Maidenhill School Knowledge Organiser

Year 10 – Term 4

Be kind, Aspire, Persevere, Achieve

Name: Tutor:

Week 2	Notes
Monday 24th February	
Tuesday 25th February	
Wednesday 26th February	
Thursday 27th February	Study skills workshops Parent Information Evening 5-6pm
Friday 28th February	

Week 1	Notes
Monday 3rd March	
Tuesday 4th March	
Wednesday 5th March	Careers Fayre 1.30-3pm
Thursday 6th March	
Friday 7th March	

Week 2	Notes
Monday 10th March	
Tuesday 11th March	
Wednesday 12th March	
Thursday 13th January	
Friday 14th March	

Week 1	Notes
Monday 17th March	
Tuesday 18th March	
Wednesday 19th March	
Thursday 20th March	
Friday 21st March	Romeo & Juliet Theatre trip

Planner – Term 4

Week 2	Notes
Monday 24th March	
Tuesday 25th March	
Wednesday 26th March	
Thursday 27th March	
Friday 28th March	

Week 1	Notes
Monday 31st March	
Tuesday 1st April	
Wednesday 2nd April	
Thursday 3rd April	
Friday 4th April	

Week 2	Notes
Monday 7th April	
Tuesday 8th April	
Wednesday 9th April	
Thursday 10th April	
Friday 11th April	

Notes…

Self-certification / Out of lessons

Self-certification

Every student is entitled to self-certify to go to the toilet on 2 occasions each term, when they do not have a medical exemption (issued by school only, in conjunction with parents). This will equate to 12 opportunities a year.

Sign below and show to your teacher. If you have a reason that requires this page to be refreshed before the end of term, please speak to your Head of Year.

Date	Time	Student signature

Insert medical exemption here (Head of Year)
Review/end date:

Student out of lesson record

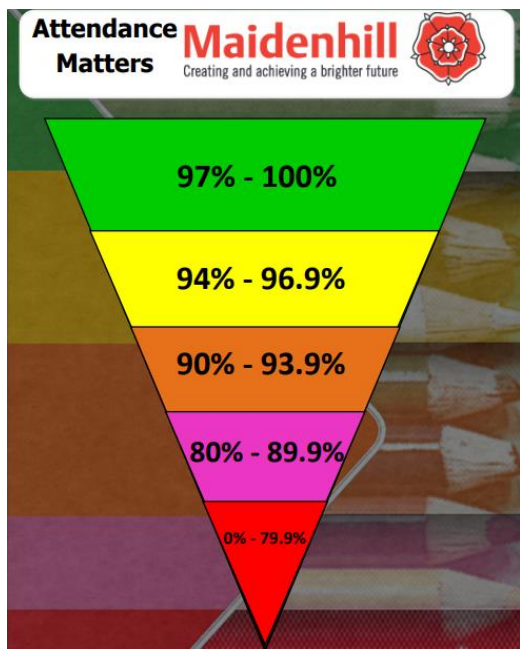| Date and time	Reason	Staff signature

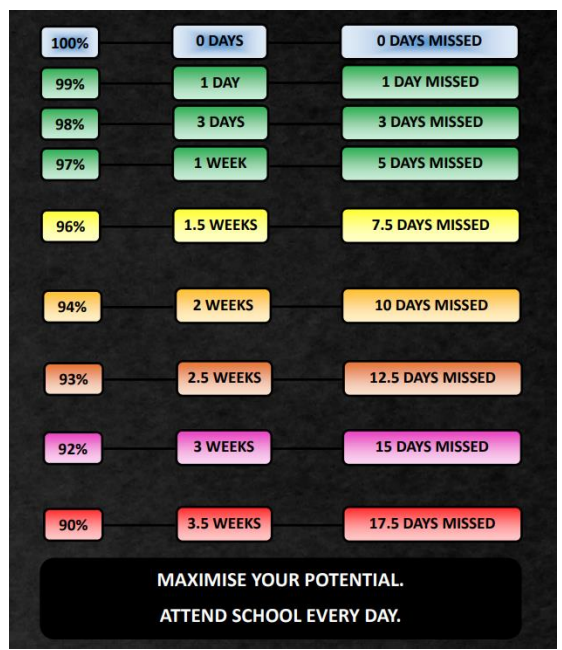Have a problem? Worried about someone or something? Need someone to talk to? Scan the QR code and let us know.

Reporting your concerns

Attendance

Attendance Groups

Group	Description
Green	Expected Attendance
Yellow	Risk of Underachievement
Amber	Serious Risk of Underachievement
Pink	Severe Risk of Underachievement (PA)
Red	Extreme Risk (PA)

Attendance Matters — Maidenhill — Creating and achieving a brighter future

- 97% - 100%
- 94% - 96.9%
- 90% - 93.9%
- 80% - 89.9%
- 0% - 79.9%

%	Days	Days Missed
100%	0 DAYS	0 DAYS MISSED
99%	1 DAY	1 DAY MISSED
98%	3 DAYS	3 DAYS MISSED
97%	1 WEEK	5 DAYS MISSED
96%	1.5 WEEKS	7.5 DAYS MISSED
94%	2 WEEKS	10 DAYS MISSED
93%	2.5 WEEKS	12.5 DAYS MISSED
92%	3 WEEKS	15 DAYS MISSED
90%	3.5 WEEKS	17.5 DAYS MISSED

MAXIMISE YOUR POTENTIAL. ATTEND SCHOOL EVERY DAY.

Personal Attendance Record

Week	Monday	Tuesday	Wednesday	Thursday	Friday	%	Colour	⬆ ➡ ⬇
1								
2								
3								
4								
5								
6								
7								

Attendance – Term 4

As a student of the school I will:

- Attend school every day and on time
- Represent the school in a positive way on my way to and from school
- Wear the correct school uniform smartly at all times
- Ensure I have downloaded the ClassCharts app and actively use the platform so that I am up to date with notifications regarding my behaviour, attendance, homework and detentions
- Follow the "Maidenhill Expectations" for all students regarding their Behaviour for Learning and uphold the school's expectations to 'Be kind, Aspire, Persevere and Achieve'
- Not use my mobile phone in school
- Go to reception if I need to contact home
- Be polite and considerate to all members of the school community
- Ensure that my behaviour has a positive impact on other students' learning and progress
- Refuse to take part in bullying or anti-social behaviour, including on social media
- Take responsibility for my own learning and actively participate in lessons
- Actively seek ways to improve my work and respond effectively to feedback
- Complete all my classwork and homework to the best of my ability and on time
- Respect the environment of the school and its neighbourhood, and help to keep it clean and tidy, free from litter and graffiti
- Represent the school in a positive way in the local community and when participating in school activities or visits, and on social media
- Talk with my parent(s)/carer(s) and school staff about any concerns in school
- Pass any written correspondence to my parents'/carers' on the day they are issued
- Interact positively with any school social media platforms.

