



Issue No 50  
09 December 2022

**DATES FOR  
2022/2023**

All School Carol Services -  
14th & 15th  
December 2022

School closes  
15th December

School reopens  
3rd January 2023

Year 10 Mock  
Interview Day -  
18th January 2023

Celebration of Music -  
6th March 2023

Careers Fayre Day -  
8th March 2023

Year 11 Progress  
Evening  
25th January 2023

Musical Performance  
7th & 8th February

Half Term Closure  
10th - 20th February

Email [admin@millfield.lancs.sch.uk](mailto:admin@millfield.lancs.sch.uk)  
Website: [www.millfield.lancs.sch.uk](http://www.millfield.lancs.sch.uk)  
Twitter page @millfieldhighsc  
#BeExceptional  
#TeamMillfield



# Millfield MESSENGER

Belvedere Road, Thornton Cleveleys, FY5 5DG

Telephone 01253 865929



Dear Parents and Carers,

Welcome to our final 2022 special Christmas edition of the *Millfield Messenger*. It has been another fantastic year at Team Millfield: fantastic GCSE results after the turbulence of the pandemic; a superb Ofsted inspection in July and a hugely successful open evening – we are once again oversubscribed for 2023. Most of all, I am incredibly proud of our students – every day they continue to impress me with their outstanding behaviour, work ethic, politeness, and kindness. Our students are a joy to work with, which makes coming to work every day an absolute pleasure!

I would like to thank all our families who kindly donated hundreds of Christmas presents, toiletries and food for our Christmas hamper appeal. Your incredible generosity has given so many of our children and their families not only support during this financially difficult Christmas period, but also some Christmas happiness and joy. It is wonderful to see how our community helps and cares for one another and I am incredibly proud of being a part of such a fabulous school at the heart of our Thornton community.

A special well done goes to our star artist Lotus Diep in Year 7. Lotus has designed 2022's Team Millfield Christmas card. This card will be posted to all our local schools and sponsors. Our students also write Christmas messages and hand deliver them to around a hundred of our local residents, wishing them a lovely Christmas and New Year. You can see Lotus's beautiful artwork on the final page of this *Messenger*.

Our Year 11s finished three weeks of mock examinations and they approached them with determination and maturity. Their behaviour has been impeccable and we are incredibly proud of them all – they are an outstanding year group. Thank you to their parents and carers who have given them support and encouragement this year – a true Team Millfield effort.

In the final Christmas week, the school gears up to festivities, including learning all about how different countries celebrate Christmas and New Year, which the students thoroughly enjoy. We also have our Christmas dinner with all the trimmings; the talented choir sing at Affinity Retail Outlet and the whole school attends Thornton Methodist Church for a carol service (we are looking forward to singing a verse of *Silent Night* in Spanish – to reflect adding Spanish to our curriculum this year). On the final day of the term, the whole school celebrates with the eagerly anticipated (and very funny!) staff pantomime. This year we will be treated to Mr Deaville's version of *Beauty and the Beast*!

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

I wish all our families, staff, and local community a wonderful Christmas and a healthy and happy New Year.

*N. Regan*

Nicola Regan  
Headteacher



## Be Exceptional!



# KEY STAGE

# 3

## What's happening in Key Stage 3

### Year 7 – Mr Greenall

I am immensely proud of the Year 7s - you have completed your first full term at Millfield. WELL DONE!

There are many exciting things coming up in the spring term and lots of chances to receive rewards for positive behaviour and work in class.

I would also like to say a special thank you to all of those who have donated uniform, food and presents for our Millfield Children in Need.

### Year 8 – Miss Miller-Crook

Well done to all Year 8 students for completing their end of term assessments. Many students in the year group have performed exceptionally well in all areas. I look forward to seeing this reflected in higher learner scores. I hope you all have a lovely Christmas and well deserved rest.



### Year 9 – Miss Clare

Well done to all the students that are up to date with their graduation booklets. After an incredibly positive parents evening and new learner score updates this week, I am looking forward to seeing lots more exceptional lessons next term.

Let the Christmas excitement commence with a very busy last few weeks of term, and I hope you all have a very safe, restful, **Happy Christmas** with your families.

## 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



# KEY STAGE

# 4

## What's happening in Key Stage 4

### Year 10 – Mr Griffiths

The Year 10s have now completed their first mock examinations. Well done to all of you as this can be a daunting experience – going into the sports hall and seeing how the exams are conducted. However, it can also be a good training experience ready for when you do your actual GCSEs next year.

As the festive season starts, I would like to wish everyone a Merry Christmas and I hope that everyone has a joyful festive break.

### Year 11 – Mrs Doran

I'm so proud of all the Year 11s who completed their exams over the last three weeks – you have conducted yourselves with great maturity.

### Key Stage 4 Update – Miss Gower

*As we approach the end of term, it is useful to think about how much has been achieved by our Key Stage 4 students over the last term.*

*Year 10 have settled in to GCSE courses exceptionally well and Year 11 have continued to work hard towards their final exams. Year 11 have had assemblies from all the local post 16 providers and Year 10 will have similar assemblies after Christmas. A reminder to Year 11 that all students should have applied to at least one provider by Christmas. This secures them a place and they are able to change their minds about courses once they have secured a place.*

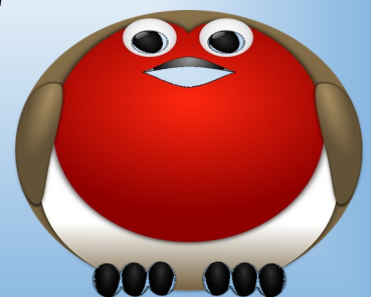
*Both year groups are to be congratulated on how well they have conducted themselves in the recent mocks. Year 10 did remarkably well with systems that were entirely new to them and Year 11 showed remarkable resilience to keep going over a very intense fortnight when some of them had three exams in one day.*

*A reminder to Year 10 about being prepared for work experience and a reminder to Year 11 that Supervised Study runs every Wednesday from 2.50pm – 5pm and is a useful chunk of time to get significant amounts of revision or homework completed.*

*Wishing all our families a happy and peaceful holidays and I look forward to seeing everyone again in the New Year.*



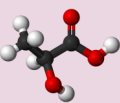

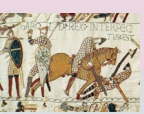




*Miss Gower*

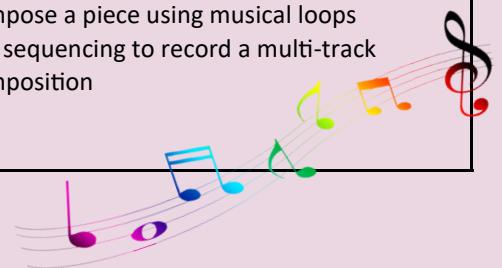
*Head of Key Stage 4*



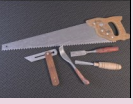







# YEAR 7



SUBJECT	This term we have been learning to....	Next term we will be learning to....
<b>ENGLISH</b> 	<ul style="list-style-type: none"> <li>understand the context of the Victorian era.</li> <li>distinguish between explicit and implicit information.</li> <li>plan and draft our writing.</li> </ul>	<ul style="list-style-type: none"> <li>understand the influences of different languages on the English language.</li> <li>recognise and use standard English.</li> <li>make inferences about non-fiction texts.</li> </ul>
 <b>MATHS</b>	<ul style="list-style-type: none"> <li>simplify expressions.</li> <li>solve one step equations.</li> <li>express functions algebraically.</li> </ul>	<ul style="list-style-type: none"> <li>solve problems using number operations.</li> <li>calculate fractions and percentages of amounts.</li> <li>manipulate directed numbers.</li> </ul>
<b>SCIENCE</b> 	<ul style="list-style-type: none"> <li>describe how energy is stored and transferred.</li> <li>explain how reproduction occurs in various organisms.</li> <li>describe the dangers and uses of acids and alkalis.</li> </ul>	<ul style="list-style-type: none"> <li>construct electrical circuits in order to investigate current and voltage.</li> <li>explain how muscles and bones interact during everyday activities.</li> </ul>
 <b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>use and interpret maps.</li> <li>understand how to use a compass.</li> <li>calculate distances using a scale bar on a map.</li> </ul>	<ul style="list-style-type: none"> <li>describe how landscapes are made up</li> <li>describe the processes of weathering, erosion, transportation and deposition.</li> <li>use and interpret maps to show an understanding of the physical landscapes.</li> </ul>
<b>HISTORY</b> 	<ul style="list-style-type: none"> <li>describe how England developed during the Anglo-Saxon period.</li> <li>analyse change under each ruler.</li> <li>analyse historians' interpretations in this period.</li> </ul>	<ul style="list-style-type: none"> <li>describe the claimants to England in 1066</li> <li>explain why William won the Battle of Hastings</li> <li>analyse how England changed under the Normans.</li> </ul>
 <b>SPANISH</b>	<ul style="list-style-type: none"> <li>fully understand the verb 'estar' and conjugate it in the present indicative tense in the singular AND plural forms.</li> <li>say what someone is like at the moment and in general</li> <li>say what people have using the verb 'tener'.</li> </ul>	<ul style="list-style-type: none"> <li>embed 'ser', 'estar' and 'tener'</li> <li>say what people do using – AR verbs in the present tense</li> <li>say what people do and don't do</li> <li>use 'no' to make a negative</li> <li>remember the numbers from 1-12 and talking about more than one thing</li> </ul>
<b>RE</b> 	<ul style="list-style-type: none"> <li>explain how we should study religion.</li> <li>describe what the dharmic faiths are.</li> <li>describe how Hindus perform their dharma.</li> </ul>	<ul style="list-style-type: none"> <li>describe the different understandings each dharmic faith has about the concept of dharma.</li> <li>explain why dharma is such a central belief to many religions.</li> <li>evaluate how much dharma impacts religious believers' lives.</li> </ul>
 <b>DANCE</b>	<ul style="list-style-type: none"> <li>perform in a street dance style.</li> <li>use relationships to enhance performance.</li> <li>use teamwork skills developed to perform a class dance</li> </ul>	<ul style="list-style-type: none"> <li>perform body percussion</li> <li>embed relationships and choreographic devices into performance</li> <li>incorporate prop into routine</li> </ul>
<b>MUSIC</b> 	<ul style="list-style-type: none"> <li>identify and describe Western classical music.</li> <li>listen to and appraise how music has changed over time.</li> <li>play the keyboard and sing with the correct technique.</li> </ul>	<ul style="list-style-type: none"> <li>identify what is meant by 'musical loop' and 'ostinato'</li> <li>compose a piece using musical loops</li> <li>use sequencing to record a multi-track composition</li> </ul>









