total</p> <p>Fraction Decimal</p>
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	<p>Mrs Sipek</p> <p>Number Pupils will complete work exploring fractions, decimals and percentages ranging from fractions of shapes and amounts, equivalent fractions to decimal equivalents and simplifying fractions.</p> <p>Measure Consolidation of time telling skills, including time differences and the calendar. Increasing money skills through finding totals, change and problem solving.</p> <p>Geometry Time will be spent looking at mathematical movement considering direction, rotations and coordinates.</p> <p>Statistics Data work will involve looking at tables, charts, pictograms and time graphs when pupils will work on interpreting and presenting data.</p>		<p>numerator denominator equivalent</p> <p>total, change</p> <p>direction, rotation, coordinate</p> <p>table, data, pictogram</p>

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<p>Science Miss Watson (8J)</p>	<p>During the Summer term of Year 8, 8J will be looking at magnets and electromagnets, and the atmosphere and global warming. They will have opportunities to discover and experiment with different magnetic materials, different magnetic forces, and make and investigate electromagnets. There will also be opportunities to discuss the Earth's magnetic field and the effect it has on us.</p> <p>8J will also be looking at greenhouse gases and the effect these have on the ozone layer and Earth's atmosphere. They will be looking at the carbon cycle and what this is and engage in discussions on climate change and pollution.</p>	<p>8J: At home, when talking to your child about their day please encourage the use of scientific language.</p> <p>For Summer 1: please encourage your child to think about magnetic forces and how the electricity in your home works.</p> <p>For Summer 2: please encourage your child to think critically about recycling and how this is beneficial.</p>	<p>8J: Summer 1: Magnet Circuit Electromagnetism Earth</p> <p>Summer 2: Ozone Greenhouse gas Climate</p>

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<p>Science Mr Bentley 8P & 8T Mrs Matalu 8D</p>	<p>This term, pupils study magnets and electromagnets, including magnetic poles, attraction and repulsion, and how to plot magnetic fields using a compass. They also explore Earth's magnetism, navigation, and the principles of electromagnets and motors.</p> <p>Next term, pupils study chemistry topics on rocks, the evolution of the atmosphere, and global warming. They learn about Earth's structure, the rock cycle, and how different rocks form. They also study photosynthesis using word equations, understand how human activity contributes to global warming, and explore how the atmosphere's composition has changed over time.</p>	<p>You can use this BBC Bitesize page on magnets and electromagnets for clear information, engaging activities and videos to support your child's learning.</p> <p>This BBC Bitesize guide on the Earth's atmosphere also provides helpful explanations, videos and quizzes to develop your child's understanding of how the atmosphere has changed over time.</p>	<p>Magnetic Pole Attraction/Repulsion Magnetic Field Photosynthesis Global warming</p>

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<p>Geography (Teachers)</p>	<p>During Terms 5 and 6, pupils will explore the diverse geography of Africa, challenging common misconceptions and deepening their understanding of the continent's physical and human geography. They will study Africa's size, borders, climate zones, major landforms, natural resources, and population distribution, as well as the impact of geography on daily life and development. Through map activities, case studies, and discussions, pupils will investigate key features such as the Sahara Desert, Nile River, Great Rift Valley, and major cities like Lagos and Nairobi. They will also examine how climate, resources, and urbanisation shape Africa's economy and environment, encouraging a more informed and balanced perspective on the continent.</p>	<p>Investigate around the topic by looking at Google Earth: Explore African landscapes from home – www.google.com/earth National Geographic Kids: Fun geography facts on Africa – www.natgeokids.com/uk BBC Bitesize – Africa Geography: www.bbc.co.uk/bitesize Discuss Africa's size and diversity using different map projections. Compare climates using weather forecasts from African capitals like Cairo, Nairobi, and Cape Town</p>	<p>Continent Misconceptions Climate Zones Ecosystem Natural Resources Population Density Urbanisation Landforms Development Great Rift Valley</p>

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<p>Food Studies Mrs Goss Mrs Tyler</p>	<p>In the Summer term, pupils explore Indian cuisine in more depth, preparing dishes such as chicken tikka rice, beef keema curry and Greek yoghurt flatbreads (using Greek yoghurt and self-raising flour). The key focus is on becoming secure and independent with weighing and measuring, ready for Year 9. Pupils will also build confidence using the hob, learning the difference between low, medium and high heat, and using timers effectively to follow recipes accurately. Skills such as handling dough, shaping naans and working neatly are also developed.</p> <p>In the final half-term, pupils explore Tropical Fruits in baking, using ingredients such as mango, banana, pineapple and lime. They will create a range of sweet dishes including muffins, sponges and tarts, while continuing to build confidence in accurate weighing and measuring. Pupils will develop skills such as folding, mashing, zesting, whisking and sponge mixing, with a focus on balancing sweetness and acidity and experimenting with flavour combinations.</p>	<p>Encourage pupils to use digital weighing scales regularly when cooking or baking, practising with simple ingredients such as dried rice, pasta, flour or sugar to build confidence. Ask them to measure specific amounts (e.g. 100g or 250g) to improve accuracy and independence and support them in resetting (taring) the scales when adding multiple ingredients into one bowl.</p>	<p>Weighing Measuring Accuracy Digital scales Tare (reset) Sautéing Spices Independence</p>
<p>Computing Mr Robinson Mr Naylor</p>	<p>During the summer term pupils will be continuing to develop their logical thinking skills by using Scratch to build simple programs and games. Some groups will also be introduced to Typing Club to practice their keyboard skills. Towards the end of the summer term, pupils will start using AppLab to design and build simple applications.</p>	<p>Scratch is a free to use software that can be used and practised at home.</p>	<p>Program Keyboard Design App</p>

