# Welcome to Year 8

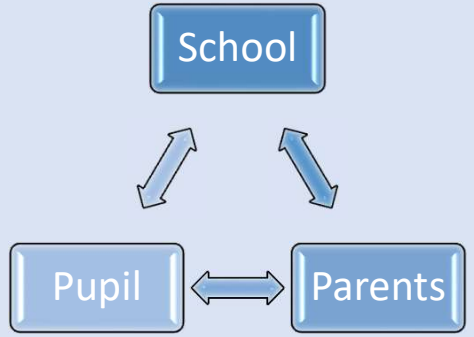
Nick Grundy

# The importance of year 8

- “In year 8 there are no tests of any great importance, no big decisions to make, and nothing is particularly new or exciting anymore. New school is now old hat. What’s more, it is often the year in which pupils’ hormones begin to rage. As a result, towards the end of year 7 and during year 8, pupils begin to get demotivated and their progress slows or stalls.”
- “Well, as is often the case, I find the solution lies in the problem. If the problem is that year 8 isn’t regarded as new or exciting, then we need to make it feel new and exciting. If the problem is that year 8 is the year in which pupils usually start puberty and their hormones kick in with a vengeance as they begin the journey towards maturity, then we need to recognise this increasing maturity.”
- “If the problem is that year 8, without tests and options, is regarded as meaningless, as a stop-gap, then we need to make it feel meaningful and use assessment and feedback to motivate pupils to make better progress.”

- Sec Ed article Sept 2016 by Matt Bromley – CPD lead, journalist and author

# Key things for success in Year 8

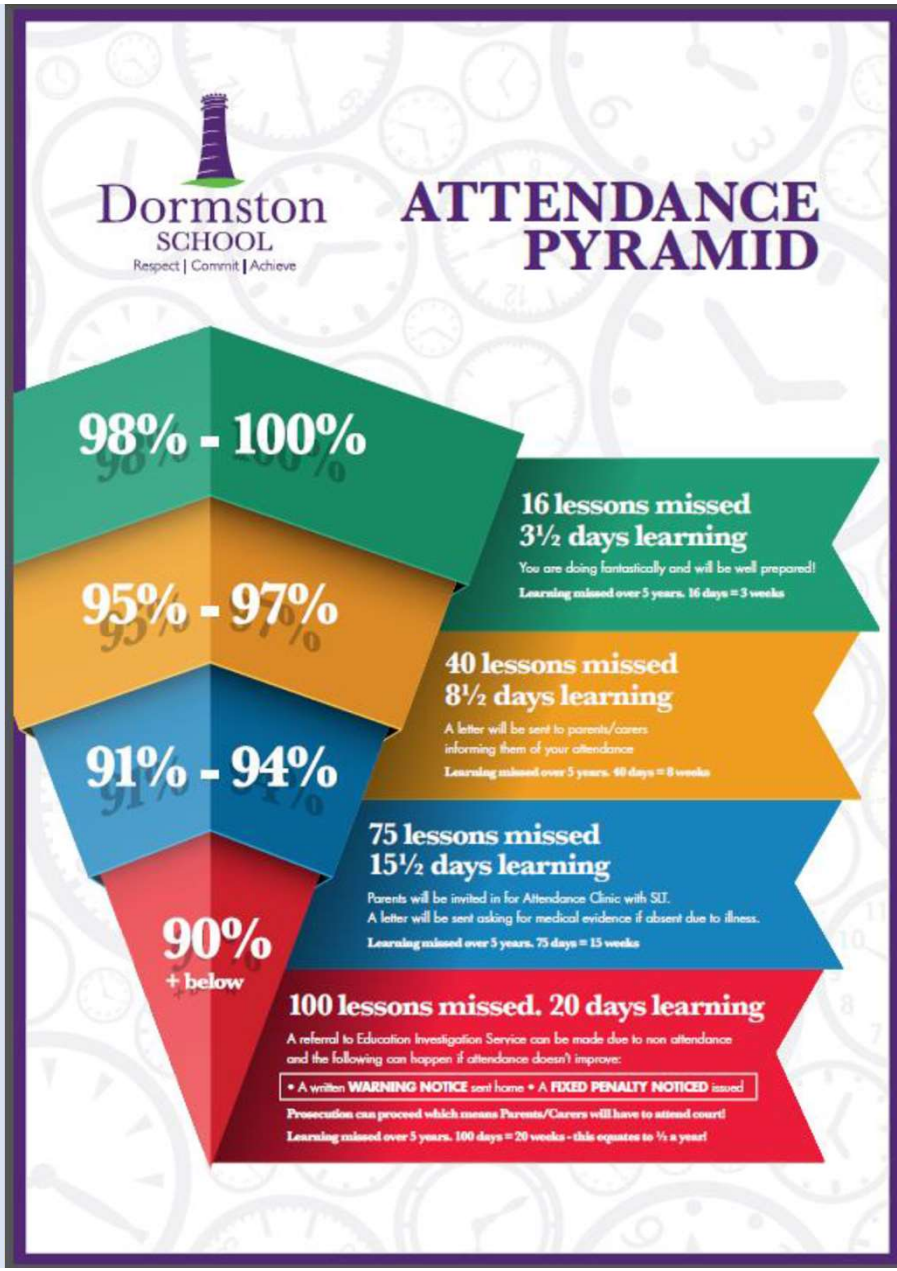



- Exemplary Attendance (98%+)
- Be punctual
- Be organised – equipment
- Have access to Go4Schools and RM Unify
- Complete Homework
- Attend Extra-Curricular Clubs
- Go above and Beyond in all subjects (at least an average effort score of a 2)
- Respond effectively to feedback
- Be polite, kind and an approachable person

# Attendance

Any absence could result in:

- Missing key information from subjects
- Missing important deadlines
- Missing friendships and extra curricular
- Missing PSHE and character development opportunities



## All pupils

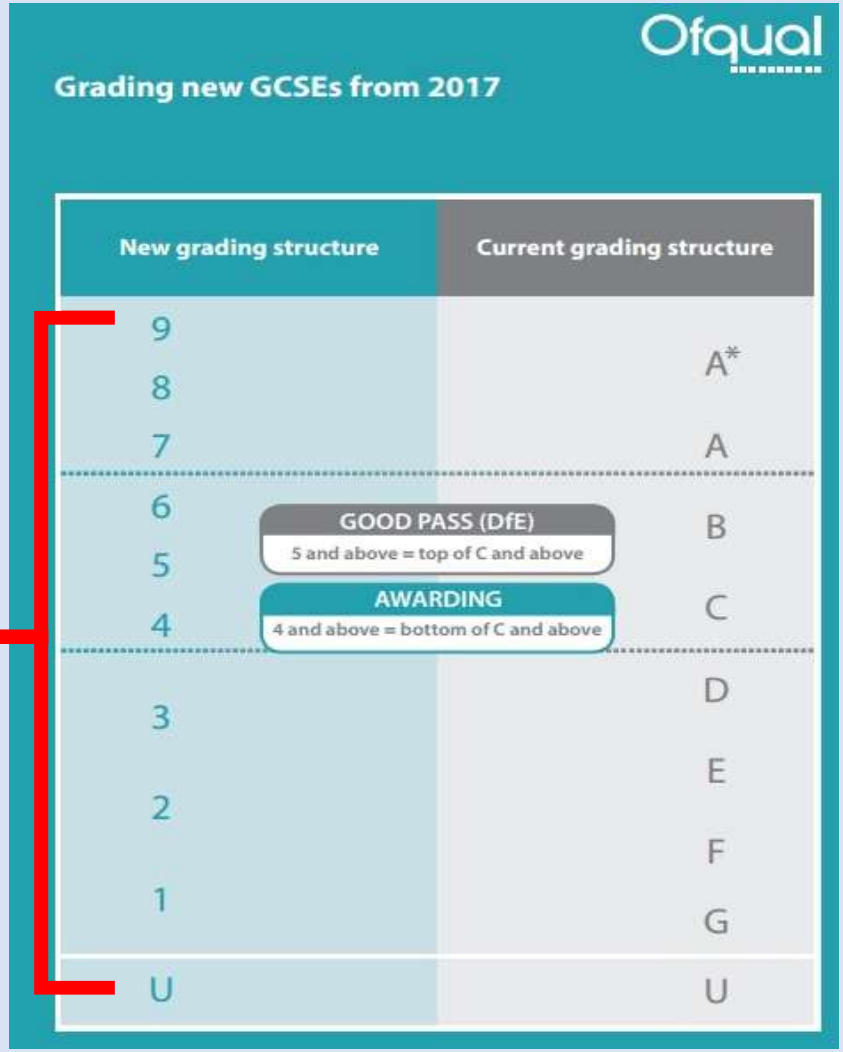
| | Pupils | Average GCSE Grade | Average GCSE Value Added | English (best) Grade | English Value Added | Maths Grade | Maths Value Added | Attendance |
|---|---|---|---|---|---|---|---|---|
| All Pupils | 209 | 4.9 | +0.1 | 5.3 | 0.0 | 4.9 | +0.2 | 90% |

## Attendance groups

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Above 95% | 95 | 5.6 | +0.7 | 6.1 | +0.7 | 5.6 | +0.6 | 97% |
| 90.1 - 95% | 62 | 5.1 | +0.1 | 5.6 | -0.1 | 5.2 | +0.2 | 93% |
| 80.1 - 90% | 29 | 3.9 | -0.4 | 4.4 | -0.4 | 3.8 | -0.3 | 86% |
| 50.1 - 80% | 16 | 2.7 | -1.1 | 3.1 | -1.2 | 2.8 | -0.7 | 68% |
| 0 - 50% | 6 | 1.5 | -2.5 | 2.0 | -2.5 | 1.2 | -2.7 | 30% |

# GCSE Levels 9 - 1

The qualification will be graded and certificated **on a nine grade scale from 9 to 1**, where **9 is the highest grade**.



# Flight Paths


**End of Year Target:** The targets have been generated by the school. They are based on primary school performance*. A student's target grade is a prediction that has been set to indicate where they should be each school year – the purpose of this is to help monitor if they are on track to meet their GCSE target grade by Year 11. With hard work, these grades are meant to be achievable.

**Current grade:** The grade the student is currently working at set by the subject teacher– this often has factored in multiple assessments and is based on all of their learning so far.

