



Issue No 53
6 February 2023

**DATES FOR
2022/2023**

- Close for half term
10th February 2023
- School reopens
20th February 2023
- Celebration of Music -
Winter Gardens 6:30
6th March 2023
- Careers Fayre Day -
All years
8th March 2023
- March Mocks - Yr11
Core Subjects
13-20th March 2023
- Year 10 Work
Experience
20-31st March 2023
- Year 9
Option Taster Day
20- 23rd March 2023
- World Poetry Day
21st March 2023
- Year 7 Progress
Evening
22nd March 2023
- Year 9
Options Evening
29nd March 2023

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#BeExceptional



Millfield MESSENGER

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Dear Parents and Carers

A huge well done to Miss Kilmartin and our incredibly talented dancers who performed at the Fylde and Wyre dance competition at the beautiful Tower Ballroom. The theme of the show was 'One World' and our superb dancers came first place, out of the secondary schools, with their performance entitled 'We Must Protect'. They are now through to the next round of the Lancashire competition – well done to them all.

As you are aware, our personal development provision is excellent, and encompasses everything we do to promote careers and aspirations to enable our students to have experiences of the world of work. Mr Smith led an employer engagement panel, in which all students in years 7 to 10 had the opportunity to listen to employers discussing a range of job opportunities. Our students asked some fantastic questions in the question and answers session at the end. We also welcomed Oxford University into school, and they delivered an informative talk on applying to the prestigious university, what life is like at university, and this was again followed by a useful question and answer session; the students gained a wealth of information and ideas from these two sessions alone.

Our language department is going from strength to strength, and the introduction of Spanish to our curriculum has been a huge success! So much so we are expanding the department and looking to employ a brand-new teacher for September so we can increase the opportunities students have to study another language. I was incredibly proud of our 40 new language ambassadors, who applied for their roles, and were presented with their badges and awards. They have some excellent ideas and plans to develop a love of languages at Millfield!

Millfield Science and Performing Arts College have a dedicated school council who are always trying to improve our school and think of ways of helping local charities. The school council have chosen to do a 5K run to raise money for Brian House. It is wonderful that our students have chosen to support other children. Please support their challenge of running 5K, which they practise after school on Fridays, by donating to the Just Giving Page here:

https://www.justgiving.com/team/TeamMillfield?utm_campaign=lc_frp_share_transaction_transactional_--_team_created_--_team&utm_content=9791fc29-9a22-4d59-ac9a-6d7c284deb1f&utm_medium=email&utm_source=postoffice&utm_term=1673626142147

Have a wonderful February half term.

Follow us on Twitter, the only whole-school social media we use, where we celebrate our students and remind parents of upcoming events; you can follow us at @millfieldhighsc.

Best wishes

N. Regan

Nicola Regan

Be Exceptional!

KEY STAGE

3

What's happening in Key Stage 3

Year 7 – Mr Greenall

Coming up to the end of half term, the Year 7s has worked really well and I am so proud of them all. We will continue to stretch and challenge everyone so we can get the best out of every pupil. Over the next half term, we have Year 7 progress evening where you get the chance to have appointments with subject teachers and talk about your child's progress since starting Year 7. There is also a Careers Fayre Day where the pupils will get to speak to potential employers, colleges and training providers with many more exciting activities for year 7.

Year 8 – Miss Miller-Crook

Well done to all students for completing their end of unit assessments this week. There have been many accomplishments this half term and I hope you all enjoy a deserved break.

Year 9 – Miss Clare

We have had lots of focus on Careers this half term including lots of visitors in our assemblies and careers interviews. This is all in preparation for year 9s choosing their options this year. Have a lovely well-deserved break.

★ ★ ★
READ
LEARN
THINK
CREATE
DREAM
ACHIEVE

KEY STAGE

What's happening in Key Stage 4

Year 10 – Mr Griffiths

It has been a brilliant term so far with the year 10 students taking part in the mock interview day which was an amazing success. Some students have visited BAE to explore what this sector of the industry involves, when we return, we have guest speakers from Lab Creative and Lancashire Police Cyber Crime division who will talk about aspects of their job roles. Exciting times ahead!

Year 11 – Mrs Doran

I am very proud of all the Year 11 students attending the supervised revision sessions and interventions, these have had amazing turn outs. I know a lot of you are feeling the pressure now and understandably so, however, if you're putting the hard work in then you don't need to worry! If you are feeling like you need any further support then come and speak to myself, Miss Gower, Mr Grayston, your mentor or any member of staff you are comfortable with, and we will help in any way we can. When we get back after half term there are only nine school weeks until your exams, so enjoy a well-earned break, and come back refreshed and energised! Put yourselves first, see friends, spend time with family, get yourselves out in the fresh air, self-care is important this half term, as well as your revision!

Key Stage 4 Update

It has been another busy fortnight for Key Stage 4 students. Last week Year 11 students received an assembly from Peter Wright who runs The Excellence Academy at Blackpool Sixth Form. Students heard about the importance of working hard to achieve your

potential and also about the benefits of university, both here in the UK and abroad.

Year 11 students should now be in a well established routine with regards to revision. In order to support students' revision we have introduced revision skills activities to form time and PSHE along with making a revision timetable. Please remember that all students are welcome to attend our supervised study sessions on Wednesdays after school. These run from 3pm until 5pm in A14 and aim to provide students with space and equipment to revise. Tea, coffee and biscuits will be available along with pens, paper and revision cards if necessary.

Year 10 students have continued to impress us with their general attitude to learning. They are now looking forward to going out on work experience for the final two weeks of next half term. This is always an activity which students are both nervous and excited about. It provides them with an invaluable insight into the world of work. Students should be encouraged to take every opportunity available to them whilst on work experience.

On Friday 3rd February, Key stage 4 were able to listen to presentations by Oxford University and all the amazing opportunities available. Students were able to ask insightful questions and receive advice on their next steps should they want to apply



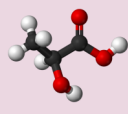








I hope all KS4 students have a pleasant and relaxing half term break and come back to school ready to continue working hard.









