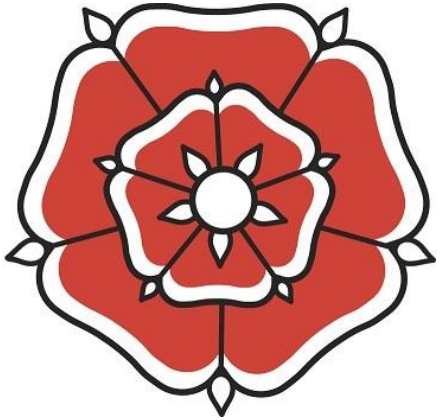
Maidenhill School Knowledge Organiser

Year 10 – Term 5



Be kind, Aspire, Persevere, Achieve

Name:	Tutor: 10

Planner

Week 1	Notes
Monday 13th April	Geography field trip
Tuesday 14th April	
Wednesday 15th April	
Thursday 16th April	Assembly – Army in education
Friday 17th April	

Week 2	Notes
Monday 20th April	
Tuesday 21st April	
Wednesday 22nd April	
Thursday 23rd April	
Friday 24th April	

Week 1	Notes	
Monday 27th April	Internal exams	
Tuesday 28th April		
Wednesday 29th April		
Thursday 30th April		
Friday 1st May		

Week 2	Notes	
Monday 4th May	INSET	
Tuesday 5th May	Internal exams	
Wednesday 6th May		Assembly – Stroud College
Thursday 7th May		
Friday 8th May		

Planner

Planner

Week 1	Notes	
Monday 11th May	Internal exams	
Tuesday 12th May		
Wednesday 13th May		Assembly – Cirencester college
Thursday 14th May		
Friday 15th May		

Week 2	Notes
Monday 18th May	
Tuesday 19th May	
Wednesday 20th May	
Thursday 21st May	
Friday 22nd May	

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 (this is 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:

NSPCC CHILD PROTECTION HELPLINE 0808 800 5000

ChildLine 0800 1111

Student out of lesson record

Date and time	Reason	Staff signature

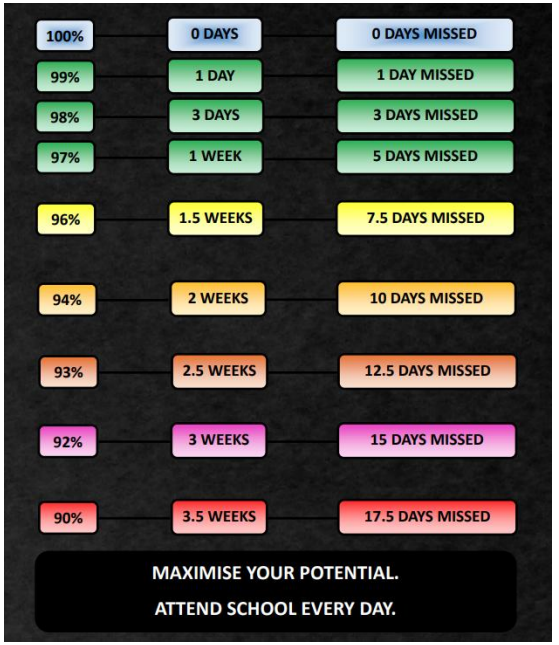
Have a problem? Worried about someone or something? Need someone to talk to? Scan the QR code and let us know.

Reporting your concerns

Self-certification / Out of lessons

Attendance Matters

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



Personal Attendance Record

Week	Monday	Tuesday	Wednesday	Thursday	Friday	%	Colour	↑ → ↓
1								
2								
3								
4								
5								
6								

Attendance

Home School Agreement and uniform expectations

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

- **NO JEWELLERY**
- Red Maidenhill PE polo shirt
- Red Maidenhill hooded jumper
- Optional Rugby shirt
- Options for the lower half:
  - Plain black shorts with less than 5cm logos
  - Black tracksuit bottoms with less than 5cm 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

Home School Agreement and Uniform

Equipment and acceptable use of the school ICT facilities

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 your timetable first. Here is a useful checklist.

Essential requirements

- ❑ At least 2 black pens
- ❑ Green pen
- ❑ 2 pencils and 2 x 2b or 4b pencils for Art, Design and Nutrition
- ❑ Ruler
- ❑ Rubber
- ❑ Pencil sharpener
- ❑ Scientific calculator
- ❑ Whiteboard and whiteboard pen
- ❑ Headphones
- ❑ Reading book
- ❑ Plastic wallet and knowledge organiser

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 to 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.

