

Subject: English

Task: Poetry

*I need to bring the first half of my project to the lesson on: **Friday 17th March 2017***

*My finished project has to be handed in on: **Friday 31st March 2017***

What do I have to include?

This project involves you responding to different poems that are in the Year 7 collection. Each task could be on a different poem or you can use the same poem more than once.

Task 1 – Needs to be completed by: Friday 3rd March 2017

Imagery in poems

Pick one of the poems and draw an image or set of images inspired by a line or set of lines from the poem. Copy the quotation(s) and draw the image. What is the effect of this image on the reader? How does it make them feel?

Recommended length of work – 1 side of A4 in homework booklet.

Task 2 – Needs to be completed by: Friday 10th March 2017

Summarising in your own words

Pick one of the poems and summarise it in your own words. What happens? Show that you have read and understood the poem. Turning things that you have read into your own words is a skill that you need to use at GCSE so take your time and use a thesaurus if you get stuck.

Recommended length of work – see homework booklet

Task 3 – Needs to be completed by: Friday 17th March 2017

Poetic Devices

Pick one of the poems and label any SPAMROD devices which have been used. Look in your planner if you are still struggling with SPAMROD. Can you write a PEEE paragraph about one of these devices and how it works?

Recommended length of work – see homework booklet

Task 4 – Needs to be completed by: Friday 24th March 2017

Learning a poem off by heart

Pick one of the poems and try to learn it off by heart. Memorising poems and reciting them is a skill which may help you in the future if you ever have to give a speech or learn big pieces of writing. Be ready to perform this poem in lessons for next week.

Recommended length of work – see homework booklet

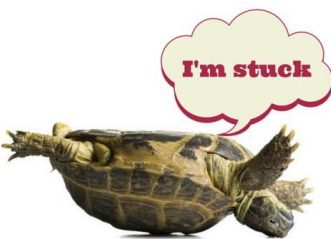
Task 5 – Needs to be completed by: Friday 31st March 2017

Writing your own poem

- Using these poems as a starting point to inspire you, create your own poem on a similar theme or topic. Try to mirror some of the choices and devices which these poets have used. Illustrate your poem so that it looks neat.

Recommended length of work – see homework booklet

“I’m stuck! Where can I get some help with this?”



If you need some help, you can:

1. Ask your teacher;
2. Use the Internet (but don't just copy and paste);
3. Use the Mayfield Moodle (you can find this via www.mayfield.portsmouth.sch.uk);
4. Try the library...there are thousands of books in there;
5. Go to Homework Club in the ICT rooms after school.

Grade descriptors

Reading 3: I understand a range of linguistic devices (SPAMROD/AFOREST) and use this terminology accurately.

Writing 2: I can choose vocabulary and linguistic devices (SPAMROD/AFOREST) which are matched to the task.

Spoken Language 1: I can present information using Standard English where appropriate.

“I will decide my Grade”

Please fill in the appropriate section for the grade that you think you have achieved:



Towards

I think I am working towards my target expectation because:

Met

I think I am working at my target expectation because:

Depth

I think I am working above my target expectation because:



“I will decide my ‘Presentation’ Grade”

Please circle the presentation grade you think you deserve:

Attitude 1

I have completed all the tasks to a high standard and handed them in on time.

I have presented my project well including a front cover and lots of useful pictures.

I have used a large range of resources to complete my project.

Attitude 2

I have completed all of the tasks and handed them in on time.

I have presented each task well including relevant illustrations.

I have used different resources to complete my project.

Attitude 3

I have completed all of the tasks and handed them in on time.

I have simply presented my project.

I have used only basic resources.

Attitude 4

I have not completed all the tasks and/or failed to hand them in on time.

My project is presented in a muddled or messy way with no pictures to explain my ideas.

I have used few resources and the facts are inaccurate. I have copied and pasted text from the computer.

Subject: Art

Task: "Selfie"-Who do you think you are?

I need to bring the first half of my project to the lesson on: *individual teachers will confirm dates in planner*
My finished project has to be handed in on: *individual teachers will confirm date in planner*

What do I have to include?

Task 1 – Needs to be completed by: 6th March 2017 recommended length of work: 1 page of written research and printed images.

Research

- I must find self-portraits on the internet that I can use to make my own self-portrait. Print out the artworks and explain how I could make my own version.

Task 2 – Needs to be completed by: 13th March 2017 recommended length of work: 1 page for each idea.

Planning

- I must draw out 3 possible ideas for my self-portrait. Choose one idea and explain why I have chosen it.

Task 3 – Needs to be completed by: 20th March 2017 recommended length of work: 1 hour

Start your final portrait

- I must choose the media I am going to use and start to make my own version of a self-portrait.

