



PROOF

# A6 Perfect-Bound Planner Sample

See back cover for options/prices



**PROOF**

# School Information



## The Loop Academy

**Headteacher:** Mrs R Green

Queens Lane, Victoria Street, London W12 7WW

**Tel:** 0208 000 0000 **Fax:** 0208 000 0001 (Hours: 8.30am - 4.30pm)

**Email:** [info@loopacademy.co.uk](mailto:info@loopacademy.co.uk)

### Student Information

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

Form: \_\_\_\_\_

Form Tutor: \_\_\_\_\_

### Emergency Contact

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

Phone: \_\_\_\_\_

# Email and Internet

## *Use of Good Practice Policy*

- I will only use my own login and password, and I will keep my password secret.
- I will only use the computers for school-related study.
- I am responsible for my files and understand that the school will check my files and monitor the sites I visit.
- I will only email people I know or my teacher has approved of.
- My emails will be polite and sensible.
- I will not give out any personal information in my emails, like my mobile number or address, or arrange to meet anyone I do not know.
- I will only enter sites on the Internet that I have a teacher's permission to enter.
- I will not enter chat rooms or play Internet games.
- I will not rearrange the hardware or install any software.



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**If I break any of these rules I know I may be stopped from using the school computers.**

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# What to do if...

## Problem

## Who and Where

*I arrive at school late?*

8.25 - 8.30 a.m.: Go to form room.  
After 8.30 a.m.: Sign in at reception and then go to your lesson.

*I am being bullied?*

Tell somebody - your tutor, a parent, a teacher or a friend.

*I have a dental/medical appointment?*

Bring a note for your tutor. Sign out at reception when you leave and sign in when/if you return.

*I have lost something?*

Lost property is kept in the school office. Remember: all property should be marked with your name.

*I don't understand a homework task?*

See your subject teacher or your tutor or a friend.

*I have forgotten to bring something to school?*

Explain to your subject teacher at the start of the lesson.

*I get something confiscated?*

Ask the teacher who has confiscated it, when it can be collected and what the conditions are.

*I don't feel well?*

Tell your teacher, who may send you to the medical room.

*I am absent?*

Get a parent/carer to phone the school on the first morning before 9.00 a.m. Bring a letter on your return, catch up on missed work.

*I take medication?*

Leave all medication at the school office. Bring a letter from home to explain what the medication is for and when it needs to be taken.

**THINK!**

**Before You...**



**T** - Is it **t** true?

**H** - Is it **h** helpful?

**I** - Is it **i** inspiring?

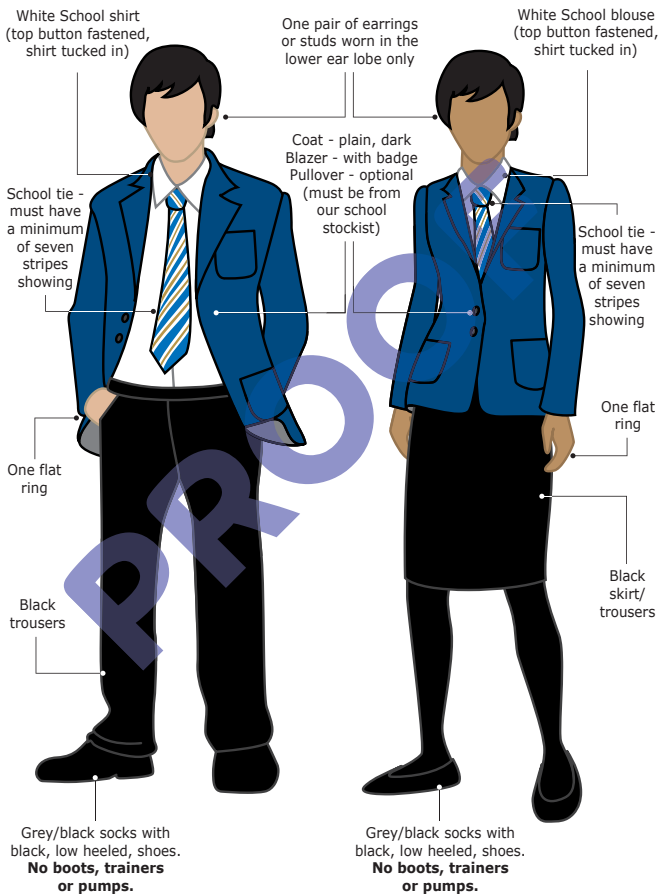
**N** - Is it **n** necessary?

