



Year 7 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 .

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| <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 31.10.16</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 31.10.16</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 28.11.16</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: w/c 31.10.16</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 19.09.16</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 28.11.16</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 31.10.16</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 28.11.16</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 28.11.16</p> <p>Top Tip: Remember to look at what is in front of you! Observational drawing is 70% looking and 30% drawing!</p> |

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| <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: 26/09/16</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: 26/09/16</p> | <p>2. LO: To be able to explain the concerns associated with using the internet across many accounts and platforms.</p> <p>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: 07/11/16</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: 26/09/16</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: 05/12/16</p> | <p>2. LO: To be able to explain the concerns associated with using the internet across many accounts and platforms.</p> <p>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: 07/11/16</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:26/09/16</p> | <p>2. LO: To be able to explain the concerns associated with using the internet across many accounts and platforms.</p> <p>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: 07/11/16</p> | <p>2. LO: To be able to explain the concerns associated with using the internet across many accounts and platforms.</p> <p>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: 07/11/16</p> |


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| <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 12/09/16</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 12/09/16</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 10/10/16</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> |
| <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 12/09/16</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>3. LO: To be able to demonstrate the correct technical skills in isometric drawing. <i>Task: To complete the practice sheet demonstrating the following skills.</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 21/11/16</p> <p>Top Tip: More practise is always helpful, so feel free to have fun experimenting with your new skills!</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 10/10/16</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 give written details about oneself in French</p> <p>You have a new friend in France. Write an email to your friend introducing yourself. You should build on the basic introduction phrases, whilst adding complex language. If you are stretching yourself, try to give details about a friend, by varying the subject pronoun.</p> <p>Due: first lesson w/c 19.09.16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Refer to the Year 7 connectives and complex language covered in class to elevate your language.</p> | <p>1. LO: To be able to use introductory phrases to create an effective story</p> <p>You have been asked by your school to create a piece for the school blog about meeting new people. Design a comic strip where 2 people meet and introduce themselves, using the key introductory phrases that you have learnt. If you are stretching yourself, you may be able to include more than two people in your comic strip.</p> <p>Due: first lesson w/c 19.09.16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Refer to the Year 7 connectives and complex language covered in class to elevate your language.</p> | <p>2. LO: To be able to give key details about family</p> <p>You have been asked to create a family tree in French about your own personal history. You can complete this by hand or on the computer. If you are stretching yourself, you may be able to give key details about some of the people on your family tree.</p> <p>Due: first lesson w/c 31.10.16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> |
| <p>1. LO: To be able to give introductory details about another person in French, using complex language</p> <p>You have been asked to create a biography of a famous person in French. Present as a PowerPoint, with each slide giving a different detail about the person. If you are stretching yourself, you may be able to use connectives to make your language more fluent and complex.</p> <p>Due: first lesson w/c 19.09.16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Do your research in English first and then think how to transfer the key information into French.</p> | <p>3. LO: To be able to write an extended piece about lifestyle.</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 introducing yourself, the second introducing your family and the final paragraph discussing your likes and dislikes.</p> <p>Due: first lesson w/c 28.11.16</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 effectively describe a pet</p> <p>You have lost your pet and need to design a poster so that people will recognise your pet and be able to return it. You can design the poster by hand or on the computer. If you are stretching yourself, you may be able to use connectives to make your language more fluent and complex.</p> <p>Due: first lesson w/c 31.10.16</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 oneself in French</p> <p>You have been asked to introduce yourself via video to your new classmates in French. You should use the key introductory phrases that you have learnt. If you are stretching yourself, you may be able to introduce another person in your family too, using different subject pronoun and verb conjugation.</p> <p>Due: first lesson w/c 19.09.16</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 describe family</p> <p>You have a new friend in France, who has asked you about your family. Write an email responding to your friend. If you are stretching yourself, you may be able to ask them questions about their family too.</p> <p>Due: first lesson w/c 31.10.16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Refer to the Year 7 connectives and complex language covered in class to really elevate your language.</p> | <p>2. LO: To be able to give key spoken details about family in French</p> <p>You have been asked to introduce your family via video to your new classmates in French. If you are stretching yourself, you may be able to explain what each member of your family likes and dislikes.</p> <p>Due: first lesson w/c 31.10.16</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> |

