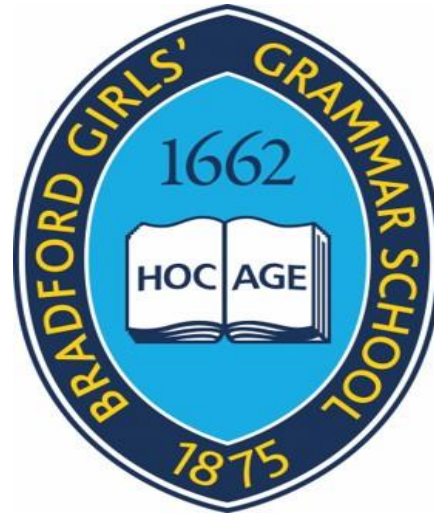


Knowledge Organisers



A Facts about Bugs

Facts about the different types of bugs.

- **Not All Insects Are Bugs, But All Bugs Are Insects** – True bugs belong to the Hemiptera order and have unique mouthparts for sucking plant sap or animal fluids.
- **They Have Piercing-Sucking Mouthparts** – Unlike insects that chew (like beetles), true bugs use a straw-like proboscis to feed. Examples include aphids, cicadas, and assassin bugs.
- **Stink Bugs Release a Bad Smell** – Many true bugs, like stink bugs, release foul odours to deter predators.
- **Some Bugs Can Sing!** – Cicadas are among the loudest insects, producing sounds by vibrating membranes on their bodies.
- **They Go Through Incomplete Metamorphosis** – Unlike butterflies, which have a full metamorphosis (egg, larva, pupa, adult), true bugs develop through gradual stages (egg, nymph, adult) without a pupal stage.
- **Water Bugs Can "Walk" on Water** – Insects like water striders use surface tension to stay on top of water without sinking.
- **Assassin Bugs Are Deadly Hunters** – Some bugs, like assassin bugs, inject venom into their prey to liquefy their insides before sucking them up.

C Damian Hirst

Who is Damian Hirst?

Damien Steven Hirst is an English artist and art collector. He was one of the Young British Artists who dominated the art scene in the UK during the 1990s. He is reportedly the United Kingdom's richest living artist, with his wealth estimated at US\$384 million in the 2020 Sunday Times Rich List.e

How old is Damian Hirst? Where was he born?

7 June 1965 (age 59 years) Bristol

What is Damian Hirst known for?

He became famous for a series of artworks in which dead animals (including a shark, a sheep, and a cow) are preserved, sometimes having been dissected, in *formaldehyde

***Formaldehyde** is a highly toxic systemic poison that is absorbed well by inhalation. The vapor is a severe respiratory tract and skin irritant and may cause dizziness or suffocation. Contact with formaldehyde solution may cause severe burns to the eyes and skin.

B Tone

Learn to use pencil tone. Use of a blending stump and build layers to suggest tonal variations and textural mark making.

LINE

tone

TEXTURE

Line is a continuous mark made on a surface by a moving point. It can vary in thickness, direction, and length.

Examples: Curved lines, straight lines, wavy lines, and broken lines.

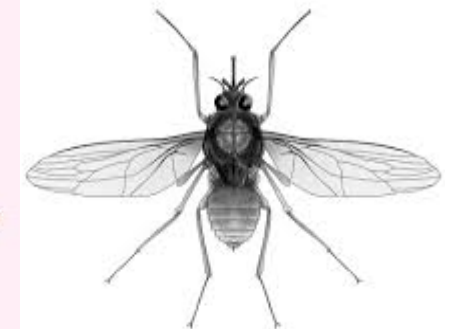
Tone refers to the lightness or darkness of a colour. It helps create depth, contrast, and mood in artwork.

Example: Shading in a pencil drawing creates different tones to add realism.

Texture refers to the way a surface looks or feels. It can be **real (physical texture)** or **implied (visual texture)**.

Example: A painting might have rough brushstrokes for a coarse texture or smooth shading for a soft texture.

D Observational Drawing



Observational drawing is drawing what you see.

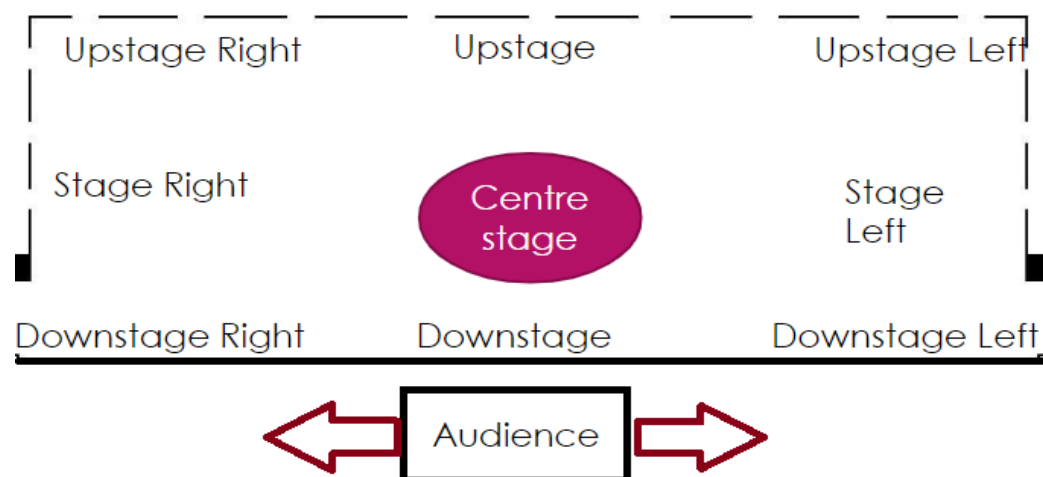
A. Key words for this term.

