



Issue No 47
21 October 2022

**DATES FOR
2022/2023**

- Year 9 Progress Evening -
9th November 2022
- Year 11 MFL Speaking Exams -
14th, 15th & 16th November 2022
- Year 11 Mock Exams -
21st November - 2nd December 2022
- Year 11 Art Mock Exam -
5th, 6th, 8th & 9th December 2022
- All School Carol Services -
14th & 15th December 2022
- Year 10 Mock Interview Day -
18th January 2023
- Celebration of Music -
6th March 2023
- Careers Fayre Day -
8th March 2023

Email admin@millfield.lancs.sch.uk
Website: www.millfield.lancs.sch.uk
Twitter page @millfieldhighsc
#BeExceptional
#TeamMillfield



Millfield MESSENGER

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Dear Parents and Carers

Once again our Open Evening was a huge success and as usual we were packed to the rafters. It was superb to see around 150 Millfield students helping out on the evening and, with our talented and kind staff, showcasing our amazing school. It was equally as wonderful to see so many happy, smiling children and parents as they left the school – saying they had had an incredible evening and loved our school!

The Year 7s had a fantastic time at the Year 7 camp – lots of campfire games and outdoor activities ensured they made some wonderful memories with their new friends and their new teachers. A huge thank you to all the staff who gave up their weekend to be with the children. School trips, such as this one, can only go ahead with the goodwill and commitment of the Team Millfield staff.

Our new Year 10 sports leaders have been fantastic ambassadors for the school by showing some fantastic leadership skills with our local primary school children – helping them and encouraging them in the two recent inter-school primary events in the sports hall. Well done to them all!

Please can I ask all parents/carers make a note of their child's progress evenings (our new phrase for "parents' evenings"). These are important meetings where you meet your child's teachers and discuss their progress and achievement and, importantly, what your child needs to do to improve in their studies. We traditionally have excellent attendance at these meetings, and we have a new layout whereby teachers are located in the canteens and in the hall, meaning the hall is not as packed as it used to be. Your child will come home with an appointment sheet and should book meetings; if your child forgets to do this – do not worry – just come along anyway!

Every fortnight your child has PSHE (Personal, Social, Health and Economic) lessons with their form tutor; these lessons have been carefully sequenced to a national programme of study to ensure your child learns about key aspects of their life and their future life. This programme is supported with our assemblies and also our new super learning days, where your child will also learn about important topics such as mental health, relationships and sex education.

We use Twitter to celebrate our students and remind parents of upcoming events, you can follow us at @millfieldhighsc.

Best wishes

N. Regan

Nicola Regan
Headteacher

Be Exceptional!

HOT CHOCOLATE WITH THE HEADTEACHER

Erin Jones	11 R9 GHI
Jack Mason	11 H9 GBL
Maisie Anderson	11 B10 GLA
Payton Stewart	11 S10 CSH
Grace Cudlip	11 B10 GLA
Laura Fishwick	11 R9 GHI
Phoebe Ritchie	11 R10 LKY



great
job!

All of the above students have been nominated by the MFL department for their excellent work in MFL



WELL DONE!

DATES FOR 2022/2023

Year 9 Progress Evening - 9th November 2022
Year 10 Literature Revision Evening - 10th November 2022
Year 11 MFL Speaking Exams - 14th, 15th & 16th November 2022
Year 11 Mock Exams - 21st November—2nd December 2022
Year 11 Art Mock Exam - 5th, 6th, 8th & 9th December 2022
Parents' Forum - 7th December 2022
All School - Carol Services 14th & 15th December 2022
Year 10 Mock Interview Day - 18th January 2023
Celebration of Music - 6th March 2023
Careers Fayre Day - 8th March 2023

Attendance

This has been an exceptional first half term with students at Millfield attending 2.0% higher than the national average:



Excellent attendance will be rewarded throughout the year and Activities day in July will be for students who have outstanding attendance for the full year.

Deputy Headteacher's Maths Challenge

Can you calculate the missing value?



$$\begin{aligned} \text{Apple} + \text{Apple} + \text{Apple} &= 30 \\ \text{Apple} + \text{Banana} + \text{Banana} &= 18 \\ \text{Banana} - \text{Coconut} &= 2 \\ \text{Coconut} + \text{Apple} + \text{Banana} &= ?? \end{aligned}$$

Please email your worked solution to Mr Humphreys - b.humphreys@millfield.lancs.sch.uk

KS3 Graduation and Exceptional Awards

As a school we are delighted to introduce the 'Key Stage 3 Graduation Programme' for year 9, and the 'Exceptional Programme' for year 8.

The aim of these programmes is to give Key Stage 3 its own identity and to encourage our students to become exceptional by the end of their first three years at Team Millfield. This will not only be an opportunity to celebrate and acknowledge students' achievements in their first three years, but also to mark the next step in their educational journey. The following years of Key Stage 4 will require a shift in emphasis and maturity towards their studies and in ways of learning, and the graduation is a method to prepare them mentally for this.

At Team Millfield we encourage parent(s)/carer(s) to look at the booklets on our website with your child and encourage them in their endeavours. Students will be awarded a Pass, Merit, Distinction or Distinction* for their achievements, based upon their work ethic, attendance, behaviour, subject/task challenges and attendance to extra-curricular activities. A scoring system is awarded out of 12. Attendance is based on in school sessions. Authorised absences are not included in the attendance score.

Below is the scoring system.



To view the booklets online:

<http://www.millfield.lancs.sch.uk/key-stage-3-graduation/>

The special graduation will be celebrated with full academic dress, graduation gowns and caps, and a party following the ceremony. All parent(s)/carer(s) are invited to share in the celebrations at the graduation ceremony. We look forward to working in partnership with your son/daughter and yourself to achieve your child's full potential.

Student Council

As a school, we are really excited to have the elected Student Council. Students had been asked to put themselves forward by creating a PowerPoint slide stating why they want to be on the Student Council, and what they aim to achieve. The rest of the school has then voted on who they want to represent them. We have had an excellent response with many students putting themselves forward. Promoting British values is extremely important at Millfield, and we believe in preparing our students for life in modern Britain. We believe having the election will allow students to experience voting later in life and they will see the importance of deciding who makes the decisions on the issues they care about. We wish all students who have put themselves forward luck in the role and cannot wait to work with them on making Millfield even more exceptional.



What's happening in Key Stage 3?

Year 7 – Mr Greenall

We have had a fantastic half term in Year 7 at Millfield. We went on the long-awaited Year 7 Camp where there were many fun activities that we took part in such as the 3g swing, team building activities, campfire, the Olympics, archery and much more. In school, Year 7 have been working hard with transition activities and opportunities for rewards along with many year 7 students wanting to volunteer for open evening, student council and helping teachers in and out of lessons. Outside of school we are happy to have a Year 7 football team which is successful and looking to expand. As Progress Lead, I am very happy with the progress that Year 7 are making in their first half term of school; they have received some very positive feedback from form tutors and teachers.