Student Signature ……………………………………………………………………

Maidenhill Uniform

- ❖ Maidenhill school blazer needed at all times
- ❖ Maidenhill school tie
- ❖ Long or short sleeved plain white shirt, **tucked in when in the school building**
- ❖ Plain black, smart, tailored trousers
- ❖ Footwear should be a shoe and not a boot, and entirely black
- ❖ White, grey or black socks with no logos
- ❖ Black or nude tights. No patterns.
- ❖ Optional
  - Maidenhill skirt
  - Maidenhill shorts
  - Simple black belt
  - Maidenhill jumper

- ❖ Jewellery must be easily removed for practical lessons. Earrings must be studs and not dangle. Necklaces should be underneath the shirt
- ❖ Make-up should be discreet
- ❖ Hair must not be of extreme style or colour. Long hair should be tied back for health and safety reasons in certain subjects

Maidenhill PE Uniform

- ❖ Red Maidenhill PE polo shirt
- ❖ Red Maidenhill hooded jumper
- ❖ Optional Rugby shirt
- ❖ Options for the lower half:
  - Plain black shorts with no logos
  - Black tracksuit bottoms with no logos
  - Maidenhill leggings
  - Maidenhill Skort
  - Plain black leggings with no logos

- ❖ Socks
  - White or black
  - Red needed for all fixtures

- ❖ Shoes
  - Suitable trainers
  - Optional studded boots for football/rugby

Borrowed uniform items

Date	Item	Number	Returned

Equipment

You should be fully equipped for every lesson. Make sure you have the correct books for each lesson. It is always a good idea to pack your school bag the night before. Remember to check you timetable first. Here is a useful checklist.

Essential requirements

- ❑ At least 2 black pens
- ❑ 2 pencils and 2 x 2b or 4b pencils for Art, Design and Nutrition
- ❑ Ruler
- ❑ Rubber
- ❑ Pencil Sharpener
- ❑ Scientific calculator
- ❑ Colouring pencils and/or colouring pens
- ❑ Headphones for music
- ❑ PE kit to be worn on days with PE or dance

Student property

You are expected to have your clothing marked with your name and, wherever possible, all other items of property which you are expected to bring to school with you such as bags, pencil cases and PE kit named too.

Money, bus passes and other similar items of value should always be carried with you and never left in bags around the school at break and lunchtimes.

You have the opportunity, if you wish, to hand valuables to a teacher before PE and arrangements will be made for safe keeping. The changing rooms are not always locked during lessons. If you do not do this, the school cannot guarantee full security for your property.

Network rules

Never share your password with anyone – not even your best friend – if you suspect that someone knows it, change it or see an ICT technician as soon as possible

Never share your user area with anyone – email files to a friend or home as an attachment, or use Office 365 "One Drive"

Always log off before leaving a computer

Never tamper with ICT equipment, if your PC or laptop is damaged or not working properly, please inform a member of staff immediately. DO NOT disconnect, reconnect or move or swap any cables at any time

Never give a stranger any information about you or your home

Always communicate with strangers politely – ask a teacher to check before sending

Don't suffer bullying – report and give a printout of any email or other material that offends you to a teacher

Avoid the spreading of computer viruses – from the internet or home. Keep your home virus checking software up to date

Do not attempt to download or install software – use only the software provided

Always give credit for information obtained from the internet

Do not eat or drink close to electronic equipment or in any computer room

Use your printing credits with care – extra print credits in any one week can only be obtained through the permission of a teacher whose work you need to print

The use of the internet at school must be in support of learning. The use of all chat systems is strictly forbidden. Inappropriate use will result in access being withdrawn. A log of all internet access and activity is monitored throughout the day by the network staff so misuse of the system can be quickly identified and dealt with.

To access email from home, log on rmunify.com. School emails should only be used to communicate with staff/students about school related matters. You can also speak with staff via the message function on ClassCharts.

Visit the website 'thinkyouknow' for essential and excellent advice on using the internet safely outside of school.

THINK U KNOW .CO.UK

Equipment and ICT

At Maidenhill School we believe that students have the right to learn, and teachers have the right to teach.

When you make good choices and follow the rules, you will be rewarded.

Rewards

You can collect positive reward points in lessons and for completing quality homework. Rewards can be spent in the reward shop at the end of each term on vouchers, chocolate, stationery and much more! We have end of term rewards and end of year rewards in the form of our activities week, all to recognise the positivity and hard work you show each and every day.

If you make poor choices and do not follow the rules, then a clear set of consequences will follow.

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

C3r – This is when you are sent out of a lesson, and you must move to the referral room. You will be issued with a 55mins detention. Those students that are removed from lesson five times in a term, will then receive a 1 day internal isolation in the refocus room for every subsequent C3r. This will be reset at the start of the next term

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

Be kind, Aspire, Persevere, Achieve

C5 Exclusions
If a student receives a C5 they will be excluded from school for a fixed period of time.

Incidents for which a students may be excluded include:
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social behaviour such as theft or damage to property
- A build-up of incidents which are unacceptable and contravene school standards
- Repeated disruption and defiance which has disturbed the learning of other students
- Persistent poor behaviour

If a student persistently behaves in an unacceptable manner, this could lead to a permanent exclusion.

In exceptional circumstances, it is appropriate for the Headteacher to permanently exclude a student for a first offence. These might include such things as:
- Serious actual or threatened violence against another individual
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The following items are not allowed to be brought into school:
- Alcohol and drugs
- Knives and other weapons
- Fireworks
- Cigarettes/e-cigarettes, vapes, tobacco, matches and lighters
- Tippex or other correcting fluids
- Aerosols
- Illegal substances
- Energy/fizzy drinks

Smoking is not permitted in school or on the way to and from school. Students found to be smoking/vaping or in possession of smoking/vaping equipment will receive a significant sanction.

The school can take no responsibility for valuable items brought into school by students (so students are advised not to bring in expensive items).
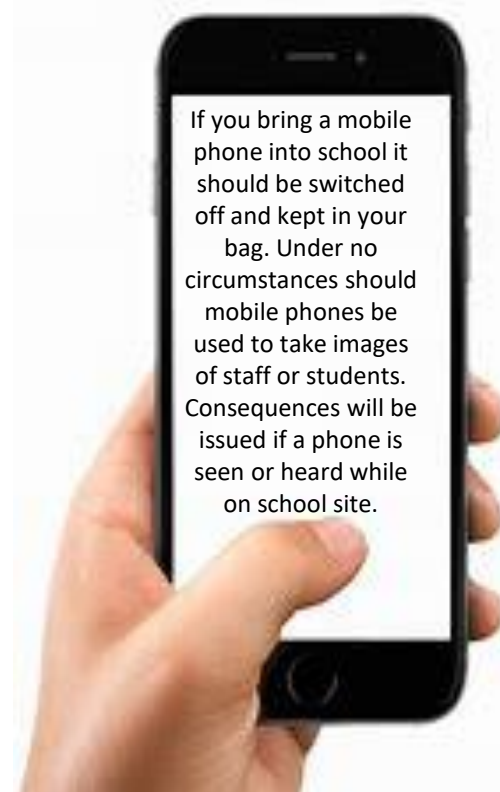
If you bring a mobile phone into school it should be switched off and kept in your bag. Under no circumstances should mobile phones be used to take images of staff or students. Consequences will be issued if a phone is seen or heard while on school site.