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| <p>1. LO: To be able to display data clearly on a map.</p> <p><i>Task: Clearly find and label a map of the twenty most populous cities around the world. Then describe the distribution of these. (e.g. Many of the cities are found in x area of the world....)</i></p> <p>Due date: 7D- 27/09/16 7C- 28/09/16 7I- 27/09/16</p> <p>Top Tip: Think about how you show clear labels on a map, e.g. take the labels 'away' from the map and label around the outside.</p> | <p>1. LO: To be able to display data clearly on a map</p> <p><i>Task: Using your own version of a world map, create a key and find 20 physical features of the world. This should include a range of features, such as mountains, rivers and lakes.</i></p> <p>Due date: 7D- 27/9/16 7C- 28/9/16 7I- 27/09/16</p> <p>Top Tip: Think about how you design the symbols- can they be replicated easily? Are they recognisable? Are there any examples you can research before you start?</p> | <p>2. LO: To be able to explain how plate tectonics work.</p> <p><i>Task: Create an informative and clearly detailed poster showing the four different plate boundaries.</i></p> <p>Due date: 7D 08/11/16 7C 09/11/16 7I 08/11/16</p> <p>Top Tip: Research the different boundaries first. Then design <u>your own</u> diagrams.</p> |
| <p>1. LO: To be able to use map skills effectively.</p> <p><i>Task: Create your own treasure map with clear grid references. Think about how you would display information using symbols. You must include a set of questions/instructions for the reader to find what they are looking for!</i></p> <p>Due date: 7D- 27/9/16 7C- 28/9/16 7I- 27/09/16</p> <p>Top Tip: Make sure your questions relate to skills on 4-figure grid references (we have re-capped these in class)</p> | <p>3.LO: To be able to explain the impact of a tectonic event on a population.</p> <p><i>Task: Research a tectonic event (Volcanic eruption or Earthquake) from the last 10 years. Describe its impact on people in the area and how they responded. Display your work as an extended newspaper article.</i></p> <p>Due date: 7D- 06/12/16 7C- 07/12/16 7I- 06/12/16</p> <p>Top Tip: Plan your work first- look at the 5'w's.</p> | <p>2. LO: To be able to describe the distribution of Earthquakes and volcanoes round the world.</p> <p><i>Task: On a copy of a world map, research and then add the 10 strongest earthquakes and 10 active volcanoes onto the map.</i></p> <p><i>Remember to label the location, date and size of the earthquake or the location and date since last eruption for volcanoes.</i></p> <p>Due date: 7D-08/11/16 7C-09/11/16 7I-08/11/16</p> <p>Top Tip: Do volcanoes and earthquakes happen in the same places? Describe the patterns you see on the map.</p> |
| <p>1.LO: To be able to develop a geographical imaginations.</p> <p><i>Task: Create a geographical poem or story about an experience in Singapore, such as a walk through the Botanic Gardens or a hike around McRitchie reservoir.</i></p> <p>Due date: 7D- 27/9/16 7C- 28/9/16 7I- 27/09/16</p> <p>Top Tip: Make a list of the descriptive/ geographical words you might use to develop your points, make it interesting or mystical.</p> | <p>2.LO: To be able to analyse how people could prepare for an earthquake.</p> <p><i>Task: On an A4 sheet of plain paper design an earthquake survival kit including only 8 items. For each item describe why you have included it.</i></p> <p>Due date: 7D-08/11/16 7C-09/11/16 7I-08/11/16</p> <p>Top Tip: Think about different times of day- what might they need during the day compared to the night? How might this alter the items you include?</p> | <p>2. LO: To be able to research how charities help people following a natural disaster</p> <p><i>Task: Write a diary account of a Red Cross worker on what they had to do the first two days after an earthquake.</i></p> <p>Due date: 7D-08/11/16 7C-09/11/16 7I-08/11/16</p> <p>Top Tip: Think about empathy- what feelings and emotions can you put through your work?</p> |

