

Effective Revision



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How to use the IT resources to help you learn

We have a range of IT systems that will help you to learn and revise. A summary is here, but please make sure that you can access Teams, your email, ClassCharts and GCSEPod from school and at home.



All of our software can be accessed from our 'remote login' page on the College website.



We use ClassCharts to set homework, as well as to share behaviour data. ClassCharts is available as an app or can be accessed in a browser. Students will be given an access code, but once this has been used once the students can access this using their school username and password.



Every student has an email account that can be accessed at home by logging in with the same username and password as is used in school. This can be used to access other Office 365 apps, particularly the student's OneDrive where they can store work, and their Calendar. Their username is their email address, which is prefixed by the year in which they started. For example, if your name is Alex Smith and you started in 2018 your email address is 18asmith@hopevalley.chorustrust.org. Once signed in on a computer or smartphone the student can also access their timetable via their calendar.



Teachers will use Teams to set assignments, share class resources and teach 'live' lessons for students to access at home should the need arise. This is accessed via their school email address and school password.



Kerboodle is the digital teaching, learning and assessment service that we use predominantly in Science. Science staff will provide a username and password for this software. Seneca learning is also useful



Accelerated Reader supports reading by providing a range of specific quizzes and tests to track and develop reading. It is used predominantly in Key Stage 3 reading lessons in English.

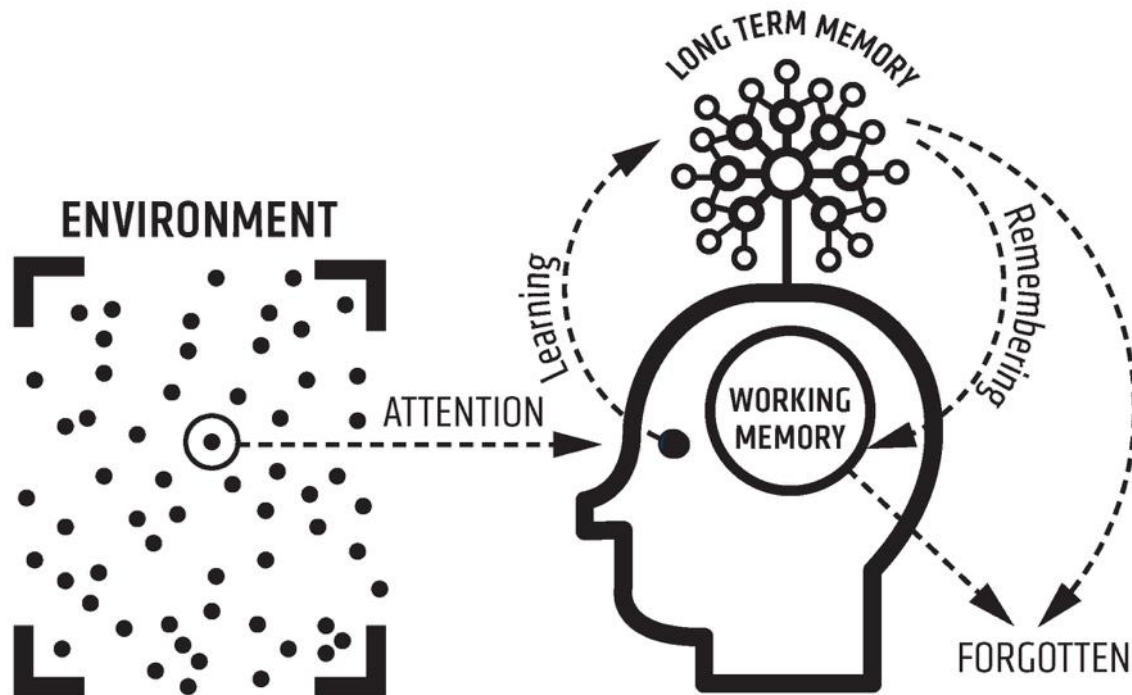


GCSEpod is a learning and revision tool that has a significant impact on the exam results of the students who use it. We provide it free of charge to all students, the link is on the remote login page of our website – click on the orange 'sign in with Office 365' tab.

Memory – the science of learning

In recent years, there has been lots of research around the science of learning and how we learn and retain information.

