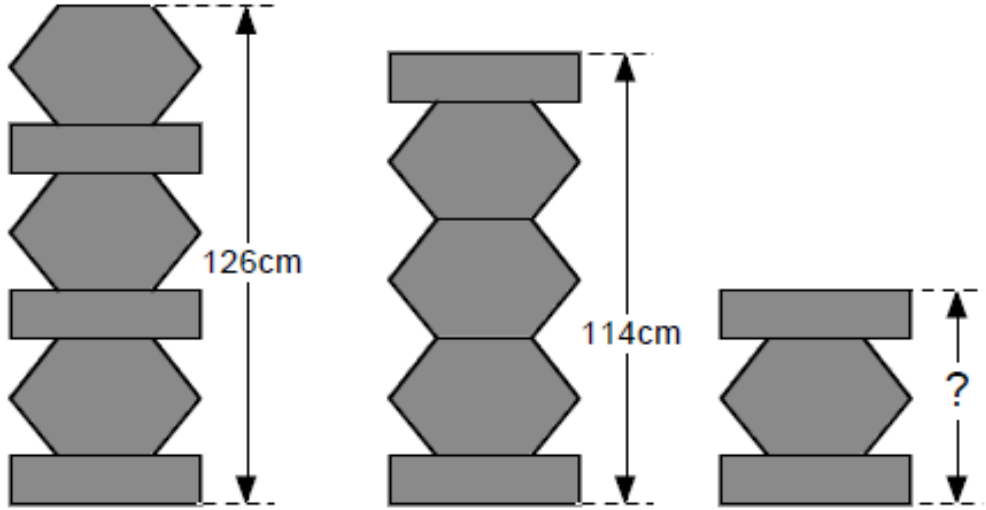
Have a go!

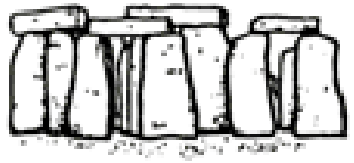
Towerism

These towers are made of identical hexagons and identical rectangles.



Calculate the height of the smallest tower.

_____ cm



Reaching for the Stars

Able, Gifted and Talented students

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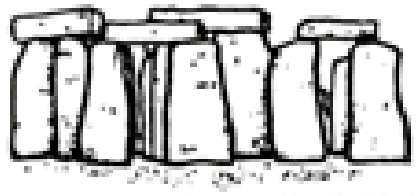

Able

"**An able child**, as defined by The Stonehenge School, is one who achieves, or has the ability to achieve, at a level significantly in advance of the peer group. This may be in all areas of the curriculum or in a limited range."

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Gifted

"**A gifted pupil** is one who achieves, or has the ability to achieve, in the top ~10% of their year group in and of the core subjects of English, maths and science as well as the humanities, modern foreign languages and in computing/ICT".

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Talented

- "**A talented pupil** is one who achieves, or has the ability to achieve, in the top ~10% of their year group in art, music, dance, physical education, sport and technology".

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Advice leaflets

- General Cognitive Development - intellectual stimulation which promotes a growth of knowledge and problem solving skills, but also unstructured ‘free time’
- Language Development – exploring new words, learning new and unusual phrases; reading a range of literature (see our book list)
- Logic and Numerical Development – games and puzzles
- Development at School
- Concerns about School

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Ideas for every subject – KS3

ENGLISH

1. Find time to listen and talk meaningfully with your able child. Avoid hasty, casual answers and try to engage fully and thoughtfully. If reasoned, developed argument is modelled and shown as a powerful activity; children are far more likely to extend their own thinking and reasoning skills.
2. Play language-based games as a family. These can include board games like Scrabble, Lexicon, Articulate or Pass the Bomb as well as Just A Minute, where the player has to speak on a chosen subject for sixty seconds without hesitation, repetition or deviation. Crossword pu
extension of v

MATHS

1. Encourage experimental thinking with provocative questions such as 'What if the numbers were changed?', 'What if we rotate it?', 'What if we consider this in three dimensions rather than two.
2. Have available a range of puzzles to challenge and entertain. MENSA has a series of books called Nu
If; 'Getting Har

ART

1. Provide opportunities in as wide range of media as possible, as a high ability in for example three dimensional work such as sculpture and construction activitie
not be apparent in two dimensional work.
2. Make visits to as many art galleries and museums as possible.
3. Look out for art competitions for your child to enter.
4. Give support through tricky times, as the able artist will inevitably go through
/ will lag behind i

MUSIC

1. Be aware that skills and enthusiasms shown in younger children do not always continue as the child gets older. Likewise, adolescents may begin to express an interest in learning a musical instrument as a result of new musical experiences after moving to secondary school.
2. Explore the possibility of financial assistance from the local authority. In many cases, parents who are on low incomes may be entitled to reduced fees or even exemption

