



## Straits International School. Year 8 Long Term Plan

Subject	Autumn		Spring		Summer	
	1 <sup>st</sup> half term	2 <sup>nd</sup> half term	1 <sup>st</sup> half term	2 <sup>nd</sup> half term	1 <sup>st</sup> half term	2 <sup>nd</sup> half term
English	<p><u>Baseline Unit (1 week)</u></p> <p><u>Fiction</u> <u>Heroes and Villains</u> <u>Literature</u></p> <p><b>Skills covered:</b> <b>Reading &amp; Writing</b> <b>Creation of texts</b></p> <p><i>8Wc.06 Develop distinctive voices, both personal and for different characters.</i></p> <p><b>Grammar and punctuation</b></p> <p><i>8Wg.02 Use simple, compound, complex and compound-complex sentences accurately, beginning to manipulate them for effect on the whole text.</i></p> <p><b>Vocabulary and Language</b></p>	<p><u>Finish Heroes and Villains Unit</u></p> <p>Then</p> <p><u>Travel Writing</u> <u>Writing to Describe</u></p> <p><b>Skills covered:</b> <b>Writing</b></p> <p><b>Vocabulary and Language</b></p> <p><i>8Wv.02 Create effects by using a range of linguistic and literary</i></p> <p><b>Grammar and punctuation</b></p> <p><i>8Wg.01 Use all punctuation accurately and to enhance meaning.</i></p> <p><i>8Wg.03 Create detail and convey shades of meaning through the</i></p>	<p><u>Fiction</u> <u>Novel: The Boy in The Striped Pajamas</u></p> <p><b>Skills covered:</b> <b>Reading</b></p> <p><b>Interpretation of texts</b></p> <p><i>8Ri.04 Comment on a writer's implied meaning and intended effect.</i></p> <p><i>8Ri.08 Use relevant textual references when supporting or disagreeing with a point.</i></p> <p><i>8Ri.10 Explain how a writer combines structural, linguistic and literary features for effect.</i></p> <p><i>8Ri.12 Discuss the range of techniques</i></p>	<p><u>Finish</u> <u>The Boy in the Striped Pajamas Unit</u></p> <p>Then</p> <p><b>Fiction/Non-Fiction</b> <b>Relationships</b> <b>Poetry</b></p> <p><b>Skills covered:</b> <b>Reading</b></p> <p><b>Grammar and Punctuation</b></p> <p><i>8Ri.03 Identify and discuss the impact of explicit information on the reader.</i></p> <p><i>8Ri.04 Comment on a writer's implied meaning and intended effect.</i></p> <p><b>Structure of texts</b></p>	<p><u>Fiction</u> <u>Play 'War Horse'</u></p> <p><b>Skills covered::</b> <b>Reading</b></p> <p><b>Interpretation of texts</b></p> <p><i>8Ri.11 Trace the development of ideas, viewpoints and purposes through a text and relate these to other texts read.</i></p> <p><i>8Ri.09 Compare and comment on the textual features used in more than one text to develop similar themes and elicit responses from the reader.</i></p> <p><i>*8Ri.01 Read and discuss a range of fiction genres, poems and playscripts, including the contribution of any visual elements or multimedia.</i></p>	<p><u>Fiction:</u> <u>Recreations Writing</u> <u>based on the end of the world</u></p> <p><b>Skills covered:</b> <b>Writing</b></p> <p><b>Vocabulary and Language</b></p> <p><i>8Wv.01 Create and control meaning through precise use of a range and variety of language.</i></p> <p><i>8Wv.02 Create effects by using a range of linguistic and literary techniques.</i></p> <p><b>Grammar and punctuation</b></p> <p><i>8Wg.03 Create detail and convey shades of meaning through the grammatical structure of sentences, e.g. controlling order of clauses.</i></p>



