

Year 8 Yearly Overview



	Autumn	Spring	Summer
English	<p>Poetry</p> <ul style="list-style-type: none"> -We will continue to examine the nature and structure of poetry and think about how to respond to it. -Students will be able to identify key terms for poetic devices and will identify / comment on literary devices used and their purpose in a particular poem. -They will look at a variety of poems, including limericks, ballads, haiku and other forms of poetry, and will try writing poetry themselves. <p>Advertising and Persuasion</p> <ul style="list-style-type: none"> -Students will look at advertising, and practice using persuasive language. -They will practice writing for a particular audience and persuading them to believe in a viewpoint. -They will also learn to write a formal letter, using techniques which they learned. 	<p>Prose</p> <ul style="list-style-type: none"> -Students will read a novel together as a class and continue to think about how to respond appropriately. -We will also look at different types and styles of communication. -Students will focus on various activities that will strengthen their writing and how to respond to a writing exercise. 	<p>Drama</p> <ul style="list-style-type: none"> -This term the students will be engaged in reading and responding to a play, and will master the appropriate technical terms. -They will analyze and develop an understanding of Plot, Character, and Setting, and will think about the structure of the plot of a piece of literature. -They will also practice speaking and listening skills by reading and performing the play.
Mathematics	<p>Ratios, Rates, Proportions, algebraic expressions, equations</p> <ul style="list-style-type: none"> - Dividing a quantity in a given ratio - Converting between different units of measurement and between different currencies - Expanding and simplifying algebraic expressions 	<p>Linear function and its graph /Simultaneous linear equations</p> <ul style="list-style-type: none"> - Definition of functions. Graphing functions - Interpretation of graphs - Proportional function $y = kx$ - Y-intercept form of linear function and its graph, $y=mx+b$. Slope. Standard Form of a 	<p>Geometry</p> <ul style="list-style-type: none"> - Bisectors and Medians of triangles - Perimeter, circumference - Converting units - Area and volume - Solving problems using the properties of Quadrilaterals (parallelograms, special parallelograms, trapeziums, kites)

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	<ul style="list-style-type: none"> - Changing the subject of the formula - Solving equations using algebraic fractions - Word problems. Substitution. Collecting like terms. Distributive law. Simple factorisation. Solving linear equations. Finding a constant of proportionality and setting up equations. <p>Linear function and its graph</p> <ul style="list-style-type: none"> - Identifying the different components of the Cartesian plane: axes, origin, coordinates (x, y) and points - Graphing straight lines - Horizontal and vertical straight lines 	<p>straight line. Parallel and perpendicular straight lines. Intersection of two lines</p> <ul style="list-style-type: none"> - Solving systems of linear equations using the substitution, the elimination (or addition) and the graphical methods. - Representing real - life problems using models and solving these problems. <p>Geometry</p> <ul style="list-style-type: none"> - Solving problems using the properties of angles in intersecting and parallel lines - Developing basic proofs - Properties of Right Triangles - 30-60-90 theorem of a right triangle - Isosceles Triangles - Triangle Congruency 	<p>Statistics</p> <ul style="list-style-type: none"> - Interpreting data tables and graphs: Bar charts, Pie charts, Histograms, Line graphs - Discrete and Continuous Data - Frequency tables - Cumulative frequency curve - Calculating the mean, median and mode - Choosing the best measure of central tendency - Group data - Range
Science	<p>Physics: Unit 11 Sound</p> <ul style="list-style-type: none"> - Changing sounds: How sounds are made; the loudness and pitch of sounds - Looking at vibrations: The amplitude and frequency of vibrations - How sound travels: Sound waves in air and other materials 	<p>Chemistry: Unit 6 States of matter</p> <ul style="list-style-type: none"> - Particle theory: Using the particle theory; changes of state and diffusion - Diffusion Explaining: diffusion; diffusion in liquids and gases - Investigating diffusion: Discussing and carrying out an investigation about diffusion - Brownian motion: Brownian motion and explanation 	<p>Biology Unit 1 Plants</p> <ul style="list-style-type: none"> - Photosynthesis: An outline of the raw materials and products of photosynthesis; biomass - Leaves: The importance of leaves in photosynthesis; leaf structure - -- Investigating photosynthesis: Experiments involving the collection of oxygen and planning an experiment - Roots: The functions of roots