Miss Gower

Head of Key Stage 4



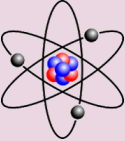




YEAR 7

SUBJECT	This term we have been learning to....	Next term we will be learning to....
ENGLISH 	<ul style="list-style-type: none"> understand the influences of different languages on the English language. recognise and use standard English. make inferences about non-fiction texts. 	<ul style="list-style-type: none"> understand how poetry can be used to express thoughts and feelings. analyse the language of poetry. annotate poems effectively.
 MATHS	<ul style="list-style-type: none"> solve problems using number operations. calculate fractions and percentages of amounts. manipulate directed numbers. 	<ul style="list-style-type: none"> manipulate number operations. add and subtract fractions. apply fractional thinking in everyday contexts.
SCIENCE 	<ul style="list-style-type: none"> construct electrical circuits in order to investigate current and voltage. explain how muscles and bones interact during everyday activities. 	<ul style="list-style-type: none"> explain how muscles and bones interact during everyday activities. explain how substances can be separated using a variety of techniques
 GEOGRAPHY	<ul style="list-style-type: none"> describe how landscapes are made up describe the processes of weathering, erosion, transportation and deposition. use and interpret maps to show an understanding of the physical landscapes. 	<ul style="list-style-type: none"> describe where mountainous landscapes can be found in the UK. explain the main physical process that shape our mountainous landscapes. label and annotate maps and diagrams.
HISTORY 	<ul style="list-style-type: none"> describe the claimants to England in 1066 explain why William won the Battle of Hastings analyse how England changed under the Normans. 	<ul style="list-style-type: none"> describe the causes of the first crusade analyse key events in the first crusade evaluate two different sources on the aftermath of the first crusade
 SPANISH	<ul style="list-style-type: none"> embed 'ser', 'estar' and 'tener' say what people do using – AR verbs in the present tense say what people do and don't do use 'no' to make a negative remember the numbers from 1-12 and talking about more than one thing 	<ul style="list-style-type: none"> embed saying what people do, especially in the 3rd person embed the negative 'No' talk about more than one thing talk about the location of things describe a place talk about giving and wanting
RE 	<ul style="list-style-type: none"> describe the different understandings each dharmic faith has about the concept of dharma. explain why dharma is such a central belief to many religions. evaluate how much dharma impacts religious believers' lives. 	<ul style="list-style-type: none"> perform in a Bollywood style use expressive skills to enhance performance demonstrate key motifs accurately
 DANCE	<ul style="list-style-type: none"> perform body percussion embed relationships and choreographic devices into performance incorporate prop into routine 	<ul style="list-style-type: none"> perform in a Bollywood style demonstrate key motifs use choreographic devices and relationships to develop motifs
MUSIC 	<ul style="list-style-type: none"> identify what is meant by 'musical loop' and 'ostinato' compose a piece using musical loops use sequencing to record a multi-track composition 	<ul style="list-style-type: none"> evaluate how music is used effectively in TV adverts compose an original jingle for a TV advert prepare and perform music and action for a TV advert for an original product







<p style="writing-mode: vertical-rl; transform: rotate(180deg);">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 • use tools and equipment <p>FOOD</p> <ul style="list-style-type: none"> • understand how to interpret the meaning of the Eatwell Guide • use skills learnt to complete an own choice dish as part of a food assessment <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 • use 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 whether 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.
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">ART</p>	<ul style="list-style-type: none"> • explore the artist Hunterwasser and use his style to inspire own work. • create artist research page which includes annotation. 	<ul style="list-style-type: none"> • create tone with paint by adding black and white to colour. • blend paint to create harmonious colours. • create a final painted piece which shows understanding of tone and blended colours.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PE</p> 	<p>Boys' PE -</p> <ul style="list-style-type: none"> • develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor • develop skills and understanding of hockey, developing passing, dribbling and shooting within game situations - outdoor <p>Girls' PE -</p> <ul style="list-style-type: none"> • develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor • develop skills and understanding of hockey, developing passing, dribbling and shooting within game situations - outdoor 	<p>Boys' PE -</p> <ul style="list-style-type: none"> • develop leadership skills within the activities we have covered this year. (badminton/ football) <p>Girls' PE -</p> <ul style="list-style-type: none"> • develop leadership skills within the activities we have covered this year. (badminton/ hockey) 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMPUTER SCIENCE</p>	<ul style="list-style-type: none"> • explore iteration, selection and variables in Micro:bit programming. • write success criteria, create flowcharts and code a solution to a given problem • evaluate a solution against clearly identified success criteria 	<ul style="list-style-type: none"> • develop an understanding of binary, how and why it is used and how to convert it into denary. • develop skills in using spreadsheets and designing products to suit given audiences • use planning techniques and algorithms effectively




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 impact of specific words in our reading responses. recognise and use persuasive techniques in our writing. plan and draft a formal, written speech. 	<ul style="list-style-type: none"> understand the social and historical context to Shakespeare's 'Macbeth'. analyse how characters are presented in play texts. understand the key features of tragedy.
 MATHS	<ul style="list-style-type: none"> develop algebraic techniques. manipulate fractions and percentages. write numbers using standard form. 	<ul style="list-style-type: none"> calculate percentages of amounts. express one number as a fraction or percentage of another. understand and use indices.
SCIENCE 	<ul style="list-style-type: none"> explain how sound is generated and detected use nutritional information to describe the importance of a balanced diet. 	<ul style="list-style-type: none"> explain the advantages and disadvantages of combustion identify the structure and properties of solids, liquids and gases.
 GEOGRAPHY	<ul style="list-style-type: none"> use and understand numerical data about poverty in the UK use, interpret and compare choropleth maps about rainfall and population use and interpret line graphs about the consumption of energy in the UK 	<ul style="list-style-type: none"> describe the physical processes that take place at each tectonic plate boundary. evaluate the effects and impacts of an earthquake. use, interpret and describe ground photos.
HISTORY 	<ul style="list-style-type: none"> describe the causes of the Civil War. explain why Charles I was executed. analyse an interpretation of Charles' execution. 	<ul style="list-style-type: none"> understand what life was like under Cromwell understand what life was like during the Restoration analyse how England changed during the Interregnum and Restoration.
 SPANISH	<ul style="list-style-type: none"> embed 'ser', 'estar' and 'tener' say what people do using –AR verbs in the present tense say what people do and don't do use 'no' to make a negative remember the numbers from 1-12 and talking about more than one thing 	<ul style="list-style-type: none"> embed saying what people do, especially in the 3rd person. embed the negative 'No'. talk about more than one thing . talk about the location of things . describe a place . talk about giving and wanting.
 FRENCH	<ul style="list-style-type: none"> embed talking about doing and making things understand definite articles understand and use regular plural nouns say what people do using the verb faire understand and use –ER verbs in the 1st, 2nd and 3rd person singular in the present tense 	<ul style="list-style-type: none"> embed the 1st, 2nd and 3rd person singular continue with saying what people do say how many they are understand numbers to 30 say what people have say what people do





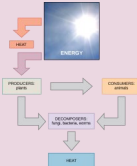





 <p>RE</p>	<ul style="list-style-type: none"> • evaluate the impact violent and non-violent religious role models have had on the world. • describe what guides religious people on how to act. • describe what guides Christians on how to act. 	<ul style="list-style-type: none"> • describe how all people, religious and non-religious, should treat the world. • describe the reasons people have for looking after the world. • explain the importance of looking after the world.
<p>DANCE</p> 	<ul style="list-style-type: none"> • analyse a set stimulus. • choreograph demonstrating clear choreographic intent. • use expressive skills to communicate choreographic intent. 	<ul style="list-style-type: none"> • demonstrate movement from the musical Westside Story • use mental skills to enhance performance. • incorporate dynamics into choreography.
 <p>MUSIC</p>	<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. 	<ul style="list-style-type: none"> • evaluate the key musical features of Indian music. • compose an Indian raga. • perform a piece of music in the style of Indian fusion.
<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"> • understand how different types of raising agents work • create an own choice practical dish as part of an assessment <p>ELECTRONICS</p> <ul style="list-style-type: none"> • 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>TEXTILES</p> <ul style="list-style-type: none"> • 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. <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?







