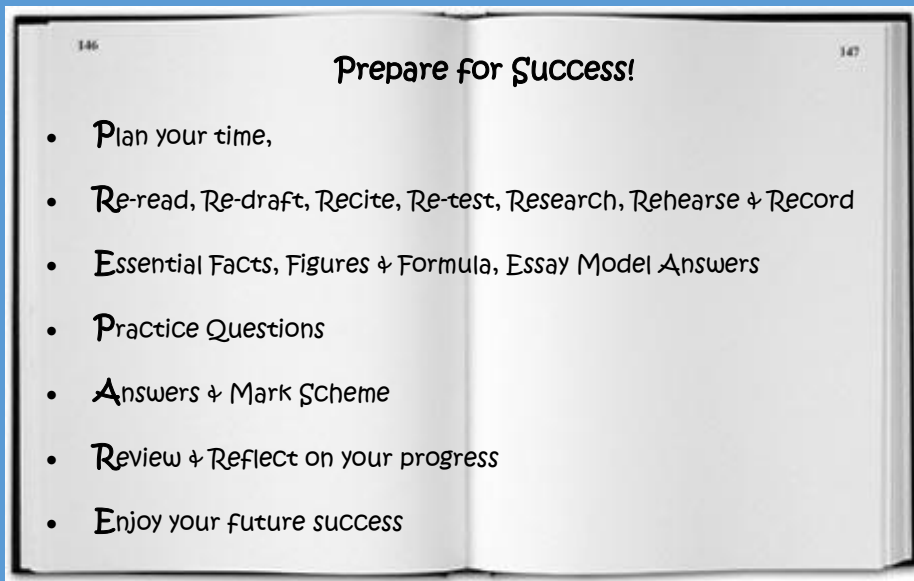
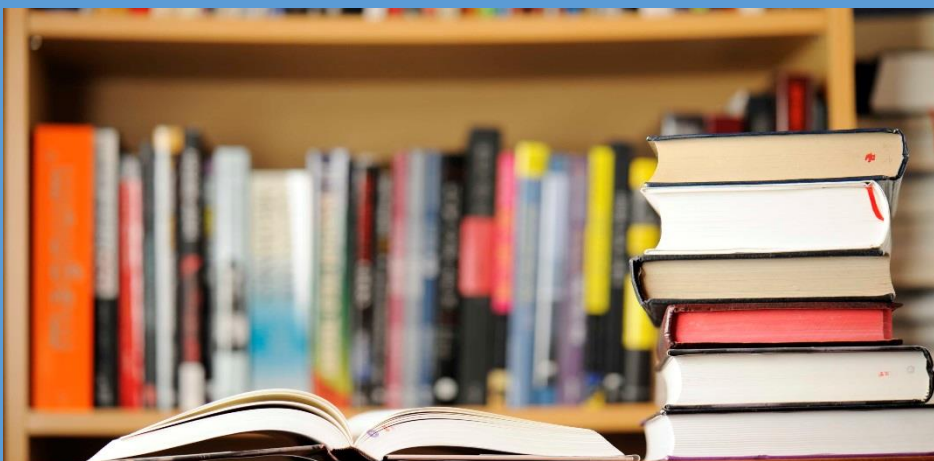




Shenfield High School



**PREP**  
**Newsletter**  
**Year 7**  
**Spring Term 1**



## What is 'PREP'?

'PREP' is what we do with the information we have learnt during the school day and how we prepare for the next day of learning. Evidence suggests that we only retain 50% of the information we learnt yesterday and after a week, we only retain 10%. The only way we can move the information we have learnt into the long-term memory is through re-visiting the information 4 or 5 times over a number of weeks.

In order to improve learning retention we are encouraging students to 'PREP' each evening after school. The focus of the time should be on the learning from the day and learning from the previous week, month and/or year.

'PREP' is short for PREPARE:

- **P**lan your time,
- **R**e-read, Re-draft, Recite, Re-test, Research, Rehearse & Record
- **E**ssential Facts, Figures & Formula, Essay Model Answers
- **P**ractice Questions
- **A**nswers & Mark Scheme
- **R**eview & Reflect on your progress
- **E**njoy your future success

Each department has uploaded Go4Schools and the X: Student Drive with resources, practice questions and the answers.

Students should use the resources to PREP each evening and review any areas that they still don't understand. If students require feedback, help or guidance with their prep, they are encouraged to visit their teacher in a PREP Drop-In time.

The PREP Drop-In Timetable is available on our website and in this Newsletter.

Regular 'PREP' will lead to successful exam and assessment results.

## How to use this Newsletter

Each subject has an explanation of the key assessment areas and where to find the resources for their subject. There are also extra websites, books, APPs, links and Super Curricular opportunities listed if you would like to look at a subject in greater depth.

The final part of the newsletter is filled with tips and strategies on how to 'PREP' successfully.

- Improving Memory Skills & Understanding PREP
- Funs Ways to PREP

All the tools, strategies and games listed can be applied to almost any subject. It is important to use the strategies to improve understanding and information retention before you have a go at practice questions. It is essential to have the knowledge first, before you apply it to an exam/assessment situation.

Don't try and tackle all the resources at once. Students will be guided by their teachers through explanations and feedback from assessments. There is a curriculum map on our website if you would like to look ahead and start looking at the next topic.

It is important the students find the right PREP strategy for them and use them consistently.

We hope you find this newsletter useful and welcome any feedback on how we can improve it.

**PREP** is not optional

It's a way of life...



#PREP4Success  
#Burning4Learning





## Year 7 – Half Term 3

Subject	Topic	PREP Tasks	Further Research /Reading
<b>English</b>	<b>The novel: growing up and change</b>	<p>[ER] Think about the world in which your text is set. What was society like at this time? Complete a research task exploring the context of the novel.</p> <p>[ER] Explore a different genre to your class reader. How is this book similar/different to the one you are reading in lesson?</p> <p>[ER] Pick out some words from a chapter of your class reader. Ensure that you know what the words mean and how to spell them. Now use them in your own sentences.</p> <p>[ER] Research the conventions of the genre you're reading in class. What are the main features of this genre? Can you support with examples for your reader?</p>	<p>[ER] Research the life of your author. Do you think anything from their life story influenced their writing?</p> <p>[ER] Read an autobiography based on someone you are interested in.</p> <p>[ER] To read a coming of age novel/ a novel about change. (This can be a person changing, society changing etc.)</p>
		<p>[ER] Produce a piece of writing in a similar narrative style to your class reader. Try to use similar techniques to your author.</p>	<b>Super-Curricular Visits</b>
		<p>[ER] Complete a comparison between class reader and a book of your choice. Think about: characters, setting, themes and the writer's style.</p> <p>[ER] Create a comic book strip to high light key themes/plot/emotions of a book of your choice.</p> <p>[ER] Create a glossary of new or interesting words from your reading. Challenge- use these words in your next piece of writing!</p> <p>[ER] Write a story of your choice based on the theme of something/someone changing.</p>	<p>[ER] Go and visit 'The Museum of Childhood.'</p> <p>[ER] 'The Imperial War Museum' would teach you about the life of evacuees.</p> <p>[ER] 'The Charles Dickens Museum' would inform you about what life was like for young people in the Victorian era.</p>
		<p>[ER] Write a letter to your Year 6 self. Explain some of the changes/obstacles you might face at secondary school.</p> <p>[ER] Find a suitable picture on the internet that you think represents growing up. Use the image to mind map a plan for a story.</p> <p>[ER] Create a detailed study of the character who intrigues you in your novel the most so far. Consider key adjectives, quotations, analysis of their character so far and what predictions you can make about them in the story.</p> <p>[ER] Re-write the opening of your novel with a different setting. Use description to build a picture in the reader's mind.</p>	<p style="text-align: center;"><b>Media &amp; Other Links</b></p> <p>[ER] Please see class teacher for recommendations based on your class novel.</p> <p>[ER] Watch a film/Netflix series that is based on growing up/something or someone changing.</p>