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| <p>1. LO: To be able to recognise change and continuity.</p> <p>Task: Conduct independent research into life in Singapore in 1965 and today. What has changed? What has stayed the same? Present as a powerpoint presentation, with each slide focusing on a different aspect of life, eg transport / housing.</p> <p>Due date: first lesson w/c 3.10.2016</p> <p>Top Tip: Decide what you want to find out about before you start your research to help you focus your search.</p> | <p>1. LO: To be able to communicate about the past.</p> <p>Task: Create a family tree to show your own personal history. Present on A4 paper. Can be handwritten or done on the computer. Try and go back as many generations as possible and attach photographs.</p> <p>Due date: first lesson w/c 3.10.2016</p> <p>Top Tip: Talk to you parents and other relatives to find out more!</p> | <p>2. LO: To be able to explain why the Roman Empire grew.</p> <p>Task: Build a 3D model of a Roman soldier. Include detail of the clothing worn and the weapons they may have had.</p> <p>Due date: first lesson w/c 14.11.2016</p> <p>Top Tip: Draw a plan before you start building. This will help you think about what materials might be appropriate and where to get them from.</p> |
| <p>1. LO: To demonstrate an understanding of chronology.</p> <p>Task: Complete independent research about a country of your choice (maybe your home country?). Draw a timeline adding in significant events from that countries history. Support events with images where appropriate.</p> <p>Due date: first lesson w/c 3.10.2016</p> <p>Top Tip: Think about how to judge 'significance'. Use the mind map in your exercise book to help you.</p> | <p>3. L.O: To demonstrate knowledge of the rise and impact of the Roman Empire.</p> <p>Task: Create a mind map about the Roman Empire. It should answer the following:</p> <ol style="list-style-type: none"> 1. Why did they want an empire? 2. How did they take over & control their empire? 3. How did the Roman Empire affect people's lives? <p>Due Date: first lesson w/c 12.12.2016</p> <p>Top Tip: Follow the rules of Mind Maps in the Help Guide. Use colour and images.</p> | <p>2. LO: To use enquiry skills to develop knowledge of life in Ancient Rome.</p> <p>Task: Create a power point presentation about Roman Gods. Include information about at least 5 different Gods. Explain who they were and what the represented in Roman life.</p> <p>Due date: first lesson w/c 14.11.2016</p> <p>Top Tip: Don't include too much text on each powerpoint slide. Summarise things into bullet points and use images also.</p> |
| <p>1. LO: To evaluate and make inferences from a source</p> <p>Task: Choose a source about the 'Fall of Singapore'. Analyse it by answering the following:</p> <ol style="list-style-type: none"> 1. What is the context? 2. What is the message of the source? (paragraph answers) <p>Challenge: Is this source useful to the historian studying the Fall of Singapore? (Paragraph answers)</p> <p>Due date: first lesson w/c 3.10.2016</p> <p>Top Tip: You need to research the Fall of Singapore. Ask your teacher for a tip sheet.</p> | <p>2. LO: To use enquiry skills to develop knowledge of life in Ancient Rome</p> <p>Task: Imagine you are in charge of costumes on a film set in Roman times.</p> <p>Use the 5Ws to research about the type of clothing and jewellery that were worn. Record your findings. Either include pictures or create an outfit that would have been worn.</p> <p>Due Date: first lesson w/c 14.11.2016</p> <p>Top Tip: Add clear labels to your design to help explain them and demonstrate your understanding of Roman clothes.</p> | <p>2. LO: To demonstrate understanding of the impact the Roman Empire.</p> <p>Task: Create a leaflet to outline modern inventions / traditions / ways of life that can be attributed to the Roman Empire, for example straight roads and flushing toilets! Present on an A4 piece of paper.</p> <p>Due date: first lesson w/c 14.11.2016</p> <p>Top Tip: there are many great websites out there that can help you, but focus on websites that are designed for students / young people, not adults eg Wikipedia.</p> |