**K** - Is it **k** kind?

**RESPECT YOURSELF.**

**RESPECT OTHERS.**

# School Uniform



# PE Kit

## Outdoor Kit for Boys and Girls

- Short-sleeved polo shirt with badge\*
- Long-sleeved sports jacket with badge\*
- Shorts/skirt with badge\* (or plain navy shorts/skirt)
- Plain navy tracksuit bottoms
- Navy and red stripe football socks\*
- Plain sports trainers with ankle support (not plimsolls, Vans, Converse, etc.)



## Optional Items

- Football boots
- Shin pads
- Gum shield for Rugby/Hockey

\*Official items can be purchased from the following uniform supplier:

## Supplier Name

Supplier Address line 1

Address line 2

Address line 3

Postcode

Tel: 00000 000000

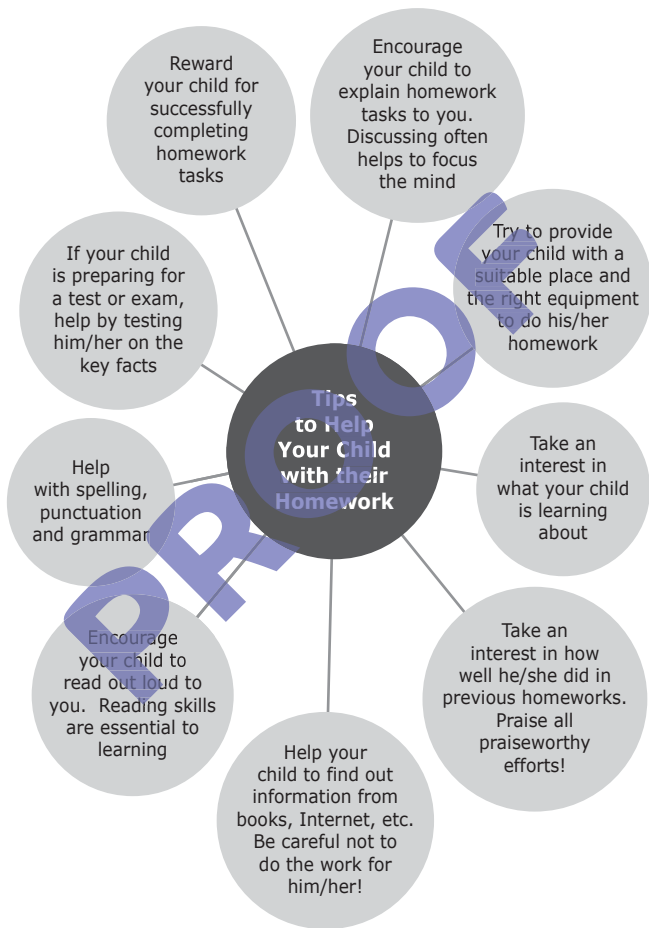
[www.uniformsuppliername.co.uk](http://www.uniformsuppliername.co.uk)



**All uniform items must be clearly marked with the student's name.**



# Helping Your Child with Homework



All homework set will be available on the school website in "Show My Homework"; you and your child will have passwords to access this.

# Benefits of Homework

**“There are many good reasons for doing homework”**

1. Homework improves your thinking and memory.
2. It helps you develop positive study skills and habits that will be useful throughout your life.
3. Homework teaches you to use time wisely.
4. It teaches you to work independently and to take responsibility for your own work.
5. Homework allows you to review and practise what has been covered in class and helps you get ready for the next lesson.
6. It helps you learn to use resources, such as libraries, reference materials and websites to find information.
7. It encourages you to explore subjects more fully than is possible in a lesson.
8. Homework allows you to extend learning by applying skills to new situations.
9. It helps parents understand more about what you are learning in school.
10. It allows your parents to communicate with you about what you are learning.

# Organising Homework

Students who regularly study at home are more successful in tests and exams.

## Know when the homework is due to be handed in

Make sure you record in your planner when each piece of work is due to be completed



## Use all the information available

Don't forget that you can use books, newspapers, TV, DVDs, the Internet, etc.