Subject	Topic	PREP Tasks	Further Research /Reading
<b>Maths</b>	<b>WWII - Fighter Pilots Measures &amp; Graphs</b>	<p><b>[R4A] TASK 1 - HEGARTY MATHS</b> The best practice is to watch and make notes on the video in your Maths PREP book, then copy and complete the quiz questions, self-assessing using the online feedback. Tasks will be set throughout the half term but below are some additional tasks for support and extension.</p> <p>Additional Hegarty Clips to support this topic include: Plotting Coordinates: 199 Sequences: 196, 197, 198 Time: 710 Converting Length: 693, 694</p> <p>Extension Hegarty Clips to support this topic include: Substitution: 784, 785 Speed: 716, 717, 718 Speed from a Distance-Time Graph: 876, 877</p>	<p><b>[ER] Create your own distance-time graph for your journey to school.</b></p> <p>For your journey to school one day, make records of your journey as you go. On the day, this will mean taking note of when you left the house, when you got to the bus stop or got in the car, how long you waited in the car or at the stop, how long you travelled for, if there were any pauses at traffic lights etc. and when you arrived at school.</p> <p>Use these records, alongside a journey planner such as Google Maps to calculate the overall distance (get your parent or guardian to verify the route, or use the public transport option which should help with the bus journey) and use this to create a distance-time graph of your own journey to school.</p>
		<p><b>[ER] TASK 2 - PLACE YOUR ORDERS</b> Taken from <a href="https://nrich.maths.org/7500">https://nrich.maths.org/7500</a></p> <p>Have a look at the set of four quantities below. Can you rank them in order from smallest to greatest?</p> <p>To help you decide on your rankings, you may need to find extra information or carry out some experiments</p> <p>Provide convincing evidence of your rankings The distance...</p> <ul style="list-style-type: none"> <li>• you can hop in five minutes</li> <li>• from the top of a six-storey building to the ground</li> <li>• from the penalty spot on the football field to the goal</li> <li>• a car can travel on 1cm<sup>3</sup> of fuel</li> </ul> <p>There are more quantities to investigate on the nrich website. See the link above.</p>	<p style="text-align: center;"><b>Media &amp; Other Links</b></p> <p><b>[ER] Hurdles Race</b> <a href="https://www.transum.org/software/SW/Hurdles/hurdles.asp">https://www.transum.org/software/SW/Hurdles/hurdles.asp</a> Describe the race of Ms Green, Mr Blue and Miss Red as shown in the live distance-time graph. Try to commentate as the graph appears.</p> <p>Write down the key points in the race once you have had time to analyse the graph and reflect on your live commentary.</p> <p><b>[ER] Distance-Time Graph Practice</b> Use the following link to download a sheet for practicing drawing a distance-time graph given further information. The information given is in speed. <a href="https://www.map.mathshell.org/download.php?fileid=1102">https://www.map.mathshell.org/download.php?fileid=1102</a></p>

Subject	Topic	PREP Tasks	Further Research /Reading
<h1 style="text-align: center;">Science</h1>	<h2 style="text-align: center;">Biology, Chemistry, Physics Scientific Investigative Skills</h2>	<p>Science PREP at KS3</p> <ul style="list-style-type: none"> <li>The KS3 Students are following a unique curriculum based on investigative science.</li> <li>The Key elements of any scientific investigation are Planning, Analysis of Data, Drawing Conclusions and Evaluation.</li> <li>Each week the class teacher will set a piece of PREP work based on one of these 4 areas. The work will normally consist of a single sheet of A4 paper or will be able to fit on a single sheet is printed back to back.</li> </ul> <p>Students are given a week to print off the PREP sheet and answer all the questions on it. If they struggle with any part of the work set they should seek assistance from their teacher at the earliest opportunity.</p> <p>In addition to the work which is site by staff there are also a series of video links to follow on the VidLearn website.</p> <p><a href="https://vl.vidlearn.ac.uk/">https://vl.vidlearn.ac.uk/</a></p>	<p>Nuclear Fission and Fusion...it's the future baby!!! <a href="https://www.youtube.com/watch?v=LekacMuM12Y">https://www.youtube.com/watch?v=LekacMuM12Y</a></p> <p>What if Oil ran out? <a href="https://www.youtube.com/watch?v=WiNtrOS88rs">https://www.youtube.com/watch?v=WiNtrOS88rs</a></p>
		<p>All students will have had information on how to access their account. Go explore the world of science</p>	<h3 style="text-align: center;">Super-Curricular Visits</h3>
			<p><a href="#">2018 was the year of the engineer check out the link below</a></p>  <p><a href="https://www.yearofengineering.gov.uk/inspired">https://www.yearofengineering.gov.uk/inspired</a></p>
			<h3 style="text-align: center;">Media &amp; Other Links</h3>
			<p>Science on the TV and on the radio.</p> <p><a href="https://www.bbc.co.uk/programmes/genres/factual/scienceandnature/scienceandtechnology/all">https://www.bbc.co.uk/programmes/genres/factual/scienceandnature/scienceandtechnology/all</a></p> <p>The BBC have run and are running documentaries about science and the discoveries in the scientific community all the time. Click the link and find something to blow your mind.</p>

