

Year 7 Prep Booklet

Autumn 1 2017



Mayfield School
Infant • Junior • Senior

Subject: ICT and Computing

Task: Elements of computing

*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 individual planner**

Key Terms:-

Define the key words. Complete task sheet 1. ALL tasks sheets can be found on Moodle

Task 2 – Needs to be completed by: ***see individual planner***

Communication:-

Complete task sheet 2 in as much detail as possible.

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

Storage:-

Use your knowledge of the different methods of data storage to complete task sheet 3.

Task 4 – Needs to be completed by: ***see individual planner***

WWW:-

Use your knowledge of the different methods of the web to complete task sheet 4.

Task 5 – Needs to be completed by: ***see individual planner***

Emails :-

Use your knowledge of emails to complete task sheet 5.

Task 6 – Needs to be completed by: ***see individual planner***

Extended writing task:-

From what you found out from your prep so far, discuss how the WWW and internet has impacted on our lives today?

Expectation 1 side of A4 (handwritten)

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

If you need some help, you can:

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

Grade descriptors

	Strand 2	Strand 5	Strand 6
Met	I can list what is acceptable and unacceptable behaviour online.	I can label parts of the computer and demonstrate an understanding of a simple computer system.	I can describe what the word Architecture means in computing.
Depth	I can demonstrate and advise what is acceptable and unacceptable behaviour online.	I can evaluate data and justify how other devices interact with a computer and apply privacy features in social media	I can explain a computer architecture system.

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”

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: Science (Chemistry)

Task 1: Laboratory Safety



What do I have to include?

Task 1 – Needs to be completed by: 25th September 2017

This task is all about laboratory safety.

a) Name the following laboratory hazards from their symbols:
(Hint you will find these in your Science laboratory)

Hazard	Laboratory Hazard – What effects would these chemicals have? How would you reduce an accident?
	
	
	
	
	
	

b) Create a poster to list 10 key Science laboratory rules, this poster must include pictures and images of the potential hazards and the rules must ensure the safety of every student.

Task 2: Can you see me breathe?

What do I have to include?

A clear method, a clearly explained write up of your observations and conclusions, addressing all tasks
Your report should be at least 200 words

Task 2 – Needs to be completed by: 25th September 2017

This task is all about water and what happens when it changes state.

Some Facts

Water can be found in three states; **solid** (“ice”), **liquid** (“water”) and **gas** (“steam” or “Vapour”). When you breathe out, there is lots of water vapour in your breath. If you breathe onto cold glass the water vapour cools and **condenses (it changes from a gas to a liquid)** ; the glass ‘steams up’.

a) You will need to carry out this experiment: Freezing your breath.

- i) Read the method below, using the ideas from the facts above, predict what will happen.
- ii) Carry out the investigation.

Method

1. Take a clean dry glass.
2. Place your glass in a freezer for about **20 minutes** (no longer).
3. Carefully remove the glass from the freezer.
4. Breathe gently onto the glass and see what happens....

b) Explaining what happened

- 1) Write down what you saw (you can take photographs)
- 2) Did your observations match your prediction. Try to **explain** what happened

CHALLENGE: On a winter’s day you can often see your breathe as clouds of mist. What do you think causes this?

Useful keywords: **vapour, condense, freeze, cool, ice**

Task 3: What causes potholes?

Task 3 needs to be completed by 9th OCTOBER 2017

What do I have to include?

Task 3 is composed of two parts; an experiment and a write up of this experiment. You will need to include to photographs or drawings of your experiment and your write up should be at least 200 words.

3a) This task is all about water freezing. You will need to carry out a test at home:

Water is an unusual substance because when it freezes, it **expands**. As trapped water freezes and expands it can produce enormous forces. These forces are big enough to create potholes in roads.



- i) Read the method below. What do you predict will happen? Explain your ideas using facts about water.
- ii) Now carry out the investigation below.

The Experiment – The force of freezing water...

