

Subject: Dance

Task: What is musical theatre?

*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: *individual teachers will confirm date in planner*

- Short piece of research information which describes what musical theatre is

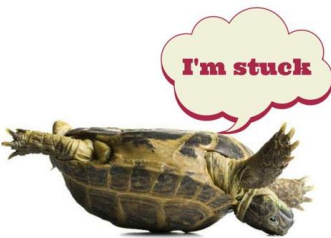
Task 2 – Needs to be completed by: *individual teachers will confirm date in planner*

- Research one named piece of musical theatre in more detail.
- Produce a short review of it.
- Use pictures and text. The writing frame may help me.

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

- Name your character.
- I could include designs.
- And/or textiles.
- And/or photographs.
- And/or collage.

“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 6 - Musicality	Strand 7 – Using lyrics for narrative	Strand 8 – Characterisation skills
Towards	See teacher for descriptors	See teacher for descriptors	See teacher for descriptors
Met	See teacher for descriptors	See teacher for descriptors	See teacher for descriptors
Depth	See teacher for descriptors	See teacher for descriptors	See teacher for descriptors

"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: Science (Biology)

I need to bring tasks 1 & 2 in my first lesson on the week beginning:
Monday 13th March 2017

individual teachers will confirm dates in planner

I need to bring tasks 3 & 4 in my first lesson on the week beginning:
Monday 27th March 2017

individual teachers will confirm date in planner

Task 1: Diet Diary

Task 1 – Needs to be completed by: Monday 13th March 2017

What do I have to include?

Create a report to answer the following questions:

- 1) What is a balanced diet?
- 2) What are the seven nutrients needed for a balanced diet? Give examples of two good sources of each nutrient
- 3) Explain how the body uses each of the 7 nutrients
- 4) Why is it important to have a balanced diet?
- 5) What is scurvy? What causes it? How can we prevent it?
- 6) What is rickets? What causes it? How can we prevent it?
- 7) What facts affect how much energy a person needs?
- 8) Write a food diary for two days. You must write down everything you eat and drink. OR Create a two-day healthy eating diet plan.
- 9) Identify the nutrients that you have eaten in your meals. E.g. Chicken Korma and rice. Nutrients: Protein (chicken), Fat (chicken and Korma source), Carbohydrates (rice)

Task 2: The digestive system

What do I have to include?

You will need to create a report on the digestive system. This report must include diagrams, answer all the questions and be at least 200 words long.

Task 2 – Needs to be completed by: Monday 13th March 2017

Create a booklet to answer the following questions and tasks:

- 1) What is digestion? Describe the key parts of the digestive system.
- 2) Describe the role of the mouth, stomach, intestines and enzymes in the digestive system
- 3) Explain the role of other organs and tissue in the digestive system.
- 4) Create a meal (e.g. a cheese sandwich and ice cream)
- 5) Now describe the journey of this meal through the digestive system. Explain where proteins, carbohydrates and fats etc are digested. (a writing frame help sheet is provided)

Use <http://kitses.com/animation/swfs/digestion.swf> to help you

<http://www.bbc.co.uk/education/guides/z9pv34j/revision/1>

Task 3: Is sugar really that bad?

Task 3 – Needs to be completed by: Monday 27th March 2017

What do I have to include?

Create a booklet, film, cartoon, stop-frame animation, Prezi or a PowerPoint presentation to about the health effects of sugar in our diet.

For this task you will need to carry out some research about sugar and energy drinks. Several celebrities like Davina McCall and Jamie Oliver have told us about the dangers of sugar and the government have giving warnings about the risks of certain illnesses.

You are going to produce a newspaper or TV report to answer the question:

“Is sugar really bad for us?”

You should include the following points:

- Why do we need sugar?
- Find out how much food is found in a) a packet of crisps, a can of coke, a bar of chocolate and 3 other foods.
- How does sugar affect our health?
- Do we need energy drinks?
- What is the link between sugar and obesity?
- How can people reduce their sugar intake?

Energy drinks

<http://www.telegraph.co.uk/news/health/children/11435906/Charity-demands-ban-on-sugary-energy-drinks.html>

https://www.youtube.com/watch?v=Rn255yi_0Ww

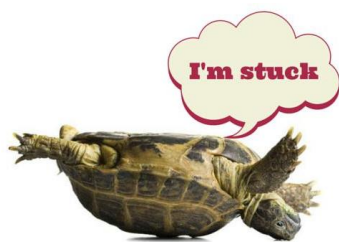
Sugar

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

<https://www.youtube.com/watch?v=Yda8RtOcVFU>

<http://www.theguardian.com/education/mortarboard/2013/mar/18/are-students-eating-too-much-sugar>

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10. Go to Homework Club in the ICT rooms after school.

Grade descriptors

	Strand 6	Strand 9	Strand 8
Towards	I can describe the role of theories in science	I can use key scientific terminology	I can identify links between scientific ideas and everyday contexts
Met	I can describe the role of theories about in science and explain why theories can be debated	I can accurately use scientific ideas	I can apply links between scientific ideas and everyday contexts
Depth	I can explain the role of theories about in science and discuss why these theories have been accepted and debated.	I can accurately discuss a range of scientific ideas	I can discuss links between scientific ideas and everyday contexts and discuss my ideas in detail

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Subject: Year 8 French

Task: Research Project: What is Bastille day?

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What do I have to include?

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

I need to research the meaning of ‘Bastille Day’ in France. Get as many details as possible.

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

I must then write up my research up in English and check for spelling and other errors.

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

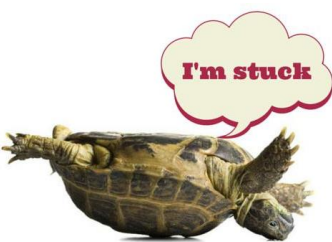
I must now draw/ find/trace, a map of Paris highlighting/annotating all the famous landmarks.

Task 4 – Needs to be completed by: **individual teachers will confirm date in planner**

I need to write a paragraph in French saying what tourists can do in Paris

Task 5 – Needs to be completed by: **individual teachers will confirm date in planner**
My final paragraph must say something that I DID in Paris using the past tense in French.

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Grade descriptors

	Strand 5	Strand 7	Strand 9
Towards	I can research some topic based facts	I can write a paragraph by using a writing frame	I can write a simple phrase from memory
Met	I can explain the facts in English	I can use verb tables to research time frames	I can adapt a phrase to make it my own
Depth	I now know exactly what was significant about Bastille Day	I can proof read my own work	I can use grammar to make my own phrases

"I will decide my Grade"

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