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	<p>8Wv.01 Create and control meaning through precise use of a range and variety of language.</p> <p><b>Interpretation of texts</b></p> <p>8Rv.02 Explain how a writer's choice of language contributes to the intended purpose and overall impact on the reader.</p> <p><b>Appreciation and reflection</b></p> <p>*8Ra.01 Enjoy reading a wide range of texts.</p> <p><b>Assessment points:</b> Reading: Students will explain how the writer uses language to present the setting by referring to specific words and comment on them.</p> <p>Writing task: Students will write the first chapter of their detective novel considering descriptions</p>	<p>grammatical structure of sentences, e.g. controlling order of clauses.</p> <p><b>Creation of texts</b></p> <p>8Wc.04 Create content to suit a wide range of audiences.</p> <p><b>Structure of texts</b></p> <p>8Ws.02 Use a range of organisational features to support the intended purpose and audience.</p> <p><b>Assessment points:</b> Students will produce a convincing, descriptive piece of writing for a travel magazine/agency. Week 4-5</p>	<p>writers use to distinguish between different voices.</p> <p><b>Vocabulary and Language</b></p> <p>8Rv.02 Explain how a writer's choice of language contributes to the intended purpose and overall impact on the reader.</p> <p>8Rv.03 Compare texts from different cultures and times, commenting on the use of language to develop similar themes.</p> <p><b>Assessment points:</b> Formative 1: PEA paragraph Week 4-5 Formative 2: Newspaper report on</p> <p>Summative: Cambridge checkpoint style</p>	<p>8Rs.01 Discuss how a writer uses features of text structure for effect in a range of fiction and non-fiction texts,</p> <p><b>Appreciation and reflection</b></p> <p>8Ra.05 Discuss why certain texts are important within a culture, and show awareness that the context in which a text is written and read affects its meaning.</p> <p><b>Assessment points:</b> Pupils will write an analytical response on the following question: 'How does the poet explore the parent child relationship in Nettles' Pupils will be expected to write their response on <b>one</b> poem, however, they should be making links between</p>	<p><b>Grammar and Punctuation</b></p> <p>8Rg.04 Comment on ways in which a writer uses standard and non-standard English for effect.</p> <p><b>Appreciation and Reflection</b></p> <p>*8Ra.01 Enjoy reading a wide range of texts.</p> <p><b>Assessment points:</b> Students will develop and essay exploring the ways in which Morpurgo presents key characters in the play Week 4-5</p>	<p><b>Creation of texts</b></p> <p>8Wc.07 Begin to combine the use of structural, linguistic and literary features to create a specific effect.</p> <p><b>Structure of texts</b></p> <p>8Ws.01 Use features of text structure to demonstrate a sense of linked progression.</p> <p><b>Assessment points:</b> Students will craft the beginning of a short story using language, structure and descriptions for post-apocalyptic writing. Week 5-6</p>
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	of and introduction to setting, character and the theme. Week 5-6		assessment feature reading task, linked to an extract from the novel, and a writing task linked to a theme from the novel. Week 7-8	the poems throughout the unit. Week 5-6		
<b>Mathe matics</b>	<p><u>Number and calculation 1</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•Integers</li> <li>•Squares, cube, roots and indices</li> <li>•Factors</li> <li>•Mental strategies</li> </ul> <p><b>Assessment points:</b> Number property</p> <p>Expressions and functions</p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•Simplifying and expanding</li> <li>•Functions</li> <li>•Expressions</li> </ul> <p><b>Assessment points:</b> Expansion</p> <p>Shapes and mathematical drawings</p>	<p><u>Length, mass and capacity</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•Units of measure</li> <li>•Area, volume and capacity(unit)</li> <li>•Imperial units</li> </ul> <p><b>Assessments points:</b> Measurement</p> <p>Numbers and calculation 2</p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•Rounding</li> <li>•Decimals- multiply, divide, add and subtract</li> </ul> <p><b>Assessments points:</b></p>	<p><u>Fractions</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•Add, subtract, multiply and divide fraction</li> <li>•Order of operation in fraction</li> </ul> <p><b>Assessments points:</b> Fractions operation</p> <p>Expressions, equations and formulae</p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•Linear equation (solving)</li> <li>•Substitutions</li> <li>•formulae</li> </ul> <p><b>Assessments points:</b> Algebra property</p>	<p><u>Fractions and decimals</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•Ordering decimals</li> <li>•Decimal operation</li> <li>•Fraction and decimal relation</li> </ul> <p><b>Assessments points:</b> Decimal property</p> <p>Times and rates of change(graphs)</p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•plotting point</li> <li>•interpreting graphs</li> <li>•drawing graphs</li> </ul> <p><b>Assessments points:</b> Real life graph</p> <p>Presenting data and interpreting results</p>	<p><u>Fractions, decimals and percentage</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•Equivalent fractions, percentages and decimal</li> <li>•percentage increase and decrease</li> </ul> <p><b>Assessments points:</b> Percentage</p> <p>Sequences, functions and graphs</p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•rules of sequences</li> <li>•the nth term</li> <li>•linear graphs</li> </ul> <p><b>Assessments points:</b> Nth term</p> <p>Transformation</p>	<p><u>Ratio and proportion</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•Ratio</li> <li>•proportion</li> </ul> <p><b>Assessment points:</b> Word problems</p> <p>Area, perimeter and volume</p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•surface area</li> <li>•volume</li> <li>•perimeter (2D and 3D shapes)</li> </ul> <p><b>Assessment points:</b> Area and volume</p> <p>Probability</p> <p><b>Skills covered:</b></p>



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	<p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•Construction</li> <li>•Bisector</li> <li>•Congruence and symmetry</li> </ul> <p><b>Assessments points:</b> Construction</p>	<p>Number property</p> <p>Collecting and processing data</p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•Types of data</li> <li>•Two-way table</li> <li>•Averages and ranges</li> </ul> <p><b>Assessments point :</b> Data</p>	<p>Geometry</p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•All about angles</li> <li>•Types of angles and properties</li> </ul> <p><b>Assessments points:</b> Property</p>	<p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•Line charts</li> <li>•Histograms</li> <li>•Stems and leaf</li> </ul> <p><b>Assessments points:</b> Graphs</p>	<p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>•All type of transformations</li> <li>•Scale drawing</li> </ul> <p><b>Assessment points:</b> Transformations</p>	<ul style="list-style-type: none"> <li>•Idea of probability</li> <li>•Experimental probability</li> </ul> <p><b>Assessment points:</b> Probability</p>
Science	<p><u>Plants and animal nutrition (diet &amp; digestion)</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Importance of plants</li> <li>• Transporting water and minerals in plants</li> <li>• Nutrients</li> <li>• A balanced diet</li> <li>• Human digestive system</li> <li>• Enzymes</li> </ul> <p><b>Experiments:</b></p> <ul style="list-style-type: none"> <li>• stomata</li> <li>• food test</li> </ul> <p><b>Assessment points:</b> Topical questions</p>	<p><u>Forces</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Speed</li> <li>• Movements</li> <li>• Distance-time graph</li> </ul> <p>Experiments:</p> <ul style="list-style-type: none"> <li>• measuring speed</li> </ul> <p><b>Assessment points:</b> Checkpoint Questions</p> <p><u>Magnetism</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Magnets and magnetic materials</li> </ul>	<p><u>Transport in animals (circulation &amp; respiration)</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Human circulatory system</li> <li>• The heart</li> <li>• Blood vessel</li> <li>• Human respiratory system</li> <li>• respiration and gas exchange</li> <li>• Smoking and lung damage</li> </ul> <p><b>Experiments:</b></p> <ul style="list-style-type: none"> <li>• air from your lungs</li> <li>• smoking effect</li> </ul>	<p><u>Elements, mixtures and compounds (material properties)</u></p> <ul style="list-style-type: none"> <li>• Atoms and elements</li> <li>• The Periodic Table</li> <li>• Compounds</li> <li>• Formulae</li> <li>• Separating mixture</li> <li>• Solubility</li> </ul> <p><b>Experiments:</b></p> <ul style="list-style-type: none"> <li>• Is water an element?</li> <li>• Electrical conductivity</li> </ul> <p><b>Assessment points:</b> Topical questions</p> <p><u>Sound</u></p>	<p><u>Reproduction and Growth</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Gametes</li> <li>• Human reproductive system</li> <li>• Fetal development</li> <li>• Drugs and diseases</li> </ul> <p><b>Experiments:</b></p> <ul style="list-style-type: none"> <li>• measuring height</li> </ul> <p><b>Assessment points:</b> Topical questions</p> <p><u>Chemical Reactions &amp; Metals and Non-metals (material changes)</u></p> <p><b>Skills covered:</b></p>	<p><u>Light</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• How light travels</li> <li>• How shadow forms</li> <li>• Reflection</li> <li>• How light bends</li> <li>• Spectrum</li> <li>• Coloured light</li> </ul> <p><b>Experiments:</b></p> <ul style="list-style-type: none"> <li>• reflection</li> <li>• mixing colours of light</li> </ul> <p><b>Assessment point:</b> <u>Checkpoint questions</u></p>



