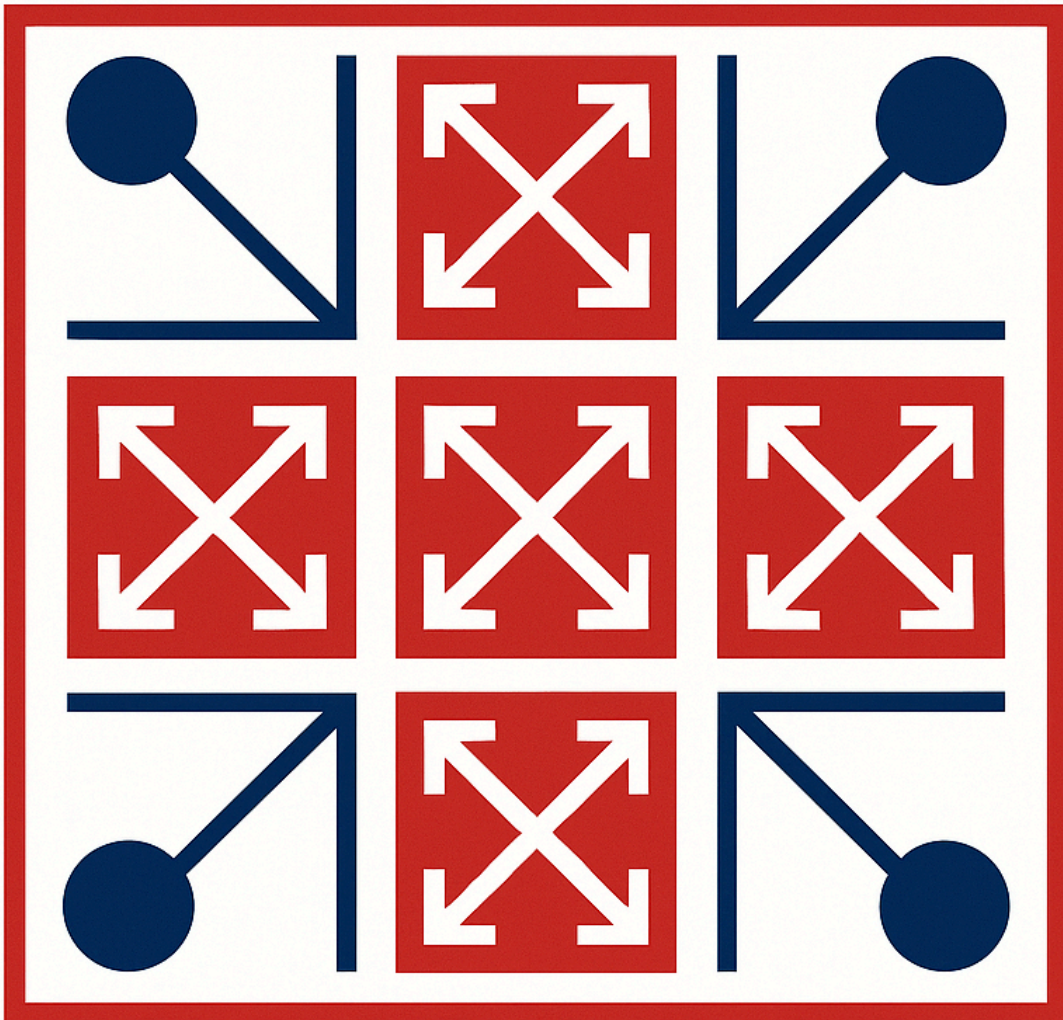


Year 8
Curriculum Guide



2025/26

Art



Learners in Year 7, 8 and 9 spend two hours a fortnight, over three years, taking part in exciting workshops. They spend their time **exploring, responding and creating** work using a range of wet and dry materials; learning basic and intermediate creative skills such as drawing, painting and sculpting. They will also work to develop their **contextual understanding** and **literacy skills**. The aim is to prepare learners for their GCSE studies by focusing on skills that are transferable to a range of GCSE subjects including **Art, Craft and Design, Photography, Art Textiles, Graphics and Product**.

