

FINAL WEEKS OF PREP FOR OUR YEAR 11s.

All our year 11s are **preparing** for qualifications in a combination of Maths, English, Science, PE, Art and Food **qualifications**. This issue contains lots of handy hints and



revision - year 11 students have also

been offered additional **revision** materials to take home. All young people should be trying to do additional work

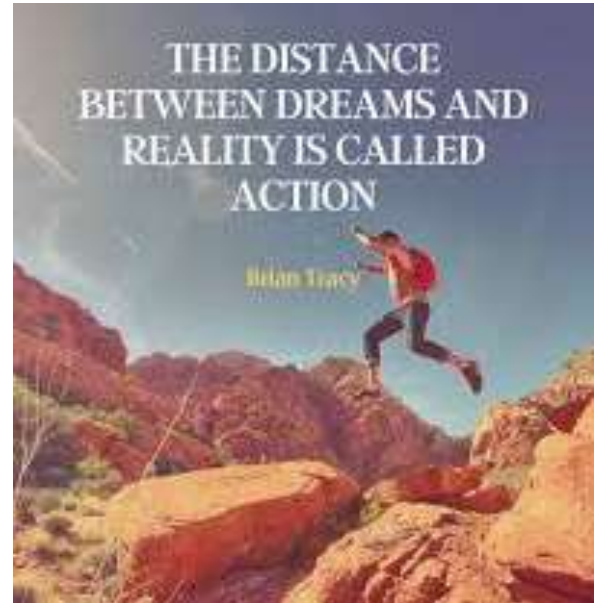
at home - the school encourages

independent learning as learning is something we have to do all our lives. The revision suggestions contained in this issue

of the are useful for all our students.

**BE STRONG ENOUGH
TO STAND ALONE,
SMART ENOUGH TO
KNOW WHEN YOU
NEED HELP, AND
BRAVE ENOUGH TO
ASK FOR IT.**

We are here to **support** all of our students. We can signpost families for additional help if needed. We all have to dig deep during these difficult days - but we are all working together for the **very best** for our students.



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FOR YOU



SCIENCE REVISION

The topics for each GCSE paper are listed below -

AQA GCSE Biology Paper 1 TOPICS	AQA GCSE Biology Paper 2 TOPICS
Cells Pathogens and Defence Systems Digestion Respiration and Exercise The Heart and Heart Disease Osmosis Culturing Microorganisms Magnification Photosynthesis	DNA and Reproduction Endocrine System and Hormones Control of Blood Glucose Human Nervous System The Eye Resistant Bacteria Inherited Disorders Ecology Evolution and Inheritance Trophic Levels and Biomass Plant Hormones
WHERE TO REVISE? Use the resources given to you AND	
BBC Bitesize AQA GCSE Biology Revision https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7	Youtube revision channels to look at: https://www.youtube.com/@Freesciencelessons/featured
https://www.youtube.com/playlist?list=PL7O6Cckg0HaGnykp12D8yVee_SEQdaEHH	If you require additional resources – please contact the school.

MATHS REVISION for MARCH MOCK

The topics for each paper are listed below -

NON CALCULATOR	CALCULATOR
Fractions of amounts/ adding or subtracting fractions Converting between fractions, decimals and percentages Tally Charts & Bar Charts Probability Temperature differences Algebra (missing numbers, simplify & solve) Multiple, factor, squares and prime numbers Ordering numbers, including decimals Properties of shapes (2D and 3D) Median, mode, mean & range Transformations (rotation, reflection, translation, enlargement)	Algebra (solving & expanding brackets) Measures (grams and kg converting) Percentages of amounts Number Sequences Time Proportion (recipes- e.g. scaling an ingredient up / down for more/ less people) Money problems Two Way Tables Ratio Conversion Graphs Pie Charts Area/ perimeter Angles
WHERE TO REVISE? Use the resources given to you AND	
GCSE Maths - BBC Bitesize	MY MATHS – log ins can be given again – please just ask!
	If you require additional resources – please contact the school.

HANDY HINTS for the English GCSE, Paper 2 (Mock exam).

BEFORE I ATTEMPT A QUESTION... DO QUESTION 5 FIRST!!!

Look closely at the questions and remember to follow this advice!

