

Issue No 56
Easter Edition
31st March 2023

**PUT THIS
on YOUR
CALENDAR!**

DATES FOR 2023

End of Spring term
31st March 2023

Summer term begins
17th April 2023

Reports - Years 10/11
18th April 2023

**France trip -
Information Evening**
20th April 2023

May Day Holiday
1st May 2023

Reports - Year 7
2nd May 2023

**Bank Holiday
Coronation**
8th May 2023

Reports - Year 8
8th May 2023

Reports - Year 9
15th May 2023

**Progress Evening
Year 8**
15th May 2023

**Year 11 Leavers'
Assembly / Day**
26th May 2023

E-mail admin@millfield.lanacs.sch.uk
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#BeExceptional



Millfield MESSENGER

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Dear Parents and Carers,

I am incredibly proud of our Year 10s who have been enjoying the world of work in their two weeks work experience placements. They were on placements in every walk of industry, including: beauty salons, solicitors, vets, nurseries, army, Victrex, BAE, civil service, NHS, primary schools. The reports we are getting back are phenomenal – one student has even been offered an apprenticeship when he leaves Millfield because he has impressed his employer so much! We are incredibly grateful to all employers who support our Millfield students.

Our Year 11s have been absolutely superb in their final mock exams before the summer examination season begins. The exam invigilators and examinations officer, Mrs Draper, told me their behaviour and effort was “exceptional” in every exam. Since their November mocks, they have made outstanding progress and we wish them all the very best over the next few months. We will be here to continue to support, guide and encourage them to be fully prepared and to be their absolute best!

British Science Week has been very, very exciting with so much going on around school! The Year 8s have been designing and building their own rockets, with the finals held in the last week of term – the winners designed and built a rocket that NASA would be interested in! The Year 7s enjoyed a virtual author visit from the brilliant space scientist, Dr Maggie Aderin Pocock, she shared her experiences of working on a space telescope as well as imparting a wealth of knowledge about space, black holes, and the universe! Our eco warriors have also been hard at work, raising money so Team Millfield can adopt our own elephant at Blackpool Zoo.

It is a very important time for our Year 9s; they really enjoyed their option taster days and Options Evening was a huge success. It enabled Mr Humphreys to explain our new options process, which our current Year 11s were the first year group to benefit from. Our students choose the options they want to do, then have a one-to-one meeting with Mr Humphreys (yes, he meets all 176 of them!), and then the options are built around our students. In other words, they do not choose options from rigid blocks which may include having to study a subject they have no interest in!

Finally, I am very proud of our running team, who have been practising after school every Friday, with Mr Grayston. They completed their 5K charity run and raised over £500 for Brian House – well done to them all – exceptional effort!

Follow us on Twitter, the only whole-school media we use, where we celebrate our students, and you will find reminders of upcoming events; you can follow us at [@millfieldhighsc](https://twitter.com/millfieldhighsc).

Wishing you and your families a wonderful Easter break.

Best wishes

N. Regan

Nicola Regan

Be Exceptional!

HOME LEARNING - Think Piece

With all the pressure of school work, social life and other commitments playing their part, it's understandable that your child might sometimes feel a little overwhelmed by their home learning. There are many ways to help ease some of this by supporting and guiding them - they might not tell you they want help, but by showing your support your child will pick up on your positive attitude and this can help encourage them to show the same positive attitude when it comes to their education.

The benefits of helping your child are endless. First and foremost, you will find that you end up spending more quality time with them by listening and talking, and you will also be able to gauge a sense of what their strengths and areas for development are. Give your child a chance to talk about their schoolwork - when you ask them about their day, check in to see what they've been learning. Even if you know nothing about a particular subject, you can still help by listening and helping them find their own answers.

If you do not understand the work they have been given, look it up - use the internet or ask friends and family to have a look. Once you understand the work, you may be better placed to support your child. Help your child take responsibility for organising and doing their home learning. Never forget to praise your child for the work they put in. Help keep a routine for your child when it comes to home learning. You might find your child wants to complete their home learning as soon as they come home from school, or they might want to relax and then start working later in the evening. Let your child decide when they want to do their home learning but try and keep a regular time.

Key Points:

- Give your child a chance to talk about their schoolwork - when you ask them about their day, check in to see what they've been learning
- It might become frustrating if you are trying to teach your child something and they do not seem to be grasping the concept but remember, losing your patience will knock their self-esteem
- The amount of home learning gradually increases as your child goes through school. Help your child to adapt by helping them plan their home learning when they get in from school.

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

Congratulations go to students in English - who produced outstanding examples of home learning, in which they have focused on Identity and what defines them as a person.



Reminder

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

Mr Wood

Lead Practitioner of Teaching and Learning (Technology).



Mr Greenhall - Year 7 Progress Lead

What an excellent half term for **Year 7**. Thank you to all of those who came to Progress Evening, it was an amazing turnout. We are halfway through the school year and there has been lots of progress and positive behaviour in school. We have done our rewards assembly where we handed out more than £100 in gift vouchers as well as certificates and chocolate to reward those who behave positively and attend school well.

