

Year 8 Knowledge Organiser HT4

Knowledge is Power

Form:

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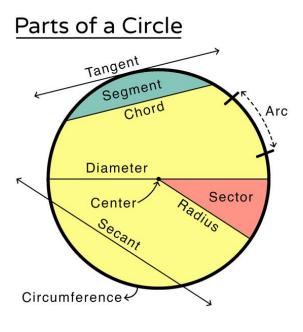
English

| Week I - Context | | Week 3 – Key Terms I | | Week 5 - Themes | | |
|--------------------|---|--|--|--|---|--|
| | An international conflict that ran from 19-14-1918. Involved most countries in Europe and the US, Middle East | Simile | A comparison using like or as | | One of the most well known British war poets. He wrote nearly all of his poems in a year. He was killed one week before the armistice. | |
| | and other regions. It was one of the most deadly conflicts ever seen. | Metaphor | A direct comparison between two ideas or objects | Wilfred Owen | | |
| War Poetry | Poems written about the experience of war by soldiers with first hand experience. This became a popular genre during and after WWI. | Enjambment A line that ends with no punctuation. | | Pope's poems are often seen as propaganda as they glorified war and | | |
| Archduke | Heir to the throne of Austria-Hungary who was | Imagery | Visually descriptive language. | Jessie Pope | encouraged men to fight and die for their country. | |
| Franz Ferdinand | assassinated. This started a chain reaction that led to WWI starting. | Personification | Giving human feelings or objects to an | | Carol Ann Duffy is a modern writer who wrote the poem 'War Photographer'.The poem is about the harsh realities of war | |
| L | Much of WWI took place in trenches. Conditions were | | inanimate object. | Carol Ann Duffy | | |
| Trench Warfare | cramped and dirty and many died as a result of exposure to the cold or disease. | Week 4 – Key Terms 2 | | Dully | and societies desensitization to violence. | |
| | | Caesura | A pause or break | | | |
| | | | within a line. | Amineh | A 13-year-old Syrian Refugee living in the | |
| | Week 2 – Key Vocabulary | Stanza | A set of lines in a | Aminen Abou Kerech | UK who wrote a poem about the realities of the war in the modern age. | |
| Patriotic | Having or expressing devotion and vigorous support for your country. | | poem | | | |
| Armistice | for your country. A rhythm n poetry The laying down of arms that ended WWI. Iambic | | | | | |
| Propaganda | da Information that is used to promote a political cause and 5 unstressed. | | | | | |
| i i upaganua | that is usually biased or misleading. | Symbolism | The use of imagery or | | | |
| Conscription | Compulsory enlistment to serve in the war, usually as a soldier. | | recognisable symbols to represent a wider idea or quality. | | | |

Maths

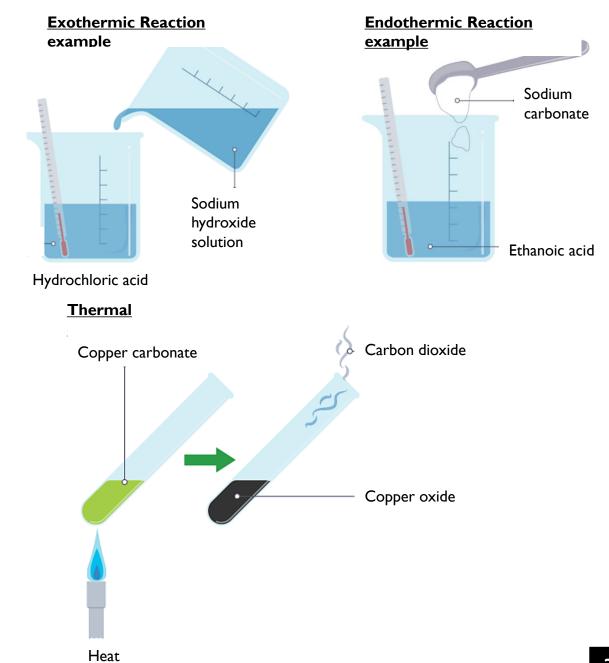
| Decimals | | |
|---------------------|---|--|
| Figure | another word for number or digit | |
| Decimal places | the positions of the digits to the right of the decimal point | |
| Significant figures | The significant figures of a number are the digits that have meaning or contribute to the value of the number. We start counting significant figures at the first non-zero digit. | |
| Recurring decimals | a decimal in which a figure or a group of figures is repeated indefinitely | |
| Estimation | Estimation is a rough calculation of the value, by rounding numbers to one significant figure first. | |
| Divisor | Divisor means a number which divides another number. | |