## Choose a good environment

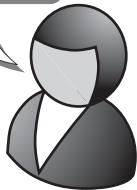
Try to find somewhere to do your homework where you can concentrate. Avoid distractions, but listen to music if it helps you

## Ask for help if you need it

Help is available from many people including teachers, family, friends and the school librarian

## Make sure you know what the homework is

Record your homework carefully in your planner. If you're not sure, ask the teacher who set the work



# Managing your Time

As a student you have the same amount of time as everyone else, but some people tend to do more with their time than others. Most of what people do is based on habit. By practising good "time management" habits you can achieve everything that you need and want to do. Tick the boxes that apply to you.

## Managing my time in the classroom

### Completed

ALWAYS  
SOMETIMES  
RARELY

Record all homework tasks on the day they are given

Record longer term tasks and the day they are due

Record school results in your planner to use in a record of achievement

Record all targets set and when they are completed

Ensure that you record full details of tasks/projects set

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## Managing my time after school/at home

Arrange your work in order of priority (use 1,2,3...)

Check off assignments/tasks when they have been completed

Organise your time into half-hour blocks

Take time to review work returned by your teacher

Commit yourself to a revision schedule and stick to it

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Managing my time to complete my tasks

Prepare a schedule which also includes regular leisure time

Take a short break or reward yourself after completing a task

Do not try to memorise all facts or details for a test at one time

Divide lengthy or difficult assignments/tasks into short manageable units

Wait a day before editing the rough draft of a written assignment

Transfer all unfinished tasks to a future date

Reflect regularly on your time use; set priorities for your work

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Year Planner 2021/22

September 2021	October 2021	November 2021
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20
21	21	21
22	22	22
23	23	23
24	24	24
25	25	25
26	26	26
27	27	27
28	28	28
29	29	29
30	30	30
	31	

# Year Planner 2021/22

December 2021	January 2022	February 2022
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20
21	21	21
22	22	22
23	23	23
24	24	24
25	25	25
26	26	26
27	27	27
28	28	28
29	29	
30	30	
31	31	

# Year Planner 2021/22

March 2022	April 2022	May 2022
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20
21	21	21
22	22	22
23	23	23
24	24	24
25	25	25
26	26	26
27	27	27
28	28	28
29	29	29
30	30	30
31		31

# Year Planner 2021/22

June 2022	July 2022	August 2022
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20
21	21	21
22	22	22
23	23	23
24	24	24
25	25	25
26	26	26
27	27	27
28	28	28
29	29	29
30	30	30
	31	31



# Diary 2021/2022

## August

M	T	W	T	F	S	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## September

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## October

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## November

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## December

M	T	W	T	F	S	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## January

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## February

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

## March

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## April

M	T	W	T	F	S	S
					1	2
					3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## May

M	T	W	T	F	S	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## June

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## July

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



**Thursday 2**

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**Friday 3**

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**Thursday 9**

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**Friday 10**

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**Thursday 7**

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**Friday 8**

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**Thursday 14**

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**Friday 15**

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**Notes**

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Parent/Carer Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

# Week Commencing: 18th October 2021

**Monday 18**

Due



*Subject*

**Tuesday 19**

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*Subject*

**Wednesday 20**

Due



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**Thursday 21**

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**Friday 22**

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**Thursday 28**

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# Week Commencing: 29th November 2021

**Monday 29**

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**Tuesday 30**

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**Thursday 6**

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**Friday 7**

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**Thursday 13**

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Tutor Signature: \_\_\_\_\_







# Week Commencing: 24th January 2022

**Monday 24**

Due



*Subject*

**Tuesday 25**

Due



*Subject*

**Wednesday 26**

Due



*Subject*

**Thursday 27**

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**Friday 28**

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**Thursday 3**

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**Friday 4**

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**Thursday 10**

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**Friday 11**

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Tutor Signature: \_\_\_\_\_





**Thursday 17**

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**Friday 18**

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**Thursday 24**

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**Friday 25**

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Tutor Signature: \_\_\_\_\_



**Thursday 3**

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**Friday 4**

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**Notes**

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Parent/Carer Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_