Miss Miller-Crook - Yr8 Progress Lead

Well done to all **Year 8** students for completing another term. Congratulations to all students who won a well deserved prize during celebration assembly. We have had some exciting events within school this week including our science rocket competition. Well done to all those who participated and especially those who reached the final stages. The Year 8s have also been involved in the Careers Enterprise Day involving guest speakers and work shops. I hope you all have a lovely Easter and we look forward to your return.

Mrs. Clare - Year 9 Progress Lead

This has been a very busy term for **Year 9**. We have had lots of interesting things going on in school with the build-up to choosing their options. We had Careers Week where students linked all their subjects to different career paths. We had a Career Day where different employers came into school and students had the opportunity to ask them questions and gain some information. The graduation tasks are still ongoing as we near the end of the process.

The Student Council have been busy coming up with great ideas to improve school and the Sports Leaders have been involved in lots of sporting events with local primary schools. We are ending the term with Science week where students are all getting involved in making rockets; hopefully we will have some year 9s taking part in the winning presentation. I hope everyone has a nice relaxing half term and returns ready for a new term.

Mr Griffiths - Year 10 Progress Lead

It has been a busy time for our Year 10 students. They have been fortunate enough to take part in our Careers Day where they could meet various employers to discuss future opportunities. We were visited by the Lancashire Police Cyber Crime Team and Lab Creative who discussed what the job looks like from day to day and how they prepared themselves to enter the profession.

Over the last two weeks all Year 10 students have been on work experience allowing them to get a taste of working life within different industries. What a fantastic opportunity this has been for them, and I hope that all students felt that they learned something new.

Mrs. Doran - Year 11 Progress Lead

A huge well done to all of the Year 11s for their hard work and their behaviour during the March mock exams. I'm really proud of how they conducted themselves and the huge improvements they have made since the mocks before Christmas. The effort competition with students has been a success. We ran this to try and sustain effort and motivation; this resulted in the winning form getting Domino's Pizza for lunch on the last day of term! I'm proud of you all and can't quite believe that you are going to be commencing your penultimate term at Millfield when we return. Keep up the revision, keep up the effort but also make sure you are taking some time to relax and enjoy the Easter holidays.

The Easter Bunny

Once I saw the Easter Bunny
Come hop, hop, hop.
So I cried, "Dear Bunny,
Will you stop, stop, stop?"

I ran to the window
To say, "how do you do?"
But he shook his fluffy tail,
And said, "Happy Easter to You."



Our Key Stage 4 students have had a busy and interesting time over the last fortnight. Following a lot of preparation, our Year 10 students have gone out on work experience. We are hearing some fantastic reports of how well they have settled in to their placements and how pleased their employers are with them.

We have received some wonderful letters of application to join our Senior Student Team for 2023 – 24. Candidates who will be invited to the interview and presentation stage will be notified of this is the second week back after Easter. We are very much looking forward to hearing what ideas the candidates have for improving the school.

Our Year 11 students had a very intense week of mocks and coped with it admirably. Students should now all be revising for the upcoming GCSEs using the revision programme. In order to support students, supervised study continues to run every Wednesday from 3pm -5pm and we have now opened up A14 as a lunch time revision room. Additionally we will be running an exam stress workshop from 3pm – 4pm on Wednesday 19th April and students should see Miss Gower to sign up for this.

Miss Gower - Key Stage 4 Progress Lead

Teaching and Learning

As mentioned in our last teaching and learning update, staff are constantly working hard to ensure students remember more for longer. One of the **Teaching and Learning** strategies used at Millfield is 'spaced practice'. As we move further into the school year and older students move further into their Millfield journey, staff require them to keep revisiting previously learnt material. There is good reason for this as outlined below.

Spaced practice (also referred to as spaced learning) applies the principle that material is more easily learnt when broken apart by intervals of time. While spaced practice is thought to make learning more challenging for students as it stops information being held in the working memory, it may be able to increase the likelihood of knowledge being embedded in students' long-term memory, which is ultimately helps students to be able to know more and remember more. In having students revisit key concepts, ideas, or skills over longer periods of time in which content is almost forgotten, teachers may be able to improve students' ability to recall key information to be applied in various ways.

Teachers at Millfield will teach a concept, check students understanding of the concept and then move on to subsequent learning. Next lesson, in a week, or even in the next term, staff will revisit this concept to check recall and understanding before again leaving time until the concept is revisited again. This will secure a better understanding by allowing teachers to unpick misconceptions students have but also practice the recall of important concepts when required, resulting in better learning outcomes.



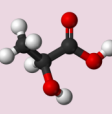
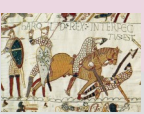




Teachers may also use spaced practice as a form of retrieval practice - testing students' knowledge of previously taught content. This approach to spacing may be used as a form of revision as teachers use strategies such as multiple choice questions, recall grids, quizzes, or home learning tasks to help students identify gaps in understanding and recall information from long-term memory. Such practices may be embedded into teachers' lesson planning, meaning that a portion of every lesson or time of day is dedicated to revisiting content. Teachers might apply spacing principles to many aspects of teaching and learning. For example, spacing could be applied to instruction, practise, or assessment.