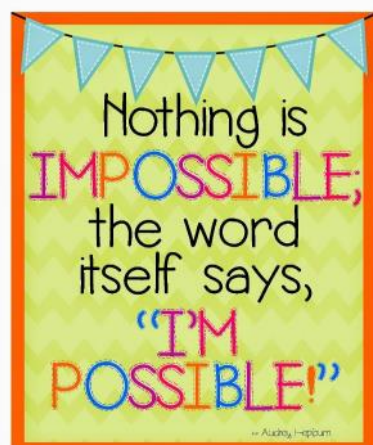
Year 8 – Miss Miller-Crook

It has been an excellent start to the new school year for the Year 8s. Students have returned to Millfield from summer with a great attitude to learning and shown maturity as they begin new challenges. It is excellent to see many of our students joining extra curriculum activities and entering the new graduation programme provided by Mr Smith. We also have a new home learning system which many students have engaged well with. If there are any students struggling with this, please let your teacher know as soon as possible to avoid any missed home learning leading to detentions. In History lessons the focus for many students has been Henry 7th. In English the students have been engrossed in the famous novel 'Lord of the Flies'. Across lessons, Year 8 have shown enthusiasm and commitment towards achieving.

Year 9 - Mrs Clare

We have had a remarkably busy first term back with new form rooms for all Year 9s and some new form tutors joining us. Congratulations to Jessica Garside and Archie Bowater who have been elected for Student council and to represent our year group. There has been football and netball this half term for Year 9 and it is nice to see that some students have been attending the home learning support after school.

This is the last year in Key Stage 3 and an especially important year for the students as they will be choosing their options this year for GCSE. We will be having a crackdown next half term on punctuality and behaviour as we have noticed a few students are not following our school policies as well as they should. As Progress Lead, I am immensely proud of Years 9's progress and achievements and look forward to another year with them guiding them through another important year at Millfield.



Year 10 - Mr Griffiths

All of our Year 10 students have now started the options which they have chosen. The feedback from the students has been very positive and engagement has been high across the board. Some students have visited the Winter Gardens to watch a performance of Blood Brothers to help them with their understanding of the play. Year 10 has also started the process of searching for work experience placements.

Year 11 – Mrs Doran

An exceptional start has been made in Year 11 so far this term. We've had assemblies delivered by Blackpool Sixth Form and Blackpool & Fylde College which were really useful and informative; it's been lovely hearing students talk about what they're thinking of studying. We ran a very successful Progress Evening for Year 11 which was lovely to be able to see so many smiling faces and meet parents in such a positive environment. Preparations are being made for Mock examinations in November and some students have started on their practical NEA exams.

Naturally, some Year 11 students are starting to worry about pressure of exams and schoolwork which is completely natural of course. However, if any student is particularly worried or anxious then they need to come and visit me in Pastoral or in the Theatre at lunch time or find Miss Gower where we can talk and give advice and guidance.

It's been great hearing about everybody who has been getting involved with extracurricular activities, paying particular attention to the school Netball team and the Football team. Our incredible netball team played in the Fylde and Wyre Tournament; they played 7 games and won 6 out of those 7 coming second overall; a superb effort! The football team have made it to the school finals, which is being played at Poolfoot farm on Friday 21st October, 4pm kick off; please come and support the team if you can.

I'm really proud of how well the Year 11 students have conducted themselves and been positive role models to younger students in school. I am excited to support them through the coming term and see them reap the rewards of their hard work after their mock examinations.



KEY STAGE 4 UPDATE

Key Stage 4 students have made a brilliant start to the year and have settled into their studies very well. Every week I am pleased to be able to send home numerous Star Student postcards to those who have been nominated by their subject teachers.

Year 10 students have begun their GCSE option subjects and are currently in the exciting position of organising their work experience. Please remember that it is important that students stick to the deadlines around work experience in order for the process to run smoothly.

Year 11 students are now starting to think about their lives beyond Millfield. We have had assemblies from some of the local Post 16 providers with more to follow in the next few weeks. I will continue to email you with information about open days and prospective student events. Students should be thinking about applying to at least two providers before Christmas.

Please feel free to get in touch with any questions you may have. - Miss Gower



Autumn Term

Open	Monday 10th October 2022
Close	Friday 21st October 2022
Open	Monday 31st October 2022
Close	Thursday 15th December 2022



Home -Learning: why is it important?

Home-learning bridges the gap between school and home. Here at Millfield, we believe in a collaborative approach, which allows students, teachers and parents to monitor the progress of their child in the learning process. Common home-learning assignments may include required reading, writing, or typing projects, mathematical exercises to be completed, information to be reviewed before a test, or other skills to be practised.

As a parent, here are a few things you may wish to consider:

Pro 1 – Home-learning improves student achievement.

Studies show that home-learning improves student achievement in terms of improved grades, test results, and the likelihood to attend college

Pro 2- Home-learning helps to reinforce learning and develop good study habits and life skills.

Everyone knows that practise makes perfect. Students typically retain only 50% of the information teachers provide in class, and they need to apply that information in order to truly learn it.

Pro 3- Home-learning allows parents to be involved with their child's learning.

Thanks to take-home assignments, parents are able to track what their children are learning at school, as well as their academic strengths and weaknesses.



Reminder

In order to support your child with their home learning, please regularly log into Synergy 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.

Teaching and Learning update – Effective Questioning

Staff have been focusing on their use of effective questioning during our professional development meetings this half term in order to support all students with their learning in lessons. This short article will give a brief explanation of the strategies used in school and how they are used to support learning.



Cold calling and whole class feedback are two strategies often used to support the engagement of all learners in the classroom. By selecting students at random or allowing all students to give a response the teacher has the opportunity to check that what been taught has been understood and can be applied by the students. If not, staff can adapt their teaching or reteach elements to ensure that all students make progress. This is why it is important for students to state if they do not understand so that staff can make suitable adaptations for their learning.

Strategies such as **'say it again better'** and **'probing questions'** stretch students' thinking and require them to refine, add to or develop their answer by thinking deeper about the knowledge they already have. This is excellent for allowing students to build up connections in their mind of how the knowledge fits into the bigger picture of the topic, subject or even worldview.

These strategies, amongst others, help to support students to reflect, improve, and adapt their learning in order to ensure that they are making maximum progress in school so that they will be able to achieve the highest outcomes.

Recycle Week 2022

Recycle Week ran from the 19th – 25th September in 2022. The theme was 'Let's Get Real', challenging the myths round recycling and encouraging businesses and the public to improve their recycling habits.

With our busy lives, it's easy to forget to recycle items from time to time, but it's also easy to add items that can't be recycled. If we add the wrong items to our recycling it can spoil the lorry load, making the whole load un-recyclable. Make sure you check the leaflet sent by the council for the items you can and can't recycle. If you need another copy, contact the council, or alternatively me at l.mccaffery@millfield.lancs.sch.uk and I will forward a copy onto you (just let me know who your council is).