What is bullying?

Bullying is when one person or a group of people deliberately hurt, threaten or frighten someone over a period of time. It can be physical; like punching or kicking, or emotional like teasing or calling names.

Bullying includes repeated:
- Hitting
- Insults
- Cruel nicknames
- Making threats
- Isolating someone
- Damaging, taking or hiding property
- Writing or telling lies about someone
- Sending cruel text messages, video messages or emails
- Spreading rumours
- Being unfriendly and turning others against someone
- Posting inappropriate comments on websites and social media

Types
- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

If you are being bullied, do not suffer in silence:
- Be firm – look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult, peer or friend what has happened, straight away
- If you are scared to tell someone, get a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

When you are talking about bullying, be clear about:
- When it started
- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where and when it happened
- What you have already done about it

If you are being bullied, you can expect that:
- You will be listened to and taken seriously
- Action will be taken to help stop the bullying
- You will be involved in the process of deciding what action to take to stop the bullying and any worries that you may have will be listened to and respected
- You will be given the opportunity to talk about the way that the bullying has made you feel and to find strategies to deal with these feelings and to understand and cope with bullying behaviour
- If you are ever in fear of your physical safety, staff will take immediate action to keep you safe

ALL REPORTED INCIDENTS WILL BE TAKEN SERIOUSLY, INVESTIGATED AND APPROPRIATE ACTION TAKEN

100 Colorful Words to Use in Place of "Said"

admitted	bawled	argued	added
advised	complained	barked	asked
agreed	confessed	bellowed	babbled
assured	cried	boasted	bargained
avowed	croaked	boomed	blurted
began	denied	coughed	chortled
bragged	fretted	demanded	clucked
chatted	gasped	griped	explained
cheered	groaned	growled	grumbled
commented	gurgled	hissed	gulped
convinced	moaned	insisted	grunted
crowed	mumbled	interrupted	lied
exclaimed	objected	jeered	murmured
gushed	pleaded	ranted	mused
instructed	protested	raved	muttered
	sniffled		
	sobbed		
	squeaked		
	stammered		

POETIC TECHNIQUES

Rhyme
Rhyming words occur very often in poems, sometimes in patterns.

Rhythm
The flow of a poem, often affected by the punctuation and shape of a poem.

Tone and Pace
Have a big impact on rhythm and affected by punctuation.

Onomatopoeia
When a word imitates the sound it makes (e.g. BANG, SPLASH)

Metaphors
Identifies something as being the same as something else.

Repetition
When words and phrases are repeated multiple times.

Similes
Compares two different things, using the words "like" or "as".

Alliteration
More than one word beginning with the same letter (close together in text).

Fiction...

LITERARY DEVICE	DEFINITION	EXAMPLE
Simile	A comparison using "like" or "as"	Her eyes were like shining stars
Metaphor	A comparison without using "like" or "as"	Life is a journey
Personification	Giving human qualities to non-human things	The wind whispered through the trees
Hyperbole	An exaggeration for emphasis	I've told you a million times
Alliteration	Repetition of the same sound at the beginning of words	Peter Piper picked a peck of pickled peppers
Onomatopoeia	Words that sound like what they mean	Buzz, hiss, sizzle
Irony	A contrast between what is expected and what actually happens	A fire station burning down
Foreshadowing	Hinting at what will happen later in the story	The ominous music in a horror movie
Symbolism	Using objects or actions to represent ideas or qualities	A dove as a symbol of peace
Imagery	Descriptive language that creates a picture in the reader's mind	The sun set over the ocean, painting the sky with shades of orange and pink

Non-fiction...

- **Direct address**
- **Fact**
- **Opinion**
- **Rhetorical question**
- **Repetition**
- **Emotive language**
- **Statistics**
- **Three (list of)**
- **Imperative**

PUNCTUATION

QUESTION MARK ? — Use at the end of a sentence when asking a question.

EXCLAMATION MARK ! — Use at the end of a sentence to express a strong feeling.

PERIOD . — Use at the end of a sentence.

COLON : — Use to introduce a list or a definition.

APOSTROPHE ' — Use in contractions and to show when something belongs to someone.

PARENTHESIS ( ) — Use to add extra information to a sentence without taking away from the idea.

HYPHEN - — Use to join words to make one word.

SEMICOLON ; — Use to connect subjects and verbs into a single sentence.

COMMA , — Use to separate parts in a sentence or in a list.

QUOTATIONS " — Use around words that are spoken.

ELLIPSIS ... — Use to show suspense or that someone is thinking.

Conjunctions

Addition
Further
Also
Too
Besides
Finally
Last
Additionally
In addition
Then

Summary
In short
In other word
Anyway
In brief
It seems
Clearly
In sum
After all
In general

Place
There
Here
In the back
Adjacent to
Next to
Nearby
Beyond
Opposite to
At that point

Example
Such as
For one thing
For instance
For example
That is
Specifically
Illustrated by
In particular

Comparison
Equally
A similar ...
Likewise
Similarly
Comparable
As with
Another ... like
In the same way

Time
Meanwhile
Finally
At last
Presently
Currently
In the past
In the meantime
Eventually
Immediately

THERE
(Refers to a place)
He went in the door over there.

THEIR
(Shows ownership)
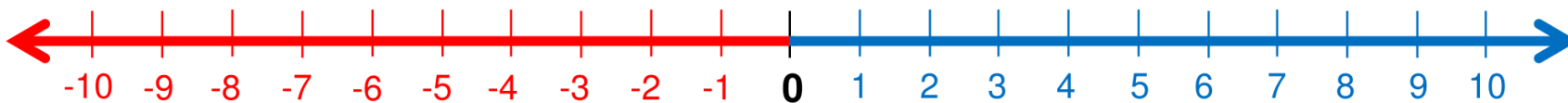Their cat is the sweetest.

THEY'RE
(A contraction for "they are")
They're going to the movies.