Devising	Creating a performance from a stimulus. This can be done as a group or alone.
Imagination	This is your minds eye. It is something that you use to create an image in your head.
Stimulus	This is something that sparks imagination and is used to create a performance. It could be a picture, a piece of music or an object
Collaboration	Working together as a team to create something..

B. Performance skills.

Body Language	The use of the body to express the characters personality and how the character is feeling.
Facial Expressions	The use of the face to express the characters personality and how the character is feeling.
Grouping	The different levels used by performers can show status and emotion.
Levels	The different levels used by performers can show status and emotion.

C. Areas of the stage.



D. Vocal Skills.

Projection	Raising the volume of the voice so that it can be heard by the audience without shouting.
Articulation	When all the sounds of the words are clearly spoken.
Pitch	How high or low the tone of the voice is.
Emphasis	Emphasising a word with the voice can express something important to the audience.



A Themes/Big Ideas

- **Cultural Identity:** Exploring how people shape their identities based on their cultural backgrounds and how they balance staying true to their heritage while adapting to new cultures.
- **Language and Communication:** Emphasising how the way we speak reflects our culture, with language acting as a bridge or barrier in understanding different social and cultural groups.
- **Migration and Displacement:** Looking at the struggles and emotional impact of moving to a new place, as immigrants and displaced people try to find belonging in unfamiliar environments.

B Settings

The poems are primarily set in environments that explore themes of migration, cultural identity, and displacement. The settings often reflect both the poets' experiences and the broader experiences of people navigating between cultures. These poems are set in:

Urban Environments: Cities where diverse cultural influences meet and where the complexities of migration and cultural adaptation are explored.

Contrasts Between Home and Host Countries: The poems reflect the emotional landscapes of those living between two cultures, often in the context of immigration or exile.

Places of Memory and Transition: Locations that symbolise the journey from one culture to another, focusing on both personal and collective memories of leaving one place and arriving in another.

C Key Poetic Terms

Imagery: Descriptive language that appeals to the senses and helps the reader form a vivid mental picture. It can evoke sights, sounds, smells, tastes, or feelings.

Metaphor: A comparison between two unlike things, suggesting that one thing is another. It helps convey deeper meaning or add layers to the poem.

Rhyme: The repetition of sounds at the end of words, often used in structured poetry. It creates rhythm and enhances musicality.

Alliteration: The repetition of the same consonant sounds at the beginning of words. It creates rhythm and can draw attention to phrases.

Symbolism: The use of symbols to represent abstract ideas or concepts, adding deeper layers of meaning to a poem.

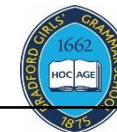
D Speaking and Listening Skills:

Active Listening: Fully concentrating on the speaker, understanding their message, and responding appropriately.

Clarity and Articulation: Speaking clearly and confidently to ensure your message is understood.

Empathy and Understanding: Being able to consider and respect different perspectives, responding thoughtfully to others' ideas and emotions.

Researching and structuring a speech: Being able to structure a piece of persuasive writing by including key points that are valid and engaging.

**A Likes and dislikes**

J'aime (I like)

J'aime beaucoup (I like a lot)

J'adore (I love)

Je n'aime pas (I don't like)

Je n'aime pas du tout (I don't like at all)

Je déteste (I hate)

étudier (to study)

B School subjects

Le français (French)

Le théâtre (drama)

Le dessin (art) les arts plastiques (art)

La géographie (geography)

La musique (music)

La technologie (design technology)

L'anglais (English)

L'espagnol (Spanish)

L'EPS - l'éducation physique et sportive) - PE

L'histoire (history)

L'informatique (ICT/computing)

Les maths (maths)

Les sciences (science)

C Opinions (positive)

C'est (it is), Je trouve ça (I find it)

facile (easy)

génial (great)

intéressant (interesting)

amusant (fun)

le prof est sympa (the teacher is nice)

passionnant (exciting)

Pratique (practical)

Opinions (negative)

ennuyeux (boring)

difficile (difficult)

fatigant (tiring)

dur (hard)

D Connectives

parce que (because)

car (because)

mais (but)

même si (even though)

mais c'est vrai que (it's true that)

A The 4 Cs



	Cleaning	Cooking	Chilling	Cross-contamination
Meaning/definition	Washing and sanitising hands, utensils and kitchen work surfaces.	Using heat to cook food so that bacteria are killed.	Keeping food at the right temperature to preserve it.	Bacteria being transferred from raw to cooked food.
What you should do	Wash hands thoroughly with soap and water. Wash up in hot soapy water. Clean work surfaces.	Cook all food to the correct temperature. Make sure food is piping hot before eating.	Cover food in cling film or with a lid and place in the fridge at 5°.	Use a different chopping board for raw and cooked foods, especially chicken.
What would happen	Bacteria can multiply on dirty hands and equipment.	You could get food poisoning from uncooked food.	Food will spoil and bacteria will start to multiply within 90 minutes.	You could get food poisoning from the bacteria that has been transferred.