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	<ul style="list-style-type: none"> - Sounds on a screen: Showing sounds on an oscilloscope screen - How we hear: The ear; range of hearing <p>Unit 12 Light</p> <ul style="list-style-type: none"> - How light travels: Light travels in straight lines; luminous and nonluminous objects - How shadows fall: Transmission, reflection and absorption of light; the formation of shadows - How reflections form: Reflection of rays and the law of reflection - How light bends: Refraction by glass and water - The spectrum of white Light: Dispersion by a prism; the spectrum - Coloured light: Primary colours of light; addition and subtraction of colours <p>Unit 10 Measuring motion</p> <ul style="list-style-type: none"> - How fast? – Measuring speed: Measuring distance and time; 	<ul style="list-style-type: none"> - Gas pressure: Explanation of gas pressure <p>Unit 7 Elements and compounds</p> <ul style="list-style-type: none"> - Atoms: Explaining what atoms and molecules are - Atoms and elements: Explaining what an element is; examples of elements; the use of symbols - The Periodic Table: The Periodic Table; metals and non-metals - Compounds: Compounds and the naming of compounds - Formulae: Introduces the use of formulae to represent compounds <p>Unit 8 Mixtures</p> <ul style="list-style-type: none"> - Compounds and mixtures: Definition and example of a compound and a mixture - More about mixtures: Examples of different mixtures; alloys, mineral water and sea water - Separating mixtures: Different examples of ways to separate mixtures - Chromatography: Chromatography of ink - Solutions: The vocabulary of dissolving; Conservation of mass. - Solubility: Ideas about different concentrations of solution and saturated 	<ul style="list-style-type: none"> - Transporting water and minerals: The transport of water and minerals in xylem vessels <p>Unit 2 Food and digestion</p> <ul style="list-style-type: none"> - Nutrients: The seven types of nutrients; simple food tests - A balanced diet: Diet; nutritional Deficiencies - Digestion and absorption: What digestion is, and why it is necessary; absorption - The human digestive system: The alimentary canal and associated organs; functions - Teeth: Types of teeth; tooth structure; functions of teeth - Enzymes: The concept of digestion as a chemical reaction; enzymes as catalysts; digestion of starch by amylase <p>Unit 3 The circulatory system</p> <ul style="list-style-type: none"> - The human circulatory system: The overall plan of the circulatory system - The heart: The structure and function of the heart - Blood: The components of blood and their functions
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	<ul style="list-style-type: none"> - calculating speed - Speed check: Using light gates and electronic timers - Speed calculations: Calculating speed, distance and time - Patterns of movement: Introducing distance / time graphs - Distance / time graphs: Drawing and interpreting distance / time graphs <p>Unit 13 Magnetism</p> <ul style="list-style-type: none"> - Magnets and magnetic materials: Magnetic and non-magnetic materials - Magnetic poles: The force between two magnetic poles - Magnetic field patterns: Representing a magnetic field by field lines - Making an electromagnet: Constructing and testing an electromagnet - A stronger electromagnet: More turns, and more current, give a stronger field - Electric currents make magnetic fields: Magnetic fields are 	<p>solutions; solubility of different solutes; effect of temperature on solubility</p> <ul style="list-style-type: none"> - Solubility investigation: Identify variables, plotting a suitable graph <p>Unit 9 Material changes</p> <ul style="list-style-type: none"> - Physical and chemical changes: Ideas about the differences between physical and chemical changes - Burning: How you can tell if a chemical reaction has taken place; examples of chemical reactions - Reactions with acids: Reactions between metals and acids and between metal carbonates and acids - Rearranging atoms: The rearrangement of atoms in a chemical reaction; the idea of conservation of mass - More about conservation of mass: Experiments involving surprising results with regard to the conservation of mass - Detecting chemical reactions: Simple chemical reactions and how you can tell that a chemical reaction has taken place - Rusting: The idea that not all reactions are useful; conditions needed for rust to form 	<ul style="list-style-type: none"> - Blood vessels: Arteries, veins and capillaries <p>Unit 4 Respiration</p> <ul style="list-style-type: none"> - The human respiratory system: The structure of the respiratory system; outline of how breathing takes place - Gas exchange: How gas exchange takes place in the lungs - Aerobic respiration: Respiration as a chemical reaction - Keeping fit: How respiration provides energy for working muscles; diet and fitness - Cigarettes and health: The effects of cigarette smoke on health <p>Unit 5 Reproduction and development</p> <ul style="list-style-type: none"> - Gametes: Structure and function of male and female gametes; fertilisation - The human reproductive system: Structure and function of the male and female reproductive organs - What happens to the egg cell? The events immediately following fertilisation; the menstrual cycle - From embryo to baby: Foetal
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	produced by electric currents		development and birth - Growth and development: Growth; physical and emotional changes during adolescence.