Here is a list of the most common items that can and cannot be recycled (mainly plastic unfortunately, so consider how you could reduce this plastic to avoid having to throw it away):

CAN BE RECYCLED	CANNOT BE RECYCLED
Glass (including the lids)	Cling film (consider reusable tubs or wax wraps)
Cans & tins (including pet food)	Blister packaging (difficult to avoid but I'll look into this more for you all)
Aerosols (must be empty and not pierced)	Styrofoam (I take reusable tubs to the takeaways that use these or avoid them)
Clean aluminium*	Takeaway coffee cups (take a reusable one with you when you remember)
Plastic bottles	Wrappers on plastic bottles – these need removing (I've just found this out myself whilst writing this article! Oops!)
Ready meal trays & fruit trays/punnets	Dirty plastics , even if they're recyclable – make sure you clean them first!
Pots & tubs (yoghurt, soup, plant pots, butter)	Toothpaste tubes & toothbrushes - these can be taken to the dentist opposite ASDA in Fleetwood – there's a collection bin in the entrance.
Batteries – leave in a separate bag next to your red bin.	Crisp, sweet, biscuit, & chocolate bags/wrappers – Walkers have a Terracycle scheme for this. They can be taken to any Co-op in the local area. We have started buying bigger bags and putting some in a small tub to reduce the number of bags (we also eat less now).
Small electronics – leave in a separate bag next to your red bin.	Makeup tubes/packets/containers – these can be taken to Boots. You can also scan the barcodes first and earn vouchers.
Paper and cardboard – BUT NOT shiny paper Look out for non-shiny wrapping paper for presents or use tissue paper (I reuse our WGAC toilet paper wrappers – seriously! At Christmas time they have pictures on them!)	Bread bags and other soft plastic bags (including toilet paper wrapping, although it is now possible to buy them wrapped in paper again) – These can be Terracycled at the Co-op or Morrisons.
	Frozen food bags – same as crisps and biscuits.
	Cheese, fish and meat wrappings – same as crisps and biscuits.



*This needs to be about the size of a tennis ball. We have a little tub for milk bottle lids and small bits, which we then wrap together inside a larger aluminium once we get some (such as pie trays or aluminium foil).

When you look at that list it makes you realise how much cannot be recycled, so your challenge is to pick one item in the red column and see if you can cut it out (as much as you can). What are you going to cut back on?

Tweet us @MillfieldEco and let us know how you get on and share any tips with us.

Curriculum News - Year 7



SUBJECT	This term we have been learning to...	Next term we will be learning to....
ENGLISH	<ul style="list-style-type: none"> understand the key ingredients of a 'story'. retrieve information effectively from a piece of text. make predictions about what might happen next in stories. 	<ul style="list-style-type: none"> understand the context of the Victorian era. distinguish between explicit and implicit information. plan and draft our writing.
MATHS	<ul style="list-style-type: none"> continue different sequences. identify and name different types of sequences. plot sequences graphically. 	<ul style="list-style-type: none"> simplify expressions. solve one step equations. express functions algebraically.
SCIENCE	<ul style="list-style-type: none"> work safely and scientifically within a laboratory describe cells, tissues and organs and how they interact in whole organisms explain how particles behave in different states of matter 	<ul style="list-style-type: none"> describe how energy is stored and transferred explain how reproduction occurs in various organisms describe the dangers and uses of acids and alkalis
GEOGRAPHY	<ul style="list-style-type: none"> use and interpret photographs use and interpret physical maps over the years label and annotate maps of Great Britain, UK and British Isles 	<ul style="list-style-type: none"> use and interpret maps understand how to use a compass calculate distances using a scale bar on a map
HISTORY	<ul style="list-style-type: none"> describe the Silk Road analyse interpretations of historians work on the Silk Road. analyse the significance of the Silk Road using 'GREAT' vocabulary. 	<ul style="list-style-type: none"> describe how England developed during the Anglo-Saxon period. analyse change under each ruler. analyse historians' interpretations in this period.
SPANISH	<ul style="list-style-type: none"> Introduce oneself and say how we feel Concentrate on words containing the phonics a, e, and o Fully understand how to use the verb Estar and conjugate it in the present indicative tense in the singular forms 	<ul style="list-style-type: none"> fully understand the verb Estar and conjugate it in the present indicative tense in the singular AND plural forms say what someone is like at the moment and in general say what people have using the verb Tener.
RE	<ul style="list-style-type: none"> define what a religion is. describe what makes a religion. describe the core elements of Christianity and Islam. 	<ul style="list-style-type: none"> explain how we should study religion. describe what the dharmic faiths are. describe how Hindus perform their dharma.
DANCE	<ul style="list-style-type: none"> work successfully as part of a team demonstrate an example of each dance action use choreographic devices and expressive skills to enhance performance 	<ul style="list-style-type: none"> perform in a street dance style use relationships to enhance performance use teamwork skills developed to perform a class dance
DRAMA	<ul style="list-style-type: none"> understand key Drama terminology and safe working practices. create a devised performance using dramatic devices. identify elements of a fairy tale narrative. 	<ul style="list-style-type: none"> understand Theatre in Education create a TIE performance from the stimulus of bullying. use dramatic devices to enhance performance.

Curriculum News - Year 7



<p>MUSIC</p>	<ul style="list-style-type: none"> • compose and perform a short rhythm • identify and describe the musical elements • listen to and appraise 10 musical pieces 	<ul style="list-style-type: none"> • identify and describe Western classical music • listen to and appraise how music has changed over time • play the keyboard and sing with the correct technique
<p>TECHNOLOGY</p>	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> • use research analysis to plan a project • understand the importance of Design Briefs and how they focus on design concepts. • introduction to tools and equipment <p>FOOD</p> <ul style="list-style-type: none"> • explore how the new food room is set up. • learn about health and safety in a food room. • learn about the bridge and claw technique. <p>ELECTRONICS</p> <ul style="list-style-type: none"> • use research analysis to plan a project • understand the importance of Design Briefs and how they focus on design concepts. • introduction to tools and equipment <p>TEXTILES</p> <ul style="list-style-type: none"> • explore a contextual brief • generate design ideas • develop hand embroidery skills 	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> • use basic techniques to manufacture a product • understand and apply basic finishing techniques • evaluate a final product <p>FOOD</p> <ul style="list-style-type: none"> • learn how to weigh and measure accurately. • describe the uses of fruit in different recipes. • become confident in how to use the different parts of the cooker. <p>ELECTRONICS</p> <ul style="list-style-type: none"> • use basic techniques to manufacture a product • understand and apply basic finishing techniques • evaluate a final product <p>TEXTILES</p> <ul style="list-style-type: none"> • evaluate - Does the final product meet the brief / needs and wants of the user? • suggest improvements and modifications for the product. • apply hand embroidery skills during manufacturing process.