Method

1. Take a small **plastic** drinks bottle.*
2. Fill to the very top with water.
3. Screw the lid on tightly.
4. Place in the freezer overnight.....

* the bottle MUST be plastic, glass will break into very sharp pieces.

5. Breathe gently onto the glass and see what happens....



3b) Explaining what happened

- 1) Copy the method
- 2) Write down what you saw (you can take photographs)
- 3) Try to **explain** what happened

CHALLENGE: How do you think water causes road potholes?

Task 4: What causes frostbite?

What do I have to include?

You will need to include a report that is at least 200 words

Task 4 needs to be completed by 9th OCTOBER 2017

This task is all about frost bite and water freezing.

Some Facts

Research task

The cells in your body contain lots of water (just like the plastic drinks bottle in task 3). If the water in these cells freezes, it will expand and damage the cell causing frostbite

(see picture at the top of the page of frost bitten fingertips)

Your research task is to find out:

- Which parts of the body are most likely to be affected by frostbite?
- What medical problems it can cause?
- What causes frostbite?
- How do doctors treat frostbite

You may present your research **in writing**; as a **poster**, a **leaflet** or as a **powerpoint** presentation. (Your presentation needs to be **less** than 200 words.



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Grade descriptors

	Strand 1	Strand 4
Towards	To attempt to use the key terminology. Using simple explanations based on observations.	Make a prediction with no justification, produce basic instructions including aspects of safety.
Met	Using the correct terminology to construct simple descriptions about scientific phenomena. To apply a key Idea to link cause to effect.	Suggest a prediction with justification, selecting equipment, making a simple plan to collect limited data, identifying hazards, showing awareness of Key Ideas of evidence.
Depth	To confidently apply one or more Key Idea to link cause to effect within their explanations.	Identify the main variables and suggest a testable hypothesis. Identify some of the hazards, risks and precautions. To plan a clearly sequenced method that will allow the collection of a range of results. Taking into account key ideas of evidence.

"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"

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

Task: What is World Dance?

I need to bring the first half of my project to the lesson on: ***individual teachers will confirm dates in planner***
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What do I have to include?

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

- Research some different dances from around the world. Select as many key words as you can and create a word-search. Your word-search should list the key words at the bottom and include definitions.

Recommended length of work: 1 side of A4.

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

- Select a world dance that interests you;
- Research this dance in detail;
- Create a piece of extended writing explaining this dance. Include the types of movements performed; where it comes from; how it links to historical events and other important definitions. Use pictures and text. There is a writing frame on 'Moodle' to help you.

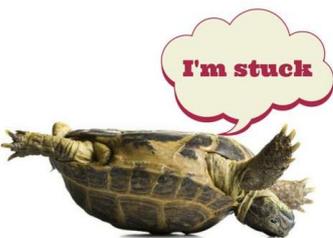
Recommended length of work: 2 sides of A4.

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

- Design a costume that could be worn as part of the dance you selected for Task 2. Draw a detailed image. Annotate (label) your image to explain the front and back designs, what textiles would be used and any key words.
- EXTENSION: Find some images or photographs of things linked to your dance. Create a collage around the edge to show some of the textures, colours and symbols that could be included.

Recommended length of work: 2 sides of A4 or 1 side of A3.

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Grade descriptors

	Strand 1
Towards	I have begun to develop an understanding of the art of dance, different styles, genres and cultural references.
Met	I have developed an understanding of the art of dance, different styles, genres and cultural references.
Depth	I have begun to developed a deep understanding of the art of dance, different styles, genres and cultural references.

"I will decide my Grade"

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



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

Subject: English

Task: Book Review

I need to bring the first half of my project to the lesson on: **Friday 29th September 2017**

My finished project has to be handed in on: **Friday 20th October 2017**

What do I have to include?

Task 1 – Needs to be completed by: Friday 15th September 2017

Choosing a book and predictions – Strand 1

Choose a **fiction book** which you are going to read over the course of this half term. Ensure that it is one that you are going to stay interested in and make sure that it is challenging enough for you. Speak to your English teacher and the library staff if you need advice.