Verbs to sharpen your analysis

THIS SHOWS	THIS SUGGESTS	THIS HIGHLIGHTS	THIS INTERESTS
Demonstrates	Implies	Emphasises	Fascinates
Reveals	Infers	Stresses	Amuses
Exposes	Hints at	Reinforces	Satisfies
Discloses	Signifies	Spotlights	Terrifies
Uncovers	Connotes	Underlines	Enthrals
Encapsulates	Denotes	Accentuates	Enthuses
Proves	Insinuates	Underscores	Stimulates
Validates	Intimates	Foreshadows	Galvanises
Exhibits	Advocates	Exaggerates	Animates
Establishes	Poses	Reiterates	Rouses
Denotes	Conjures	Magnifies	Stirs
Displays	Symbolises	Zeroes in on	Placates
Flaunts	Points towards	Promotes	Provokes
Showcases	Indicates	Publicises	Deceives
Presents	Alludes to	Pinpoints	Astonishes

English Study Here

Number line:

-10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 7 8 9 10

Multiplication Table Grid 1-12

| X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Maths Support

Why use it?
Dual coding works because it helps to solidify information in your brain as long term memory!

What is it?
Dual coding is the process of turning information into pictures or symbols – it doesn't have to be a work of art, and it only has to mean something to you.
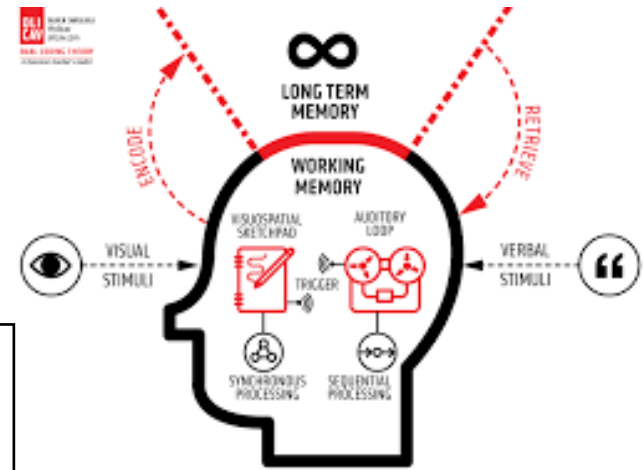
How can I use it?
- Turn large amounts of information from a textbook or your revision guide into pictures. Use these pictures to tell someone else, without looking at any words. Make sure you go back and check if it worked!
- Make a flow chart of a process or a timeline, and limit the amount of words you use to no more than 10.
- Make a mind map that only uses pictures, rather than words.
- Draw out connections between different concepts or events
- Create an infographic
- Use consistent symbols for particular things to jog your memory

Revision technique – Foldables

Why use it?
It is an easy way to quiz yourself, in order to test your memory on a particular topic, helping with your knowledge recall the more you revisit.

What is it?
A foldable is a quiz that you can write the questions on one side, and the answers on another, in order to quiz yourself on your knowledge recall.

How can I use it?
- Follow the instructions below to be able to make your own foldable.
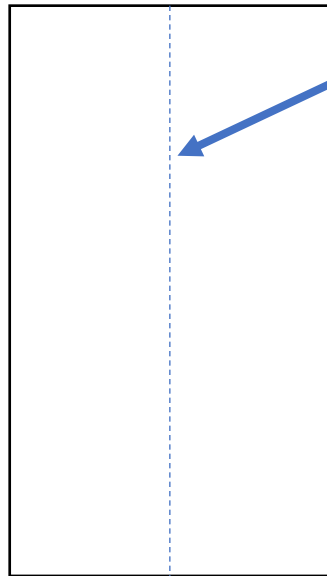
1. Fold your paper in half, lengthways
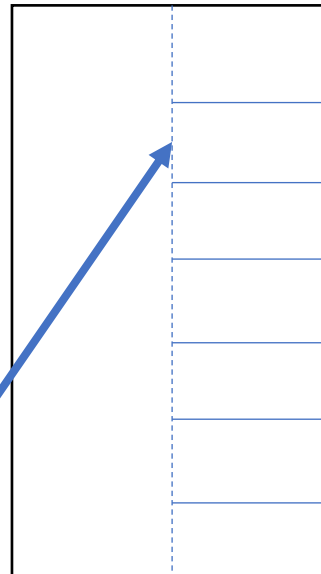
2. Cut even strips on one side (this is where you write the questions

3. These flap out, and you can write the answers underneath to quiz yourself on (or get someone else to quiz you!)

Why use it?
It helps you to summarise key information into clear and memorable points – you could even combine this method with dual coding and summarise into pictures.

What is it?
A large body of text (from a revision book, a textbook, or your notes) is summarised into key points and headings to help distill into the most important info.

1. Read through the information and highlight the important points (key words and specific knowledge)
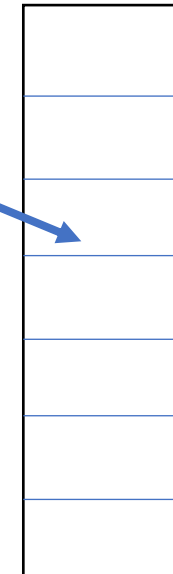
2. Summarise each paragraph into 2-3 bullet points.

3. Give each paragraph a heading or a drawing/ symbol to represent it.

How can I use it?
- Follow the instructions above to use the method in your own work..

Summarise each paragraph in 2-3 bullet points or pictures	The information below includes information on the Marshall Plan	Give each paragraph a heading or a drawing
	Truman backed up his policy of containment with economic aid to Europe. This was known as the Marshall Plan. He believed that communism generally won support in countries where there were economic problems, unemployment and poverty. Many European countries had suffered badly as a result of WWII, and were struggling to deal with the damaged caused. There were shortages of nearly everything, which led countries to introduce rationing. If the USA could help these countries to recover economically, and provide employment and prosperity, then there would be no need to turn to communism.	
	The plan, officially called the European Recovery Plan but nicknamed the Marshall Plan, was announced by the US Secretary of State, General George Marshall, in June 1947. This aid would take the form of cash, machinery, food, and technological assistance. In return, these countries would agree to buy US goods and allow US companies to invest money in their industries.	
	US machinery helped European factories to recover from the effects of WWII. US advisers helped to rebuild transport systems. Europe became more firmly divided between East and West. Stalin was initially involved but withdrew the USSR from discussions because he did not trust the USA and did not want to show how weak the USSR really was economically. He prevented Eastern European Countries, such as Czechoslovakia and Poland, from being involved. By 1953, the USA had provided $17bil in Marshall Aid.	

1

Why use it?