| Circles | | |
|----------------|---|--|
| Diameter | A straight line that passes through the centre of the circle | |
| Radius | A straight line from the centre to the circumference (half the diameter) | |
| Segment | The smallest part of a circle made when it is cut by a chord. | |
| Chord | A straight line connecting two points on a circle's circumference. | |
| Arc | Part of the circumference. | |
| Sector | A sector is formed when two radii of the circle meet at both ends of the arc. | |
| Area of Circle | $\pi \times radius^2$ | |
| Circumference | $\pi 	imes diameter$ | |



Science

| Key Word | Definition | |
|--------------------------|---|--|
| Conservation of mass | Mass cannot be created or destroyed during a chemical reaction | |
| combustion | Fuel is burned and reacts with oxygen to release energy | |
| Endothermic reaction | When energy is absorbed in a reaction and the surroundings cool down. | |
| Exothermic reaction | When energy is released in a reaction and the surroundings heat up. | |
| Incomplete combustion | When there isn't enough oxygen this form of combustion takes place. Carbon monoxide and soot are produced. | |
| Carbon monoxide | A toxic gas that binds irreversibly to red blood cells. The chemical formula is CO | |
| Carbon dioxide | A greenhouse gas that contributes to global warming. The chemical formula is CO_2 | |
| Thermal decomposition | A chemical reaction that takes place when a compound breaks down when heated | |
| Metal carbonate | A metal bonded to carbon and oxygen | |
| Metal oxide | A metal bonded to oxygen | |
| Balanced equation | When there are equal numbers of the atoms of each element in the products and the reactants | |
| Global warming | The unusually fast increase in the Earth's average surface temperature | |



Spanish

| Spanish | English |
|------------------------|-------------------------|
| El albañil | Builder/bricklayer |
| El/la camarero/a | Waiter/waitress |
| El/la periodista | Journalist |
| El/la panadero/a | Baker |
| El/la escritor(a) | Writer |
| el actor / la actriz | Actor/actress |
| El fontanero/a | Plumber |
| El/la profesor(a) | Teacher |
| El médico | Doctor |
| El/la enfermero/a | Nurse |
| el//la abogado/a | Lawyer |
| El/la cocinero/a | Chef |
| Pienso | I'm thinking of |
| Quiero | l want |
| Quisiera / me gustaría | l would like |
| Tengo la intención de | I have the intention of |
| casarme | To get married |
| | |

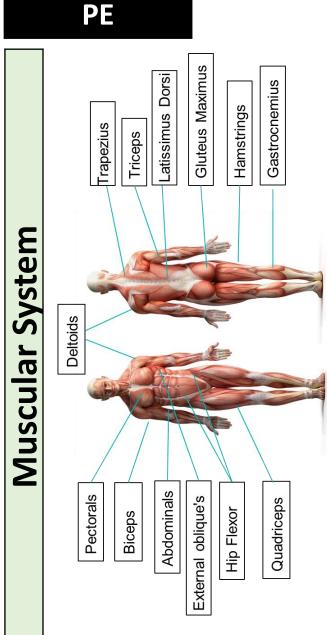
| Spanish | English |
|---------------------------|----------------------------|
| Conseguir un buen trabajo | To get a good job |
| Tener hijos | To have kids |
| Ir a la universidad | To go to university |
| Ganar mucho dinero | To earn lots of money |
| Viajar por el mundo | To travel around the world |
| Tener éxito | To be successful |
| Tomarme un año sabático | To take a gap year |
| Quiero ser | I want to be |
| En el futuro | In the future |
| Cuando sea mayor | When I'm older |
| Me gustaría trabajar en | I would like to work in |
| Un banco | A bank |
| Una escuela | A school |
| Una fábrica | A Factory |
| Una oficina | An office |
| Un hospital | A hospital |
| Un restaurante | A restaurant |

