

## Subject: English

### Task: Spelling Bee

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

My finished project has to be handed in on: **Friday 19<sup>th</sup> 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 28<sup>th</sup> 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 5<sup>th</sup> 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 12<sup>th</sup> 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 19<sup>th</sup> 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](http://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
<b>Towards</b>			
<b>Met</b>			
<b>Depth</b>			

### **“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?

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8. Use the Mayfield Moodle (you can find this via [www.mayfield.portsmouth.sch.uk](http://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://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**

	<b>Strand 2</b>	<b>Strand 3</b>	<b>Strand 7</b>
<b>Towards</b>	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
<b>Met</b>	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.
<b>Depth</b>	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

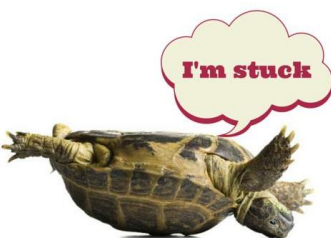
**Task 4 – Needs to be completed by: 22 May 2017**

- 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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If you need some help, you can:

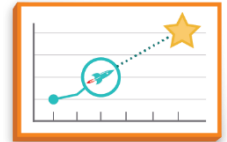
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**Grade descriptors**

	<b>Strand 2</b>	<b>Strand 2</b>	<b>Strand 7</b>
<b>Towards</b>	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
<b>Met</b>	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
<b>Dpeth</b>	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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### Met

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### Depth

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