There are a significant number of studies showing that spacing across days and lessons can have a positive impact on learning outcomes. This is why is it such a useful tool for teaching to support students in their learning.









Mr Hodgkinson - Head of R.E. / Teaching and Learning Lead



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 how poetry can be used to express thoughts and feelings. analyse the language of poetry. annotate poems effectively. 	<ul style="list-style-type: none"> understand the features of Romantic poetry. compare poems, looking at similarities and differences. use poetry to inspire our descriptive writing.
 MATHS	<ul style="list-style-type: none"> manipulate number operations. add and subtract fractions. apply fractional thinking in everyday contexts. 	<ul style="list-style-type: none"> construct geometric figures. classify angles. identify polygons.
SCIENCE 	<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. 	<ul style="list-style-type: none"> explain how mixture of substances can be separated. use practical skills to safely carry out separation techniques.
 GEOGRAPHY	<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. 	<ul style="list-style-type: none"> describe weather and climate. label and annotate a diagram of the water cycle. compare and contrast climate graphs.
HISTORY 	<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. 	<ul style="list-style-type: none"> understand the role of the monarch in Medieval society. analyse medieval kings strengths and weaknesses. evaluate the role of the monarch in Medieval society.
 SPANISH	<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. 	<ul style="list-style-type: none"> embed describing a place. embed talking about giving and wanting. describe family members. describe some natural wonders of the world. ask and answer questions.
RE 	<ul style="list-style-type: none"> perform in a Bollywood style. use expressive skills to enhance performance. demonstrate key motifs accurately. 	<ul style="list-style-type: none"> describe the actions of some religious role models. explain how role models can be seen to exemplify the teachings of religions. evaluate who is seen as the best role model.
 DANCE	<ul style="list-style-type: none"> perform in a Bollywood style. demonstrate key motifs. use choreographic devices and relationships to develop motifs. 	<ul style="list-style-type: none"> perform in a Musical Theatre style. embed choreographic devices and relationships into performance. apply cross-curricular drama skills to portray a character.
MUSIC 	<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. 	 <ul style="list-style-type: none"> develop keyboard skills, working on scales and arpeggios. understand how to read and play treble and bass clef staff notation. become self-aware performers, working as part of a group.



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TECHNOLOGY</p>    	<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>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"> • 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"> • 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. 	<ul style="list-style-type: none"> • research and work in the style of the artist Michael Craig Martin. • understand composition rules when creating a range of designs.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PE</p> 	<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>Boys' PE -</p> <ul style="list-style-type: none"> • develop the skills, tactics and knowledge of the rules in striking and fielding games. • develop our understanding of how to perform different athletics events and how to measure and time these activities. <p>Girls' PE -</p> <ul style="list-style-type: none"> • develop the skills, tactics and knowledge of the rules in striking and fielding games. • develop our understanding of how to perform different athletics events and how to measure and time these activities.
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMPUTER SCIENCE</p>	<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. 	<ul style="list-style-type: none"> • develop our knowledge of networking and how computers connect together to share resources. • draw the different 'topologies' used to show how devices can connect together. • explain the difference between a peer-to-peer network and a client server network.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHE</p>	<ul style="list-style-type: none"> • know the dangers of drugs, cigarettes and alcohol. • live a healthy lifestyle. 	<ul style="list-style-type: none"> • develop our knowledge of finances. • planning for future careers. • develop our understanding of British values. 

Prepare for Launch!



The recent **STEM Bottle Rocket Competition** finals have taken place, and it was an exciting event for all involved. Students from Years 7 to 9 came together to demonstrate their knowledge and skills in **Science, Technology, Engineering, and Mathematics (STEM)**.

The competition involved building a rocket from a bottle and launching it as far as possible using only air pressure. The rules of the competition required that the rocket be constructed solely from specified materials, including the bottle, fins, and nose cone. Teams were also required to present their design and construction process, including any modifications made to improve their rocket's performance.

The competition was fierce, and the rockets launched were impressive. The crowd was amazed as the rockets soared across the hall, with some travelling considerable distances. The rockets' designs were diverse, ranging from sleek, aerodynamic shapes to more bulky designs that maximized the amount of air pressure used.

Beyond the fun and excitement of the competition, the STEM bottle rocket finals were an excellent opportunity for students to develop their problem-solving, critical thinking, and teamwork skills. They had to work together to design and construct their rockets, troubleshoot any issues that arose, and present their work to judges.



The judges evaluated the rockets based on their design, the construction process, and the presentation. The winning teams were those that demonstrated the most effective use of STEM principles, with rockets that travelled the furthest while still adhering to the competition's rules.

In conclusion, the STEM bottle rocket competition finals were an excellent opportunity for students to apply the knowledge and skills they have learned in science, technology, engineering, and mathematics. The competition was a fun and exciting way to engage students in STEM and foster their passion for these subjects. **We look forward to next year's competition!**

"THE POSSIBILITIES ARE LIMITED ONLY BY OUR IMAGINATION AND DETERMINATION, AND NOT BY THE PHYSICS."