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| <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: 03.10.16</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: 14.11.16</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: 14.11.16</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) 你最好的朋友是谁； (b) 你朋友家里有谁，他们工作吗； (c) 多大了/几岁了，出生在哪儿； (d) 上几年级，哪国人，住在哪儿； (e) 去过/没有去过/想去什么国家； (f) 会/不会说/想学什么语言。</p> <p>Due date: 03.10.16</p> <p>Top Tip: Please refer to the given worksheets on your Mandarin book.</p> | <p>3. 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: 12.12.16</p> <p>Top Tip: Please refer to the given links on the Target language on Mandarin book.</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: 14.11.16</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: 03.10.16</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 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 dōu 不会、可是、但是、几、也、都、 hé shì bùshì méiyǒu yǒu 和、是、不是、没有、有、 xiǎng zài shuō zhùzài jǐgè 想、在、说、住在、几个、 shuí nǎ nǎr duōdà shénme 谁、哪、哪儿、多大、什么、 jiào yào búyào rén suì shì bù 叫、要、不要、人、岁、是、不 shì ma ne 是、吗、呢</p> <p>Due date: 03.10.16</p> <p>Top Tip: Please refer to the given worksheets on your Mandarin book.</p> | <p>2. 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>(a) 你家里有谁； (b) 多大了/几岁了，出生在哪儿； (c) 上几年级，哪国人，住在哪儿； (d) 去过/没有去过/想去什么国家； (e) 会/不会说/想学什么语言。 (f) 爸爸妈妈工作吗，什么工作。</p> <p>Due date: 14.11.16</p> <p>Top Tip: Please refer to the given worksheets on your Mandarin books.</p> |

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| <p>1. LO: To be able to recognise and separate 4 tones in Mandarin pronunciation.</p> <p><i>Task: As we already learnt Mandarin Chinese has four basic tones. Please 1. Search online to find 10 single characters pronounced in each tone (in a word document with pinyin).</i></p> <p><i>2. Record your pronunciation about the 40 characters that you have found and send your recording to han.wang@dovercourt.edu.sg</i></p> <p>Due date: 03.10.16</p> <p>Top Tip: Please refer to the worksheets we have done in Mandarin class.</p> | <p>2. LO: To be able to give introductory details about another person in Chinese characters.</p> <p><i>Task: You have been asked to create a biography of a famous Chinese person. Present as a PowerPoint, with each slide giving a different detail about the person.</i></p> <p>Due date: 14.11.16</p> <p>Top Tip: Please refer to the given worksheets on your Mandarin books.</p> | <p>2. LO: To be able to give key details about your family.</p> <p><i>Task: You have been asked to give key details about some of the people on your family tree. Draw a family tree and give information about your family members such as name, age, date of birth and nationality.</i></p> <p>Due date: 14.11.16</p> |
| <p>1. To be able to separate different pronunciations from the same alphabet in English and Mandarin.</p> <p><i>Task: After the first topic learning, you may find the pinyin system share the same initials or consonants with English but some of them share the same sound, some don't. Please write an essay to illustrate: 1. 3 samples for the same pronunciation; 2. 3 samples for different pronunciations, and try to explain the differences.</i></p> <p>Due date: 03.10.16</p> <p>Top Tip: Example for question 1: "nose" and "nǐ" share the same pronunciation from "n"; 2: "queue" and "qī" are totally different by "q".</p> | <p>3. 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 han.wang@dovercourt.edu.sg</i></p> <p>Due date: 12.12.16</p> <p>Top Tip: Please refer to the given links on the Target language on Mandarin book.</p> | <p>2. LO: To be able to give key spoken details about myself in Mandarin.</p> <p><i>Task: You have been asked to introduce yourself via video to your classmates in Mandarin. You should use the key introductory phrases that you have learnt and send this recording to: han.wang@dovercourt.edu.sg</i></p> <p>Due date: 14.11.16</p> <p>Top Tip: Please refer to the activities on your Mandarin book.</p> |
| <p>1. To be able to write down characters in correct stroke orders.</p> <p><i>Task: Chinese characters are the same as English word, when you write a character, it should be written in certain stroke orders. Please find 10 characters which are more than 10 strokes. Write them down stroke by stroke as the example:</i></p>  <p>Due date: 03.10.16</p> | <p>1. To be able to understand the instructions of Chinese characters.</p> <p><i>Task: The Chinese characters have basic structures, please check your vocabulary card and categorise all the characters by character structures, such as: left-right, up-down, left-centre-right, etc.</i></p> <p>Due date: 03.10.16</p> | <p>2. To be able to understand character's meaning by recognise the basic radicals.</p> <p><i>Task: Most Chinese characters have certain relation with their radicals, some of them related by the sound, some of them share the meaning. Please do some research on Chinese characters and the basic radicals: find 10 basic radicals, for each radical please find at least 5 characters with the radical that share the relative meaning.</i></p> <p>Due date: 14.11.16</p> <p>Top Tip: For example: the character 眼(eyes) and 泪(tear) share the same radical 目, which related to "eye".</p> |

