

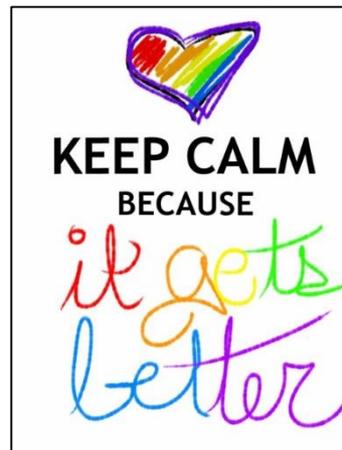
# Good Evening Parents and Year 11



It's a marathon, not a sprint...

Programme – Year 11 Evening  
Wednesday 11 September 2019  
5.30pm-6.30pm

1. Introduction
2. Science Preparation
3. English Preparation
4. Maths Preparation
5. How to revise...
6. What else are we doing?
7. Links to sports coaching.
8. Staying healthy.
9. Other ideas to help.
10. A little film to finish...



# What have we learned?

- GCSEs are a marathon, not a sprint.
- Long-term learning works better.
- Students need 'exam stamina'.
- Students need to face their fears and train for the hardest questions and long periods of working (reading *and* writing) to make the real thing feel easier.
- Reading, and reading fast, matters.
- Whenever you get an exam or a piece of work back, give **3** excuses for why you didn't get the next grade up, then plan how you will tackle them.





# GCSE SCIENCE

Miss Marsh  
Curriculum Area Leader

Mr Ward  
Deputy CAL and KS4 Coordinator  
(Acting CAL from October 2019)

# Two Routes

- AQA GCSE Combined Science:  
Trilogy (sets 2-7)
- AQA GCSE Separate Sciences:  
Biology, Chemistry, Physics (set 1  
only)

# Combined Science: Trilogy

<b>Biology Paper 1</b> <ul style="list-style-type: none"><li>• Cell biology</li><li>• Organisation</li><li>• Infection and response</li><li>• Bioenergetics</li></ul>	<b>Chemistry Paper 1</b> <ul style="list-style-type: none"><li>• Atomic structure and the periodic table</li><li>• Bonding, structure and the properties of matter</li><li>• Quantitative chemistry</li><li>• Chemical changes</li><li>• Energy changes</li></ul>	<b>Physics Paper 1</b> <ul style="list-style-type: none"><li>• Energy</li><li>• Electricity</li><li>• Particle model of matter</li><li>• Atomic structure</li></ul>	<b>Required Practicals</b> <ul style="list-style-type: none"><li>• Students will complete 21 required practicals during lessons</li><li>• Skills developed during the required practicals will be assessed across all papers</li></ul>
<b>Biology Paper 2</b> <ul style="list-style-type: none"><li>• Homeostasis and response</li><li>• Inheritance, variation and evolution</li><li>• Ecology</li></ul>	<b>Chemistry Paper 2</b> <ul style="list-style-type: none"><li>• The rate and extent of chemical change</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li><li>• Using resources</li></ul>	<b>Physics Paper 2</b> <ul style="list-style-type: none"><li>• Forces</li><li>• Waves</li><li>• Magnetism and electromagnetism</li></ul>	

Total of six papers: two biology, two chemistry and two physics.  
Each paper lasts 1 hour 15 minutes  
Each paper is worth 16.7% of the GCSE

# Separate Sciences – Biology

## Paper 1

- Cell biology
- Organisation
- Infection and response
- Bioenergetics

## Paper 2

- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
- Key ideas

## Required practicals

- Students will complete 10 required practicals during lessons
- Skills developed during the required practicals will be assessed across all papers

**Two papers:**

**Each paper is worth 50% of the GCSE**

**Each paper lasts 1 hour 45 minutes**

# Separate Sciences – Chemistry

## Paper 1

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes

## Paper 2

- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

## Required practicals

- Students will complete 8 required practicals during lessons
- Skills developed during the required practicals will be assessed across all papers

**Two papers:**

**Each paper is worth 50% of the GCSE**

**Each paper lasts 1 hour 45 minutes**

# Separate Sciences – Physics

## Paper 1

- Energy
- Electricity
- Particle model of matter
- Atomic structure

## Paper 2

- Forces
- Waves
- Magnetism and electromagnetism
- Space Physics

## Required practicals

- Students will complete 10 required practicals during lessons
- Skills developed during the required practicals will be assessed across all papers

**Two papers:**

**Each paper is worth 50% of the GCSE**

**Each paper lasts 1 hour 45 minutes**

# NEW GCSE (9-1), (9-9 to 1-1)

## SCIENCE GRADING

BIOLOGY, CHEMISTRY, PHYSICS	COMBINED SCIENCE
9	9-9
8	9-8 8-8
7	8-7 7-7
6	7-6 6-6
5	6-5 5-5
4	5-4 4-4
3	4-3 3-3
2	3-2 2-2
1	2-1 1-1
U	U

Needed for A Level Sciences

Counts as two 4s for sixth form entry;  
Needed for Level 3 Applied Science

Counts as no 4s for sixth form entry

# PPE Exam dates – 2019/2020

## **Combined Science: Trilogy (sets 2-7)**

- November – Biology 1 and Physics 1
- 9<sup>th</sup> December – Chemistry 1
- February/March – Biology 2 and Physics 2
- 30<sup>th</sup> March – Chemistry 2