<p>ART</p> 	<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. 	<ul style="list-style-type: none"> • create a final design- bringing all skills together /research/drawing skills/ experimenting with media/zentangle patterns. • experiment with soft coloured pastels to create bright coloured Beetles.
 <p>PE</p>	<p>Boys' PE -</p> <ul style="list-style-type: none"> • develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor • develop skills and understanding of hockey, developing passing, dribbling and shooting within game situations-outdoor <p>Girls' PE</p> <ul style="list-style-type: none"> • develop skills and understanding of handball, focusing on skills and tactics within a game situation. • develop skills and understanding of hockey, developing passing, dribbling and shooting within game situations. 	<p>Boys' PE</p> <ul style="list-style-type: none"> • develop leadership skills within the activities we have covered this year. (badminton/football). <p>Girls' PE</p> <ul style="list-style-type: none"> • develop leadership skills within the activities we have covered this year. (badminton/ hockey)
<p>COMPUTER SCIENCE</p> 	<ul style="list-style-type: none"> • convert between binary and denary and vice versa and write algorithms to describe these conversions. • convert between binary, denary and hexadecimal. • use spreadsheet software to automate the process of converting between binary, denary and hexadecimal. 	<ul style="list-style-type: none"> • convert between binary and denary and vice versa and write algorithms to describe these conversions. • convert between binary, denary and hexadecimal. • use spreadsheet software to automate the process of converting between binary, denary and hexadecimal.






YEAR 9

SUBJECT	This term we have been learning to...	Next term we will be learning to...
ENGLISH 	<ul style="list-style-type: none"> understand the context of WW1. analyse how poets write about war. build on our academic essay writing skills by looking at introductions and planning in more detail. 	<ul style="list-style-type: none"> understand the conventions of dystopian fiction. write effective narrative openings. plan analytical essays.
 MATHS	<ul style="list-style-type: none"> develop number reasoning skills. use percentages to solve problems. develop numeracy and money skills. 	<ul style="list-style-type: none"> extend knowledge of angle rules and properties of shapes. compare the different effects of transformations. investigate Pythagoras' theorem.
SCIENCE 	<ul style="list-style-type: none"> describe the stages of the rock cycle. describe the importance and uses of light. 	<ul style="list-style-type: none"> describe how variation is caused through inherited genetics. explain how new, innovative materials are produced in the modern world.
 GEOGRAPHY	<ul style="list-style-type: none"> use atlas maps to locate African Countries use and interpret climate graphs of the Sahara Desert use and interpret atlas and physical maps about The Great Green Wall 	<ul style="list-style-type: none"> describe the landscapes of Nigeria. explain the opportunities and challenges that Nigeria encounters. complete map cross sections.
HISTORY 	<ul style="list-style-type: none"> describe life as a soldier during WW1. analyse interpretations of the Great War. evaluate the accuracy of the interpretations. 	<ul style="list-style-type: none"> describe life as a soldier during WW1. analyse interpretations of the Great War. evaluate the accuracy of the interpretations.
 FRENCH	<ul style="list-style-type: none"> embed the future tense talk about a healthy diet use three tenses together extend writing pieces 	<ul style="list-style-type: none"> embed the three tenses. describe jobs and what you do in the jobs. say what you used to do. talk about how you learn languages.
SPANISH 	<ul style="list-style-type: none"> embed 'ser', 'estar' and 'tener' say what people do using -AR verbs in the present tense say what people do and don't do use 'no' to make a negative remember the numbers from 1-12 and talking about more than one thing 	<ul style="list-style-type: none"> embed saying what people do, especially in the 3rd person singular and plural. embed the negative 'No'. talk about more than one thing. talk about the location of things. describe a place. talk about giving and wanting. embed two tenses (present and future).
 RE	<ul style="list-style-type: none"> explain why religious believers hold specific views about the afterlife by using religious teachings. explain the impact belief in the afterlife has on a person. evaluate the idea that there is or is not an afterlife. 	<ul style="list-style-type: none"> describe key beliefs of a humanist. describe the difference between an atheist, humanist and agnostic. explain why humanist act in specific ways.



 <p>DANCE</p>	<ul style="list-style-type: none"> demonstrate movement from the musical Westside Story use mental skills to enhance performance incorporate dynamics into choreography use physical skills to perform with accuracy and confidence 	<ul style="list-style-type: none"> demonstrate movement from the musical Westside Story. use mental skills to enhance performance. incorporate dynamics into choreography. use physical skills to perform with accuracy and confidence.
<p>MUSIC</p> 	<ul style="list-style-type: none"> analyse music from film compare musical devices used in film music compose a piece of film music in a minimalist style 	<ul style="list-style-type: none"> analyse a range of 4-chord songs. compare the ensemble-playing in different types of bands and ensembles. perform a song as part of an ensemble.
<p>TECHNOLOGY</p> 	<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"> investigate different dietary needs understand the information provided on a food label create an own choice food product suitable for a teenager to eat. <p>ELECTRONICS</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>TEXTILES</p> <ul style="list-style-type: none"> develop of design ideas printing & dyeing processes fabric construction methods 	<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"> 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"> 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>TEXTILES</p> <ul style="list-style-type: none"> test and evaluate by referring back to the manufacturing specifications apply printing or dyeing techniques to a final product during the manufacturing process. understand how to quality assure and control the construction methods. 