Year 7 spend the year studying the topic **Health: Healthy Eating** through the following tasks; Creative Name Page, Mark Making, Colour Theory, Shade and Tone, Observational Drawing: Pencil, Observational Drawing: Colour Pencil and finally Printmaking: Lino.

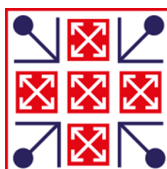
Year 8 spend the year studying the topic **Self** through the following tasks; Creative Title Page, Facial Feature Study, Gridded Self-Portrait, Artist Study, Pop Art Self-Portrait and finally a Clay Gonk workshop.

Year 9 spend the year studying the **Formal Elements** (line, shape, form, colour, tone/value, texture, and space) through the following tasks; Creative Title Page, Drawing Workshop, Painting Workshop and a 3D workshop. Learners will also have the opportunity to further develop their digital skills through working with Google Classroom, Photoshop and digital photography.

In Year 9 learners will then decide their GCSE options and have the choice of studying **GCSE Art, Craft and Design and/or GCSE Photography** within the Art and Design Department.

We encourage all learners interested in studying a creative subject to draw and be creative, outside the classroom, as much as possible – this will help to develop their independence and confidence as an artist or craftsman.

Progress in Art and Design is not linear as learners will be exploring media and techniques that are new to them. The hope is that by the time they reach their GCSE studies they are aware of their creative strengths and they are able to specialise in their preferred techniques.



Design Technology

Design & Technology is taught on a carousel where students will complete a project with a subject specialist teacher before moving onto the next project with another teacher. Each project lasts between 9-13 weeks.

We extend to cover the following projects & topics

Specialism	Project	Topics
Product Design	Storage Stand	-Product Analysis -Computer Aided Design for laser cutting -Appraising design ideas using annotations -Manufacture skills: digital and traditional
Graphics	Graphic Artwork Clock	
Food & Nutrition	Foods from around the world	-Safe cooking of meat products -Evaluating sensory properties -Hygiene and safety -Cooking a range of cuisines from around the world e.g. curry, stir fry, cookies, pizza.
Textiles	Felt Pizza Plushie	-Health & Safety -Manufacturing skills: creating a pattern, sewing machine, and hand sewing. -Exploring different fabrics.

How you could support students from home

- Discuss project work and actively encourage them to check Google Classroom to ensure that all portfolio tasks are complete
- Prepare for Food & Nutrition lessons by purchasing the required ingredients to bring in for food practical lessons- all details will be posted on Google Classroom.
- Encourage them to participate in the preparation of food and cleaning up at home.

Details of Assessment throughout the term

The project work that your child will produce will provide Design & Technology teachers with the opportunity to assess their progress in Design & Technology- this is both portfolio and practical work based at the end of each project.

Spelling tests will be integrated into projects to support the use of technical vocabulary within project work.

Both Peer & Self Assessment Feedback is used to support progress along with detailed feedback on one piece of work of which is identified at the DIRT task. Due to the project based and practical nature of Design & Technology, teachers will be providing ongoing, live verbal feedback to support learners during every lesson.

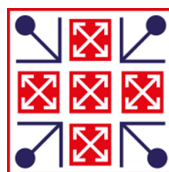
English

Marking: Your work in this book will be checked for accuracy and quality. Gaps and weaknesses in your work will be highlighted by your teacher. These must be completed by the following lesson.

Assessments: These will be completed every half term. You will need to proofread and assess your work before giving in. You will then be given written teacher feedback that clearly identifies both the ‘what went well’ features and ‘even better if’ features of your work. These must be completed by the following lesson and should be stamped by a teacher as complete.