**Thursday 10**

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**Friday 11**

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**Notes**

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**Thursday 17**

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**Friday 18**

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Tutor Signature: \_\_\_\_\_



**Thursday 24**

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**Friday 25**

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**Notes**

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Parent/Carer Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_



**Thursday 31**

Due



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**Friday 1**

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Parent/Carer Signature: \_\_\_\_\_

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**Thursday 7**

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**Friday 8**

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Parent/Carer Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

# Week Commencing: 11th April 2022

**Monday 11**

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*Subject*

**Tuesday 12**

Due



*Subject*

**Wednesday 13**

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*Subject*



**Thursday 14**

Due



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**Friday 15**

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**Thursday 21**

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**Friday 22**

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**Thursday 28**

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**Friday 29**

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**Friday 6**

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**Thursday 12**

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**Notes**

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Parent/Carer Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

# Week Commencing: 16th May 2022

**Monday 16**

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*Subject*

**Tuesday 17**

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*Subject*

**Wednesday 18**

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*Subject*

**Thursday 19**

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**Friday 20**

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**Thursday 26**

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**Friday 27**

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**Notes**

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Parent/Carer Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

# Week Commencing: 30th May 2022

**Monday 30**

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*Subject*

**Tuesday 31**

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*Subject*

**Wednesday 1**

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*Subject*

PROOF

**Thursday 2**

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**Friday 3**

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**Thursday 9**

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**Thursday 16**

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Parent/Carer Signature: \_\_\_\_\_

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# Week Commencing: 20th June 2022

**Monday 20**

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*Subject*

**Tuesday 21**

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*Subject*

**Wednesday 22**

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*Subject*

**Thursday 23**

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**Friday 1**

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Parent/Carer Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

# Week Commencing: 4th July 2022

**Monday 4**

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*Subject*

**Tuesday 5**

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*Subject*

**Wednesday 6**

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*Subject*



**Thursday 7**

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**Friday 8**

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**Thursday 14**

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**Friday 15**

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Parent/Carer Signature: \_\_\_\_\_

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# Week Commencing: 18th July 2022

**Monday 18**

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**Tuesday 19**

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*Subject*

**Wednesday 20**

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*Subject*

**Thursday 21**

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**Friday 29**

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**Notes**

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Parent/Carer Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

# Notes

PROOF



# Conjunctions Explained

Conjunctions connect words, phrases and clauses together.

## Coordinating Conjunctions

The conjunctions and, but, or, nor and yet are called coordinating conjunctions.

We use coordinating conjunctions to connect things that are equally important.

Here are some examples:

Words: Jack and Jill

Phrases: The green coat or the blue jacket

Main clauses: I wanted popcorn, but my sister wanted crisps.

## Subordinating Conjunctions

We use subordinating conjunctions such as because, although and until to introduce **adverbial** clauses which often tell us how, when or why something happened. Adverbial clauses are **subordinate** clauses because they only make sense when they are with a main clause.

Here are some examples:

They went to the café because they were hungry.

We ate the food although we didn't like it.

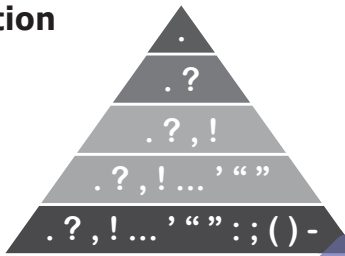
I'll stay with you until your mother gets home.

There are lots of subordinating conjunctions:

After, before, if, except, since, though, whereas, unless, until, when, where, wherever, whether, while

Some phrases also act as conjunctions such as 'in case' and 'as long as'.

# Punctuation



- **Full stop** (.) Used to end a sentence.
- **Question mark** (?) Ends a sentence that asks a question.
- **Comma** (,) Used to separate parts of a sentence. It is also used to split up items in a list.
- **Exclamation mark** (!) Used at the end of a sentence to show a strong feeling or emotion like surprise, shock, pain, joy or anger.
- **Ellipsis** (...) Used to show that something has been left out or is not finished.
- **Apostrophe** (') Used to show ownership (The girl's coat). It is also used to show that a word has been shortened by missing out letters (I am = I'm).
- **Inverted commas** (" ") Used to show that someone is speaking. They wrap around the words that are being spoken.
- **Colon** (:) Used to introduce a list or a following example.
- **Semi-colon** (;) Used to separate main clauses. (I liked the book; it was great to read.) Also used to split up phrases or clauses in a list. For example: I need a large bar of chocolate; a box of breakfast cereal; a mixing bowl and a wooden spoon.
- **Brackets** ( ) Used to add extra detail (elaborate).
- **Dash** (—) Dashes have several uses:
  - For emphasis, e.g. you need one thing—imagination.
  - To add extra information, e.g. his foot—the size of a football—was painful.
  - To add extra comments, e.g. "I've finished—at least I think I have."
- **Hyphen** (-) Used to join two or more words or to divide a word that runs over two lines.

