



Year 8 Homework Information Booklet Term 1 2016-2017

Key information about the 'Tic Tac Toe' system

Aims

- To develop independent learners
- To encourage students to manage their time effectively
- To enable students to be resourceful

How does Tic Tac Toe work?

- Students choose three tasks to complete over the term in each subject
- The tasks should form a line that runs through the centre. The line can be vertical, horizontal or diagonal.
- Each pupil should complete a task labelled as 1, 2 and 3
- For each task that is chosen there is a due date
- In some cases this is denoted by 'w/c' which means week commencing. Students should then submit the work in their lesson that week.

How long should students spend?

- Students should spend between 60 to 90 minutes on each task.
- Students are encouraged to break up the tasks into research, producing and proof reading.
- Students are advised to commence their homework for each task at least one week before the deadline, so that they are able to check with their subject teacher or form teacher if they have any questions.

If you have any questions then please do not hesitate to ask, by contacting heather.rinaldi@dovercourt.edu.sg .

<p>2.LO: To experiment with photography</p> <p><i>Task: Using a camera- and not using any filters take at least 5 photos which relate to a similar theme. Present these altogether with your explanations as to why you have taken them and the things you considered when taking the photographs.</i></p> <p>Due date: w/c 07/11/16</p> <p>Top tip: Consider the light, composition and the rule of thirds when taking your photograph! Is the subject interesting?</p>	<p>2.LO: Think outside of the box and creative risks</p> <p><i>Task: Collect a 'Wreck your journal' booklet from the box in Miss K's classroom</i></p> <p>Due date: w/c 07/11/16</p> <p>Top Tip: Have fun and relax! Imperfections aren't just beautiful but they make your work unique!</p>	<p>3.LO: To record your ideas using different media</p> <p><i>Task: Keep a creative diary for a week. Try to keep the words that you write to a minimum and express your actions or activities through drawing, sticking, collaging, the list is endless!</i></p> <p>Due date: w/c 05/12/16</p> <p>Top Tip: Be dynamic! Does your diary have to be on paper? What other ways could you create a creative diary? Research the following Artists for some ideas: Alice Fox-Rust Diaries Angela Moll Francis Alys 'When making something leads to nothing' Samantha Cotterill Joseph Cornell 'boxes'</p>
<p>2. LO: To learn how to look at objects that are in front of you and not just draw what's in your head.</p> <p><i>Task: Collect 3 or 4 objects from your house/your bedroom/outside. Arrange these into an interesting <u>composition</u>. Take a photo, which you can stick next to your final drawing. Using a piece of paper draw the composition using line and tone.</i></p> <p>Due date: Due date: w/c 07/11/16</p> <p>Top Tip: Remember to look at what is in front of you! Observational drawing is 70% looking and 30% drawing!</p>	<p>1.LO: To explore other Artists and be able to explain my own opinion.</p> <p><i>Task: To visit an exhibition at an Art Gallery. Choose one piece of work that you like <u>the least</u>. Write their name down in a notebook and research this Artist when you get home- What kind of Art do they produce? What are the ideas (concept) behind the Artwork? Why don't you like it? Remember to print out an image of their work and present the Artist Study neatly.</i></p> <p>Due date: w/c 26/09/16</p> <p>Top tip: Be open minded! You might change your mind once you have researched the work! Collect an Artist Study help sheet if you need some help with what information you need to research.</p>	<p>3.LO: To make your own sketchbook.</p> <p><i>Task: Using any type of paper/found materials/fabric experiment with making your own sketchbook- try out different ways of binding it together or even try making your own paper!</i></p> <p>Due date: w/c 05/12/16</p> <p>Top Tip: Why don't you join up to Pinterest and look at all the different ways that you could make your own sketchbook.</p>
<p>2: LO: Create a poster to inform other students about the Formal Elements in Art.</p> <p><i>Task: Make your poster eye-catching! What are the Formal Elements? What do they mean? How can you show some examples?</i></p> <p>Due date: w/c 07/11/16</p> <p>Top tip: Use the first page of your sketchbook to help you!</p>	<p>3.LO: To record your ideas using different media</p> <p><i>Task: Keep a creative diary for a week. Try to keep the words that you write to a minimum and express your actions or activities through drawing, sticking, collaging, the list is endless!</i></p> <p>Due date: w/c 05/12/16</p> <p>Top Tip: Be dynamic! Does your diary have to be on paper? What other ways could you create a creative diary? Research the following Artists for some ideas: Alice Fox-Rust Diaries Angela Moll Francis Alys 'When making something leads to nothing' Samantha Cotterill Joseph Cornell 'boxes'</p>	<p>3.LO: To learn how to look at objects that are in front of you and not just draw what's in your head.</p> <p><i>Task: Collect 3 or 4 objects from your house/your bedroom/outside. Arrange these into an interesting <u>composition</u>. Take a photo, which you can stick next to your final drawing. Using a piece of paper draw the composition using line and tone.</i></p> <p>Due date: w/c 05/12/16</p> <p>Top Tip: Remember to look at what is in front of you! Observational drawing is 70% looking and 30% drawing!</p>