Homework: This will comprise of independently revising the key information content in the Knowledge Organisers for each topic of work. This includes revising spellings and definition of key words and terminology. There is also a ‘further study’ section for each topic to widen pupils’ reading. Additional homework tasks will be provided based on the skills needed for the unit. Homework will be set equivalent to **30 mins per week**.

Year:	Autumn		Spring		Summer	
Topic(s)	Rhetoric: <i>Studying the evolution of rhetoric to support own speech writing and performance.</i>		Novel Study: <i>Roll of Thunder, Hear my <u>Cry</u></i>		Shakespeare: <i>Henry V</i>	
	Novel Study: <i>Roll of Thunder, Hear my Cry</i>		Life Writing: Exploring the different ways in which we write biographically and auto-biographically		Conflict Poetry: A study of conflict poetry	
TIMS Assessment	Rhetoric Writing: <i>Speech writing task</i>	Novel Oracy: <i>Group discussion: unfair treatment</i>	Novel Reading: <i>Analysis of extract: presentation of mood and atmosphere</i>	Life Writing: <i>Choice of writing tasks</i>	Shakespeare Reading: <i>To what extent does Shakespeare present Henry as a strong and good leader?</i>	Conflict poetry Reading: <i>Comparison of two conflict poems</i>
Homework	A range of tasks including: <ul style="list-style-type: none"> • Learning knowledge organisers • Speech writing • Research 		A range of tasks including: <ul style="list-style-type: none"> • Learning knowledge organisers • Literary analysis skills • Research 		A range of tasks including: <ul style="list-style-type: none"> • Learning knowledge organisers • Literary analysis skills • Research 	



Autumn Term Topic – Mes loisirs

Activities, sports

Likes and dislikes

Films/TV

Booking tickets for a film/concert

What I did last weekend (past tense)

What I'm going to do on the weekend (future tense)

European culture and celebrations including Christmas



Assessment: Writing assessment

Spring Term Topic – En ville

Saying where I live France and Francophone countries

Places in a town Asking and giving directions

What I can do in my town

What I did last weekend (past tense)

Assessment: Speaking assessment – Role-play talking about where you live

Summer Term Topic – ça va?

Numbers and ages Parts of head and body

Explaining what is wrong with you Asking for and giving advice

Assessment – Listening assessment

On mange

Food and drink, including opinions

Saying what you eat for breakfast, Lunch, Dinner

Shopping/eating out

Assessment – Reading assessment

Supporting learning from home

Encourage your child to do their homework. Homework is usually vocabulary quizzes but can also be tasks such as voice recordings or short written tasks. Homework is always logged on Google Classroom when set. Encourage your child to show off the French they have been learning at home. Encourage your child to practise their French on websites such as www.languagesonline.org.uk or www.languagenut.com (they should have an individual login for this site)

Geography

What are the key topics covered each term?

Term 1 My Hazardous world	Defining hazards. Global earthquake incidence. Causes of and measuring earthquake incidence. Impacts of earthquakes in different countries. Managing earthquakes. Global volcanic eruption incidence. Classifying volcanoes. Impacts of volcanic eruptions. Living with/managing the volcano threat.
Term 2 My Diverse world	Defining ecosystems and biomes. Understanding the links within an ecosystem. Identifying and understanding the characteristics of a range of different ecosystems: Tropical Rainforest; Hot Desert; Savanna Grassland; Tundra; Boreal Forest and the Temperate Deciduous Woodland. Understanding the causes and impacts of deforestation in the Amazon. Sustainable strategies to manage deforestation.
My Adventurous World	The global rise in tourism and the different types of tourism. Classification of the impacts of tourism. Case study: International tourism in Thailand. Tourism in the UK National Parks: Brecon Beacons and the Lake District Case Study: Tourism in Yellowstone National Park, USA Impacts of mass tourism in Majorca. Strategies to promote sustainable tourism.

How can learning be supported from home?