<p>Q1: select four statements which are TRUE or FALSE from text.</p> <p>(4 mins/4 marks)</p>	<p>Read the text carefully and SHADE the correct answers in the boxes given – use highlighters to select the chosen section.</p>
<p>Q2: Question 2 – summary of differences or similarities about something or someone.</p> <p>(8-10 mins/8 marks)</p>	<p>Remember to make a point, use evidence and say 'This shows that then do the same for Source B. No analysis needed – just clear information about what the similarities or differences are.</p>
<p>Q3: How is language used to...? It might ask you how it describes a person, place or an event</p> <p>(8-10 mins/8 marks).</p>	<p>Use your highlighter and highlight any negative 😞 or positive 😊 words and comment on their effect, in detail</p> <p>Use PEZEL :-</p> <p>P = point; E = evidence; Z = zoom in; E = explain in detail; L = link back to what the question is asking you so that you stay on track!</p> <p>Use terminology such as simile (comparing something using AS or LIKE); metaphor (saying something IS something else) personification (when you give something non-living human qualities) and/or an adjective (a descriptive word) then write as much as you can about their effect upon the reader.</p>
<p>Q4: Question 4 is a bigger, extended question.</p> <p>(20 – 30 mins/20 marks)</p>	<p>Compare how the writers convey (SHOW) their different perspectives (POINTS OF VIEW) or attitudes (feelings).</p> <p>Remember to just use PEZEL and when it asks you to consider the writer's methods – this means the language techniques so these could be negative or positive words/negative and positive imagery.</p> <p>Use 'OZI – COZI' for question 4:</p> <p>Opinion Zoom in</p>

	<p>Inference (this shows)</p> <p>COMPARE</p> <p>Opinion (from SB)</p> <p>Zoom in</p> <p>Inference (this shows)</p>
<p>(DO THIS FIRST – IT IS WORTH 50% OF THE MARKS)</p> <p>Q5: this question gives you the opportunity to show how you can EXPLAIN or ARGUE your point of view and consider other people’s viewpoints (Counter-argument). It could be a speech, newspaper or letter that you have to write (just remember to address your audience in a speech: ‘Good morning – today I am sharing my passion for.../Thank you for listening’; Letter: ‘Dear Sir/madam’.... ‘Kind regards’ Newspaper: headings/subheadings.</p> <p>**ALL written examples need paragraphs, punctuation and an interesting content.</p> <p>(45 mins/45 marks)</p>	<ul style="list-style-type: none"> • Remember to ‘steal words’ from the extract and look closely on how to punctuate; • Use **DAFOREST SKILLS; • use short and long sentences (with ‘BECAUSE’, ‘BUT’, ‘SO’) in them; • Use a range of punctuation: ? ‘ , ... ! : ; • Paragraph clearly <p>D direct address (YOU)</p> <p>A alliteration (two words beginning with the same letter)</p> <p>F facts (things that are real)</p> <p>O opinions (what you think/or other people think)</p> <p>R rhetorical question (when you ask a thought-provoking question to engage the reader)</p> <p>E emotive language (when you use emotion to make the reader feel engaged, happy, disappointed)</p> <p>S = Statistic (when you use a percentage to make your argument more powerful)</p> <p>T = The list of 3 (when you list three adjectives): it is important, thought-provoking and necessary.</p>

Please contact Mrs Lawton and Mr Sahar (Maths), Miss Wilson and Mr Arif (English) and Mrs LJ for more information and support.

Some students find school quite stressful, and some will have other things causing them stress as well.

Students learn about coping with in PSHE.

There are many positive ways of dealing with stress. Students at Kettlebrook produced beautiful art work to describe the **5 ways to Wellbeing** and this remains displayed in our Canteen.

Kettlebrook's 5 Ways to Wellbeing



Connecting with others is a fundamental human need. Strong relationships are essential for us to function well in the world.



Regular physical activity boosts wellbeing and happiness. It also lowers levels of anxiety and depression.



It is proven that taking notice of 'now' directly enhances our wellbeing. Recognising good things around us (however small) can make a big difference to us all.



Continued learning through life, enhances self esteem. Setting new goals can really improve wellbeing.