History	<p>Early Modern England</p> <ul style="list-style-type: none"> -Life in 1500 -Henry VIII -How powerful was the Pope? -Henry and his split with Rome. -The six wives of Henry - what happened to them? -The English Civil War and its results 	<p>The French Revolution</p> <ul style="list-style-type: none"> -Life in 18th-Century France -Causes of Revolution -Revolution and Terror -Napoleon -Legacy of the French Revolution 	<p>Slavery</p> <ul style="list-style-type: none"> -What was the slave trade and how did people try to justify it? -Slave auctions and the treatment of slaves during this process. -What was life like on a plantation? -Who were the abolitionists? <p>The US Civil War</p> <ul style="list-style-type: none"> -The rise of Lincoln and Secession -Who won the war and why?

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			<p>-Lincoln and Reconstruction - was it successful?</p> <p>-Results of the war</p>
Geography	<p>Globalization</p> <ul style="list-style-type: none"> -Know what globalization is -Know the factors for the rise of globalization. -Understand positive and negative impact of globalization. -Know what TNCs/MNCs are. -Understand positive and negative impact of globalization in both country of origin and country of operation -Case study required for; -TNCs negative effect in the country of operation. 	<p>Travel and Tourism</p> <ul style="list-style-type: none"> -Describe and explain the growth of tourism in relation to the main attractions of the physical and human landscape. -Understanding of a tourism model -Evaluate the benefits and disadvantages of tourism to receiving areas. -Demonstrate an understanding that careful management of tourism is required for it to be sustainable. <p>Settlement patterns</p> <ul style="list-style-type: none"> -Know what a settlement is. -Understand the types of settlement patterns. -Understand the origin of human settlement. -Give the difference between urban settlements and rural settlements. -Describe how land is used in a settlement -Understanding the CBD, industrial zone, different residential areas (high, middle and low income), services, shopping centers and recreation areas are. 	<p>Energy and water</p> <ul style="list-style-type: none"> -Describe the importance of non-renewable fossil fuels, renewable energy supplies, nuclear power and fuelwood; globally and in different countries at different levels of development. -Evaluate the benefits and disadvantages of nuclear power and renewable energy sources. -Understand the concept of water cycle and uses of water. -Identifying areas with shortage of water and solutions toward water shortage Case study required for; -Area with shortage/scarcity of water -Area with surplus water.