- Encouraging learners to attend lunchtime support sessions/homework club in L18/L10 to catch up on any missing or incomplete work.
- Encouraging learners to complete any incomplete classwork at home/ in their own time.
- Ensuring learners are suitably equipped for all geography lessons.
- Purchasing an atlas resource similar to the ones used in school, for learners to utilise at home.
- Encourage learners to use the internet to complete wider research around the topics being covered in class.

How pupils will be assessed throughout the year?

Learners will have one assessment typically every 6-8 weeks.

Some assessments will be wholly completed in school; others will be started in school and then completed as homework. This will always be posted on Google Classroom.

Learners will receive feedback on their assessment submission and will have the opportunity to complete a DIRT task to further improve their work.

8.1 Write a newspaper article on the Haiti earthquake.

8.2 Answering the extended question "Why do people live in hazardous places?"

8.3 Writing a factual report comparing the characteristics of the different global biomes.

8.4 Writing a letter to a stakeholder about the importance of sustainable deforestation.

8.5 Produce an A3 case study on the impacts of tourism in Thailand – to include a sketch map.

Health and Wellbeing - PE

Year 8 Journey	Health and Wellbeing	Pupils develop an understanding of energy balance and how that links to nutrition and training. Know different types of fitness and specific training methods used to improve them (agility, speed, muscular endurance, cardio endurance and co-ordination). Pupils will explore varying training methods such as circuits and link to the muscular system.	Year 8 Journey	Netball	The key concepts of positions are expanded developing an understanding of the role and responsibility of the positions. Introduction to attacking/ defending strategies and tactics for effective team play e.g Centre pass tactics, side line and backline positioning. Pupils learn further Netball rules (Contact, Over a third, Obstruction).
	Swimming	Pupils will be tested at the beginning of the block to assess their competency, in relation to their SS in the year 7 block. This will be reassessed at the end of the unit to assess improvement. Pupils will be taught buoyancy and stroke technique at their own specific level of competency (swimmers and non-swimmers). This will typically be for front crawl, back crawl and breast stroke/butterfly .		Basketball	Pupils will recap and enhance the quality of movement on and off the ball using dribbling, passing and moving. They will be introduced to the concept of 'fakes' and 'drives' to improve the outwitting of opponents and efficiency of scoring. Pupils will be taught how to use 'player-to-player' defence to reduce scoring opportunities. Pupils will learn new attacking strategies such as fast breaks and outlet passes, as well as defensive tactics such as boxing out and rebounding.
	Football/ Rugby	Pupils will look to improve their ball handling and passing efficiency, such as passing after drawing the defender in. Pupils will be taught how to tackle, ruck and maul safely, using progressive activities which will be culminated into game activities. Pupils will participate in attack vs defence scenarios to improve their understanding of how to switch between.		Badminton	Pupils undertake a refinement and recap of technique for different shots, and trying to link them together to play more conditioned rallies (e.g. underarm clear – drop shot, overarm clear - drop shot - net shot - underarm clear - repeat). Know how to move effectively around the court and incorporating this into games and conditioned rallies.
	Gymnastics	Pupils are assessed against their understanding and demonstration of key movements and partner/Trio and Quad balances. Pupils are introduced to sole, peer and group balances, using equipment and locomotion movements.		Athletics	Pupils gain a development of techniques for year 7, incorporating more technical aspects (e.g. adding a glide to the shot putt, sidestep/cross over for javelin, how to measure a run up for the long jump, guide to pacing for distance runs). Understand the rules and apply technique in 2 new events – relay and triple jump.
				Welsh Baseball/ Rounders	Pupils are introduced to key concepts of fielding positions, hitting to space and base running. Pupils learn to apply the basic rules of rounders' more consistently in competitive scenarios (Run out, no-balls, hit behind and scoring system).