B Food Hygiene Rules

WASH YOUR HANDS



COLOUR CODED CUTTING BOARDS



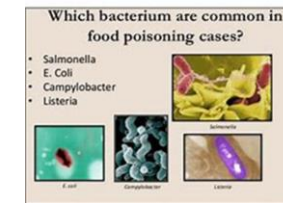
Personal Hygiene



C Symptoms of food poisoning

The symptoms of food poisoning can include all or some of these:

Chills
Diarrhoea
Dizziness
Headache
Nausea
Sweating
Tiredness
Vomiting



A symptom is something a person feels or experiences that indicates that they have a disease or condition

What you should do

Drink plenty of fluids but not fizzy drinks
Get lots of rest until you feel better
Eat plain foods until symptoms have gone

D Factors that affect food choices



Your physical activity levels



Use of the Eatwell guide



The cost of food



Family Traditions



Likes & dislikes



Availability of foods



Advertising



Environmental concerns



Your health



Your religion

E Healthy eating for Teens



We need to have a **balanced diet**, so we stay healthy and keep a healthy weight. Use the Eatwell guide to help you.



Teenagers should **exercise** for about 60 minutes a day to stay fit and healthy. You should get hot and sweaty for it to have an effect!



Iron makes haemoglobin, the red blood cells that take oxygen round the body. We get it from red meat and dark green vegetables. We need vitamin C to help it work.



Eat 5 different **fruits and vegetables** each day so that we get fibre to make sure our digestive system is healthy. Otherwise, this can cause problems in later life.



We should eat **breakfast** as it gives us energy to start the day. Carbohydrate foods are best to keep you full until lunch.



Calcium for strong bones and teeth. We get it from dairy foods. It is also added to a range of cereals, bread and dairy alternatives.



Drink 6 to 8 glasses of fluid a day to stay hydrated. This can be fruit juice, tea, coffee or diet drinks. So long as there is NO added sugar!



We should eat **less salt, fat and sugar** as these are bad for our health and could cause diseases in later life if we become overweight. Excess sugar can cause tooth decay in children and teenagers.



Vitamin D makes calcium work properly. We get this from sunshine. It is also found in liver, cheese, oily fish, like Salmon or Tuna, eggs and dark chocolate!

F The problems with Obesity



If a person regularly consumes more energy from food and drink than they need, they will start to gain weight, eventually becoming overweight. For example:
energy in > energy out.

If you don't get enough exercise, extra energy from food and drink is stored in the body as fat.



Problems associated with obesity

People who are obese are more likely to suffer from **coronary heart disease, type 2 diabetes, arthritis, high blood pressure** and **some types of cancers**.

Being active is important in maintaining a healthy weight.

Being slightly overweight is not a risk to health, but it is important to not continue gaining weight.

The study of more than 370,000 children in England shows that 25 per cent of girls and 24 per cent of boys between the ages of 11 and 15 are now obese.

A Key dates

1600- The East India Company is created.

1700s- By the 1700s the Mughals Emperors lose control of India.

1850s- By the 1850s most of India is controlled by the East India Company.

1857- A conflict breaks out where sepoy soldier stage a mutiny against the British East India Company.

1858- The British government now take full control of ruling India under Queen Victoria. India is now referred to as the British Raj.

1947- Indian independence. Gandhi led campaigns of civil disobedience (peaceful protest- non-cooperation) he started strikes and protest marches, including a boycott of British goods.

D Key words

Empire- Many countries that are ruled by one country.

Colony- A country under the control of another country.

Sepoy- Indian soldiers that fight for the British East India Company.

Mutiny- usually where sailors or soldiers refused to follow orders.

Rebellion- Resistance (not doing something) against a government or leader.

Independence- freedom from control. Indians now ruled India. In 1930 Gandhi led the famous 'salt march'; a 400km march to protest against British taxes on salt. They broke the law making their own salt.

B Why was India like before the British arrived?

Ruled by different Hindu princes and the Mughal emperors from the 16- 18th century. India was rich in many raw material, which made it attractive to Europeans.

**C** Why did Britain gain its empire?Trade

Taking over other countries meant that Britain could access new raw materials and products. For example, gold, diamonds, furs, cotton, tobacco and tea. If Britain had access to these products this would expand their trade and make them less dependent on other countries in Europe.

Civilisation: The Native population had their own customs, language, ideas and gods. The Europeans would seek to make the Natives "civilised" by sharing their culture and language.

Why did Britain want an empire?

Power: The nations wanted to show their strength by expanding, they believed the more land the more power you gained. Countries also gained a lot of respect for being the first to have a colony or new land.

Social Darwinism: Some British people believed they were superior and should rule over other countries who they saw as inferior.