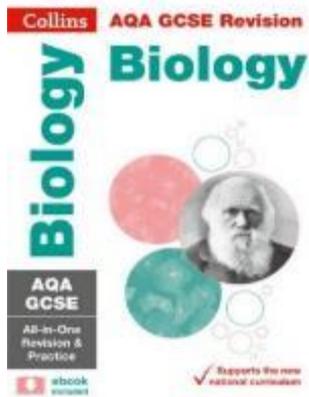
## **Separate Sciences (set 1)**

- November – Biology 1, Chemistry 1 and Physics 1
- February/March – Biology 2, Chemistry 2 and Physics 2

# Revision Guides

- The school shop sells revision guides.
- These can also be purchased on Parent Pay from next week.

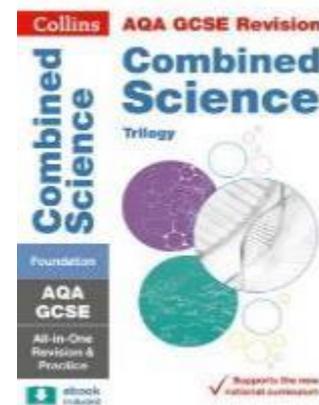
## Separate Science



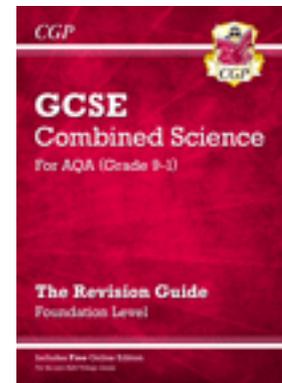
£3.99 each



## Combined Science



£9



£5.60

# Revision Support

- Revision sessions after school every Monday
- Weekly fact recall questions in lessons  
(booklet with questions and answers is on Firefly)
- Revision resources on Firefly

		Question from		Question	Answer
Interleaved Questions		229	18	How many electrons does calcium have?	20 (same as atomic number!)
			105	Explain why methane has a low melting point	It is a simple molecular substance with weak forces between the molecules (which are easy to break)
			162	How do you measure pH?	With an indicator or pH probe.
Topic Questions	1	3	1	Define an atom	The smallest part of an element that can still be recognised as that element
			2	Define element	A substance made of only one type of atom
			3	Define compound	A substance made of two or more different atoms chemically bonded together

# SCIENCE FACT RECALL Sept -Oct

Monday 16<sup>th</sup> September  
Cells – Bio Chapter 1, Questions 1 – 21

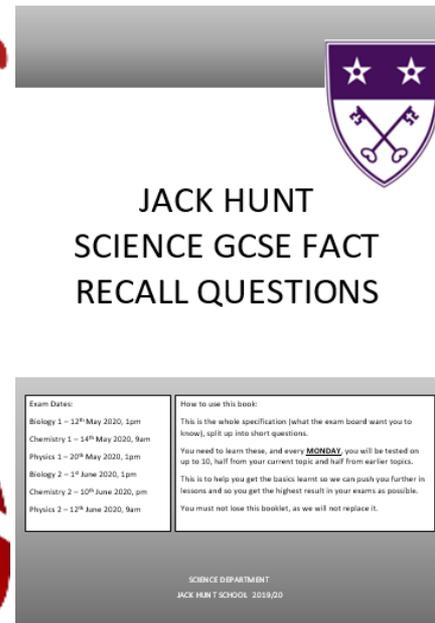
Monday 23<sup>rd</sup> September  
Transport and digestion – Bio Chapter 1, Questions 22 – 33 and Chapter 2  
Questions 1-11

Monday 30<sup>th</sup> September  
Infectious disease + transport measures - Bio Chapter 2, Questions 12 – 34  
and Chapter 3, Questions 1-11

Monday 7<sup>th</sup> October  
Treating disease + respiration + photosynthesis –  
Bio Chapter 3, Questions 12 – 18 and Chapter 4, Questions 1-13

Monday 14<sup>th</sup> October  
Energy – Phys Chapter 1, Questions 1 – 28

Monday 28<sup>th</sup> October  
Electrical current – Phys Chapter 2, Questions 1 – 19



You'll find the  
booklet on  
firefly...

# Other Revision Resources

Click on the images below to go to the website:

The logo for DODDLE, featuring the word "DODDLE" in a bold, sans-serif font. The letters "D", "O", and "D" are orange, while the letters "D", "D", "L", and "E" are purple.

Example Login details:

Username: JoeBloggs15

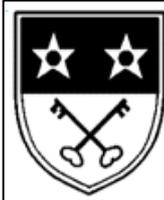
Password: jackhunt



# Tips for Success

Encourage your child:

- To work hard in lessons and ask for help when needed,
- To attend Monday revision sessions,
- To practice exam questions,
- To learn the fact recall questions ready for the weekly tests,
- To complete tasks on Doddle,
- To use Seneca Learning



# **MATHS @ JACK HUNT**

## **KEY EXAM DATES:**

**PAPER 1 (NON CALCULATOR) - TUESDAY 19<sup>TH</sup> MAY AM**

**PAPER 2 (CALCULATOR) - THURSDAY 4<sup>TH</sup> JUNE AM**

**PAPER 3 (CALCULATOR) – MONDAY 8<sup>TH</sup> JUNE AM**

## **SATURDAY/EVENING SCHOOLS**

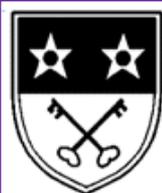
Saturday schools will run in the build up to each PPE and the external exams.