Curriculum News - Year 7



ART	<ul style="list-style-type: none"> • develop observational drawing skills. • focus on presentation of artwork in sketchbooks. • explore the formal elements in Art—line, tone, texture, space, form, value, and pattern. 	<ul style="list-style-type: none"> • understand and put into practise colour theory. • develop painting skills by improving blending techniques. • explore the artist Hunterwasser and use his style to inspire own work.
PE	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • Football – focusing on self-development of leading small groups for their warmups and skill development. • Rugby - focusing on passing and tackling. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • Netball - focusing on self-development of leading small groups for their warmups and skill development. • Football - focusing on passing and dribbling. <p>Extra-Curricular</p> <ul style="list-style-type: none"> • Boys – Football • Girls - Netball 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • Football – focusing on skills and tactics within a game situation. • Badminton – focusing on the shots and rules associated with playing singles and doubles. <p>Girls' PE</p> <ul style="list-style-type: none"> • Netball - focusing on skills and tactics within a game situation. • Badminton - focusing on the shots and rules associated with playing singles and doubles. <p>Extra-Curricular</p> <ul style="list-style-type: none"> • Boys – Football/badminton • Girls – Netball/badminton
COMPUTER SCIENCE	<ul style="list-style-type: none"> • explore bias and reliability and the dangers of fake or incomplete information. • develop skills in searching effectively and safely. This includes how to judge a source is reliable using the URL ending. • use PowerPoint to summarise Computer Science key terms. 	<ul style="list-style-type: none"> • break problems down and write instructions and algorithms, exploring the pitfalls and issues with accuracy. • express algorithms in the form of flowcharts including loops and decisions. They are introduced to some simple software for making programs using flowcharts. • explore how basic sorting and searching algorithms work.

Curriculum News - Year 8



SUBJECT	This term we have been learning to...	Next term we will be learning to....
ENGLISH	<ul style="list-style-type: none"> analyse the specific impact of words and sentences on the reader. construct analytical paragraphs and write formally. develop advisory writing by adding factual examples. 	<ul style="list-style-type: none"> embed quotations into written responses. evaluate language choices by considering their impact on the reader. write a polished script.
MATHS	<ul style="list-style-type: none"> simplify ratio. divide into ratio. solve problems involving ratio. 	<ul style="list-style-type: none"> convert between currencies. draw and interpret scale diagrams. solve problems involving direct proportion.
SCIENCE	<ul style="list-style-type: none"> explore how forces affect objects. explore how ecosystems are affected by human activity 	<ul style="list-style-type: none"> describe the link between atoms, elements, and compounds explain how sound is generated and detected use nutritional information to describe the importance of a balanced diet
GEOGRAPHY	<ul style="list-style-type: none"> use and interpret ground photos. complete and annotate a divided bar chart. read a pie chart about different manufacturing methods that contribute to the economy. 	<ul style="list-style-type: none"> use and interpret atlas maps about submarine communication cables around the UK. use and interpret ground photos about communication methods and transport. use, interpret and complete pie charts about people's leisure time.
HISTORY	<ul style="list-style-type: none"> explain key reigns in the War of Roses. describe events in Henry VIII's reign. analyse how Henry VII changed England using change vocabulary. 	<ul style="list-style-type: none"> describe how religion changed throughout the Tudor period. analyse the significance of each Tudor Monarch. evaluate the significance of the Tudors and reach a judgement.
SPANISH	<ul style="list-style-type: none"> introduce oneself and say how we feel concentrate on words containing the phonics a, e, and o fully understand how to use the verb 'estar' and conjugate it in the present indicative tense in the singular forms 	<ul style="list-style-type: none"> fully understand the verb 'estar' and conjugate it in the present indicative tense in the singular AND plural forms say what someone is like at the moment and in general say what people have using the verb 'tener'
FRENCH	<ul style="list-style-type: none"> describe a thing or a person fully understand the verb Etre and conjugate it in the present indicative tense in the singular understand the phonic a and e and the use of silent consonants 	<ul style="list-style-type: none"> fully understand the verb 'etre' and conjugate it in the present indicative tense in the singular AND plural forms distinguish between having and being talk about doing and making things

Curriculum News - Year 8



<p>RE</p>	<ul style="list-style-type: none"> describe religious attitudes towards violence. describe the role pacifism has in religion. explain religious teachings about the use of violence. 	<ul style="list-style-type: none"> evaluate the impact violent and non-violent religious role models have had on the world. describe what guides religious people how to act. describe what guide Christians in how to act.
<p>DANCE</p>	<ul style="list-style-type: none"> analyse a set stimulus choreograph ensuring clear choreographic intent use expressive skills to communicate choreographic intent 	<ul style="list-style-type: none"> analyse a set stimulus choreograph ensuring clear choreographic intent use expressive skills to communicate choreographic intent
<p>DRAMA</p>	<ul style="list-style-type: none"> understand devising and how to use a stimulus. work sensitively to create a devised performance around the chosen stimulus. input a range of dramatic devised to enhance performance. 	<ul style="list-style-type: none"> understand Pantomime and use of script perform in the style of Pantomime using key characterisation features. embed basic and theatrical skill in performance.
<p>MUSIC</p>	<ul style="list-style-type: none"> identify the different parts of the ukulele describe the different ukulele playing techniques experiment with different ukulele playing techniques 	<ul style="list-style-type: none"> identify the individual roles of rock band instruments consider how structure is used in songs experiment with playing techniques on drums, bass, guitar, keyboard, and vocals
<p>TECHNOLOGY</p>	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> how to use research analysis and specifications to plan a project understand the importance of Design Briefs and how they focus on design concepts leading to concept sketches. understand intermediate tools and equipment <p>FOOD</p> <ul style="list-style-type: none"> work in the new food room. chop an onion correctly. investigate how raising agents work. <p>ELECTRONICS</p> <ul style="list-style-type: none"> how to use research analysis and specifications to plan a project understand the importance of Design Briefs and how they focus on design concepts leading to concept sketches. understand intermediate tools and equipment 	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem understand and apply finishing techniques evaluate and modify a final product <p>FOOD</p> <ul style="list-style-type: none"> explore animal welfare issues. understand the issue of food miles. consider how to reduce the carbon footprint. <p>ELECTRONICS</p> <ul style="list-style-type: none"> use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem understand and apply finishing techniques evaluate and modify a final product

Curriculum News - Year 8



	<p>TEXTILES</p> <ul style="list-style-type: none"> analysing existing products decoration and enhancement techniques fabric Construction Methods 	<p>TEXTILES</p> <ul style="list-style-type: none"> apply decoration and enhancement techniques during the manufacturing process quality assure and control of construction methods. write a final evaluation - are there any modifications or improvements that could be made?
ART	<ul style="list-style-type: none"> develop observational drawing skills. develop research and presentation skills when creating artist research pages. experiment with a range of media which reflects artist style. 	<ul style="list-style-type: none"> create Zentangle research which will inspire design ideas. develop design ideas when creating patterns from secondary source. create a final design- bringing all skills together /research/drawing skills/experimenting with media/zentangle patterns.
PE	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> Football – focusing on self-development of leading small groups for their warmups and skill development. Rugby - focusing on passing and tackling. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> Netball - focusing on self-development of leading small groups for their warmups and skill development. Football - focusing on passing and dribbling. <p>Extra-Curricular</p> <ul style="list-style-type: none"> Boys – Football Girls - Netball 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> Football – focusing on skills and tactics within a game situation. Badminton – focusing on the shots and rules associated with playing singles and doubles. <p>Girls' PE</p> <ul style="list-style-type: none"> Netball - focusing on skills and tactics within a game situation. Badminton - focusing on the shots and rules associated with playing singles and doubles. <p>Extra-Curricular</p> <ul style="list-style-type: none"> Boys – Football/badminton Girls – Netball/badminton
COMPUTER SCIENCE	<ul style="list-style-type: none"> recap key programming tools such as selection, variables, user input and concatenation. discuss about online safety followed by students planning questions they could use in an online safety quiz for their year group. recap binary and the link is then made with bitmap and representing images using Black and White bitmaps. Students are asked to design a bitmap character for their quiz before creating a 10-question quiz using Scratch 	<ul style="list-style-type: none"> develop an understanding of Python, a text-based programming language. Links will be made between the visual languages they have used already and how they translate in text based. Basic functions will be practised. explore a range of pre-defined functions in Python and explore the links to “block based” programming language from the previous unit. create their own “Magic 8 ball” simulator using Python. They learn to plan, create, test, and evaluate.