<p style="text-align: center;">ART</p>	<ul style="list-style-type: none"> • create a 'Day of the Dead' collage mask. • make Papel Picado for 'Day of the Dead'. • evaluate our work as it develops. 	<ul style="list-style-type: none"> • research the artist, Frida Kahlo. • create a skull block print using quick print polystyrene. • develop printing skills with layout, colour and backgrounds.
<p style="text-align: center;">PE</p> 	<p>Boys' PE -</p> <ul style="list-style-type: none"> • develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor • develop skills and understanding of hockey, developing passing, dribbling and shooting within game situations - outdoor <p>Girls' PE -</p> <ul style="list-style-type: none"> • develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor • develop skills and understanding of hockey, developing passing, dribbling and shooting within game situations - outdoor 	<p>Boys' PE</p> <ul style="list-style-type: none"> • develop leadership skills within the activities we have covered this year. (badminton/football) <p>Girls' PE</p> <ul style="list-style-type: none"> • develop leadership skills within the activities we have covered this year. (badminton/hockey)
 <p style="text-align: center;">COMPUTER-SCIENCE</p>	<ul style="list-style-type: none"> • develop an understanding of different animation types and techniques. • create planning documentation for a given client brief • create an animation for a given client specification and evaluate it against success criteria. 	<ul style="list-style-type: none"> • explore issues around online safety, including how to stay safe online • use a plan, create an animation giving advice about how to stay safe online • review, reflect and improve the animation using self and peer feedback















YEAR 10


SUBJECT	This term we have been learning to....	Next term we will be learning to....
ENGLISH 	<ul style="list-style-type: none"> respond to an exam question about 'A Christmas Carol' annotate an unseen poem analyse concisely and embed quotes for English language 	<ul style="list-style-type: none"> respond to an exam question on two poems from the anthology. respond to a question about an unseen poem. analyse quotes thoughtfully by considering different layers of meaning.
 MATHS	<ul style="list-style-type: none"> identify angles and construct bearings. work with circles in all contexts. investigate vectors. 	<ul style="list-style-type: none"> use circle theorems to calculate missing angles in circles. read and interpret vectors.
SCIENCE 	<ul style="list-style-type: none"> understand what DNA is and how it can be extracted. investigate acid and alkalis and what they produce when they react interpret the electromagnetic spectrum and understand how long wavelengths and short wavelengths can be used 	<ul style="list-style-type: none"> use evidence to describe how humans have evolved over time. calculate empirical formula and the moles of a substance. describe the different types of radiation and the dangers involved with using them.
 GEOGRAPHY	<ul style="list-style-type: none"> use a map to describe the location of the Somerset Levels flood use a flow chart to understand the evidence of extreme weather events in the UK use line graphs to describe evidence of climate change from the beginning of the Quaternary period to the present day 	<ul style="list-style-type: none"> evaluate whether humans are to blame for climate change. describe the characteristics of key ecosystems. use and interpret maps to describe distributions.
HISTORY 	<ul style="list-style-type: none"> understand how Elizabeth I controlled the country. analyse the accuracy of sources about government and poverty. evaluate interpretations put forward by historians on the Elizabethan period. 	<ul style="list-style-type: none"> understand the Catholic threat in Elizabethan England. analyse how the accuracy of sources about the Catholic threat. evaluate interpretations put forward by historians on the Elizabethan period.
 FRENCH	<ul style="list-style-type: none"> develop talking about free time improve our use of the imperfect tense talk about TV and Cinema use vocabulary relating to actors and films 	<ul style="list-style-type: none"> discuss food and meals. understand vocabulary relating to shopping for clothes. talk about your daily life. talk about food for special occasions. research and look at French festivals.
RE 	<ul style="list-style-type: none"> describe the impact Christian beliefs have on the world. describe core beliefs of the Islamic God Allah along with prophets and angels. explain the importance of divine messages in Islam. 	<ul style="list-style-type: none"> describe Muslim beliefs about the afterlife. explain what core beliefs guide a Muslim to act and why. evaluate what the most important Islamic practice is.
 DANCE	<ul style="list-style-type: none"> critically analyse a stimulus to create choreographic intent embed use of CRADS to communicate choreographic intent analyse the four production features in Infra 	<ul style="list-style-type: none"> embed performance skills in Celebration of Music performance continue to analyse the four production features in Infra consolidate knowledge on 'Emancipation of Expressionism and Shadows'.



 <p>MUSIC</p>	<ul style="list-style-type: none"> critically appraise music from the 2000s sing and play a Brit Pop piece refine production skills 	<ul style="list-style-type: none"> research four chosen musical styles for the PSA prepare, perform, produce and record three different pieces of music for the PSA
<p>FOOD PREPARATION AND NUTRITION</p>	<ul style="list-style-type: none"> understand the primary and secondary processes of milk use alternative milk substitutes explore the nutritional properties of dairy products 	<ul style="list-style-type: none"> understand where meat, fish and poultry come from (rearing/growing) and their classification. understand how meat, fish and poultry can be processed and the effects of that processing on the sensory characteristics and nutritional content. understand how protein denaturation and coagulation occurs.
 <p>DESIGN AND TECHNOLOGY</p>	<ul style="list-style-type: none"> understand how to research a design context understand how to identify a client understand how to create a specification 	<ul style="list-style-type: none"> understand how modern materials can be used to enhance products, their properties and their composition. understand how smart materials can be used to enhance products, their properties and stimuli. understand how composite materials can be used to enhance products, their properties and composition.
<p>ART</p>	<ul style="list-style-type: none"> work in the style of Halima Cassell. create a range of designs that have been developed into a final piece. explore and experiment when working with clay. 	<ul style="list-style-type: none"> develop observational drawings based on mechanical theme. experiment with a range of media when developing drawing techniques. create ombre prints, blending colours and layers of lino.
<p>MEDIA</p>	<ul style="list-style-type: none"> develop knowledge of the James Bond franchise. analyse methods used in marketing and examine how effective they are. use our own knowledge to create film marketing material for a new film. 	<ul style="list-style-type: none"> develop understanding of television crime drama. analyse the media language used in Luther. analyse how representation in crime dramas has changed since the 1970s
<p>HEALTH AND SOCIAL CARE</p>	<ul style="list-style-type: none"> understand factors that impact health understand how life events impact development developing assessment skills for PSA 	<ul style="list-style-type: none"> revise notes on the life stages impacting development. collate notes on gender roles and parental conflict. research the factors and their link to PIES.
<p>CORE PE</p>	<p>Boys' PE -</p> <ul style="list-style-type: none"> develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor develop skills and understanding of football, developing passing, dribbling and shooting within game situations -outdoor <p>Girls' PE -</p> <ul style="list-style-type: none"> develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor develop skills and understanding of football/ netball, developing passing, dribbling and shooting within game situations - outdoor 	<p>Boys' PE -</p> <ul style="list-style-type: none"> develop leadership skills within the activities we have covered this year. (badminton/ football)  <p>Girls' PE -</p> <ul style="list-style-type: none"> develop leadership skills within the activities we have covered this year. (badminton/ hockey)



<p>GCSE SPORT</p>	<ul style="list-style-type: none"> organise and plan a sports activity session. lead a sports activity session. 	<ul style="list-style-type: none"> organise and plan a sports activity session. (R185 - Task 3) lead a sports activity session. (R185 - Task 3)
<p>COMPUTER SCIENCE</p>	<ul style="list-style-type: none"> explore networks and the hardware associated with network connections develop an understanding of encryption and when it is used. explore the history of computing including the Enigma machine 	<ul style="list-style-type: none"> explore the laws surrounding computer science explore ethical, environmental and cultural considerations within computer science
<p>CREATIVE MEDIA</p>	<ul style="list-style-type: none"> create products using Photoshop skills, using advanced tools and techniques. plan projects for given client brief using a variety of planning methods 	<ul style="list-style-type: none"> create products using Photoshop skills, using advanced tools and techniques. plan projects for a given client brief using a variety of planning methods
<p>ENTERPRISE AND MARKETING</p>	<ul style="list-style-type: none"> create a self-assessment of the final design ideas collect peer feedback of the final design ideas using market research techniques 	<ul style="list-style-type: none"> modify final design ideas based on self and peer feedback recommend a pricing strategy and number of sales for the first month of trading identify all relevant fixed and variable costs for the final design, completing profit and breakeven calculations






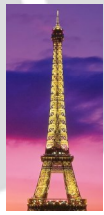




Not sure what your son or daughter is studying in school this term?