<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>TECHNOLOGY</b></p>    	<ul style="list-style-type: none"> <li>• <b>RESISTANT MATERIALS</b></li> <li>• use basic techniques to manufacture a product.</li> <li>• understand and apply basic finishing techniques.</li> <li>• evaluate a final product.</li> <li>• <b>FOOD</b></li> <li>• learn how to weigh and measure accurately.</li> <li>• describe the uses of fruit in different recipes.</li> <li>• become confident in how to use the different parts of the cooker.</li> <li>• <b>ELECTRONICS</b></li> <li>• use research analysis to plan a project</li> <li>• understand the importance of design briefs and how they focus on design concepts.</li> <li>• introduction to tools and equipment</li> <li>• <b>TEXTILES</b></li> <li>• explore a contextual brief</li> <li>• generate design ideas</li> <li>• develop hand embroidery skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>RESISTANT MATERIALS</b></li> <li>• use research analysis to plan a project</li> <li>• understand the importance of design briefs and how they focus on design concepts</li> <li>• use tools and equipment</li> <li>• <b>FOOD</b></li> <li>• understand how to interpret the meaning of the Eatwell Guide</li> <li>• use skills learnt to complete an own choice dish as part of a food assessment</li> <li>• <b>ELECTRONICS</b></li> <li>• use basic techniques to manufacture a product</li> <li>• understand and apply basic finishing techniques</li> <li>• evaluate a final product</li> <li>• <b>TEXTILES</b></li> <li>• evaluate whether the final product meet the brief / needs and wants of the user</li> <li>• suggest improvements and modifications for the product.</li> <li>• apply hand embroidery skills during manufacturing process.</li> </ul>
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ART</b></p>	<ul style="list-style-type: none"> <li>• understand and put into practise colour theory.</li> <li>• explore the formal elements in art.</li> <li>• develop painting skills by improving blending techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• explore the artist Hunterwasser and use his style to inspire own work.</li> <li>• create artist research page which includes annotation.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>PE</b></p>  	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>• develop skills and understanding of football, focusing on skills and tactics within a game situation.</li> <li>• develop skills and understanding of badminton, focusing on the shots and rules associated with playing singles and doubles</li> </ul> <p><b>Girls' PE -</b></p> <ul style="list-style-type: none"> <li>• develop skills and understanding of netball, focusing on skills and tactics within a game situation.</li> <li>• develop skills and understanding of badminton, focusing on the shots and rules associated with playing singles and doubles.</li> </ul>	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>• develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor</li> <li>• develop skills and understanding of hockey, developing passing, dribbling and shooting within game situations - outdoor</li> </ul> <p><b>Girls' PE -</b></p> <ul style="list-style-type: none"> <li>• develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor</li> <li>• develop skills and understanding of hockey, developing passing, dribbling and shooting within game situations - outdoor</li> </ul>
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>COMPUTER SCIENCE</b></p>	<ul style="list-style-type: none"> <li>• break problems down and write instructions and algorithms, exploring the pitfalls and issues with accuracy.</li> <li>• express algorithms in the form of flowcharts including loops and decisions.</li> <li>• explore how basic sorting and searching algorithms work.</li> </ul>	<ul style="list-style-type: none"> <li>• explore iteration, selection and variables in Micro:bit programming.</li> <li>• write success criteria, create flowcharts and code a solution to a given problem</li> <li>• evaluate a solution against clearly identified success criteria</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>PSHE</b></p> 	<ul style="list-style-type: none"> <li>• transition into secondary school and the importance of PSHE</li> <li>• keep positive relationships and avoid toxic ones</li> </ul>	<ul style="list-style-type: none"> <li>• live a healthy lifestyle and the possible consequences of not doing this</li> <li>• describe the dangers of smoking, vaping and other drugs</li> </ul>





# YEAR 8

SUBJECT	This term we have been learning to....	Next term we will be learning to....
<b>ENGLISH</b> 	<ul style="list-style-type: none"> <li>embed quotations into written responses.</li> <li>evaluate language choices by considering their impact on the reader.</li> <li>write a polished script.</li> </ul>	<ul style="list-style-type: none"> <li>analyse the impact of specific words in our reading responses.</li> <li>recognise and use persuasive techniques in our writing.</li> <li>plan and draft a formal, written speech.</li> </ul>
 <b>MATHS</b>	<ul style="list-style-type: none"> <li>convert between currencies.</li> <li>draw and interpret scale diagrams.</li> <li>solve problems involving direct proportion.</li> </ul>	<ul style="list-style-type: none"> <li>develop algebraic techniques.</li> <li>manipulate fractions and percentages.</li> <li>write numbers using standard form.</li> </ul>
<b>SCIENCE</b> 	<ul style="list-style-type: none"> <li>explain the link between organisms in an ecosystem and the impact human activity is having on them.</li> <li>describe the link between atoms, elements, and compounds</li> </ul>	<ul style="list-style-type: none"> <li>explain how sound is generated and detected</li> <li>use nutritional information to describe the importance of a balanced diet</li> </ul>
 <b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>use and interpret atlas maps about submarine communication cables around the UK.</li> <li>use and interpret ground photos about communication methods and transport.</li> <li>use, interpret and complete pie charts about people's leisure time.</li> </ul>	<ul style="list-style-type: none"> <li>use and understand numerical data about poverty in the UK</li> <li>use, interpret and compare choropleth maps about rainfall and population</li> <li>use and interpret line graphs about the consumption of energy in the UK</li> </ul>
<b>HISTORY</b> 	<ul style="list-style-type: none"> <li>describe how religion changed throughout the Tudor period.</li> <li>analyse the significance of each Tudor Monarch.</li> <li>evaluate the significance of the Tudors and reach a judgement.</li> </ul>	<ul style="list-style-type: none"> <li>describe the causes of the Civil War.</li> <li>explain why Charles I was executed.</li> <li>analyse an interpretation on Charles' execution.</li> </ul>
 <b>SPANISH</b>	<ul style="list-style-type: none"> <li>fully understand the verb 'estar' and conjugate it in the present indicative tense in the singular AND plural forms.</li> <li>say what someone is like at the moment and in general.</li> <li>say what people have, using the verb 'tener'</li> </ul>	<ul style="list-style-type: none"> <li>embedding 'ser', 'estar' and 'tener'</li> <li>say what people do using –AR verbs in the present tense</li> <li>say what people do and don't do</li> <li>use 'no' to make a negative</li> <li>remember the numbers from 1-12 and talking about more than one thing</li> </ul>
 <b>FRENCH</b>	<ul style="list-style-type: none"> <li>fully understand the verb 'etre' and conjugate it in the present indicative tense in the singular AND plural forms.</li> <li>distinguish between having and being.</li> <li>talk about doing and making things.</li> </ul>	<ul style="list-style-type: none"> <li>embed talking about doing and making things</li> <li>understand definite articles</li> <li>understand and use regular plural nouns</li> <li>say what people do using the verb faire</li> <li>understand and use –ER verbs in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular in the present tense</li> </ul>



