

Targeted Home Learning

Year:8

Targeted Home Learning

English KS3

Year 8:

Read the descriptive writing below. Whilst you read, think about how it could be improved.

In the middle of the jungle there was a waterfall. The water splashed all the way down it. There were some trees around the big waterfall that were really big. The rocks were large too. Up above the trees was the sky. The sky was always a bright blue colour. There were many animals jumping from tree to tree. Back down on the jungle floor, the sounds of chattering insects could be heard.

1. Many of the sentences in the example above start with 'the' which can be too repetitive. Can you rearrange/rewrite some of the sentences so that the sentences begin with either: adjectives, verbs, nouns or adverbs? For example: *Hopping and shrieking excitedly, the animals chased one another through the trees.*

2. How else could the example above be improved? Explain at least two ways. Think about: punctuation, sentence structure, language features and structural features.

3. Now write your own description of a jungle (you can improve upon the example, or start a new one of your own). Try to use as much of the success criteria as possible.

Success criteria: 5 senses (sight, sound, smell, taste, touch), alliteration, metaphor, simile, personification, onomatopoeia, varied punctuation, varied sentence openings, powerful vocabulary.

Targeted Home Learning

Subject: Digital Enterprise



Year 8:

Emerging:

Explain what the Python programme is and what it aims to help people to do.

Expected:

Explain what Python is and explain what a print statement enables us to do.

Embedded:

Complete the expected task and explain what a variable is and how Python needs to know what type of data the variable is in to be able to function properly, i.e. whether it is a string (text) or an integer (numbers).

Exceptional:

Complete the embedded task but explain how Python is able to tell the computer what data the variable is using. Look for the command that we need to use for both text and numbers.

Use the following links to help you:

<https://www.python.org/about/gettingstarted/>

Targeted Home Learning

Subject: Drama

Year 8:

Expected:

Chose a topic we have studied this year that you have enjoyed and explain what it is and what techniques you would use to create a performance.

Embedded: Chose a topic we have studied this year that you have enjoyed and explain what it is and what techniques you would use to create a performance. Use key terminology and references to the lessons.

Exceptional: Chose a topic we have studied this year that you have enjoyed and explain what it is and what techniques you would use to create a performance. Use key terminology and references to the lessons. Explain how personally you could improve in this topic

Targeted Home Learning

Subject: RE

Year: 8

Expected: Find out 10 interesting facts about Christianity.

Embedded: Draw and label a half/half picture of a cross section of a Church and a Mosque which shows the differences and similarities.

Exceptional: Make a podcast about what Christians believe about God.

Targeted Home Learning

Subject: Science

Year: 8

Task 1: Collect a work sheet from your science teacher and answer the questions on lined paper.

Task 2: Choose two areas you need to improve from the final exams. See your teacher if you are not sure about this. Produce revision notes on both topics. Revision notes could include:

- Mind maps
- Key words
- Flash cards

Targeted Home Learning

Subject: French

Year: 8

Expected:

Create a diagram showing how you conjugate 'er' verbs in French. Ensure your diagram is clear and explains / shows the different endings for the pronouns. You should also give some examples of conjugations of 'er' verbs in both English and French. Your diagram should be in English, with images to help make it as clear as possible. Be creative!

Embedded:

As well as the above task, create a mind map of opinions in French. You should try to include simple opinions, adjectives and some complex opinions / opinion phrases. Your mind map should be in French and English, with images to accompany it, if you wish.

Exceptional:

As well as the above two tasks, create a 'ladder to success' of the different things you need to do to reach exceptional level in French. You should try to give examples in French and English to demonstrate your ideas.

Targeted Home Learning

Subject Design and Technology

Year : 8

Expected - Sketch and annotate a design for a device that helps you get ready for school in the morning

Embedded - Make a model of a device that helps you get ready for school in the morning

Exceptional - Use Google SketchUp to draw a device that helps you get ready for school in the morning.

Targeted Home Learning

Subject: Food

Year: 8

Choose your favourite recipe and modify it to suit the following special dietary needs:

1. Coeliac
2. Coronary heart disease
3. Diabetes

Make one of the recipes you have modified, photograph it and ask your family to rate it out of five for:

- Taste
- Texture
- Appearance

Is the changed recipe different from the original one? Describe what these changes are.