Behaviour for Learning

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 school can take no responsibility for valuable items brought into school by students (so students are advised not to bring in expensive items).

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.

Behaviour for Learning

Bullying

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

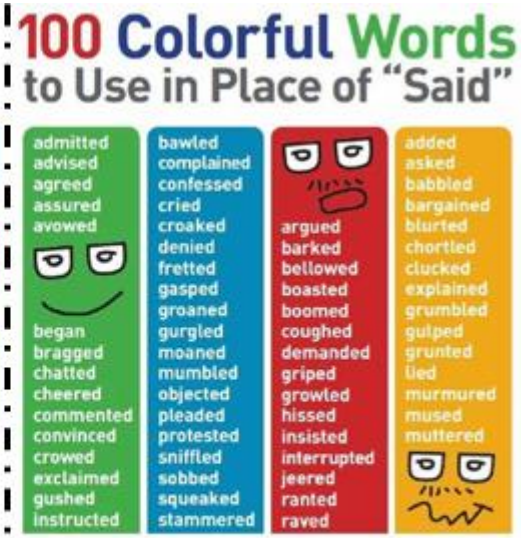
When you are talking about bullying, be clear about:

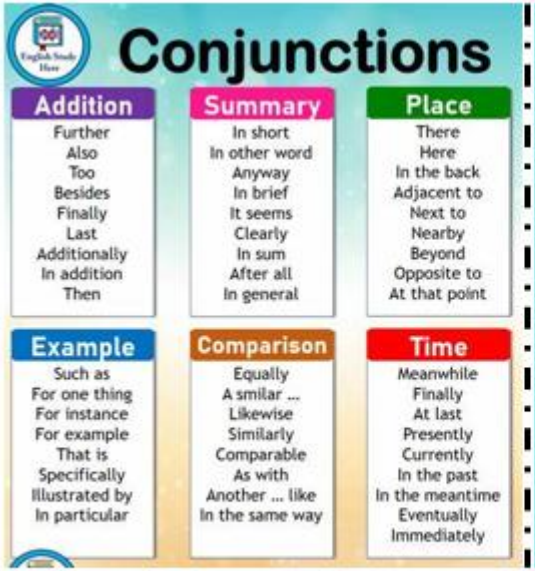
- When it started
- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where and when it happened
- What you have already done about it

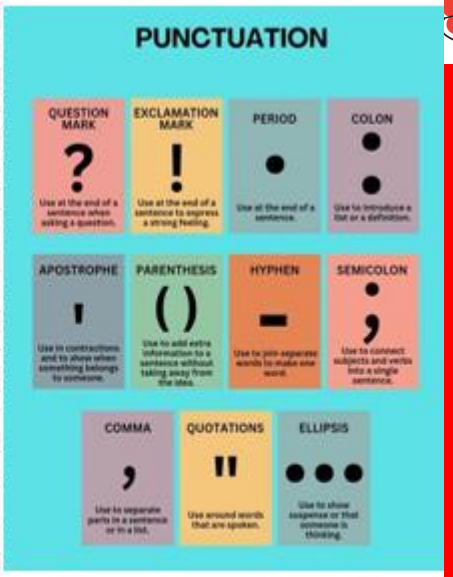
If you are being bullied, you can expect that:

- 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







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

Common Techniques

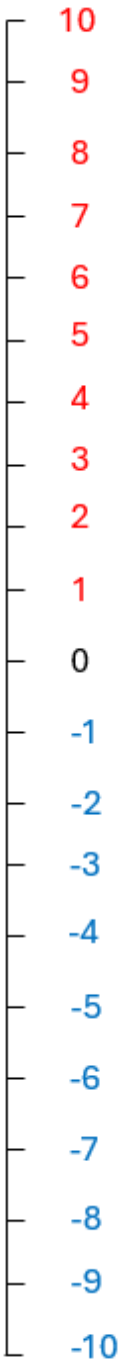
D	DIRECT ADDRESS
A	ALLLITERATION
F	FACT
O	OPINION
R	RHETORIAL QUESTION
R	REPETITION
E	EMOTIVE LANGUAGE
S	STATISTICS
T	THREE (LIST OF)
I	IMPERATIVE

Transactional Writing

- Letters
- Reviews
- Reports
- Articles

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



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

Unit 12 – Right Angled Triangles

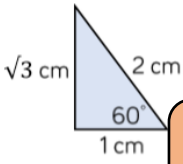
Keywords

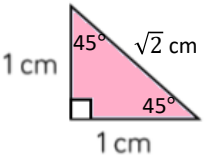
Cosine ratio: the ratio of the length of the adjacent side to that of the hypotenuse. The sine of the complement.
Sine ratio: the ratio of the length of the opposite side to that of the hypotenuse.
Tangent ratio: the ratio of the length of the opposite side to that of the adjacent side.
Hypotenuse: longest side of a right-angled triangle. It is the side opposite the right-angle.