Year 8 Language in PE



Focus	In year 8 there is a key focus around the importance of teamwork and problem solving and how this can be used across everyday life for success. Examples are given of when this has been the case in high level sport based on the sport being taught.
Ambitious curriculum (Num)	Pupils will undertake a refinement and recap of all techniques, skills and knowledge from year 7 in all activities. Provides students with analytical skills enabling them to critique practices in relation to different sports and physical activities. Pupils will learn to confidently articulate their opinions and challenge their peers' opinions using evidence to support their arguments. Pupils will use a variety of numeracy skills including measuring, scoring, timing, angles and counting.

Year 8 Key Words	Fartlek Training Involves exercising by varying the time, distance, effort and terrain. It usually involves a mixture of running, jogging & walking	Weight Lifting Involves shifting weight to increase the strength of muscles using a programme of repetitions and sets.	Quadriceps Pupils will be able to name and locate a group of muscles present on the front of the thigh.	Deltoids Pupils will be able to name and locate the muscle forming the rounded contour of the human shoulder.
	Interval Training Involves bursts of exercise followed by periods of rest or walking.	Continuous Training Involves exercising the body at a moderate rate keeping the pulse at a constant level without periods of rest.	Hamstring Pupils will be able to name and locate a group of muscles present at the back of the thigh.	Pectorals Pupils will be able to name and locate the muscle forming the chest area.
	Circuit Training A series of different exercises completed for a certain amount of time, after one another	Bicep Pupils will be able to name and locate the muscle present at the front of the upper arm.	Triceps Pupils will be able to name and locate the muscle present at the front of the upper arm.	Abdominals Pupils will be able to name and locate the muscle present at the front of the abdomen.

History

What are the key topics and history skills are covered each term?

Term 1 My local world	World War I Life in the trenches Who what did JFK do?  Historical Skill- Skimming, scanning and selecting information.
Term 2 Conflict	JFK's assassination, Slave Trade  Historical Skill- evaluating sources.
Term 3 My Cyclical World	The Vote, significant 20 th Century people.  Historical Skill- understanding why there are different interpretations.

How can learning can be supported from home?

- Encouraging learners to read widely at home and watch relevant historical programmes and films.
- Encouraging learners to complete any incomplete classwork at home/ in their own time.
- Ensuring learners are inquisitive and ask questions, taking them on visits to sites of historical interest.
- Encourage learners to use the internet to complete wider research around the topics being covered in class.

How pupils will be assessed through the year?

Learners will have one assessment typically every 6-8 weeks.

Assessments will be completed in school.

Learners will receive feedback on their assessment and will have then complete a DIRT task to improve their work further.

1. A letter describing causes of WWI.
2. A letter describing life in the trenches.
3. How useful is this source in evaluating JFK?
4. How useful is this source in evaluating the Slave Trade?
5. Why is Mrs Thatcher interpreted in different ways?

Digital Learning

Game Coding, HTML and CSS
Digital Media - Graphics, Animation, Video editing
Data, Data Analysis, Modelling
Legal and Ethical issues



