



Issue No
29

22nd October 2021

Important Dates:

Friday 22nd October

School closes for half term

Monday 1st November

School re-opens

Tuesday 2nd November

COVID 19 -

Vaccinations

Monday 8th November

Year 10 Test Week

Wednesday 10th

November

Year 9 Parents'

Evening

Monday 15th

November -

Friday 3rd December

Year 11 Mock Exams

REMEMBER

If your child tests positive on a Covid lateral flow test, or a PCR (laboratory) test, please notify the school on admin@millfield.lancs.sch.uk.

Thank you.

Email admin@millfield.lancs.sch.uk

Website: www.millfield.lancs.sch.uk

Twitter page @millfieldhighsc

#BeExceptional

#TeamMillfield



Millfield MESSENGER

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Telephone 01253 865929



Dear Parents and Carers

A huge well done and thank you must go to everyone at Team Millfield who made our Open Evening a fantastic success. We had hundreds of student helpers on the night who received constant praise from our visiting families for their confidence and helpfulness. A special mention must also go to the exceptional students who were on stage with me: our superb pianists Arianna and Harriet; our incredibly talented singers Sophie and Bella and our outstanding speakers Jessica, Charlie, Richard, Hannah and Bradley. **As Charlie said in his speech, "Be the best, with the best, at the best!"**

Thank you to all the parents who attended our Help Your Child Revise evening; it was fantastic to see you all and the team put a lot of thought into how we could best support our GCSE students and their parents. Following the evening we sent out a feedback survey, to see if we can improve anything for next year, we were delighted to see that 100% of parents who attended found the evening useful and the main feedback was that it would have been useful if the children could attend with their parents. Next year, hopefully Covid restrictions will not be in place, and we will most certainly open the evening up to students and their parents once again. The resources from the evening are available on our website and are useful for aiding revision for all students in all year groups.

The government have put out a consultation survey to Year 11 parents, students and teachers regarding the contingency plans for the GCSE examinations in summer 2022. If you would like to have your say, the survey can be completed here:

<https://www.gov.uk/government/consultations/contingency-arrangements-gcse-as-a-level-project-and-aea>

As part of Black Lives Matter Month, this week students have learned about George Washington Williams who was an American journalist, politician and abolitionist – he was a fascinating man and is buried in Layton Cemetery.

Our newly elected student council met with Mr Booth last week. We are really looking forward to listening to their ideas for school improvement. Hannah and Kane, our Head Girl and Boy, also met with local Mayor Andrea Kay and her colleagues to discuss ideas for improving children's mental health on the Fylde Coast.

Please can I remind parents to ensure their child brings a face-covering to school. This week we have had to give out hundreds and our stocks are running quite low again. However, I must say that your children have been amazing; they put their face-coverings on without fuss at the end of a lesson; it's great to see that, whilst we all find them uncomfortable, the students understand that they are helping to protect others as they walk down the busy corridors. I am really very proud of them!

Don't forget, we use Twitter to celebrate events and achievements at our school and remind parents of events, you can follow us at @millfieldhighsc.

May I wish all our families a restful half term break.

Best wishes

N. Regan

Nicola Regan
Headteacher

Be Exceptional!

KEY STAGE YEAR 7

3



After a fantastic start to the year, Year 7 students have been performing exceptionally in and out of lessons. It has been incredible to see so many students at extracurricular activities with over 40 students already representing school at football or netball.

The students have immersed themselves back into the Millfield Way and in these difficult times it has been truly wonderful to observe the enthusiasm and positivity that our pupils display towards their learning.

Some of my highlights since we have been back include:

- ◆ Pupils' response to and an engagement with their PSHE lessons.
- ◆ Consistent good behaviour, particularly during social time.
- ◆ Students' responses during their 'Resilience' day.
- ◆ Exceptional performances against other schools at football and netball.
- ◆ Their outstanding performances at Open Evening.

Mr. R. Smith



In English, Year 7 have worked incredibly hard on their identity mood boards; they are a feast for the eyes!

Mrs. B. Black

Fantastic Photography!



A Year 7 student, Joseph Grice, has taken this amazing photograph on Cleveleys sea front.

KEY STAGE 3

YEAR 8 EXCEPTIONAL AWARDS YEAR 9 GRADUATION



It has been fantastic to see the enthusiasm and progress amongst Year 8 and Year 9 students in relation to the exceptional awards and graduation programme. The level and quality of the work being produced has been exceptional.

Students should be completing a minimum of two challenges per week. Evidence of completed challenges can be recorded in the following ways:

- ◆ Storing work in their evidence folder.
- ◆ Taking a photograph of completed work.
- ◆ Asking Form Tutors to sign off a completed challenge.

Not all challenges require work on paper. Some challenges are completed by representing the school or attending extra-curricular activities. Completing challenges over the half term break is a fantastic opportunity to ensure that learning is maintained and students return to school with a positive attitude to learning.



As a reward for the students who have completed the subject challenges, those who have 100% attendance and not lost any BFL points, will be placed in prize draw to have lunch at Pizza Hut at the end of November.

The 8 winners will then be able to choose a friend and will be taken to a fully paid buffet lunch. More details will follow over the next few weeks.

"The greatest glory in living lies not in never falling, but in rising every time we fall." – Nelson Mandela

Mr. D. Booth Mr. R. Smith
Head of Aspirations Head of Personal Development

How to support your child's learning...



Year 9

Emmy Webster (14 completed, 10 signed off)
Hannah Jones (27)
Alyssa Hellawell (11)

Supporting your child's learning Millfield Science and Performing Arts College

On the days when your child is not set home-learning, it is still possible to support their learning, just by asking the right questions or setting short tasks, here's some great ideas for you to try...

...reduce the content of a lesson to three important points.	...tell you something they learned last lesson / last week / last term in a subject.	...transform the content of a lesson into a storyboard.
...list new subject terminology they have learned and define each word for you.	...explain something from their day's learning that they found difficult, and ask them how they will tackle it next time.	...teach you some sophisticated words they have learned in a lesson.
...jot down everything they can remember about a particular topic, in a mind-map.	...think of a way of linking their learning in two different subjects, either through content or skills.	...explain the rules for using particular pieces of punctuation in their writing.
...draw an image of something they found difficult in their learning, but now understand, and ask them to explain what they have drawn.	...write five quiz questions and answers about their day's learning, and ask you to test them the next day. These could be multiple choice, true or false or Q&A.	...read an opinion piece in a broadsheet newspaper (or website) and explain to you what they have read.
...think of three topic words from a subject, and form a sentence incorporating them.	...write three questions to ask next lesson, to further their learning.	...read a book.