# Apostrophes

## Apostrophes to Show Omission

Use an apostrophe ' to show where a letter has been omitted from (left out of) a word or phrase.

I'm - I am  
I've - I have  
I'll - I will

I'd - I had  
- I should  
- I would

she's - she is  
- she has

he'll - he will

we'd - we had  
we've - we have  
we'll - we will

you're - you are  
you've - you have  
you'll - you will  
you'd - you had

they're - they are  
they'll - they will  
they'd - they had  
they've - they have

can't - cannot  
couldn't - could not  
could've - could have

didn't - did not  
don't - do not  
doesn't - does not

how've - how have  
how's - how is

isn't - is not  
it's - it is  
- it has

mightn't - might not  
mustn't - must not

shouldn't - should not  
should've - should have

'til - until  
'tis - it is

wouldn't - would not  
would've - would have

## Apostrophes to Show Possession (who things belong to)

Types of Noun	Examples
With <b>singular nouns</b> , add <b>'s</b>	Our cat's teeth The boss's chair
With <b>plural nouns</b> ending in <b>s</b> , just add the apostrophe	My parents' car (the car belonging to my parents)
With plural nouns <b>not</b> ending in <b>s</b> , add <b>'s</b>	The children's playing field

**Note:** names from ancient times ending with **s** are often treated differently. **For example:** Socrates' death, not Socrates's death.

# Ideas for Sentence Openers

**START** →

Openers are words we can use to begin a sentence.

**Example:** Finally, the plane landed.

Here are some examples:

The	It	Finally	Excited	Fortunately
My	First	Noisily	Taken	Unfortunately
Next	Once	Cautiously	Frozen	Afterwards
Then	On	Silently	Broken	Furthermore
When	During	Racing	Despite	Meanwhile
After	Soon	Looking	However	Consequently
I	So	Having	Although	Secondly
We	If	Amused	Before	Even though
They	Later	Bewildered	Eventually	Nevertheless

To improve your writing, try to use lots of different openers. As you read, look out for more openers you would like to use. You can make a note of your favourite ones here:

My Ideas for Great Openers	
Opener	Example sentence

# Figures of Speech and Poetic Devices

## Simile

When an object is compared to something similar in behaviour or appearance. A simile is often introduced by 'like' or 'as'.

e.g. Skin like **ice**. As sure footed as a **mountain goat**.

## Metaphor

We use a metaphor when we describe something with a word or phrase that means something in our imagination but doesn't really apply.

e.g. It was a **dirty** trick. David is a **cheeky monkey**.

## Personification

When something that is not human is given **thoughts, feelings and emotions** that only a human can have, or when something is called **he or she**.

e.g. The snowman **stared at us** from across the garden.  
That's my car - **she's** great!

## Alliteration

This is the repetition of the same **letter or sound**.

e.g. She created **rapidly repeating random** rows of **real rubbish**.  
They were **furry-faced female** foxes.

## Onomatopoeia

The use of words that have been formed from the sound associated with the word.

e.g. **cuckoo / sizzle / plop / hiss / buzz**  
The chicken curry **sizzled** with the heat from the iron dish.

## Hyperbole

Exaggeration that is used for effect and cannot be taken literally.

e.g. I've had a **million** phone calls today.  
I walked **half way around Europe** to get here.

## Euphemism

Using mild or vague expressions to refer to something unpleasant or embarrassing.