**NOVEMBER PPE**

**FEBRUARY/MARCH PPE**

**MAY/JUNE**

**ALL DATES TO BE CONFIRMED**



## **MATHS @ JACK HUNT**

<b>TOPIC AREA</b>	<b>FOUNDATION</b>	<b>HIGHER</b>
Number	25%	15%
Algebra	20%	30%
Ratio	25%	20%
Geometry	15%	20%
Probability and Stats	15%	15%

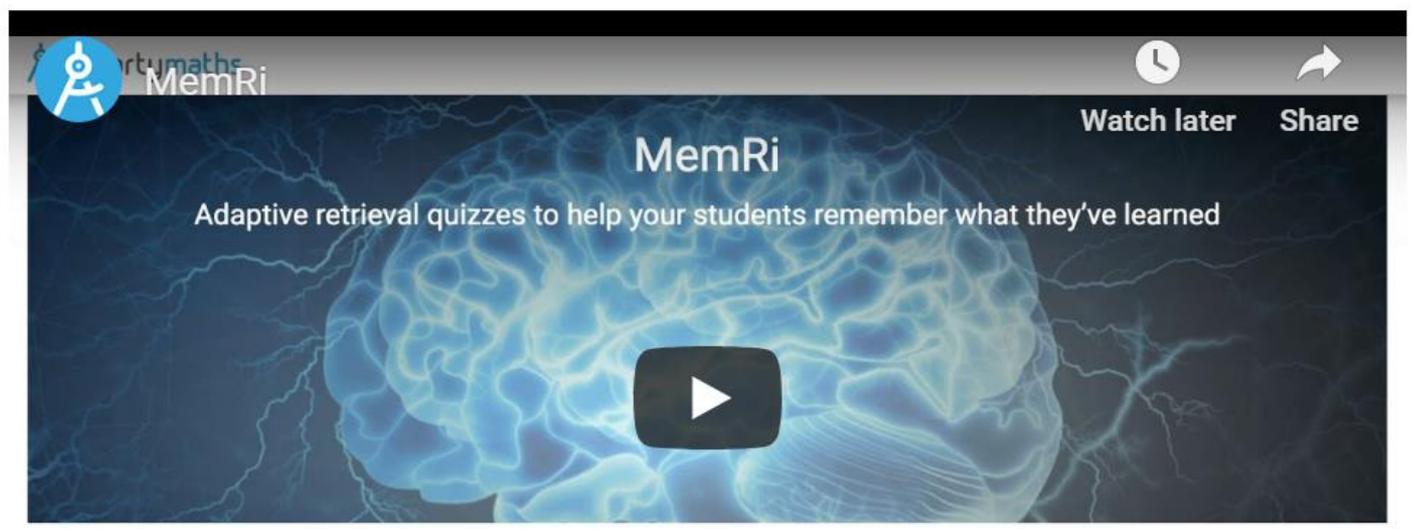


# MATHS @ JACK HUNT

ASSESSMENT OBJECTIVE	FOUNDATION	HIGHER
<b>AO1</b> Use and apply standard techniques	50%	40%
<b>AO2</b> Reason, interpret and communicate mathematically	25%	30%
<b>AO3</b> Solve problems within different contexts	25%	30%

# MemRi is here!

Watch the video to find out more



### Spaced Repetition

Questions are repeated at timed intervals so skills move to long-term memory



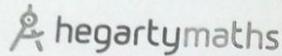
### Variation

Questions are presented differently each time to strengthen memory retrieval



### Interleaving

Quizzes are made up of questions from different topics to practise different skills



### 10 things a student should do when completing HegartyMaths homework

Student checklist for good HegartyMaths homework		✓ or X
1	I always write the date, title, clip number and H/W for all my tasks.	
2	I always watch the video before attempting the questions.	
3	I always take full notes of all the examples modelled in the video.	
4	I copy every question that I attempt in my book.	
5	I show all my workings for every question in the quiz that I do.	
6	I try to model my work the way I was shown in the video by Mr Hegarty.	
7	I use a pencil and ruler for all diagrams.	
8	I mark my work correct/incorrect as I go.	
9	I write down corrections when HegartyMaths tells me the correct answer.	
10	I write down my score at the end of quiz.	

### Teacher Feedback

Effort	
O	Outstanding
G	Good
R	Requires Improvement
I	Inadequate

Presentation	
1	Outstanding
2	Good
3	Requires Improvement

### 5 things you should do when you want to do extra work

Action	✓ or X
1 I go back to my donut and pick lessons that are red (<70%) to redo them to make them amber (>70%) or green (100%).	
2 I go back to my donut and pick lessons that are amber (>70%) to redo them to make them green (100%).	
3 When working on lessons that are red or amber and I cannot make them 100%, I rewatch the video and look at the building blocks which may help me.	
4 I complete a Fix-Up-5 where HegartyMaths gives me 5 practice questions on parts of maths that I might be weak on.	
5 If my teacher has given me a revision list of clips on HegartyMaths, then I pick a topic on that list and complete a homework the normal way by myself.	