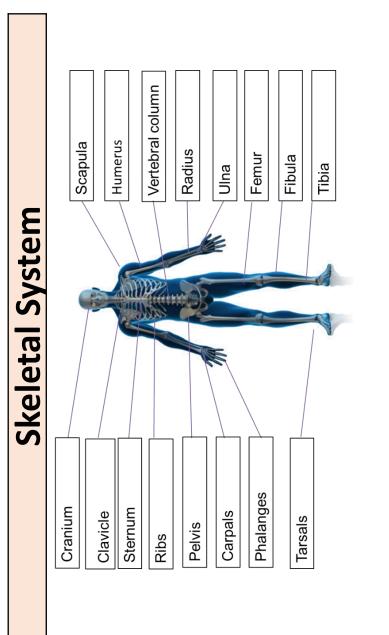
| History | | American Civil Rights - Key Characters | |
|------------------------------|---|--|--|
| | American Civil Rights - Key Words and Concepts | Abraham | The 16 th president of the United States of America who lead the |
| Plantation | An agricultural estate, generally cantered on a plantation house, meant for farming that specializes in cash crops— A large farm that produces good to sell like sugar, cotton and tobacco | Lincoln | Union to victory in the American Civil War and outlawed Slavery. |
| Lynching | To put to someone to death (usually by hanging), carried out by a mob without legal approval or permission | W.E.B Du | One of the Founders of the NAACP. Du Bois was an academic who |
| Pacifist | Person who opposes war and violence. | Bois | investigated, wrote about, and |
| Deep South | A cultural and geographic region in the Southern United States . Plantations were located here and the majority of slaves were forced to live and work | | challenged racist incidents. Marhsall was a civil rights Lawyer |
| American Civil War | Was a four-year civil war (1861–65) fought between the United States and 11 Southern states that wanted to break away from the rest of the USA to create the Confederate States of America and be allowed to keep slavery | Thurgood Marshall | who is famous for winning the Brown Vs Board of Education case and being the first black Supreme Court Judge. |
| Abolitionist | Someone who campaigned/fought for abolition (abolishing slavery) | | |
| Emancipation Proclamation | January I, 1863 when President Lincoln declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free." - the official end of slavery | Emmett Till | Till was a 14 year old boy from Chicago who's death sparked nation- wide out cry and fueled the Civil Rights movement |
| Jim Crow Law | A law named after a comedian that made fun of black people in a caricatured manner, which stated that black people could be kept 'separate but equal' | | |
| Segregation | Having specific separate facilities for white and black people (like schools, libraries, swimming pools etc). Black peoples facilities would be of poorer quality | Rosa Parks A Civil Rights activist most famous for sparking the Montgomery Bus Boycott when she refused to give up her seat on a bus. | |
| Boycott | Refusing to purchase good from or use the services of a company that you politically disagree with. This is a method of using economic pressure to make change. | | |
| Sit-in | An act of protest by refusing to leave an area or space. As a form of protest black activists would sit in segregated areas of restaurants and cafes | MartinThe most famous of the Civil Rights activists, King was involved in many of the movement's non-violent campaigns. He is remembered as a great orator who delivered his 'I Have a Dream' speech during the March on Washington. | |
| Civil Rights | The legal guarantees of equal opportunities and protection under the law, regardless of race, religion, or other characteristics | | |
| _egislation | Legislation is a law or a set of laws that have been passed by Parliament. The word is also used to describe the | | |