Targeted Home Learning

Subject: Geography

Year: 8

Type of disaster	No. of Deaths	Location	Country	Year
Flood	900,000	Huang He River	China	1877
Flood	500,000	Honan Province	China	1939
Hurricane	500,000	Ganges delta	Bangladesh	1970
Earthquake	450,000	Tanashan	China	1976
Earthquake	300,000	Sichuan	China	1850
Tsunami	250,000	Countries around the Indian Ocean		2004
Landslide	200,000	Kansu	China	1920
Earthquake	150,000	Tokyo	Japan	1923
Volcano	100,000	Java	Indonesia	1883
Tsunami & Earthquake	70,000	Lisbon	Portugal	1755

Top 10 Deadliest Natural Hazards.

1. Construct a suitable type of graph to show the top 10 deadliest natural hazards (bar chart or line graph).
2. Write 3 sentences describing the graph you have drawn. Quote figures in your answer.
3. On a blank world map locate the top 20 deadliest natural hazards. Use a suitable symbol for each type of hazard. Add a title and a key.
Application: Add on key pieces of information like date and number of people killed.
4. Describe the distribution of the natural hazards on your map.
Include these words: continent China LIC flood HIC Europe Earthquake

Targeted Home Learning

Art KS3

Year 8:

Some of you may have opted for Art GCSE next year. This will entail looking closely at interesting Artist from around the world, who will inspire you to create great works of art yourself! Research and create a fact/information sheet that shows information about a particular artist and their work that could inspire you to create outstanding work next year.

Targeted Home Learning History

Year : 8

On Youtube – watch the following documentary about the Asian Tsunami and ‘how it shook the world’

Complete the attached sheets – you will use these in both History and Geography!

<https://www.youtube.com/watch?v=Q5x6a5kAke0&safe=true>

WAVE THAT SHOOK THE WORLD – ASIAN TSUNAMI THE TIMELINE

What could have prevented the tsunami having such a large consequence?

Future problems?

What % of the world is in danger of tsunamis?

THE WORLD

Did the rest of the world have a wave?

What other affects did the tsunami have on the world?

ANDAMON & NICOBAR ISLANDS

+Time:

Effects:

SUMATRA, BONDA ACEH

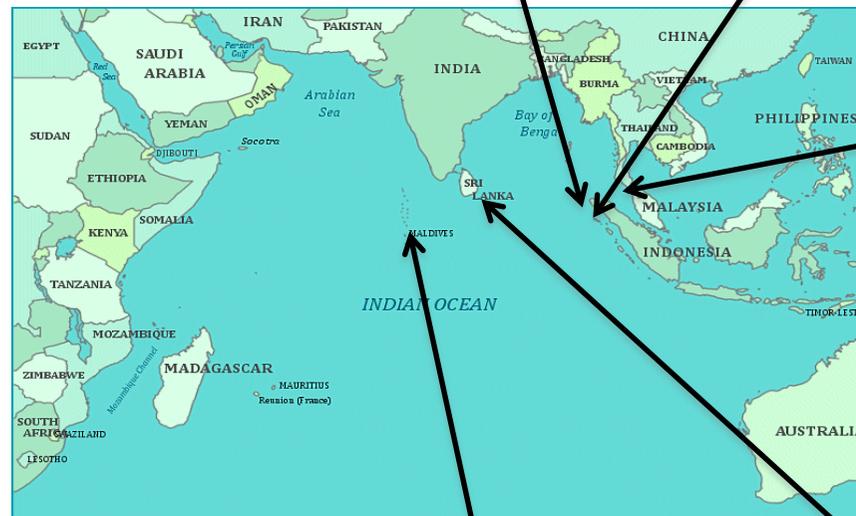
+Time:

Details (speed/height etc):

Effects:

EPICENTRE:

TIME:



SOUTHERN THAILAND

+Time:

Details (including why some areas were worse affected):

MADAGASCAR & MAURITIOUS

+Time:

Details:

MALDIVES

+Time:

Details:

SRI LANKA

+Time:

Details (including the train):

How does a tsunami form?

Why do only some earthquakes form a tsunami?

Why did this earthquake cause such a powerful tsunami?

What is different about a tsunami wave from a normal wave?

How fast was the initial wave travelling?

What is the difference between this wave at sea and when it hits land? Why?

DATE:

TIME:

LOCATION:

MAGNITUDE:

LASTED:

HOW POWERFUL (the statistics):

As powerful as how many Hiroshima bombs:

PACIFIC TSUNAMI WARNING CENTRE:

Where?

Founded when?

At what magnitude earthquakes do they start to check for tsunamis?

Time they knew about the earthquake?

What equipment do they use to check for tsunamis?

Why was this an issue for the Asian tsunami?