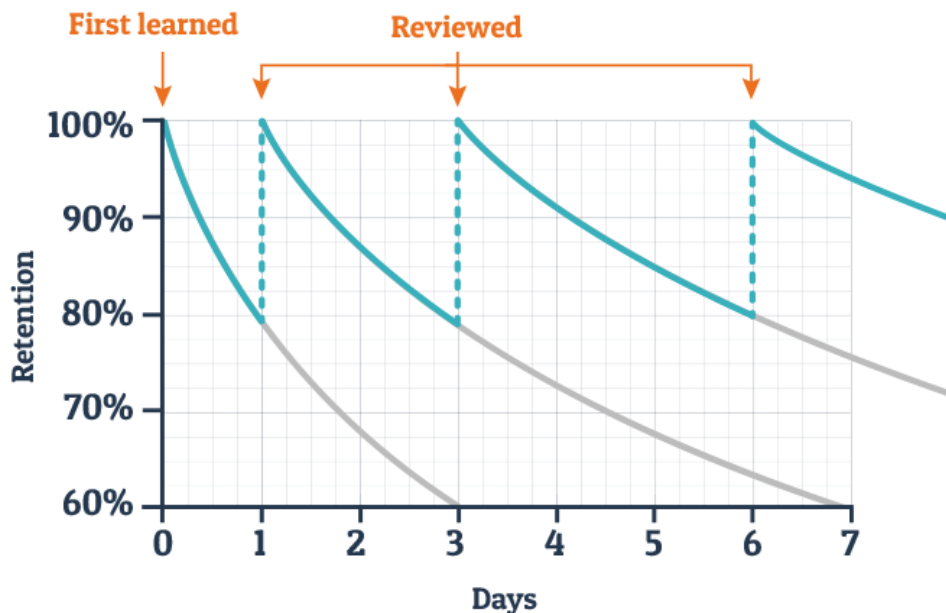
In summary, if we think of the learning process using the following diagram, it will help us have a greater awareness of the most effective revision strategies based upon the available research.



1. We have a certain amount of attention to pay and this can be limited and can dramatically vary depending on the individual or the environment. In the diagram above, '**attention**' means we acknowledge new information and this is then transferred into our working memory.
2. Our **working memory** is finite and we can only absorb a limited amount of information at a given time. This may be up to 30 seconds. *As an example, if you write down a 'long number' and try and remember it every 30 seconds, you will be surprised how difficult this is to do!*
3. Information is processed into our **long-term memory** through '**learning**'. This long-term memory is effectively unlimited, and we can retrieve information from here back into our working memory as needed in a given moment. *As an example, this might be your phone number or address. We don't walk around thinking about those two things every second of the day but it is in our long-term memory ready to be used and retrieved when needed.*
4. Information in our **long-term memory** is interconnected and linked with prior knowledge. Anything that is not connected or not successfully stored well enough in our long-term memory is forgotten and this is completely natural.
5. If students undertake enough **retrieval practice**, generating the information in our long-term memory, it increases a level of fluency within the subject. Practice makes perfect!

As stated above, forgetting is completely natural. The following diagram outlines this process and is called the **Ebbinghaus Forgetting Curve** (1885).

Typical Forgetting Curve for Newly Learned Information



Ebbinghaus proposed that humans start losing 'memory of knowledge' over time unless the knowledge is consciously reviewed time and time again. He conducted a series of tests on himself which included the memorization of a meaningless set of words. He tested himself consistently across a period of time to see if he could retain the information. He found that:

- **Memory retention is 100% at the time of learning any particular piece of information (in the moment). However, this drops to 60% after three days.**
- A range of factors affect the rate of forgetting including motivation, the meaningful nature of the information, the strategies for revision and also psychological factors (sleep for example).
- **If each day, repetition of learning occurs and students take time to repeat information then the effects of forgetting are decreased.** According to research, information should be repeated within the first 24 hours of learning to reduce the rate of memory loss.

In summary, what do we know about **memory**?

- Consistent practice and revisiting previous material strengthens memory and boosts learning.
- Information, if not revisited, is 'lost' from our memory.
- Our working memory is finite and limited and so overloading this or cramming for revision doesn't work.

The key principles of effective revision

Therefore, let's explore a number of different strategies to ensure your revision is as effective as it can be.

