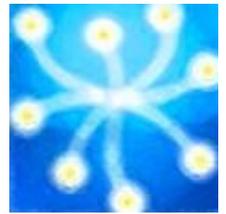


# *Prepare to Perform Update*

## *What should you be doing now?*



Issue 7 March 2020

“Without hard work, nothing grows but weeds.” Gordon B. Hinckley



### **Welcome to issue seven of the Prepare to Perform Newsletter supporting Year 11 students prepare for their GCSE exams.**

*March Message from Mr Bateman*

*Another month completed and another closer to the summer exams. Year 11 have continued to work incredibly hard and I am pleased to report that on the whole, attendance of ESP's, extra revision and clinics is very good. To avoid confusion and allow all students to plan their time effectively they all now have individualised timetables where they can book in and organise their after school revision. It is important to remember that ESPs take priority over other forms of revision and that students should use in school revision to supplement their own work at home, not replace it. This is often the time when the stresses of year 11 begin to show in our young people so a focus on wellbeing, timetabling and planning downtime and strategies for dealing with stressful situations are all important as we move towards Easter. The month of March is again a busy one, with the last ever Parent's Evening on the 11th, final WAD and another full Extra Support Programme in place. Not long to go...*



## Mix up their revision!

### Skimming and scanning



- Give your son or daughter and their friends 5 minutes to read a piece of information in front of them.
- After 5 minutes, ask them to find a piece of information.
- Ask them to reduce this to five words or an image

### Quick on the Draw

- Give your son or daughter a keyword from their books
- They then draw what that keyword means.



### First Letter – Last Letter

- Give your son or daughter a topic.
- They need to make a list of all the words they can think of which are linked to that topic BUT the first letter of every new word must start with the last letter of the old word!
- *E.g. Science – environment - test tube – enzymes etc.*

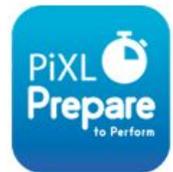
## Staying calm, feeling good, being effective



### Top 10 tips to support your child through their exams

This month's TOP TIP 6; help your child control different aspects of their life to help them perform better when it comes to exam time this summer.

## 6. Sleep Patterns



- Young people need between 8 – 9 hours sleep per night
- Help your child create a relaxing evening routine
- Make sure they don't eat too late at night
- Avoid giving them caffeine or sugary drinks late at night
- Make sure they don't work or revise too late before going to bed
- Encourage them to switch off from social media / technology at least an hour before bedtime



Boost Brain Power with this easy to make meal (Every little helps as they say)

# TURKEY PUTTANESCA

## TURKEY PUTTANESCA. SERVES 4.

### METHOD:

Bring a large pan of salted water to the boil (big bubbles) and turn down to a simmer (little bubbles). Peel and finely chop the onion, as small as possible. Peel and chop the garlic in the same way. In a large enough saucepan to take all the ingredients (including the pasta) add the vegetable oil and warm over a medium heat. Add the onions and cook for 5 to 6 minutes until just turning golden, then add the garlic and cook for 3 to 4 minutes more. Add the turkey and cook until browned. Add the tomato puree and cook until the puree darkens, but is not black. Add the chopped tomatoes, chicken stock and dried herbs. Stir well and turn the heat down to a simmer (little bubbles) and cook for 20 to 25 minutes. (The longer you cook, the thicker your sauce.)

Once the sauce is thick enough, remove from the heat. It's time to cook the pasta; turn up the heat under the simmering pan of boiling water, once boiling (big bubbles) add the pasta and cook for the length of time on the packet, usually 7 to 9 minutes. Drain the pasta in a colander (bowl with big holes) or sieve (meshy one) then toss the pasta in the sauce, so it all gets mixed together.

**TO SERVE:** In one big bowl, so everybody can help themselves, maybe a nice green salad on the side.



400g turkey breast strips or turkey mince  
2 tablespoons tomato puree  
1 can chopped tomatoes  
250ml chicken stock  
500g Pappardelle pasta  
1 large white onion  
2 cloves garlic  
20 black olives, try to get the pitted ones, better for your teeth!  
½ teaspoon dried oregano  
½ teaspoon dried basil  
3 tablespoons vegetable oil

### EAT THIS DISH AND YOU WILL GAIN THESE BENEFITS:

Supplies slow release energy, elevates mood and helps sleep.

**The best time to eat this dish:** The evening before or after an exam.

**Reason:** Complex carbohydrates from the pasta mixed with the tryptophan from turkey affect your brain chemicals to regulate your mood, sleep patterns and appetite. The food combination impacts the neurotransmitter levels in the brain, increasing serotonin levels which can help reduce anxiety and make you feel calm. Garlic and olives offer a variety of health protecting benefits to boost



This dish has been specially created by celebrity chef, Mark Lloyd.