 <p style="text-align: right;"><b>RE</b></p>	<ul style="list-style-type: none"> <li>• evaluate the impact violent and non-violent religious role models have had on the world.</li> <li>• describe what guides religious people on how to act.</li> <li>• describe what guides Christians on how to act.</li> </ul>	<ul style="list-style-type: none"> <li>• describe how the many sources of authority in Christianity and Judaism guide followers in how to act.</li> <li>• explain the importance of different sources of authority to Christians and Jews.</li> <li>• evaluate what the right way to act is.</li> </ul>
<p style="text-align: right;"><b>DANCE</b></p> 	<ul style="list-style-type: none"> <li>• analyse a set stimulus.</li> <li>• choreograph demonstrating clear choreographic intent.</li> <li>• use expressive skills to communicate choreographic intent.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate movement from the musical Westside Story</li> <li>• use mental skills to enhance performance</li> <li>• incorporate dynamics into choreography</li> </ul>
 <p style="text-align: right;"><b>MUSIC</b></p>	<ul style="list-style-type: none"> <li>• identify the individual roles of rock band instruments.</li> <li>• consider how structure is used in songs.</li> <li>• experiment with playing techniques on drums, bass, guitar, keyboard, and vocals.</li> </ul>	<ul style="list-style-type: none"> <li>• develop ensemble skills as an instrumentalist and vocalist</li> <li>• understand how to read different types of music notation</li> <li>• develop playing techniques as an ensemble player</li> </ul>
<p style="text-align: right;"><b>TECHNOLOGY</b></p> 	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>• use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem</li> <li>• understand and apply finishing techniques</li> <li>• evaluate and modify a final product</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>• explore animal welfare issues.</li> <li>• understand the issue of food miles.</li> <li>• consider how to reduce the carbon footprint.</li> </ul> <p><b>ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>• use research analysis and specifications to plan a project</li> <li>• understand the importance of Design Briefs and how they focus on design concepts leading to concept sketches.</li> <li>• understand intermediate tools and equipment</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>• analyse existing products</li> <li>• apply decoration and enhancement techniques</li> <li>• different types of fabric construction methods</li> </ul>	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Understand how to use research analysis and specifications to plan a project</li> <li>• understand the importance of design briefs and how they focus on design concepts leading to concept sketches.</li> <li>• understand intermediate tools and equipment</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>• understand how different types of raising agents work</li> <li>• create an own choice practical dish as part of an assessment</li> </ul> <p><b>ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>• use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem</li> <li>• understand and apply finishing techniques</li> <li>• evaluate and modify a final product</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>• apply decoration and enhancement techniques during the manufacturing process</li> <li>• quality assure and control of construction methods.</li> <li>• write a final evaluation, considering whether there any modifications or improvements that could be made</li> </ul>



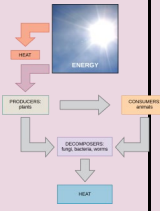







<p><b>ART</b></p> 	<ul style="list-style-type: none"> <li>• create a research page based on insects.</li> <li>• create insect artwork based on the artist Abby Diamond.</li> <li>• explore and experiment with watercolours.</li> </ul>	<ul style="list-style-type: none"> <li>• create zentangle research which will inspire design ideas.</li> <li>• develop design ideas when creating patterns from secondary source.</li> <li>• create a final design- bringing all skills together /research/drawing skills/ experimenting with media/zentangle patterns.</li> </ul>
<p><b>PE</b></p> 	<p><b>Boys' PE</b></p> <ul style="list-style-type: none"> <li>• develop understanding of football skills and tactics within a game situation.</li> <li>• develop the skills and understanding of badminton, focusing on the shots and rules associated with playing singles and doubles.</li> </ul> <p><b>Girls' PE</b></p> <ul style="list-style-type: none"> <li>• develop understanding of netball skills and tactics within a game situation.</li> <li>• develop the skills and understanding of badminton, focusing on the shots and rules associated with playing singles and doubles.</li> </ul>	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>• develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor</li> <li>• develop skills and understanding of hockey, developing passing, dribbling and shooting within game situations-outdoor</li> </ul> <p><b>Girls' PE</b></p> <ul style="list-style-type: none"> <li>• develop skills and understanding of handball, focusing on skills and tactics within a game situation.</li> <li>• develop skills and understanding of hockey, developing passing, dribbling and shooting</li> </ul>
<p><b>COMPUTER SCIENCE</b></p> 	<ul style="list-style-type: none"> <li>• develop an understanding of Python, a text-based programming language, making links between the visual languages they have used already and how they translate in text based.</li> <li>• practice basic functions.</li> <li>• explore a range of pre-defined functions in Python and explore the links to "block based" programming language from the previous unit.</li> <li>• create a "Magic 8 ball" simulator using Python.</li> </ul>	<ul style="list-style-type: none"> <li>• convert between binary and denary and vice versa and write algorithms to describe these conversions.</li> <li>• convert between binary, denary and hexadecimal.</li> <li>• use spreadsheet software to automate the process of converting between binary, denary and hexadecimal.</li> </ul>
<p><b>PSHE</b></p> 	<ul style="list-style-type: none"> <li>• describe the difference in income and expenditure and how it is calculated</li> <li>• explain what national insurance and tax is and how it is spent</li> <li>• budget and save</li> </ul>	<ul style="list-style-type: none"> <li>• describe the dangers of smoking, vaping and drinking alcohol</li> <li>• perform basic first aid and be safe</li> </ul>









# YEAR 9

SUBJECT	This term we have been learning to...	Next term we will be learning to...
<b>ENGLISH</b> 	<ul style="list-style-type: none"> <li>plan academic essays.</li> <li>use language and structural techniques to write convincing descriptions.</li> <li>comment on Steinbeck's messages to the reader in 'Of Mice and Men'.</li> </ul>	<ul style="list-style-type: none"> <li>understand the context of WW1.</li> <li>analyse how poets write about war.</li> <li>build on our academic essay writing skills by looking at introductions and planning in more detail.</li> </ul>
 <b>MATHS</b>	<ul style="list-style-type: none"> <li>collect like terms and simplify expressions.</li> <li>solve one and two step equations.</li> <li>solve inequalities.</li> </ul>	<ul style="list-style-type: none"> <li>develop number reasoning skills.</li> <li>use percentages to solve problems.</li> <li>develop numeracy and money skills.</li> </ul>
<b>SCIENCE</b> 	<ul style="list-style-type: none"> <li>Explain how energy transfers occur and how we can control energy transfers to make our home energy efficient.</li> <li>explain photosynthesis and reproduction in humans.</li> </ul>	<ul style="list-style-type: none"> <li>describe the stages of the rock cycle.</li> <li>describe the importance and uses of light.</li> </ul>
 <b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>use and interpret ground photos about health inequality.</li> <li>use and interpret flow line maps.</li> <li>collect and interpret data on Fairtrade and non-Fairtrade items.</li> </ul>	<ul style="list-style-type: none"> <li>use atlas maps to locate African Countries</li> <li>use and interpret climate graphs of the Sahara Desert</li> <li>use and interpret atlas and physical maps about The Great Green Wall</li> </ul>
<b>HISTORY</b> 	<ul style="list-style-type: none"> <li>describe Tudor trading companies.</li> <li>explain how the East India Company took control of parts of India.</li> <li>analyse how empire developed in India.</li> </ul>	<ul style="list-style-type: none"> <li>describe life as a soldier during WW1.</li> <li>analyse interpretations of the Great War.</li> <li>evaluate the accuracy of the interpretations.</li> </ul>
 <b>FRENCH</b>	<ul style="list-style-type: none"> <li>understand the names for parts of the body and discuss mental health.</li> <li>talk about sport.</li> <li>use the near future tense and revisit the perfect tense.</li> </ul>	<ul style="list-style-type: none"> <li>embed the future tense</li> <li>talk about a healthy diet</li> <li>use three tenses together</li> <li>extend writing pieces</li> </ul>
<b>SPANISH</b> 	<ul style="list-style-type: none"> <li>fully understand the verb 'estar' and conjugate it in the present indicative tense in the singular AND plural forms.</li> <li>say what someone is like at the moment and in general.</li> <li>say what people have, using the verb 'tener'.</li> </ul>	<ul style="list-style-type: none"> <li>embed 'ser', 'estar' and 'tener'</li> <li>say what people do using -AR verbs in the present tense</li> <li>say what people do and don't do</li> <li>use 'no' to make a negative</li> <li>remember the numbers from 1-12 and talking about more than one thing</li> </ul>
 <b>RE</b>	<ul style="list-style-type: none"> <li>evaluate the impact the poor representation of Islam has had on society.</li> <li>describe where people go when they die.</li> <li>describe religious teachings about the afterlife.</li> </ul>	<ul style="list-style-type: none"> <li>explain why religious believers hold specific views about the afterlife by using religious teachings.</li> <li>explain the impact belief in the afterlife has on a person.</li> <li>evaluate the idea that there is or is not an afterlife.</li> </ul>



 <p><b>DANCE</b></p>	<ul style="list-style-type: none"> <li>analyse a set stimulus.</li> <li>Choreograph, demonstrating clear choreographic intent.</li> <li>use choreographic devices, relationships, and expressive skills to communicate choreographic intent.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate movement from the musical Westside Story</li> <li>use mental skills to enhance performance</li> <li>incorporate dynamics into choreography</li> <li>use physical skills to perform with accuracy and confidence</li> </ul>
<p><b>MUSIC</b></p> 	<ul style="list-style-type: none"> <li>perform African drumming rhythms.</li> <li>compare rhythms, melodies, and accompaniments of African-inspired musical pieces.</li> <li>compose an African-inspired piece, using multi-tracking.</li> </ul>	<ul style="list-style-type: none"> <li>analyse music from film</li> <li>compare musical devices used in film music</li> <li>compose a piece of film music in a minimalist style</li> </ul>
<p><b>TECHNOLOGY</b></p> 	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>use advanced techniques to manufacture a product, including the use of power tools.</li> <li>understand and apply advanced jointing and finishing techniques.</li> <li>evaluate a final product - including modifications and manufacturing techniques.</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>use higher risk ingredients when cooking.</li> <li>create a blended sauce successfully.</li> <li>understand how to make a perfect Swiss roll.</li> </ul> <p><b>ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>disseminate and analyse information to plan a project from printed form.</li> <li>the importance understanding of tolerances and fulcrums in design.</li> <li>introduction to power tools and equipment</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>develop design ideas</li> <li>about printing &amp; dyeing processes</li> <li>about fabric construction methods</li> </ul> 	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>disseminate and analyse information to plan a project from printed form.</li> <li>understand the importance of tolerances and fulcrums in design.</li> <li>develop an understanding of power tools and equipment</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>investigate different dietary needs</li> <li>understand the information provided on a food label</li> <li>create an own choice food product suitable for a teenager to eat.</li> </ul> <p><b>ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>use advanced techniques to manufacture a product, including the use of power tools</li> <li>understand and apply advanced jointing and finishing techniques</li> <li>evaluate a final product - including modifications and manufacturing techniques</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>test and evaluate by referring back to the manufacturing specifications</li> <li>apply printing or dyeing techniques to a final product during the manufacturing process.</li> <li>understand how to quality assure and control the construction methods.</li> </ul>