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.


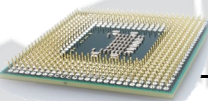
YEAR 11

SUBJECT	This term we have been learning to...	Next term we will be learning to....
 ENGLISH	<ul style="list-style-type: none"> improve the way we analyse to consider different layers of meaning in literature extracts plan effectively for exam questions – for both language and literature proofread and edit to improve our responses to exam questions. 	<ul style="list-style-type: none"> improve the way we start our literature essays by writing effective thesis statements. improve our responses to reading questions in language by analysing concisely and embedding quotes. improve our exam technique for both language and literature.
MATHS 	<ul style="list-style-type: none"> develop multiplicative reasoning. develop geometric reasoning. develop algebraic reasoning. 	<ul style="list-style-type: none"> improve how to interpret exam style questions. solve algebraic equations. develop how to reason algebraically.
 SCIENCE	<ul style="list-style-type: none"> understand what hormones are, where they are produced and what organs they target. investigate the process of fractional distillation and the purpose of this process. investigate the current, charge and energy in electrical circuits 	<ul style="list-style-type: none"> investigate the rate of respiration in organisms . describe how the earth's atmosphere has changed over time. investigate magnets and magnetic fields .
GEOGRAPHY 	<ul style="list-style-type: none"> use global maps to describe the global variations in economic development interpret population pyramids use an atlas to identify the location of Nigeria 	<ul style="list-style-type: none"> explain why the rates of urbanisation vary across countries using evidence. evaluate the opportunities and challenges that Lagos faces. use and interpret line graphs with population data.
 HISTORY	<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. 	<ul style="list-style-type: none"> understand key events and individuals in the Civil Rights movement. analyse events the significance of events in the cold war. analyse the role of different presidents.
FRENCH 	<ul style="list-style-type: none"> develop talking about school discuss school rules and a school exchange. learn a mixture of tenses including the conditional and the imperative understanding the imperfect tense 	<ul style="list-style-type: none"> discuss jobs and work preferences. discuss career choices. talk about plans, hopes and wishes. embed a mix of tenses including the conditional and the imperfect tense. revisit adjectival agreements.
 CORE RE	<ul style="list-style-type: none"> evaluate the claim heaven is real. describe what makes a good role model. explain where good role models get their beliefs from and how students can do the same. 	<ul style="list-style-type: none"> describe what makes someone a role model to follow. describe examples of role models and explain why they are role models. explain why following a role model is important.
GCSE RE 	<ul style="list-style-type: none"> effectively revise core Christian beliefs. create a complex understanding of how Christian beliefs link together to create the big picture of the religion. 	<ul style="list-style-type: none"> effectively revise the ethical, philosophical and religious issues in our world. utilize our knowledge of Christian, Muslim and Atheist beliefs to effectively answer describe, explain and evaluate questions about ethical, philosophical and religious issues in our world.



<p>DANCE</p> 	<ul style="list-style-type: none"> compare and contrast the set works (continuation) embed use of CRADS use choreographic skills to begin choreography 	<ul style="list-style-type: none"> consolidate knowledge on section B of written exam by critically evaluating own work. analyse duet/trio and choreography performance by writing programme notes. use choreographic skills to begin choreography if not done so already.
 <p>MUSIC</p>	<ul style="list-style-type: none"> compare all the different job roles in the music industry discuss how different organisations work together in the music industry research and experiment with warm-up exercises on your chosen instrument/voice 	<ul style="list-style-type: none"> prepare warm-ups and exercises on your chosen instrument/voice. evaluate your own performance skills and identify areas for development. complete interim video recordings of your performance pieces.
<p>FOOD PREPARATION AND NUTRITION</p>	<ul style="list-style-type: none"> research the theme of seasonality and focus on ingredients available in one of them, to create food items for a café. complete a dovetailed time plan in preparation for the GCSE exam w/c 20th Feb 2023 	<ul style="list-style-type: none"> evaluate the selection, preparation, cooking and presentation of the 3 exam dishes and accompaniments. effectively revise factors affecting food choices, food provenance and food waste issues. carefully consider factors affecting environmental issues, including seasonal food, carbon footprint and food processing.
<p>TECHNOLOGY</p>	<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 	<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>ART</p>	<ul style="list-style-type: none"> work in the style of Halima Cassell. create a range of designs that have been developed into a final piece. explore and experiment when working with clay. 	<ul style="list-style-type: none"> explore exam theme LOCK. create mindmaps and moodboards which shows understanding of exam theme. create a photoshoot exploring the exam LOCK theme.
<p>MEDIA</p> 	<ul style="list-style-type: none"> explore industry issues related to newspapers. analyse the media language used on two front pages. practise exam skills 	<ul style="list-style-type: none"> explore a complete copy of The Sun newspaper. explore the website for The Sun. begin revision.
<p>HEALTH & SOCIAL CARE</p>	<ul style="list-style-type: none"> develop exam writing skills understand how to write a health care plan analyse barriers to accessing health services 	<ul style="list-style-type: none"> create a script showing all the 7 care values prepare for the role play
<p>CHILDCARE & DEVELOPMENT</p>	<ul style="list-style-type: none"> develop exam writing skills understand how students learn reflect on our own study skills 	<ul style="list-style-type: none"> complete outstanding tasks explore areas in learners where there may be gaps revise Unit 1 and 2