Student Council



Meet our Student Council:

Year 7: Amelia, Bella, Maisie, Oliver and Rosie.

Year 8: Claudia, Christopher, Jessica, Abbie and Archie.

Year 9: Alex, Alyssa, Emily, Isabel and Jessica.

Year 10: Ella, Payton, Phoebe, Rebecca and Richard.

Our exceptional Student Council has now been assembled and we are really excited to work together, as a team, in order to improve everyday life for students at Millfield, as well as having a positive impact in the local community.

Following a democratic vote within form time, five students from each year group (Year 7 – Year 10) were chosen to represent their peers and provide an essential voice for every student throughout their journey at Millfield.

During the first Student Council meeting, students identified the following areas that they believe the council could have a positive impact on:

- ◆ Student welfare
- ◆ Environmental impact
- ◆ Local charities
- ◆ Health & well-being
- ◆ Raising money for the school

Make a Difference

In addition to our weekly meeting, two of our Year 10 Student Council members, Richard and Ella, participated in the Tomorrow's Engineers Week Schools COP Summit. The session focused on climate change and how individual actions can impact in both a positive and negative way. Both students were exceptional in their discussion, providing some excellent solutions to the problems we face in the world today.



Tomorrow's Engineers Week

8 to 12 November 2021

Exceptional Students!

KEY STAGE 4



It has been another successful fortnight for our KS4 students. It was wonderful to see so many parents at the "Help Your Child to Revise" evening last week. Please note that all of the presentations from the evening are now available on the parent section of the school website. With regards to revision, it is worth noting that the Year 10 test week starts on Monday 8th and Year 11 mock exams start on 15th November for the French speaking tests and 22nd November for all the written exams. Students should, of course, be revising already for these and revision tasks will be set for home learning over the next few weeks.



A reminder that Year 11 students should already be applying to colleges, apprenticeships and sixth forms and that they can apply to more than one provider.



Year 11 had a very interesting assembly from Rossall School last week where they learned about the opportunities and funding available to them should they want to study at their Sixth Form.

This week Blackpool and Fylde College visited assembly to inform students of the opportunities available there.



Our Head Boy and Head Girl Kane and Hannah also had an in depth discussion with our mayor about youth mental health in the community.

It is wonderful to see our students so involved in the community.

Miss Gower
Head of Key Stage 4



Deputy Headteacher's Maths Challenge

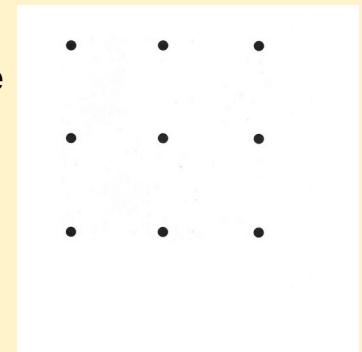


The challenge for this week:

How many **different** triangles can be drawn on a 9-dot grid? (reflections, rotations, translations are not allowed).

The only rule is that each vertex (corner) of the triangle must use one of the dots in the grid.

Extension – How many different quadrilaterals can you find? Can you name them all?



Please email your solutions to Mr Humphreys at:
b.humphreys@millfield.lancs.sch.uk

WORK EXPERIENCE



Year 10 Work Experience 2022

The dates for the Work Experience will be
21st March – 1st April 2022

Please assist by talking to your child about work experience and support them with questions they may have.

Outstanding medical forms need to be returned as soon as possible.

Self Placement forms are due back on 8th December 2021

HOT CHOCOLATE WITH THE HEADTEACHER

Year 8

- Kayden Fennell
- Millie Doolan
- Penny Atkinson
- Claudia Greenwood
- Tyler Freeman
- Logan Broddle

All of the students have been nominated by Miss Cook for their excellent work in English.

Be Exceptional!

DATES FOR 2021/2022

- Y9 Parents' Evening - 10th November 2021
- Mock Exams - 22nd Nov - 3rd December 2021
- Parents' Forum - 8th December 2021
- Carol Service - 14th - 16th December 2021
- Mock Interview Day - 19th January 2022
- Y11 Parents' Evening - 26th January 2022
- Celebration of Music - 7th March 2022
- Y7 Parents' Evening - 23rd March 2022
- Y8 Parents' Evening - 18th May 2022



Are you ready for the school day?

Don't forget to test twice weekly at home using your lateral flow test home kit.

Around one in three people with COVID-19 do not have symptoms but can still pass it on to others. Regular testing of people without symptoms (asymptomatic testing) is important to help stop the virus spreading.

REMEMBER

If your child tests positive on a Covid lateral flow test, or a PCR (laboratory) test, please notify the school on admin@millfield.lancs.sch.uk.

Home - Learning

Home-learning doesn't have to be a nightmare – here are a few more tips to make the process easy an easy one.

Use resources

If there isn't suitable space in your home for working, try a local library or a home learning club if your child's school offers one. At the library, children can use computers to get on the internet if you don't have access at home.

Get tech savvy

The internet can be great for looking things up and finding out more so encourage your child to become an independent learner and to go the 'extra mile' with their studies.

Read together

As a parent you are your child's first teacher, and one really practical way to help your child to learn is to read together, particularly when your child first starts school. But even as children get older they still love to be read to. Remember to share storytelling duties between both parents, as dads are powerful role models and have a strong influence on their sons' attitudes to reading. Let them see you and older children reading too.

Offer rewards

Make home-learning rewarding by setting up some treats like staying up 10 minutes later, spending 10 minutes extra on the computer, or having a friend round. It can help to keep your child motivated if they need that little extra encouragement from time to time.

Talk about it:-

If there are continuing problems with home-learning, get help. Talk about it with your child's teacher. Some students have trouble understanding home-learning for one reason or another, don't suffer in silence. Contact us here at Millfield and we will help.

Here at Millfield we celebrate excellence and home-learning is no exception:-

Congratulations go to Annabelle Whitaker in Year 7 who produced an outstanding piece of home learning in English in which she worked hard on looking at the topic of 'Identity'.

Reminder

In order to support your child with their home learning, please regularly log into Talaxy to monitor the tasks that have been set and remind your child to complete them. The home learning policy can be viewed on our school website; this explains how much home learning your child should be set each week and the types of tasks they could be set.

If you require any further information about our home-learning or how to register for Talaxy, please visit the schools website: -

<http://www.millfield.lancs.sch.uk/parents/online-parental-reporting/>

Mr. G. Wood
Lead Practitioner of Teaching and Learning (Technology).



