



## Wigston Academy

Responsibility Ambition Resilience Engagement Respect

Year 8



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

	25.08.25	01.09.25	08.09.25	15.09.25	22.09.25	29.09.25	06.10.25	13.10.25
<b>Maths</b> <a href="#">Oak National Academy</a>  <a href="#">Sparx Maths</a>	Multiples  Key Stage 3 Maths <a href="#">Multiples</a> Lessons 7 – 8  Number Counting and place value Multiples	Factors  Key Stage 3 Maths <a href="#">Factors</a> Lessons 1, 2, 5  Number Powers and roots Highest common factor	Prime numbers  Key Stage 3 Maths <a href="#">Prime numbers</a> Lessons 1 – 3  Number Counting and place value Factors and primes	Prime numbers  Key Stage 3 Maths <a href="#">Prime numbers</a> Lessons 4, 5, 7  Number Powers and roots Lowest common multiple	Ratio  Key Stage 3 Maths <a href="#">Ratio</a> Lessons 1-4  Ratio	Ratio  Key Stage 3 Maths <a href="#">Ratio</a> Lessons 5-8  Ratio	Multiplicative change  Key stage 3 Maths <a href="#">Multiplicative change</a> Lessons 1-4  Fractions and Percentages of an amount	Multiplicative change  Key stage 3 Maths <a href="#">Multiplicative change</a> Lessons 5-8  Percentage change
<b>English</b> Oak National Academy	<a href="#">Lesson 1:</a>  <a href="#">Lesson 2:</a>	<a href="#">Lesson 3:</a>  <a href="#">Lesson 4:</a>	<a href="#">Lesson 5:</a>  <a href="#">Lesson 6:</a>	<a href="#">Lesson 7:</a>  <a href="#">Lesson 8:</a>	<a href="#">Lesson 9:</a>  <a href="#">Lesson 10:</a>	<a href="#">Lesson 11:</a>  <a href="#">Lesson 12:</a>	<a href="#">Lesson 13:</a>  <a href="#">Lesson 14:</a>	<a href="#">Lesson 15:</a>  <a href="#">Lesson 16:</a>
<b>Languages French</b>	Television programmes in French.	Looking at present tense	Reading books in French.	Talking about the internet in French	Exploring the use	Talking about the different activities that	Exploring and understanding the present	Researching and describing the activities

		'er', 'ir' & 're' verbs .			Of irregular verbs 'faire' and 'aller', in the present tense.	you did yesterday evening	(past) tense in French	that you can do in Paris.
<b>Languages Spanish</b>	<a href="#">Describing People – part 1</a>	<a href="#">Describing people – part 2</a>	<a href="#">Saying what people do – part 1</a>	<a href="#">Saying what people do – part 2</a>	<a href="#">Talking about having more than one thing</a>	<a href="#">Talking about having more than one thing – part 2</a>	<a href="#">Saying what people do and don't do</a>	<a href="#">Describing a thing or a person part 1</a>
<b>Science</b>	<p>Welcome back and Y7 recap</p> <p><a href="#">I can describe the properties of elements, compounds and mixtures</a></p>	<p>Welcome back and Y7 recap</p> <p><a href="#">I can describe the molecular make up of different compounds.</a></p>	<p>The Periodic Table – C1 Activate 2</p> <p><a href="#">I can use the Periodic table to identify element names, symbols and properties.</a></p> <p><a href="#">I can describe what information is given by group and period numbers.</a></p>	<p>The Periodic Table – C1 Activate 2</p> <p><a href="#">I can compare the reactivity of the group 1 elements.</a></p>	<p>The Periodic Table – C1 Activate 2</p> <p><a href="#">I can describe displacement reactions with the group 7 elements.</a></p>	<p>The Periodic Table – C1 Activate 2</p> <p><a href="#">I can describe and explain the reactivity of the Noble gases.</a></p>	<p>Structure and function of body systems – B2 Activate 1</p> <p><a href="#">I can name different organs, their functions and which organ system they belong to.</a></p>	<p><b>Structure and function of body systems – B2 Activate 1</b></p> <p><a href="#">I can identify the bones in a human skeleton.</a></p> <p><a href="#">I can explain how muscles and joints help us to move.</a></p>
<b>Humanities Geography</b> Oak Academy and BBC Bitesize	<p>World of Work</p> <p><a href="#">How do we classify different types of employment?</a></p>	<p>World of Work</p> <p><a href="#">What are the factors that influence the location of different industries?</a></p>	<p><a href="#">Rural Environments Farming</a></p>	<p><a href="#">Sustainability Sustainable food production</a></p>	<p><a href="#">World of Work Quaternary industry</a></p>	<p>World of Work</p> <p><a href="#">What are the impacts of different industries?</a></p>	<p>Globalisation and Global trade</p> <p><a href="#">Revision</a></p> <p><a href="#">Test</a></p>	<p>Globalisation sport</p> <p><a href="#">Revision</a></p>