SCIENCE

1. Make use of the opportunities in your home and garden. Get your child to observe life in the pond and the behaviour of various birds in the garden (which ones feed on a table, which on the ground, which on feeders, what their differing diets are, what their different patterns of behaviour are).
2. Encourage the use and development of subject-specific vocabulary. Make available a science dictionary
3. Consider subs
www.newscier
past ten years

GEOGRAPHY

1. Organise family visits to see natural features such as cliffs, rivers and lime
as well as features of a man-made environment such as factories, power
water works. Encourage questioning such as 'How did it get like this?' or 'How and why is this changing?'
2. Find time to discuss with your child the many issues and contrasting point involving geography such as global warming, planning issues, water short transport issues, nuclear energy and pollution.

HISTORY

1. Visit your public library and encourage your child to extend their know
studied in school. Knowing how to find information is an important stu
2. Make family visits to places of historical interest e.g. museums, castle
homes, and battlefields. Encourage your child to take part in "hands o
Discuss what you have seen and experienced, asking questions abou
difference, cause and consequence, and what can be learnt from the

Ideas for every GCSE subject – KS4

- ✓ **Do lots of past paper questions:** Often similar questions will keep popping up in exams; practice will make perfect!
- ✓ **Going to after school revision classes:** Take advantage of the subject teacher being there so you can work through any problems.
- ✓ **Question and answer with a partner**: This may not only be good for 'bouncing ideas' off each other, but also offer moral support. Remember: you are not alone!
- ✓ **Teach someone else the content**: If you can do this so that someone else can understand, you know that *you* really know the content.
- ✓ **Condensing your notes into bullet points/ small revision cards**: This will help you to 'chunk' information together and make the task look less intimidating.
- ✓ **Start revising early:** Months, not days, before the exam. Give you and your brain some time to organise and make a revision plan.
- ✓ **Don't spend time revising things you know!** Though this makes you feel great you need to revise the things you *don't* know as that content may come up too!
- ✓ **Don't spend too long making your notes look pretty**: Be brave and start learning the content instead of worrying about how the content looks!
- ✓ **Use anagrams, make up stories or funny sayings to help you remember**: Making the content 'fun' will help you remember!
- ✓ **Take short breaks**: It is a proven fact that teenagers (and even adults!) cannot focus for longer than 40 – 60 minutes without a break. Try the 30/10 rule; 30 minutes of revision/ 10 minute break.

Ideas for every GCSE subject – KS4

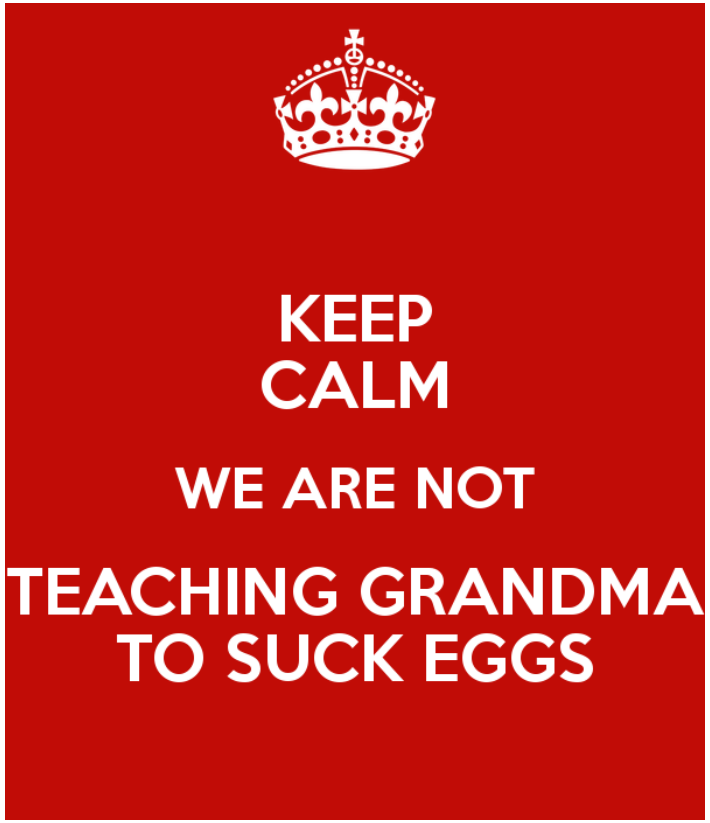
Art

Student:

1. Ensure that you use your sketchbook to fully develop your ideas, record your experiences, and experiment with materials.
2. Don't settle for the first idea/material/technique that occurs to you. Extend and refine your work and be sure to annotate your work to explain your thoughts and choices.
3. Make sure that your research into, and knowledge of, other artists comes out in your own work (be influenced but don't copy).
4. Regularly attend after school sessions with your art teacher to develop your outcomes to a high standard.