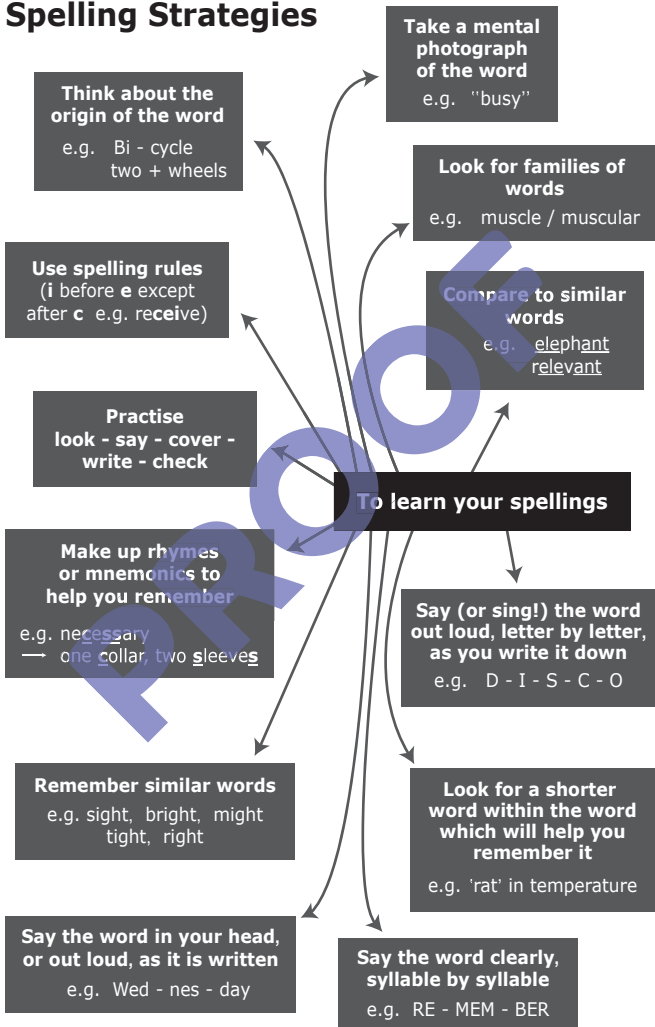
e.g. 'We had to put the cat **to sleep**' instead of 'We had the cat killed'  
'She **passed away** peacefully' instead of 'She died'

## Pun

A humorous play on words to suggest different meanings.

e.g. 'I've been to the dentist several times so I know the **drill**'  
A pun on the double meaning of the word drill.

# Spelling Strategies



# Multiplication

## Multiplication Table

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

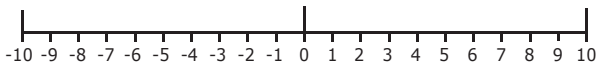
Fraction	Decimal	Percentage
1	1	100%
$\frac{4}{5}$	0.8	80%
$\frac{3}{4}$	0.75	75%
$\frac{2}{3}$	0.6666... or $0.\dot{6}$	66. $\dot{6}$ %
$\frac{3}{5}$	0.6	60%
$\frac{1}{2}$	0.5	50%
$\frac{2}{5}$	0.4	40%
$\frac{1}{3}$	0.3333... or $0.\dot{3}$	33. $\dot{3}$ %

### Example

$\frac{4}{5}$	=	$(4 \div 5)$	=	<b>0.8</b>	=	$(0.8 \times 100\%)$	=	<b>80%</b>
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# Positive and Negative Numbers

Positive and negative numbers can be shown on a number line



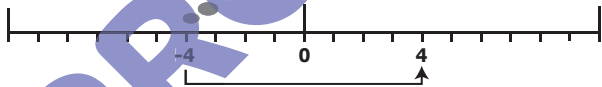
To add, move to the **right** → To subtract, move to the **left** ←

## Examples

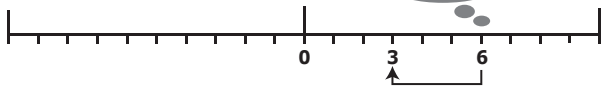
**1**  $6 - 9 = -3$



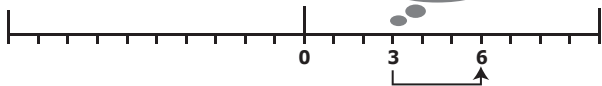
**2**  $-4 + 8 = 4$



**3**  $6 + (-3) = 6 - 3 = 3$   
(Adding  $-3$  is the same as subtracting 3)



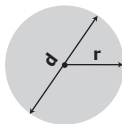
**4**  $3 - (-3) = 3 + 3 = 6$   
(Subtracting  $-3$  is the same as adding 3)