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<p>Russian 1st Language</p>	<p>Spelling (revision):</p> <ul style="list-style-type: none"> -Letters Ё-О after Ж, Ч, Ш, Щ and Ц -Letters Ъ-И after Ц -Unstressed noun-endings -Case endings of adjectives <p>Syntax (revision):</p> <ul style="list-style-type: none"> -Punctuation in Simple sentence -Punctuation in Complex sentence <p>Lexis:</p> <ul style="list-style-type: none"> -Archaisms and Historicisms -Industry words, dialects, neologisms -Idioms -Polysemantic words -Direct meaning and figurative meaning of words -Homonyms, Synonyms and Antonyms 	<p>Morphemic and Word-building:</p> <ul style="list-style-type: none"> -Morphemic analysis of words. -The main ways of word-building <p>Spelling:</p> <ul style="list-style-type: none"> -Letters А-О in roots КАС – КОС, ГАР – ГОР, ЗАР – ЗОР -Letters Е-И in prefixes ПРЕ-ПРИ -Letters Ъ-И after prefixes -Negative particle НЕ with Nouns -Suffixes ЧИК – ЦИК -Suffixes ЕК– ИК 	<p>Adjective:</p> <ul style="list-style-type: none"> -Types of adjectives -Complete and short form of adjectives -The degrees of comparison of adjectives. -Negative particle НЕ -Merged and hyphenated spelling of adjectives
<p>Russian 2nd Language</p>	<p>Reading, writing, listening. Conversational practice. Video course “Time to speak Russian” by Lomonosov MSU.</p> <p>Module 1</p> <ul style="list-style-type: none"> - Theme/Vocabulary: Hobbies. - Grammar: What are you doing. Verbs.Present Tense. Past tense. Future Tense. Modal verbs 	<p>Reading, writing, listening. Conversational practice. Video course “Time to speak Russian” by Lomonosov MSU.</p> <p>Module 4</p> <ul style="list-style-type: none"> - Theme/Vocabulary: Travelling - Grammar: Verbs of motion Past tense. Verbs of motion. Future tense Prefixed verbs of motion. 	<p>Reading, writing, listening. Conversational practice. Video course “Time to speak Russian” by Lomonosov MSU.</p> <p>Module 9</p> <ul style="list-style-type: none"> - Theme/vocabulary: Happy Birthday! - Grammar: Dative case. (functions: the recipient, age). - Theme/vocabulary: Let us talk about books.

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	<p>Verb to love (любить), construction “I like” (Мне нравится). Construction with потому что (because).</p> <ul style="list-style-type: none">- Counting to 100, 1000.- Theme/Vocabulary Food, verbs “to eat, to drink” (есть, пить).- Theme/Vocabulary: Seasons&months- Grammar: Accusative case, direct object <p>Module 2.</p> <ul style="list-style-type: none">- The definition of Aspects.- Aspects in Past Tense- Aspects in Future Tense <p>Module 3.</p> <ul style="list-style-type: none">- Grammar: Verbs of motion. Present Tense. (Идти-ходить, ехать-ездить). Direction. Accusative case. (Where to (Куда?). Prepositional case: Where? (Где?))- Review	<p>Module 5.</p> <ul style="list-style-type: none">- Theme/vocabulary: I do not have...- Grammar: The usage of Genitive case. The construction У меня нет (I do not have).- Usage of Genitive case with prepositions. Usage of Genitive case with quantitative adverbs and numerals. Usage of Genitive case of direction: Where from? (Откуда?)- Review	<ul style="list-style-type: none">- Grammar: Prepositional case (object of speech).- Theme/vocabulary: Professions. Education. <p>Grammar: Instrumental case.</p> <p>Module 11.</p> <ul style="list-style-type: none">- Theme/vocabulary: Let us travel around Russia.- Grammar: Prefixed verbs of motion.- Review
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Art	<p>Eyes</p> <ul style="list-style-type: none"> -This project is based on the drawing of Eyes; it is designed to encourage students in becoming independent learners through a structure that focuses on active learning. -Students will participate in many projects and activities of traditional and digital media, which will provide them with a sound sense of enjoyment and fulfilment. -Students will learn to analyse the work of 6 traditional and contemporary Artists from different areas of the world, using this knowledge to make informed decisions to create their own eye studies. -This project also introduces the students, and relates their work to the Assessment Objectives, that they will be assessed against. The course encourages students to strive for excellence and promote willingness to reflect on students' own 	<p>Insects</p> <ul style="list-style-type: none"> -This project focuses on looking at Bugs, Insects and any other creepy crawlies that the student wishes to research. -The project introduces the students into a greater depth of knowledge, to support them to develop their application skills of traditional media. -The students will be using new techniques and media, to transform their mark making skills to enhance their ability and confidence to record different tones and textures. 	<p>Perspective</p> <ul style="list-style-type: none"> -This scheme of work is designed to encourage students in becoming independent learners through a structure, which focuses on active learning. -This project has been built on from the foundation from Year 7, where students have built a level of knowledge on aerial perspective when creating their jungle landscape paintings. This term, students will be expanding their knowledge and technical skills to produce and design a landscape scene using various perspective views.