Task 4 – Needs to be completed by: 27th March 2017 recommended length of work: 1 hour

Continue to make your self-portrait and complete it

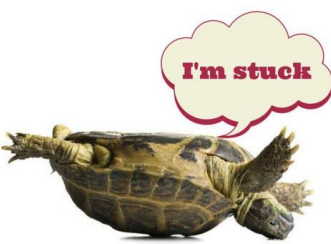
- I must finish my self-portrait by adding fine details to my work.

Task 5 – Needs to be completed by: 3rd April 2017 recommended length of work: 1 page

Prepare a presentation of how you made your portrait.

- Describe how you made your artwork and what decisions you made along the way. You will be presenting your work to your class in the lessons. Focus on using your literacy skills to use plenty of key words and definitions.

"I'm stuck! Where can I get some help with this"?



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8. Use the Mayfield Moodle (you can find this via www.mayfield.portsmouth.sch.uk);
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10. Go to Homework Club in the ICT rooms after school.

Grade descriptors

- 1 I can use my Knowledge and understanding to apply a range of materials and processes with purpose to match my intention.
- 2 I can plan, experiment and record different designs to show development of my ideas.
- 3 I can compare and comment on ideas and methods I use in my work and the work of others.
- 4 I can evaluate my own work and explain how I can adapt and refine it.
- 5 I can effectively communicate ideas in a visual way using the formal elements.
- 6 I can demonstrate an understanding of the colour theory
- 7 I can explore ideas and collect visual/contextual information to help me develop my own work.

	Strands 3 & 7	Strands 1 & 2	Strand 4
Towards	I can collect examples of artist's portraits and record information about them and their work. I can communicate my ideas and produce designs inspired by my research.	I can communicate my ideas and produce designs inspired by my research. I am able to select the materials I need and apply them to make my final portrait.	I can present my work to the class explaining the processes I used to achieve my final outcome.
Met	I can collect detailed information about portrait artists and their work and write my opinion on them. I will have printed off some examples.	I can draw a series of ideas showing development and inspiration from my research. I am able to use my chosen materials to produce my final portrait with confidence and purpose.	I am able to evaluate my work and present my project to the class with a detailed account on how I achieved my final outcome.
Depth	I can research portraiture in depth, write my opinion on my chosen artist's work and compare them to other artists' work. I am able to discover other imagery to inspire my designs. I am able to demonstrate how I can work in the style of my chosen artist by doing a copy of one of their portraits.	I can show development in my planning and explain the ideas and processes. The presentation of my planning is done to a high standard. I can confidently and skilfully use my chosen materials to produce my final portrait design.	I can write a detailed evaluation which reflects on the processes and skills I used, where my inspiration came from and how I could develop my idea even further. I am able to present my project effectively to the class.

"I will decide my Grade"

Please fill in the appropriate section for the grade that you think you have achieved:



Towards

I think I am working towards my target expectation because:

Met

I think I am working at my target expectation because:

Depth

I think I am working above my target expectation because:



"I will decide my 'Presentation' Grade"

Please circle the presentation grade you think you deserve:

Attitude 1

*I have completed all the tasks to a high standard and handed them in on time.
I have presented my project well including a front cover and lots of useful pictures.
I have used a large range of resources to complete my project.*

Attitude 2

*I have completed all of the tasks and handed them in on time.
I have presented each task well including relevant illustrations.
I have used different resources to complete my project.*

Attitude 3

*I have completed all of the tasks and handed them in on time.
I have simply presented my project.
I have used only basic resources.*

Attitude 4

*I have not completed all the tasks and/or failed to hand them in on time.
My project is presented in a muddled or messy way with no pictures to explain my ideas.
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Subject: Physical Education- Year 7

Task:

I need to bring the first half of my project to the lesson on: **Monday 6th of March 2017**

My finished project has to be handed in on: **Monday 3rd of April 2017**

What do I have to include?

Task 1 – Needs to be completed by: 06/03/17

Introduction – About me (extended writing)

- Who I am, age and fitness.
- My likes and dislikes
- Favourite sport and position
- Strengths and weaknesses in that sport

Task 2 – Needs to be completed by: 13/03/17

My body (All sheets on Moodle)

- Bones – label diagram (extension task included)
- Draw the six freely moveable joints
- Muscles – label diagram

Task 3 – Needs to be completed by: 20/03/17

The Warm Up

- Explain the 3 stages of a warm up
- Give an example, with diagrams of each stage, relating it to your favourite sport

Task 4 – Needs to be completed by: 27/03/17

Training Methods (extended writing)

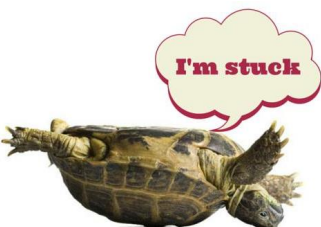
- Explain the 3 following Training methods with diagrams
- Extension task: relate to your favourite sport

Task 5 – Needs to be completed by: 03/04/17

Fitness Tests

- Explain with diagrams the Multi Stage Fitness Test.
- Talk about your level of fitness when taking part in the test.
- How you could make improvements to your fitness.