**Predicted Grade:** The grade the subject teacher thinks the student will actually get at the end of Year 8.

# The 5 year curriculum

- Shift away from KS3 AND KS4 – spiral curriculum built upon skills and knowledge
- Core subjects particularly have a 5 year curriculum
- Topics/skills learned in Year 8 could be just as important as year 11

# What Year 8 pupils should expect

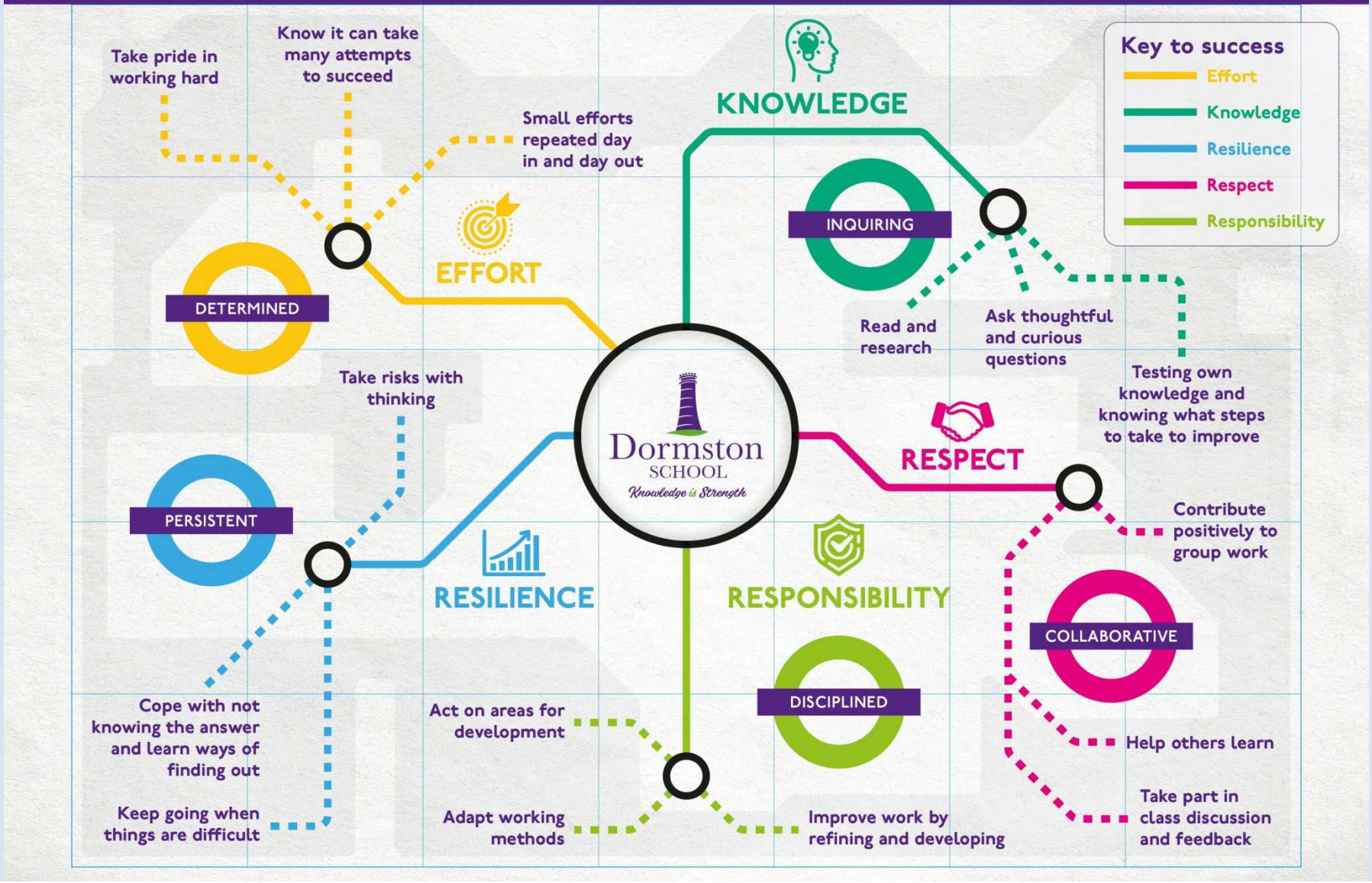
- **An increase in subject difficulty**
- **An increase in homework**
- **Development of critical thinking skills to solve unseen problems**
- **Recall of old information**
- **Mastery of new information**
- **Beginning to plan for their future**
- **Development of Employability skills (Eg time management)**

# Year 8 Focus

- Learner Habits
- Crime & Consequence
- Children's Rights & Responsibilities
- Body Image & Developing Relationships
- Careers & Stereotypes
- Finance
- Family Relationships & Conflict
- Managing Emotions & Exam Stress

# Our Core Values

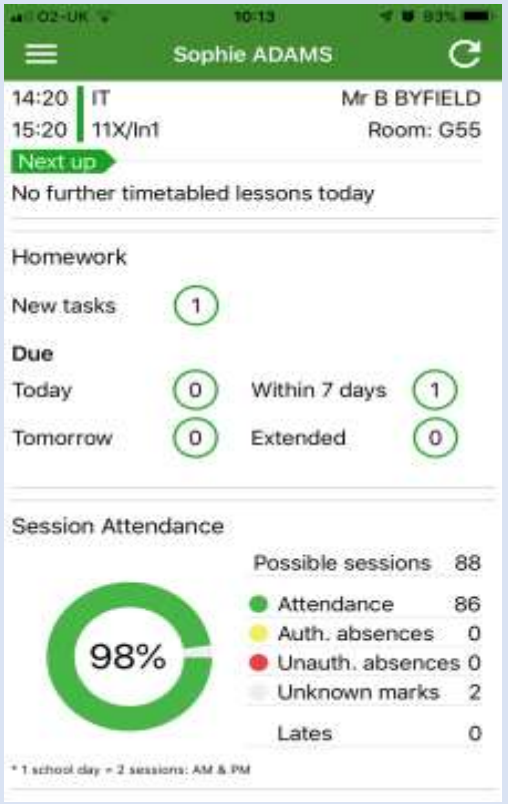
# Dormston Learner Habits



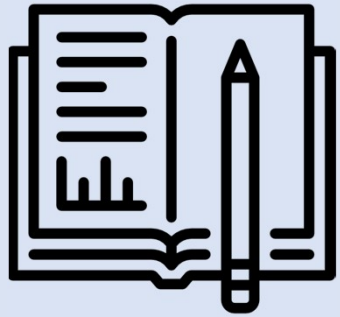
# Go4Schools App

Online access for parents/guardians to information about their children's education

- Timetable
- Homework
- Behaviour records
- Attendance
- Target Grades
- 24/7 access to today's information



# Homework



**What homework will we set?**

- Homework may **practice or extend** what has been learnt in lesson and strengthen knowledge and learning.
- Or **prepare** students for learning to come in future lessons.

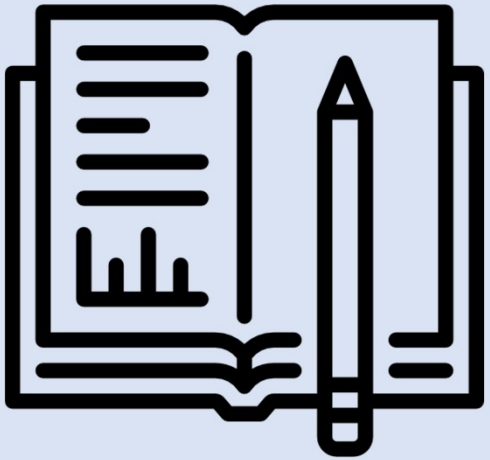
**Why do we set homework?**

- Teaches students to manage their time
- Builds independence
- Extends knowledge
- Builds subject confidence
- Allows the subject teacher to assess their learning/knowledge
- It is a life skill – in future employment students may have to take work home and manage their own workload.

**'Evidence-based research has shown that students who regularly complete homework tend to make greater academic progress than those who don't' –** Education Endowment Foundation

# Homework Policy

- Set according to homework timetable
- Will be a maximum of 40 minutes, but could be less
- Added to Go4Schools by subject teachers
- Teachers will track if it has been received on Go4Schools – **this can be seen by parents/carers**
- Teachers will use homework to further students' learning e.g. used as an activity in lesson or to inform future planning

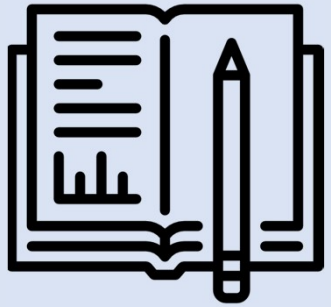


Non-Completion:

X2 no homework in one subject = Automated message sent home
x3 no homework in one subject = Teacher contacts home

Year Strategy Leaders will also be monitoring homework completion and speaking to students who are struggling to keep on top of their homework. Homework reports will be issued if homework continues to be not completed.