Teaching and Learning Tips

TRANSFORM YOUR THINKING, TRANSFORM YOUR PROGRESS!

Half term provides the perfect time to reflect on your study habits, effort and success.

Are you proud of the work you have completed so far this year?

Have you made the progress you hoped for?

Hopefully the answer is yes!

Successful learners regularly review what works well for them and set themselves new goals to push their learning even further.

Take some time to read through these growth mindset phrases to see where you can further improve your attitude to work and take control of your progress.

Miss J. Copping
Lead Practitioner of Teaching & Learning (Foundation Subjects).



TRANSFORM YOUR THINKING,
TRANSFORM YOUR GRADES.

GROWTH MINDSET

FIXED MINDSET



- | | | |
|--|---|--|
| I'm not that clever. | ➤ | I can always improve through effort. |
| I've failed so I might as well give up. | ➤ | That didn't work, what else can I try? |
| If I have to try this hard I can't be that clever. | ➤ | Trying really hard is the only way to improve. |
| My scores show how clever I am. | ➤ | My effort and attitude are key to my success. |
| I don't understand this. | ➤ | I don't understand this yet but I'll keep going. |
| I'm either good at it or I'm not. | ➤ | I can learn anything I want if I keep trying. |
| I can't get any better. | ➤ | I can ALWAYS improve! |
| My friends are smarter than me. | ➤ | I can learn from the success of others. |
| This is good enough. | ➤ | Is this my best work? I want to be proud of the work I submit. |
| I want to look clever. | ➤ | I want to learn and be seen as hard-working. |
| I don't like challenges. | ➤ | I like to challenge myself so I can improve. |
| This task is too big. | ➤ | I can tackle anything. What can I do to help myself succeed? |

Remember!



LOST PROPERTY

This term we have struggled to reunite students with their lost items of clothing, as unfortunately the majority of items were not named.
PLEASE can you ensure all items are named.

Thank you.
Reception Team

REMINDER ABOUT FACE COVERINGS

Wear one for EVERYONE

THEY MUST BE WORN IN CORRIDORS,
WHEN MOVING BETWEEN LESSONS



Teaching & Learning Updates

English

It has been so wonderful to see students back in their usual English classrooms this term and they have all – especially the Year 7s – settled into their lessons brilliantly. As I walk down the corridor and pop into their lessons, it is fantastic to see that your children are all totally engaged in their learning and are clearly enjoying English.

In **Key Stage 3**, we have seen some wonderful writing and the students are really enjoying the texts they are reading – 'Chinese Cinderella', 'Lord of the Flies', and our teachers' favourite (and probably one that lots of you read when you were at school) 'Of



Mice and Men'. Please ask your children about the books they are reading! When they return after half term, they will continue reading the novels but also be studying

them through different themes: *Childhood* (Year 7), *Rebellion* (Year 8) and *Voices of War* (Year 9).

Our **Key Stage 4** students are working so incredibly hard and we are so proud of their efforts to make up for their 'lost learning' from the last 18 months.

Year 10s, when we return after half term, will continue studying 'A Christmas Carol' as well as improving their stories which they have been



working on in preparation for GCSE English language. Towards the end of autumn term, they will complete 2 small mocks exams in language

and literature to ensure they are all understanding what they have learned so far and to give them the experience of being in an exam situation in the sports hall. Following this, students will then move on to look at extracts on mining and volcanos as part of the 'Disasters' theme in preparation for the reading elements of the language specification.

Year 11s will continue revising their set texts for literature as well practicing their writing (narrative & transactional) and reading aspects of the language course. They will complete full mock exams towards the end of this term. As a reminder, English intervention for Year 11 students is after school on a Wednesday (Week B). Any student needing additional support or catch up time can also pop along to J4 on a Friday after school where Miss Cook will be on hand to offer any guidance and advice for any element of language or literature.

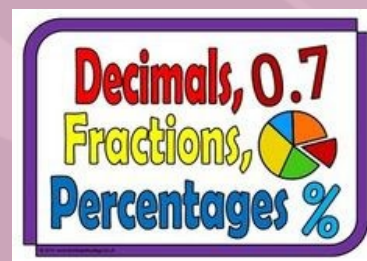
Finally, we are urging all of our students to read widely at home as this will have a hugely positive impact, not just on results but also on student' well-being. If you need any book

recommendations, please do not hesitate to contact Mrs Morton at h.morton@millfield.lancs.sch.uk or Miss Cook at a.cook@millfield.lancs.sch.uk

Maths

Year 7 are currently studying equality and equivalence. They started the term by studying different types of sequences and an introduction to algebra. Next half term, students will explore integers up to one billion and decimals to hundredths. Using and understanding number

lines is a key strategy which is explored in depth, and will be useful for later work on scales for axes. Rounding to the nearest given, positive power of ten is developed, alongside rounding to one significant figure. Building on the recent work on decimals, the key focus is for students to gain a deep understanding of the links between fractions, decimals and percentages so that they can convert fluently between those most commonly seen in real-life.



Year 8 are currently studying multiplicative change where they are learning how to calculate exchange rates and interpret scale drawings. They started the term by studying ratio including how to solve functional problems involving ration. Next half term students will study algebraic rules for straight lines, starting with lines parallel to the axes and moving on to the more general form. The focus at this stage is using the equations to produce lines. Some students may also explore non-linear graphs and mid-points of line segments. Students will be introduced formally to bivariate data and the idea of linear correlation. They will extend their knowledge of graphs and charts to deal with both discrete and continuous data.

Year 9 are currently studying testing conjectures where they are taught reason and problem solving using algebra. They started the term by studying how to plot and interpret linear

Science



graphs. Next half term, students will study 3-D shapes including surface area, volume, plans and elevations. They will also explore loci and the standard constructions using a straight edge and a pair of compasses. Congruency is also studied to compare figures of all kinds before moving on to the formal aspect of identifying congruent triangles.

Please note: calculators have been ordered and will be distributed once they have arrived.

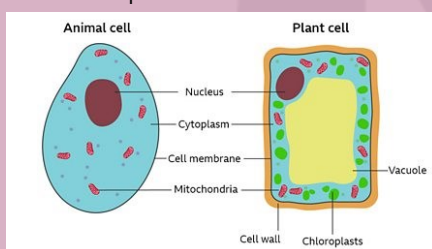
Year 10 returned from summer to study similarity and congruency. Students have moved on to study the use of trigonometry. Students will move on to study how to form and solve equations and inequalities.