Curriculum News - Year 9



SUBJECT	This term we have been learning to....	Next term we will be learning to...
ENGLISH	<ul style="list-style-type: none"> make inferences about characters (their relationships and motivations). control writing by selecting formal vocabulary and developing sentence structures. write about the social and cultural context of the play 'Our Day Out'. 	<ul style="list-style-type: none"> plan academic essays. use language and structural techniques to write convincing descriptions. comment on Steinbeck's messages to the reader in 'Of Mice and Men'.
MATHS	<ul style="list-style-type: none"> plot linear equations graphically. find the gradient of a line. identify the y-intercept of a linear equation. 	<ul style="list-style-type: none"> collect "like" terms and simplify expressions. solve one and two step equations. solve inequalities.
SCIENCE	<ul style="list-style-type: none"> investigate the properties of metals and their reactions with various substances use energy transfers and describe how they occur in everyday processes 	<ul style="list-style-type: none"> explain photosynthesis and reproduction in humans describe the stages of the rock cycle describe the importance and uses of light
GEOGRAPHY	<ul style="list-style-type: none"> use, interpret and complete diagrams, bar charts and pictograms about global development. 	<ul style="list-style-type: none"> use and interpret ground photos about health inequality. use and interpret flow line maps. collect and interpret data on Fairtrade and Non-fairtrade items.
HISTORY	<ul style="list-style-type: none"> explain why Benin experienced a Golden Age. explain key features of the Mali Empire under Mansa Musa. analyse the significance of the pre-colonial African Kingdom of Benin and Mali. 	<ul style="list-style-type: none"> describe Tudor trading companies. explain how the East India Company took control of parts of India. analyse how empire developed in India.
FRENCH	<ul style="list-style-type: none"> be able to talk about ourselves arrange to go out be able to describe a date with a focus on regular ER verbs 	<ul style="list-style-type: none"> understand parts of the body in French and discuss mental health talk about sport focus using the near future tense and revisit the perfect tense.
SPANISH	<ul style="list-style-type: none"> introduce oneself and say how we feel concentrate on words containing the phonics a, e, and o fully understand how to use the verb 'estar' and conjugate it in the present indicative tense in the singular forms 	<ul style="list-style-type: none"> fully understand the verb 'estar' and conjugate it in the present indicative tense in the singular AND plural forms say what someone is like at the moment and in general say what people have using the verb 'tener'
RE	<ul style="list-style-type: none"> describe how the media has treated the religion of Islam describe the key beliefs of Muslims. explain how to improve the media's treatment of Islam. 	<ul style="list-style-type: none"> evaluate the impact the poor representation of Islam has had on society. describe where people go when they die. describe religious teachings about the afterlife.

Curriculum News - Year 9



DANCE	<ul style="list-style-type: none"> analyse a set stimulus choreograph ensuring clear choreographic intent use choreographic devices, relationships, and expressive skills to communicate choreographic intent 	<ul style="list-style-type: none"> analyse a set stimulus choreograph ensuring clear choreographic intent use choreographic devices, relationships, and expressive skills to communicate choreographic intent
DRAMA	<ul style="list-style-type: none"> understand the style of Naturalism and the context of DNA- Dennis Kelly commit script to memory and use stage directions to perform with appropriate characterisation. use Stanislavski's methods of Naturalism to perform script effectively. 	<ul style="list-style-type: none"> understand the key themes and context of Blood Brothers apply physical and vocal techniques to create believable characters. develop ability to interpret scenes and characters within a script.
MUSIC	<ul style="list-style-type: none"> play the ukulele with the 4 correct playing techniques Read ukulele tablature using the correct frets perform as part of a ukulele duet 	<ul style="list-style-type: none"> performing African drumming rhythms comparing rhythms, melodies, and accompaniments of African-inspired musical pieces composing an African-inspired piece, using multi-tracking
TECHNOLOGY	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> disseminate and analyse information to plan a project from printed form. understand the importance of tolerances and fulcrums in design. develop an understanding of power tools and equipment <p>FOOD</p> <ul style="list-style-type: none"> consider the 4Cs. describe the conditions needed for food poisoning bacteria reproduce. learn how to make shortcrust pastry. <p>ELECTRONICS</p> <ul style="list-style-type: none"> disseminate and analyse information to plan a project from printed form. the importance understanding of tolerances and fulcrums in design. introduction to power tools and equipment 	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> use advanced techniques to manufacture a product, including the use of power tools understand and apply advanced jointing and finishing techniques evaluate a final product - including modifications and manufacturing techniques <p>FOOD</p> <ul style="list-style-type: none"> use higher risk ingredients when cooking. create a blended sauce successfully. understand how to make a perfect Swiss roll. <p>ELECTRONICS</p> <ul style="list-style-type: none"> use advanced techniques to manufacture a product, including the use of power tools understand and apply advanced jointing and finishing techniques evaluate a final product - including modifications and manufacturing techniques

Curriculum News - Year 9



	<p>TEXTILES</p> <ul style="list-style-type: none"> • development of design ideas • printing & dyeing processes • fabric construction methods 	<p>TEXTILES</p> <ul style="list-style-type: none"> • testing and evaluating by referring back to manufacturing specifications. • applying printing or dyeing techniques to final product during manufacturing process. • quality assurance and control of construction methods.
ART	<ul style="list-style-type: none"> • develop drawing skills and how to apply tone. • create design ideas and develop further research skills which relate to the day of the dead. • refine work by exploring and developing ideas. 	<ul style="list-style-type: none"> • experiment with a range of media which includes pencil tone, crayon, inks, oil pastel. • develop ceramic skills when working with clay to create a final piece. • develop painting skills when working with clay.
PE	<p>Boys PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • Football – focusing on self-development of leading small groups for their warmups and skill development. • Rugby - focusing on passing and tackling. <p>Girls PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • Netball - focusing on self-development of leading small groups for their warmups and skill development. • Football - focusing on passing and dribbling. <p>Extra-Curricular</p> <ul style="list-style-type: none"> • Boys – Football • Girls - Netball 	<p>Boys PE</p> <ul style="list-style-type: none"> • Football – focusing on skills and tactics within a game situation. • Badminton – focusing on the shots and rules associated with playing singles and doubles. <p>Girls PE</p> <ul style="list-style-type: none"> • Netball - focusing on skills and tactics within a game situation. • Badminton - focusing on the shots and rules associated with playing singles and doubles. <p>Extra-Curricular</p> <ul style="list-style-type: none"> • Boys – Football/badminton • Girls – Netball/badminton
Computer Science	<ul style="list-style-type: none"> • explore “What is a customer?,” market segmentation and market research. • explore costs to a business both fixed and variable • create a product prototype using Photoshop for a given business. 	<ul style="list-style-type: none"> • develop an understanding of the concept of encryption and the Caesar cipher. • build on their Python programming language from Year 8 and learn how to use iteration IF statements and ASCII. • Students create a Python “Secret message” program using encryption.