# Homework Club

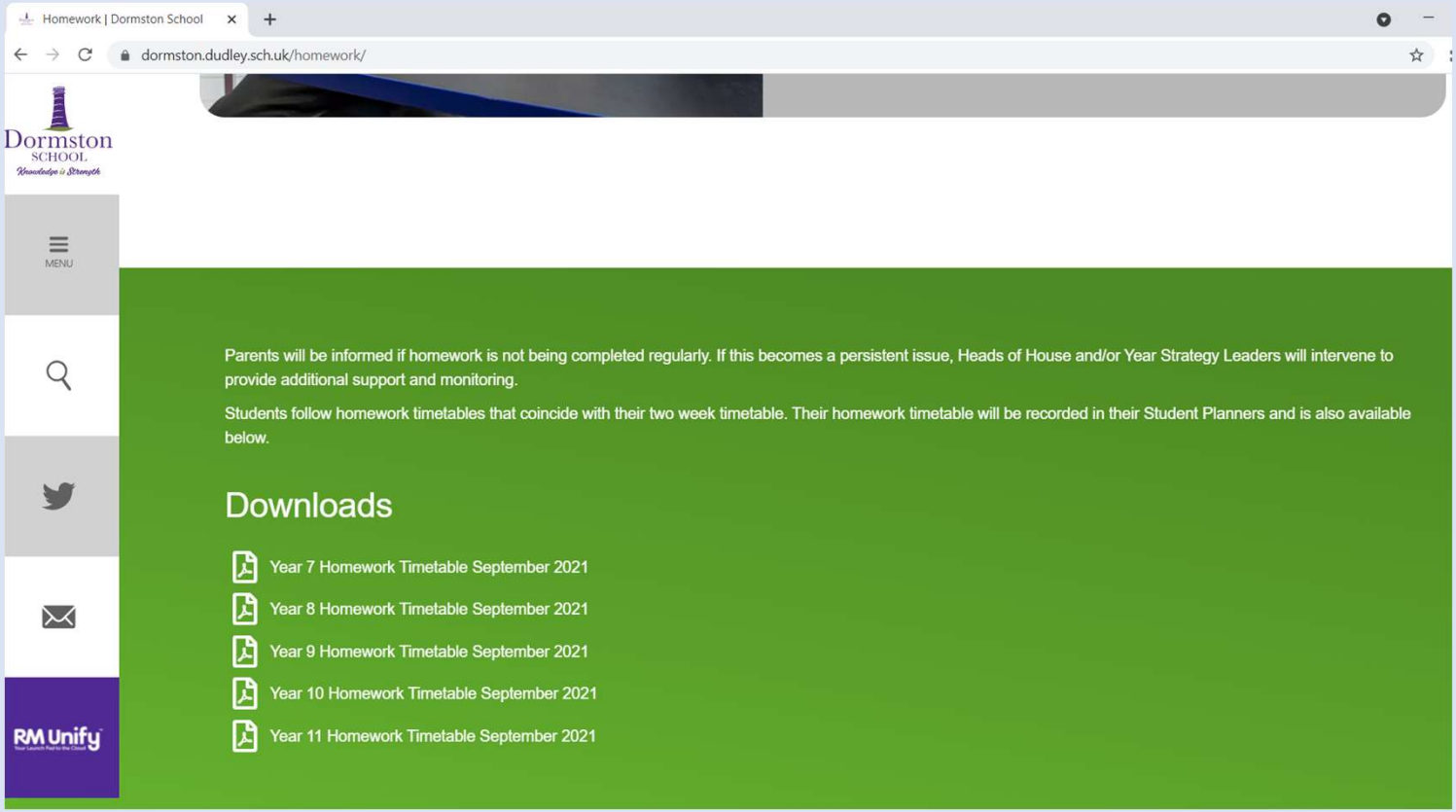


## Need help or a space to work?

Monday-Friday:
After school in the PLC

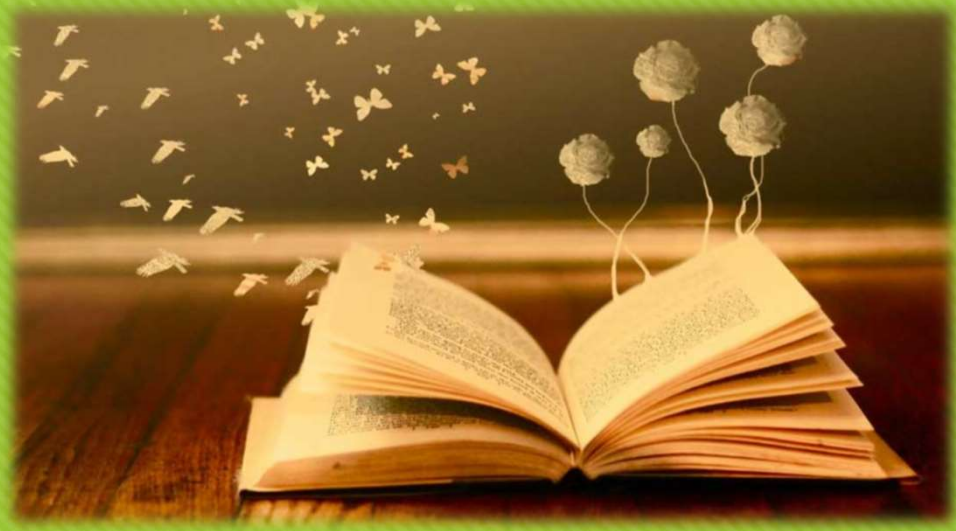
**All students welcome**

# Homework Timetables have been shared with students but also available on the school website




Click on the homework tab and scroll down

Students will be set a maximum of 2 pieces a day

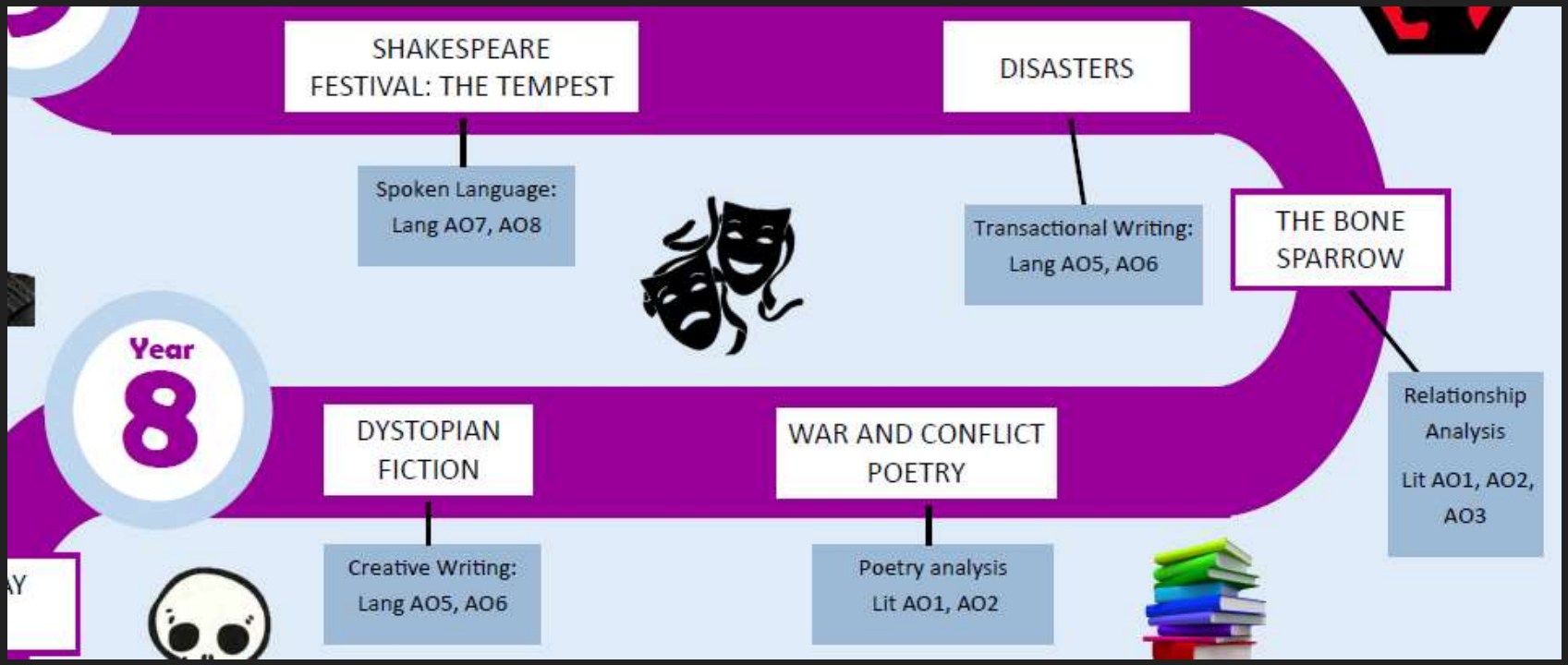


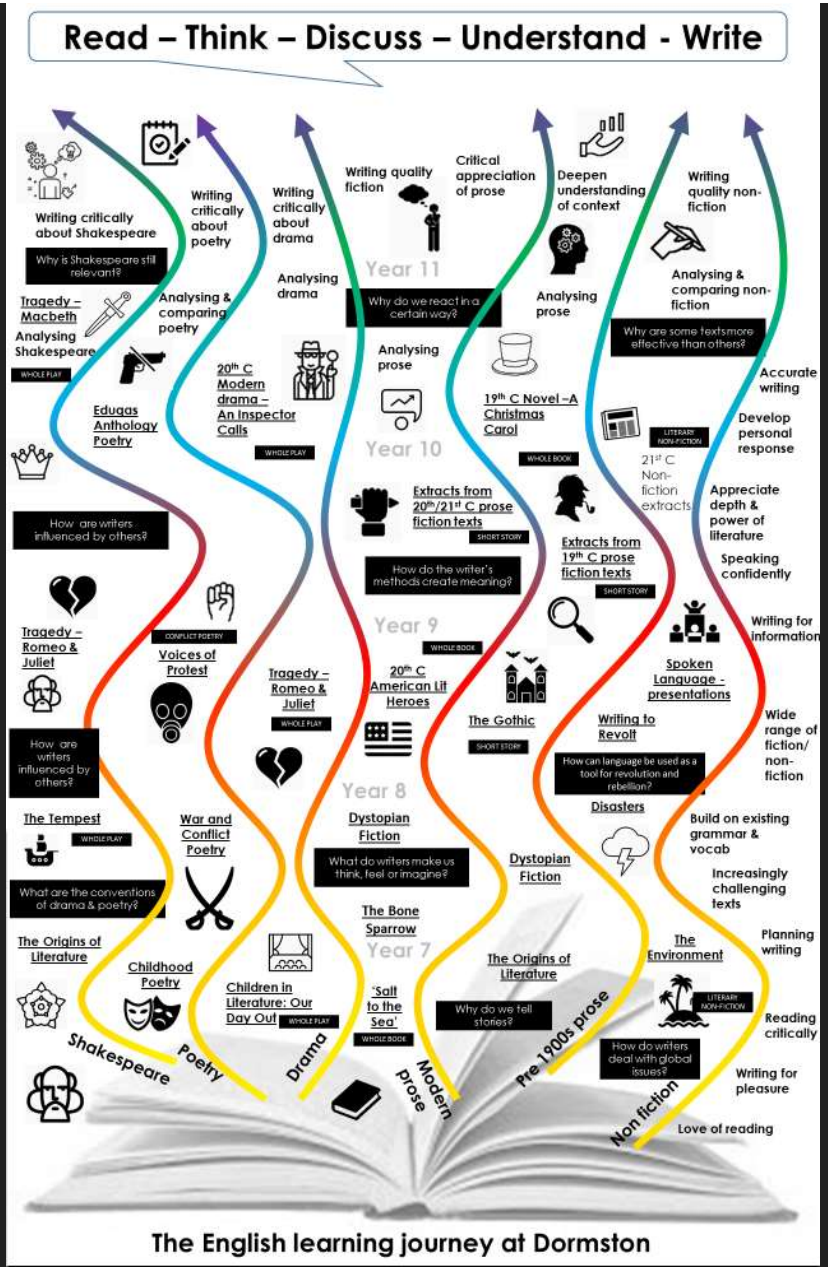
# Welcome to Year 8!