Year 11 are currently studying a variety of skills based on the areas identified during their Summer Term assessment. These skills include exploring quadratics, developing their calculations with number and developing their algebra skills. It is important that all students start their revision in preparation for their GCSES. When students return from half term, they will be provided with a revision schedule to help guide their revision. Students are also welcome to attend after school intervention which is held every Tuesday during week A. Students have been provided with revision material ahead of their assessment week commencing 8th November

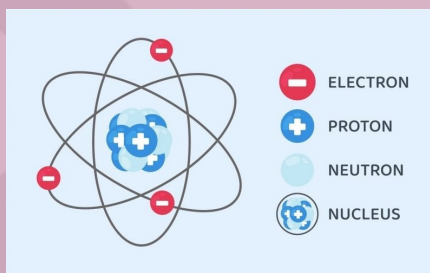
For Year 10 and Year 11, revision material has been ordered for the students who made a purchase and it will be distributed as soon as it arrives in school.

Mock examinations will take place during the week commencing 22nd November. All students will sit three examinations; the first paper will be a non-calculator paper and the following two will be calculator papers. All three papers are 90 minutes in duration.

Year 7 students have had a fantastic start to the year in science and began the year by studying scientific skills, such as collecting results, drawing graphs and evaluating data. These skills will be embedded into topics studied throughout the rest of the year. Year 7 students have successfully studied their first biology topic, cells, tissues and organs, where they have correctly described the similarities and differences between a plant and animal cell and successfully observed onion cells under a microscope.



Year 8 students have worked incredibly hard since September by starting to learn new skills that can be used in a laboratory. These skills will then be developed across the topics from each of the three sciences, biology, chemistry and physics. So far, Year 8 students have studied atoms, elements and compounds and how they differ from each other and the topic Sound, where they have studied how to make sounds louder and how our ear works to hear sounds.

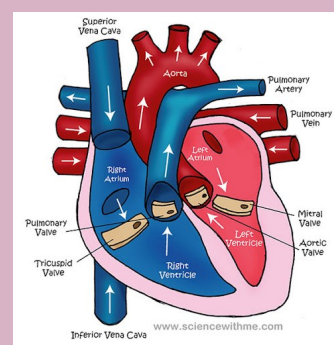


Year 9 students have studied topics across the three sciences, biology, chemistry and physics. They have studied genetics and evolution in biology, how light travels in physics and about how sedimentary, metamorphic and igneous rocks are formed in Chemistry. Year 9 students have worked incredibly hard during this first half term of the school year

and are developing skills to ensure that the GCSE transition will be successful later on in the year.

Year 10 students have been studying topics across biology chemistry and physics as part of either the triple or combined science route. In biology, students have been studying the topic of cell division and growth, learning about the importance of mitosis and comparing the growth of plants and animals. In chemistry, students have been revisiting the periodic table, the structure of the atom and have begun to study ionic and covalent bonding. In physics, students have been studying waves. This has involved developing practical skills through investigating reflection and refraction as well as understanding and comparing transverse and longitudinal waves.

Year 11 students in biology have been studying the body's organ systems, including the circulatory system which has involved students carrying out heart dissections to understand the structure and function of the heart.



In chemistry, students began by revisiting the key concepts which are fundamental to the future units, these key concepts include the structure of atoms, how elements bond, the periodic table and the key calculations. In physics, students have been studying electricity. Combined science students have been studying electrical

circuits and investigating the use of various components, whilst triple science students have been studying the relationship between electricity and magnetism. Year 11 will now be preparing for the forthcoming mock exams. Past papers will be provided to complete as part of the revision. All students in Year 11 have been provided with a comprehensive revision guide to support their revision at home.

Art

The Elements of Art



Year 7 have settled in really well to their Art classes. Students have been studying The Elements of Art and their importance with artwork. They have produced some high-quality pieces of art including these textured hands where students have used a range of drawing techniques to create the illusion of texture. After half term, students will be exploring colour and practising their mixing skills in developing a range of colour, tints and shades.

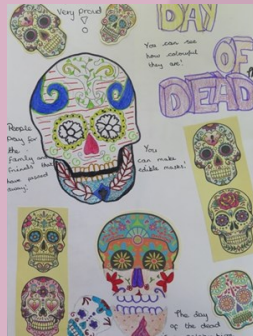
Insects



Year 8 students have been producing lots of artwork inspired by the topic of Insects. They have

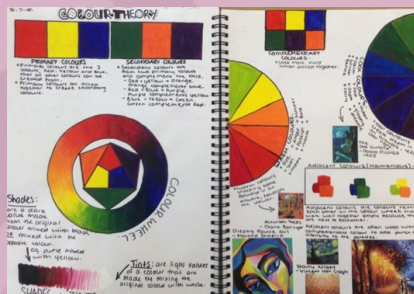
researched the different benefits of insects and how their anatomy makes them special which helps to create more accurate observational drawings. We already have some amazing artists at Millfield. After half term, students will be combining their insect drawings with steampunk inspired details and applying colour in various ways to create unique artworks.

Year 9 - Day of the Dead



Students in **Year 9** have been exploring the Mexican festival 'Day of the Dead' through research and drawing tasks. It was amazing to see how much students already knew about the festival with the help of movies like *Coco* and *The Book of Life*. They have studied the symbolic meanings behind the festival and created artworks like *Papel Picados* and portraits that compliment the theme. After half term students will create their own versions of a sugar skull in 2D and in 3D form exploring paint and clay.

Year 10 - GCSE, Feast and Famine



Students in **Year 10** have been working exceptionally hard exploring new media and new techniques within our workshop style lessons. They are given a short brief and two lessons to

create reference materials to use in upcoming lessons. Students have already created some fantastic artworks. They have experimented with watercolours, acrylics and improved their colour theory knowledge. After half-term the hard work Continues. They will be completing a mini project exploring 'Feast and Famine.'

Year 11 – GCSE, Curiosity



Students in **Year 11** have hit the start of term running. They began their Mock project, an externally set theme in which they work independently to produce a whole portfolio of artwork on the theme of 'Curiosity.' There are some brilliant interpretations so far including Myths and Legends, Under the Sea and Fortunes. They have another 5 weeks to produce a selection of artwork exploring different media and artists surrounding their chosen avenue of study.

Dance

In **Year 7**, we have been studying basic skills and dance actions. All students have been working in small groups developing both their teamwork and dance skills. Students are able to work effectively as part of a team and can demonstrate an example of each of the 8 dance actions. They have also been incorporating some choreographic devices into their performance.