6/9/19 552 - perimeter 5

Key words: Lengths, units, distance, algebraic expressions

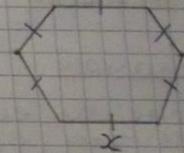
### Example

- a) Write an expression in terms of  $x$  for the perimeter of this regular hexagon
- $6x$  (all sides same length) (6 sided shape)

- b) Given that the perimeter is equal to 132m find the value of  $x$

$$\frac{6x}{6} = \frac{132}{6}$$

$$x = 22m$$



### Example

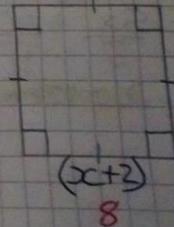
- a) Write an expression in terms of  $x$  for the perimeter of this square
- $4(x+2)$  or  $4x+8$

- b) Given that the perimeter is equal to 32cm find the value of  $x$

$$4x + 8 = 32$$

$$\frac{4x}{4} = \frac{24}{4}$$

$$x = 6cm$$



English Language and English Literature

Mr Ward- CAL English

# English Qualifications

AQA English Language 8700  
AQA English Literature 8702

All students will be entered for both qualifications and everyone sits the same paper (no Higher or Foundation).

In total, students have 4 exams for English.



# Key dates 2019/20

## PPEs (Mock exam dates)

4<sup>th</sup> - 18<sup>th</sup> November - Language Paper 1 and 2

24<sup>th</sup> February – 2<sup>nd</sup> March – Literature Paper 1 and 2



## Key dates 2019/20

**The English Language qualification (8700) is 100% exam (two papers, taken at the end of Year 11).**

**Paper One: The Fiction Paper**

**Date of exam: 2<sup>nd</sup> June 2020**

- Four questions testing reading /comprehension of one unseen fiction extract.
- One creative writing task: description or narrative.
- 50% of GCSE. One hour 45 minutes.

**Paper Two: The Non Fiction Paper**

**Date of exam: 5<sup>th</sup> June 2020**

- Four questions testing reading/ comprehension of two unseen non-fiction texts, including one from the 19th Century.
- One writing task: writing to present a point of view.
- 50% of GCSE. One hour 45 minutes.

**The English Literature qualification (8702) is 100% exam (two papers, taken at the end of Year 11).**

**Paper One: Shakespeare and 19th Century Novel**

**Date of exam: 13<sup>th</sup> May 2020**

- One essay question on Romeo and Juliet or Macbeth (with an extract to start from)
- One essay question on The Sign of Four or A Christmas Carol (with an extract to start from)
- 40% of GCSE. One hour 45 minutes.

**Paper Two: Modern Texts and Poetry**

**Date of exam: 21<sup>st</sup> May 2020**

- One essay question on Blood Brothers, Inspector Calls, Animal Farm or Lord of the Flies.
- One essay comparing poems from a list we have studied.
- Two questions based on unseen / unstudied poems.



## Literature Paper One: Shakespeare and 19th Century Novel

- One essay question on **Romeo and Juliet** or **Macbeth** (with an extract to start from)
- One essay question on **Sign of Four** or **A Christmas Carol** (with an extract to start from)
- 40% of GCSE. One hour 45 minutes.



## Literature Paper Two: Modern Texts and Poetry

- One essay question on **Blood Brothers, An Inspector Calls, Lord of the Flies or Animal Farm.**
- One essay comparing **poems** from a list we have studied.
- Two questions based on **unseen / unstudied poems.**
- 60% of GCSE. Two hours 15 minutes.



## Language Paper One: The Fiction Paper

- Four questions testing **reading /comprehension** of one unseen fiction extract.
- One creative **writing** task: description or narrative.
- 50% of GCSE. One hour 45 minutes.



## Language Paper Two: The Non-Fiction Paper

- Four questions testing **reading /comprehension** of two unseen non-fiction texts, including one from the 19th Century.
- One creative **writing** task: writing to present a point of view.
- 50% of GCSE. One hour 45 minutes.



# Revision for Literature Needs to Start Now!

- **Lots of good quality materials provided by teachers.**
- Firefly
- GCSE Pod
- Revision guides.
- Pixl Lit App – launched in lesson.



# WHAT?

What is the writer trying to tell us about the character/theme/setting?

What do they want us to feel as a reader?

# HOW?

How are they doing this? How do they use the language/language techniques/structure to do this? How do key words/phrases show this? How does it tell us something about the time a text was written?

# WHY?

Why are they doing this? Why did they choose that language? Why might they want us to interpret it in different ways?

## Language Needs Practise not Revision!

- **Practise** reading challenging texts such as newspaper articles and biographies.
- **Practise** working around difficult vocabulary.
- **Practise** analysing language and structural features in challenging texts.
- **Practise** answering questions to time (teachers can provide suggested timings).
- **Practise** writing skills, such as growing their vocabulary, using a range of sentences and understanding how to use a range of punctuation marks. Students aiming for the higher grades could practise planning interesting structures and using linguistic devices.