The Revision Clock is a helpful way to condense down your notes, interleave your topics, and break your revision into manageable chunks. Short bursts of 6 minutes are manageable. Complete one and that's an hours worth of revision done.
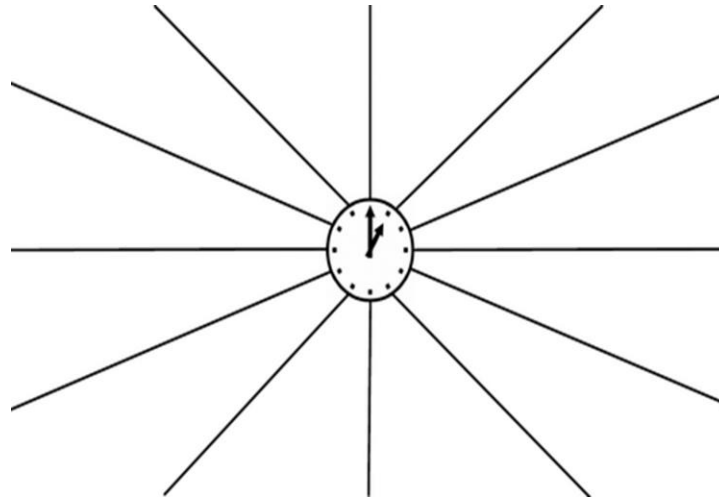
What is it?

A method used to condense all the knowledge for a topic into important key facts that are in bite sized chunks to help you remember exactly what is needed

There are 3 blank templates in this knowledge organiser for you to use.

How can I use it?

1. Divide a page (A4 or A3, no bigger) into 12 segments like numbers on a clock face.
2. Organise your revision notes into 12 topics and condense the notes from each topic into one of the segments on the page. Spend 5 minutes per segment.
3. When you have completed 4 segments, take a 5 minute break, and then go again.
4. Next time you revise, set a recurring timer for 5 minutes. Spend only 5 minutes on the information in each segment before moving to the next when the timer goes off.

Revision technique – Revision Clocks

Why use it?
It enables you to get to grips with a large body of information, increase memory retention during the revision process and even boost your creativity.
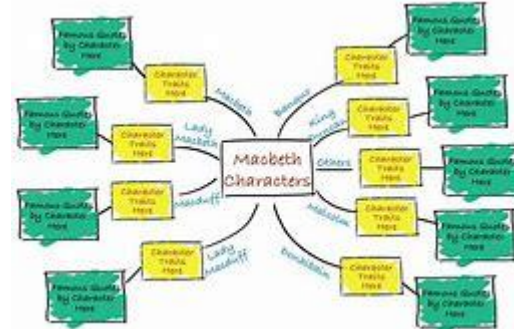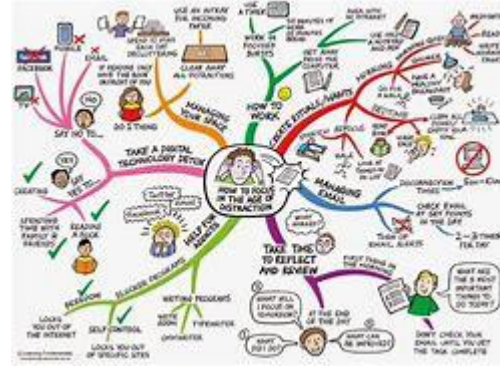
What is it?
A mind map – a kind of diagram which represents all the information you need to learn, understand or analyse, in a visual way.
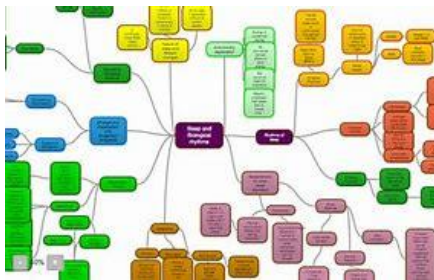
There are 3 blank templates in this knowledge organiser for you to use.
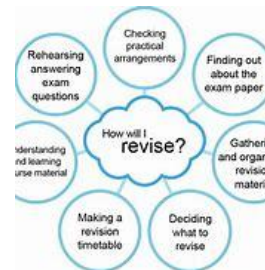
How can I use it?
- Use as many keywords as possible
- Throw in some small sketched diagrams
- Add colour to your mind maps
- Create a main concept for your mind map
- Don't waste too much time on your mind maps
- Don't use other people's mind maps
- Make sure you pair your mind maps with other effective revision techniques
- Start at the centre of the page with a circle or square indicating the main topic
- Represent the main ideas that make up the topic with thick branches that come from the centre
- Create smaller sub-branches which extend out from every branch
- At the end of each branch, write out one key word or concept or fact or quote.

Why use it?
Flashcards are used to improve and encourage active recall which helps you to remember information. Other benefits include:
- Checking your understanding and getting immediate feedback on what you do and don't know
- Allowing you to improve your confidence by going over ides easily and getting more right easch time
- Helping your brain make connections to improve your recall
- Easy to carry and use. Can be paper or electronic!

What is it?
A card that contain information on both sides to allow you to easily test yourself on key facts.