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	<p><u>Elements, mixtures and compounds (states of matter)</u></p> <p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Particle theory</li> <li>• Changes of state</li> <li>• Diffusion</li> <li>• Density</li> <li>• Gas pressure</li> </ul> <p><b>Experiments:</b></p> <p>-None</p> <p><b>Assessment points:</b></p> <p>Topical questions</p>	<ul style="list-style-type: none"> <li>• Electromagnet</li> <li>• Electric current</li> </ul> <p><b>Experiments:</b></p> <ul style="list-style-type: none"> <li>• magnetise a paper clip</li> <li>• magnetic field</li> <li>• electromagnet</li> </ul> <p><b>Assessment points:</b></p> <p>Checkpoint questions</p>	<p><b>Assessment points:</b></p> <p>Topical questions</p>	<p><b>Skills covered:</b></p> <ul style="list-style-type: none"> <li>• Vibrations</li> <li>• How sound travels</li> <li>• Sounds on a screen</li> <li>• How we hear</li> </ul> <p><b>Experiments:</b></p> <ul style="list-style-type: none"> <li>• how sound travels</li> <li>• tuning forks</li> </ul> <p><b>Assessment points:</b></p> <p>Checkpoint questions</p>	<ul style="list-style-type: none"> <li>• Metals and non-metals</li> <li>• Chemical reactions</li> <li>• Word equations</li> <li>• Physical and chemical change</li> <li>• Burning/ combustion</li> <li>• Corrosion</li> <li>• Reactions with acids</li> <li>• Rusting</li> </ul> <p><b>Experiments:</b></p> <ul style="list-style-type: none"> <li>• burning of magnesium</li> <li>• reactions of acids</li> <li>• testing gases</li> <li>• burning iron with sulfur</li> <li>• testing gases</li> <li>• rusting</li> </ul> <p><b>Assessment points:</b></p> <p>Topical questions</p>	
<p><b>Advanced Mandarin</b></p>	<p><u>Describing language</u></p> <p><b>Skills covered:</b></p> <p>Reading Writing</p> <p><b>Assessment Points:</b></p> <p>Write an outline to describe a person</p>	<p><u>Flash back</u></p> <p><b>Skills covered:</b></p> <p>Reading Writing</p> <p><b>Assessment Points:</b></p>	<p><u>Scenery Writing</u></p> <p><b>Skills covered:</b></p> <p>Reading Writing</p> <p><b>Assessment Points:</b></p>	<p><u>Legend</u></p> <p><b>Skills covered:</b></p> <p>Reading Writing</p> <p><b>Assessment Points:</b></p>	<p><u>Expository writing</u></p> <p><b>Skills covered:</b></p> <p>Reading Writing</p> <p><b>Assessment Points:</b></p>	<p><u>Fiction</u></p> <p><b>Skills covered:</b></p> <p>Reading Writing</p> <p><b>Assessment Points:</b></p>



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	Write a story using describing technique for scenery	Distinguish the difference between Narrative and flash back writing  Use the flash back phrases to complete a story	Write a short text about 40 characters on describe scenery  Extract the key vocabulary for scenery to build essay	Create a legend piece of work in power point slide  Complete the legend story writing	Write an expository essay by using the key words  Write the difference between expository and narrative writing	Write the key vocabulary for fiction writing  Compose a short text around 80 characters using the technique
<b>Interm ediate Mandar in</b>	<p><u>Use position to introduce house layout</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> Spot the difference and identify the house layout.  Speaking test: Introduce your house layout design.  Introduce your house(80-150 words)</p>	<p><u>My room</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> Label the difference furniture  Match the measure words with the furniture  Describe the your room using given (phrases/ sentences)</p>	<p><u>Three meals</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> Categorize the food to Chinese food, Western food and Fast food.  Use 'like', 'eat', 'drink' to build the sentence  Write a short text about your favourite meals</p>	<p><u>Weather</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> Label the difference weather  Speaking test: Weather forecast  Describe the weather by given (in phrases/ sentences)</p>	<p><u>Sickness</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment points:</b> Label the body part  Speaking test: role play doctor and patient  Write a short description about your sickness</p>	<p><u>Describe your pets</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing</p> <p><b>Assessment Points:</b> Label the pets  Use adjective to describe your pets  Write a short description on your pets</p>