Students have enhanced their performance by including expressive skills such as facial expressions. All groups have fit their performance to a piece of music and can stay in time with this music. Next half term, students will be developing their knowledge and skills in Street Dance.

In **Year 8**, we have been studying *The Evacuee* and in **Year 9**, we have been studying *The Waiting Room*. All students worked in small groups to analyse a stimulus and then come up with their own choreographic intent. The Year 8 stimulus was a poem called 'The Evacuee', so students came up with



ideas including being split up from parents and showing the war happening. Students heard off Miss Kilmartin's Grandad, Fred, about his experience when he was evacuated and used this to develop their understanding and empathy skills when performing. The Year 9 stimulus was a poem called 'The Waiting Room', so students came up with ideas including 9/11, waiting for loved ones to come home from work. They have also been incorporating a wide variety of the choreographic devices and relationships into their performance which have helped communicate their choreographic intent. Students have enhanced their performance by including expressive skills such as facial expressions, focus and musicality. Next half term, Year 8 students will be learning how to choreograph and then develop a motif and Year 9 students will be studying *Swansong* and analysing the choreographic intent using this as inspiration for their performance.



In **Year 10**, students have started to study section C of the written exam – Dance Anthology. We have been analysing *Emancipation of Expressionism*. Students are studying in detail, four production features (lighting, set/staging, aural setting and costume); they are becoming aware of why the choices were made and how these features contribute to the overall mood and stimuli of the work. In practical lessons, students have been working in small groups to analyse a stimulus. They have then choreographed in their groups ensuring their choreographic intent is clear. Students have chosen a structure for their piece that they are following to help communicate their dance idea. Next half term, students will be moving on to the second set work, 'Shadows' and will be choreographing a routine using music as the stimulus.



In **Year 11**, students have continued to study section C of the written exam – Dance Anthology. Students have consolidated their knowledge of 'Within Her Eyes' and have looked specifically how the use of camera enhances the work and helps communicate the choreographic intent. In Practical lessons, students have filmed their set phrase 'Shift' and have started to choreograph their duet/trio. Next half term, students will be

filming their duet/trio and will be starting the movement question for section C of the written exam.

Design Technology



This half term in Design Technology students in Key stage 3 use a wide range of materials to design and make products based around real world contextual problems.

In **Year 7 and 8** students work on their core knowledge of materials and jointing processes and build in specialist technical knowledge to complete design-based problems. Students work on their ideas, considering how products will be used, who will use them, joining techniques to construct the product, and their appearance. They will develop their understanding of designing and making and expand their practical skills. They will use a range of hand tools and machinery in the product's construction, focusing on health and safety with risk assessment. The main aim of these projects is to develop students' understanding of designing and manufacture and applying numeracy skills to real world applications to manufacture high quality products.

In **Year 9**, students are constructing products that incorporate Mechanisms in their final construction. They will develop their understanding of designing, making, and modelling to expand their practical skills. They will use a range of hand tools and machinery in the products construction with a greater degree of independence. The main aim of this project is to develop students understanding of designing and manufacture for target markets around the theme of motion and mechanisms.

MECHANISMS

WHAT IS A MECHANISM?

A **machine** is made up of a number of working parts called **mechanisms**. A mechanism changes an **input force + movement** into a **desired output force + movement**.



SIMPLE MECHANISMS

These are the 5 simple mechanisms which form the basis of all machines.



EXAMPLES OF MECHANISMS



NEA's

Non Examined Assessment.

Year 10 students have started their mock NEA (Non-Examined Assessment) in lessons. Throughout Year 10, students are guided through a range of designing and making assignments and theory lessons to allow them to develop the skills and knowledge required to become informed, confident, and proficient designers, equipped with the broad range of skills required to realise their designs in a specialist materials category (wood and timber).

Year 11, students are largely occupied with completing their non-examined assessment task, whilst also gaining knowledge and understanding in preparation for their final exam. In the GCSE Design and Technology specification it sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating, and evaluating within design portfolios and the making of a major prototype, based around real life contexts.



Drama



This half term our **Year 7** students have been learning their basic and theatrical skills through a Fairy Tale scheme or work. Next half term students will begin to learn about Theatre in Education by creating a piece based on bullying.

Year 8 have been focusing on devising using a stimulus. Students have created pieces of Theatre in Education based on either social media, climate change or road safety. Next term students will be working on scripted performance, where they will enjoy putting on a modernised version of the pantomime Cinderella.

Year 9 students are enjoying an introduction to our GCSE set text Blood Brothers. They are focussing on learning and understanding key moments in the story, characters, and themes through a variety of theory and practical activities.



KS4 students are working on their GCSE devised performances and devising logs from now until Christmas. They have been given five stimuli to explore and will enjoy getting into groups, selecting a final stimulus, and exploring this practically for their final devised performance.

Film & Media Studies



Film Studies:

Students in **Year 11** are in the final stages of completing their coursework. When we return from half term we will spend two

weeks on revision for the mocks before moving on to our last film – Slumdog Millionaire.



Media Studies:

Students in **Year 10** have just finished studying the Quality Street advert and the This Girl Can advert. They will be assessed on these during the Year 10 test week. They now move on to studying the James Bond franchise starting with a viewing of Spectre



Students in **Year 11** are in the final stages of completing their coursework. When we return from half term we will spend two weeks on revision for the mocks before moving on to our last two topics – Newspapers and The Archers.

Food



The Key Stage 3 rotation continues until the 12th November. All recipe books have been posted on Talaxy and are available on the school website. At the end of the rotation, students will be assessed on their practical skills learnt so far.

Year 7 food groups have settled into learning about the different uses of fruit in the diet. Students have created different food

dishes which celebrate the use of fruit. A particular favourite has been the fruity flapjack. Washing up at the end of the practical has been less popular, so the more practice a student has at home the better they will get.

Year 8 have been learning about the different uses of vegetables in the diet. Students have really enjoyed learning how to chop an onion professionally. A firm favourite with all has been the pizza practical.

Year 9 students have been exploring different street food ideas from around the world. This has ranged from a vegetarian curry, to Dutch apple cake, quiche and creating their own spicy burgers.

Year 10 have started the GCSE in Food Preparation and Nutrition. Each half term a different section of the Eatwell Guide is studied in great detail. This half term students have been learning about the importance of fruit and vegetables in the diet, looking at nutrition, provenance, food science (enzymic browning) and varied uses in cooking.