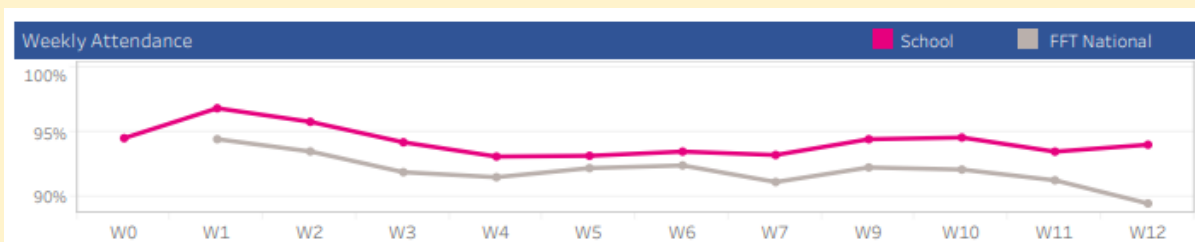


<p style="text-align: center;"><b>ART</b></p>	<ul style="list-style-type: none"> <li>experiment with a range of media which includes pencil tone, crayon, inks, and oil pastel.</li> <li>develop ceramic skills when working with clay to create a final piece.</li> <li>develop painting skills when working with clay.</li> </ul>	<ul style="list-style-type: none"> <li>create a 'Day of the Dead' collage mask.</li> <li>make Papel Picado for 'Day of the Dead'.</li> <li>evaluate our work as it develops.</li> </ul> 
<p style="text-align: center;"><b>PE</b></p> 	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>develop skills and tactics within a football game situation.</li> <li>develop an understanding of the shots and rules associated with playing singles and doubles badminton.</li> </ul> <p><b>Girls' PE -</b></p> <ul style="list-style-type: none"> <li>develop skills and tactics within a netball game situation.</li> <li>develop an understanding of the shots and rules associated with playing singles and doubles badminton.</li> </ul>	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor</li> <li>develop skills and understanding of hockey, developing passing, dribbling and shooting within game situations - outdoor</li> </ul> <p><b>Girls' PE -</b></p> <ul style="list-style-type: none"> <li>develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor</li> <li>develop skills and understanding of hockey, developing passing, dribbling and shooting within game situations - outdoor</li> </ul>
<p style="text-align: center;"><b>COMPUTER SCIENCE</b></p> 	<ul style="list-style-type: none"> <li>develop an understanding of the concept of encryption and the Caesar cipher.</li> <li>develop use of Python programming language from Year 8 and learn how to use iteration IF statements and ASCII.</li> <li>create a Python "Secret message" program using encryption.</li> </ul>	<ul style="list-style-type: none"> <li>develop an understanding of different animation types and techniques.</li> <li>create planning documentation for a given client brief</li> <li>create an animation for a given client specification and evaluate it against success criteria.</li> </ul>
<p style="text-align: center;"><b>PHSE</b></p>	<ul style="list-style-type: none"> <li>be financially savvy and avoid debt</li> <li>describe consumer law and your rights</li> <li>plan for the future and explore careers</li> </ul>	<ul style="list-style-type: none"> <li>behave to achieve and lift aspirations</li> <li>explore human rights and the LGBTQAI+ community</li> </ul> 

## Attendance update

### Attendance











This continues to be exceptional – attendance at Millfield is currently 2.3% 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.







# YEAR 10

SUBJECT	This term we have been learning to....	Next term we will be learning to....
<b>ENGLISH</b> 	<ul style="list-style-type: none"> <li>respond to an exam question for literature.</li> <li>respond to the reading questions in an English language paper.</li> <li>edit, redraft, and improve our narratives.</li> </ul>	<ul style="list-style-type: none"> <li>respond to an exam question about 'A Christmas Carol'</li> <li>annotate an Unseen poem</li> <li>analyse concisely and embed quotes for English language</li> </ul> 
 <b>MATHS</b>	<ul style="list-style-type: none"> <li>identify the different sides of right-angled triangles.</li> <li>use trigonometry ratios to find missing lengths of right-angled triangles.</li> <li>use trigonometry ratios to find missing angles of right-angled triangles.</li> </ul>	<ul style="list-style-type: none"> <li>identify angles and construct bearings.</li> <li>work with circles in all contexts.</li> <li>investigate vectors.</li> </ul>
<b>SCIENCE</b> 	<ul style="list-style-type: none"> <li>describe how cells divide and how they can become specialised.</li> <li>discover the structure of the atom and calculate the amount of sub-atomic particles within different atoms.</li> <li>investigate how waves behave and how they can be used.</li> </ul>	<ul style="list-style-type: none"> <li>understand what DNA is and how it can be extracted.</li> <li>investigate acid and alkalis and what they produce when they react</li> <li>interpret the electromagnetic spectrum and understand how long wavelengths and short wavelengths can be used</li> </ul>
 <b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>use annotated diagrams to understand global atmospheric circulation</li> <li>describe the distribution of tropical storms</li> <li>use a flow chart to understand the formation of a tropical storm</li> </ul>	<ul style="list-style-type: none"> <li>use a map to describe the location of the Somerset Levels flood</li> <li>use a flow chart to understand the evidence of extreme weather events in the UK</li> <li>use line graphs to describe evidence of climate change from the beginning of the Quaternary period to the present day</li> </ul>
<b>HISTORY</b> 	<ul style="list-style-type: none"> <li>understand why Germany experienced a Golden Age under Stresemann.</li> <li>analyse sources put forward by the early Nazi Party.</li> <li>evaluate interpretations put forward by historians.</li> </ul>	<ul style="list-style-type: none"> <li>understand how Elizabeth I controlled the country.</li> <li>analyse the accuracy of sources about government and poverty.</li> <li>evaluate interpretations put forward by Historians on the Elizabethan period.</li> </ul>
 <b>FRENCH</b>	<ul style="list-style-type: none"> <li>talk about going out and what you did when you were younger</li> <li>develop talking about free time</li> <li>build on opinions and how to justify them whilst using a mix of 3 tenses</li> </ul>	<ul style="list-style-type: none"> <li>develop talking about free time</li> <li>improve our use of the imperfect tense</li> <li>talk about TV and Cinema</li> <li>use vocabulary relating to actors and films</li> </ul>
<b>RE</b> 	<ul style="list-style-type: none"> <li>describe Christian belief about the afterlife.</li> <li>explain the impact of sin on a Christian.</li> <li>explain the importance of prayer for Christians.</li> </ul>	<ul style="list-style-type: none"> <li>describe the impact Christian beliefs have on the world.</li> <li>describe core beliefs of the Islamic God Allah along with prophets and angels.</li> <li>explain the importance of divine messages in Islam.</li> </ul>
 <b>DANCE</b>	<ul style="list-style-type: none"> <li>use CRADS to communicate choreographic intent</li> <li>analyse the four production features in Shadows</li> <li>develop a motif</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse a stimulus to create choreographic intent</li> <li>embed use of CRADS to communicate choreographic intent</li> <li>analyse the four production features in Infra</li> </ul> 