Retrieval Practice

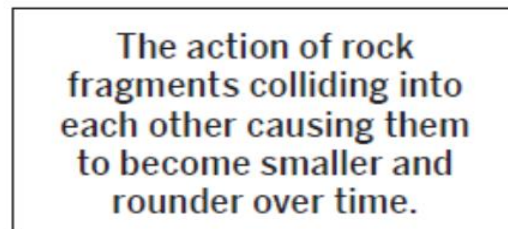
Simply put, recalling information from memory is simple and powerful. Retrieval practice is a learning strategy which makes you think hard and brings information to mind. It is the action of actively retrieving knowledge that boosts learning and strengthens memory. **It means trying to remember previously learned information as opposed to simply re-reading it.** Examples include:

- Knowledge quizzing and low stakes testing.
- Multiple choice tests.
- Completing past paper questions or practice answers.
- Answering verbal questions asked by teacher/peers/parents.
- Creating flashcards or revision materials where you can 'test' yourself.

One particularly effective strategy is the creation and use of **flashcards**. Flashcards are generally a card containing a small amount of information as an aid to learning. The use of flashcards are for low stakes testing to improve recall and to strengthen memory.

An effective flashcard may include the following (*in each subject they will be used in a different way*):

- A key term/key word with definition on the back.
- A key date with the event on the back.
- A key equation with its use in practice on the back.
- A past paper question and a model answer on the back.



In order to use flashcards most effectively, the **Leitner System** is a desired strategy. Once you have created a set of flashcards, create three boxes/areas marked as the following.

BOX 1: Every day	BOX 2: Twice a week	BOX 3: Once a week
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- Test yourself on the flashcards in the Box 1 pile. If you get the answer correct on the flashcard, move it to the Box 2 pile. If you get it incorrect, it stays in Box 1.
- Twice a week, test yourself on the flashcards in Box 2. If you get the answer correct on the flashcard, move it to the Box 3 pile. If you get it incorrect, it stays in Box 2. The aim is to get all of the flashcards to Box 3.
- This video will help support you in using the Leitner system:
<https://www.youtube.com/watch?v=C20EvKtdJwQ>

This diagram will also further support your implementation of the **Leitner System**.

USING FLASHCARDS TO REVISE

by @inner_drive | www.innerdrive.co.uk

1 Split a box into 5 different compartments and label them 1 to 5.



2

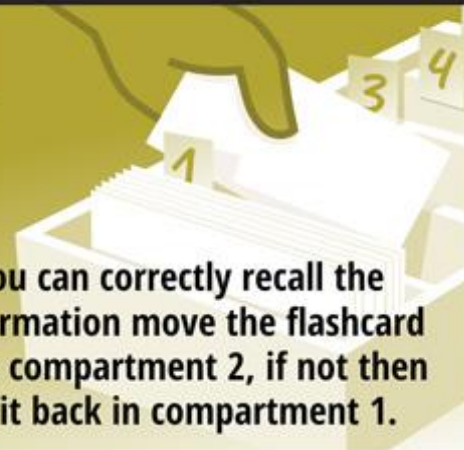


Place all your flashcards in compartment 1.

3 Test yourself on a flashcard



4



If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.

5

Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.

6

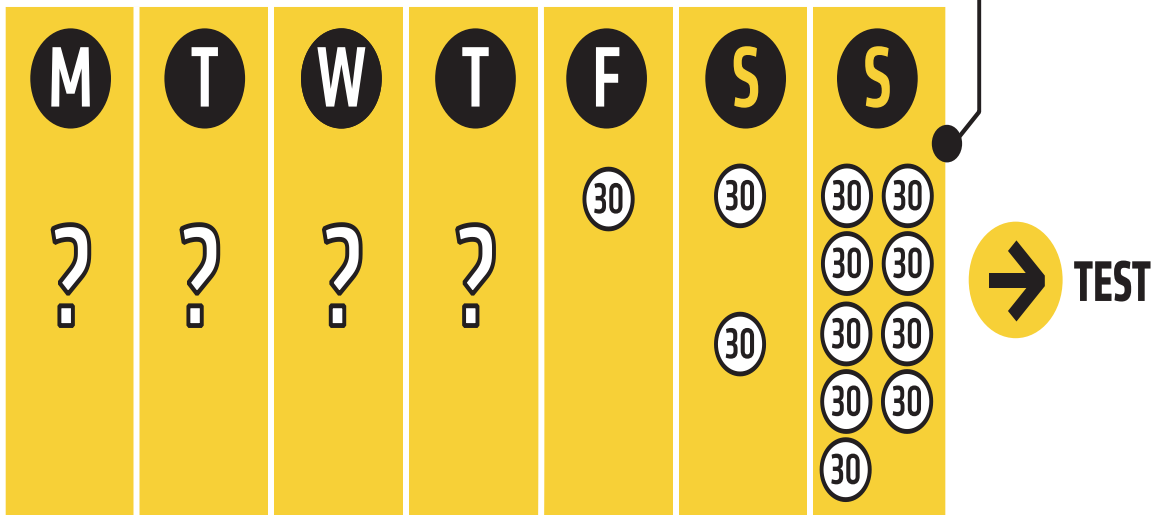


Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.

