Make a revision timetable with your child

Visual learning guide - Learning support · Parent guide

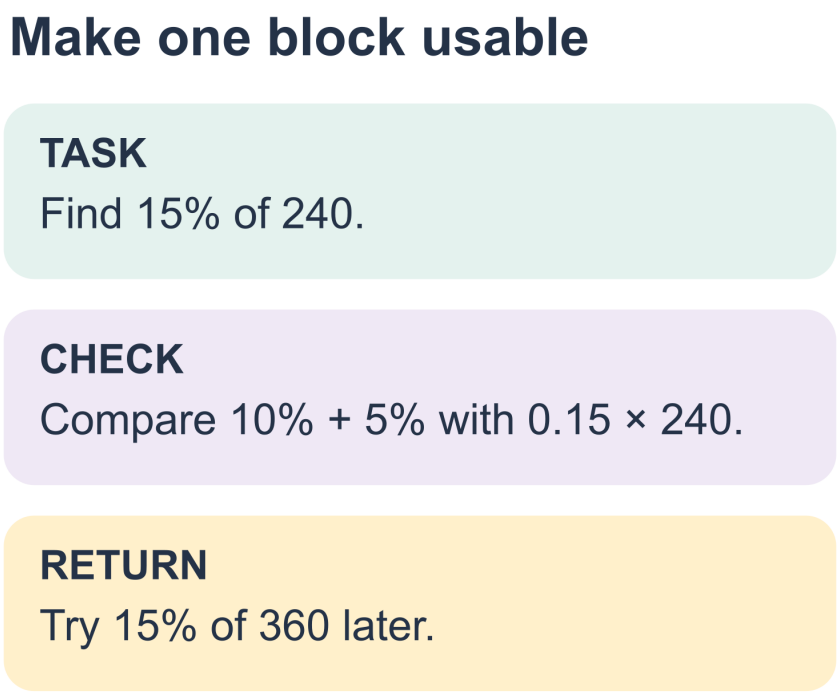
Use a concrete example, choose a next step and try the decision tasks. Keep a short record of what the learner can do independently.

Start with the key idea

List the topics and fixed commitments before choosing revision blocks. Give each block a specific task and a way to check it, then leave space to adjust. Review what the learner could do independently, rather than treating a completed timetable as proof of learning.

Start with the real topic list and available time

Use the school's current topic list, assessment dates and teacher guidance. Do not rely on a generic internet syllabus to decide what an upcoming test will include. Write down school, travel, meals, clubs and existing rest time before allocating revision.



A specific task, a check and a later fresh return make a revision block usable.

Ask the learner to identify topics using work, not confidence alone. "I think I know percentages" is a starting impression. A short suitable question and explanation give better evidence about what to revisit. If the learner has not been taught a topic yet, label it as needing teaching rather than giving it a revision slot and hoping it becomes familiar.

This guide is for organising revision of taught content. For the method inside a block, use turning notes into practice . For everyday homework and play, use the after-school routine guide ; an exam plan does not need to govern the entire year.

Write a task, a check and a return point

Vague entry | Useful task | Evidence at the end

Maths | Find 10% and 15% of a given amount; explain the relationship. | A correct fresh example with a reason.

English | Answer one inference question from a short passage. | An answer with a relevant supporting detail.

Science | Explain which variable changed in a familiar fair test. | Identify the change and two things kept the same.

Add what will happen if the learner gets stuck: use a worked example, ask a specific question or move the task into a support list. "Do it again" is not enough when the concept is unclear. Keep the first plan light enough that you can see which tasks take longer than expected.



Begin with fixed commitments, then tasks and a buffer rather than filling every hour.

Example week: a small plan with room to change

The following is an invented plan for a learner revisiting taught work. The 20-minute blocks are an illustration, not a recommended duration for all ages or exam courses. Adapt the size, content and number of blocks to the learner and school expectations.

Day | Planned block | Task and check

Monday | One 20-minute block | Percentages: attempt two examples, check and explain one correction.

Tuesday | One 20-minute block | Reading: infer a reason and support it with a detail.

Wednesday | No extra revision block | Existing club and family commitments.

Thursday | One 20-minute block | Science: explain a fair test using a diagram or actual class notes.

Friday | One 20-minute block | Return to percentages with a fresh example; note what is now independent.

Weekend | One optional 20-minute buffer | Use only if a task needs moving; otherwise keep it free.

The four planned blocks total 80 minutes. Using the buffer would make 100 minutes. This arithmetic describes this example only; it is not a target revision dose. The return to percentages is deliberate, but there is no claim that a three-day gap is the ideal spacing for every learner.

A revision task that can be checked

Monday: find 15% of 240. Ten per cent is 24 and five per cent is half of that, 12. Therefore 15% is 24 + 12 = 36. Check another way: 0.15 × 240 = 36.

Friday: find 15% of 360 before looking at the earlier method. Ten per cent is 36, five per cent is 18 and the answer is 54.

If the child finds 15% by dividing by 15, the next step is to revisit what "per cent" means. Do not simply schedule more examples of the same difficulty. Use our percentage-of-an-amount explanation and ask the child to explain the size of their answer.