Subject	Topic	PREP Tasks	Further Research /Reading
<b>Art</b>	<b>Formal Elements of Art</b>	<p><b>Formal Elements of Art</b>  <b>Line, Shape, Form, Tone, Texture, Pattern and Colour</b></p> <p><b>[HI]</b> Create a collage of a bird or insect, showing texture and colour. Make it A4 and chose a subject that will allow you to incorporate as many different types of texture as you can. This work should demonstrate that you have put 3 hours of good work into the finished piece.</p> 	<p>What is a primary source observational drawing? When you are actually looking at the object you are sketching. Hint: spend 70% of your time looking and 30% drawing. Don't believe your brain; it only thinks it knows what an object (e.g. mug) looks like.</p> <p>Research the following Artists:</p> <ol style="list-style-type: none"> <li>1. Beatriz Milhazes</li> <li>2. Piet Mondrian</li> <li>3. Sonia Delauney</li> <li>4. Wassily Kandinsky</li> <li>5. Robert Delauney</li> </ol>
		<p><b>[HI]</b> Create a patterned picture (in colour) informed by Beatriz Milhazes. Fill an A4 page to create an interesting composition. As always the best part of 3 hours should be spent to make the best image possible.</p> <p><b>[HI]</b> Create an A4 tonal drawing of an object –eg, vase, cup and saucer. You may use a medium of your own choice (pencil, pen, paint, etc...). Give this your best effort. Your work should reflect 3 hours of good work.</p> 	<p><b>Super-Curricular Visits</b></p> <p>We are extremely lucky to live near the great city of London where most of the museums and art galleries are free. Find out more at:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a></li> <li>• <a href="https://www.saatchigallery.com/">https://www.saatchigallery.com/</a></li> <li>• <a href="http://www.octobergallery.co.uk/">http://www.octobergallery.co.uk/</a></li> </ul>
		<p><b>[HI]</b> Show your understanding of the formal elements of art by creating a Zentangle in an animal shape using all the Formal Elements lists above. Fill the majority of an A4 page using whatever media you have.</p>	<p><b>Media &amp; Other Links</b></p> <p>Drawing from observation and photos:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.artistsnetwork.com/art-inspiration/what-is-abstract-art/">https://www.artistsnetwork.com/art-inspiration/what-is-abstract-art/</a></li> <li>• <a href="https://study.com/academy/lesson/what-is-abstract-art-definition-techniques-types-paintings.html">https://study.com/academy/lesson/what-is-abstract-art-definition-techniques-types-paintings.html</a></li> <li>• <a href="https://www.youtube.com/watch?v=osnNAW_4Zec">https://www.youtube.com/watch?v=osnNAW_4Zec</a></li> <li>• <a href="https://www.youtube.com/watch?v=QK_1BDTb_gQ">https://www.youtube.com/watch?v=QK_1BDTb_gQ</a></li> </ul>

Subject	Topic	PREP Tasks	Further Research /Reading
<b>Computer Science</b>	<b>Computational thinking</b>	<p>Topic area: Computational Thinking  <u>[RT] Introduction to Computational Thinking Prep Notes</u>            Read and complete notes on the following topic areas shown in this link:  <a href="https://www.bbc.co.uk/bitesize/topics/z7tp34j">https://www.bbc.co.uk/bitesize/topics/z7tp34j</a>            Once done, complete all six quizzes.</p>	<p>1. Books to read:            Codes, Ciphers and Secret Writing – Martin Gardener (KS3)            2. Learn Python Course  <a href="http://www.codecademy.com/learn/learn-python">www.codecademy.com/learn/learn-python</a></p>
		<p><u>[RT] Research Task</u>            Computational thinking is made up of four parts:</p> <ul style="list-style-type: none"> <li>• Decomposition</li> <li>• Pattern recognition</li> <li>• Abstraction</li> <li>• Algorithms</li> </ul> <p>Students to research each part of computational thinking and come up with ideas of how this can be used in computer science e.g. coding and how it can be used in real life at home or in work.</p>	<p style="text-align: center;"><b>Super-Curricular Visits</b></p> <p><b>Centre For Computing History</b>            Students will learn about the extraordinary advance in technology over 50 years of computing history and discover how computers have not only accelerated our lives, but radically transformed them.</p> <p><b>National Museum of Computing</b>            Provides students with the fantastic opportunity to decipher encoded messages written by Hitler and his generals, understanding the period of code-breaking during and after World War II.</p>
		<p><u>[RT] Video: Inside your computer</u>            Watch the video below which talks about the inside of the computer. This video will help students to understand why and how we use computational thinking when solving problems on the computer.</p> <p><a href="https://www.youtube.com/watch?v=AkFi90lZmXA&amp;t=27s">https://www.youtube.com/watch?v=AkFi90lZmXA&amp;t=27s</a></p>	<p style="text-align: center;"><b>Media &amp; Other Links</b></p> <ul style="list-style-type: none"> <li>• BBC Bitesize KS3 Computer Science: <a href="https://www.bbc.com/bitesize/subjects/zvc9q6ff">https://www.bbc.com/bitesize/subjects/zvc9q6ff</a></li> <li>• Code.org: <a href="https://studio.code.org">https://studio.code.org</a></li> <li>• Google Classroom: <a href="https://classroom.google.com">https://classroom.google.com</a></li> <li>• SHS Computer Science: <a href="http://www.shs.cloud">www.shs.cloud</a></li> </ul>



Subject	Topic	PREP Tasks	Further Research /Reading
<h1>Drama</h1>	<h2>Superheroes with Stanislavski</h2>	<p><b><u>[ER] Task 1: Key Word Spellings</u></b>  Learn the correct spelling of following key drama terms:</p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Performance</li> <li>• Successful</li> <li>• Effect</li> <li>• Facial Expression</li> <li>• Audience</li> <li>• Voice</li> <li>• Gesture</li> <li>• Scene</li> <li>• Body Language</li> <li>• Piece</li> <li>• Atmosphere</li> <li>• Response</li> </ul> <p>Write each word out 3 times as you learn them in preparation for a spelling test in lesson time.</p> <p><b><u>[HI] Task 2: Superhero Evaluation</u></b>  Watch a superhero movie or watch one of the media clips attached and write a short description of the way one of the actor uses their skills to perform their role in ONE key moment.</p> <p>Practise describing in detail about the skills used:</p> <ul style="list-style-type: none"> <li>• Facial expression</li> <li>• Voice</li> <li>• Body language</li> <li>• Movement</li> <li>• Gesture</li> </ul> <p>Use the following structure:</p> <ul style="list-style-type: none"> <li>• WHAT did they do? (Explain their character, the key moment, their aim, the drama skills used)</li> <li>• HOW did they do it? (Describe these skills in detail)</li> <li>• WHY did they do it? (What did they show about their characters emotions/personality by using their skills in this way)</li> <li>• EFFECT (What effect did they create for the viewer? How did it make you respond?)</li> </ul> <p><b><u>[RT] Task 3: Stanislavski Research</u></b>  <u>Stanislavski Fact File</u>  Find 10 key facts about the Practitioner Stanislavski and put your research into a 'Fact File,' presenting it in an interesting way.  Use images and find an interesting way of laying out presenting your facts.</p>	<p>Superhero clips:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=jM7Eou4bV-Q">https://www.youtube.com/watch?v=jM7Eou4bV-Q</a></li> <li>• <a href="https://www.youtube.com/watch?v=z96qqr1b0Ws">https://www.youtube.com/watch?v=z96qqr1b0Ws</a></li> </ul> <p>Stanislavski Research:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/3">https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/3</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/2">https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/2</a></li> </ul>
		<h3>Media &amp; Other Links</h3>	




