



PROOF

# A6 Spiral-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?

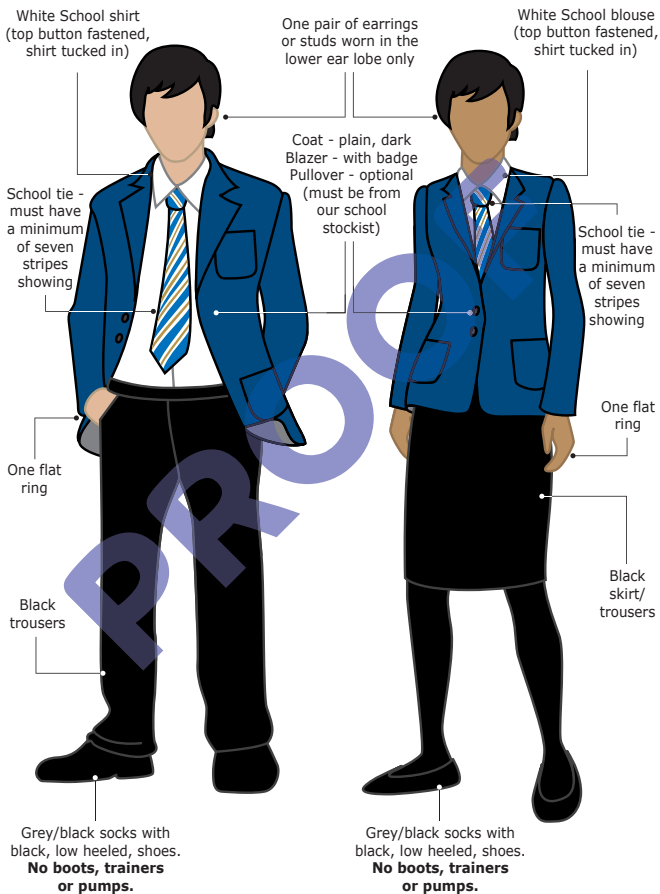
**N** - Is it **n** necessary?

**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

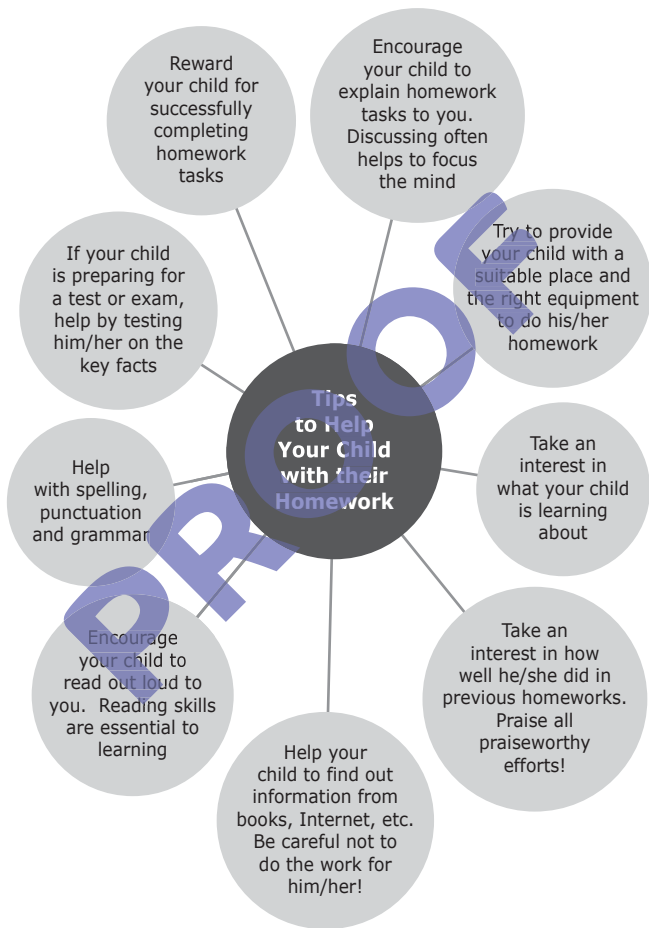
[www.uniformsuppliername.co.uk](http://www.uniformsuppliername.co.uk)