# Circles, Triangles and Quadrilaterals

## Circles

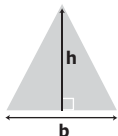


radius =  $r$   
diameter =  $d$

$$\text{Circumference} = \pi \times d \\ = 2 \times \pi \times r$$

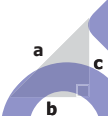
$$\text{Area} = \pi \times r^2$$

## Triangles



height =  $h$   
base =  $b$   
Area =  $\frac{1}{2} \times b \times h$

*In a right-angled triangle:*



$$a^2 = b^2 + c^2$$

Side **a** is the longest side - it is called the **hypotenuse**

## Quadrilaterals



### Square

- all sides equal
- opposite sides parallel
- all angles  $90^\circ$

$$\text{Area} = a^2$$



### Rectangle

- opposite sides equal and parallel
- all angles  $90^\circ$

$$\text{Area} = a \times b$$



### Parallelogram

- opposite sides equal and parallel
- opposite angles equal

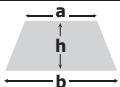
$$\text{Area} = b \times h$$



### Rhombus

- all sides equal
- opposite sides parallel

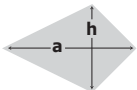
$$\text{Area} = a \times h$$



### Trapezium

- one pair of sides parallel

$$\text{Area} = \frac{1}{2} (a + b) \times h$$



### Kite

- two pairs of sides equal

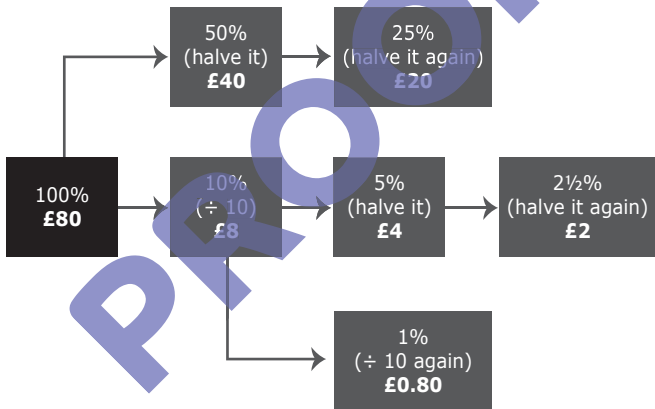
$$\text{Area} = \frac{1}{2} (a \times h)$$

# Percentages

A simple 'Splitting' method to help you work out percentages.

e.g. to find 37% of £80

25%	=	<b>£20</b>
10%	=	<b>£ 8</b>
1%	=	<b>£ 0.80</b>
1%	=	<b>£ 0.80</b>
<hr/>		
37%	=	<b>£29.60</b>



## Finding VAT

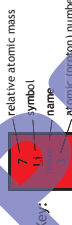
VAT = 20% (10% + 10%)