Parents:

1. Take time to look through your son or daughter's sketchbook with them. An enthusiastic audience at home can be a huge motivator.
2. Encourage your son or daughter to bounce ideas off you when they are thinking about which direction to take their work in. Sometimes students can generate great ideas just by talking through their work.



A/A* resources

English Language
English Literature
French
Geography
German
History
ICT
Maths
PE
Science
Spanish

Questionnaires

For the students and for you to give us feedback on experiences, and ideas on where to go to next.

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Key Stage 3

The Stonehenge School

Challenge & Enrichment Activities

Subject: Literacy

Topic Title: Tin Can

Spring 2

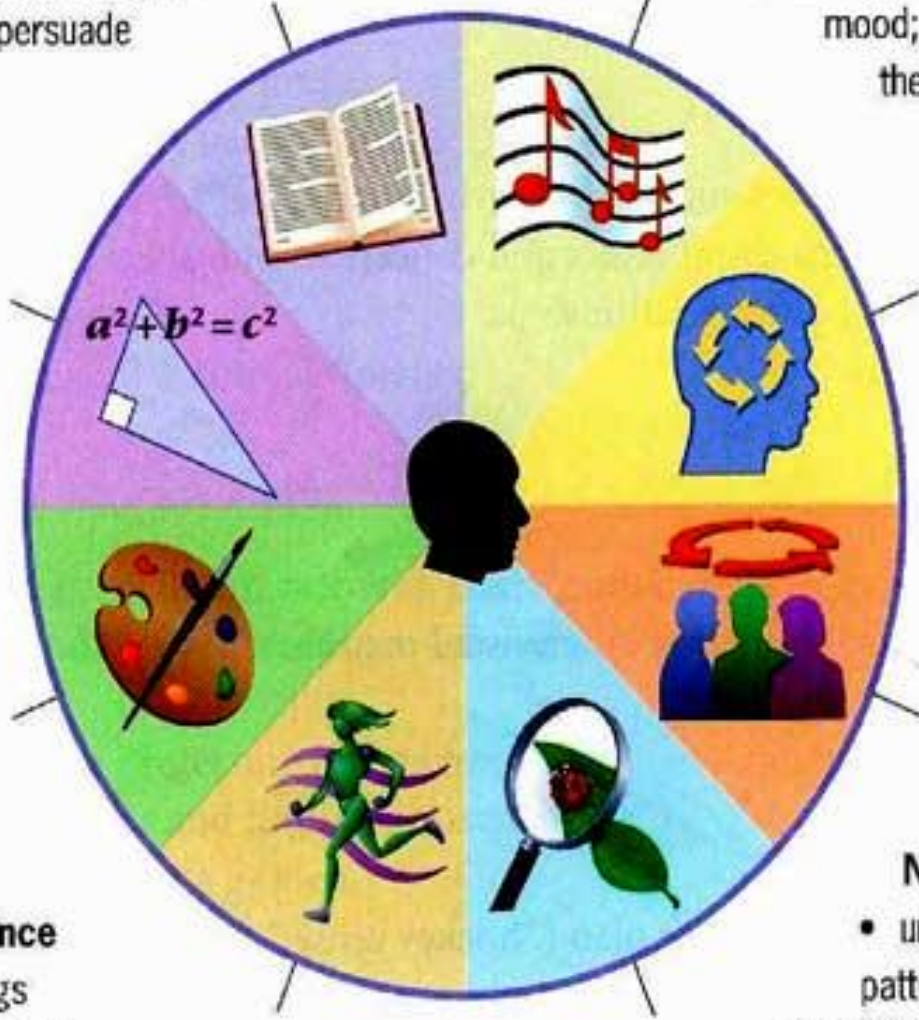
Multiple intelligences – KS4

Verbal/linguistic intelligence
- using language to present your ideas, to express your feelings or to persuade others

Logical/mathematical intelligence
- reasoning, logical thinking; handling mathematical problems

Visual/spatial intelligence
- creating and interpreting visual images; thinking in three dimensions

Bodily/kinesthetic intelligence
- feeling and expressing things physically; doing hands-on work



Musical/rhythmic intelligence
- creating and feeling a rhythm to express a mood; detecting and analysing musical themes

Intrapersonal intelligence
(within the self)
- understanding your own interior thoughts and feelings in a very clear way

Interpersonal intelligence
(between people)
- understanding the feelings, needs and purposes of others

Naturalist intelligence
- understanding nature, seeing patterns in the way nature works; classifying things

Next session – 16th April

- Key Stage 3 – Growth Mindset, aspiring to the best at GCSE,

- Key Stage 4 – revision techniques, dealing with exam stress, looking beyond school

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