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<b>Bahasa</b>	<p><u>Keluarga Kreatif</u></p> <p><b>Skills covered:</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p><b>Assessment points:</b></p> <p>Membina ayat dengan perkataan yang diberi</p>	<p><u>Pelajar Cemerlang</u></p> <p><b>Skills covered:</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p><b>Assessment points:</b></p> <p>Membentangkan kerja berdasarkan tajuk</p>	<p><u>Pelajar cemerlang</u></p> <p><b>Skills covered:</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan berlakon</p> <p><b>Assessment points:</b></p> <p>Menulis karangan berformat berdasarkan tajuk</p>	<p><u>Cerpen dendam</u></p> <p><b>Skills covered:</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan berlakon</p> <p><b>Assessment points:</b></p> <p>Penulisan – menulis karangan dengan format dan gaya Bahasa yang tepat</p>	<p><u>Dunia Semakin Canggih</u></p> <p><b>Skills covered:</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p><b>Assessment points:</b></p> <p>Pelbagai jenis kata</p>	<p><u>Pengangkutan Alam ini</u></p> <p><b>Skills covered:</b></p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p><b>Assessment points:</b></p> <p>Mengenalpasti pelbagai jenis ayat</p>
<b>History</b>	<p><u>The Tudors</u></p> <p><b>Skills covered:</b> <u>AO1 &amp; AO2</u></p> <p>Define key terms and the use of 'PEEL' to answer questions in History</p> <p>To identify, understand and describe the key individuals during this momentous period of English History and what they did to shape it.</p>	<p><u>Life in Tudor Times</u></p> <p><b>Skills covered:</b> <u>AO1 &amp; AO2</u></p> <p>Define key terms.</p> <p>To identify, understand and be able to describe various aspects of life in Tudor times - ranging from the hierarchy and positions of people in society, schools and education, how people enjoyed themselves,</p>	<p><u>The Stuarts</u></p> <p><b>Skills covered:</b> <u>AO1 &amp; AO2</u></p> <p>To identify, understand and be able to describe the key players in the period of history after the Tudors. Understand the events that led up to the Gunpowder Plot and the key players. Apply knowledge to the event that led to</p>	<p><u>The English Civil War &amp; Oliver Cromwell</u></p> <p><b>Skills covered:</b> <u>AO1 &amp; AO2</u></p> <p>Define key terms.</p> <p>To be able to explain and apply knowledge to the events that led up to the English Civil War and recognise the main protagonists. Investigate the differences between the Roundheads and</p>	<p><u>The Restoration of the Monarchy/The Great Plague and the Great Fire of London</u></p> <p><b>Skills covered:</b> <u>AO1 &amp; AO2</u></p> <p>Define key terms</p> <p>To identify, understand and describe the events after the English Civil war and how England suffered two extremely fatal events - The Great Plague and The Great Fire of London.</p>	<p><u>The Glorious Revolution / Changes in Britain</u></p> <p><b>Skills covered:</b> <u>AO1 &amp; AO2</u></p> <p>Define key terms.</p> <p>To identify, understand what the Glorious Revolution was and the Roles of Mary and William in this. Understand the consequences of this and the establishment and creation of The UK.</p>



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	<p><u>AO3 &amp; AO4</u> Analyse, Evaluate, and Judge the role and impact that these individuals had on England. Evaluate the impact of Henry's decision to break from the catholic faith and the impacts of Protestantism</p> <p><b>Assessment points:</b> Baseline Assessment Key Terms Tests Mid Term Assessment PEEL Task Classwork Sheets Homework Exercises</p>	<p>what people ate, what people wore ending in the fledgling growth of an empire and the threats to it from individuals and other countries.</p> <p><u>AO3 &amp; AO4</u> Analyse, Evaluate, and Judge the various facets of Tudor life and what the strengths and weaknesses of their way of life was like compared to today.</p> <p><b>Assessment points:</b> Assessment 1 Key Terms Tests End of Unit Assessment Classwork Sheets Homework Exercises</p>	<p>the colonisation of America and how it began.</p> <p><u>AO3 &amp; AO4</u> Analyse, Evaluate, and Judge how life under the Stuarts changed England. Analyse and Evaluate the events of the Gunpowder plot and judge if the plotters were set up. Was England successful in colonising America?</p> <p><b>Assessment points:</b> Key Terms Tests Mid Term Assessment PEEL Task Classwork Sheets Homework Exercises</p>	<p>Cavaliers and the main players Prince Rupert, King Charles 1st and Oliver Cromwell.</p> <p><u>AO3 &amp; AO4</u> Evaluate and analyse the key points that sparked the English Civil War and the differences between the Roundheads and Cavaliers Analyse the extent to which Oliver Cromwell should be viewed either as a hero or villain.</p> <p><b>Assessment points:</b> Assessment 2 Key Terms Tests End of Unit Assessment Classwork Sheets Homework Exercises</p>	<p><u>AO3 &amp; AO4</u> Analyse and Evaluate the cause , impacts and solutions to The Great Plague and the The great Fire of London Argue and explain the main</p> <p><b>Assessment points:</b> Key Terms Tests Mid Term Assessment PEEL Task Classwork Sheets Homework Exercises</p>	<p>Explore how these events led to changes in the nation</p> <p><u>AO3 &amp; AO4</u> Analyse, Evaluate, and Judge the various events around the Glorious Revolution - the exit of the Stuarts and the entrance of the Georgians and how they impacted on the country. Investigate and assess the importance of the changes that the Georgians brought to the lives of everyday people in the new UK.</p> <p><b>Assessment points:</b> Assessment 3 Key Terms Tests End of Unit Assessment Classwork Sheets Homework Exercises</p>
<b>Geography</b>	<p><u>Glaciers</u></p> <p><b>Skills covered:</b> AO1 &amp; AO2 Define Key Terms</p>	<p><u>Population</u></p> <p><b>Skills covered:</b> AO1 &amp; AO2 Define key terms</p>	<p><u>Coasts</u></p> <p><b>Skills covered:</b> AO1 &amp; AO2 Define Key Terms</p>	<p><u>Weather and Climate</u></p> <p><b>Skills covered:</b> AO1 &amp; AO2 Define key terms</p>	<p><u>Our Warming Planet</u></p> <p><b>Skills covered:</b> AO1 &amp; AO2 Define Key Terms</p>	<p><u>Asia</u></p> <p><b>Skills covered:</b> AO1 &amp; AO2 Define Key Terms</p>