<p>1. LO: To be able to debate the use of mobile phones.</p> <p>The increased availability of mobile devices has had a positive impact on how young people use their free time.</p> <p>Discuss this statement by creating a poster</p> <p>Due date: 03/10/16</p>	<p>1. LO: To be able to debate the use of mobile phones.</p> <p>The increased availability of mobile devices has had a positive impact on how young people use their free time.</p> <p>Discuss this statement by creating an illustrated mind-map.</p> <p>Due date: 03/10/16</p>	<p>1. LO: To be able to debate the use of mobile phones.</p> <p>The increased availability of mobile devices has had a positive impact on how young people use their free time.</p> <p>Discuss this statement by creating a Powerpoint/Prezi presentation</p> <p>Due date:03/10/16</p>
<p>1. LO: To be able to debate the use of mobile phones.</p> <p>The increased availability of mobile devices has had a positive impact on how young people use their free time.</p> <p>Discuss this statement by creating a Video/Drama/Greenscreen sketch (recorded/printed)</p> <p>Due date: 03/10/16</p>	<p>3. LO: Pokémon Go is a free-to-play, location-based augmented reality game developed by Niantic for iOS and Android devices</p> <p>Debate and discuss the word augmentation and explain how Pokémon works using GPS. Also identify the advantages and disadvantages of Pokémon.</p> <p>Due date: 12/12/16</p>	<p>2. Laura has many online accounts. She uses these to communicate with friends. Discuss the primary concerns associated with using the internet across many accounts and platforms.</p> <p>You can use Prezi or Powerpoint to complete this.</p> <p>Due date: 14/11/16</p>
<p>2. Laura has many online accounts. She uses these to communicate with friends. Discuss the primary concerns associated with using the internet across many accounts and platforms.</p> <p>Discuss this statement by creating a word processed document.</p> <p>Due date: 14/11/16</p>	<p>2. Laura has many online accounts. She uses these to communicate with friends. Discuss the primary concerns associated with using the internet across many accounts and platforms.</p> <p>Discuss this statement by creating a Video/Drama/Greenscreen sketch (recorded/printed)</p> <p>Due date: 14/11/16</p>	<p>2. Laura has many online accounts. She uses these to communicate with friends. Discuss the primary concerns associated with using the internet across many accounts and platforms.</p> <p>You can hand-draw this task.</p> <p>Due date: 14/11/16</p>