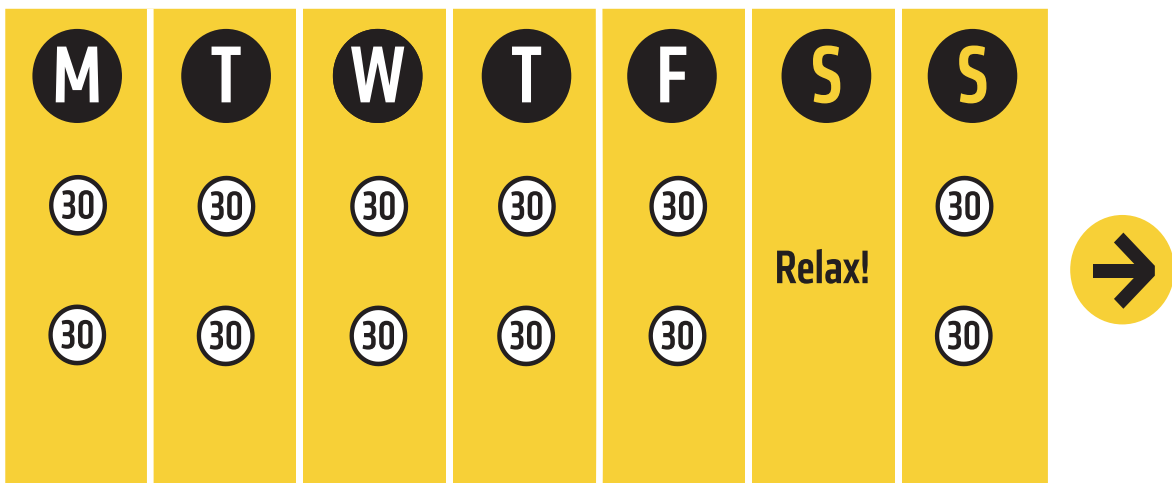
Spacing and Interleaving

Spacing out your revision into smaller chunks over a period of time helps you to remember the material better and ensures you are less stressed with your revision.

Let's say you have a test one week and you have 5 hours to prepare for it broken down into 30 minute chunks. Very often that process looks like this.



Instead of mass practice, a much more effective way of revising is to space out your revision like this:



By breaking up your revision into 30 minute chunks and spacing out the time between revision, you will consolidate what you have learned and retain the material much more effectively.

Interleaving involves switching between ideas and topics during a study session. This ensures that you are not studying one idea or topic for too long. Mixing up your revision and chunking it supports learning and strengthens your memory.

As we have seen with spaced practice, leaving gaps between studying is very effective but what if you are studying multiple topics within a subject? Interleaving means mixing it up and not studying all the material at once.

For example, instead of organising your revision week like this:

M	T	W	T	F
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	CHRISTMAS CAROL
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	CHRISTMAS CAROL
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	CHRISTMAS CAROL

A much more effective way of organising your revision would be like this:

M	T	W	T	F
MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	CHRISTMAS CAROL	CREATIVE WRITING
AN INSPECTOR CALLS	CHRISTMAS CAROL	CREATIVE WRITING	MACBETH	UNSEEN POETRY
CREATIVE WRITING	MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	CHRISTMAS CAROL

As you are doing this, another highly effective strategy is to try to think of connections between topics you are studying considering similarities and differences.

Studying one topic for a long time can give them impression you have mastered it but often this can be misleading.