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	<p>What are glaciers made of and how do they form? What is the difference between an ice sheet and a mountain glacier? What are some of the features that are created by a glacier and how can we recognise them? Can I identify glacial landform from a map?</p> <p>AO3 &amp; AO4 Can glaciers benefit humans – what problems can they cause? Case study</p> <p><b>Assessment points:</b> Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments End of Topic Assessment</p>	<p>Students will understand why the population of our planet is growing and what causes it. Where is everyone and why? What factors influence this and why? What are the differences in population of the UK and the world? Are there similarities and differences and if so, how do we explain these?</p> <p><u>AO3 &amp; AO4</u> What is the impact of the growing population on the planet what are the issues and concerns that should worry us? What does the future hold for our planet?</p> <p><b>Assessment points:</b> Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments End of Topic Assessment</p>	<p>What are glaciers made of and how do they form? What is the difference between an ice sheet and a mountain glacier? What are some of the features that are created by a glacier and how can we recognise them? Can I identify glacial landform from a map?</p> <p>AO3 &amp; AO4 Can glaciers benefit humans – what problems can they cause? Case study</p> <p><b>Assessment points:</b> Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments End of Topic Assessment</p>	<p>The study of Weather and Climate and the differences between them. What the 8 main Weather elements are and what causes weather. How Temperature varies and how we can measure it. To be able to read and understand weather symbols and interpret a weather forecast/map. How do we measure weather and what instruments do we use? What is precipitation and what are its main forms.</p> <p><u>AO3 &amp; AO4</u> Why is the weather so important to us? Case study investigation and analysis.</p> <p><b>Assessment points:</b> Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments End of Topic Assessment</p>	<p>Our lessons in this unit of work will look at global warming. We will study the temperature of the Earth since the last Ice age. We will study and find out about the difference between ‘global warming’ and ‘climate change’. We will then look at the possible effect of climate change on the UK and Penang. Is there a difference between ‘natural’ and ‘man-made’ greenhouse gases and what are they? AO3 &amp; AO4 When we burn fossil fuels what happens to other countries? What can we do to help?</p> <p><b>Assessment points:</b> Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments End of Topic Assessment</p>	<p>What and where is the continent of Asia? Which oceans and seas border it and what countries can be found in it? What are its main physical features and where? We look at specific physical features of Asia in depth and what makes them so special. AO3 &amp; AO4 Students will study some of the major biomes that can be found in them and some of the challenges that are facing them because of human interference. Case study on a country of their choice</p> <p><b>Assessment points:</b> Keyword Bingo Kahoot Quizzes Homework Tasks Peer Assessments Case study End of Topic Assessment</p>
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<p style="text-align: center;"><b>Business</b></p>	<p style="text-align: center;"><u>Marketing</u></p> <p><b>Skills covered:</b> AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p><b>Assessment points:</b> Market research on customer demand on chocolate</p> <p>Design the chocolate bar</p> <p>Produce a 3D model of your new chocolate bar.</p>	<p style="text-align: center;"><u>Marketing</u></p> <p><b>Skills covered:</b> AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p><b>Assessment points:</b> Produce a slogan for the chocolate product</p> <p>Advertisement for the new product</p> <p>Presentation of a new chocolate bar</p>	<p style="text-align: center;"><u>Social costs and benefits</u></p> <p><b>Skills covered:</b> AO1: Knowledge And Understanding AO2: Application</p> <p><b>Assessment points:</b> List of social costs and benefits to a company</p> <p>Complete the Bitesize quiz</p> <p>Letter to Head of school on possible suggestions of land use and how it can improve the school</p>	<p style="text-align: center;"><u>Sustainable Energy</u></p> <p><b>Skills covered:</b> AO1: Knowledge And Understanding AO2: Application AO3: Analysis AO4: Evaluation</p> <p><b>Assessment points:</b> Mind map of the different types of sustainable energy used</p> <p>Presentation on how a company can use sustainable energy to save resources</p> <p>Letter to the Prime Minister on why it is a good idea to pass legislation on getting companies to use sustainable resources in Penang</p>	<p style="text-align: center;"><u>Selection and recruitment</u></p> <p><b>Skills covered:</b> AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p><b>Assessment points:</b> Mind map of personal skills</p> <p>Complete a CV</p> <p>Design a job advertisement for your chosen job</p>	<p style="text-align: center;"><u>Selection and recruitment</u></p> <p><b>Skills covered:</b> AO1: Knowledge And Understanding AO2: Application AO3: Analysis AO4: Evaluation</p> <p><b>Assessment points:</b> Completion of application form</p> <p>Design a Job Description for a particular position</p> <p>Role play an interview</p>
<p style="text-align: center;"><b>Computer Science</b></p>	<p style="text-align: center;"><u>Finding and presenting information.</u></p> <p><b>Skills covered:</b> •Techniques for evaluating</p>	<p style="text-align: center;"><u>Web design and creation.</u></p> <p><b>Skills covered:</b> •How HTML is used to</p>	<p style="text-align: center;"><u>Modelling.</u></p> <p><b>Skills covered:</b> •Managing workbooks and worksheets</p>	<p style="text-align: center;"><u>Data handling.</u></p> <p><b>Skills covered:</b> •Create a record structure.</p>	<p style="text-align: center;"><u>Advance System Control.</u></p> <p><b>Skills covered:</b> •Review the flowcharts. •Creating a set of</p>	<p style="text-align: center;"><u>Wider aspects of ICT</u></p> <p><b>Skills covered:</b> •Safety issues •Plagiarism and copyright</p>