FIT FOR A KING

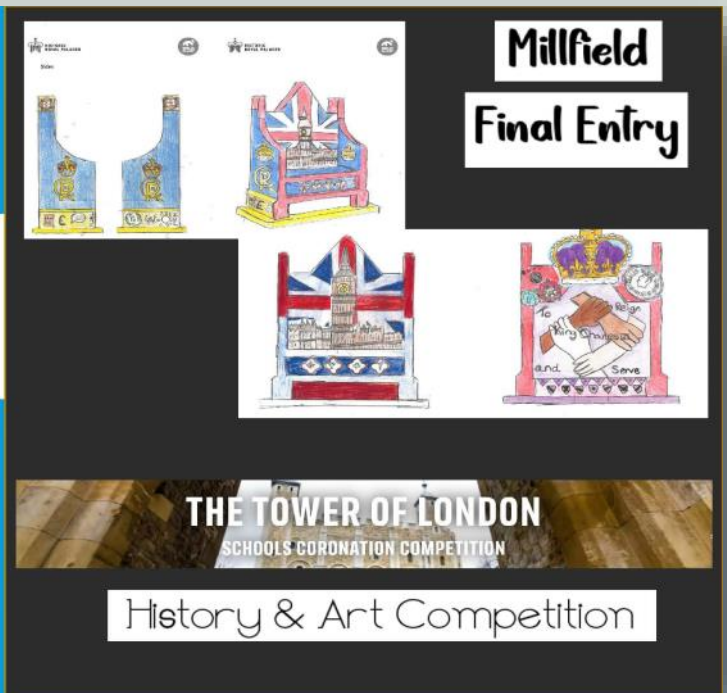


Millfield's students had a great time creating artwork for the Gazette Seaside's competition; stamps were printed and used to create a final piece based on King Charles' coronation. A number of Year 10 and Year 7 pupils helped create the final entry at dinner times during ART CLUB. They should be proud of how hard they worked to create such a fantastic creative entry. **Well Done Team Millfield!**

The history and art department worked together to create a collaborative entry for the schools coronation competition. The students explored their hopes for the future during the reign of King Charles III, the designs were inspired by their values, with common themes including unity, peace and care for the environment.



Millfields Entry



History & Art Competition

HOT CHOCOLATE WITH THE HEADTEACHER








Erin Hill	10 B7 HRD
Isabella Leach	10 H7 ACO
Isobel Walker	10 B7 HRD
Emily Thistleton	10 B7 HRD
Dylan Young	10 B8 ECO
Oliver-Bake Wilson	10 R8 GPH
Alyssa Hellawell	10 S8 RBL

All of the above students have been nominated by Miss Gower for their excellent work in Media




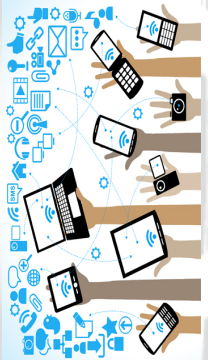


Be Exceptional!




YEAR 8

SUBJECT	This term we have been learning to...	Next term we will be learning to....
ENGLISH 	<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. 	<ul style="list-style-type: none"> debate whether or not gender matters. consider how far Lady Macbeth is a 'typical' Jacobean woman. write informal letters.
 MATHS	<ul style="list-style-type: none"> calculate percentages of amounts. express one number as a fraction or percentage of another. understand and use indices. 	<ul style="list-style-type: none"> identify and classify angles. solve complex problems with parallel lines. investigate the properties of special quadrilaterals.
SCIENCE 	<ul style="list-style-type: none"> explain the advantages and disadvantages of combustion. identify the structure and properties of solids, liquids and gases. 	<ul style="list-style-type: none"> identify various unicellular organisms and their importance in everyday life. explain how the periodic table can be used to predict how substances react with each other.
 GEOGRAPHY	<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. 	<ul style="list-style-type: none"> use lines of latitude and longitude. describe ways of reducing the risk of volcanic eruptions. prioritise and evaluate the impacts of Hurricane Irma.
HISTORY 	<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. 	<ul style="list-style-type: none"> understand different protests across time. analyse the significance of different protests. evaluate which protests were the most significant.
 SPANISH	<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. 	<ul style="list-style-type: none"> embed describing a place. embed talking about giving and wanting. describe family members. describing some natural wonders of the world. ask and answering questions.
 FRENCH	<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. 	<ul style="list-style-type: none"> embed saying what people do. embed numbers to 30. say what others do (they.) say 'you' singular and plural. say how many they are using (numbers). describe people (family members.) say what they have.



 <p>RE</p>	<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. 	<ul style="list-style-type: none"> describe some of the ways people have been looking after the world. explain why religious people look after the world the way they do. evaluate whose responsibility is it to look after the world.
<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. 	<ul style="list-style-type: none"> embed mental skills and dynamics into performance. use cross curricular drama skills to show characterisation in a dance. demonstrate a range of new choreographic devices and relationships in performance.
 <p>MUSIC</p>	<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. 	<ul style="list-style-type: none"> demonstrate a range of ensemble skills within a 4-chord song structure. embed a range of musical elements into performance.
<p>TECHNOLOGY</p> 	<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>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> understand 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 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, considering whether there any modifications or improvements that could be made.