## Apps for Learning are these being used in your home?

What score do they have on each of them?



English, History and Geography

Have these been downloaded by your child? Are they being used?

Click on the circles to see more



Following the year 11 practice exams, we have been able to link all of the question level analysis to the PiXL Maths App. This means that on each student's login of the PMA there will be personalised revision resources based on their areas of weakness from each of the three Maths papers. The PiXL Maths App will update in early April when we have the PiXL Maths Exam results. This is an excellent resource that we really need to encourage your son or daughter to fully engage with. Also, available to all students is [MyMaths.co.uk](http://MyMaths.co.uk)



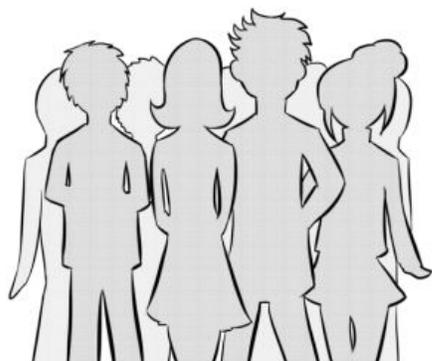
Seneca Revision is being used by the Science and Geography Departments to support learning and revision



# Aspirations

Information for parents and carers

## Did you know?



Aspirations reflect teenagers' hopes or desires to reach a particular level of education or reach a career. Studies shows that students with either high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations.

Research suggests that there is a correlation between teenage goals, aspirations and psychological wellbeing. Raising aspirations is also believed to incentivise improved attainment.

Further studies have shown that parents believe their child will find it harder to achieve their life goals than they did because there is more competition for job roles than they faced when they started their careers. According to research from the Education Endowment Foundation, most young people actually have high aspirations.

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## What can you do?

Three  
Key  
Points



Talk to your child about their career, education or life aspirations. Be positive about what their hopes and dreams are and encourage them to start to be proactive in achieving them.

Try to raise your child's aspirations by highlighting new opportunities. Develop their self-esteem, motivation and expose them to role models to look up to. Inspire your child to be excited about their future and motivate them to pursue their dreams.

Young people who take part in family time or activities with their parents are more likely to continue these, achieve in education and seek out career opportunities. Arrange to do things with your child such as theatre trips, cultural activities, concerts, museums, hobbies or exercising.

# Building Resilience

Information for parents and carers

## Did you know?



Resilience is the ability to overcome adversity, 'bounce back' during difficult times and get back to feeling good. It is about having the capacity to adapt to difficult circumstances, and using tools and resources available to do so.

The Institute of Health Equity suggests that resilient individuals, families and communities are more able to deal with difficulties and adversities than those with less resilience. Building resilience is fundamental to teenagers becoming happy and functioning adults. Young people who are not resilient will be more likely to respond to stress by developing anxiety and depression.

Evidence suggests that promoting resilience can help young people sustain good relationships, develop personal life skills, overcome challenges, cope in difficult situations and help them to achieve their potential. Human brains develop and change more during the teenage years than most other times in their life. This means that this is a time when there is huge potential for the development of new skills and capabilities.



## What can you do?

Help your child navigate their ups and downs by encouraging them to carry out resilient behaviours. You can be a building block in helping them build healthy habits, such as looking after their mental health, getting enough sleep, doing exercise, eating healthy food, hobbies, socialising or relaxing. Watch the video on YouTube to understand why resilience is important to young people's health: <https://www.youtube.com/watch?v=0Wocj5oTReU>

Staying connected with different people in our lives is the basis for building resilience. Help your child to understand who is in their support network when they

face difficult situations. This may be a grandparent, friend, teacher, sibling or sports coach etc. Encourage your child to make time to build relationships, see friends, have fun, take part in hobbies and connect with others regularly.

Encourage your child to build resilience by taking on new opportunities, challenges and achieving goals by stepping out of their comfort zone. This will help them to develop self-respect, be organised, promote positive thinking and to build confidence to deal with different situations.



**Well Being Endurance Power to Perform Fitness Video:**

**Why Fitness is so important** <https://goo.gl/NmyoSY>

**This Months Wildern fitness challenge** <https://goo.gl/XaCqYU>



### **ESP (Extra support programme)**

ESPs are in place to provide additional support your son or daughter might need in a subject. It is important they attend and ask any questions they have whilst at these sessions. They need to plan their time to ensure they can do this.

ESP Dates can be found on the school website calendar and also have been emailed to you. Students all have there individual ESP programme in their planners

**Key Dates :** Year 11 Parent Eve 2 - Wednesday 11th March

Easter Revision: Monday 6th April - Wednesday 15th April

May Half Term Revision: Tues 26th - 29th May