

YEAR 8 – DISCOVERY

x1 hour multi skills/focused games/team building to run alongside program of targeted literacy interventions

<p>Intention, Implementation, Impact</p> <p>Term 1 Project 1 – story telling COG, SEMH, L, C, IT, S, COM, IM, SP</p> <p>Intention; Develop literacy ; with emphasis on oracy, development of vocabulary and use of descriptives. Students develop an understanding of the emotional significance of stories , as well as appreciation of the cultural relevance. Students to recognise and describe emotions and why this is linked to storytelling cultures.</p> <p>Implementation; historical overview of stories from caveman to social media and evolution of process. Specific tasks to enhance literacy skills, development of language with focus on descriptives and recognition of emotions. Main tasks to write a story linked to a starter image and the second main project to write an Xmas story aimed at a younger audience. Also, opportunities to read aloud around a campfire – echoing historical ‘story telling’ traditions.</p> <p>Impact; developed sense of emotional literacy as well as better command of adjectives and adverbs. Deeper cultural understanding and developed self-esteem from sharing work with an audience.</p> <p>Evidence of learning; well-presented scrap book along with observed verbal contribution. Assessed written pieces using dept assessment criteria / self & peer assessment.</p>	<p>Skills</p> <p>-Literacy – focus on descriptives. Review and refine of work.</p> <p>-Communication - reading out own work, listening to feedback and refining. Offering structured opinions to others about their work. Practice reading aloud.</p> <p>-Discussion and listening-Links to recognizing and understanding emotions and broader understanding of why stories are culturally established in many cultures.</p> <p>-Basic IT skills - Word, MS 365, emailing and attaching document, immersive reader</p> <p>Imagination & Art– - some artwork, illustrations and Christmas linked fun tasks.</p>	<p>Knowledge</p> <p>Cultural –consider childhood needs and how stories have always been part of lives. Look at popular stories from childhood and share experiences. Consider the success of Harry Potter, Rudolph story and legacy and the Grinch.</p> <p>How to use MS365- How to email and attach documents -Better understanding of MS365 Immersive Reader to review and refine work.</p>	<p>Cultural links</p> <p>American & British literature</p> <p>Storytelling traditions</p> <p>Christmas traditions around the world</p>	<p>Cross-curricular links</p> <p>Geography – links to different countries ways of celebrating Xmas</p> <p>History – why stories are important and origins.</p> <p>PSHE – identity, discuss and describe emotions.</p> <p>Art – drawing, illustrating work</p> <p>English – throughout project esp. development of descriptive language, discussion and oracy.</p> <p>I.T. - throughout</p> <p>Maths – working to short-timed deadlines. Measuring decorations.</p>	<p>Career Links</p> <p>Writer Illustrator Story- teller Historian</p>	<p>EHCP Links</p> <p>COMM – sharing ideas, group discussion Reading aloud</p> <p>COG – constructing and creating meaningful prose</p> <p>SEMH - Considering and describing emotions</p> <p>Physical/sensory - - Reading around firepit, marshmallows, outdoor sessions, making decorations Creating models</p>

Term 2 Project 2 – Charlie et le Chocolaterie.	Skills	Knowledge	Cultural links	Cross- curricular links	Career Links	EHCP Links
<p>Intention; Develop literacy; with emphasis on imagination, use of interesting adjectives and worldbuilding. Develop cultural understanding of French food and drink, as well as some basic French vocabulary. Creative exploration of design ideas and concepts, linked to imagination and fantasy.</p> <p>Implementation; Link to Charlie and the Chocolate factory (CCF), read some passages and watch original film. Design Wonkaesque chocolate and sweets. Some actual cooking of both confectionary and French food.</p> <p>Impact;</p> <p>Evidence of learning; well-presented scrap book along with photos of creation and imagination. Evidence of research and literacy impact of Rhald Dahl. Some evidence (through quizzes, role play etc.) of basic French vocab around eating in France.</p>	<p>-Literacy – reading some passages of CCF</p> <p>Communication - presenting ideas and sharing ideas</p> <p>-Discussion and listening--Basic IT skills -Word, MS 365, emailing and attaching document, Google Earth, immersive reader</p> <p>Imagination & Art– Designing own sweets Making cakes And cinder toffee</p>	<p>Cultural – Understanding of some French customs and basic words esp focused on food words.</p> <p>Literacy / media – deeper understanding of CCF and its impact.</p> <p>Social - Discussions around poverty and Charlie’s upbringing.</p> <p>How to use MS365- How to email and attach documents -Better understanding of MS365</p>	<p>France is a country likely to visit in Europe. Influence of patisseries on our food. Use of French words in English. Impact of R. Dhal on our world, language and ideas.</p>	<p>Geography – basic French facts</p> <p>PSHE – social skills</p> <p>Art – drawing, designing and presenting work</p> <p>English – throughout esp. Development of descriptive language and oracy.</p> <p>I.T. - throughout</p> <p>History – of cocoa</p> <p>Maths – measuring ingredients in cooking, design sheets</p>	<p>Chef Confectioner Waiting staff Linguist Travel writer Children’s book writer</p>	<p>COMM – sharing ideas, group discussion</p> <p>COG – low stakes /formative assessment of learning</p> <p>SEMH – Social skills , linked to children’s behavior, understanding of have and have nots.</p> <p>Sensory – cooking; making cinder toffee and ratatouille, creative drawing and designs.</p>