Deliberate Practice

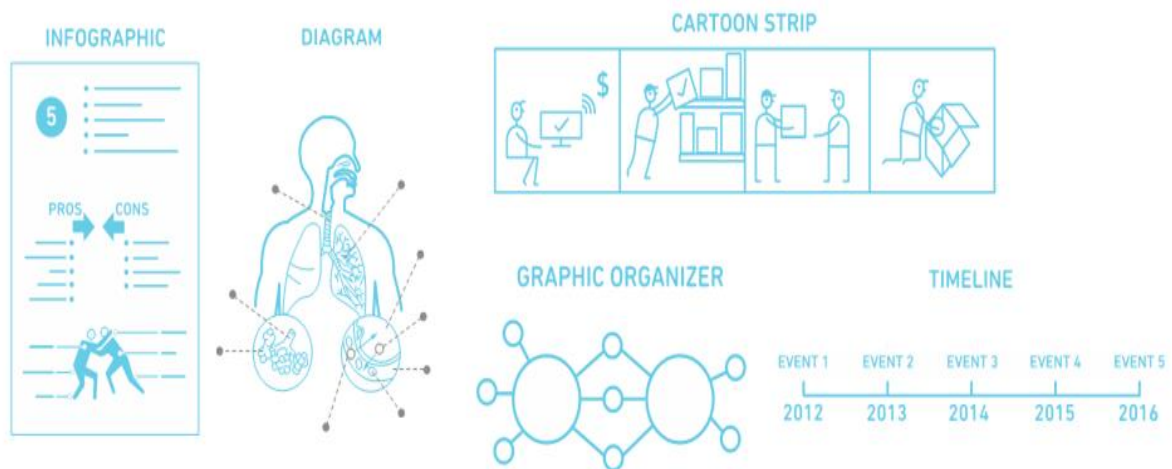
This follows a simple process to support your revision. Start by spending time reviewing a topic/unit before quizzing/testing yourself **with no notes and from your memory (this is vital for revision)**.

Once you have finished, check your answers. **This will support you in showing where your 'knowledge gaps' are and where focus needs to be in your future revision.** Revision shouldn't keep you in your comfort zone, you need to be thinking hard and identifying your own areas for development. Avoid simply revising topics you enjoy. A technique to support deliberate practice is the **Pomodoro Technique**.



Dual Coding

When reviewing something you have learnt, combining words and pictures can be powerful. examples of this include creating a:



Ineffective revision strategies

With the above in mind, it is vitally important to think about strategies that students may employ that have a limited or no real benefit on learning or memory. These include:

- Simply writing out notes or copying from a textbook/exercise book.
- Reading and doing nothing with the information. Trying to focus on 'too much information' on a single page and cramming revision.
- Highlighting information for the sake of it.
- Not enough silent work or attention to a given task. Attempting to revise while multitasking and doing other things.
- Comfort zone revision of easy material that pupils have already mastered because it makes you 'feel good'.

The importance of Habits and Routines

Within your revision, it is vitally important to establish a strong routine. Having goals are good for setting a direction. What do you want to achieve in *this* revision session?

In order to support the forming of good revision habits, there are a number of areas to consider:

- **Start small and build up** – reduce distractions where and when you revise and get your family to encourage the creation of a revision timetable and placing it somewhere visual in your house. Ensure someone else is knowledgeable of this timetable to enable accountability and aid support.
- **Make it attractive** – collaborative focused revision is beneficial (alongside attending interventions or revision sessions) but you could also ensure there is a 'reward' at the end of a revision session. *If I complete this, I can do this.*
- **Make it satisfying** – challenge yourself, track your own revision progress and ensure you stick to your revision timetable. Small steps build success and motivation. Use PLCs or checklists to support.
- **Make it obvious** – revise in one area, leave your materials out ready to support organisation and ensure routines are stuck to. Ensure your environment is clear, uncluttered and comfortable.

The Five Step Study Plan

- 1. Make a list** - What do you need to know?



- 2. Timetable a spaced schedule** - Study each topic little but often, and leave yourself enough time.



- 3. Use effective study strategies** - Test yourself and keep the re-reading and highlighting to a minimum.



- 4. Identify the gaps in your knowledge**
What do you need to study more?
What can you move on from?



- 5. Close the gaps** - Repeat steps 3 & 4 as many times as you need until you are comfortable with everything.