Curriculum News - Year 10



SUBJECT	This term we have been learning to...	Next term we will be learning to....
ENGLISH	<ul style="list-style-type: none"> refer to context when writing about a contemporary play. analyse language in a literature text. write an engaging narrative. 	<ul style="list-style-type: none"> respond to an exam question for literature. respond to the reading questions in an English language paper. edit, redraft, and improve our narratives.
MATHS	<ul style="list-style-type: none"> enlarge shapes by a given scale factor. find missing angles around parallel lines. evaluate conditions in which triangles are congruent. 	<ul style="list-style-type: none"> identify the different sides of right-angled triangles. use trigonometry ratios to find missing lengths of right-angled triangles. use trigonometry ratios to find missing angles of right-angled triangles.
SCIENCE	<ul style="list-style-type: none"> correctly use a microscope to observe different types of cells. investigate different ways of separating mixtures. discover energy transfers from different objects and calculate how efficient appliances are. 	<ul style="list-style-type: none"> describe how cells divide and how they can become specialised. discover the structure of the atom and calculate the amount of sub-atomic particles within different atoms. investigate how waves behave and how they can be used.
GEOGRAPHY	<ul style="list-style-type: none"> draw diagrams and write annotations about plate margins. find evidence from photographs find out where earthquakes and volcanoes happen and link to their location using maps 	<ul style="list-style-type: none"> use annotated diagrams to understand global atmospheric circulation describe the distribution of tropical storms use a flow chart to understand the formation of a tropical storm
HISTORY	<ul style="list-style-type: none"> understand the weaknesses of the political system in Germany after WW1. analyse sources on the challenges Weimar Germany faced. evaluate interpretations put forward by historians. 	<ul style="list-style-type: none"> understand why Germany experienced a Golden Age under Stresemann. analyse sources put forward by the early Nazi Party. evaluate interpretations put forward by historians.
FRENCH	<ul style="list-style-type: none"> revisit family vocabulary and describing people talk about relationships and what makes a good friend understand the difference between a regular and a reflexive verb 	<ul style="list-style-type: none"> talk about going out and what you did when you were younger develop talking about free time build on opinions and how to justify them whilst using a mix of 3 tenses
RE	<ul style="list-style-type: none"> describe Christian beliefs about God. explain what Christians can learn from the creation story. evaluate the importance of Jesus for Christians. 	<ul style="list-style-type: none"> describe Christian belief about the afterlife. explain the impact of sin on a Christian. explain the importance of prayer for Christians.

Curriculum News - Year 10



DANCE	<ul style="list-style-type: none"> critically analyse a stimulus to create choreographic intent analyse the four production features in Emancipation of Expressionism describe a motif 	<ul style="list-style-type: none"> use CRADS to communicate choreographic intent analyse the four production features in Shadows develop a motif
DRAMA	<ul style="list-style-type: none"> understand the requirements of Drama GCSE. understand drama especially the roles and responsibilities of Theatre Makers and technical terminology. explore non-Naturalistic practitioners. 	<ul style="list-style-type: none"> explore a range of theatre styles. understand how to create a devised performance from a Stimulus. create and analyse a communitive devised performance.
MUSIC	<ul style="list-style-type: none"> critically appraise Delta Blues Music sing and play a piece of Delta Blues develop ensemble-playing 	<ul style="list-style-type: none"> critically appraise music from the '90's sing and play a Reggae piece develop production skills
FOOD PREPARATION AND NUTRITION	<ul style="list-style-type: none"> develop knife skills when chopping vegetables. create an apple swan. investigate the nutritional benefits of eating a wide variety of fruit and vegetables. 	<ul style="list-style-type: none"> explore the functional properties of cereal products. use different carbohydrates in recipes. understand how nutritional deficiencies in the diet can occur.
TECHNOLOGY	<p>Design and Technology</p> <ul style="list-style-type: none"> understand how new and emerging technologies have affected the world around us. understand how energy is generated and the environmental impact of generating and using it. understand how technological advances are creating new materials. 	<p>Design and Technology</p> <ul style="list-style-type: none"> understand how a systems approach to designing can help with planning a project. understand how mechanical devices work. understand what material properties are and how they affect material choices
ART	<ul style="list-style-type: none"> develop research skills when creating artist research page. analyse artists work and understand how they can influence own work. use artist techniques and style to produce own design ideas. 	<ul style="list-style-type: none"> transfer and carve out own lino design, using a lino cutter. develop lino printing techniques using a block press. Experimenting with composition and create backgrounds when printing.
MEDIA	<ul style="list-style-type: none"> analyse media language. discuss how representations are created and analyse their effects. apply audience theory to media texts. 	<ul style="list-style-type: none"> develop understanding of context in adverts. analyse media language used in print adverts. use our knowledge and understanding to create own advert.
HEALTH AND SOCIAL CARE	<ul style="list-style-type: none"> understand life stage 'Infancy' (0-2 years. explain holistic development (PIES). identify patterns of development. 	<ul style="list-style-type: none"> understand life stage 'Early Childhood' (3-8 years). explain holistic development (PIES). identify patterns of development.
CORE PE	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> Football – focusing on self-development of leading small groups for their warmups and skill development. 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> Football – focusing on skills and tactics within a game situation. Badminton – focusing on the shots and rules associated with playing singles and doubles.