**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

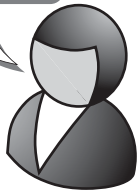
Try to find somewhere to do your homework where you can concentrate. Avoid distractions, but listen to music if it helps you

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

## 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
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**Thursday 26**

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*Subject*

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**Friday 27**

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**Friday 28**

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**Friday 11**

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**Thursday 17**

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**Friday 18**

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**Notes**

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

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



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





**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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**Thursday 12**

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**Thursday 19**

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**Friday 20**

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**Thursday 26**

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# 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.

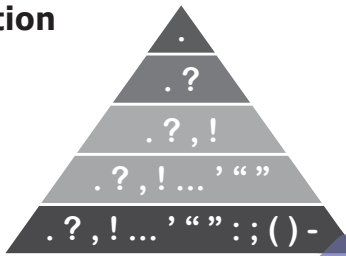
I'll stay with you until your mother gets home.

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.

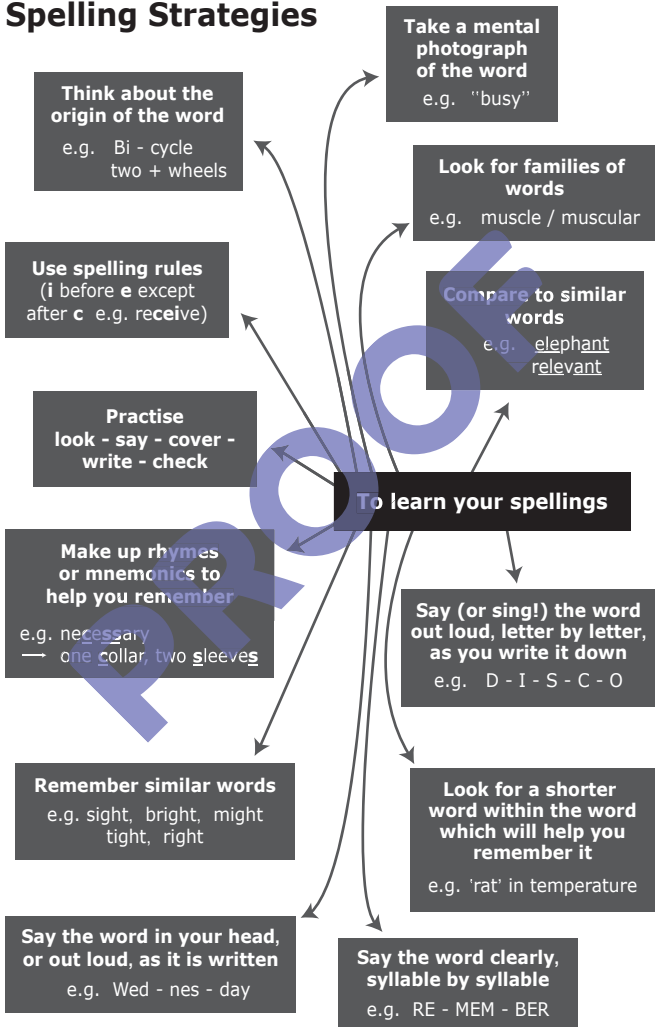
e.g. 'We had to put the cat **to sleep**' instead of 'We had the cat killed'  
'She **passed away** peacefully' instead of 'She died'

## 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

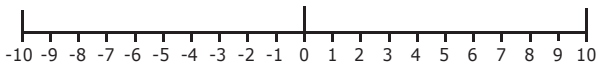
Fraction	Decimal	Percentage
1	1	100%
$\frac{4}{5}$	0.8	80%
$\frac{3}{4}$	0.75	75%
$\frac{2}{3}$	0.6666... or $0.\dot{6}$	66. $\dot{6}$ %
$\frac{3}{5}$	0.6	60%
$\frac{1}{2}$	0.5	50%
$\frac{2}{5}$	0.4	40%
$\frac{1}{3}$	0.3333... or $0.\dot{3}$	33. $\dot{3}$ %