Mrs Lauren Barley

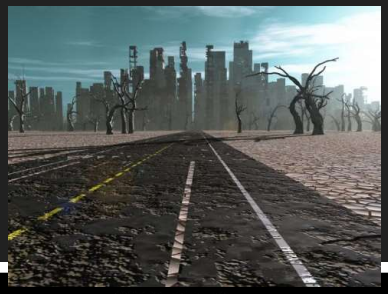
KS3 Co-ordinator

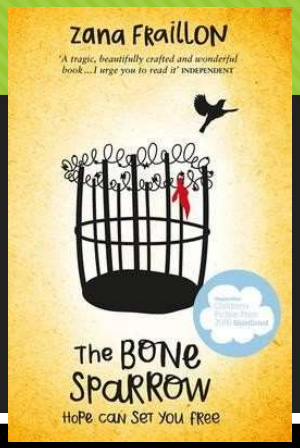
# What Year 8 will look like…




Read – Think – Discuss – Understand - Write
Writing critically about Shakespeare
Why is Shakespeare still relevant?
Tragedy – Macbeth
Analysing Shakespeare
WHOLE PLAY
Writing critically about poetry
Analysing & comparing poetry
Edugas Anthology Poetry
How are writers influenced by others?
Tragedy – Romeo & Juliet
How are writers influenced by others?
The Tempest
WHOLE PLAY
What are the conventions of drama & poetry?
The Origins of Literature
Childhood Poetry
Shakespeare
Poetry
Writing critically about drama
Analysing drama
20th C Modern drama – An Inspector Calls
WHOLE PLAY
CONFLICT POETRY
Voices of Protest
War and Conflict Poetry
Tragedy – Romeo & Juliet
WHOLE PLAY
Children in Literature: Our Day Out
WHOLE PLAY
Drama
Writing quality fiction
Critical appreciation of prose
Year 11
Why do we react in a certain way?
Analysing prose
Year 10
Extracts from 20th/21st C prose fiction texts
SHORT STORY
How do the writer's methods create meaning?
Year 9
WHOLE BOOK
20th C American Lit Heroes
Dystopian Fiction
What do writers make us think, feel or imagine?
The Bone Sparrow
Year 7
'Salt to the Sea'
WHOLE BOOK
Modern prose
Deepen understanding of context
Analysing prose
19th C Novel – A Christmas Carol
WHOLE BOOK
Extracts from 19th C prose fiction texts
SHORT STORY
The Gothic
SHORT STORY
Writing to Revolt
How can language be used as a tool for revolution and rebellion?
Dystopian Fiction
The Origins of Literature
Why do we tell stories?
Pre 1900s prose
Writing quality non-fiction
Analysing & comparing non-fiction
Why are some texts more effective than others?
LITERARY NON-FICTION
21st C Non-fiction extracts
Spoken Language - presentations
Disasters
Build on existing grammar & vocab
Increasingly challenging texts
The Environment
LITERARY NON-FICTION
How do writers deal with global issues?
Non fiction
Accurate writing
Develop personal response
Appreciate depth & power of literature
Speaking confidently
Writing for information
Wide range of fiction/ non-fiction
Planning writing
Reading critically
Writing for pleasure
Love of reading
The English learning journey at Dormston

# Exploring Each Topic:






| Y8 HT1<br>7 weeks | Y8 HT2<br>7 weeks | Y8 HT3<br>7 weeks | Y8 HT4<br>6 weeks | Y8 HT5<br>5 weeks | Y8 HT6<br>6 weeks |
|---|---|---|---|---|---|
| Dystopian | War and Conflict Poetry | Novel<br>The Bone Sparrow | | Disasters (non-fiction writing) | **Post-Exam**<br>Shakespeare Festival<br>The Tempest |

# A change in approach:

- This year, The English Department are changing their approach to teaching the material for our KS3 pupils
- We want our pupils to have a rich and broad curriculum that builds upon the skills of Year 7 and lends itself to the developing and approaching challenge of Year 9


- Each child will be set homework once a week for English
  - This homework may be a prereading activity to support learning ahead of a new topic
  - Homework could also be something to challenge the understanding of a topic covered during the lesson

# Supporting Learning at Home…

- Each topic of work, your child will be provided with a Knowledge Organiser to support their understanding of the topic and aid their revision
- Support booklets are also provided for those eligible for extra provision with tasks suitable for pupils to complete work at home
- We would like to take this opportunity to thank all of our parents and carers for supporting us at home

# KS3 Newsletter - Autumn

## The English Department KS3 Autumn Newsletter

Welcome back: We are so pleased to welcome you back into our classrooms. Hopefully you have had a much needed break and have had time to relax ahead of a busy year. Times have been incredibly tough and we all have learnt a lot over the past two years. Now is the time to prove to yourselves d what you're capable of.

Home Learning: All resources are available for you on Go4Schools.
Make sure you communicate with your class teacher to maintain the pace of the class.

### Year 7

**Autumn 1: Myths and Legends – The Origins of Literature**

What an exciting topic to start the new year with! We are thrilled to be able to offer you the opportunity to study texts right from the beginning of storytelling, learning all the fantastic writing techniques that authors have used over the centuries and building it into your own pieces of creative writing

### Year 8

**Autumn 1: Dystopian**

How fascinating for you to be able to study an entirely new genre of writing! Have you ever considered what the end of the world would be like? Or maybe if a deadly tornado rips through your town leaving it decimated? You're about to find out how to build in all these writing skills into your own writing

### Year 9

**Autumn 1: Romeo and Juliet**

One of Shakespeare's most famous plays; Romeo and Juliet. You will study the characters and relationships throughout this text so that you are fully confident with the style of language. Plunging into plots of love, suicide and revenge, Romeo and Juliet will have you on the edge of your seat!

# Reading

Led by Mr D Fox

**One in six** people in the UK struggle with literacy. This means their literacy is below the level expected of an eleven year old.

National Literacy Trust
*Literacy: State of the Nation – A Picture of Literacy in the UK Today, 2010*

THE READING AGENCY

- 41% of 11-15 year-olds in England do not participate in reading that are not required for school in their spare time.
- Biggest influence is parents.

# Benefits of reading:

- Evidence suggests that children who read for enjoyment every day…

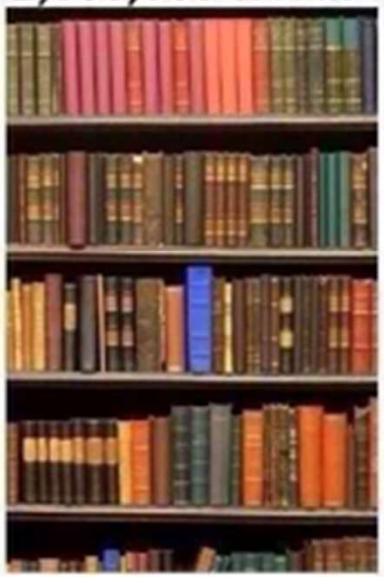
- perform better in reading tests.
- develop a broader vocabulary.
- increased general knowledge.
- a better understanding of other cultures.
- leads to lifelong learning.
- Increased social mobility.

# 20 Minutes of Reading Tonight?

**Student "A" reads 20 minutes each day**

3600 minutes in a school year

**1,800,000 words**



*90th percentile*

**Student "B" reads 5 minutes each day**

900 minutes in a school year

**282,000 words**

*50th percentile*

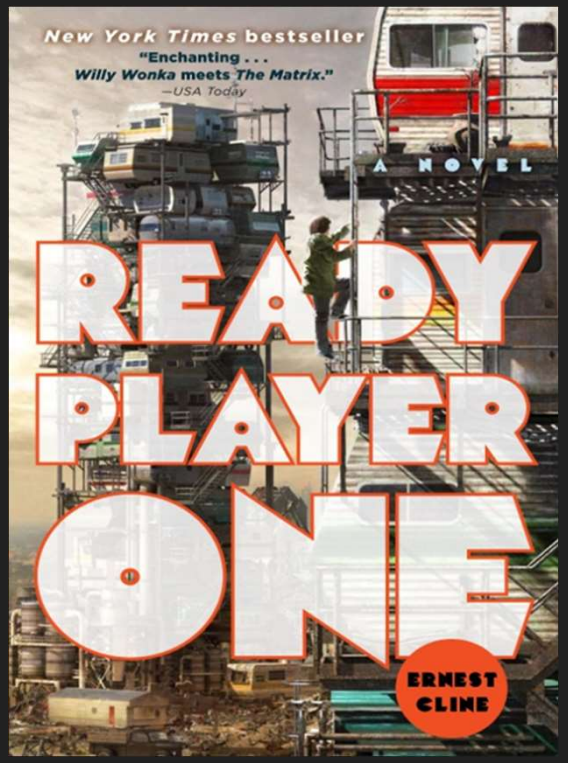
**Student "C" reads 1 minute each day**

180 minutes in a school year

**8,000 words**

*10th percentile*

# Parent & Pupil Reading Group




# We encourage students to read independently for at least 30 minutes per day at home.

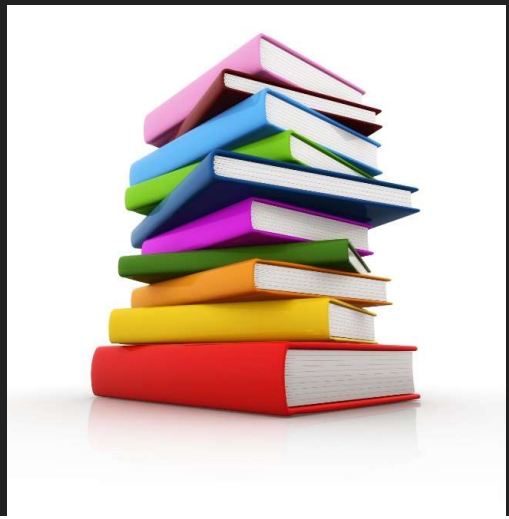
Please complete the reading log in your planner every day with - how many minutes reading you have done. Your parent/carer must initial this. Your planner will be checked regularly by teaching staff.

| Week | Date | Name of Book | MON | | TUE | | WED | | THU | | FRI | | SAT | | SUN | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 06-Sep | | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: |
| 3 | 13-Sep | | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: |
| 4 | 20-Sep | | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: |
| 5 | 27-Sep | | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: |
| 6 | 04-Oct | | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: |
| 7 | 11-Oct | | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: |
| 8 | 18-Oct | | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: |
| Half Term | 25-Oct | | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: | Mins: | Initial: |

# Parents

Dormston SCHOOL
Respect | Commit | Achieve

# Supporting Your Child's Literacy



# Resources in the home

- **85%** of young people say that they own a mobile phone or have access to one at home.
- **84%** also either own a computer or have access to one at home.
- **53%** have books of their own.

National Literacy Trust

**Young People's Reading: The Importance of the home environment and family support**

# Parental encouragement to read

- 8 in 10 young people said they get at least some encouragement to read from their mother.
- By contrast, only 7 in 10 said that their father encourages them to read to some degree.

- "Young people who get a lot of encouragement to read from their mother or father are more likely to enjoy reading, to read frequently, to have positive attitudes towards reading and to believe that reading is important to succeed in life than young people who do not get any encouragement to read from their mother or father."

National Literacy Trust

**Young People's Reading: The Importance of the home environment and family support**

# Science at Dormston

MISS E WARD – CURRICULUM LEADER FOR SCIENCE

MRS E CHECKLEY- KS3 CO COORDINATOR

MRS R JAI- SECOND IN SCIENCE / YEAR 11

# YEAR 8 KS3 SCIENCE

The topics follow on from Year 7 but go into further depth to form the foundations of the GCSE course. Each topic will start with retrieval of the Year 7 content to ensure pupils have a secure foundation. Students will be assessed termly (1 45 minute exam) on the topic taught to date. They will also complete **one 50 minute exams during exam week** to assess knowledge and understanding.