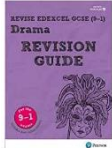
Subject Specific revision resources


Subject	Specific resources	Specific revision strategies	Other information
Maths	<ul style="list-style-type: none"> ▪ All students will be issued with a set of practice papers to complete at home. Further papers and revision materials can be accessed on 'mathsgenie'. ▪ Hegartymaths can be accessed by all students. This is the main platform for support on all topic areas covered since Y7. The Edexcel scheme of work for the Higher and Foundation GCSE is linked to videos and questions and there is a guide on the website outlining this. ▪ The website 'mymaths' can still be used and in particular the booster packs (4 to 5, 6 to 7, 8 to 9) ▪ Revision sessions will be held and the schedule will be on student notices ▪ CGP workbooks and revision guides can be purchased through parentpay. 	When completing questions use one colour pen for questions that you can answer without help, swap colour pens and get the help via books, revision guides, asking peers etc.	<ul style="list-style-type: none"> ▪ Only attempt revision questions where the solutions can be accessed in some way. ▪ Only use maths websites for revision notes, DO NOT play on the games!
English Literature	<ul style="list-style-type: none"> • Make sure you have a copy of <i>A Christmas Carol</i>, <i>An Inspector Calls</i>, <i>Macbeth</i> and your <i>Poetry Anthology</i> which you can access at home. • Use your year 10 exercise book for model answers and to look at your personal targets. • Learn key quotations for all of your texts using the knowledge organisers. • Reread and/or watch the texts. 	Access GCSE Pod which has podcast resources on all your GCSE Literature texts. Use the enrichment learning sheets to access revision on theme, character, vocabulary and quotations. Oak Academy is incredibly detailed for revision lessons. Look back through revision resources shared on TEAMS – Class Materials	Don't forget to practise unseen poetry answers – look for questions on ClassCharts and find out more about how to answer on GCSE pod (Unseen Poetry)
English Language	Use your exercise book to revise the approach to each question on paper 1 and paper 2. Learn lists of language and structure techniques used by writers and the effects. Keep reading widely ; you need to have a fiction book on the go all the time. (see reading list) You also need to regularly read opinionated columnists in newspapers.	Access GCSE Pod which has podcast resources on reading and writing skills. Download a news app and read full articles daily. Look back through revision resources shared by your teachers. Look back through revision resources shared on TEAMS – Class Materials	Use the approved list of YouTubers to revise e.g. Mr Bruff, Tutoring with Gavin, Stacy Reay
Science	Students can refer to their digital book and the resources in www.kerboodle.com The answers to the end of chapter practice and summary questions are available on Teams. They have also been emailed to students.	Rewrite key scientific terms, check spellings. Use mark schemes to improve past paper answers. Concentrate on detail (getting every mark in 2/3 mark questions) and factual recall.	Improving your answers is much more important than simply marking past papers. Be strict with yourself when

	<p>AQA website is a source of past papers. These can also be found on Teams. Here, exam questions are organised by topic (level 1 grade 1-3, level 3 grade 7-9), writing bundles are available to practise long answer questions.</p> <p>You could download all these resources onto a memory stick from the common server. (Speak to your teacher).</p> <p>Use the Revision Framework booklet provided.</p> <p>Google "you tube freescience" include the topic you want to revise, use GCSEpod and brainscape on your phone, use bitesize.</p> <p>Use Senca Learning, these are accessible through this link</p>		<p>marking and use the left-hand column of the mark scheme.</p>
Computing	<p>Specification: https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/</p> <p>Other helpful websites: Seneca - Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)</p> <p>Snakify - Teach Python 3 and web design with 200+ exercises - Learn Python 3 - Snakify</p> <p>My Dynamic Learning website – you have a login username and password ocr.org.uk – use this to access past papers and mark schemes</p>	<p>Use the DL website as there are plenty of exam questions and quizzes. Also download/watch GCSEPod for all sections of the exam course</p> <p>Use the revision timetables you have created in lessons to support your learning from home.</p>	<p>If any papers are attempted these can be handed in for marking and feedback online – check your self-reflection spreadsheets, and continue to do a little and often to improve.</p>
Geography	<p>GCSE Bitesize EDUQAS revision notes available from www.eduqas.co.uk EDUQAS past papers - login as a student</p>	<p>Use revision tools provided by staff (keyword sheets, revision timetable, practice questions)</p>	<p>Use exercise books to revise specific knowledge. All three key themes are comprehensively covered.</p>
Music	<p>Focus on Sound: https://portal.focusonsound.com</p> <p>GCSE Bitesize revision: https://www.bbc.co.uk/bitesize/examspecs/zbmct39</p> <p>Music Vocabulary A3 Mat</p>	<p>Continue to listen to examples of music from areas of study 1-4.</p> <p>Ask someone at home to test you on musical elements/vocabulary. Can you explain DR SMITH?</p>	<p>Look back through your notes to remind yourself of the features of each type of music.</p> <p>When you answer a question, make</p>