Religion: Missionaries wanted to spread the word of God and Christianity with other places. Many Christian countries like Britain and Spain felt it was their duty to spread Christianity.

Rivalry

England wanted to compete with Spain in exploration and colonisation. Spain and Portugal were colonial powers, claiming vast parts of the Americas, England owned no overseas territory.

E How did Britain gain its empire?

WAR- For example, when Britain won the Seven Years War (1756-1763) against France, French owned land in America became part of the British Empire



DISCOVERY- Cook sailed to Australia, he claimed it for Britain, and it became part of the British Empire.



SETTLERS- To set up a new life there. They might be looking for new business opportunities or chance to own land.

TRADE- The East India Company set up in India to help the exportation of cotton and spices. They used soldiers to keep order and slowly took over land.

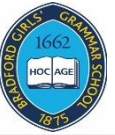
F What was the impact of empire on India and Britain?

- Indian words such as 'bangle', 'shampoo', 'pyjamas' and 'cash' become commonly used and many grand buildings were built in Indian style. For example, the Royal Pavilion in Brighton.
- Factories were built in India, producing goods such as cotton and woollen cloth. The British businessmen owned the factories but provided work for local Indians.
- The British built over 30,000 km of railways and 130,000 bridges all over India. This was important for the development of India, as goods and people could travel quickly over vast areas. They also created canals, roads and farms. However, some argue it was done to exploit the country and make huge profits.

Curriculum Area: Geography - Tectonics

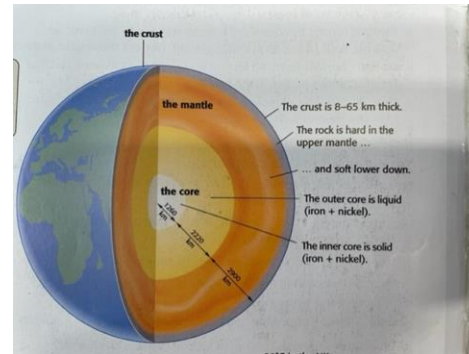
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A

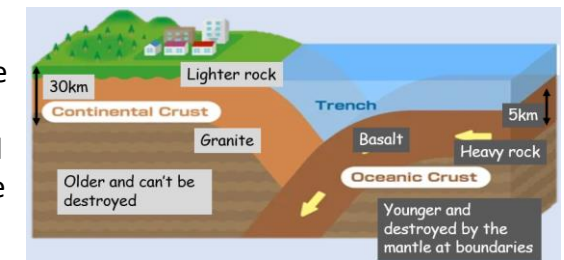
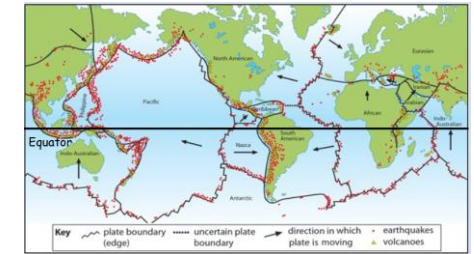
- There are 4 layers of the Earth: crust, mantle, outer core, inner core
- The Earth is not a solid ball
- Natural hazards are extreme natural events that can cause loss of life, extreme damage to property and disrupt human activities
- The Earth's surface (crust) is broken up into 7 big sections (and a number of smaller ones). These are called tectonic plates.
- The crust moves because of movements deep inside the Earth. Heat rising and falling inside the mantle creates convection currents. The convection currents move the plates. This is called **continental drift**.



- Over 225 million years ago, there was a supercontinent called Pangea. Continental drift moved the continents apart to where they are today

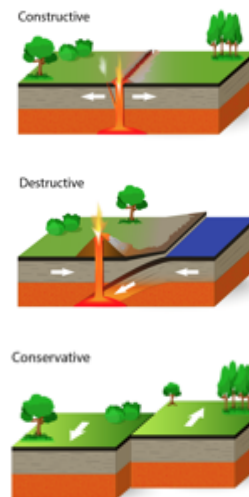
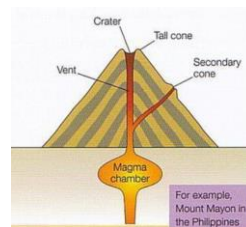
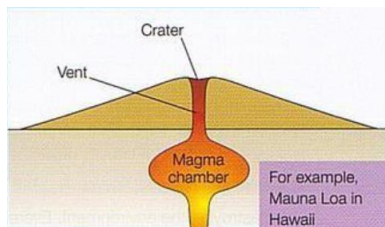
B

- The movement of the plates create earthquakes and volcanoes
- Earthquakes and volcanoes are distributed at plate margins
- There are two types of plates: continental and oceanic
- Oceanic is younger, denser, thinner, can be destroyed and made from basalt
- Continental is older, lighter, thicker, can't be destroyed and made from granite
- When an oceanic plate meets a continental plate, the oceanic plate **subducts** under the continental plate and is destroyed in the mantle