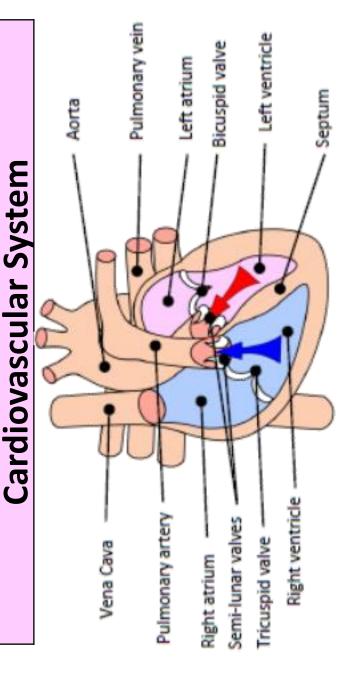
Geography

| Key Word | Definition | | |
|-----------------------|---|--|--|
| HIC | High income country | | |
| LIC | Low income country | | |
| NEE | Newly emerging economy | | |
| Development | Refers to a country's level of growth, opportunity and wealth. | | |
| Development indicator | Also known as measures of development. Give a numerical value which we can use to compare countries and measure progress. | | |
| Quality of life | The general wellbeing of people which includes income, health, education, employment and the environment. | | |
| Birth rate | The number of babies born per 1,000 of the population. | | |
| Death rate | The number of people who die per 1,000 of the population. | | |
| Infant mortality rate | The number of children under the age of 5 that die per 1,000 live births. | | |
| Life expectancy | The average age a person can expect to live to. | | |
| Adult literacy rate | The percentage of adults who can read and write . | | |
| Doctors per 100.000 | The number of doctors there are per 1,000 people of the population | | |
| GNI per capita | (Gross national income) The average amount of money/ income per person in a country or region. | | |
| Poverty | Having few possessions or very little income which makes it difficult to live. | | |
| Employment sector | how the workforce is divided up between the four main employment sectors | | |
| Primary sector | Extracting raw materials from the ground e.g. farming, mining and fishing | | |
| Secondary sector | Refers to the processing and building of raw materials e.g. manufacturing | | |
| Tertiary sector | The employment sector which provides services e.g. banking, security, insurance | | |
| Informal sector | Part of the economy which is neither taxed nor monitored by the government. They may work cash in hand, be self employed and have no guaranteed hours or pay. | | |
| Formal sector | Refers to all economic activities operating within the official legal framework that are paying taxes on all money that is made. | | |

| Geography | Key Word | Definition |
|-----------|-----------------|--|
| Geography | Pension | money paid to retired people |
| | Тах | money that must be paid to the government by businesses and workers. Governments use this money to pay for services (schools, hospitals), infrastructure (roads, airports), and welfare payments (benefits, pensions). |
| | Famine | an extreme shortage of food, which can cause illness and death. |
| | Food insecurity | Being without reliable access to enough affordable and nutritious food. |
| | Malnourished | supplied with less than the minimum amount of the nutrients or foods essential for sound health and growth. |
| | Drought | an extended period of limited or no rain, causing a water shortage. |
| | Inequality | the differences in access and quality of a resource across different populations. |
| | Sanitation | conditions of public health eg clean drinking water, sewage disposal |
| | Vaccination | use of a vaccine to prevent people from becoming sick with diseases |
| | Development gap | the gap between the most developed countries (HICs) and the least developed countries in the world (LICs) |
| | Natural hazard | natural event that can cause loss of life, extreme damage to property and disrupt human lives. Eg earthquake, volcanic eruptions, tropical storm |
| | Debt | money that is owed to someone else |
| | Migration | the movement of people from one place to another |
| | Push factor | forcing people to move away from a place |
| | Pull factor | attracting people to move to a place |
| | Aid | Assistance given to a country from either other countries or charities in the form of expertise, money or resources e.g. medicine, water. |
| | NGO | An organisation that does not make a profit. Usually NGOs spend money collected by charities to help the poor, local communities and/or the environment. |
| | Top-down aid | when large organisations (eg World Bank) or governments provide aid directly to a government, who then decide what to do with it. |
| | Bottom-up aid | money given by NGOs directly to the people of a country, in order to help develop small scale projects. |