<p>1. LO: To practise VERY faint “whisper lines” in isometric drawing (30 degrees). <i>Task: Choose one of the sketch practice sheets – do both sides.</i></p> <ul style="list-style-type: none"> • Use “Whisper Lines”. • Draw strait “feathered” lines. • Draw parallel lines. • Draw at 30 degrees to horizontal. • Do NOT draw firm lines yet, stop at the projection lines. • Do NOT use an eraser (very light lines are fine). <p>Due date: w/c 19/09/16</p> <p>Top Tip: Use the weight of the pencil and one that is not freshly sharpened. Use an HB or H pencil (not B). <i>* Drawing is very important in design.</i></p>	<p>1. LO: To practise VERY faint “whisper lines” in isometric drawing (30 degrees). <i>Task: Choose one of the sketch practice sheets – do both sides.</i></p> <ul style="list-style-type: none"> • Use “Whisper Lines”. • Draw strait “feathered” lines. • Draw parallel lines. • Draw at 30 degrees to horizontal. • Do NOT draw firm lines yet, stop at the projection lines. • Do NOT use an eraser (very light lines are fine). <p>Due date: w/c 19/09/16</p> <p>Top Tip: Use the weight of the pencil and one that is not freshly sharpened. Use an HB or H pencil (not B). <i>* Drawing is very important in design.</i></p>	<p>2. LO: To practise VERY faint “whisper lines” AND to firm in the geometric forms’ outline. <i>Task: Choose one of the sketch practice sheets – do both sides.</i></p> <ul style="list-style-type: none"> • Use “Whisper Lines”. • Draw strait “feathered” lines. • Draw parallel lines. • Draw at 30 degrees to horizontal. • Firm in the geometric form. • Do NOT use an eraser <p>Due date: w/c 31/10/16</p> <p>Top Tip: Use the weight of the pencil and one that is not freshly sharpened. Use an HB or H pencil (not B). <i>* The firm line is a single solid line.</i></p>
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<p>1. LO: To be able to effectively describe my daily routine in writing</p> <p>You have been asked by your school to create a piece for the school blog about your daily routine. You should write between 75-150 words. If you are stretching yourself, you may be able to describe someone else's routine.</p> <p>Due: w/c 26/09/16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Refer to the Year 8 connectives and complex language covered in class to make your blog post more fluent/ effective.</p>	<p>1. LO: To be able to use daily routine phrases to create an effective story</p> <p>You have been asked to design a comic strip where 2 people are comparing their daily routine. If you are stretching yourself, you may be able to include more than two people in your comic strip.</p> <p>Due: w/c 26/09/16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Consider your use of subject pronouns and ensure that you accurately conjugate the verbs that you are using.</p>	<p>2. LO: To be able to describe the benefits of different school subjects in French</p> <p>Your school is advertising the different school subjects in the Secondary School to the Year 6 students. You have been asked to create a poster, showing the different school subjects that are available and their benefits in French. If you are stretching yourself, you may be able to add quotes in French from students.</p> <p>Due: w/c 07/11/16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p>
<p>1. LO: To be able to give key details about someone else's daily routine</p> <p>You have been asked to create a presentation of a famous person and their daily routine in French. Present as a PowerPoint, with each slide giving a different detail about the person's daily routine.</p> <p>Due: w/c 26/09/16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Do your research about your chosen person in English first. Then consider think how to transfer the key information into French.</p>	<p>3. LO: To be able to write an extended piece about your daily routine and school life.</p> <p>You have been asked by your school to create a piece for the school newspaper about your life in French. Write a newspaper article with three paragraphs. The first should be about your daily routine, the second should be about your likes and dislikes at school and the final paragraph should be about your plans for the future.</p> <p>Due: w/c 05/12/16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Remember to use punctuation, paragraphing and use the Year 7 connectives and complex language covered in class to vary your sentence openings.</p>	<p>2. LO: To be able to write an effective poem about my school subjects</p> <p>You have been asked to create a poem about your school subjects. You should use your opinion phrases to describe your likes and dislikes. If you are stretching yourself, you may be able to explain why you like/ dislike subjects.</p> <p>Due: w/c 07/11/16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Make sure to use your subject pronouns and verbs correctly in order to make the descriptions accurate and effective.</p>
<p>1. LO: To be able to give key spoken details about my daily routine in French</p> <p>You have been asked to tell a French class about your life via video. Record a video describing your daily routine on a normal school day. If you are stretching yourself, you may be able to talk about someone else's daily routine.</p> <p>Due: w/c 26/09/16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Make sure that your pronunciation and accent are as accurate as possible.</p> <p>Bring your video file in to school on a USB stick so that Mrs Rinaldi can access it.</p>	<p>2. LO: To be able to effectively describe the opinions that I like and dislike in writing</p> <p>You have a new friend in France, who has asked you about your school subjects. Write an email responding to your friend. If you are stretching yourself, you may be able to ask them questions about their school subjects too.</p> <p>Due: w/c 07/11/16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Refer to the Year 8 connectives and complex language covered in class to make your email more fluent/ effective.</p>	<p>2. LO: To be able to give key spoken details about your opinions of school subjects</p> <p>You have been asked to create a video diary about your likes and dislikes in your school subjects. If you are stretching yourself, you may be able to talk about a friend's opinions of their school subjects.</p> <p>Due: w/c 07/11/16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Make sure to use your subject pronouns and verbs correctly in order to make the descriptions accurate and effective.</p> <p>Bring your video file in to school on a USB stick so that Mrs Rinaldi can access it.</p>