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	experiences and work, shown through learner's use of creativity and imagination.		
Music	<p>Off Beat</p> <ul style="list-style-type: none"> - To recognize the stylistic conventions of Reggae music - How chords contribute to the texture of a song - To recognize the key features of a Reggae bass line - To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody. 	<p>All That Jazz</p> <ul style="list-style-type: none"> - Perform simple harmonic accompaniment parts in group performances of Blues Songs or pieces of jazz music. - Learn the notes of Chords I, IV and V as triads using these in group performances and arrangements and performing them as part of the 12-Bar Blues chord pattern. - Recognize the difference between improvised music and music composed more reflectively. 	<p>Saharan Sounds</p> <ul style="list-style-type: none"> - Perform one sound correctly on an African drum - Perform as part of a group a simple cyclic rhythm - Sing the song melody to "Wimoweh" in unison - Know that African music is often performed using several types of drum, but other percussion instruments (pitched and unpitched) are also used.
French	<p>Spelling (revision)</p> <ul style="list-style-type: none"> - Asking how to say and write innovative words in French - Distinguishing between being and having -Talking about jobs -Talking about what, when, where and why you celebrate -Talking about how people celebrate -What happens and does not happen <p>Grammar:</p>	<p>Context</p> <ul style="list-style-type: none"> -Talking about what today you are doing vs what you did yesterday -Sharing past experiences -People and places in the past -Asking about what happened in the past -Talking about what you do in your free time and where you do it -Talking about parts and wholes 	<p>Context</p> <ul style="list-style-type: none"> - What is it like? Comparing things -Talking about how groups of people do things -Comparing how people do things Communicating in other languages <p>Grammar:</p> <ul style="list-style-type: none"> -feminine adjective agreement rules -l → -lle and -n → -nne -comparative forms of adjectives

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	<p>-il(s)/elle(s) meaning 'it'/'they' -intonation (SV), inversion (VS) and est-ce que questions (single-verb structures) -article use with être + profession -feminine adjective agreement rules -x → -se -Feminine noun formation rule -eur → -rice -construction rule for numbers 13-31 -question word + est-ce que -pronoun 'on' with impersonal meaning 'people, you, one' -construction rule for dates -possessive adjectives (son, sa, ses, notre, nos)</p> <p>PHONICS SSC - Sound-symbol correspondence In Y8, SSC knowledge is further developed by activities focused on two or more SSC. In some weeks, several SSC are revisited. -stress syllabification -liaison (-t, -s, -x, -on) -h -em/am -aim/ain -om -um/un</p> <p>Revisiting the below: -en/an, im /in, on, e, a, ain/in -Year 7 SSCs</p> <p>Vocabulary - We focus explicitly on some common word patterns between French and English. The words are high-frequency and often cognates</p>	<p>Grammar: -present vs perfect (with past simple equivalent in English) -past participle formation: faire, dire, -ER verbs (taking avoir) -intonation (SV) questions with question words (present vs perfect) -ce, cet, cette, ces -il y a vs il y avait Intonation (SV) and est-ce que questions (present vs perfect) (je, tu, il/elle) -negation: ne...pas de (present vs perfect) -prepositions taking de -contraction of definite article after à and de -verbs with à and de before a noun -partitive article for distinguishing between parts and wholes and after 'faire' with sports quel, quelle, quels, quelles</p> <p style="text-align: center;">PHONICS SSC - Sound-symbol correspondence</p> <p>-liaison/elision with h -em]/[am], [en]/[an], [aim]/[ain], [im]/[in] and [om]/[on] before a vowel</p> <p>Revisiting the below: -Stress syllabification -ai, i, ain/in, em/am, e, a, en/an, h</p>	<p>-verbs like prendre (present) (nous, vous, ils/elles) -comparative forms of adjectives and adverbs verbs like entendre (present) (je, tu, il/elle) -verbs like lire (present) (je, tu, il/elle) verbs like écrire (present) (je, tu, il/elle) tout, toute, tous, toutes -verbs like entendre (present) (nous, vous, ils/elles) - verbs like lire (present) (nous, vous, ils/elles) -verbs like écrire (present) (nous, vous, ils/elles) present