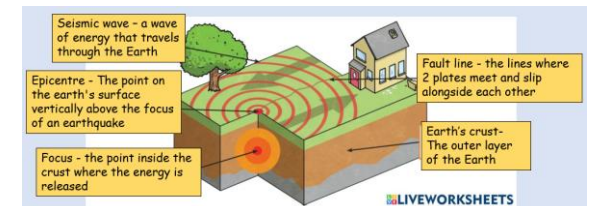
C

- 3 types of plate boundaries: constructive (new crust is formed), destructive (oceanic crust is destroyed) and conservative (move side by side)
- Earthquakes at all plate boundaries
- Volcanoes only at destructive and constructive
- Two volcano types: shield and composite



D

- Tectonic plates push past and into each other, building up pressure. Over time the pressure is too much, and one plate gives way, releasing the energy in seismic waves. These travel through the Earth shaking everything – this is an earthquake.
- We measure the strength of earthquakes in 3 different ways: Moment magnitude scale (most used), Richter scale (older scale), Mercalli scale (visual scale)
- A tsunami is a giant wave or series of waves caused by a huge earthquake or volcanic eruption under the ocean. The earthquake causes a large amount of water to be displaced (moved) very quickly.



A – Wellbeing key terms

Holistic – Dealing with the whole of something or someone and not just parts of something or a situation.

Resilience – The ability to keep going and stay positive no matter what happens.

Assertive – To be confident in what you say and to be heard without confrontation or offence.

The Children's act of 1989 - The act seeks to ensure that every child is kept safe and protected from harm. Its main purpose is to ensure that the welfare and developmental needs of every child are met.

C Abuse

Physical Abuse - Involves physical harm or injury to the child. It may be the result of a deliberate attempt to hurt the child. Can include using an object on a child, or physical punishment that is inappropriate to the child's age or physical condition.

Emotional Abuse - Constant shaming, and humiliating. Calling names and making negative comparisons to others. Telling a child they are "no good," "worthless," or "a mistake." Frequent yelling, threatening, or bullying. Ignoring or rejecting a child as a punishment, giving them the silent treatment.

Neglect- A pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, or supervision. This can be hard to detect.

B What is Mental Health

"Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices."



D Types of Bullying

- Workplace bullying
- Excluding someone/Indirect bullying
- Physical bullying
- Homophobic bullying
- Cyberbullying
- Verbal bullying



A Angles in parallel lines and polygons

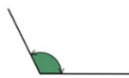
TYPES OF ANGLES



ACUTE ANGLE
less than 90°



RIGHT ANGLE
exact 90°



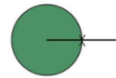
OBTUSE ANGLE
greater than 90°
less than 180°



STRAIGHT ANGLE
exact 180°



REFLEX ANGLE
greater than 180°
less than 360°



FULL ANGLE
exact 360°

Vertically opposite: Are the angles opposite each other when two lines cross (equal)

Angles at a point: Angles at a point add up to 360°

Angles on a straight line: Angles on a straight line add up to 180°

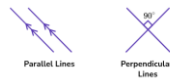
Parallel: Parallel lines never meet because they are always an equal distance apart

Transversal: A transversal is a line that intersects at least two other lines

Alternate: Alternate Interior Angles are a pair of angles on the inner side of each of those two lines but on opposite sides of the transversal (equal)

Corresponding: Angles on the same side as the transversal, one is inside, the other is outside the parallel lines (equal)

Co-interior: Angles on the same side of the transversal and within the parallel lines (add up to 180°)



C Area of trapezia and circles

Area: The space inside a shape

Perpendicular height: Height that at a right angle

Compound shape: Made up of 2 or more shapes joined together

π : A number! It is the number you get when you divide the Circumference of a circle by the Diameter

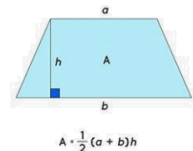
Radius: The distance from the centre of the circle to any point on the circumference

Diameter: The distance from one point on the circumference to another passing through the centre of the circle

Circumference: The distance around the edge of a circle (perimeter)

$$\text{Radius} = \text{Diameter} \div 2$$

$$\text{Diameter} = \text{Radius} \times 2$$



B Angles in parallel lines and polygons continued

Scalene: All sides and angles are different

Isosceles: 2 sides and 2 angles are the same

Right-angled: One of the angles in the shape is 90°

Perpendicular: Crosses/meets at 90°

Interior angles: Angles that are inside the shape

Exterior: Angles that are outside the shape

Rhombus: A Rhombus is a flat shape with 4 equal straight sides and opposite angles are equal

Regular: All side lengths and all angles are the same

Parallelogram: A Parallelogram is a flat shape with opposite sides parallel and equal in length and opposite angles are equal

Trapezium: a 4 sided shape that has 1 pair of parallel sides









Kite: A 4 sided shape that has 2 pairs of equal sides and 1 pair of equal angles

Bisect: Divide into 2 equal parts


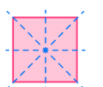
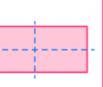

Sum: Add up to

Polygon: is a 2D shape made of straight lines. The sides connect to form a closed shape. There are no gaps or curves.