Key angles

These sides could be calculated using Pythagoras

Because trig ratios remain the same for similar shapes you can generalise from the following statements.





Tan30 = $\frac{1}{\sqrt{3}}$ Tan60 = $\sqrt{3}$

Cos30 = $\frac{\sqrt{3}}{2}$ Cos60 = $\frac{1}{2}$

Sin30 = $\frac{1}{2}$ Sin60 = $\frac{\sqrt{3}}{2}$

Tan45 = 1

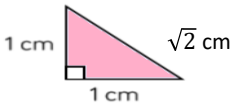
Cos45 = $\frac{1}{\sqrt{2}}$

Sin45 = $\frac{1}{\sqrt{2}}$

Key angles 0° and 90°

Tan0 = 0

~~Tan90~~



Sin0 = 0

Sin90 = 1

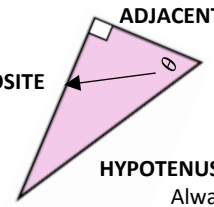
Cos0 = 1

Cos90 = 0

Hypotenuse, adjacent and opposite

Next to the angle in question
Often labelled last

Always opposite an acute angle
Useful to label second
Position depend upon the angle
in use for the question

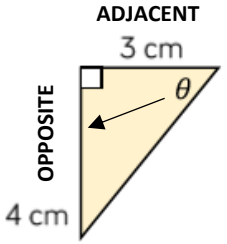


ONLY right-angled triangles are labelled in this way

Always the longest side
Always opposite the right angle
Useful to label this first

Sin, Cos, Tan: Angles

Inverse trigonometric functions



Label your triangle and choose your trigonometric ratio

Substitute values into the ratio formula

Tanθ = $\frac{4}{3}$

θ = Tan^{-1} $\frac{4}{3}$

θ = 53.1°

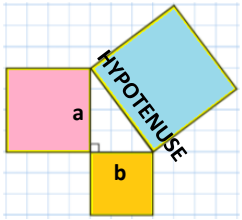
θ = Tan^{-1} opposite side / adjacent side

θ = Sin^{-1} opposite side / hypotenuse side

θ = Cos^{-1} adjacent side / hypotenuse side

Pythagoras theorem

(Hypotenuse) $c^2 = a^2 + b^2$



This is commutative – the square of the hypotenuse is equal to the sum of the squares of the two shorter sides

Places to look out for Pythagoras
- Perpendicular heights in isosceles triangles
- Diagonals on right angled shapes
- Distance between coordinates
- Any length made from a right angles

Sparx codes

Using Pythagoras' theorem in 2D

Applying Pythagoras' theorem in 2D – U828 and U385
Understanding sin,cos and tan – U605
Find unknown sides and angles in right-angled triangle – U283 and U545

Enrichment Opportunities

https://www.youtube.com/watch?v=CAkMUdeB06o

Mathematics – Unit 12 Right Angled Triangles

Maths Foundation Unit 13 – Probability

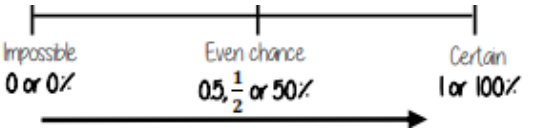
Probability $= P(X) = \dfrac{\text{number of ways an outcome can happen}}{\text{total number of possible outcomes}}$

Keywords

Probability: The chance of something happening as a numerical value.
Impossible: The outcome cannot happen.
Certain: The outcome will definitely happen.
Even chance: The are two different outcomes each with the same chance of happening.
Mutually Exclusive: Two events that cannot both occur at the same time.
Experimental probability: The probability of an event happening when actual experiment carried out.
Theoretical probability: The likelihood of an event occurring

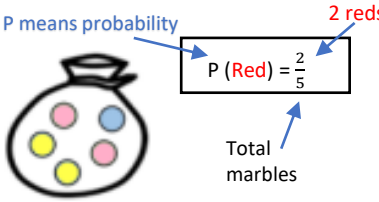
Likeliness of a probability

The more likely an event the higher the probability it will occur in comparison to another event. (It will have a probability closer to 1



Sum to 1

Probability is always a value between 0 and 1



The probability of getting a red ball is $\frac{2}{5}$
∴The probability of NOT getting a red ball is $\frac{3}{5}$.
The sum of the probabilities is always 1

Sample space diagram

A sample space diagram shows all the possible outcomes. You can use it to find the theoretical probability.