<p>1.LO: To be able to use an atlas to locate the 10 longest rivers in the world.</p> <p><i>Task: Produce a single map displaying the courses of the 10 longest rivers in the world. (Print a blank world map and annotate them onto this)</i></p> <p>Due date: 8D: 04/10/16 8C: 03/10/16</p> <p>Top Tip: Remember that all maps and diagrams should be completed to a similar standard- e.g. title, key, clear labels and high quality presentation.</p>	<p>1.LO: To be able to recall and explain the key features of the water cycle.</p> <p><i>Task: Create a cartoon strip from the perspective of a raindrop to describe the journey taken during the water cycle. "The Journey of Mr Drop"</i></p> <p>Due date: 8D: 04/10/16 8C: 03/10/16</p> <p>Top Tip: Think about the key processes and how you might want to display/explain these within your work.</p>	<p>2.LO: To explain how we can mitigate flooding.</p> <p><i>Task: Research three ways to prevent flooding. Write a letter to the local government to explain the ideas to protect a local town/area. Make sure you give both positive and negative viewpoints.</i></p> <p>Due date: 8D:15/11/16 8C: 14/11/16</p> <p>Top Tip: Research what other places have done to combat the problem and include this research as an appendix to go with your letter.</p>
<p>1.LO: To be able to display your understanding of how a waterfall forms.</p> <p><i>Task: Using stop animation/video software produce a video of how a waterfall forms and changes over time.</i></p> <p>Due date: 8D: 04/10/16 8C: 03/10/16</p> <p>Top Tip: What materials could you use to show the processes?</p>	<p>3. LO: To be able to explain how we could protect a population living on an area of coastline at risk from erosion</p> <p>Task: You have been asked by a local council to help protect their town from coastal erosion. You need to make sure that your final plans do not impact any other settlements nearby. Produce a report stating what they should do and why. *This will be supported with a task sheet closer to the time.</p> <p>Due date: 8D: 13/12/16 8C: 12/12/16</p> <p>Top Tip: How can you make sure all viewpoints are accounted for in your report?</p>	<p>2.LO: To be able to describe the features found within a drainage basin.</p> <p><i>Task: Using images and internet sources, create a diagram showing the features found within a river system.</i></p> <p>Due date: 8D:15/11/16 8C: 14/11/16</p> <p>Top Tip: Can you extend yourself to researching and explaining how each one forms?</p>
<p>2.LO: To explain how rivers erode the landscape around them.</p> <p><i>Task: Create a presentation or informative poster on the different processes of erosion.</i></p> <p>Due date: 8D: 04/10/16 8C: 03/10/16</p> <p>Top Tip: Make sure there is appropriate detail for the poster to teach its 'reader' about your subject. Think about how you could use explanations, diagrams and images to help support this.</p>	<p>2.LO: To explain how a stack is developed over time.</p> <p><i>Task: Create a labelled model on how a crack in the headland can lead to the formation of a arch, stack and stump.</i></p> <p>Due date: 8D:15/11/16 8C: 14/11/16</p> <p>Top Tip: Think about how you will explain the way the features are created.</p>	<p>2. LO: To evaluate a range of coastal defence strategies.</p> <p>For a range of coastal defence strategies, produce a leaflet to explain to my IGCSE students how each strategy works, its pro's and con's and whether you think they are a good idea.</p> <p>Due date: 8D:15/11/16 8C: 14/11/16</p> <p>Top Tip: Plan this out first and think about which ones are most effective. Are you going to put in 7 or are you only going to choose the best 5?</p>