 <p><b>MUSIC</b></p>	<ul style="list-style-type: none"> <li>critically appraise music from the '90's</li> <li>sing and play a Reggae piece</li> <li>develop production skills</li> </ul>	<ul style="list-style-type: none"> <li>critically appraise music from the 2000's</li> <li>sing and play a Brit Pop piece</li> <li>refine production skills</li> </ul>
<p><b>FOOD PREPARATION AND NUTRITION</b></p>	<ul style="list-style-type: none"> <li>explore the functional properties of cereal products.</li> <li>use different carbohydrates in recipes.</li> <li>understand how nutritional deficiencies in the diet can occur.</li> </ul>	<ul style="list-style-type: none"> <li>understand the primary and secondary processes of milk</li> <li>use alternative milk substitutes</li> <li>explore the nutritional properties of dairy products</li> </ul> 
 <p><b>DESIGN AND TECHNOLOGY</b></p>	<ul style="list-style-type: none"> <li>understand how a systems approach to designing can help with planning a project.</li> <li>understand how mechanical devices work.</li> <li>understand what material properties are and how they affect material choices</li> </ul>	<ul style="list-style-type: none"> <li>understand how to research a design context</li> <li>understand how to identify a client</li> <li>understand how to create a specification</li> </ul>
<p><b>ART</b></p>	<ul style="list-style-type: none"> <li>transfer and carve out a lino design, using a lino cutter.</li> <li>develop lino printing techniques using a block press.</li> <li>experiment with composition and create backgrounds when printing.</li> </ul>	<ul style="list-style-type: none"> <li>work in the style of Halima Cassell.</li> <li>create a range of designs that have been developed into a final piece.</li> <li>explore and experiment when working with clay.</li> </ul> 
 <p><b>MEDIA</b></p>	<ul style="list-style-type: none"> <li>develop understanding of context in adverts.</li> <li>analyse media language used in print adverts.</li> <li>use our knowledge and understanding to create own advert.</li> </ul>	<ul style="list-style-type: none"> <li>develop knowledge of the James Bond franchise.</li> <li>analyse methods used in marketing and examine how effective they are.</li> <li>use our own knowledge to create film marketing material for a new film.</li> </ul>
<p><b>HEALTH AND SOCIAL CARE</b></p>	<ul style="list-style-type: none"> <li>understand the life stage 'Early Childhood' (3-8 years).</li> <li>explain holistic development (PIES).</li> <li>identify patterns of development.</li> </ul> 	<ul style="list-style-type: none"> <li>understand factors that impact health</li> <li>understand how life events impact development</li> <li>developing assessment skills for PSA</li> </ul>
 <p><b>CORE PE</b></p>	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>develop the skills and understanding of the skills and tactics within a football game situation.</li> <li>develop the skills and understanding of the shots and rules associated with playing singles and doubles badminton</li> </ul> <p><b>Girls' PE -</b></p> <ul style="list-style-type: none"> <li>develop the skills and understanding of skills and tactics within a netball game situation.</li> <li>develop the skills and understanding of the shots and rules associated with playing singles and doubles badminton.</li> </ul> 	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor</li> <li>develop skills and understanding of football, developing passing, dribbling and shooting within game situations -outdoor</li> </ul> <p><b>Girls' PE -</b></p> <ul style="list-style-type: none"> <li>develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor</li> <li>develop skills and understanding of football/netball, developing passing, dribbling and shooting within game situations - outdoor</li> </ul>



<p><b>GCSE SPORT</b></p>	<ul style="list-style-type: none"> <li>• apply practice methods to support improvement in our own sporting activity.</li> <li>• develop our skills and knowledge of practical handball.</li> </ul>	<ul style="list-style-type: none"> <li>• organise and plan a sports activity session.</li> <li>• lead a sports activity session.</li> </ul> 
<p><b>COMPUTER SCIENCE</b></p>	<ul style="list-style-type: none"> <li>• explore how binary values are converted to decimal and hexadecimal.</li> <li>• explore how images, sound and audio are represented by binary.</li> <li>• develop understanding of binary addition, subtraction and binary shifts.</li> </ul>	<ul style="list-style-type: none"> <li>• explore networks and the hardware associated with network connections</li> <li>• develop an understanding of encryption and when it is used.</li> <li>• explore the history of computing including the Enigma machine</li> </ul>
<p><b>CREATIVE MEDIA</b></p>	<ul style="list-style-type: none"> <li>• interpret client requirements for a client brief.</li> <li>• create mind maps, mood boards, visualisation diagrams.</li> <li>• use basic Photoshop skills.</li> </ul> 	<ul style="list-style-type: none"> <li>• create products using Photoshop skills, using advanced tools and techniques.</li> <li>• plan projects for given client brief using a variety of planning methods</li> </ul>
<p><b>ENTERPRISE AND MARKETING</b></p>	<ul style="list-style-type: none"> <li>• plan, sketch and evaluate initial design ideas.</li> <li>• create prototypes of sketches using Photoshop and Illustrator.</li> </ul> 	<ul style="list-style-type: none"> <li>• create a self-assessment of the final design ideas</li> <li>• collect peer feedback of the final design ideas using market research techniques</li> </ul>
<p><b>PSHE</b></p> 	<ul style="list-style-type: none"> <li>• explore the criminal justice system and why it is in place</li> <li>• describe country lines and money laundering</li> <li>• explain anti-social behaviour and why it happens</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate the war on drugs and what is happening in the UK</li> <li>• explore the dangers of binge drinking</li> <li>• manage conflict at home and in modern British society</li> </ul>

## 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.

## WORK EXPERIENCE



### YEAR 10 WORK EXPERIENCE 2023

The dates for the Work Experience will be

**20th March – 31st March 2023**

### MOCK INTERVIEW DAY

**Wednesday 18th January 2023**


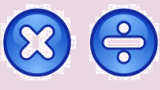



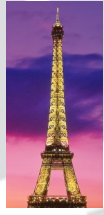


In preparation of work experience we will be hosting mock interviews.

### Work Experience Support Hub





Every Wednesday Lunchtime in A41  
Students can receive advise, discuss work experience opportunities or make phone calls

Any problems, please send students to A50 to see me - Mrs Draper.

# YEAR 11


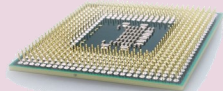
SUBJECT	This term we have been learning to...	Next term we will be learning to....
 <b>ENGLISH</b>	<ul style="list-style-type: none"> <li>improve the way we respond to the comparison question on Component 2 – language</li> <li>adapt our writing for different audiences.</li> <li>improve the way we start our literature essays by writing thesis statements.</li> </ul>	<ul style="list-style-type: none"> <li>improve the way we analyse to consider different layers of meaning in literature extracts</li> <li>plan effectively for exam questions – for both language and literature</li> <li>proofread and edit to improve our responses to exam questions.</li> </ul>
<b>MATHS</b> 	<ul style="list-style-type: none"> <li>construct distance/time graphs.</li> <li>estimate the area under a curve.</li> <li>construct and interpret conversion graphs.</li> </ul>	<ul style="list-style-type: none"> <li>develop multiplicative reasoning.</li> <li>develop geometric reasoning.</li> <li>develop algebraic reasoning.</li> </ul>
 <b>SCIENCE</b>	<ul style="list-style-type: none"> <li>investigate how the digestive system gets glucose and other foods into the blood.</li> <li>develop practical skills and calculate rates of reaction</li> <li>investigate magnetic fields and calculate power</li> </ul>	<ul style="list-style-type: none"> <li>understand what hormones are, where they are produced and what organs they target.</li> <li>investigate the process of fractional distillation and the purpose of this process.</li> <li>investigate the current, charge and energy in electrical circuits</li> </ul>
<b>GEOGRAPHY</b> 	<ul style="list-style-type: none"> <li>draw cross sections of river courses.</li> <li>draw labelled sketches and diagrams of river features and processes.</li> <li>use OS maps to identify river features.</li> </ul>	<ul style="list-style-type: none"> <li>use global maps to describe the global variations in economic development</li> <li>interpret population pyramids</li> <li>use an atlas to identify the location of Nigeria</li> </ul>
 <b>HISTORY</b>	<ul style="list-style-type: none"> <li>describe punishment throughout the ages.</li> <li>analyse how punishment changed throughout the ages.</li> <li>analyse how Pentonville changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>analyse the impact of the Wall Street Crash on America.</li> <li>describe suburbia.</li> <li>analyse the role of America in WW2.</li> </ul>
<b>FRENCH</b> 	<ul style="list-style-type: none"> <li>develop talking about holidays</li> <li>understand problems in the past tense whilst on holiday</li> <li>develop exam techniques, especially speaking and writing skills</li> <li>talk about school</li> </ul>	<ul style="list-style-type: none"> <li>develop talking about school</li> <li>discuss school rules and a school exchange.</li> <li>learn a mixture of tenses including the conditional and the imperative</li> <li>understanding the imperfect tense</li> </ul>
 <b>CORE RE</b>	<ul style="list-style-type: none"> <li>explain how the falsification principle can prove theories real.</li> <li>explain how scientific theories and religious theories are compatible.</li> <li>evaluate the claim that heaven is real.</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the claim heaven is real.</li> <li>describe what makes a good role model.</li> <li>explain where good role models get their beliefs from and how students can do the same.</li> </ul>
<b>GCSE RE</b> 	<ul style="list-style-type: none"> <li>describe religious attitudes towards the existence of evil.</li> <li>explain religious attitudes towards human rights.</li> <li>evaluate whether it is morally correct to follow your personal convictions.</li> </ul>	<ul style="list-style-type: none"> <li>effectively revise core Christian beliefs.</li> <li>create a complex understanding of how Christian beliefs link together to create the big picture of the religion.</li> </ul>