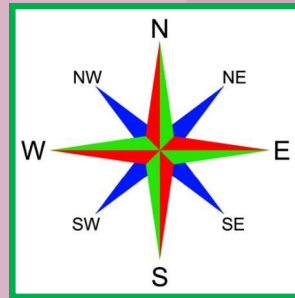
Year 10 have learnt how to create an apple swan and also develop their knife cutting skills.



Geography

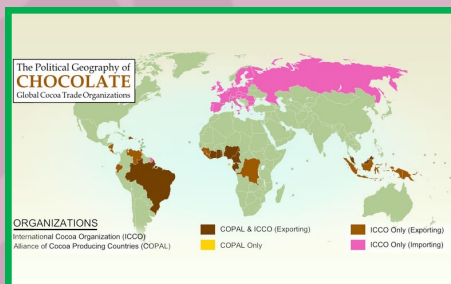


Year 7 have started their first year exceptionally well and will continue studying Geographical skills, such as the location of Countries and Capital Cities in the British Isles and Europe, compass points, grid references, mental maps and making decisions. There has been some amazing home learning with the final part due in after half term.



Year 8 have started their second year well and will continue studying Work, Rest and Play in the UK. They will continue their studies on the world of work, changing employment, communications and transport, how do we spend our free time? and the geography of sport. Part 3 of the home learning is also due in after half term.

Year 9 have started their third year well and will be continue studying Our Unequal World. They will continue their studies on Global development, escaping inequality, food inequality, health inequality and the geography of chocolate. Part 3 of the home learning is also due in after half term.



Year 10 have settled well and made a great start on the GCSE AQA Geography course. They will continue studying Natural

hazards then they will be studying Weather hazards. With two home learning booklets due in after half term.

Year 11 have settled well back into School and made a great start on the GCSE AQA Geography course. They will continue studying Urban issues and challenges. We have been focusing on Rio de Janeiro and then they will be studying Bristol. Two home learning booklets are due after half term. Year 11 students have their mocks shortly; all students have been provided with a revision guide and will receive a list of what they need to know. Intervention after school has commenced for certain students that will have been selected to attend; **however I would encourage all students to attend.**

Health & Social Care



Year 10
BTEC Health and Social Care
Component 1 LAA – Understanding human growth and development across the life stages. Students are studying how people grow and develop over the course of their life, from infancy to late adulthood. The focus will be on a person's development during this time including physical, intellectual, emotional and social. Students need to be actively using Teams if any lessons are missed.

Year 11 Health and Social Care
Component 3 LAA – Health and Wellbeing. Students are consolidating prior learning and building on the factors that can impact health and wellbeing (linking to assignment 1). Students need to be actively using Teams if any lessons are missed.

Year 10 Child Development and Care

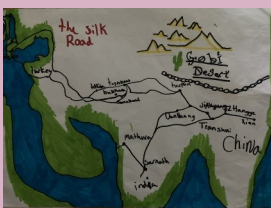
Unit 2: Development and Wellbeing 0-5 years .

Students are learning about the expected pattern of holistic development in the areas of physical, intellectual, language, emotional and social development. Students need to be actively using Teams if any lessons are missed.

History



Year 7 have been busy exploring the Silk Roads that connected the east and west during



the early Medieval period. We have had some fantastic revision home-learning from Annabella and Charlie.

Year 8 have amazed the department with their knowledge of Henry VII and how he established a strong Tudor dynasty after the War of the Roses. Students enjoyed watching and learning from historian Thomas Penn who deemed Henry VII the 'Winter King'.

Year 9 have enjoyed learning about pre-colonial African History. The golden ages of Benin and Mali have raised difficult questions about Europe's involvement in colonisation and the decline of these kingdoms. Students learnt about the Benin walls, the power of the Obas and the Benin Bronzes along with Mansa Musa's involvement in the gold fields.

Year 10 are settling into GCSE history well. They explored the impact of WW1, the Stresemann years and the rise of Hitler. We are excited about the guest speaker from Goldsmith University delivering an online lecture next Wednesday. Students will have the opportunity to put their questions to him.

Year 11 are revising Elizabethan England. We are welcoming

Emma McMillan from Blackpool Sixth form on Friday to deliver a taster session on the threat of the Spanish Armada. Students worked well creating an Elizabethan themed room for Open Evening. It included a Spanish Armada table, a Babington Plot Cypher and a match up fact table. This was mainly designed by our GCSE pupils who gave up their time at lunch to create the props.



I.C.T. and Business Studies



Students in Year 7 have been familiarising themselves with the school network. They have been setting up safe passwords and looking at how to correctly use the internet, identifying biased, unreliable and fake information.

Year 8 students have been revisiting the key elements of online safety, using this knowledge to put together a quiz game in Scratch. Scratch is a block building programming language that allows pupils to understand the fundamentals of programming before moving on to text-based languages later in their school life.



Year 9 have been given the opportunity to have a taster into Enterprise and Marketing, exploring what makes a good marketing campaign. They have been using their IT skills to develop a cereal box design, thinking about target audience and purpose Computer science at KS4 is heavily theory driven.

Students in Year 10 have been exploring the hardware and software used to make a device run effectively. They have delved deep into how hardware and software run alongside each other, looking at the elements of the CPU (brain of the computer), and system software (operating systems). They have also recapped binary, adding in more complex knowledge of hexadecimal, binary addition, and ASCII.

Computer Science

Year 11 students have started back at the beginning, revising key elements of the course and exam practice in preparation for their exams at the end of the year.

Enterprise and Marketing

Year 10 have been introduced to the concept of 'What is a customer', analysing the importance of keeping customers happy. Students have also been exploring the importance of cash flow and finance.

Year 11 students have continued to develop their coursework and practice their retrieval skills ready for their January exam.

iMedia

Year 11 iMedia have also been continuing their coursework. This has seen them develop a concept for a Vinyl Cover. Students have been creative and produced mood boards, spider diagrams and detailed sketches before moving on to Photoshop to do their digital designs.

Modern Foreign Language



The start to the new academic year has been very busy with all students getting back into normal language lessons in the MFL classrooms. Emphasis has been very much placed on building up a good understanding of the various sounds in French through regular phonics practice.

Year 7 students have been getting to grips with, what for many, is a new language having spent their time in Primary school studying a whole range of languages from Latin to Mandarin via Spanish! This is a very impressive array of modern and ancient languages! Mr Robathan, Head of Languages, is looking at setting up a Millfield Languages Hub which will help our feeder schools prepare their students for language learning at Millfield.