# Mr Ward- CAL English

[djward@jackhunt.net](mailto:djward@jackhunt.net)

# What is marathon revision?

- You must **TRANSFORM** the information: use pictures, a diagram, a chart...
- You must **REDUCE** the information: summarise, break down into bullet points, etc.
- You must **SORT** the information: arrange information into different groups, or sort it into a rank order...
- You must **LINK** the information: across subjects, topics...



# What **else** is marathon revision?

- **RESTORE** the information from your bullet points, images, etc.
- Create **STEPS** that explain it all.
- **TEST** yourself with some quick quizzes, etc.
- Then **REFINE** your revision by going over any bits that you didn't know so well, creating a new summary list, reduce the number of bullet points etc.



# TRANSFORM... REDUCE... SORT... LINK..

**PIXL Revisit: Reduce and Transform**

Unit / Topic: \_\_\_\_\_

-  → 
-  → 
-  → 
-  → 
-  → 

2

**PIXL Revisit: Prioritise - Significance and Importance**

Unit / Topic: \_\_\_\_\_

Notes:

Key Facts, Dates, Words:     

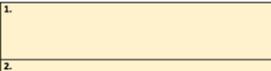
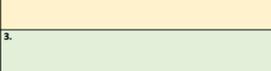
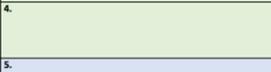
Number of Priority:     

- 
- 
- 
- 
- 

3

**PIXL Revisit: 3 x 2 Testing**

Unit / Topic: \_\_\_\_\_

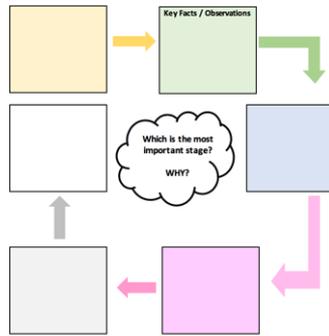
<b>Last Lesson</b> Key facts:	1. 
	2. 
<b>Last Week</b> Key facts:	3. 
	4. 
<b>Last Year</b> Key facts:	5. 
	6. 

One topic to revise next: \_\_\_\_\_

4

**PIXL Revisit: Process and Categorise Steps and stages explained**

Unit / Topic: \_\_\_\_\_

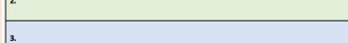
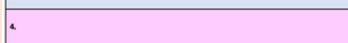
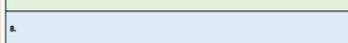


5

**PIXL Revisit: Chunk It**

Unit / Topic: \_\_\_\_\_

Chunks of learning of this / topic / area  
\* You could start with the most important or the most difficult to learn

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

6

**PIXL Revisit: Ranking Triangle**

Name of Topic: \_\_\_\_\_  
Name: \_\_\_\_\_  
Class: \_\_\_\_\_

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it is the most/least important.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7

**PIXL Revisit: Thinking Hard Model**

Name of Topic: \_\_\_\_\_  
Name: \_\_\_\_\_  
Class: \_\_\_\_\_

Take a section of the text and do the following:

- 1) Prioritise:** Underline the three most important sentences here. Rank 1, 3, 5, briefly explain number 1. Cross out the least important sentence.
- 2) Reduce:** Reduce the key information into 12 words.
- 3) Transform:** Transform this information into 4 pictures or images (no words allowed).
- 4) Categorise:** Sort this information into three categories. Highlight and think of a suitable title for each category.
- 5) Extend:** Write down three questions you'd like to ask an expert in this subject.

8

**PIXL Revisit: 'Boxing Up' Activity**

Name of Topic: \_\_\_\_\_  
Name: \_\_\_\_\_  
Class: \_\_\_\_\_

Read the text and then put your thoughts in to different boxes so that you have 'boxed up' the text.

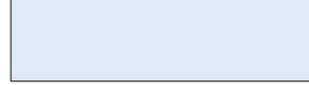
Box 1 - 3 things I did not know



Box 2 - 3 things I understand better now



Box 3 - 3 things I already know



9

**PIXL Revisit: Question Time**

Name of Topic: \_\_\_\_\_  
Name: \_\_\_\_\_  
Class: \_\_\_\_\_

When you read any text, you should be asking it questions NOT just letting it wash over you. Read your text and pause and ask it questions - e.g. "what do you mean when you say "...?"