	<a href="#">How do employment structures differ around the world?</a>							
<b>Humanities History</b> Oak Academy, Royal UK	The Renaissance YouTube: <a href="#">What was the Renaissance?</a>  YouTube: <a href="#">Welcome to the Renaissance</a>	Who were the Tudors and Stuarts?  <a href="#">Tudors</a>  <a href="#">Stuarts</a>  <a href="#">Who were the Tudors?</a>  <a href="#">Who were the Stuarts?</a>  <a href="#">The Tudors Song</a>	Britain c.1500 BBC Teach: How could you survive in Tudor England?  BBC Teach: Time Traveller's Guide to Elizabethan England  <a href="#">What was life like for the rural poor in Elizabethan England</a>  <a href="#">Who were the rich in Elizabethan England</a>	The Reformation  <a href="#">Lesson 1: The European Reformation</a>	The Reformation Oak Academy  <a href="#">Lesson 2: Luther</a>	Henry VIII's Break With Rome Oak Academy  <a href="#">Lesson 1: Who were Henry VIII and Catherine of Aragon?</a>	Henry VIII's Break With Rome Oak Academy  <a href="#">Lesson 2: What concerns did Henry VIII have as King of England?</a>  <a href="#">Henry VIII and the Reformation</a>	The Tudors  Religious Changes under Edward VI, Mary I and Elizabeth I  In what ways did the Reformation matter to ordinary people?  <a href="#">Lesson 1: Religious Rollercoaster</a>
<b>Performance Studies (Dance)</b> All resources and instructions will be on <a href="#">Satchel:One</a>	<a href="#">Create a spider diagram describing the</a>	<a href="#">Create a spider diagram describing the</a>	<a href="#">Read this information and write your own summary</a>	<a href="#">Create a spider diagram describing the</a>	<a href="#">Create a spider diagram describing the</a>	<a href="#">Create a spider diagram describing the</a>	<a href="#">Create a spider diagram describing the</a>	Design the staging for a scene based on Christmas.

	<a href="#">actions seen in this piece.</a>	<a href="#">dynamics seen in this piece.</a>		<a href="#">actions seen in this piece.</a>	<a href="#">dynamics seen in this piece.</a>	<a href="#">actions seen in this piece.</a>	<a href="#">dynamics seen in this piece.</a>	You may also want to write about the dance or play that would take place during the scene.
<b>Performance Studies (Drama)</b>	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.	Hot seat a soap character. Chose a character from a popular soap opera – ask a range of questions and then put yourself in the characters shoes and answer them.	Write a script for a soap opera with two characters included.
<b>Performance Studies (Music)</b>	<a href="#">Performing pulse and rhythms in a structure.</a>	<a href="#">Exploring basic beatboxing sonorities: Performing a structured piece</a>	<a href="#">Explore the ability of the voice.</a>	<a href="#">To understand how to communicate the meaning of a song effectively.</a>	<a href="#">To explore more advanced body percussion techniques.</a>	<a href="#">To review how rhythms are notated, and how the body can be used as a musical instrument</a>	<a href="#">How can melody and rhythm communicate a language that we don't understand.</a>	<a href="#">Performing pulse and rhythms in a structure.</a>
<b>PE</b>	<a href="#">New Age Kurling – At Home</a>	<a href="#">Sitting Volleyball – At Home</a>	<a href="#">Boccia – At Home</a>	<a href="#">Wheelchair Basketball – At Home</a>	<a href="#">Indoor Golf</a>	<a href="#">Joe Wicks Beginners HIIT Workout –</a>	<a href="#">15 Minute Boxing Workout at Home -</a>	<a href="#">15 Minute Boxing Workout at Home -</a>

<b>Computing</b>	Key IT skills: <ul style="list-style-type: none"> <li>• Logging into the computer</li> <li>• Creating folder structure</li> <li>• Accessing office 365 apps – teams, outlook</li> <li>• Logging into Weduc. AUP (Acceptable Use Policy)</li> </ul>	Baseline Assessment  Functional IT skills	Computer systems <a href="#">Get in Gear</a>	Computer systems <a href="#">Under the hood</a>	Computer systems <a href="#">Orchestra Conductor</a>	Computer systems <a href="#">It's only logical</a>	Computer systems <a href="#">Thinking machines</a>	Computer systems  End of unit Assessment– Form summative assessment
<b>ADT</b>	Familiarise yourself with the formal elements	Research different clay techniques	Research J Vincent and look at scarpce	Research about pollution and the impacts on the ocean	Draw a range of sea creatures using different media	Draw a range of sea creatures using different media	Draw a range of sea creatures using different media	Draw a range of sea creatures using different media