<p>ART</p> 	<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. 	<ul style="list-style-type: none"> • work in the style of the artist Lucy Arnold. • develop oil pastel and soft pastel techniques. • create final piece which reflects artist's style.
<p>PE</p> 	<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>Boys' PE -</p> <ul style="list-style-type: none"> • develop the skills, tactics and knowledge of the rules in striking and fielding games. • develop our understanding of how to perform different athletics events and how to measure and time these activities. <p>Girls' PE -</p> <ul style="list-style-type: none"> • develop the skills, tactics and knowledge of the rules in striking and fielding games. • develop our understanding of how to perform different athletics events and how to measure and time these activities.
<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"> • explore the difference between hardware and software. • identify input and output devices and explain how these communicate with the device's processor through the use of the Von Neumann Architecture. • explore Boolean logic, understanding AND, OR and NOT logic gates.
<p>PSHE</p>	<ul style="list-style-type: none"> • live a healthy lifestyle. • the dangers of drugs and alcohol. • perform basic first aid. 	<ul style="list-style-type: none"> • develop our understanding of RSE. • Plan for future careers. • develop our understanding of prejudice and stereotyping in modern British society.

Deputy Headteacher's Maths Challenge – Farmer Crosses River Puzzle



A farmer wants to cross a river and take with him a wolf, a goat, and a cabbage.

There is a boat that can fit himself plus either the wolf, the goat, or the cabbage.

If the wolf and the goat are alone on one shore, the wolf will eat the goat. If the goat and the cabbage are alone on the shore, the goat will eat the cabbage.

How can the farmer bring the wolf, the goat, and the cabbage across the river?





WORK EXPERIENCE

Well done to all our Year 10 students who have completed their two week work experience placements.

We would like to thank all the local businesses and schools that have supported our Year 10 students with their placements. We have been incredible proud of some of the comments from employers – ‘hardworking’, ‘fast learner’, ‘a credit to the school’. We have also had fantastic feedback from the students who have learnt various skills ranging from how to change a radiator, to repairing robotic arms and to understanding the role of a solicitor.



Graduation & Exceptional Awards

The **Graduation and Exceptional Awards** programmes are now coming to an end. Students have until the May half term to complete the tasks to see which grade they will graduate with. Students need to make a final push in attending extra-curricular activities after half term. Final amendments are being made to the Graduation Ceremony and party day. Distinction star students will also be choosing their end of year trip after the Easter holidays. Students will not want to miss out when the ceremonies come around! The Graduation Party Day will take place on the 13th July. Final decisions are being made for the Graduation evening. A lot of planning is going into the week to allow all students to really be rewarded for their hard work, dedication, and perseverance throughout the year.

Soon!!! Euroclub

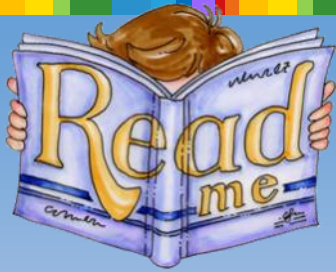


Hola Hello Bonjour

Come and join us at our EUROCLUB

Loads of fun! Bingo-Movie Time-Karaoke-Art Craft-Dancing-Spanish and French culture-Latin America culture and much more!!!

Pd: Look for Miss Arroyo and Kian Forsyth (Y8) for more information.



Recommended Reads

This fortnight's 'Library Books of the Week' are 'Happy Head' by Josh Silver, and 'Am I Made of Stardust?' by Dr Maggie Aderin-Pocock

'Happy Head'

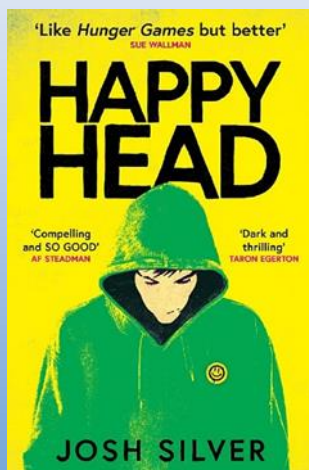
A radical retreat designed to fix the epidemic of teenage unhappiness turns sinister in Josh Silver's dark and electrifying YA debut

We are in an epidemic.

An epidemic of unhappiness.

Friends, here is the good news: HappyHead has the answer.

When Seb is offered a place on a radical retreat designed to solve the national crisis of teenage unhappiness, he is determined to change how people see him and make his parents proud. But as he finds himself drawn to the enigmatic Finn, Seb starts to question the true nature of the challenges they must undergo. The deeper into the programme the boys get, the more disturbing the assessments become, until it's clear there may be no escape.

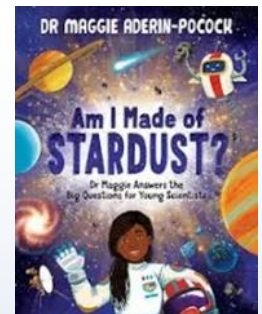


We are hoping to welcome Josh to Millfield, in the summer term, to promote this fantastic debut novel.