Year 8 students are also getting involved with the Languages part of the Year 8 Graduation Programme and I have already been delighted with the level of commitment shown by many of our students. I will be explaining how the "Survival in French" part of the programme works very soon as this will help students prepare themselves for if they spend time in a French-speaking country.

Miss Solloway has been busy with the lunchtime Spanish Club and Mr Robathan has been setting up the German Club. In addition, we have had input from one of our amazing Year 10 students, Erin Jones who is setting up a Welsh Club. All three languages play a major role in society and the clubs are open to all ages across the school.



KS4 students have been settling down to their GCSE studies, building up their ability to discuss everything linked to family life, whilst Year 11 students are in the process of completing the topics they need to cover for the GCSE exams next Summer. **"One language sets you in a corridor for life. Two languages open every door along the way."** Frank Smith (1928 – 2020)

Music



It's been thrilling to be back teaching students in our newly refurbished music room, and to have students playing music again. Extra-Curricular clubs are back and we now have the Millfield Choir, A Cappella Group and Band meeting every week. Music tuition is enabling students to study drums, guitar, woodwind, brass and strings, through weekly lessons with our specialist musical instrument teachers.

Year 7 have made a fantastic start and have been studying the Musical Elements. They've enjoyed composing rhythm squares and appraising their own favourite pieces of music in a Top Ten. After half term, we will start to compose musical loops.

Year 8 and **Year 9** have both been studying the Ukulele, with Year 8 reading chord diagrams and playing chords to songs like 'Just The Way You Are' and 'Happier'. Year 9 have studied ukulele tablature and can now play chord and riff parts for 'Stand By Me'. After half term Year 8 will be introduced to Class Band Instruments and Year 9 will develop their Class Band skills.

Year 10 have been able to take advantage of all of the new stage equipment and, as part of their Live Sound Unit, they've set up the equipment on stage and can now control the sound levels digitally through an iPad! After half term Year 10 will continue to practise and plan for their live sound.

Year 11 have been busy preparing for their exam in January and have been studying the music industry and in particular, building up their knowledge of job roles.



During the next half term, we are all excited to be able to start learning Christmas pieces and we look forward to more music-making.

P.E.



It has been really great getting 'back to normal' in PE this half term. Students have shown excellent behaviour in the changing rooms and the changing time has become quicker each week. **Some items of clothing are starting to be left and so we ask that students ensure that their PE kit is named so these items can be returned to their rightful owner as soon as possible.**



Year 7, 8 and 9

Lessons began in September with some fitness testing and all students tried hard to get their best results especially with the 12 min Cooper Run (8 min for Year 7) Following this, the boys have been having rugby lessons and have really enjoyed these especially now they have moved on to tackling. The girls have been concentrating on netball and have made great progress with footwork and learning the rules

of the game. After half term students will have an indoor and an outdoor lesson and will have the opportunity to participate in hockey and badminton.

Year 10 and 11

Participation levels have generally been very good from our older students. Year 10s have been currently taking part in netball and rugby, and Year 11s have had an option of football, badminton or netball. Next half term, the Year 11s will have further options and Year 10 will change activities to football and badminton.

Extra-Curricular Activities

We have re-started our extra-curricular programme with practices and matches. Girls' netball has been taking place every Tuesday (7&8) and Thursday (9,10 &11) with good numbers attending. Some year groups have already had tournaments with the Year 10s winning the Fylde and Wyre Netball tournament without losing a game. Well done to our Year 10 girls! The Year 8s showed plenty of effort and enthusiasm at their tournament and certainly displayed a lot of potential for the future. We are now looking forward to a re-arranged Year 7 tournament after half term.

The boys have had football fixtures for each year group every Tuesday and Thursday. All boys have performed well and been a credit to the school. Notable performances came from L Crumblehulme, J Winnard and C Craven from Year 7, J Morrell, S Morton, T Cardwell from Year 8, D Birch, I Walker, B Harrison from Year 9, C Hulme, C Powers and C Tauber from Year 10 and A Kirby, R Dean, C Taylor from Year 11.



Glow dodgeball was a huge success on 3 consecutive Fridays in September with Year 7 and Year 8 in the sports hall. Our students certainly 'went to town' with glow face paints and other items that glowed in the dark!

And finally, we held our first 'September' Sports Day to make up for 2 years of our students missing out. This was a huge success and enjoyed by all. The students took part in dodgeball, football, rounders, an inflatable obstacle course and then we finished with the Millfield tradition of 'tug of war.' The overall winning house for the day was the Rhinos!

Next term we will continue with some netball fixtures, but the main sport will be badminton with all year groups having fixtures. Badminton has already started to take place as a club at lunch times and this will continue next half term with Year 7s on Monday, Year 8s on Tuesday up to Year 11s on Friday. There will also be a Wednesday club after school and there will be details sent out about this. Mr Smith will also be starting a rugby club on Wednesdays and girls' football for all year groups on a Thursday. All these clubs are open to anybody regardless of experience.

P.S.H.E.



Year 7 have been discussing and sharing our experiences during the transition from primary school to secondary. We then moved on to how we can manage and sustain positive relationships. We have also looked at how we can develop our resilience in a school setting or when we are faced with adversity. Year 7 also had their first Resilience day in school and had an employee encounter with the NHS, which provided them with an insight into the many different careers on offer. Going forward we will be exploring how to manage relationships online and what makes us a successful British citizen. This will also go along side us developing our teamwork skills.



Year 8 have been investigating the dangers of drugs and alcohol. We have explored how binge drinking can affect our mental state and the different laws associated with these drugs. We have also been investigating how we can develop our resilience when faced with adversity. Next half term we will be looking at our human rights and responsibilities. We will also continue to develop our knowledge of the class system of drugs and the effects of smoking.

Year 9 have been deliberating and exploring the prejudice and stereotypes of the disabled and LGBTQIA+ community and how this varies around the world. We have also been looking at ways we can implement strategies to develop our resilience and mental health. Next half term we will continue our journey into rights and responsibilities and investigate how teenagers are perceived in the media.

Year 10 have been investigating better study habits and how to manage our time. We have also been looking at the different careers we may aspire to. Students should now have more ideas of how to get into certain careers and the pathways they should take. Next half term we will be delving into how we can have a more positive mental health as well as studying crime and punishment in the UK.