Year 8	Autumn Term (22)	Spring Term (18)	Summer Term (18)
Topic(s) Topics A-Theory B-Coding C- Media D-Data	<p>Introduction: A01: Network and Classroom Code of conduct. Digital Safety (1) B02: Code for Life: blocks to Python (++3) D03: DATA - Health Survey and GDPR (1)</p> <p>C Clear Message in Digital Media: 04: Pupil Centred Profile (3) 05 Web Graphics - Research Branding and creating graphics for the WEB (2)</p> <p>B Game Programming Essentials 1 06: Introduction to Problem Solving - creating games in Microsoft Arcade (3)</p> <p>C Digital Media - Animation and Vector drawing 07: Animation Skills and challenge in Wick editor (3) 08: Vector game Characters (2) 09: Minecraft coding challenge 1 (1)</p>	<p>Eisteddfod: Animation - Homework</p> <p>C Digital Media: Graphics and Video 10: Branding and Graphic Design (2) 11: Promotional video Safer Internet Day(3)</p> <p>D Data and modelling 1 12: Spreadsheet modeling – planning a party (2) 13: Database Design (2)</p> <p>B Game Programming Essentials 2 14: Coding in Entertainment + microsoft Make code arcade (3)</p> <p>D Data and modelling 2 15: Spreadsheet data analysis - Health survey (2) 16: Mail merge letter - Template and merge (2) 17: Minecraft coding challenge 2 (1)</p>	<p>B Game Programming Essentials 3 18: Programming Games project MakeCode - Maze game (3)</p> <p>B HTML and CSS Web Design 19: HTML and CSS using Trinket (2) 20: Interactive story writing (3)</p> <p>C Digital Media 21: Vector Cat character(1) 22: SoundsLabs - Audio creation.(1) 23: Big fat cat video challenge (2)</p> <p>C Digital Media Integrated Task 24: Multimedia Web Site using Google sites: Smart Cities (3) 25: Minecraft Smart city challenge (3)</p> <p><i>Portfolio + Course Review</i></p>
Feedback and Assessment	<p>Topic Quizzes(20%), Skills Assessments (70%), Homework(10%) Feedback WWW, EBI and DIRT: Your work in classroom will be checked for accuracy, quality and completeness following the assessment criteria for each task. Gaps and weaknesses in your work will be highlighted by your teacher with verbal feedback to enable you to improve skills and understanding. Once per term there will be formal written feedback where work must be improved with directed improvement time.</p>		
Homework	Code for Life - Coding	Eisteddfod Animation Code for Life - Coding	Code for Life - Coding

Mathematics

Autumn Term		Spring Term		Summer Term	
Representing Date	Pie Charts	Algebraic Techniques	Sequences	Developing Geometry	Symmetry and reflection
Proportional Reasoning	Ratio and Scale	Digital Competence Task	Indices	Reasoning with Data	Data handling cycle
	Proportion		Planning a Party		Averages
	Multiplying and Dividing Fractions	Developing Number	Fractions and percentages	Digital Competence Task	How average am I?
Representations	Co-ordinates and Graphs	Developing Geometry	Standard Form	Fix and Flex	Focus on Number
	Representing Data		Rounding and Metric Conversions		
	Tables and Probability		Angles in parallel lines and polygons		
Algebraic Techniques	Brackets, Equations and Inequalities		Area of trapezia and circles		Focus on Geometry
					Focus on Algebra

Assessed Tasks: You will complete one of these broadly every half term. The tasks will assess your recall and understanding of topics that you have been taught.

Homework will be set weekly. Maths classrooms are available at lunchtime should you wish to complete this at school.

Supporting learning from home:

Create a Supportive Environment

- Be positive: A positive, light-hearted approach makes maths feel less daunting and more enjoyable.
- Make it practical: Involve them in everyday activities like measuring ingredients while cooking, calculating change at the shops, or discussing sports statistics to apply maths in real contexts.
- Play games: Use card games, board games, or even simple number games to build foundational skills and make practice fun.

Develop Stronger Skills

- Focus on understanding: Ensure they grasp the "why" behind concepts, not just memorising formulas.
- Encourage problem-solving: Teach them to break down problems into smaller steps and persevere through challenges.
- Practice consistently: Regular, short practice sessions are more effective than infrequent long ones.
- Use diverse resources: Utilise online platforms, educational websites, and apps for extra practice and reinforcement.
- The "Protégé Effect": Have your child teach you a concept they've learned to solidify their own understanding and boost confidence.

Communicate and Monitor

- Stay informed: Regularly check their homework and assignments to understand what they are learning.
- Work together: If you encounter a difficult problem, look up the answer together to model resourcefulness.

Essential Equipment Check for Tools: Make sure your child has the necessary equipment, including a scientific calculator, compasses and protractor.

