

**Year 8**

**Wigston Academy**

**Responsibility Ambition Resilience Engagement Respect**

Use this table to look up the assigned subject for the week you are absent from School. You can then go to either National Oak Academy, BBC Bitesize, MyMaths, Seneca learning or Everlearner to complete the lesson. All work must be completed in your exercise book. You must also ensure that you complete any Home Learning activities set via Satchel:One PSHCE and Global Citizenship work will be set on Satchel:One

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|  | **03.06.24** | **10.06.24** | **17.06.24** | **24.06.24** | **01.07.24** | **08.07.24** |
| **Maths**[Oak National Academy](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/maths) | [Data Handling](https://classroom.thenational.academy/units/univariate-data-606c)Lessons 1-3 | [Data Handling](https://classroom.thenational.academy/units/univariate-data-606c)Lessons 4-6 | [Data Handling part 2](https://classroom.thenational.academy/units/bivariate-data-5d0d)Lessons 1-3 | [Averages](https://classroom.thenational.academy/units/univariate-data-606c)Lessons 7-9 | [Averages](https://classroom.thenational.academy/units/univariate-data-606c)Lessons 10-11 | [Averages](https://classroom.thenational.academy/units/univariate-data-606c)Lessons 12 |
| [Sparx Maths](https://auth.sparxmaths.uk/oauth2/auth?client_id=sparx-maths-sw&hd=ebf4af1b-3ef7-4401-90ba-a7ba44444ddf&redirect_uri=https%3A%2F%2Fstudentapi.api.sparxmaths.uk%2Foauth%2Fcallback&response_type=code&scope=openid+profile+email&state=RrVgdJjJxRWvaq4jdPo-U7wN1jFyv_JT5pnXzvyU0Alf6F91tpS3s2BZliQ37IIEevttAnLfrT1K78TBuI-cT_HcAuTSTOLCEGq-gVpOnecerrH6GvZqEFFMhxU2g15MNJd9oaOpBlokOiJKSIsTNWWgPLpy3479zFGCZC451O9hNmRg4QUyoEDEh1eCBfcBx-GOto9v_BWJQ-wZeOtYAJk0T_zxrzh19Ldlg6sFmlms0S2Of3fuRPfBaEyrIMtd) | Independent Learning:**Statistics**Collecting and presenting data | Independent Learning:**Statistics**Collecting and presenting data | Independent Learning:**Statistics**Bar Charts | Independent Learning:**Statistics**Averages and range | Independent Learning:**Statistics**Averages and range | Independent Learning:**Statistics**Averages and range |
| **English**Oak National Academy  | Fiction: Reading and Descriptive writing, lesson 1: [Approaches to reading unseen fiction texts](https://classroom.thenational.academy/lessons/approaches-to-reading-unseen-fiction-texts-70t62e) Lesson 2:[Character types and function](https://classroom.thenational.academy/lessons/character-types-and-function-6gu38c) | Fiction: Reading and Descriptive writing, lesson 3: [Analysing language: Selecting evidence](https://classroom.thenational.academy/lessons/analysing-language-selecting-evidence-70rk0t)Lesson 4:[Analysing language: Analytical writing](https://classroom.thenational.academy/lessons/analysing-language-analytical-writing-6ctpcc)  | Fiction: Reading and Descriptive writing, lesson 5: [Examining structural choices](https://classroom.thenational.academy/lessons/examining-structural-choices-6ctk6t) Lesson 6:[Unseen Fiction Texts: Pre-1900](https://classroom.thenational.academy/lessons/unseen-fiction-texts-pre-1900-crt64e)  | Fiction: Reading and Descriptive writing, lesson 7: [Mary/Eve Dichotomy](https://classroom.thenational.academy/lessons/maryeve-dichotomy-6dhkad) Lesson 8[Thinking about space: Where do women belong?](https://classroom.thenational.academy/lessons/thinking-about-space-where-do-women-belong-6wvp8d)  | Fiction: Reading and Descriptive writing, lesson 9: [Responding to evaluation questions](https://classroom.thenational.academy/lessons/responding-to-evaluation-questions-6hh6cr)Lesson 10[Evaluation: Writing it up](https://classroom.thenational.academy/lessons/evaluation-writing-it-up-6guked)  | Fiction: Reading and Descriptive writing, lesson 11: [Reading skills: Unseen fiction - Cold Mountain](https://classroom.thenational.academy/lessons/reading-skills-unseen-fiction-cold-mountain-64r3ed)Lesson 12[Journeys in literature: Cold Mountain](https://classroom.thenational.academy/lessons/journeys-in-literature-cold-mountain-c5hkge) |
| **Science** | [Skills](https://www.bbc.co.uk/bitesize/topics/zsg6m39/articles/z794g7h) | EOY assessment(This will be shared on WAT APP if appropriate) | [Intro to KS4](https://app.senecalearning.com/classroom/course/9b389a80-1cb0-11e8-ba7f-85cc3dd82400/section/20a7e63f-fa1d-40e4-85dd-653f17084b4e?mode=default) | [Intro to KS4](https://app.senecalearning.com/classroom/course/9b389a80-1cb0-11e8-ba7f-85cc3dd82400/section/20a7e63f-fa1d-40e4-85dd-653f17084b4e?mode=default) | [Intro to KS4](https://app.senecalearning.com/classroom/course/9b389a80-1cb0-11e8-ba7f-85cc3dd82400/section/20a7e63f-fa1d-40e4-85dd-653f17084b4e?mode=default) | [Intro to KS4](https://app.senecalearning.com/classroom/course/9b389a80-1cb0-11e8-ba7f-85cc3dd82400/section/20a7e63f-fa1d-40e4-85dd-653f17084b4e?mode=default) |