Subject	Topic	PREP Tasks	Further Research /Reading
<b>Geography</b>	<b>About the UK</b>	<p><b>[RT]</b> Investigate 1 mountain range or island in the UK.</p> <p><b>[PQ]</b> On an outline map of the British Isles, mark in the countries and nations, add our county (Essex) and mark where you live.</p> <p><b>[PQ]</b> Imagine that you had just immigrated to the UK – write a blog entry of your experiences.</p> <p><b>[RT]</b> List and map the biggest 10 cities (by population) in the UK.</p> <p><b>[RT]</b> Write an answer to the question “What will it be like when we leave the EU?”</p> <p><b>[RT]</b> Write about what job you would like to do when you leave school. Why that job? What sector is it in and why?</p> <p><b>[RT]</b> Make your own weather symbols and make a weather map of the UK, or just your area. Write weather report.</p> <p><b>[RT]</b> Imagine you are tour guide, create leaflet advertising the UK as a tourist destination. Include: physical features, famous landmarks and reasons why people should visit the UK.</p>	<p>Investigate any battle that has been fought over the borders of parts of the UK or British Isles.</p> <p>Read news stories about the events of Brexit. Who are ‘Brexiters’ and ‘remainers’?</p> <p>Look into national employment statistics. What types of jobs are most typical in your area?</p> <p>Research news stories about the increase of extreme weather events in the UK.</p>
			<b>Super-Curricular Visits</b>
			<p>Draw or paint a picture of your favourite landscape, landmark, or place in the UK</p> <p>Visit the Migration museum at the workshop in Lambeth, London to find out more about Britain’s history of immigration or explore the collections online <a href="https://www.migrationmuseum.org/explore-our-online-resources/">https://www.migrationmuseum.org/explore-our-online-resources/</a></p> <p>Visit the British museum to find out more about the succession of different cultures in Britain or explore the collections online <a href="https://www.britishmuseum.org/collection">https://www.britishmuseum.org/collection</a></p> <p>Visit the Victoria and Albert Museum or research the collections online <a href="https://www.vam.ac.uk/collections?type=featured">https://www.vam.ac.uk/collections?type=featured</a></p> <p>Visit the Museum of London. You can also access some of the collections online <a href="https://www.museumoflondon.org.uk/collections">https://www.museumoflondon.org.uk/collections</a></p>
			<b>Media &amp; Other Links</b>
<p>Watch episodes of the BBC documentary series ‘Coast’ <a href="https://www.bbc.co.uk/programmes/b006mvlc">https://www.bbc.co.uk/programmes/b006mvlc</a></p> <p>Watch episodes of BBC’s documentary ‘Countryfile’ to see different parts of British culture</p> <p>Investigate the history of UK immigration <a href="https://www.migrationwatchuk.org/briefing-paper/48">https://www.migrationwatchuk.org/briefing-paper/48</a></p> <p><a href="https://en.wikipedia.org/wiki/Historical_immigration_to_Great_Britain">https://en.wikipedia.org/wiki/Historical_immigration_to_Great_Britain</a></p> <p>Complete the UK Citizenship test <a href="https://lifeintheuktestweb.co.uk/british-citizenship-test-4/">https://lifeintheuktestweb.co.uk/british-citizenship-test-4/</a></p> <p>Investigate the UK’s climate and weather <a href="https://www.metoffice.gov.uk/public/weather/climate/">https://www.metoffice.gov.uk/public/weather/climate/</a></p>			



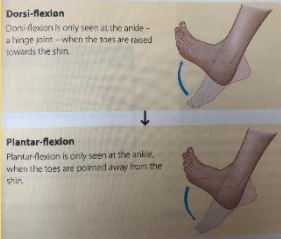
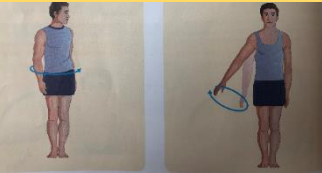
Subject	Topic	PREP Tasks	Further Research /Reading
<b>History</b>	<b>Medieval Britain</b>	<p>[RT] Why was religion so important to people living in Medieval Britain? See what you can find out about doom paintings. Can you make your own modern day version of a doom painting? Maybe we could display your work in our classrooms!</p> <p>[RT] See what you can find out about the Crusades. What is a crusade? Why did people go on the Crusades? Present your findings as a PowerPoint presentation, on a poster, as a film or in your own unique and interesting way.</p>	<p><b>The Knight Crusader by Ronald Welch</b> - Philip d'Aubigny is a young knight in the kingdom of Outremer and can't wait to prove himself. His chance comes when he rides into battle to defend his home from attack by Saracen leader, Saladin and his army. But after a disastrous campaign, Philip is taken prisoner by the Turks and must work as a servant-and all the while he is plotting his escape</p> <p><b>Select books from the Horrible Histories series. Why not try:</b></p> <ul style="list-style-type: none"> <li>· The Measly Middle Ages</li> <li>· Crazy Crusaders</li> </ul> <p>There is a selection of Horrible Histories magazines in H63 that you may read (speak to Mrs Howard for more information)</p>
		<p>[ER] Ever thought about making a movie? Have a look at the activity in the Student Drive. See how creative you can be with these intriguing historical events. Crusaders, the movie!</p> <p>X:\Humanities\History\Key Stage 3\Prep Activities\Year 7 Newsletter 3</p> <p>[ER] Make your own Heaven and Hell board game. Follow the link for instructions of how to make and play the game- have fun!</p> <p>X:\Humanities\History\Key Stage 3\Prep Activities\Year 7 Newsletter 3</p>	<p style="text-align: center;"><b>Super-Curricular Visits</b></p> <p>Have a look at the following link. You might want to visit Stanstead Mountfitchet castle at some point when restrictions are lifted.</p> <p><a href="https://mountfitchetcastle.com/">https://mountfitchetcastle.com/</a></p> <p>Alternatively, if you are in London, a visit to the Tower of London always proves to be popular, there are lots of online versions of these tours available at times if the current situation does not allow you to go in person.</p> <p><a href="https://www.hrp.org.uk/tower-of-london/">https://www.hrp.org.uk/tower-of-london/</a></p> <p>Come and tell us about your visits. We would be very interested to hear about what you have learned and to see any photos you took!</p>
			<p style="text-align: center;"><b>Media &amp; Other Links</b></p> <p>Medieval Britain , The Crusades– key stage 3 Bitesize</p> <p><a href="https://www.bbc.com/bitesize/guides/zjbj6sg/revision/1">https://www.bbc.com/bitesize/guides/zjbj6sg/revision/1</a></p>