We intend to cover the following units:

- **Chords** - students will have the opportunity to sing, play bass guitar, guitar, ukulele, keyboards and drum kit to form a band.
- **Variations** - students learn to use a DAW (Digital Audio Workstation) to compose a Theme and Variations composition based on a familiar Popular Song.
- **Own Choice Ensemble** - students will develop the skills to plan and rehearse as a group when learning a piece independently on an instrument of their choice. They will record this piece live and review their performance.
- **Welsh Music** - learners sing as a group iconic Welsh songs. They will then learn a traditional Welsh Song on keyboards, guitar or other melodic instrument.
- **Pentatonic** - learners will listen to a variety of music which use the pentatonic scale. They will perform a pentatonic piece as a group and improvise a melodic idea.
- **Popular Song** - students will learn a piece using the Popular Song structure and perform this as a group on a variety of instruments or voice.

Supporting learning from home:

- Opportunities for instrumental and vocal tuition in school. Please contact the school directly for more information.
- Practice rooms may be booked for individual or group rehearsal during lunchtimes.
- If keyboards/instruments are available at home, please encourage additional rehearsal of class pieces, or use YouTube etc. for self learning new pieces.
- Composing using free software, we use Bandlab for Education which is cloud based software and transferable between home and school.
- Supervise fortnightly listening homework tasks on Google Forms.
- Encourage your child to attend extra curricular activities in school - Junior Choir, Karaoke Club, Violin Club (for beginners), brass playing (for beginners), Welsh Choir: all are targeted for Years 7-9. Please note these change termly.

Details of assessment throughout the term:

Assessment is approached both formally and informally. Students will undertake self and peer feedback informally and will be assessed formally in performing, composing and listening work.



Unit 1: What is Truth?

- The nature of truth: objective, subjective, religious, and scientific truths.
- How personal and cultural worldviews shape perceptions of truth.
- The ethical use of truth on social media and the problem of misinformation.
- How sacred texts convey truth in Christianity, Sikhism, and Humanism.

Assessment: Write an extended response to 'we should be able to write whatever we want on social media' Discuss.

Unit 2: Living as a Sikh in Cardiff

- The life of Guru Nanak and key Sikh beliefs (Nam Simran, Kirat Karna, Vand Chakna)
- Worship at the Gurdwara and respect for the Guru Granth Sahib
- Community practices: Langar and Sewa
- Sikh identity and values in the context of living in Wales

Assessment: Pupils write a reflective blog about Langar or Sewa, showing understanding of Sikh beliefs in action.

Unit 3: Prejudice, Equality and Justice

- The UNCRC (United Nations Convention on the Rights of the Child)
- Religious and secular responses to prejudice and discrimination
- The lives and impact of key figures including: Dr Martin Luther King Jr, Mahatma Gandhi, Rosa Parks and Corrie Ten Boom

Assessment: Pupils prepare and record a monologue pretending to be an inspirational person, what they believe and explaining why they worked to improve human rights.

Unit 4: Introduction to Judaism

Pupils learn about:

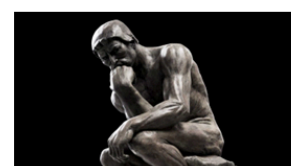
- The stories of Abraham and Moses and their significance
- The festival of Passover and the story of Exodus
- Worship in the synagogue, the Torah, and key rituals like Bar/Bat Mitzvah
- Jewish responses to the Holocaust including the life of Anne Frank

Assessment: 'How might being Jewish be difficult when living in Llantwit?' (Empathy and analysis)

How parents can support learning at home:

1. Talk to your child about the topics they are covering in RVE. Encourage discussion of different viewpoints and ask questions such as 'why would some agree?' Can you explain a different perspective?
2. Encourage pupils to take pride in their work and to complete homework tasks with real care and effort.