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TRAVEL AND TOURISM</p>	<ul style="list-style-type: none"> describe the main aims of customer service for three different travel and tourism organisations in relation to their role and functions. 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. compare how the main customer service aims for two different travel and tourism organisations help the organisations to carry out their role and functions. 	<ul style="list-style-type: none"> outline/ explain how three travel and tourism organisations respond to external customer needs to meet and exceed customer expectations. compare, using relevant examples, how two travel and tourism organisations respond to external customer needs to meet and exceed customer expectations. evaluate the success of two different travel and tourism organisations in recognising, meeting and exceeding external customer needs.
 <p>CORE PE</p>	<p>Boys' PE -</p> <ul style="list-style-type: none"> develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor develop skills and understanding of football, developing passing, dribbling and shooting within game situations -outdoor <p>Girls' PE -</p> <ul style="list-style-type: none"> develop skills and understanding of handball, focusing on skills and tactics within a game situation - indoor develop skills and understanding of football/ netball, developing passing, dribbling and shooting within game situations -outdoor 	<p>Boys' PE -</p> <ul style="list-style-type: none"> develop leadership skills within the activities we have covered this year. (football) (intervention) (exam) <p>Girls' PE -</p> <ul style="list-style-type: none"> develop leadership skills within the activities we have covered this year. (badminton) (intervention) (exam)
<p>OCR SPORT</p> 	<ul style="list-style-type: none"> develop an understanding of contemporary issues in sport begin to understand the different issues which effect participation in sport for different user groups. look at the benefits and skills of taking part in an outdoor adventurous activity. 	<ul style="list-style-type: none"> RO51 exam - develop an understanding of contemporary issues in sport. understand the different issues which effect participation in sport for different user groups. (LO1) understand the role of sport in promoting values (LO2) understand the importance of hosting major sporting events (LO3) develop an understanding about the role national governing bodies (NGB'S) play in sport (LO4)
<p>COMPUTER SCIENCE</p>	<ul style="list-style-type: none"> continue developing skills in programming by completing a twenty-hour NEA. 	<ul style="list-style-type: none"> develop skills in programming by completing a twenty-hour NEA.
<p>ENTERPRISE AND MARKETING</p>	<ul style="list-style-type: none"> plan a pitch to communicate the branding and promotion ideas, considering the needs of the audience and appropriate media develop personal and presentation skills to assist with the delivery of the pitch 	<ul style="list-style-type: none"> collect peer feedback on the pitch delivery to reflect and refine performance. pitch the final proposal to a professional, independent decision-making panel. review the overall performance of the pitch and presentation skills.

Year 8 Exceptional Awards and Year 9 Graduation

Students have been working extremely hard to try and complete as many challenges as possible. Students do need to remember, one day of absence or any C1's received in lessons can have a detrimental affect on their overall score. To ensure as many students graduate or excel in the Exceptional Awards the challenges and extra-curricular hours allow students to guarantee their grade.

After an extra-curricular audit was completed in school, it is fantastic to see that so many students are taking part. Students have also completed a pupil voice and as a school we will be looking at ways to further increase participation.

Students last week also took part in a careers panel with employers and apprenticeship providers. Former students that had completed apprenticeships after leaving school were also on the panel. It was excellent to see the number of students interacting with the panel and finding out about employability skills; all as part of Millfield's careers programme. One common theme from the day which was evident, was that the hard work, discipline and core values promoted through these programmes, are needed to excel in the future.



Think Cambridge Webinars

When: January to February 2023

Where: Online

What: A series of webinars to inspire Year 11 and 12 (or equivalent) to apply to Cambridge

More information and how to apply:

<https://www.undergraduate.study.cam.ac.uk/events/think-cambridge>





Student Council

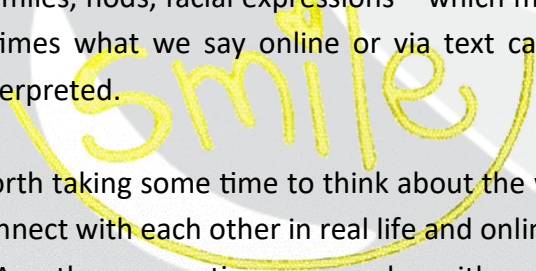
This week is students' mental health week. The aim this year is to encourage young people to consider the ways in which they connect, and how these connections can impact their mental health and sense of belonging. We define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship. We connect in such a wide range of ways. There are the people we see every day and have a direct connection with – family, friends, people in the community.



Then there are the connections that occur because of an event or an interest or belief. Connection where you may not meet all the people in a particular group, but you have a shared love or passion – supporting the same football team, loving the same band, playing the same computer game etc. Incredible connections can also be made between people of different ages, genders, abilities, sexualities, and ethnicities etc. These connections can have a positive impact on emotional wellbeing and mental health. The knowledge that others enjoy the same thing as you or have the same beliefs is incredibly powerful and it can lead to change. There is a joy to being open to connection and even if some connections end, happy memories can be made and held.



Connections with others are made mainly through non-verbal actions such as a smile, facial expression, or gesture. When we connect with others online, we often don't see these non-verbal actions, which brings about its own challenges. When we connect online, we can't see people's non-verbal gestures – their smiles, nods, facial expressions – which means sometimes what we say online or via text can be misinterpreted.

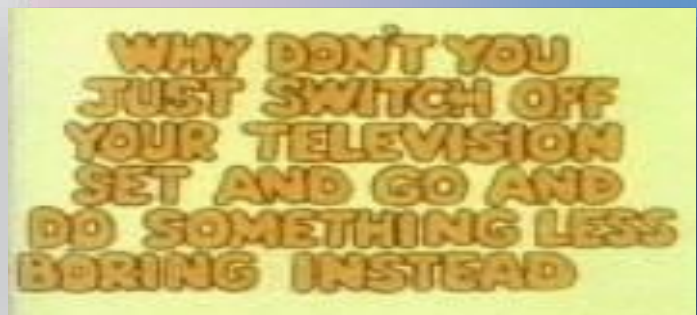


It's worth taking some time to think about the ways we connect with each other in real life and online.

- * Are the connections we make with people online different from those that we have in real life?
- * Is the person we are in real life the same as the one we project online to connect with others?



Human beings thrive in communities, and this connection is vital for our wellbeing. When we have healthy connections – to family, friends, and others – this can support our mental health and our sense of wellbeing. When our need for rewarding social connections is not met, we can sometimes feel isolated and lonely – which can have a negative impact on our mental health. As parents, carers, and teachers, we play an important role in your child's mental health.



Teaching and Learning

In this **Teaching and Learning** update I want to build upon the information shared previously about **Interleaving and Retrieval Practice**.

Retrieval Practice
KATE JONES

The act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it **STRONGER!**

NEA: Working memory

‘Using your memory shapes your memory’

RETRIEVAL STORAGE → how well information is embedded in long-term memory

RETRIEVAL STRENGTH → how easily a piece of information can be brought to mind when required

Learning = a change in long-term memory
‘if nothing has changed nothing has been learned’

Meaningful learning is about producing organised, coherent and integrated mental models that allow people to make inferences and apply their knowledge. (Karpicke, J, 2012)

THE BENEFITS:

- Retrieval practice aids later retention (every time you retrieve a memory it becomes deeper, stronger and easier to access in the future)
- Testing identifies gaps in knowledge
- Testing causes students to learn more from the next learning episode
- Testing produces better organisation of knowledge
- Testing improves transfer of knowledge to new contexts
- Facilitates retrieval of material that wasn't tested
- Improves metacognition
- Prevents interference from previous material when learning new content
- Provides valuable feedback to teachers
- Regular testing encourages students to study more

Both of these elements of teaching build upon pupils existing schemas. Schemas (sometimes referred to as mental models, scripts, or frames) are structures that organise knowledge in the mind. When learning, the mind connects new information with pre-existing knowledge, skills, and concepts thereby developing existing schemas. Teachers often want to develop and refine learners' prior conceptions as opposed to teaching something entirely new. Approaches that compare, organise, and map concepts try to make schemas clear and visible and are thought to support learners to organise and extend their ideas.