Curriculum News - Year 10



	<p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • Netball - focusing on self-development of leading small groups for their warmups and skill development. <p>Extra-Curricular</p> <ul style="list-style-type: none"> • Boys – Football • Girls - Netball 	<p>Girls' PE</p> <ul style="list-style-type: none"> • Netball - focusing on skills and tactics within a game situation. • Badminton - focusing on the shots and rules associated with playing singles and doubles. <p>Extra-Curricular</p> <ul style="list-style-type: none"> • Boys – Football/badminton • Girls – Netball/badminton
GCSE SPORT	<ul style="list-style-type: none"> • gain an understanding about how to identify strengths and weaknesses in sport and identified their own strengths and weaknesses. • develop our skills and knowledge of handball (practical) 	<ul style="list-style-type: none"> • apply practice methods to support improvement in their own sporting activity. • continue to develop our skills and knowledge of handball (practical)
Computer Science	<ul style="list-style-type: none"> • explore hardware and software in a computer • look closely at how a CPU works and functions • explore the differences between open source and proprietary software. 	<ul style="list-style-type: none"> • explore how Binary values are converted to Decimal and Hexadecimal • explore how images, sound and Audio are represented by binary • work on binary addition, subtraction, and binary shifts.
Creative iMedia	<ul style="list-style-type: none"> • look at the media industry and the different job roles within the media industry • explore the differences between Traditional Media and New Media. • discuss how purpose and audience can affect the design of a product 	<ul style="list-style-type: none"> • learn how to interpret client requirements for a client brief • learn how to create mind maps, mood boards, visualisation diagrams • learn how to use basic Photoshop skills
Enterprise and Marketing	<ul style="list-style-type: none"> • take a more in-depth look at market segmentation and Market Research • discuss sampling methods for primary research and learn which sampling methods to use and when. • introduction to the first internally assessed unit of work. 	<ul style="list-style-type: none"> • continue to work on the internally assessed assessment which is 25% of the final grade. • plan, sketch and evaluate initial design ideas. • create prototypes of sketches using Photoshop and Illustrator.

Curriculum News - Year 11



SUBJECT	This term we have been learning to...	Next term we will be learning to....
ENGLISH	<ul style="list-style-type: none"> • embed evidence when analysing a text. • develop single word analysis. • understand how to adapt our writing for different writing types. 	<ul style="list-style-type: none"> • adapt our writing for different audiences. • improve the way we start our literature essays by writing thesis statements. • improve the way we respond to the comparison question on Component 2 – language.
MATHS	<ul style="list-style-type: none"> • plot linear equations graphically. • find the equation of a straight line from a graph. • plot non-linear equations graphically. 	<ul style="list-style-type: none"> • construct distance/time graphs. • estimate the area under a curve. • construct and interpret conversion graphs.
SCIENCE	<ul style="list-style-type: none"> • use microscopes and identify different cells by looking at their components. • develop skills in key concepts of chemistry. • construct electrical circuits and calculate resistance in circuits. 	<ul style="list-style-type: none"> • investigate how the digestive system gets glucose and other foods into the blood. • develop practical skills and calculate rates of reaction • investigate magnetic fields and calculate power
GEOGRAPHY	<ul style="list-style-type: none"> • describe the location of hot deserts using a world map. • describe the climate of a hot desert using a climate graph. • annotate plants and animals with adaptations. 	<ul style="list-style-type: none"> • draw cross sections of river courses. • draw labelled sketches and diagrams of river features and processes. • use OS maps to identify river features.
HISTORY	<ul style="list-style-type: none"> • describe punishments in each time period. • apply knowledge of punishment to source questions. • outline how punishments have changed from the Medieval to Modern period. 	<ul style="list-style-type: none"> • analyse the impact of the Wall Street Crash on America • describe suburbia • analyse the role of America in WW2.
FRENCH	<ul style="list-style-type: none"> • talk about what you normally do on holiday • talk about a dream holiday • develop the use of past, present, and future tenses 	<ul style="list-style-type: none"> • talk about school • compare schools in the UK and in France • discuss school rules and a school exchange
CORE RE	<ul style="list-style-type: none"> • describe what makes something real • explain how Plato's cave can prove our reality real or false. • explain why Buddhist believe that all life in an illusion. 	<ul style="list-style-type: none"> • explain how the falsification principle can prove theories real. • explain how scientific theories and religious theories are compatible. • evaluate the claim that heaven is real.
GCSE RE	<ul style="list-style-type: none"> • describe different viewpoints about capital punishment. • explain the aim of punishment. • evaluate if it possible to forgive. 	<ul style="list-style-type: none"> • describe religious attitudes towards the existence of evil. • explain religious attitudes towards human rights. • evaluate whether it is morally correct to follow your personal convictions.

Curriculum News - Year 11



DANCE	<ul style="list-style-type: none"> use expressive, technical, and physical skills to perform set phrase analyse the four production features in Artificial Things evaluate set phrase performance 	<ul style="list-style-type: none"> compare and contrast the set works use CRADS to perform duet/trio continue to evaluate set phrase performance
DRAMA	<ul style="list-style-type: none"> understand and analyse the context of Blood Brothers. explore and analyse the roles of theatre makers within the production of Blood Brothers. develop ability to effectively answer short and extended written exam questions for the set play exam section. 	<ul style="list-style-type: none"> continue written exam study. understand the context of a selected script. explore two scenes within a play, focusing on dramatic performance skills.
MUSIC	<ul style="list-style-type: none"> explain the advantages and disadvantages of small, medium, and large music venues identify potential health and safety hazards in a music venue describe the job roles in a music venue 	<ul style="list-style-type: none"> identify the different job roles in the music industry discuss the pros and cons of working contracts and types of employment write an introduction and conclusion for a given scenario about the music industry
FOOD PREPARATION AND NUTRITION	<ul style="list-style-type: none"> investigate the functional and chemical properties of a well risen bread roll for the GCSE NEA 1 set task. create a hypothesis to explore the set task. plan how to set up a food experiment for the set task. 	<ul style="list-style-type: none"> analyse the results of the experiment for the GCSE NEA1 set task. write a conclusion to explain if the hypothesis was correct. explain the scientific principles investigated during the experimental work.
TECHNOLOGY	RESISTANT MATERIALS <ul style="list-style-type: none"> create initial ideas for a project and develop them successfully to model successfully and plan a making process to make a successful product using the correct skills, tools, and equipment 	RESISTANT MATERIALS <ul style="list-style-type: none"> apply a successful finish to a product evaluate a product against a specification evaluate a product using client and personal opinions
ART	<ul style="list-style-type: none"> develop research skills when creating artist research pages. transfer and carve out a lino design, using a lino cutter. develop lino printing techniques using a block press. 	<ul style="list-style-type: none"> print on fabric using lino printing technique. create a final product - stitching into printed artwork Review, refine and evaluate own work as it develops.
MEDIA	<ul style="list-style-type: none"> explore industry issues relating to Fortnite. explore audience issues relating to Fortnite. practise exam skills 	<ul style="list-style-type: none"> explore industry issues relating to The Archers. explore audience issues relating to The Archers. practise exam skills.
HEALTH AND SOCIAL CARE	<ul style="list-style-type: none"> explain 'care values' in HSC explain health and wellbeing identify factors that impact health and wellbeing 	<ul style="list-style-type: none"> analyse physiological health indicators understand how to monitor health readings link risks to health