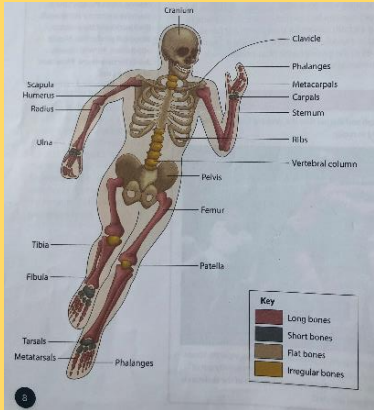
Subject	Topic	PREP Tasks	Further Research /Reading
<h1>MFL - Spanish</h1>	<h2>Module 2 – Mi tiempo Libre</h2> <h3>Talking about free time and leisure</h3>	<p>[R4A] Learn the vocabulary associated with this module – this can be found on Planet E-Stream.</p> <p>[R4A] Complete the relevant Spanish grammar exercises on Go4Schools using the resources on Planet E-Stream. There are also several tasks to work through to help put into practice what you have learnt during lessons.</p> <p>[R4A] Complete the relevant Spanish Writing and Speaking tasks on Go4Schools using the resources on Planet E-Stream. There are also several tasks to work through to help put into practice what you have learnt during lessons.</p>	<p>Visit the local library or check their online catalogue. There are plenty of free resources: comic books, novels, books to complement students' learning... Some favourite story books are available in Spanish too!</p> <p>Spanish newspapers online;</p> <ul style="list-style-type: none"> <li>• <a href="http://www.elpais.com">www.elpais.com</a></li> <li>• <a href="http://www.marca.com">www.marca.com</a></li> <li>• <a href="http://www.20minutos.es">www.20minutos.es</a></li> <li>• <a href="http://www.bbc.com/mundo">www.bbc.com/mundo</a></li> </ul>
		<p>[R4A] Revise for Spanish End of Module 2 Assessment (Mi tiempo libre) using your class notes and the revision checklist for this module. This will have been given to you by your Spanish teacher, and can also be found in Go4Schools.</p>	<h3>Super-Curricular Activities</h3>
		<p>[ER] Find an article on the internet about anything that you are particularly interested in (e.g. sport, music, film, television) and make a list of new words and their meanings in English from what you find in the article. You can use Collins online Spanish dictionary to help you with the definitions.</p>	<p>Visit a local Spanish restaurant in your area – what do you recognise on the menu? Ask if you can take one home!</p>
		<p>[ER] Try watching your favourite television shows on Netflix (or similar) with the Spanish subtitles. Alternatively, you could change the audio setting to Spanish and have English subtitles.</p>	<h3>Media &amp; Other Links</h3> <ul style="list-style-type: none"> <li>• <a href="http://www.collinsdictionary.com/spanish">www.collinsdictionary.com/spanish</a></li> <li>• <a href="http://www.quizlet.com/ashaunak">www.quizlet.com/ashaunak</a> (website or app)</li> <li>• Duolingo (app) - aim for 10-15 minutes/daily. It's a mix of writing, translating, practising different vocab and listening – all in one! It gets really competitive and fun.</li> <li>• Memrise (app) - aim for 10-15 minutes/daily. Look for sets that are based on Mira (textbook used for Spanish at KS3)</li> <li>• <a href="http://www.language-gym.com/#!/">www.language-gym.com/#!/</a> to practise verbs in all tenses</li> <li>• BBC Bitesize for Spanish</li> </ul>



Subject	Topic	PREP Tasks	Further Research /Reading
<b>MFL - French</b>	<b>Module 2 – En classe</b> <b>Talking about school life</b>	<p>[R4A] Learn the vocabulary associated with this module – this can be found on Planet E-Stream.</p>	<p>Visit the local library or check their online catalogue. There are plenty of free resources: comic books, novels, books to complement students’ learning... Some favourite story books are available in French too!</p> <p>French newspapers online;  <a href="http://www.lemonde.fr">www.lemonde.fr</a>  <a href="http://www.lefigaro.fr">www.lefigaro.fr</a>  <a href="http://www.lequipe.fr">www.lequipe.fr</a>  <a href="http://www.20minutos.fr">www.20minutos.fr</a>  <a href="http://www.bbc.com/mundo">www.bbc.com/mundo</a></p>
		<p>[R4A] Complete the relevant French grammar exercises on Go4Schools using the resources on Planet E-Stream. There are also several tasks to work through to help put into practice what you have learnt during lessons.</p>	<b>Super-Curricular Activities</b>
		<p>[R4A] Complete the relevant French Writing and Speaking tasks on Go4Schools using the resources on Planet E-Stream. There are also several tasks to work through to help put into practice what you have learnt during lessons.</p>	<p>Visit a local French restaurant in your area – what do you recognise on the menu? Ask if you can take one home!</p>
		<p>[R4A] Revise for French End of Module 2 Assessment (En classe) using your class notes and the revision checklist for this module. This will have been given to you by your French teacher, and can also be found in Go4Schools.</p>	<b>Media &amp; Other Links</b>
<p>[ER] Find an article on the internet about anything that you are particularly interested in (e.g. sport, music, film, television) and make a list of new words and their meanings in English from what you find in the article. You can use Collins online French dictionary to help you with the definitions.</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.collinsdictionary.com/french">www.collinsdictionary.com/french</a></li> <li>• <a href="http://www.quizlet.com/ashaunak">www.quizlet.com/ashaunak</a> (website or app)</li> <li>• Duolingo (app) - aim for 10-15 minutes/daily. It’s a mix of writing, translating, practicing different vocab and listening – all in one! It gets really competitive and fun.</li> <li>• Memrise (app) - aim for 10-15 minutes/daily.</li> <li>• <a href="http://www.language-gym.com/#!/">www.language-gym.com/#!/</a> to practise verbs in all tenses</li> <li>• <a href="http://www.bbc.co.uk">www.bbc.co.uk</a> › <a href="#">languages</a> › <a href="#">french</a> › <a href="#">french_connection</a></li> </ul>		
<p>[ER] Try watching your favourite television shows on Netflix (or similar) with the French subtitles. Alternatively, you could change the audio setting to French and have English subtitles.</p>			

