 **Year 8 Prep: Summer One**

This half term your child will be set a homework project for Art, English, MFL and RE.

**MFL (Modern Foreign Languages)**

Students will be enquiring into vocabulary taught in lesson and how best to use the past tense that we are focusing on in class. Students will receive 4 tasks set each week by their Spanish teacher. Skills covered will be; translation, grammar, vocabulary and reading. This will help prepare them for GCSE by covering necessary skills examined. The students have been advised to break down the tasks and this is encouraged by the teacher handing out each task separately.

* Task one: Pupils are to complete the ‘Look, Cover, Write, Check,’ activity sheet which has five different activities on.
* Task two: Pupils are to complete a grammatical sheet about the past tense.
* Task three: Pupils are to complete a reading and translation activity
* Task four: Pupils are to create a revision aid regarding all points covered in lesson.

**English**

Students will be enquiring into a chosen author, the structure and craft of a whole novel and developing their personal response to a text writing for a particular purpose. Students have been asked to look at developing their reading range and experience.  This will help prepare them for GCSE by becoming familiar with a range of texts, summarising and synthesising information, expanding vocabulary, developing a personal and critical exploration of the author’s craft and writing for a particular purpose.

The students have been advised to break down the project into the following small tasks:

* Choose a novel linked to further developing reading experience and range and making predictions based on cover and blurb.
* Create a diary entry in first person narrative exploring one of the character’s inner thoughts and feelings.
* Research the author and create a context page/mindmap or collage to reflect the author’s life, works and influences
* Initial character profile of at least one main character, with evidence/quotations and references to support ideas found within the text.
* Research the conventions of a book review Create a ‘Top Tips’ guide or poster for writing a book review.
* Use the guide to plan and write a book review based on the chosen novel.

**Art**
Students will be researching the artist Henri Rousseau to find out about his jungle paintings. They will need to find images of his work that they like and create a fact sheet. This will then lead them to design and create their own jungle scene which will be in 3D. The jungle scene should fit inside a small box with one side open for viewing.

The students have been advised to break down the project into the following small tasks

* Research paintings and information about Henri Rousseau.
* Create a fact sheet about Henri Rousseau.
* Create three design ideas to produce your own 3D jungle scene (labelling materials/ media you wish to use).
* Decide on your final outcome and describe why you have chosen this design.
* Make your 3D jungle scene (resources and examples are also available in Art club).

**RE**

Students will be enquiring into Jewish Kosher in preparation for the Judaism module they will move on to study. They will defining what Kosher is and looking into the different Kosher laws. Students will then show their understanding of Kosher by designing a menu and also evaluating the impact that Kosher has on people’s lives. Students have been asked to look at the impact of a religious belief on lifestyle. This will help prepare them for GCSE by allowing them to understand different religious beliefs, finding examples of how this can impact on a person’s life and being able to support points with religious text and quotes. These are the foundation skills for GCSE RE.

The students have been advised to break down the project into the following small tasks

* Give a definition of Kosher and research Kosher laws.
* Design a Kosher menu (with explanation)
* Design a Kosher canteen (with explanation)
* Write a letter explaining why Mayfield should bring in a Kosher menu and canteen
* Evaluation: what impact does Kosher have on a Jewish person’s life?

**General guidance for parents**

The teacher will provide your son/daughter with individual deadlines and talk through the task in lesson time.

All information is available for students on Sharepoint including differentiated worksheets, extension tasks, a mark scheme and help resources. The link to Prep and Sharepoint can be found on the school homepage

Homework must be handwritten.

Homework club runs afterschool between 3-4pm to support students and help them access resources.

Students should spend half an hour completing homework for each subject each week .

The below chart outlines common problems a student might face and how to overcome them

|  |  |
| --- | --- |
| ***What your child might say…*** | ***Guidance*** |
| ‘I can’t log onto Sharepoint…’ | Your child should contact their ICT teacher. |
| ‘I can’t work out how to find things on Sharepoint…’ | Your child should attend Homework club. |
| ‘I don’t understand the task…’ | Your child needs to speak to the subject teacher. |
| ‘I’m falling behind with my deadlines…’ | Your child needs to speak to their tutor. |

Should the issue not be resolved or your child continue to struggle then please contact the Head of House.