| **Languages French** | Describing people and objects in French [Part 1](https://classroom.thenational.academy/lessons/describe-a-person-or-a-thing-part-12-75jk6c)[Part 2](https://classroom.thenational.academy/lessons/describe-a-person-or-a-thing-part-22-c4tpad) | Introduction to modal verbs in the work place, in French [Part 1](https://classroom.thenational.academy/lessons/talking-about-what-you-can-must-and-want-to-do-at-work-part-12-c8tpcr)[Part 2](https://classroom.thenational.academy/lessons/talking-about-what-you-can-must-and-want-to-do-at-work-part-22-6hh32d) | Introduction to negated modal verbs in the work place, in French.[Part 1](https://classroom.thenational.academy/lessons/talking-about-what-you-cannot-must-not-and-do-not-want-to-do-at-work-part-12-chj3ec)[Part 2](https://classroom.thenational.academy/lessons/talking-about-what-you-cannot-must-not-and-do-not-want-to-do-at-work-part-22-6gvkcc) | Talking about the environment [Part 1](https://classroom.thenational.academy/lessons/talking-about-the-environment-part-12-6cwk6d)[Part 2](https://classroom.thenational.academy/lessons/talking-about-the-environment-part-22-65h30c) | Talking about what, where and who you know in French [Part 1](https://classroom.thenational.academy/lessons/talking-about-what-where-and-who-you-know-part-12-64rpad)[Part 2](https://classroom.thenational.academy/lessons/talking-about-what-where-and-who-you-know-part-22-6rr68d) | Talking about travel activities in France [Part 1](https://classroom.thenational.academy/lessons/talking-about-travel-activities-in-france-part-12-c5jp6t)[Part 2](https://classroom.thenational.academy/lessons/talking-about-travel-activities-in-france-part-22-65k36t) |
| **Languages Spanish** | [Describing your family members](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks3-l/units/year-8-unit-5-2458/lessons/describing-your-family-members-and-those-of-others-cgu6ae) | [Describing jobs](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks3-l/units/year-8-unit-5-2458/lessons/describing-family-members-and-their-jobs-6gvp8) | [Describing how people feel](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks3-l/units/year-8-unit-5-2458/lessons/describing-how-people-feel-part-12-ctgkgr) | [Comparing things and shopping](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks3-l/units/year-8-unit-5-2458/lessons/comparing-things-shopping-68uk6t) | [Describing how other people feel](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks3-l/units/year-8-unit-5-2458/lessons/describing-how-people-feel-part-12-ctgkgr) | Describing how people feel[Part 2](https://www.thenational.academy/teachers/programmes/spanish-secondary-ks3-l/units/year-8-unit-5-2458/lessons/describing-how-people-feel-part-22-c4rp8c) –  |
| **Humanities Geography**Allied Learning Continuity Oak | [How can humans adapt to climate change?](https://continuityoak.org.uk/Lessons?r=1848) | [How can humans mitigate the effects of climate change?](https://continuityoak.org.uk/Lessons?r=1850) | [What are the UK’s main rock types?](https://continuityoak.org.uk/Lessons?r=181) | [What is the rock cycle?](https://continuityoak.org.uk/Lessons?r=192) | [How does weathering effect rocks?](https://continuityoak.org.uk/Lessons?r=193) | [What are glaciers?](https://continuityoak.org.uk/Lessons?r=389)[How can glaciated landscapes be managed?](https://continuityoak.org.uk/Lessons?r=397)  |
| **Humanities History** | British colonialism in India[Task - Complete the activities on the BBC Bitesize Learner Guide.](https://www.bbc.co.uk/bitesize/topics/z7kvf82/articles/zx8sf82) | Indian migration and indentured labour[Task - Complete the activities on the BBC Bitesize Learner Guide.](https://www.bbc.co.uk/bitesize/topics/z7kvf82/articles/ztwyvwx) | The Scramble for Africa[Task - Complete the activities on the BBC Bitesize Learner Guide.](https://www.bbc.co.uk/bitesize/topics/z7kvf82/articles/zrfjqfr) | The Victorians[Task - Complete the activities on the BBC Bitesize Learner Guide.](https://www.bbc.co.uk/bitesize/topics/zq9ysk7/articles/zhj9cmn) | Florence Nightingale’s impact on healthcare[Task - Complete the activities on the BBC Bitesize Learner Guide.](https://www.bbc.co.uk/bitesize/topics/zfj346f/articles/zjfjxg8) | Mary Seacole’s impact on healthcare[Task - Complete the activities on the BBC Bitesize Learner Guide.](https://www.bbc.co.uk/bitesize/topics/zfj346f/articles/z4nd239) |