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Music Mrs Lea	This term pupils will be developing their skills on the ukulele. Pupils will recap how to play correctly and then begin to learn the chords C, F and Am. They will then use these chords to play songs from different genres. Lessons will contain some aural work, space for the students to recap skills/knowledge, teaching new skills/knowledge, time to improvise and the opportunity for students to make music with others	Continue to experience a range of music at home. Pupils can search for different songs played on the ukulele and talk about how they sound different to the original.	Fret Strum Chords Tab Mute

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<p>PSD Miss Jackson</p>	<p>This term in PSD, pupils will revisit the topic of “Managing feelings” from year 7, with this being adapted for year 8. They will expand on how they can build positive self-esteem, including the impact of kind and unkind comments on themselves and others. Pupils will learn to recognise a broader range of emotions, including stronger feelings such as anger, anxiety, and frustration, and understand how these can be expressed through facial expressions, body language, and tone of voice. They will also develop strategies to regulate their emotions, respond to challenges, and seek appropriate support when needed.</p> <p>As the term progresses, pupils will explore friendships and early romantic feelings, including the difference between liking someone and having stronger feelings. They will learn about respecting differences, including those related to gender, identity, and beliefs, and will be introduced to appropriate vocabulary linked to relationships and growing up. There is a clear focus on promoting respect, inclusion, and awareness of trusted sources of support.</p> <p>Later in the term, pupils will take part in their statutory Relationships and Sex Education (RSE) and health education, with further information shared with parents in advance.</p>	<p>You can support your child by encouraging open conversations about feelings, modelling positive responses, and helping them reflect on their thoughts and behaviour. Reinforcing key vocabulary and discussing who they can turn to for support will also be beneficial.</p>	<p>feelings, emotions, self-esteem, respect, relationships, calm, control</p>

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<p>R&W Miss Jackson</p>	<p>Over the course of the term, Year 8 pupils will explore the theme <i>Living in a Diverse World</i>, focusing on what it means to live in community. They begin by examining key ideas such as community, identity, diversity, and belonging, reflecting on what makes individuals unique while recognising shared human experiences. Pupils then explore values that unite communities—faith, hope, love, unity, and connection—through examples from religious and non-religious worldviews, before considering challenges such as racism, discrimination, hate, and division. Through discussion, case studies, and collaborative activities, students develop an understanding of how communities can be strengthened and how individuals can promote justice, peace, respect, inclusion, and equality.</p> <p>As the term progresses, pupils apply their learning by planning and creating a piece of artwork that expresses their personal ideas about living in a diverse world. They draw on religious teachings, ethical values, and their own experiences to communicate a meaningful message about community and overcoming division. The unit encourages reflection, empathy, and creativity, allowing students to explore and express their own perspectives in a thoughtful and imaginative way.</p>	<p>Pupils could look at inspiring figures such as Desmond Tutu or Malala Yousafzai. They could also explore examples of community action locally or globally, and collect symbols, quotes, or imagery to inspire their artwork. They are also encouraged to reflect on their own role in promoting inclusion within their communities.</p>	<p>Keywords: Community, Identity Diversity Belonging, Unity, Racism, Discrimination, Justice, Equality Inclusion</p>

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Outdoor Learning Mrs Barlow	<p>This term, Year 8 pupils will take part in the Thousand Seeds community project, helping them develop a deeper understanding of where food comes from. They will observe seeds as they germinate and grow, learning about plant care, soil health, and sustainability. Pupils will explore natural ways to support plant growth by making simple fertilisers, such as nettle tea, and discovering how plants like cleavers can be used in nature.</p> <p>Through hands-on activities, pupils will maintain both the school garden and Forest School areas by watering, repotting, and cutting back plants when needed. They will learn to recognise what plants need to grow well and take responsibility for caring for their environment. Pupils will also contribute to a shared harvest, building teamwork and a sense of community.</p>	<p>Look at free apps for your phone to encourage participation. Google is brilliant! Take a picture and it will give you an idea what that insect, bird or plant is free of charge. Get involved with the Big Butterfly count later in the term or 30 days wild in June. All can be interactive to help learners keep focus on learning about the world in which we live. Merlin app for bird recognition is fantastic.</p>	Germination Sustainability Soil Health Fertiliser Harvest Growth Maintain Repotting Nutrients Environment