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| **C** | **Knowledge Organisers** | |
| What? | | A collection of knowledge required for a topic, like this |
| Why? | | A wide knowledge base in any area is essential for creativity and understanding. |
| How? | | Self-quizzing and pair-quizzing moves knowledge into your long term memory |
| When? | | On the bus, in detention, at home, at break, when you’ve finished a task in lessons |
| **D** | **Definitions** | |
| Overlearning | | Recalling knowledge even when it is learnt. It moves more into long term memory |
| Long Term Memory | | Knowledge which you can recall automatically |

Knowledge Organisers and Classroom Behaviour

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| **A** | **Good Classroom Behaviours** | **B** | **Reasons** |
| SLANT | | 100% focus 100% of the time maximises learning | |
| Bring all your equipment | | Practised behaviours become character traits | |
| Say thank you | | Practising gratitude makes you grateful | |
| Accept sanctions without arguing | | Your teacher will make mistakes, but challenging a decision can be done after lessons. | |
| Follow along when reading together | | Everyone is learning when we read together | |
| Follow instructions, first time | | Having a teacher in charge is better for everyone | |
| Quick routines | | 2 mins saved every lesson = 50 mins per week | |
| Aim for 100% | | Mastering a subject is rewarding and fun | |

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| **E** | **SLANT** | |
| **S** | | Sit up straight |
| **L** | | Lean forward |
| **A** | | Answer questions |
| **N** | | No interruptions |
| **T** | | Tracking the speaker |

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| **F** | **Self-quizzing** | |
| 1 | | Cover the part you want to remember with your hand |
| 2 | | Try to remember it, then check if you were right |
| 3 | | Repeat 1 and 2 until you think you have it |
| 4 | | Without looking, write down as much of the KO as you can |
| 5 | | Check what you missed |
| 6 | | Change pen colour, and fill in everything you missed |

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| **C** | **Knowledge Organisers** | |
| What? | | ***1*** |
| Why? | | ***2*** |
| How? | | ***3*** |
| When? | | ***4*** |
| **D** | **Definitions** | |
| Overlearning | | ***5*** |
| Long Term Memory | | ***6*** |

Knowledge Organisers and Classroom Behaviour

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| --- | --- | --- | --- |
| **A** | **Good Classroom Behaviours** | **B** | **Reasons** |
| SLANT | | ***1*** | |
| Bring all your equipment | | ***2*** | |
| Say thank you | | ***3*** | |
| ***4*** | | Your teacher will make mistakes, but challenging a decision can be done after lessons. | |
| ***5*** | | Everyone is learning when we read together | |
| ***6*** | | Having a teacher in charge is better for everyone | |
| ***7*** | | 2 mins saved every lesson = 50 mins per week | |
| Aim for 100% | | ***8*** | |

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| **E** | **SLANT** | |
| **S** | |  |
| **L** | |  |
| **A** | |  |
| **N** | |  |
| **T** | |  |

|  |  |  |
| --- | --- | --- |
| **F** | **Self-quizzing** | |
| ***1*** | |  |
| ***2*** | | Try to remember it, then check if you were right |
| ***3*** | | Repeat 1 and 2 until you think you have it |
| ***4*** | |  |
| ***5*** | |  |
| ***6*** | |  |