Developing schemas can often be challenging as schemas are formed in the minds of students as they relate new content to prior knowledge: schemas are therefore shaped by every individual's preconception, prior experience, and personal development of understanding. Also, schemas are never fixed in their contents or arrangements meaning that teachers are unlikely to know exactly how their students' minds organise new content.

The flexible nature of schemas does mean that no specific teaching and learning strategy will create a desirable order to a learner's pre-existing schema or develop a schema. There are several approaches to working with schemas, many of which focus on students organising, comparing, and elaborating on their ideas to develop more complex mental structures.

Some approaches include:

- ◇ • problem-based learning whereby pupils learn through their struggle to apply existing knowledge to a challenging task;
- ◇ • using comparisons and analogies to add depth or address misconceptions; and
- ◇ • elaborating or questioning concepts and ideas to strengthen, develop, and transfer learning.

All of these approaches require pupils to think deeply about their learning which is why we encourage pupils to be resilient and develop a mindset where they can improve. Every time a pupil struggles they are creating new schemas and therefore improving their understanding of the world.

DATES FOR 2023

Year 11 NEA Food Exam 20th - 24th February 2023

Celebration of Music - 6th March 2023

Career's Fair Day 8th March 2023

Year 11 March Mock Exams 13th March - 20th March 2023

Year 7 Progress Evening 22nd March 2023

Year 9 Options Evening 29th March 2023



Well Done



HOT CHOCOLATE WITH THE HEADTEACHER

- Poppy Sugden 7 B1 LMQ
- Harry Warburton 7 B2 DSS
- Hermiane Carter 7H1 CPN
- Ava Edmundson 7 H2 STA
- Summer Baggaley 7 R1 NDA
- Bea Mann 7 S2 JPT



Be Exceptional!

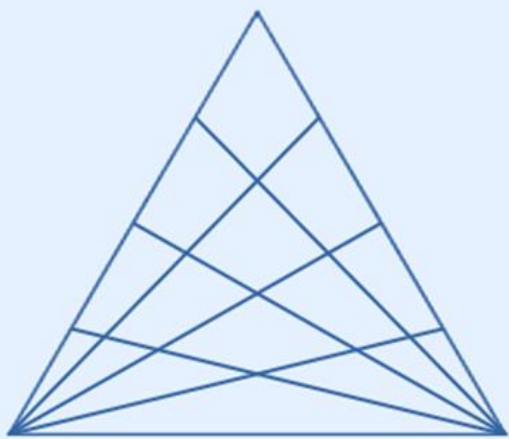
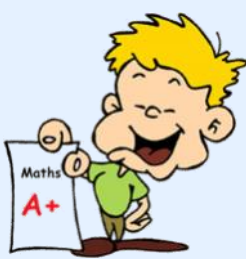
All of the above students have been nominated by Form Tutors/ Mr. Smith for their excellent work in PSHE



Deputy Headteacher's Maths Challenge - A Perfect Match Puzzle

How many triangles are there in this diagram?

Bonus question: How many quadrilaterals?



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

Congratulations

Mock Interview STAR STUDENTS

STAR Students

- Ben Abram
- Joel Alcock
- Freddie Baker
- Lydia Briggs
- Esther Carter
- Olivia Cope
- Hannah Davies
- Erin Hill
- Taylor Maudsley
- Emily Draper
- Shay O'Rourke
- Poppy Rainey-Gibson
- Stephanie Shaw
- Lucas Swift
- Aran Rawlinson
- Islay Woolfenden



HOT CHOCOLATE WITH THE HEADTEACHER

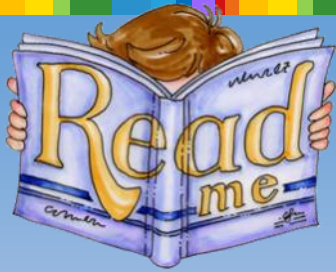
- | | |
|-------------------|----------|
| Jasmine Mercer | 9 H6 JCL |
| Zara Draper | 9 H5 DJS |
| Kaylem Parsons | 9 H6 HCL |
| Claudia Greenwood | 9 H5 DJS |
| Penny Atkinson | 9 H5 DJS |
| Jessica Garside | 9 B6 CGO |



Be Exceptional!

All of the above students have been nominated by the Art Department for their excellent work in Art

Congratulations



Recommended Reads

The 'Library Books of the Week' are 'The Midnight Library' by Matt Haig, and 'Ways to Live Forever' by Sally Nichols

'The Midnight Library'

Between life and death there is a library, and within that library, the shelves go on forever. Every book provides a chance to try another life you could have lived. To see how things would be if you had made other choices . . . Would you have done anything different, if you had the chance to undo your regrets? A novel about all the choices that go into a life well lived.

Somewhere out beyond the edge of the universe there is a library that contains an infinite number of books, each one the story of another reality. One tells the story of your life as it is, along with another book for the other life you could have lived if you had made a different choice at any point in your life. While we all wonder how our lives might have been, what if you had the chance to go to the library and see for yourself? Would any of these other lives truly be better?



Nora Seed finds herself faced with this decision. Faced with the possibility of changing her life for a new one, following a different career, undoing old breakups, realizing her dreams of becoming a glaciologist; she must search within herself as she travels through the

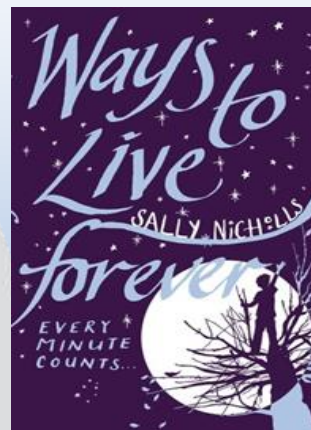
Midnight Library to decide what is truly fulfilling in life, and what makes it worth living in the first place.

'Ways to Live Forever'

My name is Sam. I am eleven years old. I collect stories and fantastic facts. By the time you read this, I will probably be dead.

Sam loves facts. He wants to know about UFOs and horror movies and airships and ghosts and scientists, and how it feels to kiss a girl. And because he has leukaemia he wants to know the facts about dying. Sam needs answers to the questions nobody will answer.

WAYS TO LIVE FOREVER is the award-winning novel from an extraordinarily talented young writer.



Funny and honest, it is one of the most powerful and uplifting books you will ever read.

Millfield was lucky enough to welcome Sally Nichols to meet our KS3 students and provide a writing masterclass for our Y11s, on 23rd January.