	<p>Eduqas Digital Resources: https://resources.eduqas.co.uk/Pages/ResourceByArgs?subId=21</p> <p>Knowledge Organisers for each AOS</p> <p>Music theory practice: https://www.musictheory.net/exercises</p> <p>Online ear training: https://tonedear.com/</p>	<p>Complete past papers and sample questions.</p> <p>Videos Africa Revision: https://www.youtube.com/watch?v=KBS1vxd06C4</p> <p>Badinerie Revision: https://www.youtube.com/watch?v=PkpxRFBpH2c</p>	<p>sure you are talking about the correct element of music (e.g. Dynamics, melody, rhythm etc).</p>
MFL French	<p>Use your mock papers as a revision resource.</p> <p>Grammar and vocab. practice: https://www.languagesonline.org.uk/Hotpotatoes/index.htm</p> <p>ActiveLearn (pearsonactivelearn.com) – Make sure you complete your regular Active Learn tasks.</p> <p>Extra grammar and topic support: https://www.bbc.co.uk/bitesize/examspeaks/zr8bmfr</p>	<p>Get someone at home to test you on your speaking questions, they read out the question and hold your answer booklet and you try to answer.</p> <p>Past papers on AQA website.</p> <p>Ask for the revision booklets and extra reading and listening booklets from your teacher.</p> <p>GCSE Pod – Revision sets for each topic are available to watch. Download some for the bus to school!</p> <p>Quizlet – Vocabulary sets on each module are on Quizlet in your class group.</p>	<p>-Homework support is on Thursday lunch-time at 12.45 in MFL4.</p> <p>Time yourself answering an exam style writing task or pick a photo to talk about to practise for the speaking exam.</p> <p>Regularly check your speaking questions are up to date and corrected after being handed back from your teacher.</p> <p>Read your prepared question answers out loud. Speak in front of a mirror or a pet, to help with confidence and pronunciation.</p>
History	<p>Germany 1890-1945 Democracy and Dictatorship Revision Guide (9-1) ISBN: 978-0-19-842289-1</p>	<p>AQA GCSE History Assessment resources</p> <p>History lessons for Key Stage 4 students - Oak National Academy (thenational.academy)</p>	<p>Your class notebook has lessons and resources from the whole year. It also</p>

	<p>Conflict and Tension between East and West 1945-1972 Revision Guide ISBN: 978-0-19-843288-3</p> <p>Elizabethan England c1568-1603 Revision Guide (9-1) ISBN: 978-0-19-842293-8</p>	<p>GCSE History - AQA - BBC Bitesize</p>	<p>includes free revision resources.</p>
Catering	<p>GCSE WJEC Catering Specification: https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_overview</p> <p>WJEC VOCATIONAL AWARD HOSPITALITY AND CATERING LEVEL 1/2 STUDY & REVISION GUIDE. ISBN: 9781912820177</p>	<p>Read the assessment objectives to understand what the exam board is looking for.</p> <p>Keep on top of your work and act on the feedback from your teachers.</p> <p>For the practical exam ensure you have trialled it before hand and have all the ingredients / resources you need ready.</p>	<p>Do a little and often, acting on the advice given by your teacher (you should be doing at least 1 hour a week).</p> <p>Catch up sessions will be available throughout the year so attend as and when needed.</p>
Engineering	<p>WJEC Engineering Specification: www.wjec.co.uk/qualifications/engineering/ http://gcseengineeringhvc.weebly.com/SharePoint/Engineering www.bbc.com/bitesize/levels/z98jmp3</p>	<p>Read the assessment objectives to understand what the exam board is looking for.</p> <p>Keep on top of your work and act on the feedback from your teachers.</p>	<p>Do a little and often, acting on the advice given by your teacher (you should be doing at least 1 hour a week).</p> <p>Catch up sessions will be available throughout the year so attend as and when needed</p>
Design and Technology	<p>GCSE Design and Technology SharePoint/GCSE Design and Technology</p> <ul style="list-style-type: none"> - Resources for each unit - NEA guide and template TechnologyStudent.com - Resources for the course <p>Pocket sized revision guide – www.ddedu.co.uk/dt-gcse - use the code in the front of your guide</p> <ul style="list-style-type: none"> - Posters about each section of the course - Online tests on each section <p>GCSE Design and Technology - BBC Bitesize</p>	<p>Make flash cards about each topic area:</p> <ul style="list-style-type: none"> ▪ Polymers ▪ Timber ▪ Metals ▪ Sustainability (6r's) ▪ Scales of production ▪ Shaping and forming ▪ Mechanisms ▪ Material properties ▪ Forces and stresses ▪ Production techniques ▪ Design process 	<p>Do a little and often, acting on the advice given by your teacher (you should be doing at least 1 hour a week).</p> <p>Catch up sessions will be available throughout the year so attend as and when needed</p>
Art and Design	<p>AQA specification: https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206 https://chorustrust.sharepoint.com/:r/sites/HopeValleyArchive/Students/Art/layouts/15/Doc.aspx?sourcedoc=%7B677B5C7E-424C-496C-A749-F3D2FC3E943F%7D&file=Media%20te</p>	<p>Read, read, read the Art assessment objectives to understand what the exam board are looking for AO1 – Research, AO2 – Experiment, AO3 – Drawing and annotation, AO4 – final piece.</p>	<p>Work through to do lists, as well as recording any galleries, art trips, workshops you visit / do.</p> <p>Do a little and often, acting on the advice given by</p>