Read the opening few chapters and then look closely at the front cover and the blurb. In a few paragraphs explain what made you choose this novel, what you think is going to happen in the story and who your favourite character is so far.

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

Task 2 – Needs to be completed by: Friday 22nd September 2017

Create a diary entry – Strands 1 and 2

As you continue to read, create a diary entry exploring how one of the characters feels or what they are thinking at that point in the novel. What questions would they be asking themselves and what is running through their heads?

Recommended length of work – see homework booklet

Task 3 – Needs to be completed by: Friday 29th September 2017

Research the author – Strands 1 and 6

Research and make a context page which tells us lots of information about the author. Consider:

- What can you find out about the author's life?
- What other books have they written?
- Have they ever said anything about their work or been interviewed about it?

Recommended length of work – see homework booklet

Task 4 – Needs to be completed by: Friday 6th October

Character Profile – Strand 2

Look at the Character Profile template and create your own one for a character in your novel.

Recommended length of work – see homework booklet

Task 5 – Needs to be completed by: Friday 13th October 2017

Planning your book review – Strand 7

Use the planning sheet to plan out some of your initial thoughts and ideas for your book review.

Remember that this is a plan and that you are going to be writing up these sections in full sentences next week. Save yourself some work and develop your ideas.

Recommended length of work – see homework booklet

Task 6 – Needs to be completed by Friday 20th October 2017

Writing your book review – Strands 1, 2, 6 and 7

Use your planning sheet and all of the work you have done so far to make a detailed book review. This should contain the following sections written up in clear paragraphs:

- The author- give us some details about their life and work
- Summary- what is the book about?
- Target audience- who do you think is the target audience and why?
- Recommendation- 5 star rating and would you recommend this book or not?
- Alternative book cover- create your own front cover for the novel.

Recommended length of work – see homework booklet

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Grade descriptors

Strand 1: I can read different types of texts understanding key information;

Strand 2: I can select relevant quotations and use them to support my ideas;

Strand 6: I can make some links between the writer's viewpoint and the text;

Strand 7: I can use thoughtful vocabulary choices for effect and accurate punctuation and sentence structures to add clarity.

	Strand 1	Strand 2	Strand 6	Strand 7
Towards	<i>I mostly understood my book choice. I think I can explain most of what happened, who the characters were and what the themes are.</i>	<i>I can find some key information from my book, for example on what a character looks like for my character profile.</i>	<i>I think I understand what the writer's viewpoint was and I can explain some of it in my review.</i>	<i>I have tried to use some thoughtful vocabulary choices. I need to work on more accurate punctuation. I am starting to vary my sentences lengths.</i>
Met	<i>I completely understood my book choice. I can explain who the characters are, what they did and what the themes are. I would pass an Accelerated Reader quiz on my book.</i>	<i>I can support my ideas with quotations from my book, for example labelling my character profile and including quotations to support my opinion in my review.</i>	<i>I understand the writer's viewpoint and can see how it is presented in my book choice. I can explain the viewpoint clearly and support my ideas with quotations.</i>	<i>I am proud of my vocabulary choices. I checked my work and eliminated any errors with my punctuation. I have used a range of simple, compound and subordinate sentences for effect in my review.</i>
Depth	<i>I am able to infer meaning from my book choice and link it to the writer's ideas. I would get full marks on an Accelerated Reader quiz on my book.</i>	<i>I can take quotations from across my book, including short quotes on a theme to support my ideas.</i>	<i>I have a perceptive understanding of the writer's viewpoint, including how characters, themes and events are presented to explore it. I can link this to language choices.</i>	<i>I have used a range of thoughtful and interesting vocabulary, including polysyllabic words. I have no errors with my punctuation and have used devices like semi-colons accurately. I have varied my sentences for effect,</i>

"I will decide my Grade"

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



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