<p>1. LO: To be able to identify and explain change in the past.</p> <p><i>Task: Make a graph to show the changes in population, and where they lived, before and after the industrial revolution. Add clear labels to explain the changes. No bigger than A4 size.</i></p> <p>Due date: 8D – Thursday 14thSept 8C – Friday 16th Sept</p> <p>Top Tip: Make sure your graphs use a consistent scale and are easy to read. You may want to do them on the computer.</p>	<p>1. LO: To be able to analyse sources of information.</p> <p><i>Task: Collect three sources which could help to answer the question, ‘What was life like in the Industrial Revolution?’. Write an analysis of each source, using NOP (nature, origin, purpose)</i></p> <p>Due date: 8D – Thursday 14thSept 8C – Friday 16th Sept</p> <p>Top Tip: Use the acronym in your exercise book to help you analyse sources.</p>	<p>2. LO: To be able to communicate about the past.</p> <p><i>Task: Imagine you are a factory worker during the Industrial Revolution in England. Write a diary entry about a typical work day. Include information about what you did, but also how it made you feel.</i></p> <p>Due date for both classes: Monday 10th October</p> <p>Top Tip: Think carefully about your character – how can this help you explain your typical day?</p>
<p>1. LO: To be able to carry out independent historical research.</p> <p><i>Task: Create a powerpoint presentation about the Industrial Revolution in the USA. What were the similarities and differences between that and the Industrial Revolution in England?</i></p> <p>Due date: 8D – Thursday 14thSept 8C – Friday 16th Sept</p> <p>Top Tip: Focus your research on a few key topics, eg When did it start? What were the causes and consequences?</p>	<p>3. LO: To be able to consolidate information learned.</p> <p><i>Task: Create a revision booklet/leaflet for the topic ‘The Industrial Revolution’ using the notes in your exercise books and additional research. You must have a section for each LO covered.</i></p> <p>Due date for both classes: Monday 21st November</p> <p>Top Tip: Don’t fill your leaflet with too much information – use bullet points, pictures and diagrams to summarise learning. Using the computer may also be advantageous.</p>	<p>2. LO: To be able to communicate about the past.</p> <p><i>Task: Children had a particularly tough time during the industrial revolution. Draw a comic strip to show what life was like in a workhouse. It must have at least 6 scenes and be presented in A4.</i></p> <p>Due date for both classes: Monday 10th October</p> <p>Top Tip: Think carefully about your character – how can this help you explain your typical day?</p>
<p>1. LO: To be able to communicate about the past.</p> <p><i>Task: Draw and label a diagram of a street with ‘back to back’ housing. What were the advantages and disadvantages of this style of housing? Add clear labels to your diagram and a paragraph to explain the housing in your book. No bigger than A4 size.</i></p> <p>Due date: 8D – Thursday 14thSept 8C – Friday 16th Sept</p> <p>Top Tip: Think about the scale of your drawing and using pencil. Add colour and labels to diagram when completed in pen.</p>	<p>2. LO: To be able to communicate about the past.</p> <p><i>Task: Create a front page newspaper article about the outbreak of Cholera in an English city during the Industrial Revolution. Why did it spread and what were the consequences?</i></p> <p>Due date for both classes: Monday 10th October</p> <p>Top Tip: Find real sources of information that you can use to support your writing.</p>	<p>2. LO: To be able to communicate about the past.</p> <p><i>Task: The development of the railway changed life during the industrial revolution. Write a report to explain and evaluate these changes (which were good/bad?) and the impact it had on people at the time.</i></p> <p>Due date for both classes: Monday 10th October</p> <p>Top Tip: to evaluate means to look at both sides of the argument, using evidence, and to then reach a justified conclusion.</p>