<p><b>DANCE</b></p>	<ul style="list-style-type: none"> <li>compare and contrast the set works</li> <li>use CRADS to perform duet/trio</li> <li>continue to evaluate set phrase performance</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>compare and contrast the set works ( continuation)</li> <li>embed use of CRADS</li> <li>use choreographic skills to begin choreography</li> </ul>
 <p><b>MUSIC</b></p>	<ul style="list-style-type: none"> <li>identify the different job roles in the music industry</li> <li>discuss the pros and cons of working contracts and types of employment</li> <li>write an introduction and conclusion for a given scenario about the music industry</li> </ul>	<ul style="list-style-type: none"> <li>compare all the different job roles in the music industry</li> <li>discuss how different organisations work together in the music industry</li> <li>research and experiment with warm-up exercises on your chosen instrument/voice</li> </ul>
<p><b>FOOD PREPARATION AND NUTRITION</b></p>	<ul style="list-style-type: none"> <li>analyse the results of the experiment for the GCSE NEA1 set task.</li> <li>write a conclusion to explain if the hypothesis was correct.</li> <li>explain the scientific principles investigated during the experimental work.</li> </ul>	<ul style="list-style-type: none"> <li>research the theme of seasonality and focus on ingredients available in one of them, to create food items for a café.</li> <li>complete a dovetailed time plan in preparation for the GCSE exam w/c 20<sup>th</sup> Feb 2023</li> </ul>
<p><b>TECHNOLOGY</b></p>	<ul style="list-style-type: none"> <li>make a successful product</li> <li>evaluate a making process</li> <li>evaluate strengths and weaknesses of a product you are making</li> </ul>	<ul style="list-style-type: none"> <li>apply a successful finish to a product</li> <li>evaluate a product against a specification</li> <li>evaluate a product using client and personal opinions</li> </ul>
 <p><b>ART</b></p>	<ul style="list-style-type: none"> <li>print on fabric using lino printing technique.</li> <li>create a final product - stitching into printed artwork</li> <li>review, refine and evaluate own work as it develops.</li> </ul>	<ul style="list-style-type: none"> <li>work in the style of Halima Cassell.</li> <li>create a range of designs that have been developed into a final piece.</li> <li>explore and experiment when working with clay.</li> </ul>
<p><b>MEDIA</b></p> 	<ul style="list-style-type: none"> <li>explore industry issues relating to The Archers.</li> <li>explore audience issues relating to The Archers.</li> <li>practise exam skills.</li> </ul>	<ul style="list-style-type: none"> <li>explore industry issues related to newspapers.</li> <li>analyse the media language used on two front pages.</li> <li>practise exam skills</li> </ul>
<p><b>HEALTH &amp; SOCIAL CARE</b></p>	<ul style="list-style-type: none"> <li>analyse physiological health indicators.</li> <li>understand how to monitor health readings.</li> <li>link risks to health.</li> </ul>	<ul style="list-style-type: none"> <li>develop exam writing skills</li> <li>understand how to write a health care plan</li> <li>analyse barriers to accessing health services</li> </ul>
<p><b>CHILDCARE &amp; DEVELOPMENT</b></p>	<ul style="list-style-type: none"> <li>understand the Equality Act 2010,</li> <li>understand how to manage behaviour.</li> <li>identify responsibilities of an early years-worker.</li> </ul>	<ul style="list-style-type: none"> <li>develop exam writing skills</li> <li>understand how students learn</li> <li>reflect on our own study skills</li> </ul>
<p><b>TRAVEL AND TOURISM</b></p> 	<ul style="list-style-type: none"> <li>describe the growth of tourism</li> <li>explain the role of a tour operator.</li> <li>understand what is meant by horizontal and vertical integration.</li> </ul>	<ul style="list-style-type: none"> <li>describe the main aims of customer service for three different travel and tourism organisations in relation to their role and functions.</li> <li>explain, using relevant examples, how the main aims of customer service for two different travel and tourism organisations help the organisations to carry out their role and functions.</li> <li>compare how the main customer service aims for two different travel and tourism organisations help the organisations to carry out their role and functions.</li> </ul>





<p><b>CORE PE</b></p> 	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>focus on skills and tactics within a game situation in football.</li> <li>focus on the shots and rules associated with playing singles and doubles in badminton.</li> </ul> <p><b>Girls' PE -</b></p> <ul style="list-style-type: none"> <li>focus on skills and tactics within a game situation in netball.</li> <li>focus on the shots and rules associated with playing singles and doubles.</li> </ul>	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor</li> <li>develop skills and understanding of football, developing passing, dribbling and shooting within game situations -outdoor</li> </ul> <p><b>Girls' PE -</b></p> <ul style="list-style-type: none"> <li>develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor</li> <li>develop skills and understanding of football/netball, developing passing, dribbling and shooting within game situations -outdoor</li> </ul>
<p><b>OCR SPORT</b></p>	<ul style="list-style-type: none"> <li>research and develop an understanding of the value of participating in outdoor activities.</li> <li>develop an understanding of the issues which affect participation in sport.</li> </ul>	<ul style="list-style-type: none"> <li>develop an understanding of contemporary issues in sport</li> <li>begin to understand the different issues which effect participation in sport for different user groups.</li> <li>look at the benefits and skills of taking part in an outdoor adventurous activity.</li> </ul>
<p><b>COMPUTER SCIENCE</b></p>	<ul style="list-style-type: none"> <li>build on previous knowledge from the CPU unit from year 10, learning how registers work.</li> <li>conduct a deeper investigation of 'utility' software and their uses</li> </ul>	<ul style="list-style-type: none"> <li>continue developing skills in programming by completing a twenty-hour NEA.</li> </ul> 
<p><b>ENTERPRISE AND MARKETING</b></p>	<ul style="list-style-type: none"> <li>create promotional material for hat designs</li> <li>how to conduct a class presentation to "sell" a business proposal</li> <li>explore and understand the different ways a business uses promotion to sell products</li> </ul>	<ul style="list-style-type: none"> <li>plan a pitch to communicate the branding and promotion ideas, considering the needs of the audience and appropriate media</li> <li>develop personal and presentation skills to assist with the delivery of the pitch</li> </ul>
<p><b>PHSE</b></p>	<ul style="list-style-type: none"> <li>develop better study skills and be prepared for exams</li> <li>prepare for college, university and possibly living alone</li> </ul>	<ul style="list-style-type: none"> <li>challenge stereotypes and explore multiculturalism</li> <li>explore healthy living and healthy relationships</li> </ul>

### **DATES FOR 2022/2023**

School reopens - 3rd January 2023

Year 10 Mock Interview Day - 8th January 2023

Celebration of Music - 6th March 2023

Careers Fayre Day - 8th March 2023

Year 11 Progress Evening - 5th January 2023

Musical Performance 7th & 8th February

Half Term Closure 10th - 20th February



# Student Council



The student council have been hard at work planning and preparing for the Christmas hamper appeal. Students planned a Christmas advert which will be shown in school and on social media. Students have also been in assemblies promoting the appeal. The Student Council have requested donations of toys, and other small Christmas presents and long-life food products and selection boxes. The Student Council would like to thank all the people who have donated and helped to make someone's Christmas special this year.

Thank you!

The student council and their parents have also given up their time at the weekend to support the local charity at Hawthorne Park, planting 50 new trees. Students made their way to the park for 10:30am and spent two hours, along with other local volunteers, digging and planting the trees.



Mrs J. Phillips, a local resident and volunteer, stated

*"the youngsters were splendid and a real credit to their parents and the school."*



Trees are the longest living organisms on Earth, and never die of old age





# Exceptional Students!

**GREAT JOB!**

## Year 8 Exceptional Awards and Year 9 Graduation

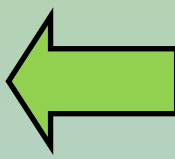
Year 8 and 9 students should now be well on their way through their respective graduation and exceptional booklets. Some students have really excelled themselves and have been able to complete over 30 of the different subject-based tasks. In addition, some have already completed over 20 hours of extra-curricular activities.

### Year 9

- F. Greaves
- J. Garside
- K. Talbot
- R. Atkins
- K. Croft
- H. Bingham
- D. Leach
- A. Atkinson

### Year 8

- B. Casey
- S. Hill
- J. Campbell
- A. Whitaker
- L. Robinson
- S. Thorneycroft
- L. Crumblehume
- K. Lancaster



### Outstanding students

All these students will be receiving a prize during the final week of school. We are very proud of the students who have taken part and are already looking forward to the Graduation



**HOT CHOCOLATE WITH THE HEADTEACHER**

Year 10

- Olivia Clueit
- Leon Williams
- Maizie Cardwell
- Leo Cole
- Lucas Swift
- Ava Loparco
- Lily Crossley

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

**HOT CHOCOLATE WITH THE HEADTEACHER**

Year 7

- Lily Slack
- Poppy Sugden
- Alice Little
- Toby Raw
- Beau Cook
- Josh Elson

All of the students have been nominated by the PE department for their excellent work in PE.



**WELL DONE!**



# Deputy Headteacher's Maths Challenge

## Twelve Days of Christmas

According to the traditional song, on the first day of Christmas (25th December), my true love sent to me:



- A partridge in a pear tree

On the second day of Christmas (26th December), my true love sent to me THREE presents:

- Two turtle doves
- A partridge in a pear tree

On the third day of Christmas (27th December and so on) my true love sent to me SIX presents:

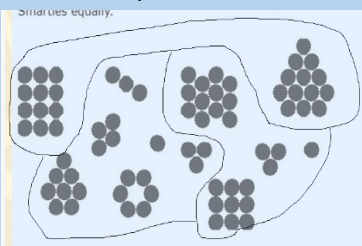
- Three French hens
- Two turtle doves
- A partridge in a pear tree

This carries on until the the twelfth day of Christmas, when my true love sends me:

- Twelve drummers drumming
- Eleven pipers piping
- Ten lords a-leaping
- Nine ladies dancing
- Eight maids a-milking
- Seven swans a-swimming
- Six geese a-laying
- Five gold rings
- Four calling birds
- Three French hens
- Two turtle doves
- A partridge in a pear tree

After the twelve days of Christmas are over, how many presents has my true love sent me altogether?

Please email your worked solution to Mr Humphreys - [b.humphreys@millfield.lancs.sch.uk](mailto:b.humphreys@millfield.lancs.sch.uk):



Well done to Mr Rawcliffe for his solution to the smarties problem





# Home - Learning

At Millfield, home learning is viewed as an essential part of each student’s whole learning process. It is a vital aspect of supporting, extending, and preparing for the learning that takes place in the classroom.