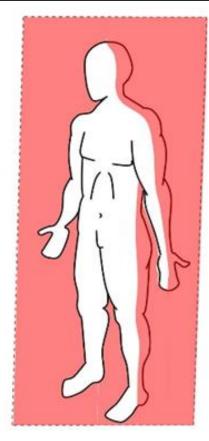


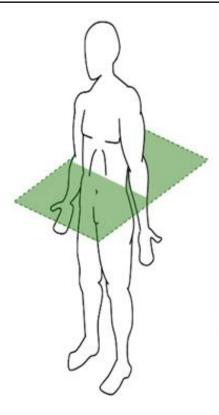
Muscular system - Antagonistic pairs

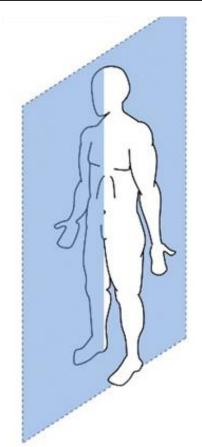
Tendons connect muscle to bone and ligaments connect bone to bone. Voluntary muscles allow for movement as they produce a force which causes the attached bones to move in a specific direction. Muscles which are attached via tendons work together to create this.

| Antagonistic pairs | Is where two muscles work together to create movement. There are two main categories that outline how these muscles work together; agonist and the antagonist. | | |
|--------------------------------------|--|--|--|
| Agonist | Is the also known as the prime mover. This is the muscle that contracts and causes the movement. | | |
| Antagonist | This is the opposite muscle that relaxes and in most cases lengthens as the movement occurs. | | |
| | Muscular system – Muscle fibre types | | |
| All skeletal muscle contains a mixtu | All skeletal muscle contains a mixture of Slow Twitch and Fast Twitch muscle fibres- this is based on their speed of contraction. There are 3 types of muscle fibre. | | |
| Fast Twitch | Is broken down into two types;Type 2 x & Type 2 b. | | |
| Fast twitch - Type 2 x/2b | Produces highest force, fast contracting, Low endurance, good for short distances – Sprint start | | |
| Туре 2а | vpe 2a Produce high force, moderate speed of contraction, medium endurance, more resistant to fatigue, Sprinting over longer distances. | | |
| Slow Twitch | They contract slowly and with less force. Provide a low speed of contraction, high endurance, can keep going, don't produce much power. These fibres have a rich blood (and oxygen) supply. This makes them red in colour. They are slower to fatigue, and so are used for more endurance events e.g. long distance swimming/ running. | | |

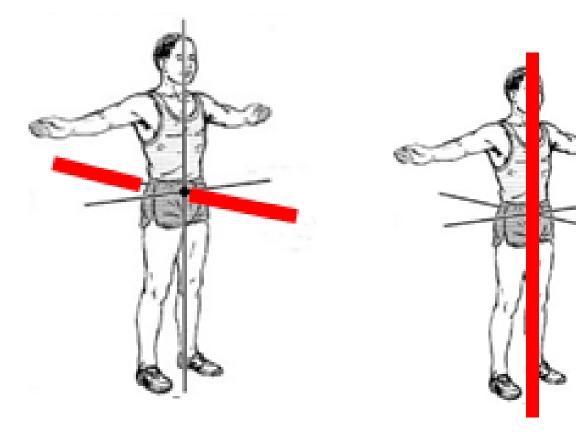
| BIOMECHANICS - Planes and axes for movement | | |
|---|---|--|
| Plane | An imaginary line that divides the body into two | |
| Frontal Plane (left picture) | A vertical plane that divides the body into front and back. | |
| Transverse plane (middle picture) | A horizontal plane that divides the body into upper and lower halves. | |
| Sagittal plane (right picture) | A vertical plane that divides the body into right and left sides. | |

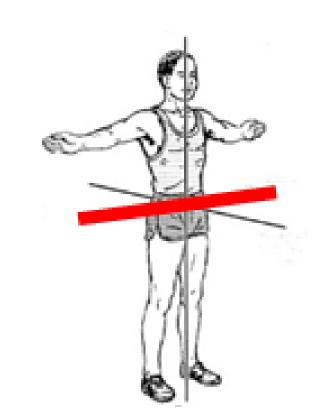






| BIOMECHANICS - Planes and axes for movement | | |
|---|--|--|
| PAxes for movement | An axis is an imaginary line at right angles to the plane | |
| Sagittal axis (left picture) | Runs through the body horizontally from the back to front. | |
| Vertical axis (middle picture) | Runs through the body vertically from the top to bottom. | |
| Frontal axis (right picture) | Runs through the body horizontally from the left to right. | |