The possible outcomes from rolling a dice

The possible outcomes from rolling a coin	1	2	3	4	5	6
H	1,H	2,H	3,H	4,H	5,H	6,H
T	1,T	2,T	3,T	4,T	5,T	6,T

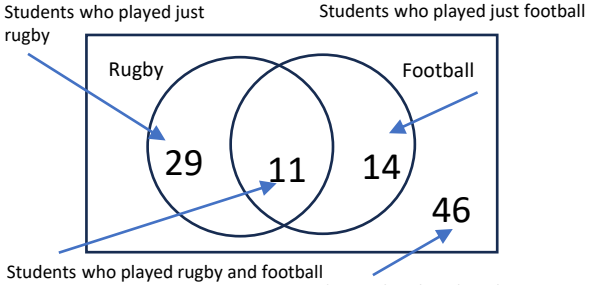
P (Even number and tails) $= \dfrac{3}{12}$

Venn Diagrams

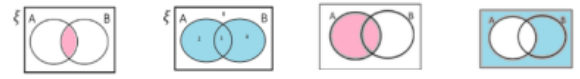
100 students were asked if they played rugby or football. 40 played rugby, 25 played football and 11 did both.

Venn diagram probability is used to state the probability of or predict the **possible outcomes** of one or more event(s) occurring.

P (Just Rugby) = $\frac{29}{100}$



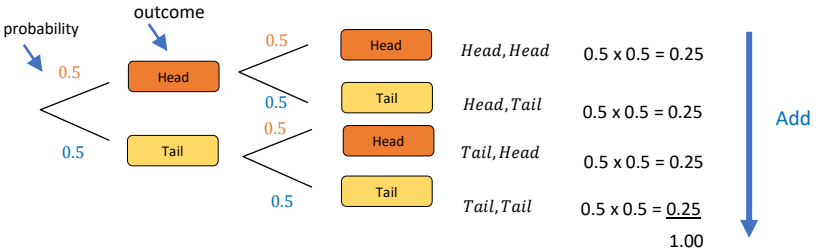
Set Notation



Tree Diagrams

A probability tree diagram is a way of organising the information of two or more probability events. It shows all the possible outcomes of the events

Here is a tree diagram for two tosses of a coin



To calculate the overall probabilities:
•multiply probabilities along the branches
•add probabilities down columns

Sparx codes

Find probabilities of mutually exclusive and exhaustive events – U510
Work out probabilities from sample space diagrams– U104
Estimate and interpret probabilities based on experimental data– U580
Use Venn diagrams to solve probability problems– U476 and U748
Work out probabilities using tree diagrams – U558

Enrichment Opportunities

Mathematics – Unit 13 Probability

Maths Higher Unit 12 Congruence & Similarity

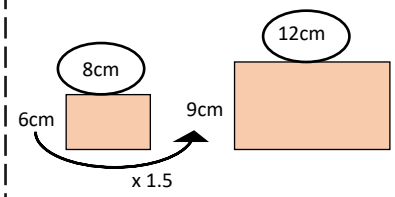
What do I need to be able to do?

- Enlarge by a positive scale factor
- Enlarge by a fractional scale factor
- Identify similar shapes
- Work out missing sides and angles in similar shapes
- Use parallel lines to find missing angles
- Understand similarity and congruence

Keywords

Enlarge: to make a shape bigger (or smaller) by a given multiplier (scale factor)
Scale Factor: the multiplier of enlargement
Centre of enlargement: the point the shape is enlarged from
Similar: when one shape can become another with a reflection, rotation, enlargement or translation.
Congruent: the same size and shape
Corresponding: items that appear in the same place in two similar situations

Similar shapes and scale factors U110/U578



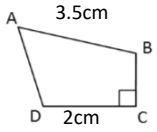
Compare the equivalent side on both shapes

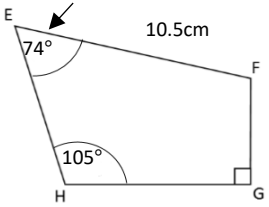
Scale Factor is the multiplicative relationship between the two lengths