Our home learning support session is available to all students and provides a safe, supportive, and productive out of school hours provision which assists students in completing their home learning. Home learning support provides assistance for our students who struggle with home learning completion or just need a little bit of additional help and guidance.

Home learning support is available between 3pm and 4pm, Monday to Thursday and provides:

- a safe, quiet, and calm space for students to concentrate
- a supportive environment
- one to one or small group assistance
- a chance to share knowledge
- an opportunity to build relationships
- an opportunity to develop good work habits and a positive attitude towards learning
- the chance to develop skills involved in becoming an independent learner.

Since September, we have increased our focus on the provision and quality of home learning so that it maximises the learning potential of each student. Our students have embraced our home learning expectations and I am delighted to be able to report an increase in the number of students producing top quality home learning and consequently a reduction in the number of students who have had to attend a home learning detention.

I would like to take this opportunity to thank all parents for their continued support and help with their child’s home learning.

**Mr G Wood**  
**Lead Practitioner**



*Find Your*  
**ELF NAME**



1. FIND THE FIRST LETTER OF YOUR NAME  
2. FIND THE MONTH YOU WERE BORN

A	Sparkle	N	Noel	•	JAN	Sugarberry
B	Jingle	O	Swirly	•	FEB	McGiggles
C	Happy	P	Dizzy	•	MAR	Muffin Tin
D	Snowy	Q	Minty	•	APR	Pickle Pants
E	Tinsel	R	Cranberry	•	MAY	Plumbottom
F	Jolly	S	Crinkle	•	JUN	Snickerdoodle
G	Bumble	T	Poppy	•	JUL	Cinnabuns
H	Cosmo	U	Tookie	•	AUG	Snazzyhead
I	Twizzle	V	Merry	•	SEPT	Monkey Berry
J	JoJo	W	Tinker	•	OCT	Twinkle Toes
K	Pinky	X	Pepper	•	NOV	Ginger Pants
L	Twirly	Y	Glitter	•	DEC	Bright Buttons
M	Zippy	Z	Wiggles	•		



# Have yourself a Merry ECO Christmas

*This Christmas you can make some little changes to help our environment, from cards to wrapping, presents to food. Below are some ideas to help you help Mother Nature this festive season.*



\* I know the sparkly, shiny paper is beautiful, but that means that it probably can't be recycled too. Why not buy normal wrapping paper this year; there are still plenty of lovely designs to choose from. If you need something stronger, brown wrapping paper can look lovely and retro, tied together with string.



\* Sticking with wrapping presents, try to swap ordinary sticky tape for plastic free, otherwise even your lovely recyclable wrapping paper won't be recyclable after all. If you can, opt for ribbon, which can be kept and reused, or string or wool.

\* Decorating presents can make them look stunning, but try to stay away from the usual plastic bows and ribbon. You could try real, dried leaves and flowers, or make origami flowers if you can.



\* Christmas cards are a nice way to let someone you love know you are thinking of them, and handmade cards are a great way to do this. However, if you opt to buy them, try to avoid ones with glitter, foil, and plastic embellishments, as these can't be recycled (even if they are very pretty!)



Most councils also run recycling schemes for your real Christmas trees in the new year.

\* With two little boys I know how easy it is to reach for the phone or tablet and order presents online, but if you can, try to order some of your presents locally this year. There are lots of craft groups on social media where you can buy lovely handmade presents. You can get novelty soaps (I love these), knitted chocolate orange covers, wooden gifts, and many more.

\* As well as looking for bargains and offers in the larger shops, don't forget about our local high streets and villages. We're lucky to have a great many butchers, greengrocers, and small food shops around here. Reduce the carbon footprint of your Christmas food and shop local.

*If you have any other ideas on how to have an eco friendly Christmas, let us know on Twitter (@MillfieldEco).*



# Teaching and Learning Tips



When we approach any task, we bring knowledge about our own ability, what strategies are effective and ideas regarding the activity. As we work through tasks, we adapt our approach based on how the task is going. This process can be understood as planning for the task, monitoring its performance throughout and then evaluating how the task could have been done better before planning to attempt the task again and continuing the cycle.

Metacognitive strategies are all about acknowledging this planning, monitoring and evaluation. Students who recognise this cycle are characterised as 'self-regulated' learners. They can note when they are planning, monitoring, and evaluating, questioning themselves when needed.

Below is an example of some of the types of questions that students can ask themselves at each stage of a task to support their metacognition and improve their end result.

## Planning

- What is the goal of this task?
- Have I completed such a task before and how did it go?
- Where is the best place to start?
- Do I need extra resources to help me?

## Monitoring

- How am I doing here?
- Is there something I could change to help me reach the goal?
- What has gone well so far?
- How am I feeling about this task?
- Do I need to take a break and come back to this later?

## Evaluating

- How did it go?
- How would I do this differently next time?
- Did I reach the goal set at the start?
- Is there a technique I would use differently next time?
- Did I start in the right place?



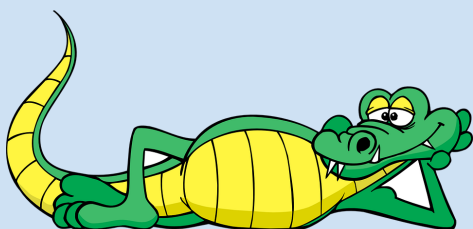
**The ultimate goal is for students to start asking these questions of themselves. Such a mind-set will help them navigate the many tasks they will come across in life. With practice, they will be able to plan, monitor and evaluate how they are getting on effectively, increasing the likelihood of success in reaching their goals.**

As we finish the Autumn Term I would like to encourage students to think about their wellbeing and how this can have a positive impact on their learning. We hope that our students enjoy the time to rest and enjoy the Christmas break. Students might like to follow these simple steps improve their wellbeing, ready to make exceptional progress when we return for the Spring Term.



**SLEEP** – 8 hours of sleep (or more) will help you to excel in the classroom and stay alert while you study.

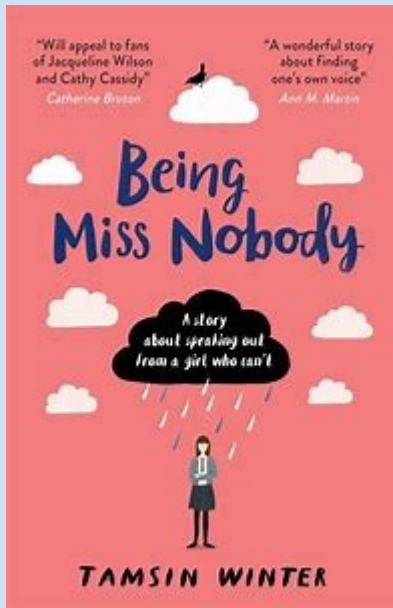
**FOOD** – Brain food comes in many forms, from nuts and seeds to vegetables. Try to eat a balance of foods like broccoli for vitamin K and pumpkin seeds for zinc, alongside the many festive treats like mince pies and chocolate!



**GET ACTIVE** – Try to exercise every day. Regular physical activity boosts mental alertness and energy levels required to study effectively.

**RELAX!** – Make sure you enjoy yourself. Get outside for a daily walk. Connect with family or friends and have fun. Enjoying life reduces stress and will leave you feeling refreshed and ready for the Spring Term.

*The Teaching and Learning Team*



## LIBRARY BOOK OF THE WEEK

This week's Library Book of the Week is "Being Miss Nobody" by Tamsin Winter.

Rosalind hates school. She's the weird girl who doesn't talk. To stand up for herself, Rosalind starts a blog - Miss Nobody; a place where she has a voice. But is Miss Nobody becoming a bully herself?

# Literacy at Millfield

Millfield recognises that good literacy skills are central to success in all areas of the curriculum and life in general. We are proud to be a school which champions reading and each Wednesday during form time students take part in 'Register and Read' which allows them to read and explore different articles linked to different subject areas with their form tutors.



These sessions also provide students with a chance to develop their oratory skills as the articles often spark debate and discussion. Students' become familiar with new vocabulary and how to use them in a wider context. Over this half term we have read articles on topics such as Remembrance Day, offensive Halloween costumes and mathematics in Soccer. Next term we will continue our focus on **Register and Read** by reading about free school

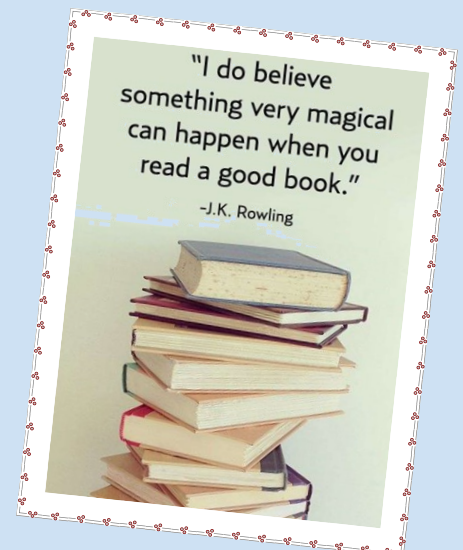
meals, the future of food and technology in our world.

Reading is enhanced within subject departments where academic texts are used to supplement knowledge from a topic and to bring a broader context and application. For example, our Year 8 in science have been reading about New Zealand cyclists whilst learning about the topic of 'forces and motion'. The combination of the programmes ensures students are exposed to new texts, vocabulary and model reading across subjects.