Computing

| App development | | | |
|-------------------------|--|--|--|
| Event | An action that causes something to happen | | |
| Event-driven program | A program designed to run or executes a blocks of code or functions in response to specified events (e.g. a mouse click) | | |
| Variable | A location that stores data | | |
| Interact | Responding to a users input or action i.e hover on a button, pressing play on a video. | | |
| User Interface | The visual elements of a program through which a user controls or communicates with the application. Often abbreviated UI. | | |

| Key Word | Definition |
|----------------------|---|
| Gargoyle | A grotesque carved human or animal face or figure projecting from the gutter of a building, typically acting as a spout to carry water clear of a wall. |
| Middle Ages | The period of European history from the fall of the Roman Empire in the West (5th century) to the fall of Constantinople (1453) |
| Expression | A look on someone's face that conveys a particular emotion. |
| Mood | Depiction that induces or suggests of a particular feeling or state of mind. |
| Grotesque | A very ugly or comically distorted figure or image. |
| Gothic | A style of architecture prevalent in western Europe in the 12th–16th centuries (and revived in the mid 18th to early 20th centuries), characterized by pointed arches, rib vaults, and flying buttresses, together with large windows and elaborate tracery. English Gothic architecture is divided into Early English, Decorated, and Perpendicular. |
| Architecture | The art or practice of designing and constructing buildings. |
| Mythology | A collection of myths, especially one belonging to a particular religious or cultural tradition. |
| Medieval | Resembling or likened to the Middle Ages, especially in being cruel, uncivilized, or primitive. |
| Romanesque | Relating to a style of architecture which prevailed in Europe c. 900–1200, although sometimes dated back to the end of the Roman Empire |
| Representation | The description or portrayal of someone or something in a particular way. |
| Symbolism | An artistic and poetic movement or style using symbolic images and indirect suggestion to express mystical ideas, emotions, and states of mind. |
| Christianity | The religion based on the person and teachings of Jesus Christ, or its beliefs and practices. |
| Score & Slip Process | slip and score in pottery is a technique used to join two pieces of clay together. To slip and score clay, a potter scratches marks on the surface of the clay (score). The potter then applies a liquid mixture of clay in water (slip) to the scored surface. |
| Firing Clay | Firing clay changes the structure of the clay, bonding the clay particles together making it stronger, a more permanent ware. In the case of stoneware, the higher firing temperature causes the clay to become impervious to water, a useful quality in dinnerware. |

Performing Arts

Commedia Dell'Arte

| | Glossary | |
|---------------|---|--|
| TROUPE | A company of actors | Means ' <u>the co</u> |
| SATIRIZE | The use of humour to criticise or ridicule something. The joke is usually at the expense of a politician or political situation. | The plays were <u>t</u> h |
| SLAPSTICK | A stick used by comic characters for striking other performers and making a loud clapping sound without hurting the person struck. | Performances the <u>large carni</u> in large t |
| BURLE | Italian for joke usually a practical joke played by one of the servant characters | |
| LAZZI | Gags or stock jokes which can be added into a Commedia dell'arte performance to ensure the comic action keeps pace. | Zanni |
| VECCHI | Translates as "old one" or simply "old":A category of aged, male characters from the Italian commedia dell'arte. Includes: Pantalone, II Dottore and II Capitano. | Columbina |
| CENTERING | The way in which a character can change depending on their centre of weight. | Pantalone |
| SCENARIO | An outline of the plot | Capitano |
| IMPROVISATION | Drama that is created spontaneously or without preparation. | Dottore |