For Science, the home experiment guide provides a concrete fair-test example. Reading its method is different from conducting the activity: practical work needs the materials, adult supervision and time described there. Do not squeeze an experiment into a revision block designed for explaining notes.

Revise the timetable as well as the subject

At the end of a block, record one of three useful outcomes: completed independently, completed with support, or needs explanation. These are task observations, not permanent labels for the child. A tick for attendance alone cannot show which outcome occurred.

If a block is missed, move the most useful task into the buffer or change the plan. Avoid doubling every following day automatically. Where deadlines are close and the workload is unrealistic, ask the teacher what to prioritise. Keep a visible list of questions that need help so a parent or tutor can use the next conversation well.

Let the learner take part in updating the plan. Ask which task now feels clearer and which still needs a worked example. A timetable earns its place when it makes the next action easier to choose; it should not become another sheet to decorate and then ignore.

Further reading: Milton Keynes City Council: supporting revision and revisiting learning . The scenarios, examples and resources here are original BananaLearn materials.

Topic-based revision planner

Write fixed commitments first. Choose a specific taught task, how to check it and a later return point. Leave unused space for changes.

A completed example

Day / available block: Monday / suitable short block

Topic and task: Find 15% of 240 and explain

How I will check: Compare 10% + 5% with 0.15 × 240

Return / support needed: Friday: 15% of 360 without copying

Opens a separate sheet with the completed example and writing space. Save it as a PDF or print it using your browser. No account is required.

5 worked examples with reasoning

1. Check the example week's total.

1. Four planned 20-minute blocks give 4 × 20 = 80 minutes.
2. One optional 20-minute block would make 100 minutes.
3. The example illustrates planning, not an age-based revision prescription.

2. Find 15% of 240.

1. 10% is 24.
2. 5% is half of 24, or 12.
3. 15% is 24 + 12 = 36.

3. Use the return task: 15% of 360.

1. 10% is 36 and 5% is 18.
2. Add them to get 54.
3. Try it before looking at the earlier method.

4. A club overruns and Monday's block is missed.

1. Look at the remaining week rather than doubling every day.
2. Move the most useful task into available buffer space.
3. If the total workload cannot fit, ask the teacher to help prioritise.

5. A block is ticked complete, but all answers needed hints.

1. Record completed with support.
2. Keep the specific uncertain step on the support list.
3. Plan a small fresh attempt with less help.

Use the ideas without looking at the notes

Use this record for one real task: What happened? What help was offered? What could the learner then do? What new example will we use next? Record support honestly and choose one next step.

Common questions

How many hours should my child revise?

There is no universal figure in this guide. Use the learner's age, workload, assessment requirements and teacher guidance. Begin with a realistic plan and adjust using the actual work.

Should every subject get equal time?

Not necessarily. Use the assessment scope and evidence from attempts to identify needs, while keeping the overall plan manageable. Do not neglect a required subject because it feels comfortable.

What if the whole week changes?

Rebuild from the remaining fixed commitments and the most useful tasks. Preserve rest and ask for prioritisation help if required work cannot reasonably fit.

Connect your learning

- Choose the work inside a revision block
- Explain percentage calculations
- Plan a useful return to learning

Ask about guided Learning support learning if your child needs help explaining these ideas.

About this guide

Original explanations, examples, diagrams and practice by BananaLearn. The grade label indicates the intended learning level; this is not an official textbook extract or exam paper.

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Practice worksheet - Learning support · Parent guide

Name: _____ Date: _____

Show your working. Answers and explanations follow on a separate page.

These are practice decisions for parents and learners, not an assessment or diagnosis. Compare the suggested response with the explanation and adapt it to the actual task.

Write an answer and your reason before opening the explanation. Check the reasoning as well as the final answer.

1. What should be written before revision blocks?

2. Improve "Do English".

3. What is 10% of 240?

4. What is 5% of 240?

5. What is 15% of 360?

6. How long are three 20-minute example blocks?

7. Must unused buffer time be filled with more work?

8. Does a completed timetable prove understanding?

Practice continued

9. How should a never-taught topic be labelled?

10. What should happen after repeatedly failed guesses?

11. Should an internet chapter list override the teacher's test scope?

12. Can a hands-on experiment always fit a short notes-review block?

13. What three outcomes can a block record?

14. Write one task, check and return point.

Answers and explanations

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1. Fixed commitments and the actual topic list.

A plan must fit the real week.

2. Answer one inference question using a supporting detail.

The outcome can be checked.

3. 24.

Divide by 10.

4. 12.

Half of 10% is 5%.

5. 54.

36 + 18 = 54.

6. 60 minutes.

3 × 20 = 60; this is not a recommended dose.

7. No.

It is spare capacity for changes.

8. No.

Look at independent attempts and explanations.

9. Needs teaching.

Do not assume a revision slot supplies instruction.

10. Return to an explanation or ask for help.

Repeated guessing does not clarify a missing idea.

11. No.

Use the current school instructions.

12. No.

It needs appropriate materials, supervision and time.

13. Independent, with support, or needs explanation.

These describe the task, not permanent labels for the child.

14. For example: solve one equation; substitute the answer; try a fresh equation on another day.

The return should check the same idea with new numbers.