Unit 1: What is truth?	Unit 2: What is it like to live as a Sikh in Cardiff?	Unit 3: Human Rights and inspirational leaders	Unit 4: Judaism and responses to evil and suffering
Truth, Fact, Opinion, Perspective, Bias, Social media, Ethical use, Fake news, Sacred text, Interpretation, Authority, Misinformation, Polarisation	Sikhism, Guru, Guru Nanak, Gurdwara, Guru Granth Sahib, Langar, Sewa, Kirt Karna, Vand Chakna, Nam Simran, Five Ks (Kesh, Kara, Kanga, Kachera, Kirpan), Equality, Community, Rehat Maryada, Identity, Belonging, Diwan, Amrit ceremony, Ardas	Prejudice, Discrimination, Equality, Justice, Racism, Non-violence, Civil rights, Human dignity, Martin Luther King Jr., Rosa Parks, Mahatma Gandhi, Corrie Ten Boom, Holocaust, Persecution, Resistance, Forgiveness, Peace, UNCRC, Responsibility, Activism	Judaism, Abraham, Covenant, Moses, Exodus, Passover (Pesach), Ten Commandments, Torah, Synagogue, Rabbi, Bar/ Bat Mitzvah, Kippah, Tallit, Mezuzah, Holocaust, Anne Frank, Star of David, Shabbat, Kosher, Commandment, Shema



Science

In Year 8 the pupils are taught science often by one teacher. Over the course of the year they will then be taught biology, chemistry and physics units.

Autumn Term

My Body – Biology unit looking at different body systems.

Elements and Compounds – Chemistry unit looking at the periodic table and compounds.

Waves – Physics unit looking at light and sound waves.

Spring Term

Perfect Plants – Biology unit on plant structure, reproduction and photosynthesis.

Mixtures– Chemistry unit on mixtures and how to separate them.

Forces– Physics unit on resultant forces, pressure and levers.

Summer Term

Classification and Evolution – Biology unit on the variety of life on Earth.

Reactivity of substances – Chemistry unit on reactions.

Electromagnets – Physics unit on the link between magnets and electricity.

Supporting Learning from home

Ensure your child has joined their relevant Google Classroom as there will be lots of work posted in here for them to use at home including revision materials and quizzes for their test preparation. The BBC Bitesize (KS3) website will also offer relevant and engaging information, tasks and videos that will link to the areas studied.

Details of assessment

Each unit will have a Core Task linking to key skills needed by scientists during investigations (planning, variables, data analysis, conclusions and evaluations). The Core Task will be marked by the teacher and the pupils given individual targets to improve the piece of work. Each unit also has a recall test (out of 25) and an applications test, that tests their ability to apply their learning to different situations.



Autumn Term: Chwaraeon / Sport

In this topic students will learn:

- How to give their opinion on different sports
- How to say which sports their friends like / dislike (3rd person)
- To say who their favourite sportsmen and women are
- How to use the past tense to say which sports they played on the weekend
- How to use the conditional tense to which sports they would like to play

Spring Term: Gwyliau / Holidays

In this topic students will learn:

- The names of different countries in Welsh
- How to use the past tense confidently to say where they went on holiday and what they did whilst on holiday
- How to give extra detail about their holiday e.g. when they went, who they went with, what the weather was like
- Key phrases linked to money to say what they bought on their holiday
- How to use the conditional tense to say where they would like to go on holiday

Summer Term: Teulu / Family

In this topic students will learn:

- How to say family members in Welsh e.g. mum, dad, sister
- How to read and create a family tree
- To describe their family members using a range of descriptive phrases, including appropriate idiomatic expressions
- How to say when their family members were born

Supporting learning from home

Please encourage your child to speak Welsh at home, support them in learning new vocabulary (all class booklets are available on their Welsh Google Classroom), and help ensure that homework tasks are completed, reinforcing the learning that takes place in class.

Details of assessment throughout the year

A range of formal assessment tasks will be conducted throughout the year to evaluate all four language skills: speaking, listening, reading, and writing. Self-assessment and peer-assessment will also be incorporated regularly within lessons to support ongoing learner progress.