| Key Facts | | | |
|--|--|---|--|
| Means ' <u>the comedy or play of the</u> <u>artists</u> ' | | There was <u>no script;</u> the actors would make up the story and then <u>improvise</u> it | |
| The plays were mostly <u>performed in</u> <u>the street</u> . | | Began in <u>Italy in the 16th century</u> | |
| Performances wer the <u>large carnivals</u> in large town | | There was <u>no script</u> ; the actors would make up the story and then <u>improvise</u> it | |
| Characters | | | |
| Zanni | Excitable, always moving and acrobatic, keeps getting things wrong, little bit dim. Lead with: Nose and knees | | |
| Columbina | Like a dove, graceful, walks as if she is the best and holds her head up high looking down on others. Leads with: chin up | | |
| Pantalone | Money grabbing and obsessed with fortune/wealth, hunched over. Leads with: Hands and forehead. | | |
| Capitano | Military officer thinks he is all that, shows off but is actually a coward. Leads with: Chest | | |
| Dottore | Clever but knows it and isn't afraid to show it (smug), slightly mad, needs thinking time (lots of pauses) Leads with: Belly | | |

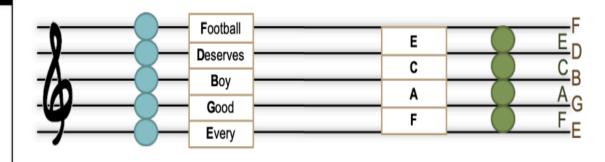
Cooking and Nutrition

| Key Word | Definition |
|---------------------|--|
| 4Cs | The easy way to remember how to prevent food poisoning bacteria being introduced into food – chill, cook, clean, cross contamination |
| Kitchen Hygiene | Ensuring that everything is clean when preparing food |
| Kitchen Safety | Being safe in the kitchen |
| Cross contamination | Transfer of bacteria from one person, object or place to another |
| Eat Well Guide | A pictorial food guide showing the amounts and types of foods that are needed to make up a healthy balanced diet |
| Claw grip | A method of cutting food that ensures that the finger tips are tucked out of the way and will not get caught by the knife |
| Food poisoning | An illness caused by eating contaminated food |
| Bacteria | Microscopic living organisms which can be found everywhere |
| Salmonella | Food poisoning bacteria found in chicken, some dairy products and raw eggs |
| Sensory evaluation | Foods that are only available at certain times of the year |
| Cooking knives | Knives of different sizes that have specific uses in the kitchen |
| Bridge Hold | A method of cutting food that ensures that fingers are out of the way as the knife cuts through the food |

Music

| Key Word | Definition |
|----------------|--|
| Drop | a point in a music track where a sudden change of rhythm or bass line occurs, which is preceded by a build-up section and break. |
| Structure | the order the different sections of a song or piece of music are played in. |
| Harmony | is the combination of different musical notes played simultaneously. |
| Time signature | It tells how many beats are in each measure and which note gets one beat, helping you keep track of the rhythm while playing or singing. |
| Dynamic | The volume of a sound or piece of music – loud/soft |
| Beat | a regular, repeating pulse that underlies a musical pattern |
| Timbre | Each instrument own unique 'tone quality' and the voice as an instrument had different Timbre |
| Loop | In music, a loop is a repeating section of sound material. |
| Texture | How many layers the piece has |
| Rhythm | Rhythm is the pattern of sounds and beats in music that creates a sense of movement and flow. |
| Тетро | Tempo refers to the speed of music. It's how fast or slow a song sounds. |

| Note | European Name | American Name | Value |
|------------|---------------|----------------|----------|
| 0 | Semibreve | Whole Note | 4 beats |
| 0 | Minim | Half Note | 2 beats |
| 1 | Crotchet | Quarter Note | 1 beat |
| . N | Quaver | Eighth Note | 1/2 beat |
| £. | Semiquaver | Sixteenth Note | ¼ beat |



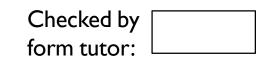
| Thinking definition: Thinking is making connections, reasoning and asking questions to make the learning stick | | | | |
|--|-------------------|--|---------|--|
| Reflecting on learning behaviours for thinking | Experience log | | | |
| | Successful moment | In hindsight An example where you could have done better on reflection | At home | |
| I gave an idea and reasoned/justified. | | | | |
| I reflected on my idea and made it better after discussing with others | | | | |
| I used a revision strategy to help make the learning stick. | | | | |
| I made connections between what I am learning and the outside world. | | | | |