Questions I'm asking the text	Answers to those questions	Things I need to ask my teacher
		
		
		
		
		
		
		

10

**PIXL Revisit: Quizzing**

Name of Topic: \_\_\_\_\_  
Name: \_\_\_\_\_  
Class: \_\_\_\_\_

Read the text and come up with 20 questions to ask someone about the text.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

12

# RESTORE... STEP... TEST... REFINE..

# TRANSFORM... REDUCE... SORT... LINK..

**PIXL Revisit: Transform**

Unit / Topic: \_\_\_\_\_

NOTES:

11

**PIXL Revisit: Transform**

Unit / Topic: \_\_\_\_\_

Chapter theme / topic

```

    graph TD
      A[Chapter theme / topic] --> B[Main idea 1]
      A --> C[Main idea 2]
      A --> D[Main idea 3]
      A --> E[Main idea 4]
      B --> B1[Specify detail 1]
      B --> B2[Specify detail 2]
      C --> C1[Specify detail 3]
      C --> C2[Specify detail 4]
      D --> D1[Specify detail 5]
      D --> D2[Specify detail 6]
      E --> E1[Specify detail 7]
      E --> E2[Specify detail 8]
  
```

Taken from the article: 'What Will Improve a Student's Memory?' By Daniel F. Willingham <http://www.danwillingham.com/wordpress/wp-content/uploads/2011/08/2011-08-11-What-Will-Improve-a-Student-s-Memory.pdf>

15

**PIXL Revisit: Transform**

Unit / Topic: \_\_\_\_\_

PICTURE/ SOURCE/ INFO/ RESOURCE

Key Points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Most Important + WHY?

17

**PIXL Revisit: Transforming**

Name of Topic: \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Turn the material you have read into up to 6 pictures – one per paragraph or one per key piece of information. The pictures must represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.
4.	5.	6.

Now restore your pictures back into its original form.

14

**PIXL Revisit: Experiment on a page**

Experiment Title: \_\_\_\_\_

Process / Method

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Results

20

**PIXL Revisit: Examine It**

NOTES

Topic: \_\_\_\_\_

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Exam Question

Key Words Key Dates Key Facts Key Quotes Key Formulae

18

**PIXL Revisit: Flexibility of thinking**

Connection Map

19

**PIXL Revisit: Reduce to 6 points**

Unit / Topic: \_\_\_\_\_

Information

Reduce to 6 points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Reduce to 3 key points

- A.
- B.
- C.

Information

Prioritise (most important)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

WHY?

REDUCE

PRIORITISE

22

**PIXL Revisit: Chunk It Revision Timetable, March - April**

Monday	Tuesday	Wednesday	Thursday	Friday																																													
<table border="1"> <tr><td>9:00-10:00</td><td>10:00-11:00</td><td>11:00-12:00</td></tr> <tr><td>12:00-13:00</td><td>13:00-14:00</td><td>14:00-15:00</td></tr> <tr><td>15:00-16:00</td><td>16:00-17:00</td><td>17:00-18:00</td></tr> </table>	9:00-10:00	10:00-11:00	11:00-12:00	12:00-13:00	13:00-14:00	14:00-15:00	15:00-16:00	16:00-17:00	17:00-18:00	<table border="1"> <tr><td>9:00-10:00</td><td>10:00-11:00</td><td>11:00-12:00</td></tr> <tr><td>12:00-13:00</td><td>13:00-14:00</td><td>14:00-15:00</td></tr> <tr><td>15:00-16:00</td><td>16:00-17:00</td><td>17:00-18:00</td></tr> </table>	9:00-10:00	10:00-11:00	11:00-12:00	12:00-13:00	13:00-14:00	14:00-15:00	15:00-16:00	16:00-17:00	17:00-18:00	<table border="1"> <tr><td>9:00-10:00</td><td>10:00-11:00</td><td>11:00-12:00</td></tr> <tr><td>12:00-13:00</td><td>13:00-14:00</td><td>14:00-15:00</td></tr> <tr><td>15:00-16:00</td><td>16:00-17:00</td><td>17:00-18:00</td></tr> </table>	9:00-10:00	10:00-11:00	11:00-12:00	12:00-13:00	13:00-14:00	14:00-15:00	15:00-16:00	16:00-17:00	17:00-18:00	<table border="1"> <tr><td>9:00-10:00</td><td>10:00-11:00</td><td>11:00-12:00</td></tr> <tr><td>12:00-13:00</td><td>13:00-14:00</td><td>14:00-15:00</td></tr> <tr><td>15:00-16:00</td><td>16:00-17:00</td><td>17:00-18:00</td></tr> </table>	9:00-10:00	10:00-11:00	11:00-12:00	12:00-13:00	13:00-14:00	14:00-15:00	15:00-16:00	16:00-17:00	17:00-18:00	<table border="1"> <tr><td>9:00-10:00</td><td>10:00-11:00</td><td>11:00-12:00</td></tr> <tr><td>12:00-13:00</td><td>13:00-14:00</td><td>14:00-15:00</td></tr> <tr><td>15:00-16:00</td><td>16:00-17:00</td><td>17:00-18:00</td></tr> </table>	9:00-10:00	10:00-11:00	11:00-12:00	12:00-13:00	13:00-14:00	14:00-15:00	15:00-16:00	16:00-17:00	17:00-18:00
9:00-10:00	10:00-11:00	11:00-12:00																																															
12:00-13:00	13:00-14:00	14:00-15:00																																															
15:00-16:00	16:00-17:00	17:00-18:00																																															
9:00-10:00	10:00-11:00	11:00-12:00																																															
12:00-13:00	13:00-14:00	14:00-15:00																																															
15:00-16:00	16:00-17:00	17:00-18:00																																															
9:00-10:00	10:00-11:00	11:00-12:00																																															
12:00-13:00	13:00-14:00	14:00-15:00																																															
15:00-16:00	16:00-17:00	17:00-18:00																																															
9:00-10:00	10:00-11:00	11:00-12:00																																															
12:00-13:00	13:00-14:00	14:00-15:00																																															
15:00-16:00	16:00-17:00	17:00-18:00																																															
9:00-10:00	10:00-11:00	11:00-12:00																																															
12:00-13:00	13:00-14:00	14:00-15:00																																															
15:00-16:00	16:00-17:00	17:00-18:00																																															