vs perfect (with past simple and present perfect equivalent in English) -inversion (VS) questions (perfect) -specified vs unspecified times in the past -adverb placement (present vs perfect) -past participle formation : verbs like prendre, dit, fait, bu, eu -intonation (SV) and est-ce que questions in the perfect (did? vs have/has?) -intonation (SV) questions with question words (perfect)</p> <p style="text-align: center;">PHONICS SSC - Sound-symbol correspondence</p> <p>-om/on before a vowel -[um]/[un] before a vowel Revisiting the below: --aill-/-ail, -eill-/-eil, -euill-/-euil (-ueill-/-ueil, -œill-/-œuil), -ouill-/-ouil, -ill-/-ille, -ien, open eu/œu, eu, r, um/un, u, om, on - Revisiting the below:</p>
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	<p>or semi-cognates with English. We also develop learners' knowledge of word families (i.e., parts of speech connected by a common, semantically related stem).</p> <ul style="list-style-type: none"> -Essential verbs are revisited in new contexts (ÊTRE, AVOIR) -Number construction 13-31 	<p>Vocabulary</p> <ul style="list-style-type: none"> -Building the verb lexicon -Regular revisiting of Y7 vocabulary for consolidation -Building the verb lexicon -Mixed word sets 	<ul style="list-style-type: none"> -closed o/ô, open o, eau/au, j/soft g, -gn-, the, qu, ch, ç/soft c, -tion, -s-, y, oy Revisiting all Y7 and Y8 SSCs <p>Vocabulary</p> <ul style="list-style-type: none"> -Regular revisiting of Y7 vocabulary for consolidation -Y8 vocabulary revisited throughout in different contexts -Developing the verb lexicon – highly frequent (irregular verbs) in present and perfect, with verbs reused in different contexts. - Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families
<p>Spanish</p>	<p>Greetings</p> <ul style="list-style-type: none"> -¡Hola! - Introducing myself -Alphabet - Numbers - Age -Birthday -School equipment -Mi familia y yo -Animals <p>Colours</p> <ul style="list-style-type: none"> -Family members -Hair and eyes -Height & Personality 	<p>Mi Colegio</p> <ul style="list-style-type: none"> - School subjects & Opinions - Describing teachers -Regular present tense -Verbs Activities in school - Mi Rutina Diaria - Time - Daily Routine - Reflexive verbs 	<p>Mi Casa</p> <ul style="list-style-type: none"> - Describing my house - Rooms in the house -Describing my bedroom - Prepositions - Activities in the house - Mis Pasatiempos - Hobbies & Sports Likes & Dislikes -Next weekend -Revision

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<p>Computer Science</p>	<p>Media - vector graphics This unit offers students the opportunity to design graphics using Microsoft Word and Inkscape. Students will demonstrate an understanding of: -Using Inkscape tools to draw and modify shapes. -Change the position and rotation of shapes in Inkscape. -Using Inkscape tools to align, group, regroup and distribute objects to create uniformity. -Explaining that vector graphics are made up of paths object.</p>	<p>Web Development (HTML and CSS) Students will demonstrate an understanding of: Students will demonstrate an understanding of: - What HTML is? -Using HTML to structure static web pages. -Modifying HTML tags using inline styling to improve the appearance of web pages. -What Cascading Style Sheets (CSS) is -Using CSS to style static web pages.</p> <p>Representations - from clay to silicon</p> <p>Demonstrate an understanding of;</p> <p>-How humans use symbols to record, process and transmit information.</p> <p>-What are binary digits in computers and how to use binary digits to perform tasks and focus on the representation of text and numbers? -Describing how natural numbers are represented as sequences of binary digits.</p>	<p>Mobile App Development This unit aims to take the learners from designer to project manager to developer to create their own mobile app. Students will demonstrate an understanding of: -Solving problems through creativity. -Basics of computer programming. -Using App Lab in designing games. -Using the pair programming approach to develop their mobile app.</p> <p>Revision</p>
<p>P.E</p>	<p>Handball -To be able to use different parts of the body to contact and keep the ball in the air -Students should be able to perform a basic pass and taking the ball on the run technique and be able to apply these to</p>	<p>Football -Studying rules of safety in the lessons of Football. -Studying and developing dribbling, inside -the foot pass, long pass, foot trap, passing, outside the foot pass,</p>	<p>Volleyball -To perform a basic set-shot accurately and perform the shot in a game situation. -To perform volleyball Dig shot technique -To understand the scoring system in Volleyball.</p>