<p>1. LO: To be able to recognise and write learnt characters and phrases.</p> <p><i>Task: You are required to complete the revision worksheets individually. Please collect the worksheets from your Mandarin teacher.</i></p> <p>Due date: 12.09.16</p> <p>Top Tip: Please refer to the given vocabularies on your Mandarin book.</p>	<p>2. LO: To be able to recognise and write learnt characters and phrases.</p> <p><i>Task: You are required to complete the revision worksheets individually. Please collect the worksheets from your Mandarin teacher.</i></p> <p>Due date: 10.10.16</p> <p>Top Tip: Please refer to the given worksheets on your Mandarin books.</p>	<p>2. To be able to read the passages with accuracy and intonation.</p> <p><i>Task: You are required to ask and respond minimum 30 questions & answers in Mandarin. Please collect the recording worksheets from your Mandarin teacher and send your recording to jonathan.leow@dovercourt.edu.sg or Wen.Soon@dovercourt.edu.sg</i></p> <p>Due date: 10.10.16</p> <p>Top Tip: If you are not sure on how to read the characters accurately, please refer to the target language on your Mandarin book.</p>
<p>1. To be able to write a paragraph from the learnt topics.</p> <p><i>Task: Write about your best friend with minimum 200 words in Chinese characters.</i></p> <p>(a) 你叫什么名字 ; (b) 你多大了 ; (c) 你是哪国人 ; (d) 你上几年级 ; (e) 你喜欢什么颜色 ; (f) 你不喜欢什么颜色。 (g) 你家人在哪里工作, 几点工作 ;</p> <p>Due date: 12.09.16</p> <p>Top Tip: Please refer to the given worksheets on your Mandarin book.</p>	<p>3. To be able to write a paragraph from the learnt topics.</p> <p><i>Task: Write a letter to your pen pal with minimum 200 words in Chinese characters.</i></p> <p>nǐjiāyǒu jǐ kǒurén (a) 你家有几口人 ; tāmenxīngqī jǐ gōngzuò (b) 他们星期几工作 ; tāmenchuānshénme yī fú gōng zuò (c) 他们穿什么衣服工作 ;</p> <p>Due date: 21.11.16</p> <p>Top Tip: Please refer to the given worksheets on your Mandarin books.</p>	<p>2. To be able to understand the chunk of information from the comprehension passage.</p> <p><i>Task: You are required to create minimum 25 questions and answer each in Chinese characters from the passage given. Please collect the worksheet from your Mandarin teacher.</i></p> <p>Due date: 10.10.16</p> <p>Top Tip: Please refer to the comprehension activities on your Mandarin book.</p>
<p>1. To be able to read the passages with accuracy and intonation.</p> <p><i>Task: You are required to ask and respond the 30 questions & answers in Mandarin. Please collect the worksheet from your Mandarin teacher and send your recording to jonathan.leow@dovercourt.edu.sg or Wen.Soon@dovercourt.edu.sg</i></p> <p>Due date: 12.09.16</p> <p>Top Tip: If you are not sure on how to read the characters accurately, please refer to the target language on your Mandarin book.</p>	<p>1. To be able to write the sentences using the correct sentence structure.</p> <p><i>Task: You are required to create minimum 50 sentences using the following particles, phrases or conjunctions :</i></p> <p>qùguò xuéguò le xiǎng huì 去过、学过、了、想、会、 búhuì kěshì dànshì jǐ yě 不会、可是、但是、几、也、 dōu hé shì bùshì méiyǒu 都、和、是、不是、没有、 yǒu xiǎng zài shuō zhùzài 有、想、在、说、住在、 jǐgè shuí nǎ nǎr duōdà 几个、谁、哪、哪儿、多大、 shénme jiào yào búyào rén 什么、叫、要、不要、人、 suì shì bùshì ma ne xǐhuan 岁、是、不是、吗、呢、喜欢</p> <p>Due date: 12.09.16</p> <p>Top Tip: Please refer to the given worksheets on your Mandarin book.</p>	<p>2. To be able to consolidate the learning in the areas of listening, speaking, reading and writing.</p> <p><i>Task: You are required to complete all the Flashcard, Learn, Speller, Test and Games on Quizlet website. Please screenshot your Test and Games scores to jonathan.leow@dovercourt.edu.sg or Wen.Soon@dovercourt.edu.sg</i></p> <p>Due date: 10.10.16</p> <p>Top Tip: Please refer to the given links on the Target language on Mandarin book.</p>