Shape ABCD and EFGH are similar

Notation helps us find the corresponding sides

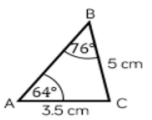
Remember angles do not increase or change with scale

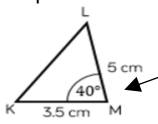




Congruency and Similarity – U790/U866/U877

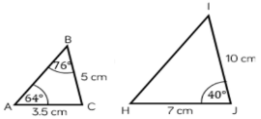
Congruent shapes are identical – all are the same





$A\hat{C}B = K\hat{M}L$

Because all the angles are the same and AC=KM BC=LM triangles ABC and KLM are **congruent**



Because all angles are the same, but all sides are enlarged by 2 ABC and HIJ are **similar**

Conditions for Congruent Triangles

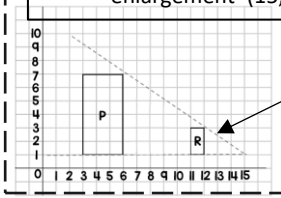
Triangles are congruent if they satisfy any of the following conditions

Side-side-side	All three sides on the triangle are the same size
Angle-side-angle	Two angles and the side connecting them are equal in two triangles
Side-angle-side	Two sides and the angle in-between them are equal in two triangles (it will also mean the third side is the same size on both shapes)
Right angle-hypotenuse-side	The triangles both have a right angle, the hypotenuse and one side are the same

Fractional scale factors

Fractions less than 1 make a shape SMALLER

R is an enlargement of P by a scale factor $\frac{1}{3}$ from centre of enlargement (15,1)

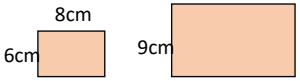


SF: $\frac{1}{3}$ - R is three times smaller than P

Identify similar shapes

Angles in similar shapes do not change.
e.g. if a triangle gets bigger the angles can not go above 180^0

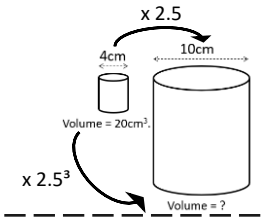
Similar shapes



Scale Factor: Both sides on the bigger shape are 1.5 times bigger

Compare sides: 6 : 9 **2 : 3** 8 : 12 **2 : 3**

Volume Scale Factor



To find the scale factor we would look at the side lengths. In this example the SF is 2.5.

To find the volume for new cylinder you must multiply the old volume by the the scale factors cubed. In this example we would do $20 \times (2.5)^3 = 312.5cm^3$

Enrichment Opportunities

Nrich Maths. All about ratios

Maths Higher – Congruence and Similarity Unit 12

Maths Higher Unit 13 More Trigonometry

What do I need to be able to do?

- Understand and use upper and lower bounds in calculations
- Use Sine rule to solve 2D problems
- Use Cosine rule to solve 2D problems
- Use Pythagoras' Theorem and trigonometry in 3D
- Draw and recognise trigonometric graphs

Keywords

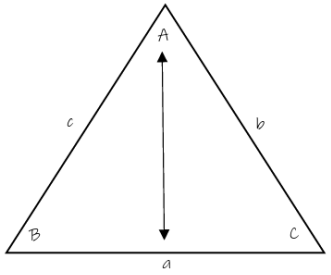
Enlarge: to make a shape bigger (or smaller) by a given multiplier (scale factor)
Scale Factor: the multiplier of enlargement
Constant: a value that remains the same
Cosine ratio: the ratio of the length of the adjacent side to that of the hypotenuse. The sine of the complement.
Sine ratio: the ratio of the length of the opposite side to that of the hypotenuse.
Tangent ratio: the ratio of the length of the opposite side to that of the adjacent side.
Inverse: function that has the opposite effect.
Hypotenuse: longest side of a right-angled triangle. It is the side opposite the right-angle.

Labelling a non-rightangled triangle

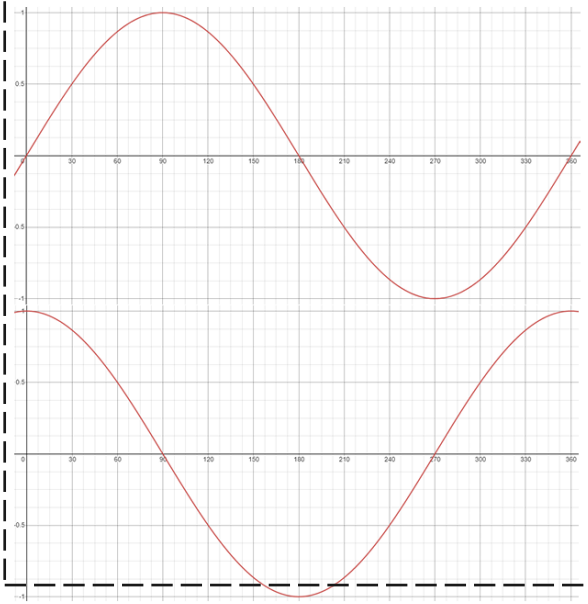
Capital letters are used for the 3 angles