<p>Term 3 Project 3 & 4</p> <p>3. Plant pot upcycle</p> <p>Intention; consider upcycling as a concept, what are the advantages environmentally? To design, make/decorate a plant pot from something that wasn't a plant pot. To evaluate your success.</p> <p>Implementation; to create 3 designs, choose the most successful then plan the transformation. To use paint and decoration techniques to transform the item.</p> <p>Impact;</p> <p>Evidence of learning; well-presented scrap book along with photos of creation and imagination. Evidence of planning, doing and review.</p>	<p>Skills</p> <p>-Literacy – following written instruction, writing evaluation docs.</p> <p>Communication - presenting ideas and sharing ideas</p> <p>-Discussion and listening--Basic IT skills -Word, MS 365, emailing and attaching document,, immersive reader</p> <p>Imagination & Art– Photography. Drawing, painting, stenciling, sanding and prep work.</p>	<p>Knowledge</p> <p>Design – moodboard, multiple designs and selected best – looking at criteria</p> <p>Social – discussing where pots will end up – hom eor at school, who are they for?</p> <p>Practical skills – how to prepare, waterproof and decorate various items.</p> <p>How to use MS365- How to email and attach documents</p> <p>-Better understanding of MS365</p>	<p>Cultural links</p> <p>Focus on garden and being green. Depending on chosen design, links can be made to influences from football logo design to inspiration from nature and to the idea of classic English country garden.</p>	<p>Cross-curricular links</p> <p>PSHE – creating something for yourself, friend or family, sharing and caring</p> <p>Art – drawing, designing and presenting work</p> <p>English – planning and reviewing forms</p> <p>I.T. - throughout</p> <p>Maths – measuring out and masking off areas.</p> <p>Science – understanding about paints and varnishes etc</p>	<p>Career Links</p> <p>Designer Painter Photographergardener</p>	<p>EHCP Links</p> <p>COMM – sharing ideas, group discussion, present mood board</p> <p>COG – thinking through the purpose of plant pot and where it will be situated impacting on design.</p> <p>SEMH – Considering who plant pot is for – a gift? Calming effect of painting. The satisfaction of creation and making good your design.</p> <p>Sensory – photography Painting Stenciling Craft knives</p>

Term 3 Project 4. My Life, My world #2 Europe	Skills	Knowledge	Cultural links	Cross-curricular links	Career Links	EHCP Links
<p>Intention; brief overview of Europe, looking at places they know and may have visited. Aim to inspire them to see more places and think outside of Devon and UK.</p> <p>Deeper understanding of Ukraine, how war already impacts them. gain better understanding of one country in Europe of their choice. Why might they wish to go there?</p> <p>Implementation; to create Ukraine fact file, develop general knowledge on Europe, select one country to focus on, homework choice and outcome choice. Link to European competition e.g. the Euros to foster engagement.</p> <p>Impact;</p> <p>Evidence of learning; well-presented scrap book along with fact file on Ukraine, Kahoot quiz to test general knowledge. Evidence of independent learning at home (variety of outcomes, cooking, making, art of chosen country) and in school on chosen country – variety of outcomes – drawing, travel brochure or diary.</p>	<p>-Literacy – following written instruction, completing Ukraine fact file</p> <p>Communication - discussing where they have been abroad and where they want to go and why.</p> <p>-Discussion and listening--Basic IT skills -Word, MS 365, emailing and attaching document, immersive reader</p> <p>Imagination – Drawing famous landmarks, considering travel and the opportunities it creates.</p>	<p>Global awareness– deeper understanding of the world they live in.</p> <p>Social – sharing travel holidays. Awareness not everyone has travelled abroad.</p> <p>Practical skills – cooking, drawing.</p> <p>How to use MS365- How to email and attach documents</p> <p>-Better understanding of MS365</p>	<p>Focus on both Ukraine plus one other European country. Look at their culture.</p>	<p>PSHE – broaden horizon, consider immigration, think about students from Ukraine in this school.</p> <p>Art – drawing, designing and presenting work</p> <p>English – fact files and descriptions of places they want to visit.</p> <p>I.T. - throughout</p> <p>Geography - general awareness of where countries are in Europe as well as a deeper understanding of selected countries. Understand difference between Europe and European Union.</p>	<p>Travel writer</p> <p>Tourism</p> <p>Illustrator</p> <p>researcher</p>	<p>COMM – sharing ideas, group discussion</p> <p>COG – understanding of place in Europe, some further political and geographic knowledge.</p> <p>SEMH – value of holidays and relaxation. Sharing stories, why they have enjoyed travel?</p> <p>Sensory – drawing</p> <p>Painting</p> <p>tracing</p>