

Subject: Science (Biology)

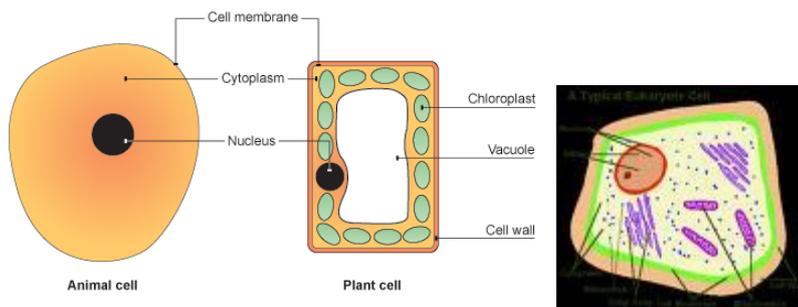
Task: Cells

I need to bring tasks 1 & 2 in my first lesson on the week beginning: 9th May 2017 ***individual teachers will confirm dates in planner***

I need to bring tasks 3 & 4 in my first lesson on the week beginning: 23rd May 2017 ***individual teachers will confirm date in planner***

This project is about cells. You will be expected to complete a series of tasks. Help sheets are available on the **Moodle** to help you. If you are unsure, you can use the help sheets or see your teacher in advance.

Task 1: Animal vs Plant cells

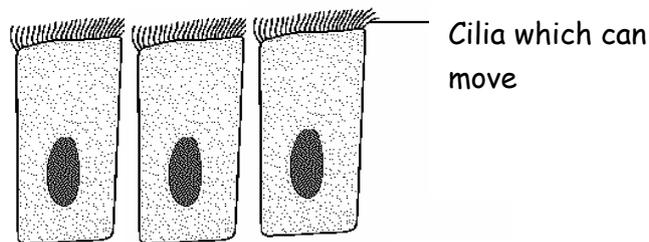


Animal Vs Plant cells

Create a detailed written report, including labelled diagrams to answer the following questions:

- 1) What is a cell? Why are cells so important?
- 2) Draw labelled diagrams of animal and plant cells (see above).
- 3) Describe the function of the nucleus, cytoplasm, cell membrane, mitochondria, chloroplasts, vacuole and cell wall.
- 4) Compare the features of both plant and animal cells, describe the features that they have in common and describe the features that are only found in plant cells.

Task 2: Specialised cells, tissue and organs:



For example: a cell found in the nose.

Specialised cells

Create a detailed written report, including labelled diagrams to answer the following questions:

- 1) What is a specialised cell?
- 2) Give two examples of specialised plant cells (e.g. a root hair cell). Describe their function and special feature.
- 3) Give three specialised animal cells (e.g. Cilia cell). Describe their function and special feature.

- 4) What are a group of cells with a similar structure and function called?
- 5) Give two examples of organ systems (e.g. The Reproductive System).
- 6) Identify some of the important organs found in each organ system and describe their job in their organ system. (For example, the ovaries, development of eggs (maturation)etc..).

Task 3: Model cell and booklet:

Your task is to make either a 3-D model of a cell

You can make your model out of whatever you want and can be any size.

For example: A red blood cell, a palisade cell, a root hair cell, a sperm cell, cilia cell, an egg cell or a nerve cell.

What can I make my model out of?

Your model can be made of any material, such as card, foam, pipe cleaners, playdough, plasticene, pasta, sweets, cake etc...

Remember to check your spelling, punctuation and grammar in your booklet, as your teacher will also mark this.

Task 4: Model cell information booklet

What should be in my Information booklet / film/ presentation?

Your booklet should have as much of the information below as possible.

- 1) A description of what the cell looks like and what it does;
- 2) A correct description of the jobs of each part of the cell;
- 3) State the approximate size of the cell. Do this in more than two units (one being cm, N.B. it is likely to be 0.00....cm).

Useful websites:

http://www.biology4kids.com/files/cell_main.html

<http://www.enchantedlearning.com/subjects/plants/cell/>

http://www.bbc.co.uk/schools/ks3bitesize/science/organisms_behaviour_health/cells_systems/revise3.shtml

http://www.centreofthecell.org/centre/?page_id=1&ks=3

<https://www.youtube.com/watch?v=5b5ziuSBUiw>

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



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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

	Strand 2	Strand 5	Strand 8
Towards	I can make a scientific prediction	I can analyse or evaluate experimental observations	I can make a scientific prediction
Met	I can form a hypothesis and make a scientific prediction based on key ideas	I can analyse and evaluate experimental observations	I can identify links between experimental observations and everyday contexts
Depth	I can form a hypothesis and make a scientific prediction based on key ideas and explain why things happen.	I can analyse and evaluate experimental observations and explain why experimental observations.	I can identify links between experimental observations and explain why things happen in everyday contexts

"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: Spanish

Task:

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: Week beginning 1st May

I need to introduce my family. I need to describe hair, eyes and a bit about their personality.