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Grade descriptors

Stand 4 – Specific

I can explain the importance and give examples of a pulse raiser and stretches to prepare for exercise.

	Strand
Towards	Pupils are able to outline and name the three stages of a warm up.
Met	Pupils can describe, using examples, the three stages of a warm up.
Depth	Pupils can add depth to their work by outlining the reasons why each phase is important.

Stand 6 – Generic

I can use written literacy to respond to assessment questions and describe and explain the strengths in my performance.

	Strand
Towards	Pupils will attempt all tasks and briefly outline the required content.
Met	Pupils can use correct PE terminology to describe their answers using examples in their work.
Depth	Pupils use detail in their work to extend their use of literacy and can use personal experience to reflect on their own performance.

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Please fill in the appropriate section for the grade that you think you have achieved:



Towards

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Subject: PSHE

Task: Healthy eating

*I need to bring the first half of my project to the lesson on: *individual teachers will confirm dates in planner**
*My finished project has to be handed in on: *individual teachers will confirm date in planner**

What do I have to include?

Task 1 – Needs to be completed by: *individual teachers will confirm date in planner*

Introduction

- One paragraph (PEE)
- Explain why healthy eating is important, including how many calories young people should consume
- State what the main food groups are (can you find a pie chart showing how much of each group we need?)
- Challenge SMSC- culture. Do you think we have a healthy eating culture in Britain? (advertising, lifestyle etc)

Task 2 – Needs to be completed by: *individual teachers will confirm date in planner*

Research

- Find 5 important nutrients (there are lots- just pick any 5)
- Draw and label an example of a food this nutrient can be found in
- Describe how this nutrient benefits the body
- Challenge: what are the effects on the body if you do not have enough of this nutrient?

Task 3 – Needs to be completed by: *individual teachers will confirm date in planner*

Research

- Write a paragraph (PEE) about the '5 a day'. Use the questions below as guidance if you need.
- What is the '5 a day'?
- Give examples of foods from these categories
- What are the health benefits of eating '5 a day'?

Task 4 – Needs to be completed by: *individual teachers will confirm date in planner*

Healthy diet plan

- Create 3 healthy meals- breakfast, lunch and dinner
- Draw 3 plates with the food on and label each item
- Next to each drawing describe how this meal is healthy
- Make sure the meals include enough nutrients, a range of food groups and your '5 a day'
- Challenge: imagine the person you are creating the meals for has dietary requirements eg vegetarian, allergic to certain foods etc. Make sure they have a healthy plan that takes these things into account.

Task 5 – Needs to be completed by: *individual teachers will confirm date in planner*

Food packaging

- You want to sell one of your meals as a ready meal. Design a wrapper, box or other packaging for the meal to go in. Draw and label your design.

Consider-

- You want to aim it at teenagers so make sure your design will appeal to them.
- What information should be on the box?
- What would be a suitable meal name and brand?
- How much should your meal be?

Look at food packets you have at home or in a shop for inspiration.

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Useful websites:

<http://www.nhs.uk/Livewell/Goodfood/Pages/healthy-eating-teens.aspx>

<https://www.nutrition.org.uk/healthyliving/lifestages/teenagers.html>

<http://www.bbcgoodfood.com/howto/guide/healthy-eating-what-adolescence-need>

Grade descriptors

	Strand 7- I can explain how to maintain a healthy lifestyle	Strand 9- I can express my ideas clearly using PEE
Towards	Describes examples of healthy food and the nutrients it gives us. Suggests reasons why healthy eating is important.	Paragraphs are clear and mostly follow a PEE structure. Some key words are used.
Met	Can create a healthy diet plan and explain why healthy eating is important. Starts to form an opinion on whether healthy eating is encouraged.	Paragraphs are always clear and points have been explained in some detail. Topic words have been used correctly.
Depth	Creates an effective healthy eating plan, explains the importance of healthy eating in depth, using examples and giving reasons. Explains whether healthy eating is encouraged in Britain using examples.	Paragraphs clearly follow a PEE structure, points are clear and detailed, topic words have been applied effectively and a varied vocabulary has been used.

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