Make electronic versions using Quizlet or Brainscape

How can I use it?
- Write information in your own words.
- Include pictures.
- Use mnemonic devices.
- Colour code your flashcards.
- Keep it simple.
- Review at least three times a day.
- Study in short bursts.
- Engage yourself.
- Shuffle your flashcards.
- Make separate piles as you read.
- Always keep your cards with you.
- Get someone else to test you.
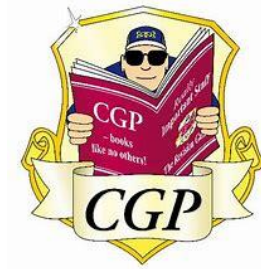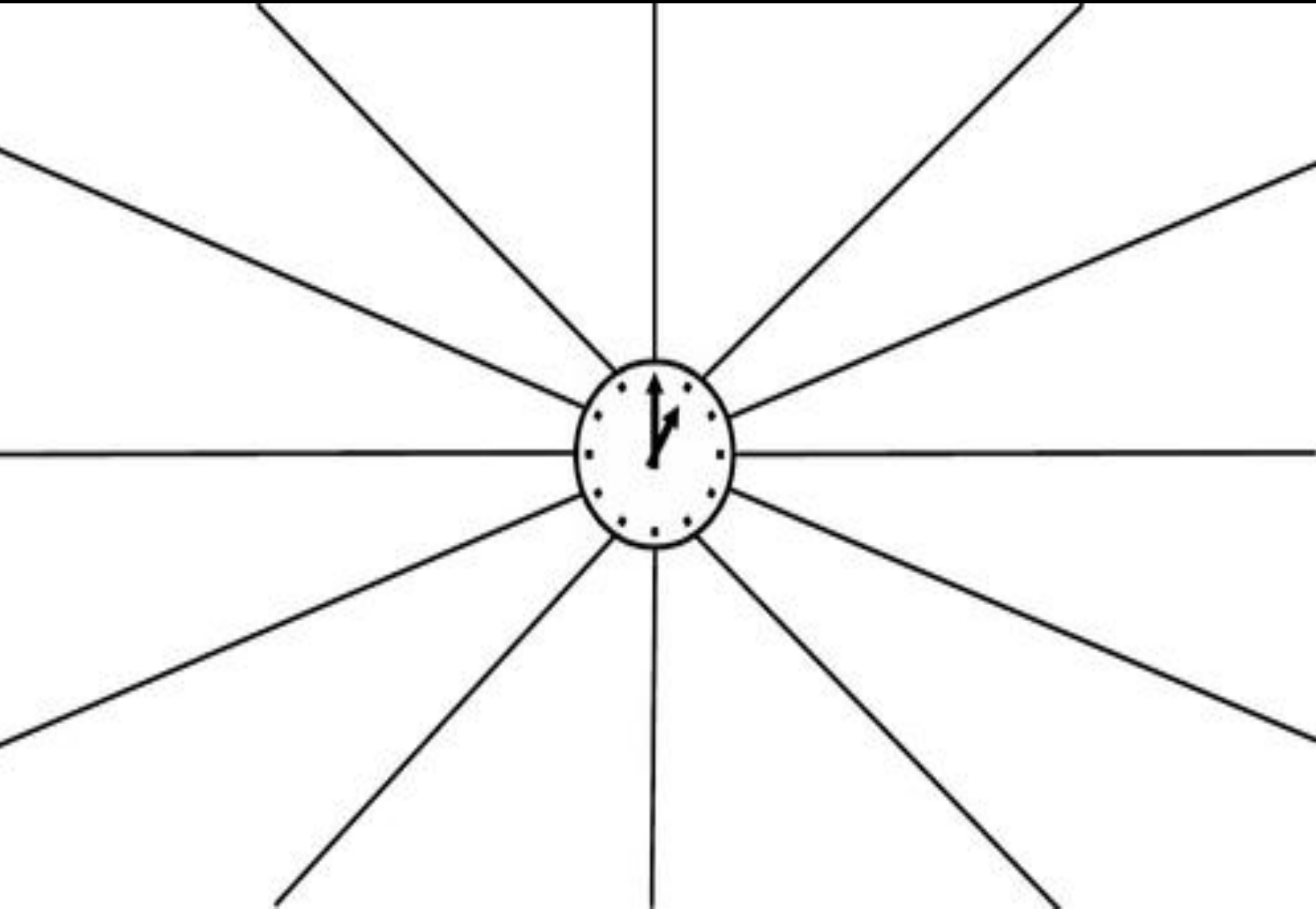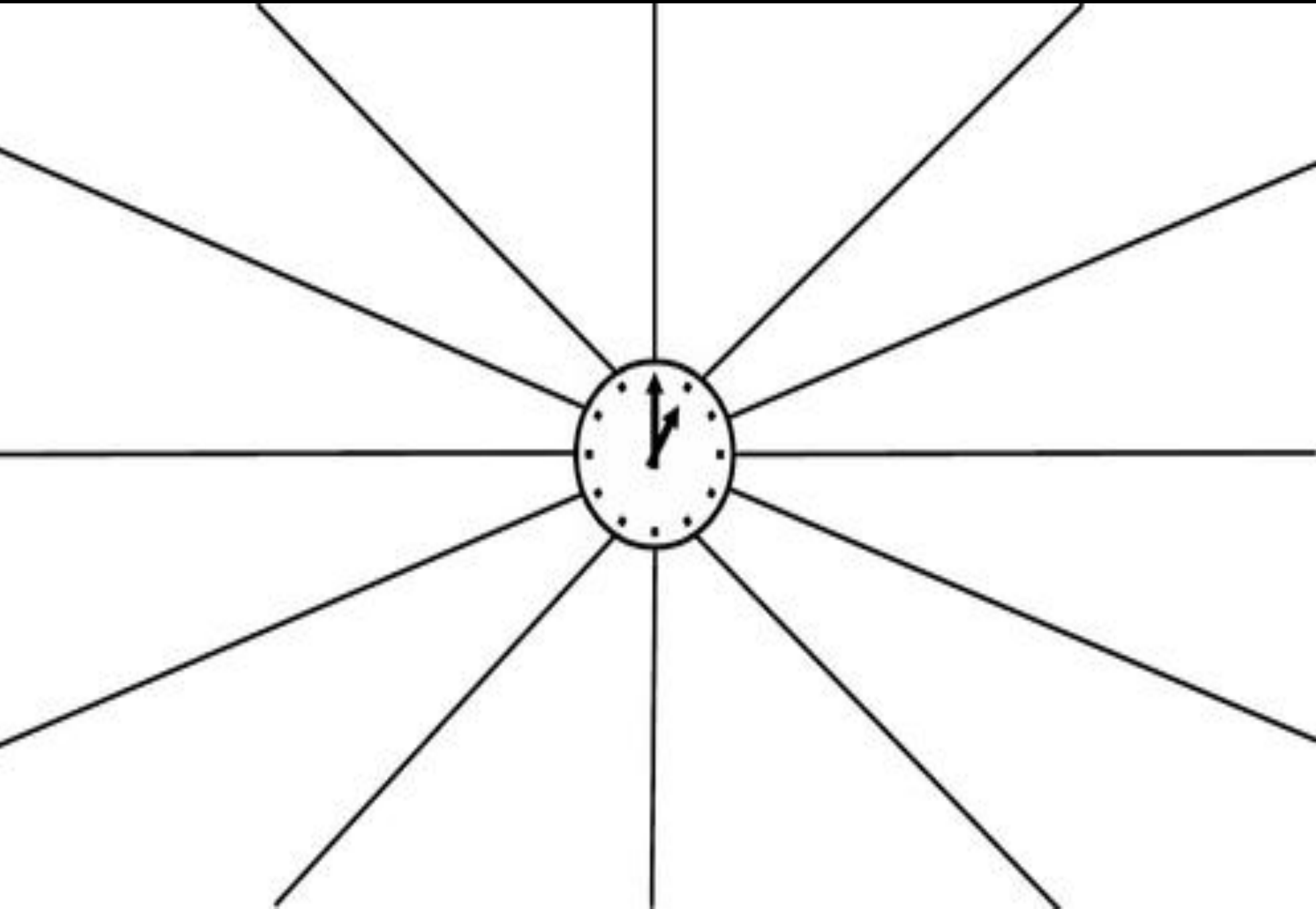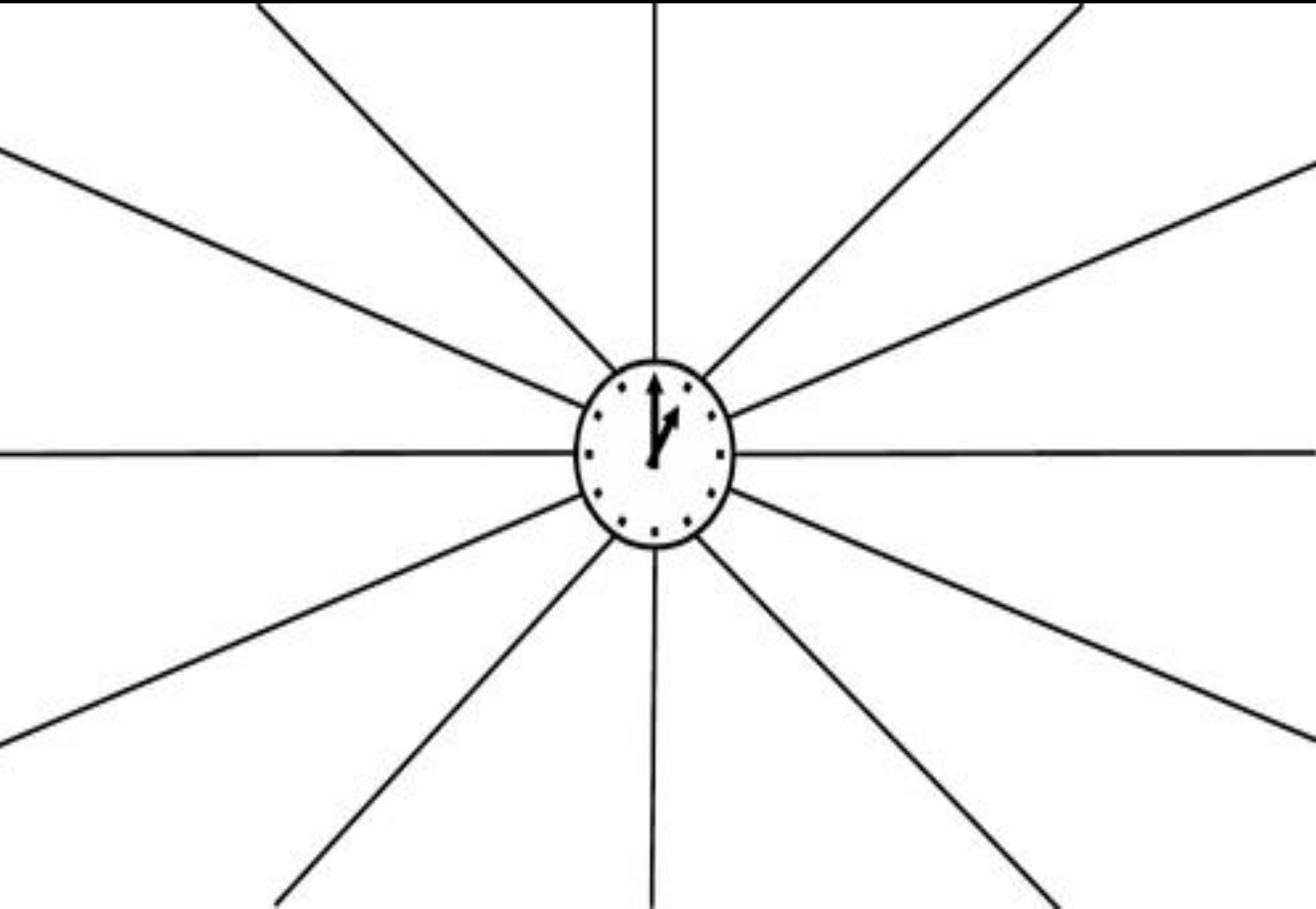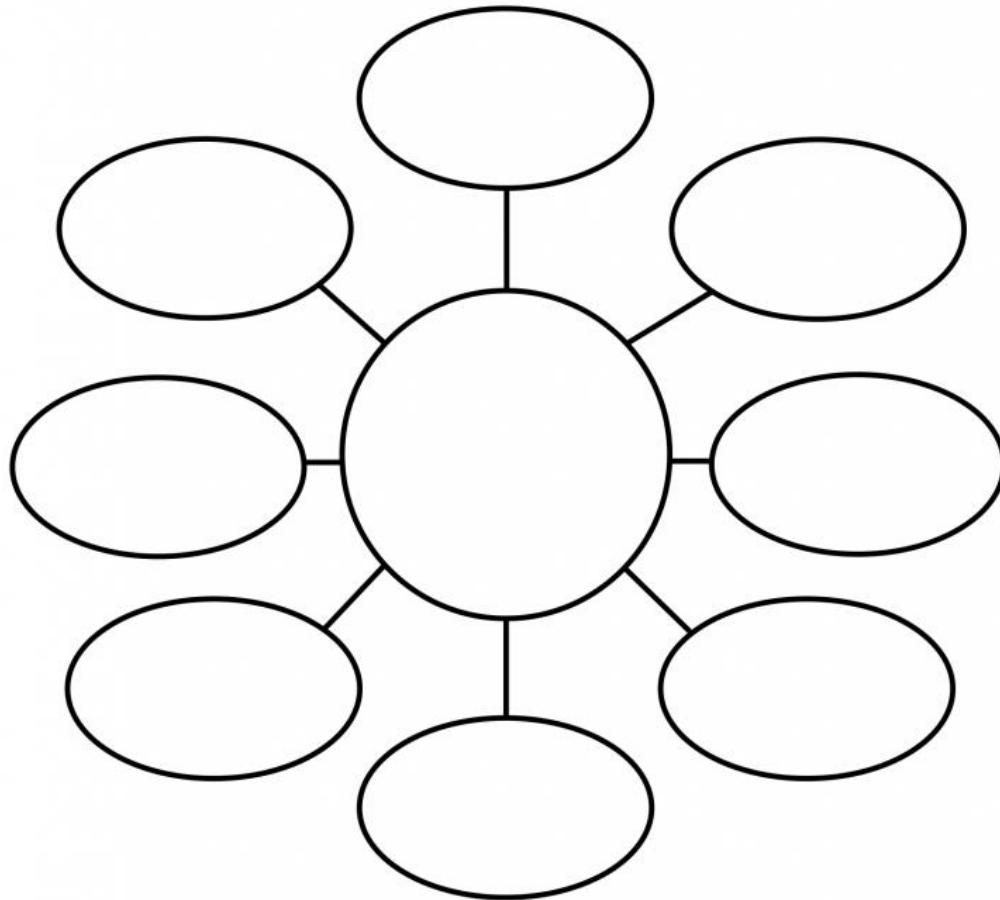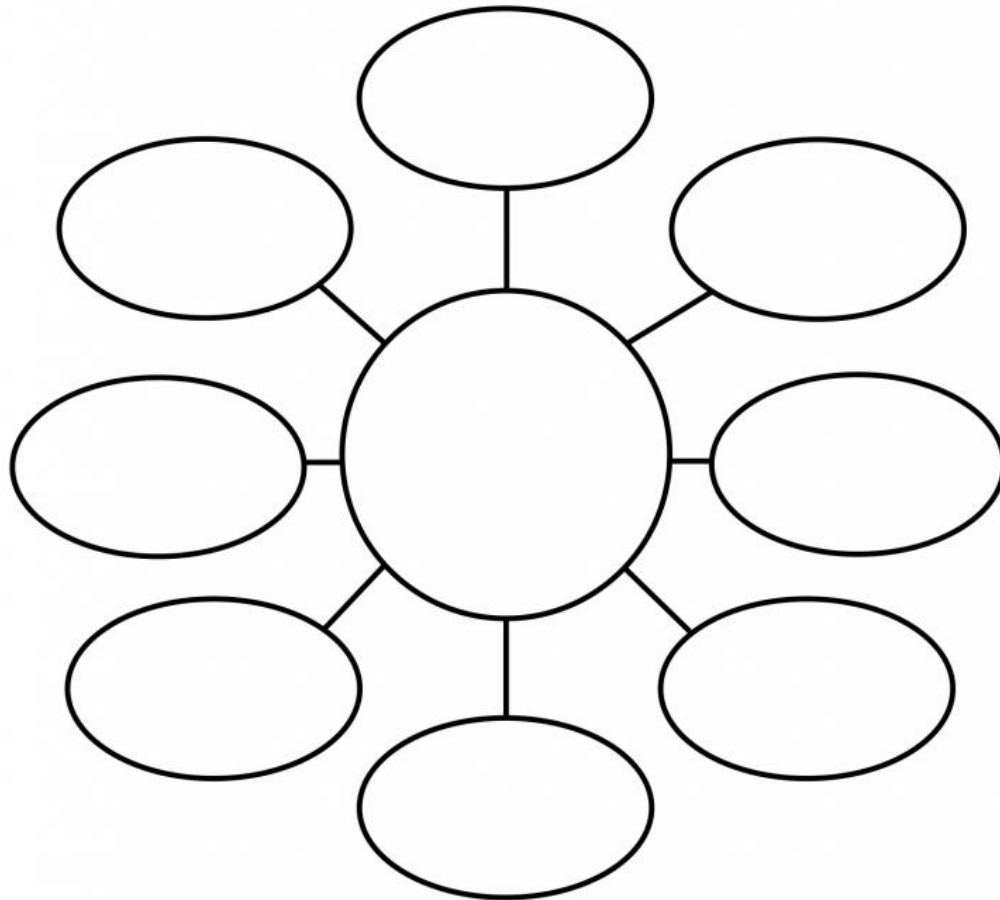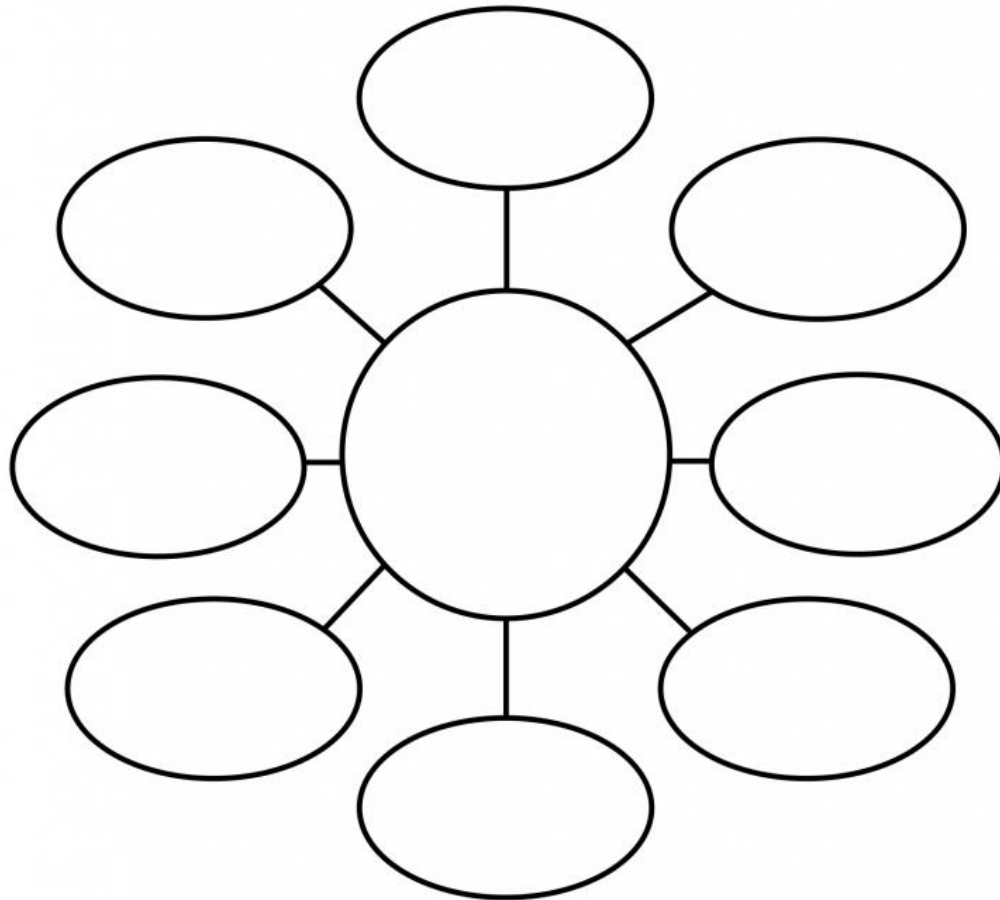
It's a good idea to create a revision timetable to help you make the most of your time and to ensure you've scheduled time for rest and play as well as for homework and revision. Everyone's timetable will be different, but below is an example to give you some inspiration. There is then a bank template for each week this term. (Then two more for Easter!)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM –4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM– 10AM	BREAKFAST/ SHOWER	BREAKFAST/ SHOWER
4PM– 5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM– 11AM	REVISION – ENGLISH	REVISION – SCIENCE
5PM– 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM– 1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM– 7PM	REVISION – GEOGRAPHY	HOMEWORK	REVISION – HISTORY	REVISION – FRENCH	REVISION – SCIENCE	1PM– 3PM	REVISION – MATHS	REVISION – FLASH CARDS
7PM– 8PM	REVISION – MATHS	REVISION – ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM– 5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM– 9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM– 8PM	DINNER/ FREE TIME	DINNER/ FREE TIME

Term Time Revision Timetable

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

Term Time Revision Timetable

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TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

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Term Time Revision Timetable

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

Term Time Revision Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

To do list

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Easter Revision Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

To do list

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⭐ _____

⭐ _____

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⭐ _____

Easter Revision Timetable