Literacy at Millfield

We continue to champion good literacy skills here at Millfield. Our belief is that strong literacy skills are central to success in all areas of the curriculum and life in general. As a result, literacy is core to activities during form time, in lessons and as part of home learning. The success of these activities has been shown in recent reading comprehension testing for our KS3 students.

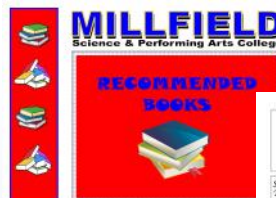
Every Wednesday during form time students take part in 'Register and Read' which allows students to read and explore different articles linked to their subject areas with their form tutors. These sessions also provide students with a chance to develop their oratory skills as the articles often spark debate and discussion. Students become familiar with new vocabulary and how to use them in a wider context. Since returning from Christmas, we have read articles about 'Fighting for free school meals', 'A year of the rabbit' and 'Future of food'. Aligned with Register and Read, we undertake guided reading within lessons based on curriculum topics. Each department has a programme of guided reading that is embedded into their lesson plans to promote literacy across the curriculum. Each week you will see examples of this on the Millfield Twitter.

Students within our KS3 cohort have recently undertaken the second round of reading comprehension testing and phonics testing. This enables Millfield to identify any students who may need additional support. Once identified the students are invited for additional reading comprehension intervention

during form time each week. We have seen huge success in this programme in the recent testing with students who attended intervention. Their reading ages have improved, building their confidence and access to material during their lessons. Alongside intervention, strategies to support students have been shared with all teachers to wrap around further guidance across all parts of the curriculum.

Last term we launched our **Recommended Reading** postcard programme. Each week you will have received a literacy postcard recommending a book for your child to read at home, specific to their year group. These are recommended by all departments to promote an interest in their subjects outside of the curriculum.

For example, the science department recently recommended 'The Amazing World Beyond Your Eyes' by Dara O'Brian. We hope our Millfield students will be inspired to choose a new book based on these recommendations over the coming term.



*Our Science recommended book for Year 7 is
Secret Science: The Amazing World Beyond Your
Eyes by Dara O'Brian*

Synopsis:
The second hilarious book for curious kids from the UK and Ireland's best-loved comedian, Dara O'Brian! So you think everyday life is boring? NEGATIVITY! Boredom, are you saying? No, seriously. There's so much EXTRAORDINARY science going on right from the minute you wake up to when you go to sleep. Actually, while you're asleep, too. Science is a non-stop EVERYWHERE, everything adventure with some incredibly cool stuff going on, too. You've got your incredible brain, which has worked out how to read these words and make playing a video game feel as EXCITING as real life; you've got airplanes that can somehow get from the ground into the sky with all those people AND their luggage on board; you've got electricity and artificial intelligence and GPS and buses coming in threes (that's science too) and LEGIONS more. In Secret Science, Dara O'Brian takes you on a journey from the comfort of your favourite chair to the incredible science behind your everyday life and on into the future.

WORK EXPERIENCE



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

Placement Agreement Forms (Blue) have been given to students, these need to be returned to school as soon as possible completed with Employer, Student and Parent signatures.

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

A Whale of a Time!

Every year on the third Sunday in February we celebrate World Whale Day. This year it will be held on the 19th of February, and the aim of the day is to raise awareness about whales, the threats they face, and how we can help them.

Whales are collectively known as cetaceans, along with dolphins and porpoises. They are marine mammals, of which there are two groups; baleen whales (such as the Blue Whale or the Humpback Whale) and toothed whales (such as Orcas or the Common Dolphin). There are currently 30 known species of cetaceans that live or visit UK waters, including some that we are lucky to have off the Fylde Coast; harbour porpoises, short-beaked common dolphins, bottlenose dolphins, white-beaked dolphins, risso's dolphins and the fin whale. For a more comprehensive list of cetaceans in UK waters visit:



Rare Risso dolphins off Gwynedd coast

www.seawatchfoundation.org.uk/ukcetaceans

Cetaceans numbers are falling for a number of reasons, including hunting (whaling), over-fishing (leading to reduced food resources), capture for captivity, water pollution (such as oil spills and plastic), and ocean infrastructure (such as oil/gas rigs and wind farms – there is ongoing research into the effect that vibrations of underwater structures has on the echolocation of cetaceans). There are currently 5 species of cetacean and 19 subspecies that are on the IUCN Critically Endangered List. There are a further 12 cetacean species on the IUCN Endangered List, 7 species classed as vulnerable, and 10 are near threatened. Unfortunately there may be more species on these lists, however there is not enough data available, and therefore they are classed as Data Deficient. For more information about cetaceans at risk visit:

<https://iucn-csg.org/status-of-the-worlds-cetaceans>

So how can you help? The WDC (Whale and Dolphin Conservation society) has lots of ways to support them on their website, including adopting a whale, fundraising, and donating. The Seawatch Foundation are also looking for members of the public to help by reporting sightings and volunteering for projects.



England's only pod of bottlenose dolphins spotted in Cornwall

For more information on cetaceans and how you can help visit:

www.seawatchfoundation.org.uk and <https://uk.whales.org>



Have you ever spotted a cetacean off the Fylde Coast? I know there have been dolphin and porpoise sightings in the sea off Blackpool and they are regular visitors in the warmer months around Morecambe Bay.

Let us know on Twitter (@millfieldeco) about your sightings or your favourite cetacean.



Mandarin Club

Mandarin Club is from 3 - 4pm every Tuesday beginning 24th January 2023.

It is held in B1 and is free to all students.

Lancashire County Council @LancashireCC · 3 Feb
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Lancashire County Council

Spring Term

Open
Close
Open
Close

Tuesday
Friday
Monday
Friday

3rd January 2023
10th February 2023
20th February 2023
31st March 2023

Summer Term

Open
Close
Open
Close
Open
Close
Open
Close

Monday
Friday
Tuesday
Friday
Tuesday
Friday
Monday
Wednesday

17th April 2023
28th April 2023
2nd May 2023
5th May 2023
9th May 2023
26th May 2023
5th June 2023
19th July 2023



Reception currently have a large collection of lost property, ranging from pencil cases and water bottles to complete PE kits and winter coats.

If you think your child may be the owner of one of the items, they can call at Reception and collect at break time, lunch time, or end of the school day.

All uncollected lost property will be donated to charity by:-

Friday 3rd March 2023



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.

Staying Safe Online



Know who
online
'friends'
are

Know how
to block
unwanted
calls & texts



Ask your
child to
teach you
about their
online world



Understand
not
everything
online is true

Make sure
you have an
Anti-Virus
program



Set
expectations
and time
limits



Consider
using home
internet
filters

Check age
ratings on
games



Know how
to report
problems on
Social Media



Check
security
settings are
in place

Be careful
what you
share



If in doubt,
always ask
for help



...useful tips for Parents and Carers