'Am I Made of Stardust?'

On Friday 17th March, our Y7 students were lucky enough to attend a virtual author event with the brilliant space scientist, Dr Maggie Aderin Pocock. Dr Pocock talked about her new book 'Am I Made of Stardust' and shared her experiences of meeting the great Stephen Hawking and working on the development of a space telescope; as well as imparting a wealth of knowledge about space, black holes and the universe!

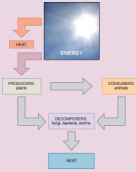





We currently have several copies of 'Am I Made of Stardust' available to borrow from the school library.







I THINK IT'S THE BOOKS
THAT YOU READ WHEN YOU'RE
YOUNG THAT LIVE WITH YOU
FOREVER.

- J.K. ROWLING




YEAR 9

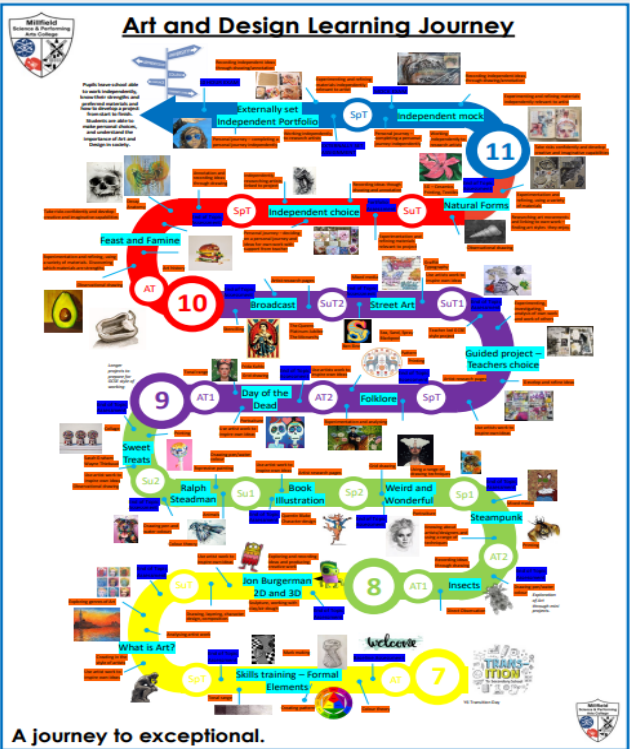
SUBJECT	This term we have been learning to....	Next term we will be learning to...
ENGLISH	<ul style="list-style-type: none"> understand the conventions of dystopian fiction. write effective narrative openings. plan analytical essays. 	<ul style="list-style-type: none"> create interesting characters in our writing. answer different types of comprehension questions and comment on language. plan and write sections of analytical essays.
MATHS	<ul style="list-style-type: none"> extend knowledge of angle rules and properties of shapes. compare the different effects of transformations. investigate Pythagoras' theorem. 	<ul style="list-style-type: none"> recognise enlargement and similarity. explore ratios in right-angled triangles. solve problems with direct proportion.
SCIENCE 	<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. 	<ul style="list-style-type: none"> explain how a variety of forces interact and their effects on objects. explain the conditions required for plant growth.
 GEOGRAPHY	<ul style="list-style-type: none"> describe the landscapes of Nigeria. explain the opportunities and challenges that Nigeria encounters. complete map cross sections. 	<ul style="list-style-type: none"> describe urbanisation. explain why people move from rural to urban areas and the consequences in China for urban and rural areas. complete bar charts and atlas maps.
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 the impact of WW1 in Germany analyse different reasons Hitler rose to power evaluate interpretations of WW2
 FRENCH	<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. 	<ul style="list-style-type: none"> embed 4 tenses together. develop further saying what you used to do. discuss holidays. describe what happened on holiday. describe visiting a tourist attraction.
SPANISH 	<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). 	<ul style="list-style-type: none"> revision of 2 tenses (present and future.) embed describing a place. embed talking about giving and wanting. describe family members. describe some natural wonders of the world. ask and answer questions. introduce the past tense with holidays.
 RE	<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. 	<ul style="list-style-type: none"> describe the work of humanists. explain humanist responses to issues in our world. evaluate the impact humanism has on the world.