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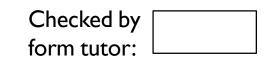
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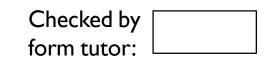
| | Reading Log w/ | c 26 th February (2 | 0 mins reading per day – all five logs MUST be completed) |
|------|----------------|--------------------------------|---|
| Date | Title of novel | Number of pages read | Summary about what I have read |
| | | | • |
| | | | • |
| | | | • |
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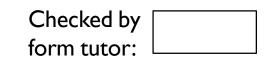
| | Reading Log v | w/c 4 th March (20 | mins reading per day – all five logs MUST be completed) |
|------|----------------|-------------------------------|---|
| Date | Title of novel | Number of pages read | Summary about what I have read |
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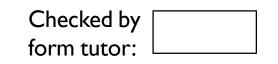
| | Reading Log w | //c II th March (20 | mins reading per day – all five logs MUST be completed) |
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| | Reading Log v | //c 18 th March (20 | mins reading per day – all five logs MUST be completed) |
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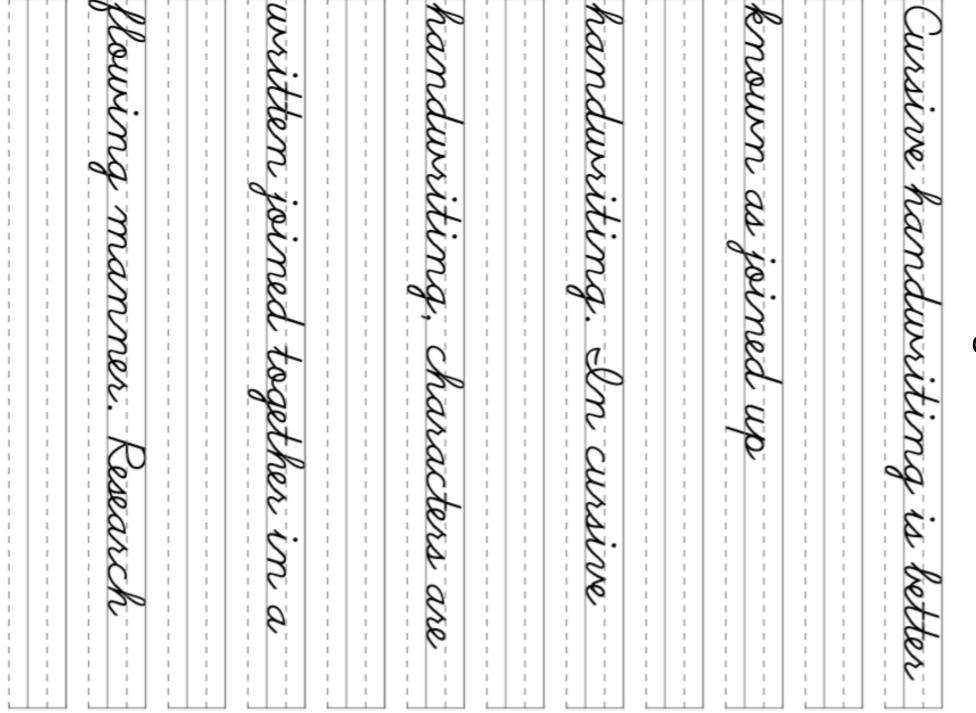
| | Reading Log w | //c 25 th March (20 | mins reading per day – all five logs MUST be completed) |
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| Date | Title of novel | Number of pages read | Summary about what I have read |
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Cursive Handwriting Practice Week I

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| just help as to learn about | Jay-Jani. |
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| Readima does more than | Readim |
| Cursive Handwriting Practice – Week 3 | |



is among the activities the brain active It is pastime When we read that can help to keep ar from a passive create mental ł 1 ł