23

**PIXL Revisit: Chunk It Revision Timetable, May**

Monday	Tuesday	Wednesday	Thursday	Friday																																													
<table border="1"> <tr><td>9:00-10:00</td><td>10:00-11:00</td><td>11:00-12:00</td></tr> <tr><td>12:00-13:00</td><td>13:00-14:00</td><td>14:00-15:00</td></tr> <tr><td>15:00-16:00</td><td>16:00-17:00</td><td>17:00-18:00</td></tr> </table>	9:00-10:00	10:00-11:00	11:00-12:00	12:00-13:00	13:00-14:00	14:00-15:00	15:00-16:00	16:00-17:00	17:00-18:00	<table border="1"> <tr><td>9:00-10:00</td><td>10:00-11:00</td><td>11:00-12:00</td></tr> <tr><td>12:00-13:00</td><td>13:00-14:00</td><td>14:00-15:00</td></tr> <tr><td>15:00-16:00</td><td>16:00-17:00</td><td>17:00-18:00</td></tr> </table>	9:00-10:00	10:00-11:00	11:00-12:00	12:00-13:00	13:00-14:00	14:00-15:00	15:00-16:00	16:00-17:00	17:00-18:00	<table border="1"> <tr><td>9:00-10:00</td><td>10:00-11:00</td><td>11:00-12:00</td></tr> <tr><td>12:00-13:00</td><td>13:00-14:00</td><td>14:00-15:00</td></tr> <tr><td>15:00-16:00</td><td>16:00-17:00</td><td>17:00-18:00</td></tr> </table>	9:00-10:00	10:00-11:00	11:00-12:00	12:00-13:00	13:00-14:00	14:00-15:00	15:00-16:00	16:00-17:00	17:00-18:00	<table border="1"> <tr><td>9:00-10:00</td><td>10:00-11:00</td><td>11:00-12:00</td></tr> <tr><td>12:00-13:00</td><td>13:00-14:00</td><td>14:00-15:00</td></tr> <tr><td>15:00-16:00</td><td>16:00-17:00</td><td>17:00-18:00</td></tr> </table>	9:00-10:00	10:00-11:00	11:00-12:00	12:00-13:00	13:00-14:00	14:00-15:00	15:00-16:00	16:00-17:00	17:00-18:00	<table border="1"> <tr><td>9:00-10:00</td><td>10:00-11:00</td><td>11:00-12:00</td></tr> <tr><td>12:00-13:00</td><td>13:00-14:00</td><td>14:00-15:00</td></tr> <tr><td>15:00-16:00</td><td>16:00-17:00</td><td>17:00-18:00</td></tr> </table>	9:00-10:00	10:00-11:00	11:00-12:00	12:00-13:00	13:00-14:00	14:00-15:00	15:00-16:00	16:00-17:00	17:00-18:00
9:00-10:00	10:00-11:00	11:00-12:00																																															
12:00-13:00	13:00-14:00	14:00-15:00																																															
15:00-16:00	16:00-17:00	17:00-18:00																																															
9:00-10:00	10:00-11:00	11:00-12:00																																															
12:00-13:00	13:00-14:00	14:00-15:00																																															
15:00-16:00	16:00-17:00	17:00-18:00																																															
9:00-10:00	10:00-11:00	11:00-12:00																																															
12:00-13:00	13:00-14:00	14:00-15:00																																															
15:00-16:00	16:00-17:00	17:00-18:00																																															
9:00-10:00	10:00-11:00	11:00-12:00																																															
12:00-13:00	13:00-14:00	14:00-15:00																																															
15:00-16:00	16:00-17:00	17:00-18:00																																															
9:00-10:00	10:00-11:00	11:00-12:00																																															
12:00-13:00	13:00-14:00	14:00-15:00																																															
15:00-16:00	16:00-17:00	17:00-18:00																																															

25



# RESTORE... STEP... TEST... REFINE..

# Think like an Olympian!



Our very own James Fox winning Gold in Rio.



And - another ex-student - Lee Manning who won Bronze in the Rio Paralympics.