Types of Polygons

Triangle 3 sides and 3 angles 	Quadrilateral 4 sides and 4 angles 
Pentagon 5 sides and 5 angles 	Hexagon 6 sides and 6 angles 
Heptagon 7 sides and 7 angles 	Octagon 8 sides and 8 angles 
Nonagon 9 sides and 9 angles 	Decagon 10 sides and 10 angles 

D Line symmetry and reflection

Equilateral triangle: 3 lines of symmetry 	Square: 4 lines of symmetry 	Rectangle: 2 lines of symmetry 	Regular hexagon: 6 lines of symmetry 
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Line of symmetry: The line that divides the object into its identical halves is called the line of symmetry.

Reflect: Reflection Symmetry (sometimes called Line Symmetry or Mirror Symmetry) is easy to see, because one half is the reflection of the other half

Object: What we call the original shape

Image: What we call the transformed shape

Congruent: Exactly the same shape, all sides and angles are the same

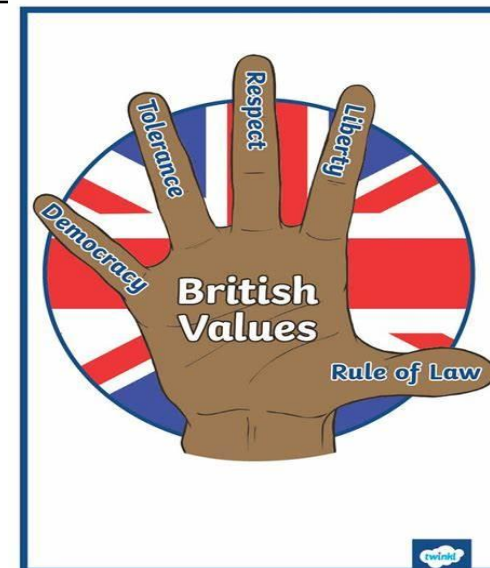
A Careers: Employability Skills

- Communication skills
- Teamwork / Collaboration Problem solving skills
- Organisation
- Creative thinking
- IT skills



B: British Values

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of other beliefs or faiths.



C The Law

- **The Equality Act 2010:** This legally protects people from discrimination in the workplace and in wider society.
- **The age of criminal responsibility** in the England and Wales is 10 Years old. This means that a child aged 10 and over can be convicted of a crime. A custodial sentence (time in prison) can be awarded depending on how severe the crime is.
- **Possession of a knife or blade:** It is an offence to carry a knife or weapon in a public place, even if the person carrying it claims they were not intending to use it.

D: 4 of 9 the Protected Characteristics

- gender reassignment



- pregnancy and maternity

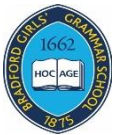


- religion or belief



- sexual orientation.

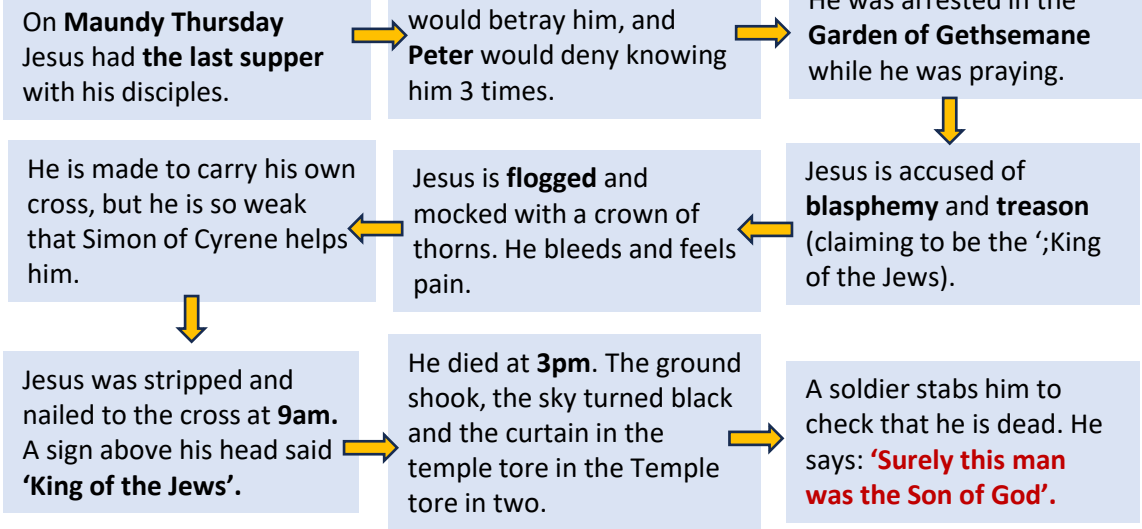




A: The Humanity and Divinity of Jesus

He was born in a stable – not where you would expect the Son of God to be born.	His mother Mary was a virgin , so his birth was miraculous. Angel Gabriel told her that she was going to have a baby.
He felt human emotions (joy, fear, anger) felt pain and suffered when he was flogged and crucified.	At his baptism, a voice from heaven said: ‘This is my Son with whom I am pleased’ , and the Holy Spirit appeared as a dove.
He was tempted by the devil and resisted temptation, but so did other Prophets (e.g. Abraham)	He performed miracles , showing that he had God’s power. (e.g. Healing the sick, feeding the 5000).
He died on the cross (Crucifixion). When the soldier pierced his side with a sword he bled.	He rose from the dead on the third day (Resurrection). This fulfilled OT prophecy.