### 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



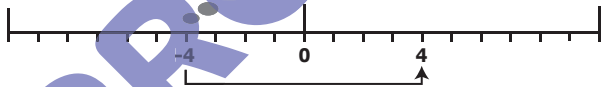
To add, move to the **right** → To subtract, move to the **left** ←

## Examples

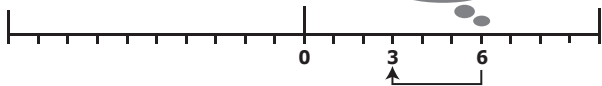
1  $6 - 9 = -3$



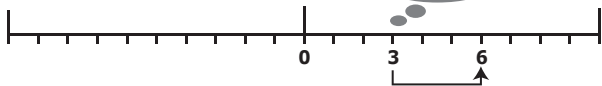
2  $-4 + 8 = 4$



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



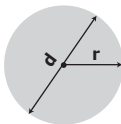
4  $3 - (-3) = 3 + 3 = 6$   
(Subtracting  $-3$  is the same as adding 3)





# Circles, Triangles and Quadrilaterals

## Circles

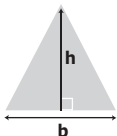


radius =  $r$   
diameter =  $d$

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

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

## 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**

A diagram of a right-angled triangle with a right-angle symbol at the bottom vertex. The sides are labeled 'a' (the hypotenuse), 'b', and 'c'.

## Quadrilaterals



**Square**  
▪ all sides equal  
▪ opposite sides parallel  
▪ all angles  $90^\circ$

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



**Rectangle**  
▪ opposite sides equal and parallel  
▪ all angles  $90^\circ$

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



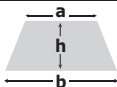
**Parallelogram**  
▪ opposite sides equal and parallel  
▪ opposite angles equal

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



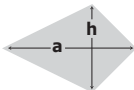
**Rhombus**  
▪ all sides equal  
▪ opposite sides parallel

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



**Trapezium**  
▪ one pair of sides parallel

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



**Kite**  
▪ two pairs of sides equal

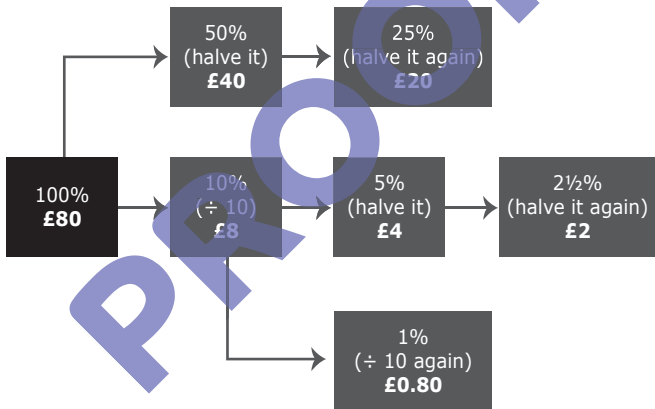
$$\text{Area} = \frac{1}{2} (a \times h)$$

# 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

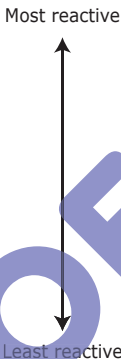
VAT = 20% (10% + 10%)

**VAT on £80 = £8 + £8 = £16**



# 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

Name	Formula
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

Name	Formula
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

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

PROOF

**PROOF**

## **A6 Spiral-bound planners** - from **£1.80** + VAT

### **Included in the price:**

- 120 bespoke pages printed in black
- Fully bespoke full-colour printed covers, laminated
- Whiteboard back cover

### **Optional extras:**

- Polypropylene outer covers: **5p** per panel
- Traffic light cards: **6p** per set
- Extra bespoke pages printed in black: **1p** per side
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