<p><u>1.</u> L.O.: To be able to describe the role of different characters in operas and musicals</p> <p>Complete “Lion King – Plot & Characters” to reinforce your learning of the plot synopsis of the musical.</p> <p>Top Tip: Use Youtube to watch clips of the scene you have been reading. List ways in which the animated version differs from the stage version.</p> <p>DUE DATE: 07/11/16</p>	<p><u>1.</u> L.O.: To be able to perform “All That Jazz” with a sense of occasion, purpose and context.</p> <p>Write a short account of your role within your group’s performance of “All That Jazz”.</p> <p>Top Tip: Include what you thought was good about the performance and what could be done to improve the performance.</p> <p>DUE DATE: 7/11/16</p>	<p>2.L.O.: To be able to describe how the musical developed from opera.</p> <p>Complete “The Learning About Opera” worksheet to consolidate knowledge and learning.</p> <p>Top Tip: Use Youtube to watch clips of Vaudeville and Opera Bouffe to help identify features present in both styles.</p> <p>DUE DATE: 26/09/16</p>
<p><u>1.</u>L.O.: To be able to perform “All That Jazz” with a sense of occasion, purpose and context.</p> <p>Write a short account of your role within your group’s performance of “All That Jazz”.</p> <p>Top Tip: Include what you thought was good about the performance and what could be done to improve the performance.</p> <p>DUE DATE: 7/11/16</p>	<p><u>3.</u>L.O.: To be able to perform chord or bass line parts as part of the class performance with a good awareness of how parts fit together and the effect of the song on action.</p> <p>Complete a written reflection of how you approached the performance and composing task.</p> <p>Top Tip: What did you do well? What surprised you? What challenged you? What would you try differently next time?</p> <p>DUE DATE: 05/12/16</p>	<p><u>2.</u>L.O.: To be able to describe how the musical developed from opera.</p> <p>Complete “The Learning About Opera” worksheet to consolidate knowledge and learning.</p> <p>Top Tip: Use Youtube to watch clips of Vaudeville and Opera Bouffe to help identify features present in both styles.</p> <p>DUE DATE: 26/09/16</p>
<p><u>1.</u> L.O.: To be able to describe the role of different characters in operas and musicals</p> <p>Complete “Lion King – Plot & Characters” to reinforce your learning of the plot synopsis of the musical.</p> <p>Top Tip: Use Youtube to watch clips of the scene you have been reading. List ways in which the animated version differs from the stage version.</p> <p>DUE DATE: 07/11/16</p>	<p>2.L.O.: To be able to comprehend how combined forms or art, drama, dance and music combine to form features of a musical.</p> <p>Devise 10 questions which could be given to another pupil in the class to answer based on the information given on “Musical Timeline”.</p> <p>Top Tip: Use ‘Why’ or ‘How’ questions to forge a longer response to your question.</p> <p>DUE DATE: 26/09/16</p>	<p>2.L.O.: To be able to comprehend how combined forms or art, drama, dance and music combine to form features of a musical.</p> <p>Devise 10 questions which could be given to another pupil in the class to answer based on the information given on “Musical Timeline”.</p> <p>Top Tip: Use ‘Why’ or ‘How’ questions to forge a longer response to your question.</p> <p>DUE DATE: 26/09/16</p>