| **Performance Studies (Dance)** All resources and instructions will be on [Satchel:One](https://www.satchelone.com) | [Take part in this Zumba workout for healthy performer:](https://www.youtube.com/watch?v=mZeFvX3ALKY)  | [Take part in this Zumba workout for healthy performer:](https://www.youtube.com/watch?v=mZeFvX3ALKY)  | [Take part in this Zumba workout for healthy performer:](https://www.youtube.com/watch?v=mZeFvX3ALKY)  | [Take part in this Zumba workout for healthy performer:](https://www.youtube.com/watch?v=mZeFvX3ALKY)  | [Take part in this Zumba workout for healthy performer:](https://www.youtube.com/watch?v=mZeFvX3ALKY)  | Design a poster on Health and Safety in Dance |
| **Performance Studies (Drama)** | Write your own soap opera scene include a freeze frame | Write your own soap opera scene include a freeze frame and cliff hanger  | Write your own soap opera scene include a freeze frame, thought tracking and a cliff hanger  | Write your own soap opera scene, include a freeze frame, thought tracking and mime | Write your own soap opera scene, include a freeze frame, thought tracking and mime | Create a soap character – draw, label and write a paragraph about why this character would be appealing in a soap opera.  |
| **Performance Studies (Music)** | [5 mins read, building bricks, elements quiz](https://drive.google.com/drive/u/0/folders/1tQLBC8y7wpsZanJy5BcllbnNcJM640c1) | [Performing pulse and rhythms in a structure](https://classroom.thenational.academy/lessons/performing-pulse-and-rhythms-in-a-structure-6rup6r). | [Exploring basic beatboxing sonorities: Performing a structured piece](https://classroom.thenational.academy/lessons/exploring-basic-beatboxing-sonorities-performing-a-structured-piece-c5j3gd) | [Explore the ability of the voice.](https://classroom.thenational.academy/lessons/to-explore-the-ability-of-the-voice-c9jp2r) | [To understand how to communicate the meaning of a song effectively](https://classroom.thenational.academy/lessons/to-understand-how-to-communicate-the-meaning-of-a-song-effectively-70uk8e). | [To explore more advanced body percussion techniques.](https://classroom.thenational.academy/lessons/to-explore-more-advanced-body-percussion-techniques-cgrp4c)  |
| **PE Practical** | [New Age Kurling – At Home](https://youtu.be/C-j4jgzc2j8) | [Sitting Volleyball – At Home](https://youtu.be/1rpLzAY9p0E) | [Boccia – At Home](https://youtu.be/6gOKknFCE0Q) | [Wheelchair Basketball – At Home](https://youtu.be/KISyO02EZTk) | [Indoor Golf](https://youtu.be/VVEGoC6fexc) | [Indoor Golf](https://youtu.be/VVEGoC6fexc) |
| **PE Theory** | EverLearner – Watch & take test for…………….Continuous Training | EverLearner – Watch & take test for…………….Resistance Training | EverLearner – Watch & take test for.............HIIT | EverLearner – Watch & take test for…………….Warm Up | EverLearner – Watch & take test for…………….Cool Down | EverLearner – Watch & take test for…………….Cool Down |
| **Computing**Resources on Class Teams | Creating an IMMP – Mind Map & Mood board | Creating an IMMP – developing Logo | Creating an IMMP – Research | Creating an IMMP – Interactive product | Creating an IMMP – Capcut video | Creating an IMMP – Presenting IMMP |
| **ADT** | Research what continuous line is and the different artists that use this method to create their artwork | Research the artist [Jon Burgerman and how he uses continuous line in his work](https://youtu.be/lKnvgjhW4j4?si=ACkUJyCYbKtojX_T)  | [Jon Burgerman Doodle exercises](https://youtu.be/YRIjbDzweM8?si=V5J-0FnyjWus84KH) | [Create a range of characters from continuous line](https://youtu.be/Jp1nxsCMI1U?si=o8VWYtR4qH7pTRbM)  | [Jon Burgerman’s work during lockdown](https://youtu.be/pK0fZ0t-Nno?si=q7GExdCS080q3eOO)  | [Jon Burgerman skill sharing](https://youtu.be/Dcn5t5VLF7c?si=p36Yzkhz4lynCxr7)  |
| **Global Citizenship**<https://www.weduc.co.uk>/ | The right to protest | How protests can achieve change | Protests & change | Should protesters break the law | Pressure groups | Assessment  |
| **PSHCE** <https://www.weduc.co.uk>/ | Stereotypes | Familial relationships | Romantic relationships | Health survey | Health Survey | How to stay safe in the summer |