Year 11 students have been looking at the college and



university application process and how they can prepare for these transitions in life. We also been looking at developing our resilience when revising and studying at home. Year 11 were also involved in a RSE day. The aim of this day was to try and ensure that the students can make informed decisions relating to their relationships and how to spot the dangers. The students were excellent during the day. Following this, students will explore the wider world and investigate multiculturalism and extremism. Students will also continue to develop their resilience when revising and working at home.

R.E.

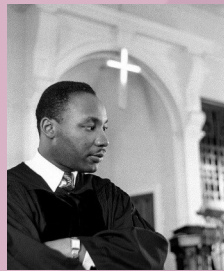


Year 7 – Students have started the year by studying the fundamentals of the subject and what a religion is. We have encouraged students to use some challenging terminology and apply these terms to their work. Students should be commended on what great determination and resilience they have shown whilst learning to understand and apply these terms. Students moved on from this to approach what is central to the religion of Christianity and Islam. Students will have their first opportunity to showcase what they have learnt so far in their first assessment week. After this, students will take the information learnt in this unit and apply it to what makes a good neighbour by continuing to study Christian ideas, alongside the introduction of other faiths in the form of Hinduism and Sikhism.

Year 8

Students had started the year by studying the different Christian and Hindu perspectives on the topic of violence. Students have used a wide range of teachings that have come from multiple different sources of authority. This knowledge of the teachings has then been shown in practise by role models in each faith, for example Martin Luther king Jr. and Mohandas Gandhi amongst

others. Students have certainly enjoyed sharing their view point on this topic and it has been very pleasing to see students supporting their arguments with clear well explained reasons. Next term, students will begin to dive deeper into what guides people in how to act by focusing on a study of Christian and Jewish sources of authority.



Year 9 – Students have begun the year by studying how the environment should be treated. This has incorporated a range of worldviews. Students have started by understanding how the world was made (according to Christians and Muslims) before moving on to understand how some people treat the world alongside Christian and Muslim teachings on the matter before assessing how people have put this into action. Students have been building up their knowledge and understanding each week to really help stretch their thinking and delve deeper into why people treat the planet in such ways. Next term, students will move to a more abstract topic of life after death. The department makes sure that this is done in a sensitive and secure environment with alternative provision in place for students who may find this topic difficult to study due to their personal experience.

Year 10 Students have been given the chance to start the year studying Humanism. This is to ensure that we are providing opportunity for students to gather an overall picture of the religious and non-religious landscape in Britain. It allows students to question their own worldview. Students start by understanding the core values and beliefs held by Humanists. Student will then move on in the next half term to apply these beliefs, alongside their own beliefs, to ethics issues present in our world.

Year 10 GCSE – Students have begun their in-depth study of

Christianity and are now half way through. They have learnt numerous key terms that apply to the faith alongside a wide array of key teachings and beliefs held by the faith. For example, students have studied the nature of God alongside beliefs on creation, salvation, Jesus and the afterlife. Students will begin to build on this next term when they develop an understanding of how these beliefs are turned into the practises of daily life for a Christian. All students have made a strong start to the course showing good commitment to their studies which they should be commended for. This will only help them improve if they maintain this for the duration of the course.



Year 11 Core – Students have studied from both a theological and philosophical perspective about where truth about our world can be found. So far students have studied the concept of 'The Egg' by Andy Weir, Plato's analogy of the cave, Buddhist insights into the overcoming of illusion and even touched on the uncertainty within quantum mechanics. Students have shown great enthusiasm to understand and learn about these theories. Moving into next term students will continue to search for the truth about the reality by assessing how we can begin to decipher if a theory is true using philosophical reasoning.



Year 11 GCSE – Students have nearly revised all of Christianity paper and will revise all of

Islamic paper before they leave for the Christmas break. All students have been provided with all revision resources they need for the course in a folder which they should take home to revise.

Lessons are revising information they have already learnt on the course. Any student who feels they are struggling can attend intervention on Wednesday lunchtime every week or simply speak to their class teacher to ensure swift action can be taken to support them. It is vital that students continue to work in order to secure high grades.

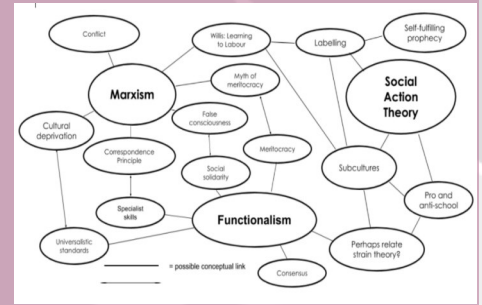
Sociology



Students have made an exceptional start to their final year. In order to support and develop their understanding of the units studied during lockdown, students started the year with a four-week booster course. This was designed to push all students into the highest exam band by studying, applying and evaluating the main sociological theories: Functionalism, Marxism, Feminism and Interactionism. Students completed

mindmaps for revision and used this information to complete a 15 mark extended writing exam question.

Students are now studying the final unit of the course which is research methods. The weekly home learning task is set on *Seneca Learning* and will consolidate the work completed in school.



French Friends

Our Year 8s have worked hard on the letters to their new pen pals. They're very excited about hearing back from their new French friends from Cité Scolaire Frédéric Chopin in Nancy!

Miss D. Solloway



Amazing Art!



After a few attempts getting the initial shapes, Art club did a fantastic job of @DarrellWakelam Sugar Skulls. We even added a tissue paper headdress.

Mrs. Z. Devaney

Black History Week



In PSHE this week students will have been learning about George Washington Williams, who is buried in Layton Cemetery. Williams was an American journalist, politician and abolitionist.



Science Club



This term in Science Club we have been looking at space and our solar system. The students have been designing, creating and launching water and air pressure powered rockets and constructing a Solar system in a box display. During the last science club of this half term, we are starting to grow blue copper crystals that will grow over the half term break to look at when we return to school in November.



Pastoral and Wellbeing



What a fantastic half term this has been! The students have been an absolute credit to you all and this is evidenced by the amount of rewards that have been given out so far this year. The Progress Leads are busy collecting all the raffle tickets and High Achievement slips in preparation for the Celebration Assemblies during the first week back. More on this next time...

The nights will be getting darker a lot sooner after half term so can I ask all parents, particularly of those in younger age groups, to remind your child about the importance of being careful when travelling to and from school. Our black uniform doesn't make it easy for them to be seen if they aren't wearing a bright coat and so they need to be extra careful, particularly along Victoria Road where the street lighting is not very good.



Have a great half term everybody!

Mr. Deaville
Assistant Headteacher in charge of Behaviour and Safeguarding