Curriculum News - Year 11



CHILDCARE AND DEVELOPMENT	<ul style="list-style-type: none"> identify a range of childcare settings research local childcare provisions prepare for placement 	<ul style="list-style-type: none"> identify responsibilities of an early year's worker understand legislation understand how to manage behaviour
TRAVEL AND TOURISM	<ul style="list-style-type: none"> describe the different types of tourism explain what is meant by "sustainable tourism" 	<ul style="list-style-type: none"> describe the growth of tourism explain the role of a tour operator. understand what horizontal and vertical integration are
CORE PE	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> Football – focusing on self-development of leading small groups for their warmups and skill development. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> Netball - focusing on self-development of leading small groups for their warmups and skill development. <p>Extra-Curricular</p> <ul style="list-style-type: none"> Boys – Football Girls - Netball 	<p>Boys' PE develop the skills and understanding of:</p> <ul style="list-style-type: none"> Football – focusing on skills and tactics within a game situation. Badminton – focusing on the shots and rules associated with playing singles and doubles. <p>Girls' PE</p> <ul style="list-style-type: none"> Netball - focusing on skills and tactics within a game situation. Badminton - focusing on the shots and rules associated with playing singles and doubles. <p>Extra-Curricular</p> <ul style="list-style-type: none"> Boys – Football/badminton Girls – Netball/badminton
OCR SPORT	<ul style="list-style-type: none"> complete the R053 Leadership coursework – this has included the evaluation of the session delivery which was done in the summer term. complete the visit to the lakes, 17th-18th October (R056 Outdoor Ed) research the different types of outdoor activities and their provisions. 	<ul style="list-style-type: none"> research and develop an understanding about the value of participating in outdoor activities. develop an understanding about the issues which affect participation in sport.
Computer Science	<ul style="list-style-type: none"> complete the unit on computational thinking, focusing on compilers and translators understand how IDEs work take a detailed look at assembly language and machine code 	<ul style="list-style-type: none"> re-visit CPU from Year 10 and build on previous knowledge. How do registers work? re-visit Software unit from Year 10 and go deeper into Utility software and their uses
Enterprise and Marketing	<ul style="list-style-type: none"> complete the R065 Component of the course ready for exam board moderation start work on the R066 internally assessed unit by looking at logos for business create their own logo for their company 	<ul style="list-style-type: none"> look at different ways a business uses promotion to sell products create promotional material for their hat designs start work on their class presentation to "sell" their business proposal



WORK EXPERIENCE

The dates for the Year 10 Work Experience will be
20th March – 31st March 2023

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

**Self Placement Forms (Green Form) to be returned by
Thursday 1st December 2022.**

Work Experience Support Hub
Every Wednesday Lunchtime in A41
**Students can receive advise, discuss work experience opportunities
or make phone calls**

Uniform swap-Shop / Pre-loved Uniform

Due to the increasing living costs and our proactive approach to addressing the financial burden of uniform costs, we are proud of our newly opened "Uniform Swap Shop". We are encouraging all families and the local community to donate any unwanted uniform to school which can then be re-used by others who are in need of specific items or whole uniforms. There is a drop off box at the front of school in reception for anybody wishing to donate. For anybody wishing to make the most of this cost saving initiative, please complete a request form which can be found in the main reception foyer or email your child's Progress Lead directly.



Year 7: Mr Greenall	r.greenall@millfield.lancs.sch.uk
Year 8: Miss Miller-Crook	g.miller-crook@millfield.lancs.sch.uk
Year 9: Mrs Clare	t.clare@millfield.lancs.sch.uk
Year 10: Mr Griffiths	k.griffiths@millfield.lancs.sch.uk
Year 11: Mrs Doran	c.doran@millfield.lancs.sch.uk

DID YOU KNOW?

The most commonly used letter in the English alphabet is
E

The second most common letters are T, A, I, N, and O. The least used letter in the English alphabet is the letter Q.

Before you speak
THINK

T = Is it true?

H = Is it helpful?

I = Is it inspiring?

N = Is it necessary?

K = Is it kind?

If not, don't say it, text it or post it!

Book Buzz

Our Year 7 have had the opportunity to select one of a choice of 17 different titles from this year's Bookbuzz books, which they then get to keep. They have arrived in school this week and will be distributed during English lessons. Here are some of our students who have already received theirs. They are absolutely delighted with this gift from the Booktrust reading charity and Team Millfield and they absolutely cannot wait to start reading their brilliant Bookbuzz books!

Please use this link to find a synopsis of each book below [The Bookbuzz books | BookTrust](#)



WORK EXPERIENCE

The dates for the Year 10 Work Experience will be
20th March – 31st March 2023

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

Medical Forms (Yellow) to be returned by Thursday 6th October 2022.

Work Experience Support Hub

Every Wednesday Lunchtime in A41

Students can receive advise, discuss work experience opportunities or make phone calls

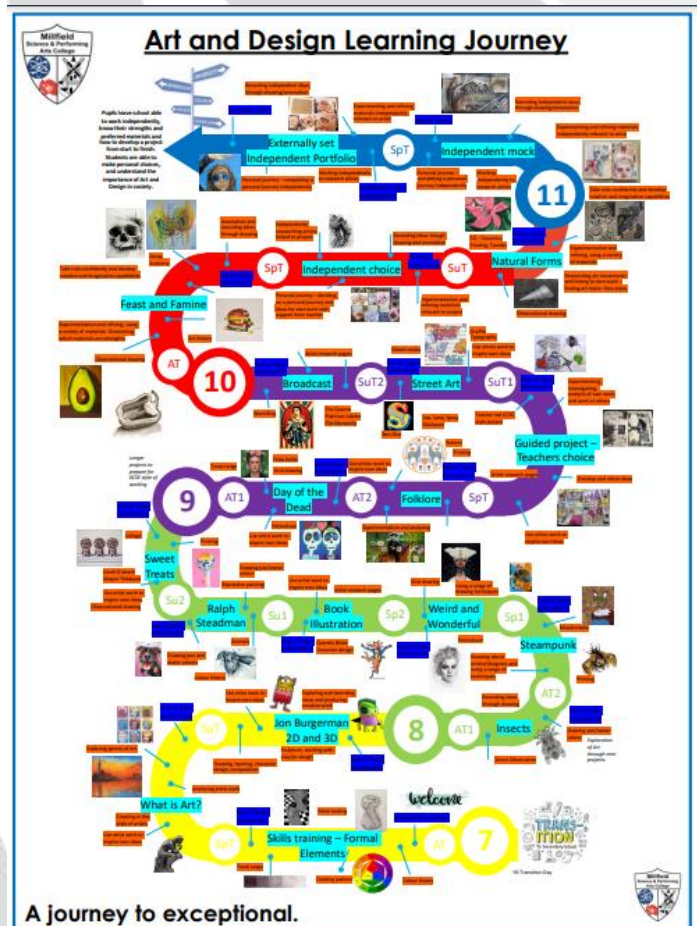
Please look on the school website for the Extra-Curricular Activities available this term.



POLITE REMINDER:

For the safety of all of our students at the start and the end of the day can I remind parents who are dropping off and picking up by car not to drive too quickly down Belvedere Road and to be courteous of other road users when parking.

Many thanks for your understanding and support.



Not sure what your son or daughter is studying in school this term?

Have a look on our school website where you will find the 'Learning Journeys' for every subject.

The Learning Journeys give details about what is being studied each half term from the start of Year 7 right up to when students leave in Year 11.