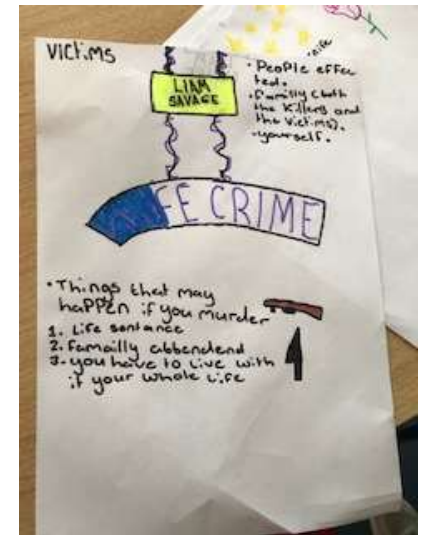
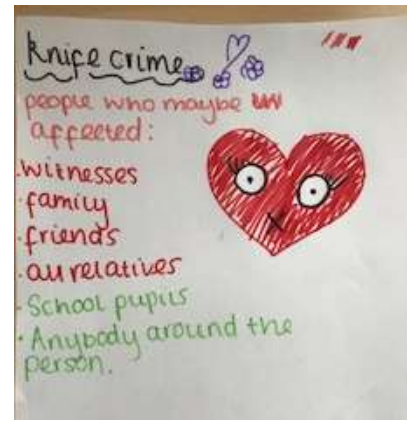
People who are kind and help others, are much more likely to feel happier. Try to do one kind thing each day to boost our wellbeing.

Here is a list of things that of some things that don't help with stress.

 Irregular sleep	 Caffeine	 Alcohol	 Sugar
 Messy living space	 Skipping meals	 Not enough exercise	 Too much time online
 Not enough fresh air	 Not enough water	 Watching the News	 Processed foods



In PSHE students have been working with Natalie to improve resources to support learning about knife crime. It was interesting to listen about Ben Kinsella and to consider all the people affected.



random
act of kindness

In a world where you can be anything be kind

Try at least one of these this week.

- Apologise if you've been in the wrong.
- Listen without judgement.
- Pay a compliment to a friend.
- Say thank you when someone has been kind.



Brandon's delicious food cooked as part of his BTEC qualification. *Thanks Mrs Rathour*

(OR FOR £1) FEBRUARY HALF TERM 2024

<p>MORRISONS Kids eat for free in Morrisons Cafes every day from 3pm when you spend over £4.50 on a adult's meal.</p> <p>YO! SUSHI Kids under 10 get a free bento box deal, plus a drink when an adult spends at least £10. Offer runs 3 - 14 April 2023.</p> <p>DOBBIES GARDEN CENTRE Every day from noon, kids can eat from the Dobbies lunch or pick 'n' mix menu for free when an adult gets a main meal.</p> <p>GORDON RAMSEY RESTAURANT Kids under 8 can eat for free at Gordon Ramsey Restaurants when an adults eats from the à la carte menu.</p> <p>BILL'S Up to two children can eat for free at Bill's from 3 - 14 April (apart from the weekend) when an adult orders a main dish.</p> <p>ASDA Free Quaker porridge for breakfast and hot drinks until 20 March 2024. Also, kids eat for £1 with no minimum spend.</p>	<p>PAUSA CAFÉ at DUNELM Spend £4 and get one free choice from the Kids Menu in Pausa Cafés on Monday to Friday after 3pm.</p> <p>THE REAL GREEK Children under 12 years can have a free meal on Sundays, plus a drink and ice cream, when an adult spends over £10.</p> <p>BEEFEATER Get two free kids' breakfasts for those under 16s at Beefeater when you buy an unlimited adult breakfast.</p> <p>BREWERS FAYRE Get two free kids' breakfasts for those under 16s at Brewers Fayre when you buy an unlimited adult breakfast.</p> <p>PRETO Kids aged under 10 eat free from mid-day at Preto. Download a voucher from their site before you go.</p> <p>Prezzo Kids eat a free three-course set menu when an adult buys a main meal and presents their Meerkat app (til 25/03/24)</p>
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Mr. Hall's Health & Fitness

Do you have a morning routine? If you want to have a great day, start with a great morning.

How we wake up each day and our morning routine (or lack of) dramatically affects our levels of success in every single area of our life.

Over the next 6 weeks I will be building up a 6-part morning routine. Each week I will explain a new activity that you can add to the morning routine. Do each one for 5 mins each day. It will mean waking up 5 minutes earlier every week.

To give you an sneak peak of what the completed morning routine will look like after 6 weeks see the "SAVERS" table below

S

Silence
Be quiet in your mind and block out the chatter through meditation, prayer or focused breathing.

A

Affirmations
Tell yourself encouraging words to achieve goals, overcome fears and feel happy.

V

Visualisation
Imagine yourself doing each thing you need to do for the day and imagine what it feels like to succeed.

E

Exercise
Go for a walk or a jog. Getting moving allows blood and oxygen to flow to the brain.

R

Reading
Fill your brain with positive thoughts and ideas to improve yourself.

S

Scribing
Write a journal to process your thoughts and reflect on what you've achieved.

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