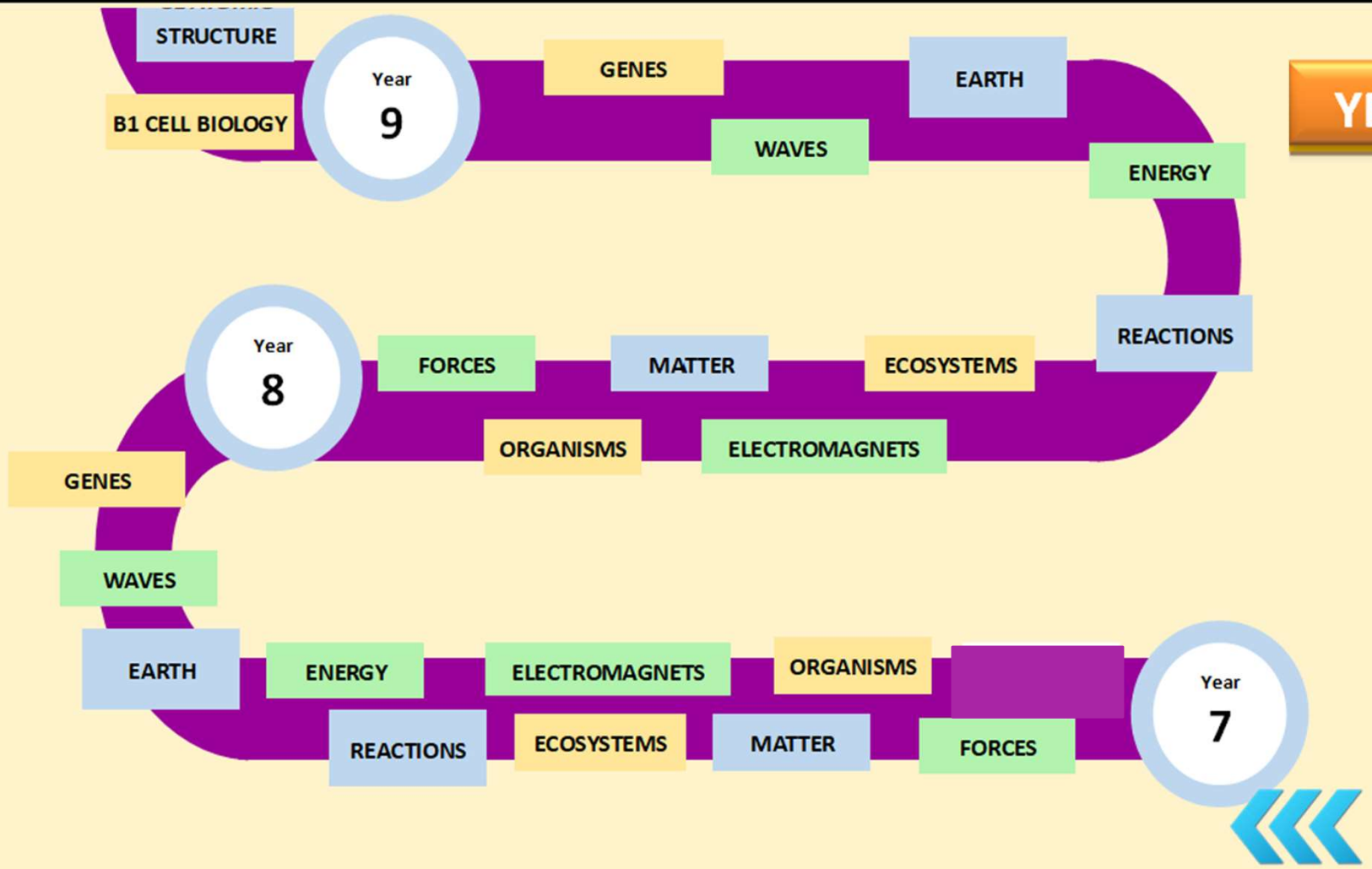
| | Topic | Links in KS3 | Link to GCSE | Topic | Links in KS3 | Link to GCSE |
|---|---|---|---|---|---|---|
| Autumn 1 | **1 Forces**<br>1.3 Contact forces<br>1.4 Pressure | 1.1 Speed<br>1.2 Gravity<br>2.4 Magnetism<br>3.3 Work | P5 Forces | **5 Matter**<br>5.3 Periodic Table<br>5.4 Elements | 3.4 Heating and Cooling<br>5.1 Particle Model<br>5.2 Separating Mixtures | C1 Atomic Structure<br>C2 Structure & Bonding<br>C10 Using Resources<br>P3 Particle Model<br>P4 Atomic Structure |
| Autumn 2 | **8 Organisms**<br>8.3 Breathing<br>8.4 Digestive System | 10.2 Human Reproduction<br>8.1 Movement<br>8.2 Cells | B1 Cells<br>B2 Organisation | **2 Electromagnets**<br>2.3 Electromagnets<br>2.4 Magnetism | 2.1 Voltage and resistance<br>2.2 Current | P2 Electricity |
| Spring 1 | **9 Ecosystems**<br>9.3 Respiration<br>9.4 Photosynthesis | 9.1 Interdependence<br>9.2 Plant Reproduction | B7 Ecology | **6 Reactions**<br>6.3 Types of Reaction<br>6.4 Chemical Energy | 5.1 Particle Model<br>6.1 Acids and Alkalis<br>6.2 Metals and Non-Metals | C4 Chemical Changes |
| Spring 2 | **3 Energy**<br>3.3. Work<br>3.4 Heating and Cooling | 3.1 Energy Costs<br>3.2 Energy Transfer<br>2.1 Potential Difference and Resistance<br>4.1 Sound<br>4.2 Light | P1 Energy | **7 Earth**<br>7.3 Climate<br>7.4 Earth's resources | 1.2 Gravity<br>4.2 Light<br>7.1 Earth Structure<br>7.2 Universe | C9 Chemistry of the Atmosphere |
| Summer 1 | **4 Waves**<br>4.3 Wave Effects<br>4.4 Wave Properties | 1.2 Speed<br>2.1 Potential Difference and Resistance<br>4.1 Sound<br>4.2 Light | P6 Waves | **10 Genes**<br>10.3 Evolution<br>10.4 Inheritance | 10.1 Variation<br>10.2 Human Reproduction | B5 Homeostasis & Response<br>B6 Inheritance, Variation & Evolution |
| Summer 2 | Revision, End of Year Assessment & Application-Based Learning | | | | | |

# YEAR 8 half termly retrieval topics

| Half term | Retrieval topic focus |
|---|---|
| Autumn 1 | Waves, Genes, Ecosystems |
| Autumn 2 | Forces, Organisms |
| Spring 1 | Matter, Ecosystems, Electromagnets |
| Spring 2 | Forces, Reactions |
| Summer 1 | Earth, Energy, organisms |
| Summer 2 | Waves, Genes, Reactions |

# Dormston SCHOOL Science Department Learning Journey

YEAR 7-8



# Science books front/inside covers

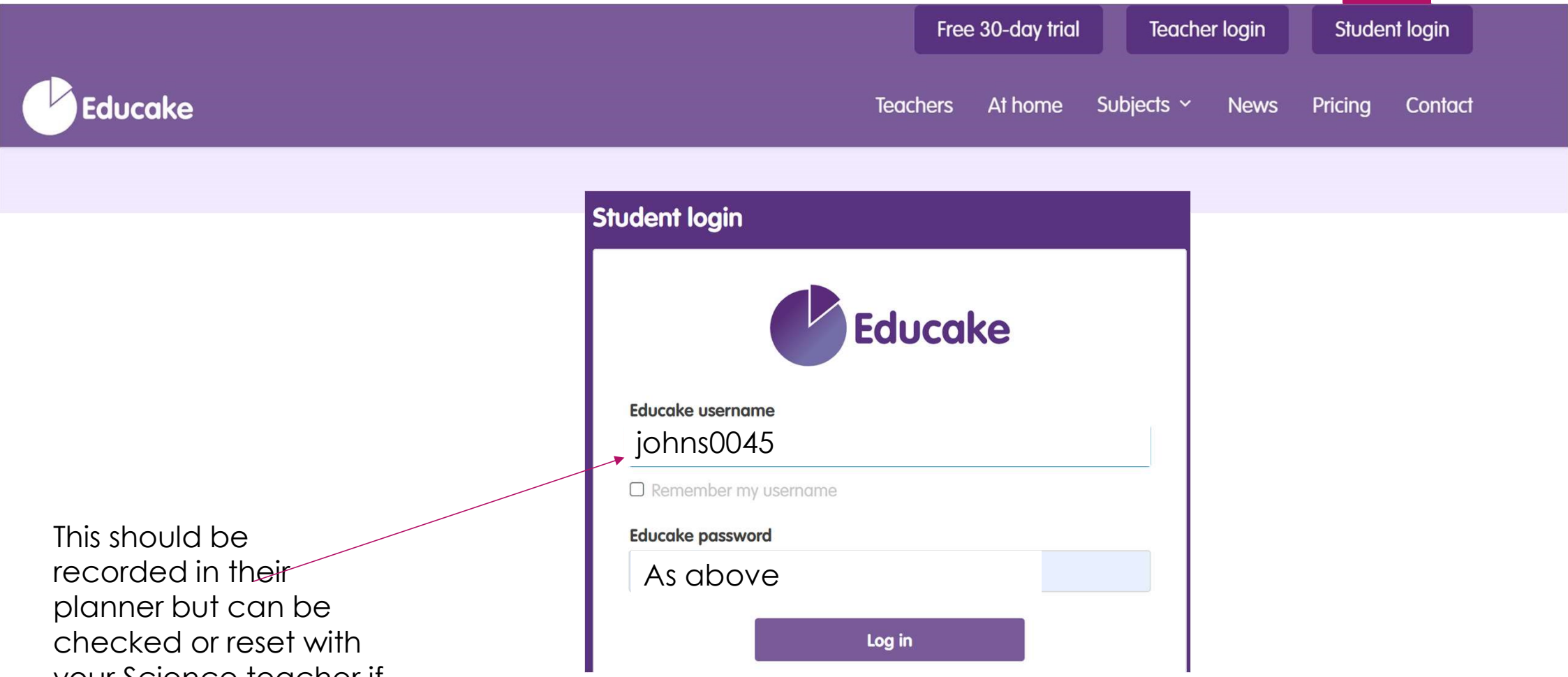
| | | |
|---|---|---|
| End of year target grade | | |
| Year 11 target grade | | |
| Term | Grade achieved | Effort grade |
| Autumn | | |
| Spring | | |
| Summer | | |

| Lesson | Know | Apply | Extend |
|---|---|---|---|
| 1.3.1 Friction and drag | I can identify examples of drag forces and friction. ☐ | I can describe the effect of drag forces and friction. ☐ | I can explain the effect of drag forces and friction in terms of forces. ☐ |
| | I can describe how drag forces and friction arise. ☐ | I can explain why drag forces and friction arise. ☐ | I can explain why drag forces and friction slow things down in terms of forces. ☐ |
| | I can write down two things an object can do when the resultant force on it is zero. ☐ | I can describe what happens to a moving object when the resultant force acting on it is zero. ☐ | I can interpret the motion of objects subject to drag forces and friction. ☐ |
| | I can carry out an experiment to test a prediction of friction caused by different surfaces. ☐ | I can plan and carry out an experiment to investigate friction, selecting suitable equipment. ☐ | I can plan and carry out an experiment, stating the independent, dependent, and control variables. ☐ |
| 1.3.2 Squashing and stretching | I can state an example of a force deforming an object. ☐ | I can describe how forces deform objects. ☐ | I can explain how forces deform objects in a range of situations. ☐ |
| | I can recognise a support force. ☐ | I can explain how solid surfaces provide a support force. ☐ | I can explain how solid surfaces provide a support force, using scientific terminology and bonding. ☐ |
| | I can use Hooke's Law to proportional stretching. ☐ | I can use Hooke's Law to predict the extension of a spring. ☐ | I can apply Hooke's Law to make quantitative predictions with unfamiliar materials. ☐ |
| | ate how you know from that a relationship is resent data in a line nd identify a pattern. ☐ | I can present data in a graph and identify a quantitative relationship in the pattern. ☐ | I can present data in a graph and recognise quantitative patterns and errors. ☐ |
| | ate the law of moments. ☐ | I can describe what is meant by a moment. ☐ | I can apply the concept of moments to everyday situations. ☐ |