B: The Crucifixion



C: The Resurrection and Ascension

RESURRECTION – Being raised from the dead.

ASCENSION – Going back up to Heaven

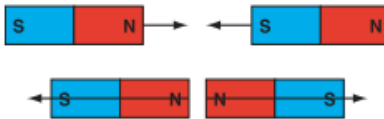
Jesus died on a **Friday** so he couldn’t be buried straight away because it was **Shabbat** (Jewish day of rest) so he was put in a tomb to keep the body safe from animals. On **Sunday**, Mary and some other women went to the tomb to prepare Jesus’ body for burial, but the body was not there. An angel was stood at the entrance to the tomb and told the women **Jesus was risen** saying ‘why do you look for the living among the dead’. For **40 days** Jesus appeared to people and miracles were performed before he gathered his disciples at **Bethany** and told them he would return to **judge** everyone, and he **ascended** (went up) to heaven.

D: Islamic beliefs about Jesus (Isa)

- Muslims believe in one God that cannot be divided and has no partners/ son/ parents.
- Muslims do accept belief in Jesus (Isa) but they believe he was a prophet sent by God to put people on the correct path.
- Muslims beliefs about Jesus’ birth are similar to Christian beliefs in that Jesus was born to a virgin and an angel appeared to her to tell her the miracle was God’s plan however Muslims don’t believe Jesus was God incarnate.
- Muslims believe a crucifixion did happen but that it wasn’t Jesus who was killed, instead it was someone who was made to look like him so that the Jewish authorities would think they had killed him. Instead, God took him to heaven.

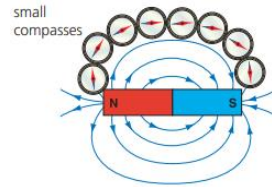
A Magnets and magnetic fields

Magnets have 2 poles: North and South.
Like poles repel and opposite poles attract:



4 magnetic materials= **iron, cobalt, nickel and steel.**
Magnetic field= an area where a magnetic material will feel a force.

A permanent magnet has its own magnetic field.
The Earth has its own magnetic field

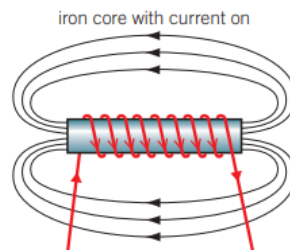


C Electromagnets

Electromagnets are made by wrapping a coil of wire around a magnetic core. They are useful because they can be turned on/off.

You can increase the strength of an electromagnet by:
Adding more coils
Increasing current
Adding an iron core

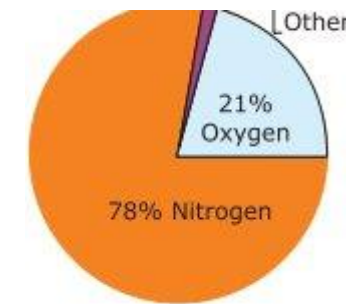
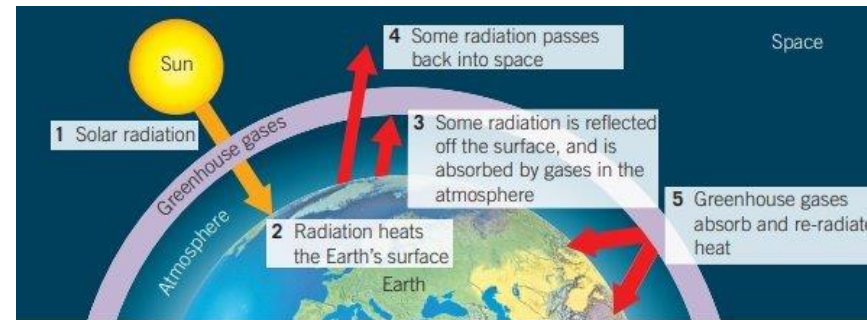
Electromagnets can be used for:
Electric bells
Loudspeakers
Circuit breakers



B The atmosphere

The air around us all of the time is known as the **atmosphere**, it is made up of a mixture of gases.

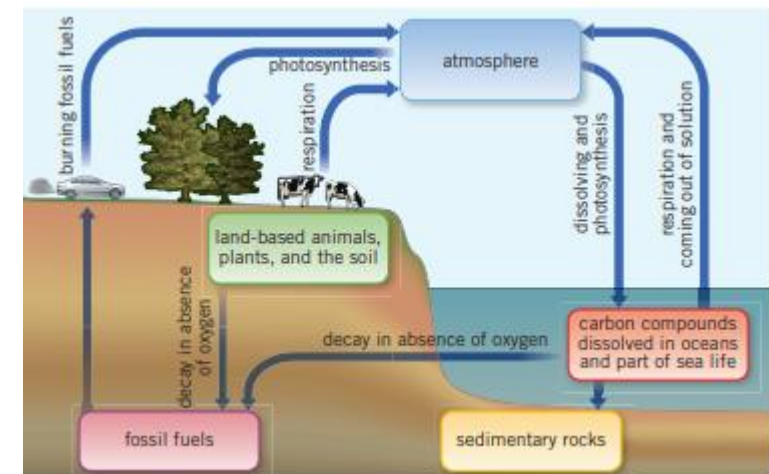
The diagram below shows **the greenhouse effect** which leads to global warming:



D The Carbon cycle

Carbon is released into the atmosphere through **combustion** of fossil fuels, and **animal respiration**.