"The difference between ordinary and extraordinary is that little extra" "I'm a greater believer in luck, and I find the harder I work the more I have of it"

Day / Time	4.00pm to 5.00pm	5.00pm to 6.00pm	6.00pm to 7.00pm	7.00pm to 8.00pm	8.00pm to 9.00pm	9.00pm to 10.00pm	
<b>Monday</b>	History Revision Cold War	Rest / Eat / TV	PE Muscles Skeleton	Get ready for football	Football Training Grange	Rest / Recover / Shower	English Of Mice and men
<b>Tuesday</b>	History Nazi Germany	Rest / Eat / TV	Maths My Maths (Topic??)	Maths My Maths (Topic??)	Rest	English Of Mice and men	
<b>Wednesday</b>	History Nazi Germany	Rest / Eat / TV	Maths My Maths (Topic??)	Maths My Maths (Topic??)	PE Stages of Learning Info Processing	PE Somatotypes	Rest
<b>Thursday</b>	History Liberal reforms	Rest / Eat / TV	Geog Rivers	Geog Rivers	Geog Eco systems	Geog Eco Systems	English Of Mice and Men
<b>Friday</b>	Afterschool Badminton Club	Rest / Eat / TV	Going Out Cinema	Going Out Cinema	Going Out Cinema	Going Out Cinema	
<b>Sunday</b>	10.00am to 11.00am	11.00am to 12.00pm	12.00pm to 1.00pm	1.00pm to 2.00pm	2.00pm to 3.00pm	3.00pm to 4.00pm	
	History Coursework	History Coursework	History CWK	Lunch	History Coursework	History CWK	Walk the dog!
	4.00pm to 5.00pm	5.00pm to 6.00pm	6.00pm to 7.00pm	7.00pm to 8.00pm	8.00pm to 9.00pm	9.00pm to 10.00pm	
					English Of Mice and Men	English Of Mice and men	

# Also consider....

- Athletes need a **training base** – where can your son / daughter do their school work?
- **Rest and recovery** time is important.
- **Exercise** keeps the brain alert and ready to work.
- **Eat well** and regularly – use this as a time to discuss and plan. Can you help in any way?
- **Hydrate** their brains.
- Consider a **reward** scheme / incentives!
  
- Be supportive, positive and encouraging – do not allow excuses!



# What else are we doing?



Outside speakers to motivate and enthuse...



Year 11 Prom – July 2018  
Year Book created by students



Mock Results Day –  
Wednesday 4  
December



**You're lucky!**

GCSE English  
121 Tuition is  
Starting NOW



Thursdays and Fridays  
3.05pm - 4.30pm  
English Classrooms  
Starts THIS WEEK!!!



**Time + Effort = Success**

If you receive one of these, make sure that your child attends their tutoring session on in English, Science and/or Maths.

# Sleep matters!



Have a routine – go to bed at the same time and wake up at the same time each day. This trains your body clock and helps you manage distractions and get to sleep easily.



Do some exercise 2 hours before you go to bed, apparently cycling is really good. A bit of exercise tires you out, increases blood flow in your arteries and releases feel good hormones. Go for a walk!



*Do not do this*

Turn the phone off, or at least dim it and put it on silent 2 hours before bedtime. Even better – charge it outside your bedroom. Also, avoid having any bright lights from IT equipment in your room – it stops you releasing the melatonin you need to get to sleep.

# Sleep matters!



Eat a turkey and/or cheese sandwich 90 minutes before you go to bed. No really. Turkey, cheese and bread all contain tryptophan which helps you fall asleep.



Drink some cherry juice an hour before bedtime. Cherries contain melatonin which means that you will fall asleep easier and for longer.



Finally, about 45 minutes before bedtime, have a nice long (30 minutes) hot bath. Add some lavender oil, candles, go the whole hog. Read a good book... drift off to sleep...

# Other ideas?



**KEEP CALM  
BECAUSE**

*it gets  
better*

## Talking Tricks

*Talking to a teenager can be tricky. Here are a few ideas that might come in handy when beginning a chat.*

1. What was the best thing that happened at school today?
2. Tell me something that made you laugh today.
3. If you had a free choice, who would you/would you not sit with in class? Why?
4. How did someone help you today?
5. Tell me one thing you learned today.
6. When were you happiest today?
7. When were you bored today?
8. What word did your ..... teacher say most today?
9. Tell me about something good that happened today.
10. What do you think you should be doing more/less of to prepare for the exams?
11. What about using a Mind Map for this essay plan/revision?
12. Remember that Memory Journey thing to link ideas? Why not use that for this?
13. Have you looked on Kite yet?
14. What would you like to happen to make this better?
15. I love you!

*Remember, this is worth the effort – don't give up!*



## Study Strategies

*These are a few things you could suggest if your son/daughter is at a loss for what to do next.*

### Mind Maps

Don't just re-read notes, turn them into mind maps and then stick them up in your room. Add pictures and colours to help you remember key areas of information.

See [thinkbuzan.com](http://thinkbuzan.com)



### Flashcards

Write key information on colour coded cards for each subject/topic. This will force you to condense what you need to know and fit nicely in a pocket to carry around.



### Study Buddies

Lots of our students deliberately work together, particularly when they are revising for a key test or exam. Let your child invite some friends over and then give them a quiet space to work, and maybe some biscuits...



### Memory Journey

Pick a familiar room or a route and then 'hang' key bits of information at different points. Honestly, it works!

Remember Kite – there's a link on [www.jackhunt.net](http://www.jackhunt.net) and a mountain of materials to help with every subject.



And finally...

# And finally...

“When I fell I was just thinking  
‘try and get back as fast as I can’...

I was thinking

**‘don’t panic, don’t panic, don’t panic’.”**





Thank you!