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	<p>information on websites.</p> <ul style="list-style-type: none"> <li>•Select the relevant information for the report</li> </ul> <p><b>Assessment points:</b> Gather information on a given topics</p>	<p>create a basic web page</p> <ul style="list-style-type: none"> <li>•Microsoft word and Microsoft publisher can be used to create web pages</li> <li>•How specialised software can be used to create web pages</li> <li>•How to select the most appropriate software for creating web pages</li> </ul> <p>Assessment points: Creating a personal website</p>	<ul style="list-style-type: none"> <li>•Advanced formatting</li> <li>•Documenting and auditing</li> </ul> <p><b>Assessment points:</b> Complete an exercise given in excel and google sheets</p>	<ul style="list-style-type: none"> <li>•Import the record structure and data from another source.</li> <li>•Filters and queries</li> </ul> <p><b>Assessment points:</b> Complete an exercise given in Access</p>	<p>instructions to control events.</p> <ul style="list-style-type: none"> <li>•Monitoring and control systems.</li> </ul> <p><b>Assessment points:</b> Design a simple system</p>	<p>issues.</p> <ul style="list-style-type: none"> <li>•The impact of ICT.</li> </ul> <p><b>Assessment points:</b> Creating a presentation of safety issues campaign</p>
<b>Art</b>	<p><u>Aboriginal Art (drawing) Flora and Forna</u></p> <p><b>Skills covered:</b></p> <ol style="list-style-type: none"> <li>1. Shading and value (dry media – charcoal, pencil etc).</li> <li>2. Pointillism drawing style techniques. Observational drawing.</li> </ol>	<p><u>Aboriginal Art (painting ) Flora and Forna</u></p> <p><b>Skills covered:</b> Pointillism painting style techniques using paint brush. Acrylic colour mixing techniques.</p> <p><b>Assessment points:</b></p>	<p><u>Egyptian Wall Painting</u></p> <p><b>Skills covered:</b> Cultural research Composition Painting</p> <p><b>Assessment points:</b> to design an Egyptian wall artwork Artists reference: Ghada Amer</p>	<p><u>Egyptian Wall Painting</u></p> <p><b>Skills covered:</b> Cultural research Composition Painting</p> <p><b>Assessment points:</b> To create the Egyptian wall artwork Artists reference: Ghada Amer</p>	<p><u>Production: Designing and Making for the Theatre</u></p> <p><b>Skills covereds:</b> Birds Eye View Drawing Mood board making Proportions Aesthetic vision Craftsmanship Painting</p>	<p><u>Production: Designing and Making for the Theatre</u></p> <p><b>Skills covereds:</b> Birds Eye View Drawing Mood board making Proportions Aesthetic vision Craftsmanship Painting</p>



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	<p>3. typography selecting and design, layering and picture merging.</p> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>to produce simple aboriginal drawings .</li> <li>(Habitat/Spice garden)/Digital postcard design</li> </ol> <p>Artists reference : Rover Thomas</p>	<p>to produce simple aboriginal drawing</p> <p>Artists reference : Rover Thomas</p>			<p><b>Assessment point:</b> to create props and set for the production</p>	<p><b>Assessment point:</b> to create props and set for the production</p>
<b>Music</b>	<p><u>Fanfares</u></p> <p><b>Skills covered:</b> Composing listening, Notation</p> <p><b>Assessment points:</b> Perform full fanfare with notation</p>	<p><u>Reggae</u></p> <p><b>Skills covered:</b> Performing Reviewing</p> <p><b>Assessment points:</b> Perform Reggae-pop song in a small ensemble</p>	<p><u>Film Music</u></p> <p><b>Skills covered:</b> Composing and reviewing</p> <p><b>Assessment points:</b> Create leitmotif for film character</p>	<p><u>Chinese Music</u></p> <p><b>Skills covered:</b> Composing listening, Notation</p> <p><b>Assessment points:</b> Composing and performing using the pentatonic scale using glockenspiels.</p>	<p><u>4-chord</u></p> <p><b>Skills covered:</b> Composing listening, Notation</p> <p><b>Assessment points:</b> Notate chords using software</p>	<p><u>Introduction to Music Software</u></p> <p><b>Skills covered:</b> Composing listening, Notation</p> <p><b>Assessment points:</b> Orchestrate and notate chords using software</p>
<b>ISLAMIC</b>	<p><u>Tawheed</u></p>	<p><u>Taharah</u></p>	<p><u>Surah Al-Zalzalah</u></p> <p>The meaning of the surah.</p>	<p><u>Ramadhan Al Mubarak</u></p>	<p><u>Lying, gossiping &amp; backbiting</u></p>	<p><u>Haj</u></p>