It is then reabsorbed by plants during **Photosynthesis**.



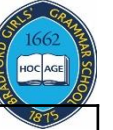
Curriculum Area: Spanish



Half Term: 5



Year: 8



A Time expresions

Este verano (This summer)
La semana que viene (Next week)
El mes que viene (Next month)
El año que viene (Next year)
En junio (In June)
En julio (In July)
Durante las vacaciones (During the holidays)
un mes (a month)
quince días (fifteen days)
cada mañana / tarde (every morning / evening)
todo el día (all day long)
todos los días (every day)
todos los fines de semana (every weekend)

B

Spanish Near Future Tense

by DavidSpanish.com

Subject	to go ir	+	a	+	Infinitive (examples)
yo	voy				
tú	vas				
él/ella usted	va				
nosotros	vamos		a		
vosotros	vais				
ello(a)s ustedes	van				

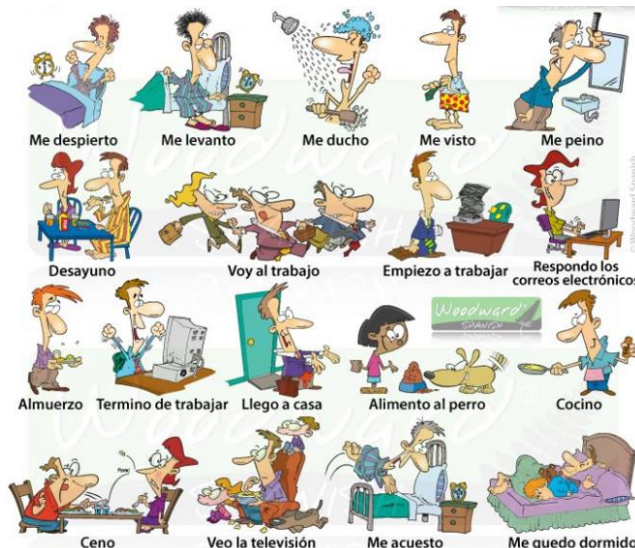
The near future tense is formed by combining the present tense of ir (to go) with the preposition a and an infinitive. For example: "Voy a comer" (I'm going to eat).

comer to eat
 trabajar to work
 viajar to travel
 dormir to sleep
 cantar to sing
 nadar to swim
 salir to go out

C Past tense - Preterite

Subject	to speak -ar (hablar)	to eat -er (comer)	to live -ir (vivir)
yo	hablé	comí	viví
tú	hablaste	comiste	viviste
él/ella usted	habló	comió	vivió
nosotros	hablamos	comimos	vivimos
vosotros	hablasteis	comisteis	vivisteis
ello(a)s ustedes	hablaron	comieron	vivieron

D Las rutinas diarias

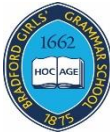


E Las rutinas diarias

Despertarse - to wake up
Levantarse - to get up
Ducharse - to take a shower
Vestirse - to get dressed
Desayunar - to have breakfast
Ir al instituto - to go to school
Almorzar - to have lunch
Cenar - to have dinner
Acostarse - to go to bed
comer y dormir (to eat and to sleep)
descansar (rest)
hacer deporte (to do sport)
jugar con amigos (to play with friends)
montar en bici (to ride a bike)
relajarme / relajarnos (to relax)
tocar la guitarra (to play the guitar)

F Past tense – Preterite

Both verbs have the exact same preterite conjugations!			to be ser	to go ir
yo	fui	I was	fui	I went
tú	fuiste	you were	fuiste	you went
él/ella usted	fue	he/she was	fue	he/she went
nosotros	fuimos	we were	fuimos	we went
vosotros	fuisteis	you were	fuisteis	you went
ello(a)s ustedes	fueron	they were	fueron	they went



A Basic Machine Stitches

Stitch Type	Purpose
Straight Stitch	Used for general sewing and seams.
Zigzag Stitch	Prevents fabric from fraying.
Backstitch	Reinforces stitches at the beginning and end.
Basting Stitch	Temporary stitches for holding fabric in place.

B Troubleshooting Common Issues

Issue	Solution
Thread Bunching	Re-thread the machine and check tension.
Skipped Stitches	Replace the needle or re-thread the top thread.
Fabric Not Moving	Check if the feed dogs are engaged.
Uneven Stitches	Adjust the thread tension and stitch length.

C Assessment Criteria

Level	Description
Emerging	Basic bunting and embroidery with simple shapes and minimal detail.
Developing	Clear appliqué shapes, neat stitching, and some embroidery techniques applied.
Secure	Well-executed bunting and embroidered doughnut, precise stitching, and strong link to school values.
Exceeding	Highly creative, detailed appliqué and embroidery work with advanced sewing techniques.

D

How to Draw a Cupcake