Our key literacy initiative in this half term has been the **'Spread the Word Challenge'** where all staff promoted a new word to build students vocabulary. Students had to collect all the words on a challenge sheet from every member of staff. Staff became very competitive with their words and displayed them on lesson resources, in rooms and on their lanyards. Students that obtained all the words won a prize, alongside form and department awards.



More recently, you will have begun to receive postcards with recommended reading suggestions from each department to promote wider reading amongst the students. Keep an eye out on your notifications from Synergy for fabulous recommendations which may even be a great idea for a Christmas present or two!







# Class of 2022 Year 11 GCSE Certificate & Presentation of Awards Evening



On Wednesday 16th November our summer Year 11 leavers said a final farewell to Team Millfield as they returned to receive their GCSE and vocational certificates and awards, which were presented to them by Mrs Regan. The school was bustling with family and friends, who had come along to share in the celebrations; it was a proud moment for everyone.



We wish our former students good health and happiness as they embark on their chosen pathway to achieve their bright futures.



*Our sincere thanks also go to all our sponsors, who recognise and reward our students over many years.*

Mrs Nicola Regan  
Headteacher





# Pastoral and Wellbeing THANK YOU



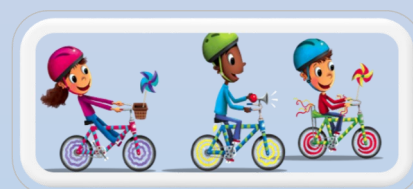
A huge thank you to everyone who was able to donate a gift for our **Millfield Children in Need** appeal. We received over 300 gifts which will all go to our students this Christmas.



## Road Safety

Those parents that are near school at the end of the day will have seen an increase in safety measures as students are leaving. Staff are all now wearing high-vis jackets and we have a member of staff stopping traffic so students can cross the road safely. In addition, we have closed one of the exits so the flow of students leaving the site is easier to manage. Keeping students safe is obviously, as you would expect, a priority for us and yet there is still one area that we have serious concerns over; students riding bikes to school.

The number of students that ride to school without lights, reflective clothing and a helmet is very worrying. Insisting students are properly equipped is perhaps something we will look at in the future but rather than introduce rules we are hoping that a little encouragement will lead to an increase in students wearing helmets.



In view of this, I am delighted to share that we have joined with **CJ Cycles** on Victoria Road in Cleveleys who are offering a **10% discount** on all helmets when you show that your child attends Millfield.

## Uniform swap-Shop / Pre-loved Uniform

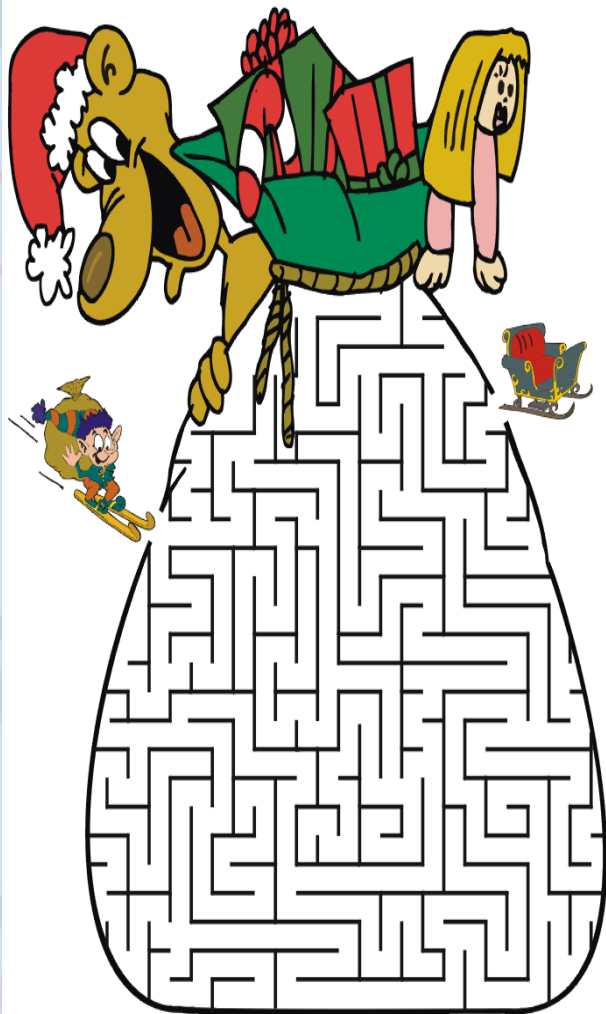


Due to the increasing living costs and our proactive approach to addressing the financial burden of uniform costs, we are proud of our newly opened "*Uniform Swap Shop*". We are encouraging all families and the local community to donate any unwanted uniform to school, which can then be re-used by others 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.

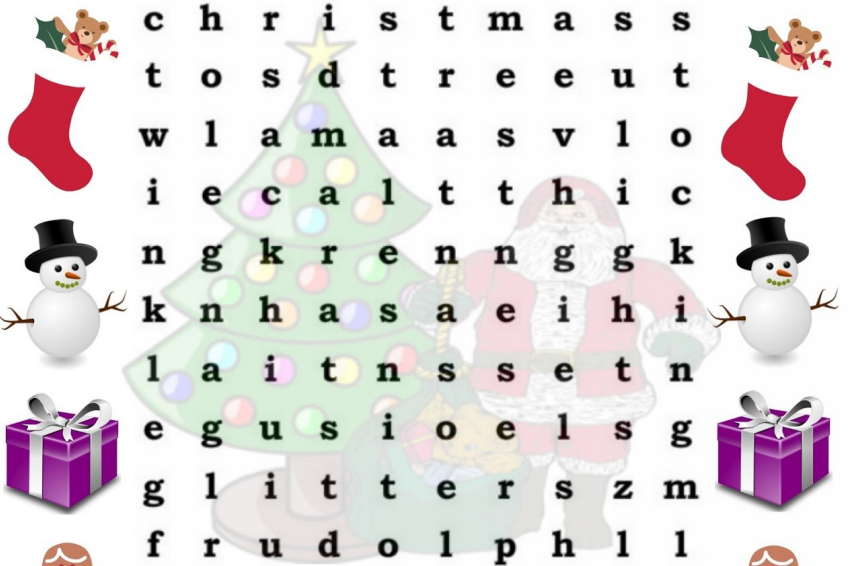
Year 7: Mr Greenall  
Year 8: Miss Miller-Crook  
Year 9: Mrs Clare  
Year 10: Mr Griffiths  
Year 11: Mrs Doran

[r.greenall@millfield.lancs.sch.uk](mailto:r.greenall@millfield.lancs.sch.uk)  
[g.miller-crook@millfield.lancs.sch.uk](mailto:g.miller-crook@millfield.lancs.sch.uk)  
[t.clare@millfield.lancs.sch.uk](mailto:t.clare@millfield.lancs.sch.uk)  
[k.griffiths@millfield.lancs.sch.uk](mailto:k.griffiths@millfield.lancs.sch.uk)  
[c.doran@millfield.lancs.sch.uk](mailto:c.doran@millfield.lancs.sch.uk)



## Merry Christmas Word Search

Search for the words going up, down, left and right.



tinsel

sack

lights

Rudolph

glitter

angel

stocking

presents

Santa

tree

sleigh

Christmas

twinkle

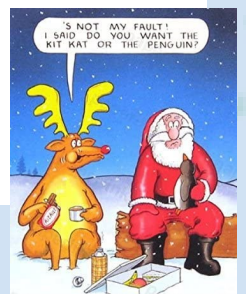
star

★  
On  
the twelfth  
day of Christmas  
My true love gave to me  
12 drummers drumming  
11 pipers piping  
10 lords a leaping  
9 ladies dancing  
8 maids a milking  
7 swans a swimming  
6 geese a laying  
5 gold rings  
4 calling birds  
3 french hens  
2 turtle doves  
and  
a  
partridge  
in a  
pear  
tree

Merry Christmas  
around the world



- |                |  |
|----------------|--|
| 1. Hindi       | a. sretan Božić                        |
| 2. Greek       | b. eid milad saeid                     |
| 3. Arabic      | c. felicem natalem Christi             |
| 4. Chinese     | d. Tāze ýl gutly bolsun                |
| 5. Nepali      | e. mele Kalikimaka                     |
| 6. Romanian    | f. joyeux Noël                         |
| 7. Japanese    | g. Vesela Koleda                       |
| 8. Hungarian   | h. kalá Christouğenna                  |
| 9. Bulgarian   | i. Bara din Mubarak                    |
| 10. Croatian   | j. Craciun Fericit                     |
| 11. Igbo       | k. Merikurisumasu                      |
| 12. Turkmen    | l. krisamas kee badhaee                |
| 13. Malay      | m. pyawshwinsaw hkarahhcamaat hpyitpar |
| 14. Portuguese | n. Shèngdàn jié kuàilè                 |
| 15. French     | o. kalá Christouğenna                  |
| 16. Greek      | p. Mēri krisamasa                      |
| 17. Hawaiian   | q. feliz Natal                         |
| 18. Burmese    | r. ezi ekeresimesi                     |
| 19. Latin      | s. boldog Karácsonyt                   |
| 20. Urdu       | t. Selamat Hari Natal                  |



# CHRISTMAS CARD COMPETITION

## 2022

Congratulations to Lotus Diep - Year 7  
for her superb artwork for  
Team Millfield's 2022 Christmas card design.



*Well done!*