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<b>STUDIES</b>	<p>Believe that Allah is One, Supreme and nothing is like Him.</p> <p>The 20 essential attributes of Allah.</p> <p>Learn attributes 1-5.</p> <p>Surah Al-Ikhlās</p> <p>The meaning of the surah.</p> <p>Verse 3 – verse 4 (Revise Verses 1 &amp; 2)</p> <p>Ar-Risalah (The Prophets)</p> <p>The names of 25 prophets and their related stories.</p> <p>Prophet Abraham – Prophet Jacob.</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b></p>	<p>The importance of cleanliness in Islam – Istinjaa’</p> <p>Surah An-Nas</p> <p>The meaning of the surah.</p> <p>Verse 3 – verse 4 (Revise Verses 1 &amp; 2)</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>Fill in the blanks – keywords.</li> <li>Memorising and reciting Surah An-Nas.</li> <li>Practical assessment – performing istinja’</li> </ol>	<p>Verse 3 – verse 4 (Revise Verses 1 &amp; 2)</p> <p>Performing Salah</p> <p>Reciting simple surah during prayers.</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>Memorising and reciting Surah Al-Zalzalah.</li> <li>Verbal assessment of reciting simple surah during prayers.</li> </ol>	<p>The importance of this special holy month to Muslims.</p> <p>Fasting</p> <p>Observe the do’s and don’ts during fasting month.</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b></p> <p>Written assessment on the do’s and don’ts during Ramadhan holy month.</p>	<p>One of the worst habits, all Muslims must avoid doing in their lives.</p> <p>Meaning and examples of backbiting.</p> <p>Zakah</p> <p>The types of zakah available for Muslims to contribute.</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>Verbal quizzes on lying gossiping &amp; backbiting.</li> <li>Fill in the blanks – the importance of zakah.</li> </ol>	<p>One of the five pillars of Islam – the rules in performing haj.</p> <p>Prophet Adam as</p> <p>To re-visit how Allah swt created the first man and how he was sent down to the Earth from the Paradise.</p> <p><b>Skills covered:</b></p> <p>Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>Written assessments on rules on performing haj.</li> <li>Quizzes on the history of Prophets Adam.</li> </ol>
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	<ol style="list-style-type: none"> <li>1. Written assessment on Surah Al-Ikhlas.</li> <li>2. Memorising and reciting Surah Al-Ikhlas.</li> <li>3. Verbal quizzes.</li> <li>4. Writing the important story related to the five prophets.</li> </ol>					
<b>PSHE/ MORAL</b>	<p><u>Patriotism:</u> <u>Love for country</u></p> <p><b>Skills covered:</b> Be an active citizen. Actively demonstrate love for the country by being part of its political process. Encourage family and friends to love their country. Grow their national pride so they will have respect someday as a citizen.</p> <p><b>Responsible</b></p>	<p><u>Patriotism:</u> <u>Sacrifice for country</u></p> <p><b>Skills covered:</b> Being thankful and appreciative with what we have and with the things that are given to us. To show the thankfulness we can involve volunteering for military service for our country.</p> <p><b>Mannerism</b></p>	<p><u>Human rights:</u> <u>Protect rights of children</u></p> <p><b>Skills covered:</b> Children's rights includes their right to association with both parents, human identity as well as the basic needs for physical protection, food, universal state-paid education, health care, and criminal laws appropriate for the age and development of the child, equal</p>	<p><u>Human rights:</u> <u>Protect rights of employees</u></p> <p><b>Skills covered:</b> Action and making fair decisions. All employees have basic rights in the workplace including the right to privacy, fair compensation, and freedom from discrimination. A job applicant also has certain rights even prior to being hired as an employee. Action and making fair decisions.</p>	<p><u>Democracy:</u> <u>Obey to rules and regulations</u></p> <p><b>Skills covered:</b> Rules refer to set guidelines which have been put in place in different countries &amp; communities and have been accepted by all. apart from facing the consequences of breaking rules sometimes many people obey rules for their own safety.</p> <p><b>Hardworking</b></p>	<p><u>Democracy:</u> <u>Involvement in country development</u></p> <p><b>Skills covered:</b> The term <b>county development</b>, is usually used to refer to a constructive process of engaging all citizens in building social cohesion, economic prosperity and political stability in a nation in an inclusive and democratic way.</p> <p><b>Tolerance</b></p>



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			protection of the child's civil rights, and freedom  <b>Affection</b>	<b>Courage</b>		
<b>SEJARAH</b>	<u>The fight for Independence</u>  <b>Skills covered :</b> Reading, writing, listening, speaking, presentation  <b>Assessment points:</b> Project work	<u>The fight for Independence</u>  <b>Skills covered :</b> Reading, writing, listening, speaking, presentation  <b>Assessment points:</b> Project work	<u>Tokoh tokoh (Heroes) in Malaysia</u>  <b>Skills covered :</b> Reading, writing, listening, speaking, presentation  <b>Assessment points:</b> Project work	<u>Tokoh tokoh (Heroes) in Malaysia</u>  <b>Skills covered :</b> Reading, writing, listening, speaking, presentation  <b>Assessment points:</b> Project work	<u>The Administrative Ministry</u>  <b>Skills covered :</b> Reading, writing, listening, speaking, presentation  <b>Assessment points:</b> Project work	<u>The Administrative Ministry</u>  <b>Skills covered :</b> Reading, writing, listening, speaking, presentation  <b>Assessment points:</b> Project work
<b>PE</b>	<u>Invasion Games</u>  Football  <b>Skills covered:</b> <b>Development of:</b>  Passing, moving, Shooting. Dribbling, control, turning. Principles of attack. Principles of defense. Games.	<u>Fitness &amp; Athletics</u>  <b>Skills covered:</b> <b>Development of fitness</b> <b>Components of:</b>  Power Coordination, Reaction time, Agility, Balance,  Speed,	<u>Aquatics</u>  <b>Swimming</b>  <b>Skills covered:</b> <b>Level D3</b> <b>Development</b>  Sculling Streamline Correct technique and distance in freestyle.	<u>Invasion Games</u>  Basketball / Netball  <b>Skills covered:</b> <b>Development of</b>  Footwork. shooting (Set Shot Jump Shot) Creating space. Attack and defence, positional awareness.	<u>Dance &amp; Gymnastics</u>  <b>Skills covered:</b> <b>Introduction</b>  Jumping/ Bouncing Turns Action Sequences Movement Tension  <b>Assessment points:</b>	<u>Striking and Fielding</u>  Cricket / Rounders  <b>Skills covered:</b> <b>Development of</b>  Catching. Fielding. Bowling. Batting. Tactics through games.  <b>Assessment points:</b>