| Key term | Definition |
|---|---|
| atmospheric pressure | The pressure caused by the weight of the air above a surface. |
| centre of gravity | The point in an object where the force of gravity seems to act. |
| centre of mass | The point in an object where all the mass of an object seems to act. |
| compression | Force squashing or pushing together, which changes the shape of an object. |
| contact force | A force that acts when an object is in contact with a surface, air, or water. |
| deformation | Changing shape due to a force. |
| drag force | The force acting on an object moving through air or water that causes it to slow down. |
| elastic limit | The point beyond which a spring will not return to its original length when the force is removed. |
| equilibrium | State of an object when opposing forces are balanced. |
| extension | The difference between the original length of an object and the length when you apply a force. |
| fluid | A substance with no fixed shape, a gas or a liquid. |
| friction | Force opposing motion which is caused by the interaction of surfaces moving over one another. It is called 'drag' if one is a fluid. |
| gas pressure | The force exerted by air particles when they collide with a surface. |

*1. Google search: Educake*

# Accessing Science homework and non required work



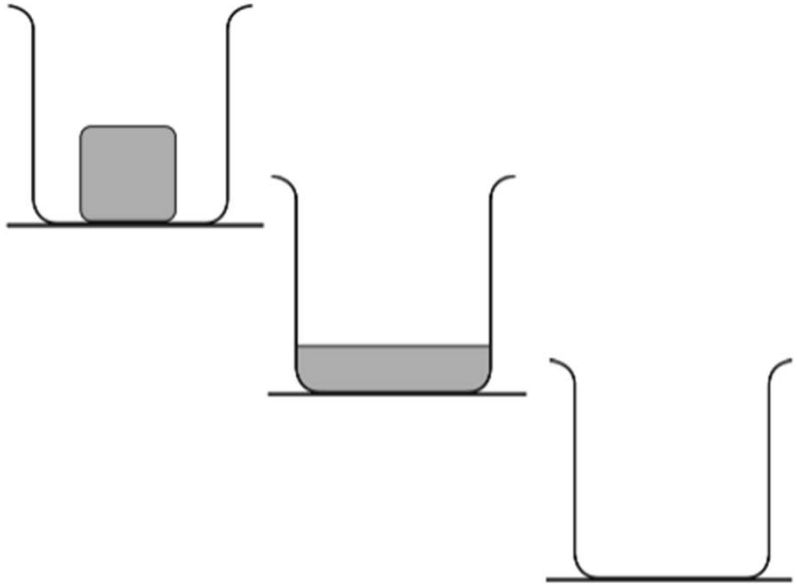

This should be recorded in their planner but can be checked or reset with your Science teacher if needed. ***Please note it is all lower case***

# Marking and assessment feedback

**1** TASK SHEET:

## ICE CUBE POSTER

Some students were watching an ice cube in a beaker as it slowly melted. They were wondering why it melts. When they inspected the beaker the next lesson, the water was gone.



Draw a poster that explains why an ice cube melts when left out of the freezer and what happens to the water when it is left in a beaker for a while. Use a particle model to help explain your ideas.

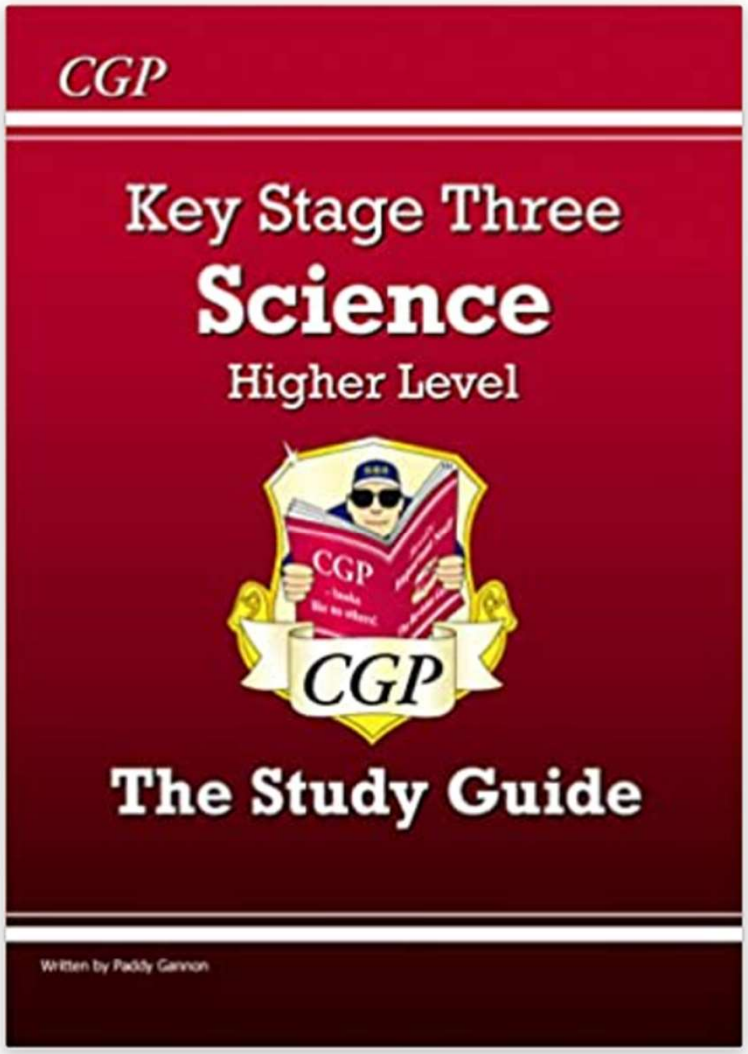
**KEY WORDS**

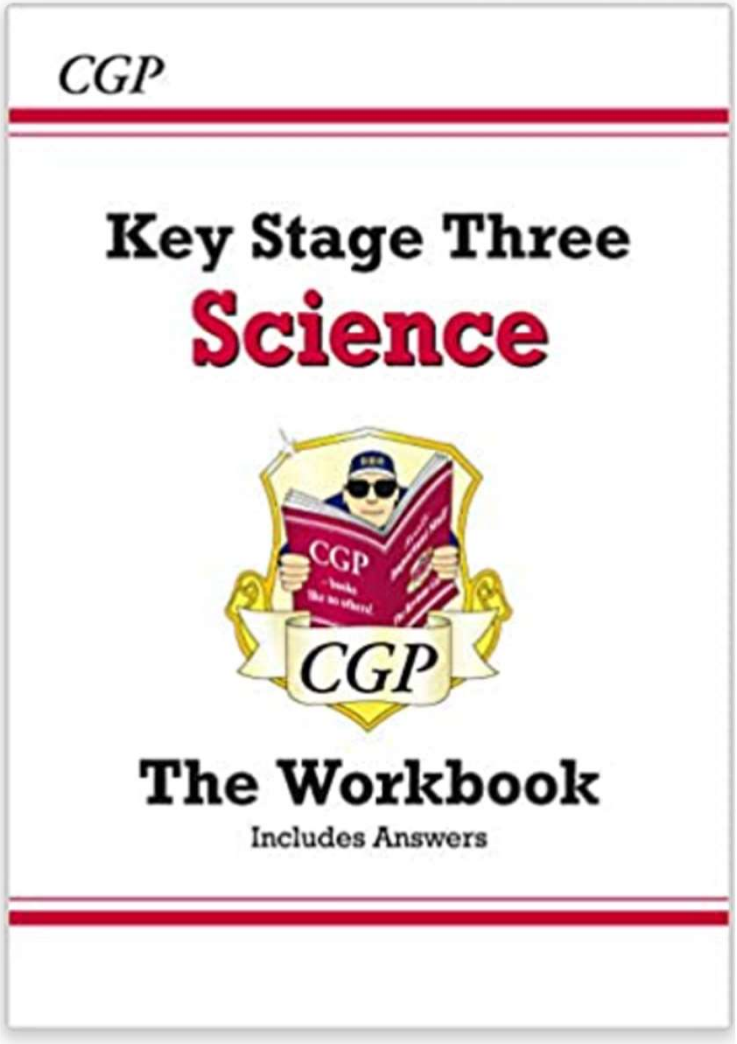
boiling, compressible, conservation of mass, density, energy, evaporating, fixed, forces between particles, freezing, gas, liquid, melting, moving randomly, particles, solid, solidification, states of matter, temperature, vibrating

ACE LEARNING LADDER

| Assessment check | What you could include: |
|---|---|
| Advanced | You will have drawn a detailed poster explaining why an ice cube melts, drawing on detailed scientific knowledge and understanding. You might:<br>• Draw a detailed particle diagram for the water particles in each state, showing that water particles are molecules.<br>• Explain why energy is required for the ice to melt or evaporate and where this comes from.<br>• Use the idea of melting points and boiling points to describe the changes.<br>• Compare the melting and evaporating of an ice cube to observations that would be expected from other substances undergoing the same processes.<br>• Use a range of appropriate scientific words, symbols and units accurately. |
| Confident | You will have drawn a poster explaining why an ice cube melts, drawing on scientific knowledge and understanding. You might:<br>• Draw a particle diagram for the water particles in each state.<br>• Explain the differences in movement and energy of the particles at each state.<br>• Explain what has to happen to the particles to be able to melt or evaporate.<br>• Describe whether the melting and evaporating of an ice cube is a physical or chemical change.<br>• Use a range of appropriate scientific words, symbols and units. |
| Establishing | You will have drawn a simple poster explaining why an ice cube melts, drawing on some scientific knowledge and understanding. You might:<br>• Draw a simple particle diagram for the water particles in each state, with help.<br>• State how the particles are arranged in each state, what their movement is like and how much energy they have.<br>• Describe what happens when the ice cube melts and when it evaporates, in terms of what would be observed.<br>• State if melting and evaporating are a physical or chemical change.<br>• Use some appropriate scientific words, symbols and units. |

# Revision guide and workbook



## Other useful *hints and* websites

- BBC Bitesize -https://www.bbc.co.uk/bitesize/subjects/zng4d2p
- Docbrown.info - https://www.docbrown.info/ks3science.htm
- Educationquizzes.com - https://www.educationquizzes.com/ks3/science/
- The science break –youtube channel https://www.youtube.com/playlist?list=PL51jd6xG52BXZjAsGwcLXitBfPcuGgkDi
- Revision monkey – youtube channel - https://www.youtube.com/watch?v=Ri8S0M2HbfM&list=PLyf3QQ9ddzgngBzZiwWcEBuRoKUYaXS6N