<p>1.LO: To be able to explain the difference between mass and weight.</p> <p><i>Task: Calculate your weight and mass on all the planets of the solar system. Explain why this varies by discussing forces and include force diagrams.</i></p> <p>Due date: w/c: 19/9/16</p> <p>Top Tip: This is all to do with gravity!</p>	<p>1. LO: To describe the organisation of the universe with a labelled diagram.</p> <p><i>Task: Explain the position and scale of the Earth, within the universe, by drawing a series of labelled diagrams showing the hierarchy of the universe and defining each stage with examples (planet, solar system, galaxy, universe).</i></p> <p>Due date: w/c: 19/9/16</p> <p>Top Tip: https://www.youtube.com/watch?v=HiN6Ag5-DrU</p>	<p>2. LO: Compare and contrast different ways of gas exchange</p> <p><i>Task: Research how the following organisms exchange gases: tree, lion, frog, eagle, dragonfly, whale. Compare how these are similar and how these are different.</i></p> <p>Due date: w/c 31/10/16</p> <p>Top Tip: They can all do this in different ways.</p>
<p>1.LO: To research and evaluate scientific theories.</p> <p><i>Task: Research at least two different theories on how the moon was formed. Evaluate your opinion on each theory and suggest flaws and strengths. Conclude to say which you think is the most likely.</i></p> <p>Due date: w/c: 19/9/16</p> <p>Top Tip: http://www.space.com/25322-moon-formation-wild-theories.html</p>	<p>3. <i>Task: Create an <u>original</u> mnemonic for the reactivity series of metals (including carbon and hydrogen). Describe their properties, how they react with oxygen (using formula and symbol equations) and if you can how they react.</i></p> <p>Due date: w/c 28/11/16</p> <p>Top Tip: The mnemonic should follow this order/ metals: P. C. M. A. C. Z. I. T. L. T. L. H. C. S. G.</p>	<p>2. LO: Explain the adaptations of a leaf for effective gas exchange</p> <p><i>Task: Obtain a 'cross-section' diagram of a leaf. Describe its features and explain how they enable it to be adapted for photosynthesis.</i></p> <p>Due date: w/c 31/10/16</p> <p>Top Tip: Consider the leaf shape as well as the types of cells within it for top marks!</p>
<p>1.LO: To be able to define what makes something a planet by researching an example.</p> <p><i>Task: Define what determines whether something is a planet and explain whether you think it was justified to label Pluto as a 'dwarf' planet.</i></p> <p>Due date: w/c: 19/9/16</p> <p>Top Tip: A satellite is something which orbits another object.</p>	<p>2. LO: To explain the physiological changes which happens when we exercise</p> <p><i>Task: Construct a storyboard to describe how your breathing and heart rate change as you exercise (you could use your favourite sport). Explain why this happens in the body and attempt to explain <u>how</u>.</i></p> <p>Due date: w/c 31/10/16</p> <p>Top Tip: What do we need more of to make our muscles work? ...How do we get it to them?</p>	<p>2. LO: Describe the causes, symptoms and effects of some respiratory diseases.</p> <p><i>Task: Write a doctors report for a patient who has come in with the symptoms of <u>a</u> cardiovascular disease. Explain to them how it is caused and the problems they may face.</i></p> <p>Due date: w/c 31/10/16</p> <p>Top Tip: Examples include: Bronchitis, Pneumonia, Asthma, Cystic Fibrosis, Emphysema.</p>

MATHEMATICS

- Students in Key Stage 3 will be set two pieces of homework per week.
- One piece will be set from *MyiMaths*, an online portal for which the students have personalised logins. These pieces will be marked online and their results logged. The tasks can be done several times for more practice, as the tasks change each time.
- The second piece of homework will be written, and should take between 30 and 45 minutes. It will be marked by the teacher or by peers in class.

ENGLISH

- Students in Key Stage 3 will be set one piece of homework a week in relation to work covered in class; this should take around 45 minutes to complete.
- In addition, all students are expected to read age appropriate, high quality English texts each day. It is recommended that students spend a minimum of 20 minutes each day reading English.

OVERVIEW OF DEADLINES

	Task 1	Task 2	Task 3
Art	w/c 26/09/16	w/c 07/11/16	w/c 05/12/16
Computing	w/c 03/10/16	w/c 14/11/16	w/c 12/12/16
D.T	w/c 19/09/16	w/c 31/10/16	w/c 28/11/16
French	w/c 26/09/16	w/c 07/11/16	w/c 05/12/16
Geography	w/c 03/10/16	w/c 14/11/16	w/c 12/12/16
History	w/c 12/09/16	w/c 10/10/16	w/c 21/11/16
Mandarin	w/c 12/09/16	w/c 10/10/16	w/c 21/11/16
Music	w/c 26/09/16	w/c 07/11/16	w/c 05/12/16
Science	w/c 19/09/16	w/c 31/10/16	w/c 28/11/16