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	<p><b>Assessment points:</b> Demonstrate the range of skills learnt with increased levels of confidence, accuracy and precision, as well as being able to adapt to different situations.</p> <p>Confidently understand the different roles within the sports.</p>	<p>Strength, Flexibility Stamina</p> <p><b>Assessment points:</b> Improved test results from beginning and start of unit.</p> <p>Understand what types of fitness are suited to specific games</p>	<p>Correct technique and distance in backstroke. Use an aid to perform rescues and survival sequences.</p> <p><b>Assessment points:</b> Consistently demonstrate sculling</p> <p>Consistently demonstrate correct distance and technique for Freestyle.</p> <p>Consistently demonstrate correct distance and technique for Backstroke.</p> <p>Confidently Use an aid to perform rescues</p>	<p>Dribbling, beating an opponent. Games.</p> <p><b>Assessment points:</b> Demonstrate the range of skills learnt with increased levels of confidence, accuracy and precision, as well as being able to adapt to different situations.</p> <p>Confidently understand the different roles within the sports.</p> <p><b>Net / Wall Games</b> Badminton / Volleyball</p> <p><b>Skills covered:</b> <b>Development of:</b></p> <p>Grip, serve. Clear shots. Drop shots, creating space. Net shots. Smash shot, attack.</p> <p><b>Assessment points:</b></p>	<p>Beginning to demonstrate the range of skills learnt with some level of confidence, accuracy and precision</p> <p>Beginning to perform gymnastic movements with control, fluency and accuracy and tension</p> <p>Is aware of own safety and that of others at all times, can lift carry and place mats safely</p>	<p>Demonstrate the range of skills learnt with increased levels of confidence, accuracy and precision, as well as being able to adapt to different situations.</p> <p>Confidently understand the different roles within the sports.</p>
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				<p>Demonstrate the range of skills learnt with increased levels of confidence, accuracy and precision, as well as being able to adapt to different situations.</p> <p>Confidently understand the different roles within the sports.</p>		
<b>Drama</b>	<p><u>Greek Theatre</u></p> <p><b>Skills covered:</b> Narrative structure of a Greek Tragedy. Chorus Tragic hero Choral Speaking Mime Exaggeration</p> <p><b>Assessment points:</b> Group performance of a Greek Tragedy.</p>	<p><u>Let him have it</u></p> <p><b>Skills covered:</b> Non-naturalistic techniques inc. cross cutting and marking the moment. Forum theatre. Music as stimulus. Emphasis on empathy.</p> <p><b>Assessment points:</b> Devised group performance using music as stimulus.</p>	<p><u>Script Extracts</u></p> <p><b>Skills covered:</b> Characterisation: objectives and motivation. Inference Proxemics Monologues Shakespeare</p> <p><b>Assessment points:</b> Group performance of script extract.</p>	<p><u>Melodrama</u></p> <p><b>Skills covered:</b> Exaggeration Mime Essence Machine Comedic timing Timing to music Stereotypes</p> <p><b>Assessment points:</b> Group melodrama performance.</p>	<p><u>Production</u></p> <p><b>Skills covered:</b> Working from a stimulus Script memorising Articulation Projection Spatial awareness Using props Collaboration</p> <p><b>Assessment points:</b> To memorise lines and movements. To rehearse and perform as a team.</p>	<p><u>Production</u></p> <p><b>Skills covered:</b> Bring together all skills learnt during preparation for end of year production. Collaboration. Performance professionalism.</p> <p><b>Assessments:</b> Performance.</p>



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<b>EAL</b>	<p><u>Out and about</u></p> <p><b>Skills covered:</b> Identify text purposes, identify parallel expressions, will and going to, talk about extreme weather, differentiate between too and enough, compound words</p> <p><b>Assessment points:</b> Describe future climates, giving and asking for reasons and preferences</p>	<p><u>This is me</u></p> <p><b>Skills covered:</b> Identify the definition of the term ' life coach', write a physical description, skilful linking between content points, phrasal verbs, describe people, prefixes and suffixes, questions words</p> <p><b>Assessment points:</b> Ask general questions about life coaches, use phrasal verbs to rewrite sentences</p>	<p><u>Fit and healthy</u></p> <p><b>Skills covered:</b> Write a story, text organisation, narrative verb tenses, Agreement/disagreement and decision making, defining and non-defining, vocabularies related to health and exercise/illnesses and accidents</p> <p><b>Assessment points:</b> Identify and listen for agreement, disagreement and decision making.</p>	<p><u>A question of taste</u></p> <p><b>Skills covered:</b> Identify the characteristics of 8 unusual restaurants, commands, ask for objects that you don't know the name of, listen to short recording of having something done.</p> <p><b>Assessment points::</b> Write a list of commands to help the guests in a dark restaurant</p>	<p><u>Conserving nature</u></p> <p><b>Skills covered:</b> International climate champions, matching options with relevant words in the text, letter about wildlife and pets, discuss animal facts, noun suffixes, comparative and superlative adverbs</p> <p><b>Assessment points::</b> Group the noun forms of the verbs into the right categories and explain the definitions</p>	<p><u>What did you say?</u></p> <p><b>Skills covered:</b> Discuss about different ways of communicating a message, listening ( Web challenge competition), slang words, reported speech and commands, indirect questions and reported questions</p> <p><b>Assessment points:</b> Rewrite the instructions given</p>
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