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	<p>small –sided competitive games and use them to begin to attack.</p> <ul style="list-style-type: none"> -Rallies should be started with a basic receiving-catching and students should understand ruled regarding the scoring of points. -Students should know by name the different areas and lines on court. -To be able to perform a technically correct foot awareness: setting the body in motion, stopping, pivoting and running footwork. -Ball handling -Distribution -passing (analyses throwing action: use of chest, overhead, bounce, one handed shoulder pass.) 	<ul style="list-style-type: none"> -ball control; tackling -goalkeeping, kicking goals, kick-off -punting, volleying -team play and strategy -defensive manoeuvres, -football rules, game -Improving stamina, agility, strength. 	<ul style="list-style-type: none"> -To be able to perform the underarm and overhand serve -To develop and accurately replicate a spike shot -To analyse performance in Volleyball -To use the three-touch idea in game situation -To use a variety of tactics to outwit opponent -To be able to perform teamwork -To be able to basic the rules/regulations and safety procedures.
<p>EAL</p>	<p>Listening</p> <ul style="list-style-type: none"> · Understand short recordings on familiar topics. · Understand the main information from the recording and be able to answer the questions about it, find the main idea, retell the information. <p>Reading</p> <ul style="list-style-type: none"> · Understand the main points of the texts · Obtain specific information through detailed reading · Be able to locate the information in the text. 	<p>Listening</p> <ul style="list-style-type: none"> · Understand short recordings on familiar topics. · Understand the main information from the recording and be able to answer the questions about it, find the main idea, retell the information. <p>Reading</p> <ul style="list-style-type: none"> · Understand the main points of the texts · Obtain specific information through detailed reading · Be able to locate the information in the text. <p>Writing</p> <ul style="list-style-type: none"> · Plan, draft and organise writing. 	<p>Listening</p> <ul style="list-style-type: none"> · Understand short recordings on familiar topics. · Understand the main information from the recording and be able to answer the questions about it, find the main idea, retell the information. <p>Reading</p> <ul style="list-style-type: none"> · Understand the main points of the texts · Obtain specific information through detailed reading · Be able to locate the information in the text. <p>Writing</p>

Year 8 Yearly Overview



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	<p>Writing</p> <ul style="list-style-type: none"> · Plan, draft and organise writing. · Use basic grammar including appropriate verb tenses and subject –verb agreement · Be able to check work for accuracy and spelling <p>Speaking Topics:</p> <ul style="list-style-type: none"> -Cooking and Healthy Eating -Clothes and Fashion <p>Grammar:</p> <ul style="list-style-type: none"> -Present Simple vs Present Continuous. - Comparison of Adjectives and Adverbs. - Past Simple of Regular Verbs 	<ul style="list-style-type: none"> · Use basic grammar including appropriate verb tenses and subject –verb agreement · Be able to check work for accuracy and spelling <p>Speaking Topics:</p> <ul style="list-style-type: none"> -Hobbies and Interests -Sport in our life -Education <p>Grammar:</p> <ul style="list-style-type: none"> -Past Simple of Irregular Verbs -Future Simple and ‘be going to’ -Countable and Uncountable Nouns -Plural of Nouns -Quantifiers: some/any/no/much/many 	<ul style="list-style-type: none"> · Plan, draft and organise writing. · Use basic grammar including appropriate verb tenses and subject –verb agreement · Be able to check work for accuracy and spelling <p>Speaking Topics:</p> <ul style="list-style-type: none"> -Tourism -The Natural Environment <p>Grammar:</p> <ul style="list-style-type: none"> -Definite and Indefinite Articles -Past Continuous -Past Perfect -Modal Verbs
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