

Copper (Least reactive)

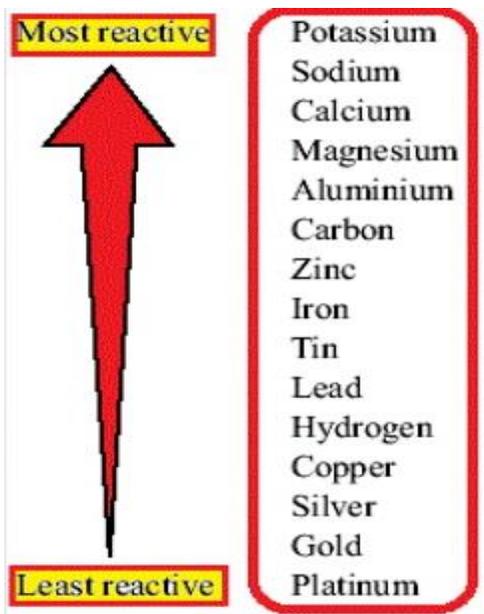
- Quiz.** Create 10 challenging questions (with answers) to test your learning partner. Write the questions and answers on lined paper.
- Word Cloud.** Make a word cloud list up with keywords and concepts. You must explain what these terms mean.
- Tweet.** Tweet about your learning so far. No more than 140 characters, use # for key words and they must be informative.
- Progress Pie** - Write your own teacher-style progress report for this week's Science lessons.

Magnesium (Quite reactive)

- Factsheet** - Design a factsheet that contains **ALL** the key areas we have covered in this topic. Include a quiz that tests the knowledge of the reader.
- Easy Bake Science Cake** - *Bake a cake inspired by a topic covered in Science this term*
- Story makers** - Write a made up discussion between a student who doesn't understand and another student trying to explain.
- 20 Questions** - Create a crossword with challenging questions on the topics we have covered that the class will complete. Use a website to help you make your crossword.
- Read all about it** - Write a newspaper article about your current topic to inform the public in science developments

Year 8 Science

Choose your homework from the boxes



The reactivity series suggests the degree of difficulty or challenge the homework will offer you. You must attempt at least one most reactive throughout the unit.

Zinc (Somewhat reactive)

- Flash Cards.** Produce a set of 20 flash cards on your current topic
- Facebook status** - Write a status explaining the key terms in this topic. Must be informative and can be more than one status.
- Concept mapping** - Create a concept map that shows how keywords and ideas are linked with each other. Explain how they are linked.
- Starter activity** - Imagine you are going to teach the class. Design a starter activity that you can do with them next lesson. It must test their prior knowledge.

Potassium (Most reactive)

- Spare Ribs** - Create a board game based on a topic from this term. It should test skills and knowledge.
- Design a page** - Design a two page spread on the topics we have covered. Use colour, pictures, facts, questions and more to make it look cool and real!
- Mini Play**- In a group (max. four), write and perform a mini-play inspired by a topic we have covered this term. This dish begins with a beautifully presented script, followed up by a gut-busting performance **Read all about it!** - Create a newspaper article OR a recorded news report that will be shown/presented to the class.
- Creative Cracker** - Produce a piece of artwork, or a 3D model, to demonstrate your understanding of our current topic in Science