

# Have a go!

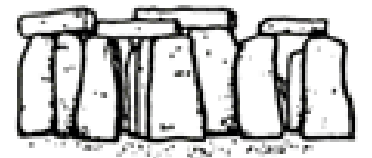


1. What can you hold in your right hand, but not in your left?

2. A cowboy rode into town on Friday, spent one night there, and left on Friday. How do you account for this?

3. What word is always spelled wrongly?

4. What common chemical compound can be represented: H, I, J, K, L, M, N, O?



1. What can you hold in your right hand, but not in your left?

Your left hand, forearm or elbow.

2. A cowboy rode into town on Friday, spent one night there, and left on Friday. How do you account for this?

His horse was named Friday.

3. What word is always spelled wrongly?

Wrongly

4. What common chemical compound can be represented: H, I, J, K, L, M, N, O?

H<sub>2</sub>O or Water (H to O)

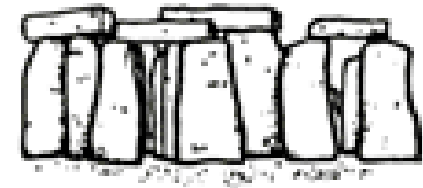
# Reaching for the Stars

## Key Stage 3



Able, Gifted and Talented students  
The Stonehenge School

**The Stonehenge School**  
Striving for excellence, exceeding expectation



# Literacy Quiz



## The Stonehenge School

Challenge  
&  
Enrichment  
Activities

Subject: Literacy

Topic Title: Tin Can

Spring 2





# The Stonehenge School

## Challenge & Enrichment Activities

Summer 1

Subject: Lateral thinking

Topic Title: Classified Information



### Your Task

Classification is the placement of items, animals or people into categories. It requires an important type of thinking, involving seeing connections and exceptions.

For example: -        cat                dog                tiger                Hamster                Budgerigar

The most obvious 'odd one out' might be 'tiger', as the other four are domestic pets. However, 'budgerigar' could be chosen as the only bird. 'Hamster' is the one rodent in the list. In this way, alternative answers can be found by laterally thinking.

- ❖ Below there are 10 groups write down which choice in each group is the most obvious 'odd one out' and why, and then try and find a second 'odd one out' and give reasons.

# Opportunities for Years 7 and 8 - Braeside

## **High Flyers (Thursday 23<sup>rd</sup> July - £50)**

Fun at height, but with the safety of a harness! Using various elements involving climbing and working together. The group will face challenges but have to make their own choices, using our high ropes course. Some challenges will also be more individual, i.e. Leap of faith and Zip wire.

## **Wet and Wild (Tuesday 28<sup>th</sup> July - £50)**

A day of fun multi-activity water sports activities centred around fun and skill development for young people who can swim (buoyancy aids are worn). The sessions allow young people the chance to experience the thrill and challenges of 3 water based activities during the day. Half the day will be a kayak session followed by a team challenge involving building/racing a raft, and the other half of the day will be in a Canadian canoe learning skills paddling on a short journey.



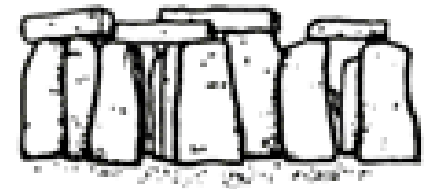
# Royal International Air Tattoo 2015



THE ROYAL INTERNATIONAL  
**AIR TATTOO**  
The World's Greatest Airshow  
17-19 July  
RAF Fairford • Swindon

**ROYAL Charitable AIRFORCE Trust**  
promote support encourage

**BAE SYSTEMS**  
INSPIRED WORK



# Parental feedback

## Positives

- All felt students were independent learners
- Children happy at school
- You feel confident to support them at home
- You feel they are well supported at school

## Areas to develop

- Homework is not felt to be appropriate
- A lack of extra-curricular opportunities
- Communication with parents





# Student feedback



## Positives

- Resilience: know what to do when you get stuck
- Able to plan work carefully
- Know where to go to find things out

## Areas to develop

- Less able to concentrate for a long time without distraction
- Affected by making mistakes
- Lessons are not always challenging
- Homework does not always develop understanding



# Growth mindset



Many gifted students have a ‘fixed mind –set’ where they avoid challenges as they fear that failure will mean that they are not ‘gifted’. This can lead to underachievement and a lack of learning skills essential for success in later life. We need to help them develop a ‘growth mind – set’ to combat this.



# Fixed versus Growth



<https://www.youtube.com/watch?v=ElVUqv0v1EE>



	<b><i>Fixed mind-set</i></b>	<b><i>Growth mind-set</i></b>
<b><i>What does the student want to achieve?</i></b>	To look smart even at the cost of sacrificing learning by avoiding challenging tasks.	To learn new things even if hard or risky.
<b><i>How is failure seen?</i></b>	Failure is seen as an indication of low intelligence.	Failure is seen as an indication of low effort and/or poor strategy.
<b><i>How is effort seen?</i></b>	Effort is seen as an indication of low intelligence.	Effort activates and uses intelligence.
<b><i>Typical response after difficulty</i></b>	Less effort.	More effort.
<b><i>Self-defeating defensiveness</i></b>	High: not willing to risk mistakes.	Low: eager to learn and open to feedback about mistakes.
<b><i>Performance after difficulty.</i></b>	Impaired.	Equal or improved.

# Growing your brain...not yet!



<https://www.youtube.com/watch?v=hiiEeMN7vbQ>



# Top Tips for GCSE