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| <p><u>1.L.O.:</u> 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: 19/09/16</p> | <p><u>1.L.O.:</u> 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: 19/09/16</p> | <p><u>2.L.O.:</u> 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: 31/10/16</p> |
| <p><u>1.L.O.:</u> 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: 19/09/16</p> | <p><u>3.L.O.:</u> 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: 28/11/16</p> | <p><u>2.L.O.:</u> 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: 31/10/16</p> |
| <p><u>1.L.O.:</u> 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: 19/09/16</p> | <p><u>2.L.O.:</u> 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: 31/10/16</p> | <p><u>2.L.O.:</u> 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: 31/10/16</p> |

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| <p>1) LO: know that cells are 3D structures with a nucleus, cytoplasm and a cell surface membrane.</p> <p><i>Task: Create a 3D model of either an animal or a plant cell. The cell must be around the size of an A4 piece of paper, and organelles must be labelled. Be creative!</i></p> <p>Due date: 8/10/15</p> <p>Top Tip: Use page 4 of your textbook if you can't remember what the organelles are.</p> | <p>1) LO: To know a new life starts when a sperm fertilises an egg and that fertilisation involves the fusion of the nuclei of sperm and egg.</p> <p><i>Task: Imagine you are a sperm cell on your journey towards the egg for fertilisation. Describe your journey in detail using as many key terms as possible.</i></p> <p>Due date: 8/10/15</p> <p>Top tip: Use page 15 of your textbook for a reminder of key words you should include.</p> | <p>2) LO: List common materials that are acids or alkalis.</p> <p><i>Task: On A3 paper, create a pH scale from 1-14. It must be coloured and list 3 every-day things that are each pH.</i></p> <p>Due Date: 30/10/15</p> <p>Top Tip: Use page 51 of your textbook for examples of objects at each pH.</p> |
| <p>1) LO: To know the organs, tissues and cells make the life process of reproduction possible.</p> <p><i>Create a story board of the events in plant fertilisation. Include a detailed description and a labelled drawing at each stage.</i></p> <p>Due date: 8/10/15</p> <p>Top Tip: Use page 11 of your textbook to help if you need it!</p> | <p>3) LO: To develop independent thinking and problem—solving skills by applying knowledge gained in class to problems.</p> <p><i>Task: Complete sections A, B, E and F of the homework booklet.</i></p> <p>Due date: 20/11/15</p> <p>Top Tip: If you're struggling to remember some of the information required to complete the booklet, look at the corresponding page of your textbook.</p> | <p>2) LO: A tissue is made up of cells that are very similar.</p> <p><i>Task: Write a lab report on the experiment we did to look at plant cells using onion epidermis. Include an equipment section, safety section, method, and a drawing of your results.</i></p> <p><i>Due date: 30/10/15</i></p> <p>Top Tip: Look through your blue book to jog your memory of what we did, or research "onion epidermis microscope experiment"</p> |
| <p>1) LO: To understand how burning materials on an industrial scale is leading to climate change.</p> <p><i>Task: Create a leaflet for the public about how burning fossil fuels is contributing to the greenhouse effect. Describe and explain what this is, and what they can do to help.</i></p> <p>Due Date: 8/10/15</p> <p>Top Tip: Use page 66 of your textbook to help you.</p> | <p>2) LO: Find out how carbonates react with acids.</p> <p><i>Imagine you are interviewing an acid and a carbonate. Write 5 questions you would ask both, and write detailed answers to your questions as the acid and the carbonate.</i></p> <p>Due date: 30/10/15</p> <p>Top Tip: Use page 60 of your textbook if you can't remember the reactions between acids and carbonates.</p> | <p>2) LO: Find out what happens when acids and bases are mixed together, and be able to name a use of neutralisation.</p> <p><i>Task: Imagine you are creating an instruction manual for someone who has never done a neutralisation. Provide an equipment list, Safety precautions, a detailed method, and what they can expect their results to be.</i></p> <p><i>Due date: 30/10/15</i></p> <p>Top Tip: Look through your blue book at the neutralisation reaction we did for inspiration!</p> |

Additional notes about core subjects

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