**VAT on £80 = £8 + £8 = £16**

# The Periodic Table of the Elements

Group 1 2

1 H hydrogen 1		9 Be beryllium 4		10 Ne neon 10		11 B boron 5		12 C carbon 6		13 Al aluminum 13		14 Si silicon 14		15 P phosphorus 15		16 S sulfur 16		17 Cl chlorine 17		18 Ar argon 18		19 K potassium 19		20 Ca calcium 20		21 Sc scandium 21		22 Ti titanium 22		23 V vanadium 23		24 Cr chromium 24		25 Mn manganese 25		26 Fe iron 26		27 Co cobalt 27		28 Ni nickel 28		29 Cu copper 29		30 Zn zinc 30		31 Ga gallium 31		32 Ge germanium 32		33 As arsenic 33		34 Se selenium 34		35 Br bromine 35		36 Kr krypton 36		37 Rb rubidium 37		38 Sr strontium 38		39 Y yttrium 39		40 Zr zirconium 40		41 Nb niobium 41		42 Mo molybdenum 42		43 Tc technetium [98]		44 Ru ruthenium 44		45 Rh rhodium 45		46 Pd palladium 46		47 Ag silver 47		48 Cd cadmium 48		49 In indium 49		50 Sn tin 50		51 Sb antimony 51		52 Te tellurium 52		53 I iodine 53		54 Xe xenon 54		55 Cs cesium 55		56 Ba barium 56		57 La* lanthanum 57		58 Ce cerium 58		59 Pr praseodymium 59		60 Nd neodymium 60		61 Pm promethium [61]		62 Sm samarium 62		63 Eu europium 63		64 Gd gadolinium 64		65 Tb terbium 65		66 Dy dysprosium 66		67 Ho holmium 67		68 Er erbium 68		69 Tm thulium 69		70 Yb ytterbium 70		71 Lu lutetium 71		72 Hf hafnium 72		73 Ta tantalum 73		74 W tungsten 74		75 Re rhenium 75		76 Os osmium 76		77 Ir iridium 77		78 Pt platinum 78		79 Au gold 79		80 Hg mercury 80		81 Tl thallium 81		82 Pb lead 82		83 Bi bismuth 83		84 Po polonium [209]		85 At astatine [210]		86 Rn radon [222]		87 Fr francium [223]		88 Ra radium [226]		89 Ac* actinium [227]		90 Th thorium 90		91 Pa protactinium 91		92 U uranium 92		93 Np neptunium 93		94 Pu plutonium 94		95 Am americium 95		96 Cm curium 96		97 Bk berkelium 97		98 Cf californium 98		99 Es einsteinium 99		100 Fm fermium 100		101 Md mendelevium 101		102 No nobelium 102		103 Lr lawrencium 103		104 Rf rutherfordium [261]		105 Db dubnium [262]		106 Sg seaborgium [266]		107 Bh bohrium [264]		108 Hs hassium [277]		109 Mt meitnerium [268]		110 Ds darmstadtium [271]		111 Rg roentgenium [272]		112 Cn copernicium [285]		113 Nh nihonium [286]		114 Fl flerovium [289]		115 Mc moscovium [289]		116 Lv livermorium [293]		117 Ts tennessine [294]		118 Og oganeson [294]	
											Metals ←											→ Non-metals																																																																																																																																																																																																							

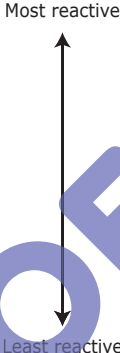


\* The lanthanides (atomic numbers 58-71) and the actinides (atomic numbers 90-103) have been omitted.

The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.

# Science - Metals

## 1. Reactivity Series of Metals

Potassium	
Sodium	
Calcium	
Magnesium	
Aluminium	
<i>Carbon</i>	
Zinc	
Iron	
Tin	
Lead	
<i>Hydrogen</i>	
Copper	
Silver	
Gold	
Platinum	

(elements in italics, though non-metals, have been included for comparison).

## 2. Formulae of Some Common Ions

### Positive ions

<i>Name</i>	<i>Formula</i>
Hydrogen	H <sup>+</sup>
Sodium	Na <sup>+</sup>
Silver	Ag <sup>+</sup>
Potassium	K <sup>+</sup>
Lithium	Li <sup>+</sup>
Ammonium	NH <sub>4</sub> <sup>+</sup>
Barium	Ba <sup>2+</sup>
Calcium	Ca <sup>2+</sup>
Copper (II)	Cu <sup>2+</sup>
Magnesium	Mg <sup>2+</sup>
Zinc	Zn <sup>2+</sup>
Lead	Pb <sup>2+</sup>
Iron (II)	Fe <sup>2+</sup>
Iron (III)	Fe <sup>3+</sup>
Aluminium	Al <sup>3+</sup>

### Negative ions

<i>Name</i>	<i>Formula</i>
Chloride	Cl <sup>-</sup>
Bromide	Br <sup>-</sup>
Fluoride	F <sup>-</sup>
Iodide	I <sup>-</sup>
Hydroxide	OH <sup>-</sup>
Nitrate	NO <sub>3</sub> <sup>-</sup>
Oxide	O <sup>2-</sup>
Sulphide	S <sup>2-</sup>
Sulphate	SO <sub>4</sub> <sup>2-</sup>
Carbonate	CO <sub>3</sub> <sup>2-</sup>

# Homework Timetable



## Week One

Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

## Week Two

Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

# Timetable - Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
Period 3					
Lunch					
Period 4					
Period 5					

PROOF

**PROOF**

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