<p>Art Textiles</p>	<p>chniques%20help%20sheets.pptx&action=edit&mobileredirect=true</p> <p>Also look at websites such as: https://www.bbc.co.uk/bitesize/subjects/z6hs34j https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/art https://www.pinterest.co.uk/</p> <p>AQA specification: https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</p> <p>Look at websites such as: https://www.bbc.co.uk/bitesize/guides/zj3rwx/revision/1</p>	<p>Keep on top of your coursework and act on the feedback from your teachers.</p> <p>When it comes to exam prep the more planning and experimenting you do <i>before</i> the exam the easier it will be.</p> <p>The week before the exam create a 10 hour time plan making sure you can complete it within the time, and ensure you have all resources ready.</p>	<p>your teacher (you should be doing at least 1 hour a week).</p> <p>Catch up sessions will be available throughout the year so attend as and when needed – Afterschool – Monday and Thursday</p>
<p>PE</p>	<p>Edexcel GCSE PE: Use the revision guides given to you.</p> <p>The Entire syllabus and all our teaching materials are on teams and you have access 24/7 to these PowerPoints</p> <p>There is a revision folder on teams which contains past papers, mark schemes and lots of other revision aids http://www.teachpe.com/flash_cards_gcse.php</p> <p>GCSE Learning and Revision GCSEPod</p> <p>GCSE Physical Education - Edexcel - BBC Bitesize</p>	<p>Complete past papers, especially the extended questions</p>	
<p>Drama</p>	<p>Use GCSE Bitesize Drama, Edexcel, to revise.</p> <p>Copies of DNA are available on Amazon to buy or electronically on Teams.</p> <p>Revision guide suggestions are the Person guide and Person workbook and the DNA revision guide</p> <p>Teams resources:</p> <ul style="list-style-type: none"> ▪ Quizlets and Kahoots on key words. ▪ Revision playlist about DNA ▪ Revision playlist on design 	<p>See Class Material on Teams for Flashcard templates and other revision organisers</p> <p>Mix revision techniques to help with dual processing; such as audio recording lines and reading/ reciting them to help remember them.</p> <p>Mindmaps of DNA – plot, characters, design, features etc.</p> <p>See example past papers</p>	 <p>DNA by Dennis Kelly</p>  <p>Person guide</p>

	<ul style="list-style-type: none">▪ DNA recourses in folder in Class Materials▪ All playscripts shared in Scripts PDF folder▪ Other resources labelled▪ Links to GCSE Pod	Watch theatre whenever possible	 <p>DNA revision guide</p>
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Revision timetable: 30/15 Model (30 minutes revision/15 minutes rest)

Week beginning:

Day	9:00 – 9.30	9:45 – 10.15	10:30 – 11:00	11:15 – 11:45		1:00 – 1:30	1:45 – 2:15	2:30 – 3:00	3:15 – 3.45		5:45 – 6.15	6:30 – 7:00	7:15 – 7.45	8:00 – 8.30pm
Monday														
Tuesday														
Wednesday														
Thursday														
Friday														
Saturday														
Sunday														