 <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"> embed physical skills into performance. use cross curricular drama skills to show characterisation in a dance. embed use of CRADS in performance (choreographic devices, relationships, actions, dynamics and use of space).
<p>MUSIC</p> 	<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. 	<ul style="list-style-type: none"> embed ensemble skills, performing as part of a group to perform a 4-chord song. use knowledge of 4-chord songs to learn new pieces.
<p>TECHNOLOGY</p> 	<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>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"> 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 final product during 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"> research the artist Frida Kahlo. create a skull block print using quick print polystyrene. develop printing skills with layout, colour and backgrounds. 	<ul style="list-style-type: none"> develop skills when working with clay. work from a final design and create a 3D Day of the Dead sugar skull. develop the use of paint when working with clay. 
<p style="text-align: center;">PE</p> 	<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>Boys' PE -</p> <ul style="list-style-type: none"> develop the skills, tactics and knowledge of the rules in striking and fielding games. develop our understanding of how to perform different athletics events and how to measure and time these activities. <p>Girls' PE -</p> <ul style="list-style-type: none"> develop the skills, tactics and knowledge of the rules in striking and fielding games. develop our understanding of how to perform different athletics events and how to measure and time these activities.
<p style="text-align: center;">COMPUTER-SCIENCE</p> 	<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. 	<ul style="list-style-type: none"> understand that a computer is INPUT, PROCESS OUTPUT. Introduction to the Von Neumann architecture. understand how the fetch, decode and execute cycle work in a CPU. understand the roles of the Control Unit, Arithmetic Logic Unit, Cache Memory and Immediate Access Store.
<p style="text-align: center;">PSHE</p>	<ul style="list-style-type: none"> live a sustainable life. develop an understanding of the dangers of drugs and alcohol. develop an understanding of the importance of education. 	<ul style="list-style-type: none"> develop how to live safely in a modern British society. plan for future careers. live a healthy and positive lifestyle.



Art and Design Learning Journey

A journey to exceptional.

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.

Masterclasses at MILLFIELD!

Year 8 - Summer Term

ALL SESSIONS RUN FROM 3-4PM

Week beginning	Monday	Tuesday	Wednesday	Thursday	Friday
24/04/23			PSHE: First aid training (max. 24 students) Hall RYS		
15/05/28		Spanish: Understanding a Spanish recipe / ordering in a restaurant. SCR B4	French: Understanding a French recipe / ordering in a restaurant. SCR B4	Food: Spanish/French practical (max 20 pupils) CPN A24	
22/05/23		English: Detective fiction – are you a super sleuth? (12 students) BBL J6		Technology Sketchup tutorial SCN A26	
5/06/23			Music Samba and Rhythm CHH A19	History Archaeology finds with a guest speaker. GHI F8	
12/06/23		Drama Acting for Camera Drama Studio		Computer Science Make your own Pacman game in scratch. PTY A26	
3/07/23		Maths Can you catch a fever? KHA H8	Geography Decision Making Exercise ERO F1		
10/07/23			Science Medical master class DSS C4 (max. 20 students)		Art Working with clay JPT A23

Year 7 - Summer Term

ALL SESSIONS RUN FROM 3-4 PM

Week beginning	Tuesday	Wednesday	Thursday
17/04/23			English: Writing song lyrics or a rap. (12 students) J4 ACO
24/04/23	PSHE: First aid training (max 24 students) RYS Hall		
1/05/23		Maths: Fractal Geometry BHU A41	
8/05/23		Spanish - Ordering in a restaurant / understanding a recipe in Spanish. SCR B4	
15/05/28	Food/Spanish: Practical (max 20 students) CPN A24		
22/05/23	DT Sketchup tutorial SCN A27	Music Samba and Structure CHH A19	History Archaeology finds with a guest speaker. GHI F8
5/06/23	Drama Acting for Camera Drama studio		Computer Science – Make your own Pacman game in scratch. PTY A26
26/06/23		Geography - Decision Making Exercise ERO F1	
3/07/23		Science Forensics DBO C5 (max. 20 students)	
10/07/23	Art Working with Clay JPT A23		

Available to Years 7 and 8 for the summer term, these **Masterclasses** are an exciting opportunity to try out different subjects and to learn new skills, from **FIRST AID TRAINING** to **WRITING SONG LYRICS!**

Students wishing to participate should sign up to the classes using the signup sheet on the classroom doors. Be quick - places are limited!



Recently the students have met with the Hawthorne Park charity group to investigate how they can help support their cause. We have already been to the park this year to help plant the new trees and plants. They are now looking at replacing some of the equipment in the park, and the student council have shared their opinions on what should be included and how they can help support in fund raising.


A strong focus has also been on how Millfield promotes Equality across the school. The student council has updated their equality statement, and this will be displayed in all classrooms. Our aim is for all students and staff who make up our school community to feel respected and valued. We feel that it is important to promote dignity and respect for all within a positive working environment that is tolerant and accepting of all. We want all members of our school community to feel safe with their individual differences and for differences to be accepted and celebrated as adding diversity to our school.

'Tis the season for Sowing and Growing






What a winter we have had! I started growing some of my vegetables a little early I think, judging by the cold snap that has been clinging on. Hopefully we are now going to see some warmer weather coming in, and rain instead of sleet. Now is the time to get sowing seeds if you haven't already done so, and save money on vegetables and fruit in the process.



Here is a guide as to what you can plant.

