

Subject: English

Task: Spelling Bee

I need to bring the first half of my project to the lesson on: **Friday 12th May 2017**

My finished project has to be handed in on: **Friday 19th May 2017**

What do I have to include?

This PREP project is focussed on learning spellings. Complete the weekly tasks and spend time using the **LOOK, SAY, COVER, WRITE, CHECK** method to learn the spellings. Try to read them before you go to bed as this often helps them stick in your mind for the next day. We will organise a spelling bee in class at the start of next half term.

Task 1 – Needs to be completed by: Friday 28th April 2017

Learn the following spellings:

pleasure, popular, proceed, produce, famous, feature, fiction, fragile, friction, grateful, guardian, currency, cycle, devotion, disguise, dishonest, distance, disuse, eager, education, household, increase, junction, junior, lawyer, management, mayor, comical, confirm, curtain, customer, decide, delight, disappear, discover, encourage, entertain, professor, property, reason.

Select five of these words and create a memorable mnemonic for each so that you can remember how to spell them. Draw an associated image so that it sticks in your mind

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

Task 2 – Needs to be completed by: Friday 5th May 2017

Learn the following spellings:

appear, attend, breakfast, brightly, cable, channel, circle, climb, comfort, equal, fuel, guard, guest, guide, guitar, handle, health, heart, heavily, achieve, acoustics, advertisement, apparel, appliance, awkward, burglar, calculator, ceiling, cemetery, conscious, constant, detrimental, passenger, picture, scent, stolen, supporter, televise, though.

Write a story which uses as many of these words as possible in it. You need to use them correctly so use a dictionary to look up any that you do not know the meaning of. Spell them correctly in the story. Underline the words that you have used from the list

Recommended length of work – see homework booklet

Task 3 – Needs to be completed by: Friday 12th May 2017

Learn the following spellings:

helmet, idea, kindness, melon, money, motor, mountain, partner, perfect, perhaps, personal, plastic, protect, provide, railway, record, reward, shoulder, jealous, language, leather, manageable, medicinal, overrule, precious, preferred, mightily, neither, option, recess, route, scene, thread, triple, vein, virtue, visual, wring.

Now try to find all of the above spellings in the word search. It will focus you on looking at the individual letters.

Recommended length of work – see homework booklet

Task 4 – Needs to be completed by: Friday 19th May 2017

Learn the following spellings:

stranger, stroll, suit, supply, temper, theatre, useful, vacant, writer, afterthought, appoint, approve, beginner, boundary, breathe, reign, retrieve, significance, similar, simplicity, texture, treachery, vain, valiant, veil, calendar, clothe, competition, concern, condition, creature, meanwhile, memorable, mention, volcano, wealth, weather, weird, wilderness, wrist.

Re-organise this list of spellings so that they are in the following groups. You can put the same word in more than one group.

- Nouns (naming words e.g. place, object, person, thing etc.)
- Verbs (doing words or shows action)
- Adjectives (describing words)
- Connectives (words that help organise ideas e.g. time connectives)
- Words with 'ea' in them
- Words with double letters next to each other

Recommended length of work – see homework booklet

"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

Reading 8: My responses are clear in terms of handwriting, presentation and contain mostly accurate spelling, punctuation and grammar.

Writing 1: I can produce imaginative and interesting pieces of writing which are mostly sustained and matched to topic, audience and purpose.

Writing 8: My responses are clear and legible with mostly accurate spelling unless the words are more ambitious.

| | Reading 8 | Writing 1 | Writing 8 |
|----------------|------------------|------------------|------------------|
| Towards | | | |
| Met | | | |
| Depth | | | |

“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: Geography

Task: Settlements in Asia and the Middle East

*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: see class teacher for deadline

Countries and Capital Cities of Asia and the Middle East

- Research at least 5 countries.
- Find out about their flag, capital city and currency.
- Summarising your findings using bullet points.
- EXTENSION MAC: Include features such as population, climate, GDP etc.

Task 2 – Needs to be completed by: see class teacher for deadline

Country mood board

- Choose one of the countries to focus on. Write a short paragraph explaining your choice.
- Create a mood board that reflects features of cities here. You can use images, text description, maps, facts and statistics. Annotate your choices to explain what they show.

Task 3 – Needs to be completed by: see class teacher for deadline

City Research

- Choose one city from your country.
- Research natural features of your chosen city.
- Research the built environment of your chosen city.
- Create a fact sheet about each factor.
- EXTENSION LITERACY: Create a poster advertising the city. Try to use the features of AFOREST.

Task 4 – Needs to be completed by: see class teacher for deadline

Tourism in the city

- Choose activities that would interest tourists (a family group) e.g. places to visit, main sites to see.
- Plan a weekend of sightseeing. Create an itinerary.

EXTENSION MAC: Include timings and cost e.g. travel, entry etc.

Task 5 – Needs to be completed by: see class teacher for deadline

Life in the city

- Evaluate the advantages and disadvantages of living here.
 - How might the city change in the future?
 - Write your answer in full paragraphs. Minimum of 3 developed paragraphs.
- EXTENSION LITERACY: Write a paragraph comparing life in your chosen city to Portsmouth. How is it different?

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



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If you need some help, you can:

6. Ask your teacher;
7. Use the Internet (but don't just copy and paste):
8. Use the Mayfield Moodle (you can find this via www.mayfield.portsmouth.sch.uk);
9. Try the library...there are thousands of books in there;
10. You could find some information in travel brochures too.
www.cia.gov/library/publications/the-world-factbook/index.html
<http://lizardpoint.com/geography/mideast-quiz.php>
<http://www.ducksters.com/geography/asia.php> <http://www.ngkids.co.uk/>
<http://www.sporcle.com/games/category/geography>
11. Go to Homework Club in the ICT rooms after school.

Grade descriptors

| | Strand 2 | Strand 3 | Strand 7 |
|----------------|--|---|---|
| Towards | I have shown how countries are different from each other. | I have explained why the cities are interesting. | I have used good Spelling, Punctuation and Grammar |
| Met | I have clearly described the differences referring to the populations. | I have used evidence to support my explanations. | I have written fluently and used common geographical terms. |
| Depth | I have used detailed evidence to show the differences. | I have explained what makes a certain place unique and how it might change in the future. | I have used evidence to support my writing. |

Subject: Music

Task: The Orchestra

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: 02 May 2017

- A poster on all of the Brass instruments

Task 2 – Needs to be completed by: 08 May 2017

- A poster on all of the String instruments

Task 3 – Needs to be completed by: 15 May 2017

- A poster on Woodwind instruments

Task 4 – Needs to be completed by: 22 May 2017

- A poster on all of the Percussion instruments

Task 5 – Needs to be completed by: 26 May 2017

- A piece of extended writing on a piece of Orchestral music.

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



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Grade descriptors

| | Strand 2 | Strand 2 | Strand 7 |
|----------------|---|--|--|
| Towards | I can identify the instruments of the Orchestra | I can identify instruments in a piece of orchestral music | I can use the Elements of Music to discuss a piece of orchestral music |
| Met | I can describe the instruments of the Orchestra | I can describe what the instruments are playing in a piece of orchestral music | I can use musical devices (chords, melodies, bass) to analyse a piece of music |
| Dpeth | I can explain the playing techniques of the instruments | I can explain how the piece of music fits with the time it was written | I can explain how the music fits with the composers intentions |

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



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"I will decide my 'Presentation' Grade"

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