Any questions please contact the following:

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eward@dormston.dudley.sch.uk (Curriculum leader for science)

rjai@dormston.Dudley.sch.uk (second in science)

# Maths at Dormston

MISS L. JACQUES

CURRICULUM LEADER FOR MATHEMATICS

| Home learning | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Autumn | **Algebraic Thinking** | | | | | | **Place Value and Proportion** | | | | | |
| | Sequences | | Understand and use algebraic notation | | Equality and equivalence | | Place value and ordering integers and decimals | | | Fraction, decimal and percentage equivalence | | |
| Spring | **Applications of Number** | | | | | | **Directed Number** | | | **Fractional Thinking** | | |
| | Solving problems with addition & subtraction | | Solving problems with multiplication and division | | | Fractions & percentages of amounts | Operations and equations with directed number | | | Addition and subtraction of fractions | | |
| Summer | **Lines and Angles** | | | | | | **Reasoning with Number** | | | | | |
| | Constructing, measuring and using geometric notation | | | Developing geometric reasoning | | | Developing number sense | | Sets and probability | | Prime numbers and proof | |

| Home learning | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Autumn | **Proportional Reasoning** | | | | | | **Representations** | | | | | |
| | Ratio and scale | | Multiplicative change | | Multiplying and dividing fractions | | Working in the Cartesian plane | | | Representing data | | Tables & Probability |
| Spring | **Algebraic techniques** | | | | | | **Developing Number** | | | | | |
| | Brackets, equations and inequalities | | | | Sequences | Indices | Fractions and percentages | | | Standard index form | | Number sense |
| Summer | **Developing Geometry** | | | | | | **Reasoning with Data** | | | | | |
| | Angles in parallel lines and polygons | | Area of trapezia and circles | | Line symmetry and reflection | | The data handling cycle | | | | Measures of location | |

Home learning

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Autumn | **Reasoning with Algebra** | | | | | | **Constructing in 2 and 3 Dimensions** | | | | | |
| | Straight line graphs | | Forming and solving equations | | Testing conjectures | | Three dimensional shapes | | | Constructions and Congruency | | |
| Spring | **Reasoning with Number** | | | | | | **Reasoning with Geometry** | | | | | |
| | Numbers | | Using percentages | | Maths and money | | Deduction | | Rotation and translation | | Pythagoras' Theorem | |
| Summer | **Reasoning with Proportion** | | | | | | **Representations** | | | | | |
| | Enlargement and similarity | | Solving ratio and proportion problems | | | Rates | Solving problems using graphs, tables and algebra | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Autumn | **Similarity** | | | | | | **Developing Algebra** | | | | | |
| | Congruence, similarity and enlargement | | | Trigonometry | | | Representing solutions of equations and inequalities | | | Simultaneous equations | | |
| Spring | **Geometry** | | | | | | **Proportions and Proportional Change** | | | | | |
| | Angles & bearings | | Working with circles | | Vectors | | Ratios & fractions | | Percentages and Interest | | Probability | |
| Summer | **Delving into data** | | | | | | **Using number** | | | | | |
| | Collecting, representing and interpreting data | | | | | | Non-calculator methods | | Types of number and sequences | | Indices and Roots | |

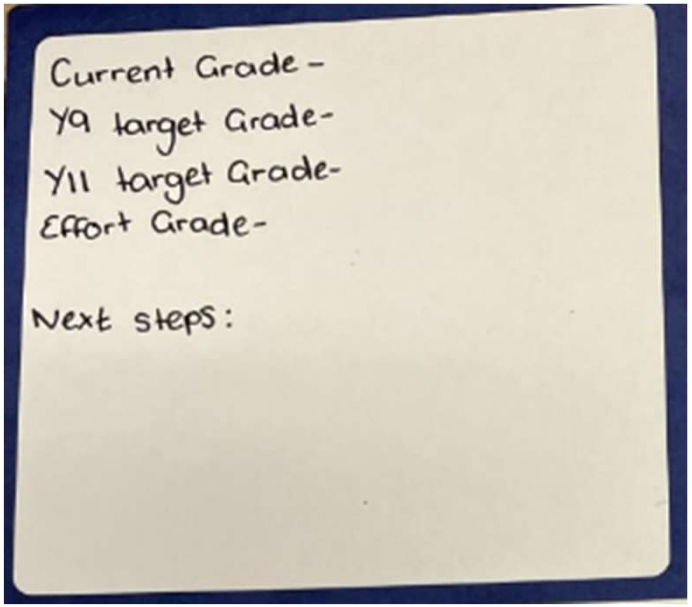
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Autumn | **Graphs** | | | | | | **Algebra** | | | | | |
| | Gradients & lines | | Non-linear graphs | | Using graphs | | Expanding & Factorising | | Changing the subject | | Functions | |
| Spring | **Reasoning** | | | | | | **Revision and Communication** | | | | | |
| | Multiplicative | | Geometric | | Algebraic | | Transforming & Constructing | | Listing & Describing | | Show that... | |
| Summer | **Revision** | | | | | | **Examinations** | | | | | |

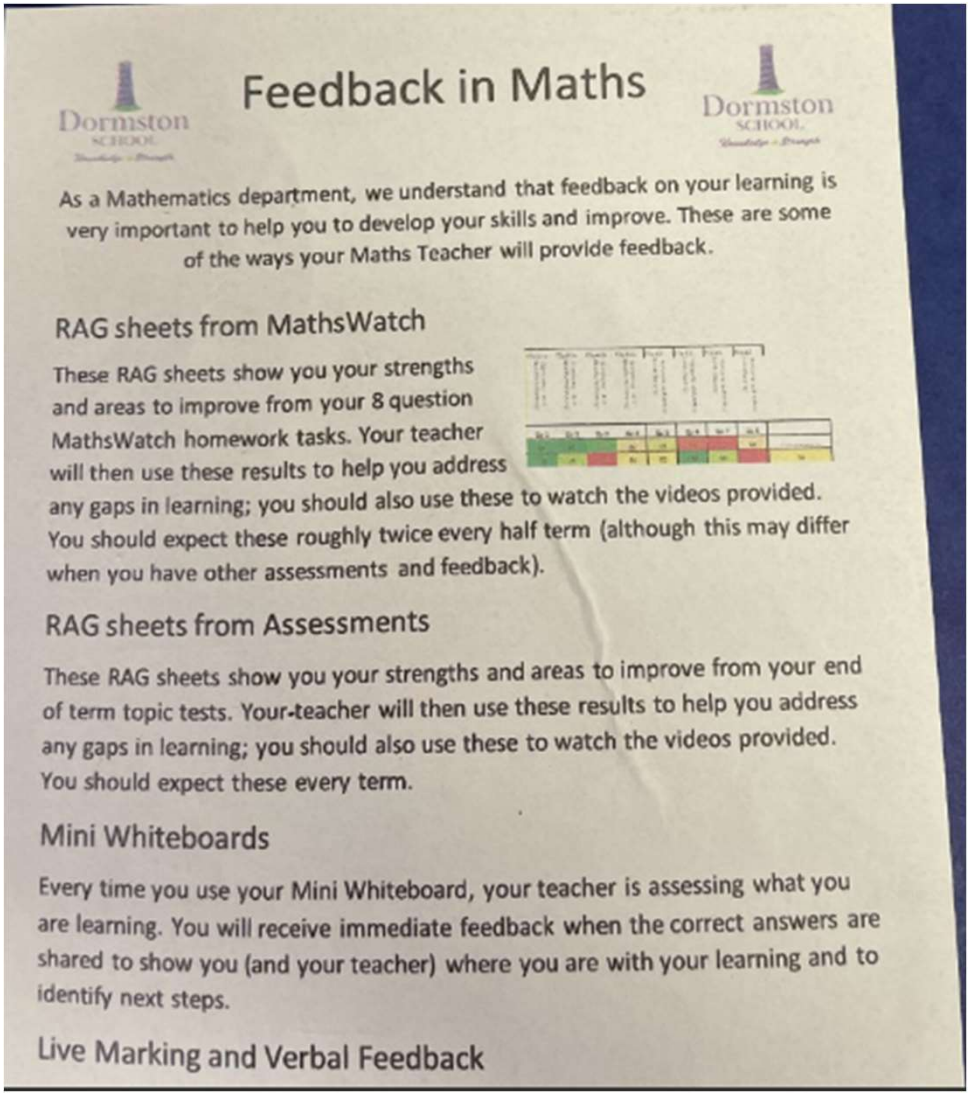
Dormston SCHOOL
Knowledge is Strength

## Algebra: Sequences

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|---|---|---|---|
| **Autumn block 1**<br>• Recognise linear and non-linear sequences<br><br>**Autumn block 2**<br>• Generate sequences from an algebraic rule | **Spring block 2**<br>• Revise and extend Y7 coverage to include more complex rules<br>Additional Higher content<br>• Find the rule for the $n^{th}$ term of a linear sequence | **Autumn block 3**<br>• Testing conjectures about sequences<br><br>**Summer block 6**<br>You could use the revision block to extend Y7/8 content including:<br>➢ Representing sequences<br>➢ Find the rule for the $n^{th}$ term of a linear sequence | **Summer block 3**<br>• Revise and extend KS3 content, including names and types of sequences<br>Higher tier content<br>• Find the rule for the $n^{th}$ term of a quadratic sequence<br>• Sequences with surds | **Spring block 3**<br>• Review KS3 and Y10 coverage |
| **KS3 National Curriculum** | | | **KS4 National Curriculum** | |
| • generate terms of a sequence from either a term-to-term or a position-to-term rule<br>• recognise arithmetic sequences and find the $n^{th}$ term<br>• recognise geometric sequences and appreciate other sequences that arise | | | In addition to consolidating subject content from key stage 3, pupils should be taught to:<br>• recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, Fibonacci type sequences, quadratic sequences, and simple geometric progressions ($r^n$ where $n$ is an integer, and $r$ is a positive rational number **{or a surd}**) **{and other sequences}**<br>• deduce expressions to calculate the $n^{th}$ term of linear **{and quadratic}** sequences | |

## Maths books front/inside covers



# Feedback in Maths

As a Mathematics department, we understand that feedback on your learning is very important to help you to develop your skills and improve. These are some of the ways your Maths Teacher will provide feedback.

### RAG sheets from MathsWatch



These RAG sheets show you your strengths and areas to improve from your 8 question MathsWatch homework tasks. Your teacher will then use these results to help you address any gaps in learning; you should also use these to watch the videos provided. You should expect these roughly twice every half term (although this may differ when you have other assessments and feedback).

### RAG sheets from Assessments

These RAG sheets show you your strengths and areas to improve from your end of term topic tests. Your teacher will then use these results to help you address any gaps in learning; you should also use these to watch the videos provided. You should expect these every term.