Subject	Topic	PREP Tasks	Further Research /Reading
<b>Music</b>	<b>Folk Music</b>	<p>(R4A) - use the music below to practice Amazing Grace and Swing Low. Both will be used in class for a performance assessment. If you don't have access to a keyboard at home, use Google Chrome and go to <a href="http://www.musicca.com/piano">www.musicca.com/piano</a> . This link won't work on internet explorer.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="510 421 806 826"> <p style="text-align: center;"><b>Amazing Grace</b></p>  <p>1 3_ 5 3 5_ 4 3_ 2 1_</p> <p>1 3_ 5 3 5_ 4 1^ _____</p> <p>5 1^ _____ 5 3 5_ 4 3_ 2 1_</p> <p>1 3_ 5 3 5_ 4 3_ _____</p> </div> <div data-bbox="869 421 1272 826"> <p style="text-align: center;"><b>Swing Low</b></p>  <p>5 3_ 5 3_ _____ 3 2 1_ 3333 55 1^ 1^ _____</p> <p>2^ 1^ 5_ 1^ _____ 3_ _____ 3 2 1_ 3333 55 4 3_ _____</p> </div> </div>	<p>Explore how Classical Music uses the Pentatonic Scale:  <a href="https://classroom.thenational.academy/lessons/exploring-how-classical-music-uses-pentatonic-scales-performing-pentatonic-melodies-by-bartok-and-debussy-6mt6cc?step=1&amp;activity=intro_quiz">https://classroom.thenational.academy/lessons/exploring-how-classical-music-uses-pentatonic-scales-performing-pentatonic-melodies-by-bartok-and-debussy-6mt6cc?step=1&amp;activity=intro_quiz</a></p> <p>Brief history of Folk Music  <a href="http://www.music-folk.com/the-history-of-folk-music/">http://www.music-folk.com/the-history-of-folk-music/</a></p> <p>A more indepth history of Folk Music  <a href="https://www.thelowmusicmovement.org/blog/slow_folk_thoughts_on_the_history_of_folk_its_various_subgenres">https://www.thelowmusicmovement.org/blog/slow_folk_thoughts_on_the_history_of_folk_its_various_subgenres</a></p>
		<p>Oak Academy lesson on using the Pentatonic Scale and playing Amazing Grace - this version however is slightly different to the version above but is still useful:  <a href="https://classroom.thenational.academy/lessons/understanding-treble-clef-notation-performing-the-first-two-phrases-of-amazing-gracetm-chj6ce?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/understanding-treble-clef-notation-performing-the-first-two-phrases-of-amazing-gracetm-chj6ce?step=2&amp;activity=video</a></p> <p>Compose your own melody using pentatonic scale ready to use in class. You can use any of the black notes as below. Remember to write it down and bring it in for your lesson.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>the class. You seen down and</p> </div> </div>	<p style="text-align: center;"><b>Media &amp; Other Links</b></p> <p>Brief introduction to Folk Music:  <a href="https://www.makingmusic.org.uk/resource/introduction-folk-music">https://www.makingmusic.org.uk/resource/introduction-folk-music</a></p> <p>Listen and watch this BBC production on contemporary Folk Music.  <a href="https://www.bbc.co.uk/iplayer/episode/m000gigw/trad-ar-fad-series-3-episode-1">https://www.bbc.co.uk/iplayer/episode/m000gigw/trad-ar-fad-series-3-episode-1</a></p> <p>Be amazed at these variations of Amazing Grace. How many other songs can you hear?  <a href="https://www.youtube.com/watch?v=bD6jvAsY-UU">https://www.youtube.com/watch?v=bD6jvAsY-UU</a></p>

Subject	Topic	PREP Tasks	Further Research /Reading
<b>PE</b>	<b>Theory: Skeletal System</b>	<p>Recap: All the bones and the types of bones</p> <p><b>3 main topics for this half term</b></p> <ul style="list-style-type: none"> <li>• Classification of joints</li> <li>• Movement possible at joints</li> <li>• Role of tendon and ligaments</li> </ul> <p>1) 4 Types of joints: Pivot, Hinge, Ball &amp; Socket and Condyloid.</p> <p>2) <u>Types of movement at a joint</u></p> <p style="text-align: center;"> <u>Flexion</u>      <u>Extension</u>      <u>Abduction</u>      <u>Adduction</u> </p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;"> <u>Plantarflexion + Dorsiflexion</u>      <u>Rotation</u>      <u>Circumduction</u> </p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Functions of the skeleton  <a href="https://www.bbc.com/bitesize/guides/zq3sbk7/revision/2">https://www.bbc.com/bitesize/guides/zq3sbk7/revision/2</a></p> <p>Structured of the skeleton &amp; bone classification  <a href="https://www.bbc.com/bitesize/guides/zq3sbk7/revision/1">https://www.bbc.com/bitesize/guides/zq3sbk7/revision/1</a></p> <p>Types of movement  <a href="https://www.bbc.com/bitesize/guides/zq3sbk7/revision/4">https://www.bbc.com/bitesize/guides/zq3sbk7/revision/4</a></p>
		<b>Super-Curricular Visits</b>	<p>Watch as much sport as you can. This can be on the television or at a live sporting event if it is in line with government guidelines!</p> <p>Find out what activities/sports you will be taught during this half term, watch as much as you can on YouTube. Try to understand the sport more and find out about the different rules.</p>
<p><b>Task - [HI]</b> Create a poster of the skeleton labelling the bones and type of bones. Also, include the types of joint and what movement can be achieved at each joint. Parents can help by quizzing pupils on each diagram, the bones, muscles and different sections of the heart.</p>			<b>Media &amp; Other Links</b>
<p><b>Task - [HI]</b> Find 3 pictures of different sporting actions and write down what movements are being shown in each picture.</p> <p><b>Task - PREP on goforschools</b></p> <p>Complete the PREP tasks on goforschools. This will be a task on planet E-stream [R4A] or an additional task [HI]. You must complete one of them.</p>			<p>Keep up to date with Sport!  <a href="https://www.bbc.co.uk/sport">https://www.bbc.co.uk/sport</a></p> <p><b>Live Sport in Jan/Feb 2021!</b>          2020–21 UEFA Futsal Champions League          UEFA Futsal Euro 2022 qualifying          2021 PDC World Darts Championship          2021 EFL Cup Final          2021 Rugby Six Nations Championship</p>



Subject	Topic	PREP Tasks	Further Research /Reading
<b>Social Science</b>	<b>PSHE TOPIC – staying healthy</b>	<p><u>[R4A] Compulsory Prep task – This will also be set on Go4Schools and must be completed to allow pupils to be successful in the assessment for this topic -</u></p>	<p>[ER] Research the help available if people are struggling with mental or physical health issues, through sites such as Childline or MIND.</p>
		<p>This prep requires you to revise all the content covered in this PSHE Health unit for a Fact check.</p>	<b>Super-Curricular Visits</b>
		<p><b>Additional Prep tasks –</b></p> <p>[ER] Speak to an adult about ideas to do with staying healthy and how they manage their lifestyle</p> <p>[ER] Look on the TV or other types of media and decide if there is a positive or a negative message about how we should look and feel about our bodies</p>	<p>You could visit a number of Art galleries; Tate Modern, the V and A or Madame Tussauds and look at how the image of bodies have developed over the centuries.</p> <p>You could visit local community buildings or specific medical centres and see what exists locally to help people live a healthy lifestyle.</p>
		<p>[ER] Look on the TV or other types of media and decide if there is an encouragement of being healthy or unhealthy</p> <p>[ER] log onto the planet e stream site and watch the Natalie Cassidy documentary on Dieting</p> <p>[RT] plan an eating plan for the day – 3 meals plus a snack and say why it is healthy</p> <p>[RT] plan an exercise program for the week for someone of your age. Also consider what you could do to make young people more keen to take part on a regular basis</p>	<p style="text-align: center;"><b>Media &amp; Other Links</b></p> <p>[ER] You could watch an episode of TV shows such as “America’s Next Top Model” or “You are what you eat” and discuss with friends or family the messages which they put across.</p> <p>[ER] Watch a workout by Joe Wickes or a similar person and complete 30 minutes of exercise.</p>



# Improving Memory Skills & Understanding PREP

## 1. Self-Testing

Self-testing is an effective tool if you have a large amount of information to learn for an assessment or exam.