Task 2 – Needs to be completed by: Week beginning 8th May

I need to mention activities and opinions I like to do with my friends.

Task 3 – Needs to be completed by: Week beginning 15th May

I need to talk about subjects I study, my opinions about them and describe my teachers.

Task 4 - Needs to be completed by: Week beginning 22nd May

I need to write an email to my Spanish pen-pal about my weekend activities and adding in time frames.

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



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Grade descriptors

	Strand 4	Strand 10	Strand 2
Towards	I can construct basic sentences in Spanish that contain a verb, a noun and an adjective.	I can write a paragraph by using a writing frame	I can remember basic words in Spanish and write them down
Met	I can include basic connectors to my written work	I can use verb tables to research time frames. I can also use basic opinions with justifications.	I can use basic words and phrases in the correct context
Depth	I can add in opinions and make my work independent.	I can use a variety of verbs and connectors in my work making it independent. I use new opinions with interesting justifications. I can proofread by work. I can spontaneously use comparatives.	I can research new vocab independently and use pre-learnt words in different contexts.

"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:

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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.
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Subject: Design and Technology

Task: Healthy Eating Project - 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: ***see individual planner* (but not handed in until completion date)**

Keep a food diary for a week.

Task 2 – Needs to be completed by: ***see individual planner* (but not handed in until completion date)**

Research into what nutrition is required for different age groups, including calories, vitamins, proteins, carbohydrates, fats. What do you need to eat to get this nutrition? Write up your findings.

Research what exercise is required for each age group and write up your findings. Research what is the negative impact of poor diet and lack of exercise in varying countries (but definitely including England and America) and write up your findings in your own words. This is an extended written piece.

Task 3 – Needs to be completed by: ***see individual planner***

Using this information and your findings, make a questionnaire to ask your peers about their diets and exercise. Ask your questions to your peers and put your data into graph for. This can be completed on a computer using a graph programme. You then need to produce a conclusion from the questions that you have asked and the answers you were given. This is a maths task.



Task 4 – Needs to be completed by: ***see individual planner* (but not handed in until completion date)**

Devise a campaign that targets teenagers to have an awareness of healthy eating and exercise. How could you make a campaign that effectively addresses these issues and encourages a healthier lifestyle? Badges, posters, hats, mottos, design a mascot social media, television advert, radio adverts, etc. etc.!!!!- The more exciting and persuasive your campaign, the better! (Research campaigns to support and encourage exciting and innovative ideas)

Task 5 – Needs to be completed by: ***see individual planner* (but not handed in until completion date)**

Keep another food diary for a week. Have you improved your choices about what you eat? Make a comparison between your initial food diary and the later food diary and explain how this project has changed your lifestyle OR explain why it hasn't! This is an evaluation that will need to be in depth and will explain the choices that you have made in your campaign to encourage healthy lifestyles for teenagers. Refer back to ALL the research that you completed and how you have used this research to advise you.

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Grade descriptors

	Strand 1 - Research, explore and analyse the work of others to identify user needs	Strand 3 - Generate, Communicate and Develop ideas
Towards	You are able to complete some research that relates to the brief and are able to use this research to identify needs in people's health and recommended diet and exercise.	Use the research to create a campaign.
Met	You are able to complete a good level of research that relates directly to the brief and are able to use this research to identify cultural habits and the responsibility of society to maintain a healthy lifestyle and produce a relevant campaign	Draw on research and directly link into a campaign that is thought provoking and is able to clearly relate the campaign to society awareness of healthy living.

Depth	You are able to complete a good level of research and decide which research is most relevant to this brief. You will use this research to support your knowledge of cultural habits and be able to make well informed decisions about the needs of society of society to maintain a healthy lifestyle and why this is important.	Draw on research and directly link into a campaign that is thought provoking, is coherent and has a successful level of professionalism to support a viable campaign to promote a healthy lifestyle in society.
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“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:

Exceeded

I think I am working above my target expectation because:



“I will decide my ‘Presentation’ Grade”

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