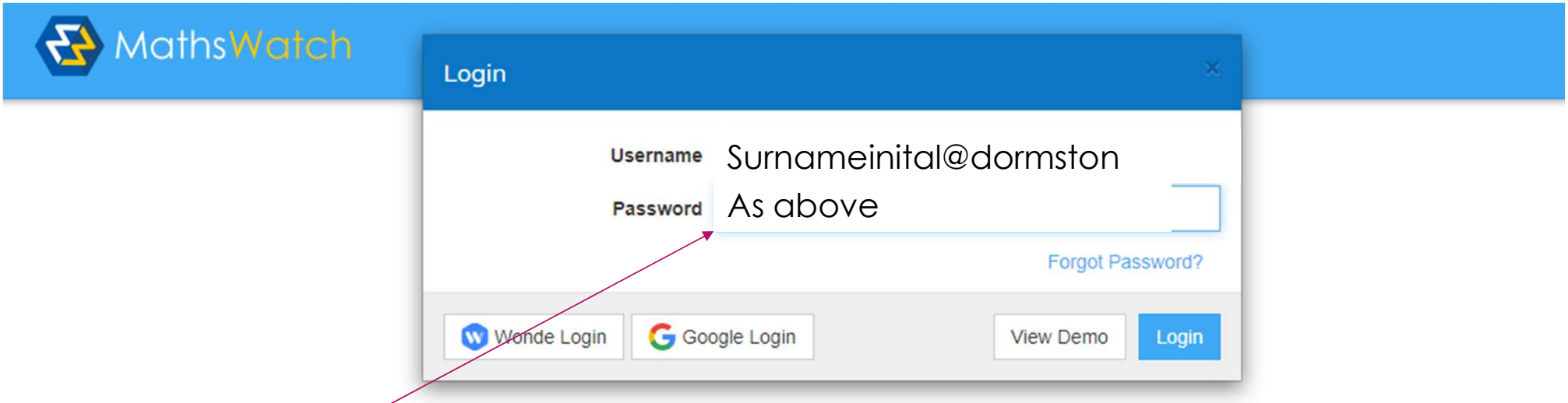
### Mini Whiteboards

Every time you use your Mini Whiteboard, your teacher is assessing what you are learning. You will receive immediate feedback when the correct answers are shared to show you (and your teacher) where you are with your learning and to identify next steps.

### Live Marking and Verbal Feedback

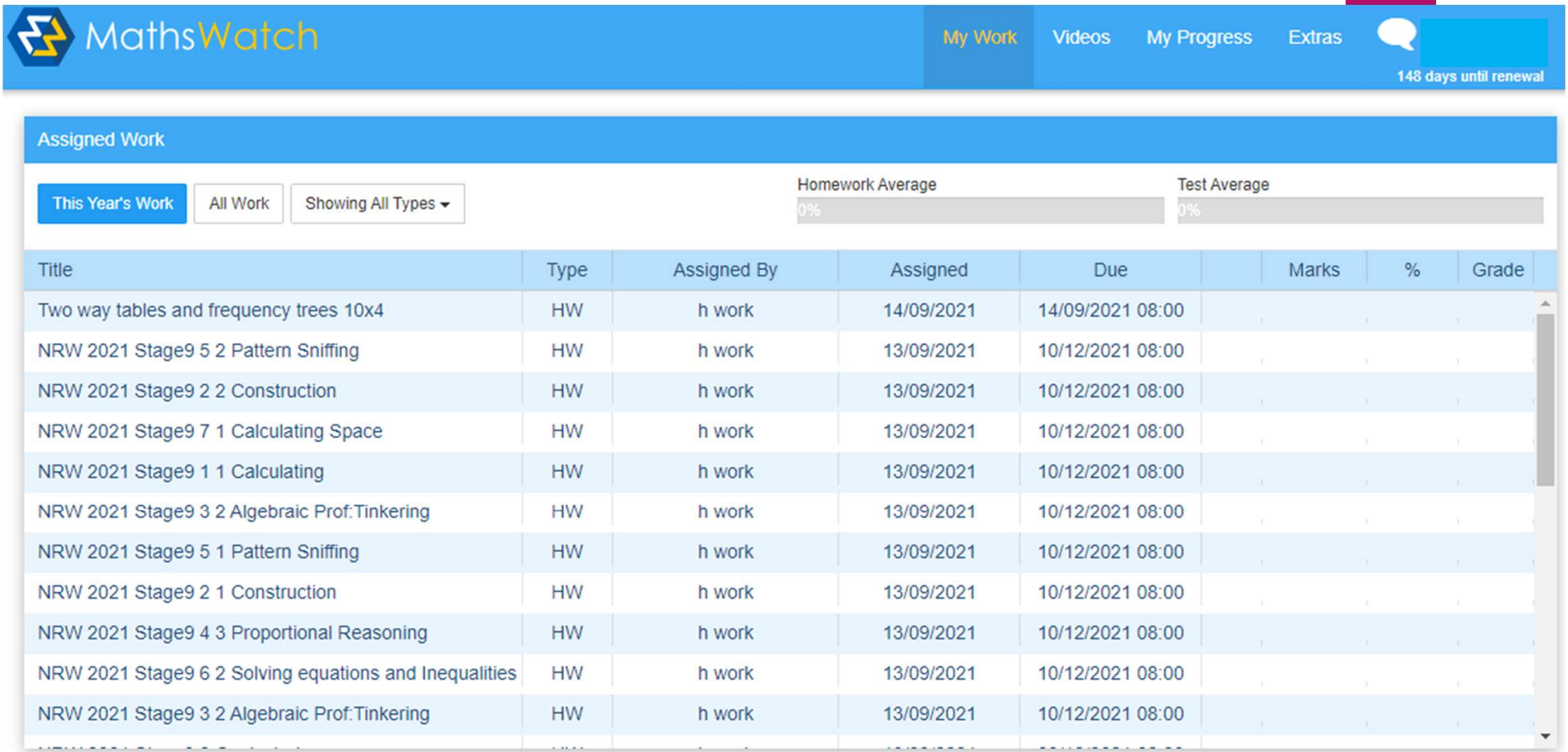
Accessing maths watch and non required work

*1. Google search: mathswatch vle*

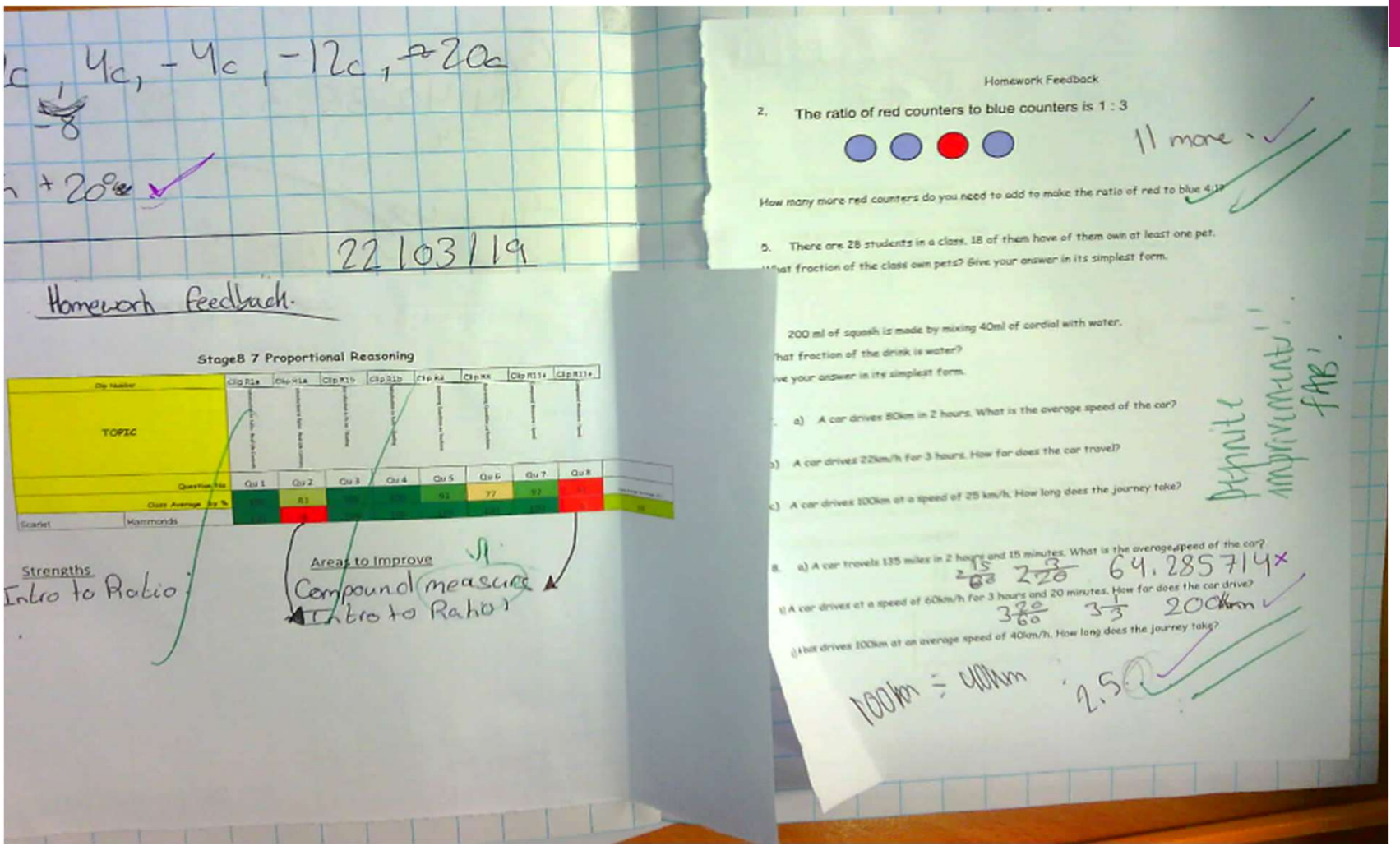



This should be recorded in their planner but can be checked or reset with your maths teacher if needed. ***Please note it is all lower case***

# Difference between non required work and homework set



# Marking and assessment feedback



## Other useful *hints and* websites

- Pinpoint learning – year 11
- Corbett maths
- Maths genie
- Maths kitchen – some areas are free but can pay for premium
- Whiterose maths
- Whiterose homelearning
- Onmaths – Can register to see progress

Any questions please contact the following:

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Mrock@dormston.dudley.sch.uk (Key stage 4 coordinator)

Ljacques1@dormston.dudley.sch.uk (Curriculum leader for mathematics)

# Thank you for your support – if you have any questions please get in touch…

**Behaviour, attendance or welfare: Head of House**

Avon: **PAmos@dormston.dudley.sch.uk**
Derwent: **RDownie@dormston.dudley.sch.uk**
Severn: **JWilkes@dormston.dudley.sch.uk**
Trent: **MPlant@dormston.dudley.sch.uk**

**Subject specific: Head of Department or Subject Teacher**

**SEND:KBeer@dormston.dudley.sch.uk**