Let's say you had to remember the definition of 20 key words.

Start by writing out five key words and their definitions. Study them for 2 or 3 minutes, then put the sheet away.

On another piece of paper, try to write down the key words and definitions from memory.

If you were not able to recall all 5, then repeat the process again. Study the definitions and re-test.

Once you are able to recall 5 key words and definitions, add another 5 to the original sheet.

Give yourself 4 or 5 minutes to study the 10 key words and definitions. Put the sheet away and re-test but this time with 10.

Build this up until you can recall all 20 key words and definitions.

More importantly, re-test yourself a week later. Review your progress and go back to any definitions or words you were unable to write down. Then, re-test yourself a month later with the same words.

The more you re-test, the more you will retain and the easier it becomes.

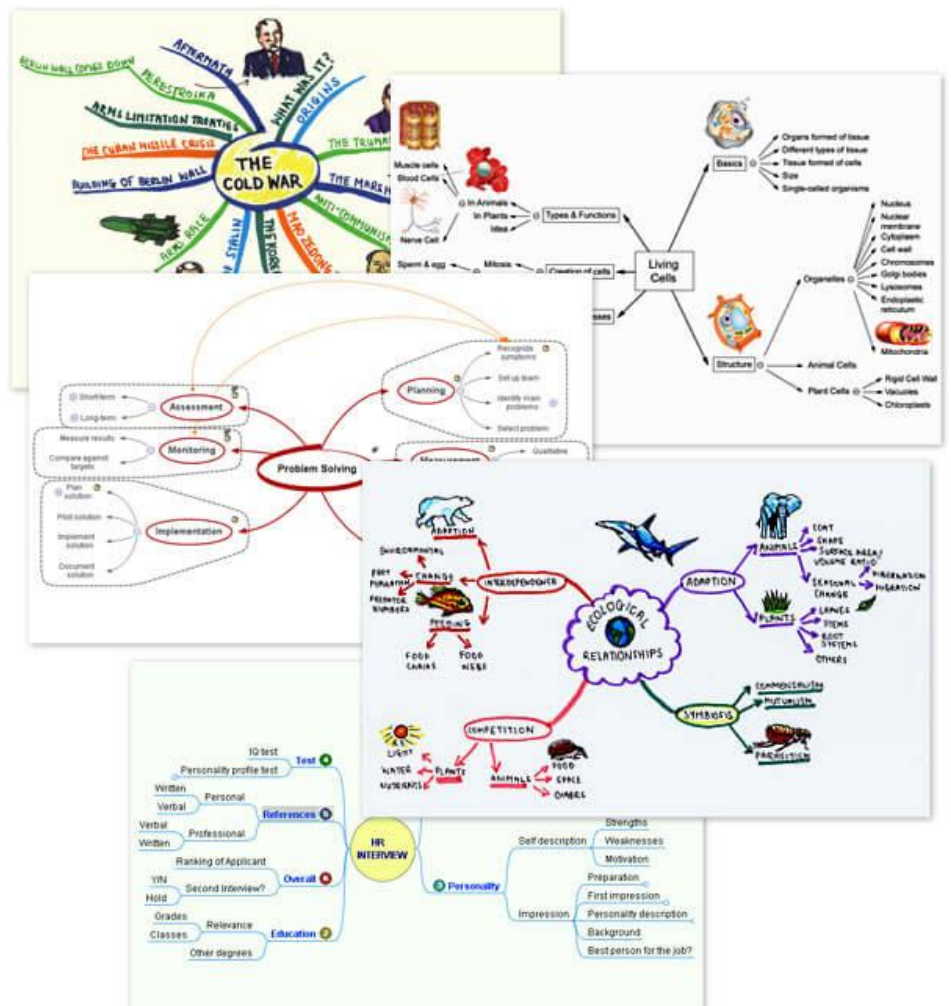
These techniques could be applied to:

- Key Information for an Essay
- Character names and profiles
- Formula
- Translations
- Case Studies
- Experiment processes
- Arguments or Quotations
- And many more!

## 2. Mind Mapping

Mind Mapping is a highly effective way of getting information in and out of your brain. Mind Mapping is a creative and logical means of note-taking and note-making that literally "maps out" your ideas.

All Mind Maps have some things in common. They have a natural organisational structure that radiates from the centre and use lines, symbols, words, colour and images according to simple, brain-friendly concepts. Mind Mapping converts a long list of monotonous information into a colourful, memorable and highly organised diagram that works in line with your brain's natural way of doing things.



- Think of your general main theme and write that down in the centre of the page. i.e. Food

- Figure out sub-themes of your main concept and draw branches to them from the centre, beginning to look like a spider web i.e. Meats, Dairy, Breads
- Make sure to use very short phrases or even single words
- Add images to invoke thought or get the message across better
- Try to think of at least two main points for each sub-theme you created and create branches out to those

### 3. Revision Cards

Revision cards are small handheld cards that contain key information. The cards should have a title at the top with 5 or 6 key words, formula or sentences. Try and keep the colour consistent for each topic e.g. green cards for the Environment.

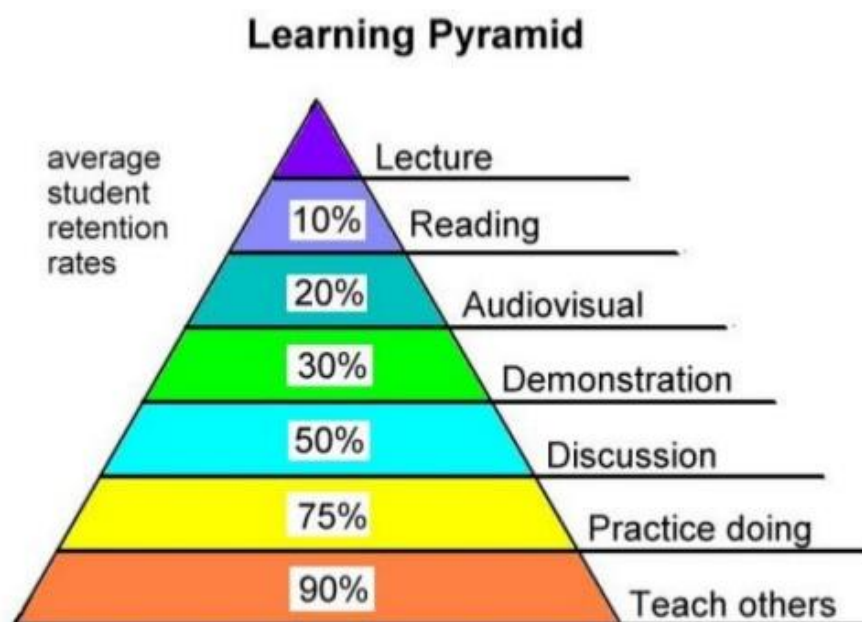
TIP: On the back of the revision card, write the title from the front. Then, after you have read through your cards a number of times, turn them over. Look at the title and self-test yourself on the information. Once you have recalled all you can, turn the card back over and check your answers.