Lower case letters for the 3 sides

Letters of the same type are opposite each other



Trigonometric graphs U450



y = sin x Periodic every 360°

Key coordinates:

(0, 0)

(90, 1)

(180, 0)

(270, - 1)

(360, 0)

y = cos x Periodic every 360°

Key coordinates:

(0, 1)

(90, 0)

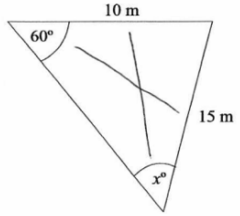
(180, - 1)

(270, 0)

(360, 1)

Sine rule – angles

$$\frac{SinA}{a} = \frac{SinB}{b}$$



Work out the size of angle x.
Give your answer to 3 significant figures.

$\frac{\sin x}{10} = \frac{\sin 60}{15}$

$\sin x = \frac{\sin(60)}{15} \times 10$

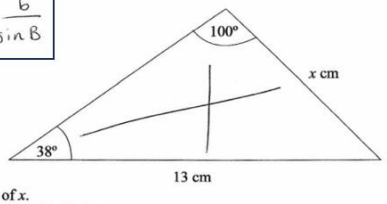
$\sin x = \frac{\sqrt{3}}{3}$

$x = \sin^{-1}(\text{Ans})$

$= 35.3$ (3sf)

Sine rule – sides (U952)

$$\frac{a}{\sin A} = \frac{b}{\sin B}$$



Work out the value of x.
Give your answer to 1 decimal place.

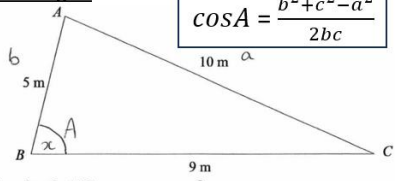
$\frac{x}{\sin(38)} = \frac{13}{\sin(100)}$

$x = \frac{13}{\sin(100)} \times \sin(38)$

$= 8.1$ (1dp)

Cosine rule – angles

$$\cos A = \frac{b^2+c^2-a^2}{2bc}$$



Work out the size of angle ABC
Give your answer to the nearest degree.

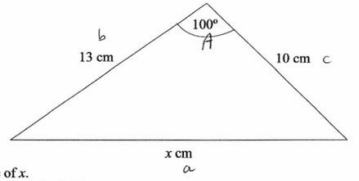
$\cos x = \frac{(5)^2 + (9)^2 - (10)^2}{2(5)(9)}$

$\cos x = \frac{1}{15}$

$x = \cos^{-1}(\text{Ans})$

$= 86$ (Nearest degree)

Cosine rule – sides (U591)



Work out the value of x.
Give your answer to 1 decimal place.

$a^2 = b^2 + c^2 - 2bc\cos A$

$x^2 = (13)^2 + (10)^2 - 2(13)(10)\cos(100)$

$x^2 = 314.1485\ldots$

$x = \sqrt{\text{Ans}}$

$= 17.7$ (1dp)

Maths Higher – Unit 13 More Trigonometry

Date	KO*	WB*	TT*	Date	KO*	WB*	TT*
13/4				4/5	IN	S	ET
14/4				5/5			
15/4				6/5			
16/4				7/5			
17/4				8/5			
20/4				11/5			
21/4				12/5			
22/4				13/5			
23/4				14/5			
24/4				15/5			
27/4				18/5			
28/4				19/5			
29/4				20/5			
30/4				21/5			
1/5				22/5			

RUBBER

PENCIL

WHITEBOARD PEN

GREEN PEN

BLACK PEN

*Knowledge Organiser

* Whiteboard

* Timetable

You should also have:

- Pencil case
- Reading book
- Calculator
- Headphones
- Plastic wallet
- Protractor
- Sharpener
- Compass
- (no scissors)

You should also have when needed:

- Ingredients
- PE kit
- Completed homework

RULER

You can borrow core items without penalty between 8.30-8.45am before passing your Head of Year