### 4. Complete the Sentence

If you have a large number of facts to learn for an essay, write out ten key sentences you wish to memorise for the essay. Then, on a separate piece of paper, write out the first half of the sentence and leave the other half blank. Take a break, make a cup of tea, then come back and try to complete the sentences from memory.

If you managed to complete all ten, try and add more sentences and repeat the exercise.

TIP: Once you can complete the sentences with ease, test yourself further by trying to write out all the key sentences from memory without the sentence starters!



# Fun Ways to PREP

## 1. Key Words Crossword Puzzle

Choose a subject and write down all the key words you need to learn. Find an online Crossword creator, there are a huge number of web sites that can do this for you.

For the clues, write the definition of the key word.

Once the crossword has been created, leave it for a few days/weeks. Then, try and complete it. Don't forget to print out the answer sheet so you can self-check the answers!

Here is an example below:

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

**PREP Crossword**  
Complete the crossword below

Created with TheTeachersCorner.net [Crossword Puzzle Generator](#)

### ACROSS

2. What does the 'H' in SHS stand for?
5. What is 'PREP' short for?

### DOWN

1. In what year group do you take A Level exams?
3. What is the surname of our Headteacher?
4. In what Year group do you take GCSE exam?

## 2. Key Word Pictionary

For this game you will need at least one other person. With a friend or group of friends, decide which subject and set of Key Words you wish to learn or revise. Write them down on individual cards. Try to have a large number so they are not too obvious.

Take it in turns to draw (without using words, symbols or speaking) something that represents the key word you wish to learn.

**\*Want to Make the Game Harder?\***

The other player who is trying to guess the key word can't say the key word, but must give the correct definition of it!

Here is an example below:



The Easy Answer: **An Atom**

\*The Definition Answer:

**The smallest particle of a chemical element that can exist.**

### 3. Write a Short Story

If you have a large number of facts, figures or key words to remember, write a short story that you can recite to yourself in the exam. The more interesting and funny your story is, the more likely you are to remember the facts.

Here is an example:

To begin our adventure into storytelling, start by reading the paragraph below, which recounts a brief and chaotic story. Your task is simply to understand what happens:

*"A man called Nigel is sat next to his enormous, 300lb pet squid as they travel around in the back of his lime-green limo. They're arguing over what to watch on the limo's TV: Coronation Street, or Sesame Street. It soon turns into a fight, which the squid wins by using its eight limbs to empty eight pepper-grinders on to Nigel's head. Nigel leaps from the car in terror and runs away towards the sea, cleverly heading through a thick yellow field of rapeseed to stop the squid from following. On reaching the beach, he meets Prince Harry, who is celebrating his 25th birthday. Prince Harry persuades Nigel to help him confront two Gallic dancers who have eaten a beautiful "she-swan" (without the Queen's permission). After the attack, Nigel jumps into the sea and swims out towards, as luck would have it, the Lady of Shalott, who is bobbing up and down in a boat made from a giant orange pepper. She invites him on board and they fall in love."*

It will have taken you perhaps a minute to read through this. This should demonstrate just how quickly and effortlessly your mind can imagine elaborate scenes it has never encountered before.

Your next step is to see how much of the story you recall. First, close your eyes and repeat the story as well as you can in your head. When you're done, open your eyes and write down all the items you have successfully recalled. This will give you a sense of how many useful memories you can store in around a minute or so. Hopefully you'll have impressed yourself again.

Now, you'll perhaps be wondering what the point of remembering a random list of objects like this might be. But here we can reveal that the story you've learned is not at all random, but in fact encodes the ingredients for a Nigel Slater recipe. Hooray! The 300lb squid represents 300g of squid; the lime-green limo is a lime; Coronation Street stands for coriander; Sesame Street for sesame oil; eight pepper grinders for eight crushed peppercorns; the rapeseed field for rapeseed oil; Prince Harry celebrating his birthday for 25g ginger; two Gallic dancers for two cloves of garlic; the "she-swan" for Szechuan pepper; the sea for salt; the Lady of Shalott for shallots; the orange pepper boat for one large orange pepper.

Have a look over these connections. Your last task is to try to remember the ingredients that correspond to each element in the story. Once you've done that, you're ready to make your squid and pepper stir-fry ...

1. <https://www.theguardian.com/lifeandstyle/2012/jan/15/story-lines-facts>

### 4. Key Term Word Search

Choose a subject and write down all the key words you need to learn. Find an online Word Search creator, there are a huge number of web sites that can do this for you.

For the clues, write the definition of the key word.

Once the word search has been created, leave it for a few days/weeks. Then, try and complete it. Don't forget to print out the answer sheet so you can self-check the answers!

Here is an example below:

#### PREP WORDSEARCH

Use the definitions to find the key words!

C B U T D P B G P W  
H H W T B A K N M G  
O I M T N L E O C X  
I G S U E V U X I S  
V H M H E R M A N I  
H B R L T L Y N Z G  
W S E P R E P A R E  
C J E V I K C T U Z  
M S M G H T L C Z N  
K G S B T B N D D E

PREPARE HERMAN ELEVEN  
THIRTEEN HIGH

1. What is 'PREP' short for?
2. What is the surname of our Headteacher?
3. What year group take their GCSE exams?
4. What year group take their A Level exams?
5. What does the 'H' in SHS stand for?



## 5. Write a poem

If you have a large number of facts, figures or key words to remember, write a poem that you can re-cite to yourself in the exam. Try and make it rhyme on the key words and throw in their definitions if you can.

## 6. Card Matching Game

Use revision cards. They must all be the same size and colour. On half the cards, write a key word on each. On the other half of the cards, write their definitions on each.

With a friend, turn all the cards so they face down on the table. Each person takes it in turns to turn over two cards. If they turn over the key word and the correct definition, they get to keep them. If the two cards do not match, they must be turned back and it is the next persons turn. The winner is the person with the most cards at the end.

You not only have to remember where the key words and the definitions are, but match them as well!

Here is an example:

**PENTATONIC  
SCALE**

*A Musical Scale  
containing  
only 5 notes.*

## 7. Name That Tune!

Choose a song from the charts that you know really well and enjoy singing along to.

Now, re-write the lyrics so they contain all the facts and key words you need to remember. Try to keep to the same number of syllables for each line! Then, sing the words out loud as many times as you need to remember the lyrics.

TIP: Go to youtube or karaoke site and use the backing track/instrumental so you can sing your lyrics along to the beat!

## 8. Alphabet Prep

Challenge yourself to write a key fact, definition or key word for each letter of the alphabet. It works best with a single topic or area. Once you have completed it, memorise it using some of the techniques in this book.

Finally, challenge yourself to recall all the information using the alphabet as your guide and prompt!