Indoor sowing	Outdoor sowing	Tips
Asparagus	Beetroot	Don't plant beets with beans. Beets love cabbage and onion.
Aubergine	Broad Bean	Don't plant beans with onions, cucumbers, or beets. Beans love carrots.
Celeriac	Broccoli	
Celery	Brussels Sprouts	Plant a couple of Brussels Sprouts as caterpillars love them – I sacrifice one plant, and if I see any munching on the other, I gently move them to the sacrificed plant.
Climbing Bean	Cabbage	Cabbage loves beets. Cabbage doesn't like radish.
Cucumber	Carrot	Carrots love tomatoes. Carrots love onions. Cucumbers don't like beans.
Dwarf Bean	Cauliflower	Don't plant beans with onions, cucumbers, or beets. Beans love carrots.
Onion	Chard	Don't plant onions with beans. Onions love beets and carrots.
Peppers/Chilis	Chicory	Chillis are oversensitive – keep them warm.
Pumpkin	Courgette	Pumpkins will grow out on runners – sit the pumpkins on hay when they appear to prevent the bottoms from going soggy. Courgettes grow well next to other courgette plants.
Runner Bean	Globe Artichoke	Don't plant beans with onions, cucumbers, or beets. Beans love carrots.
Squash	Kale	
Sweetcorn	Kohl Rabi	Cats (or at least my cats) love chewing on sweetcorn shoots. Plant a curry plant next to them to deter the cats.
Tomato	Leek	Tomatoes love carrots and peas. Clip lower branches off the tomato plant, even if there are flowers - they will grow better.
	Lettuce	Greenfly and Blackfly LOVE lettuce. Buy some British ladybirds online and release them to keep fly numbers low.
	Marrow	
	Parsnip	
	Pea	Peas love tomatoes.
	Radish	Radish doesn't like cabbage.
	Rocket	
	Samphire	
	Shallot	
	Spinach	
	Spring Onion	Don't plant onions with beans. Onions love beets and carrots.
	Turnip	



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 on two poems from the anthology. respond to a question about an unseen poem. analyse quotes thoughtfully by considering different layers of meaning. 	<ul style="list-style-type: none"> respond to an exam question about 'A Christmas Carol' structure our responses to the reading questions effectively for the GCSE English language exam. consider PLAT when approaching transactional writing for English language.
MATHS	<ul style="list-style-type: none"> use circle theorems to calculate missing angles in circles. read and interpret vectors. 	<ul style="list-style-type: none"> collect, analyse and represent data. generate terms of different types of sequences. calculate with roots and indices.
SCIENCE 	<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. 	<ul style="list-style-type: none"> research how pathogens can affect our bodies. investigate how electrolysis can be used to extract metals. investigate the effects of half-life.
GEOGRAPHY	<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. 	<ul style="list-style-type: none"> describe the characteristics of hot deserts. explain the opportunities and challenges that the Thar desert provides. describe patterns and data from maps.
HISTORY 	<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. 	<ul style="list-style-type: none"> understand the causes of the Armada. analyse the reasons for the defeat of the Armada. evaluate the impact of the Catholic threat in Elizabethan England.
 FRENCH	<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. 	<ul style="list-style-type: none"> embed food and meals vocabulary. embed vocabulary relating to shopping for clothes. embed talking about special occasions. embed French festivals and look at Carcassonne and Music festivals. describe family celebrations.
RE 	<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. 	<ul style="list-style-type: none"> describe both Christian and Muslim views towards family roles. explain the purpose of marriage for both Christians and Muslims. evaluate attitudes to same sex marriage from religious and non-religious perspectives.
 DANCE	<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'. 	<ul style="list-style-type: none"> analyse the four production features in A Linha Curva. use technical, expressive and physical skills to perform first set phrase with accuracy.



 <p>MUSIC</p>	<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. 	<ul style="list-style-type: none"> continue to prepare, perform, produce and record 3 pieces of music. develop production skills through the use of a DAW (digital audio workstation).
<p>FOOD PREPARATION AND NUTRITION</p>	<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. 	<ul style="list-style-type: none"> develop an overview of the commodity butter, oils, margarine, sugar and syrup. understand how butter, oils and margarine, can be processed and the effects of that processing on the sensory characteristics and nutritional content. investigate a range of tests to demonstrate the effects of reducing sugar in a baked product.
 <p>DESIGN AND TECHNOLOGY</p>	<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. 	<ul style="list-style-type: none"> create products using a specification. investigate different stock forms utilised in industry and analysing the advantages and disadvantages of each material group. investigate different finishing products for different materials and the effect they have on the outcome.
<p>ART</p>	<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. 	<ul style="list-style-type: none"> develop final lino print design into a cushion. layer lino prints. create our own photoshoots based on mechanical objects.
<p>MEDIA</p> 	<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 	<ul style="list-style-type: none"> develop our understanding of the television industry in relation to crime drama. develop our knowledge of the contexts in which crime dramas have been produced. begin research for NEA.
<p>HEALTH AND SOCIAL CARE</p>	<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. 	<ul style="list-style-type: none"> collate notes for PSA. understand job roles and the impact on holistic development. understand retirement and the impact on holistic development.
<p>CORE PE</p>	<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>Boys' PE -</p> <ul style="list-style-type: none"> develop the skills, tactics and knowledge of the rules in striking and fielding games. develop our understanding of how to perform different athletics events and how to measure and time these activities. <p>Girls' PE -</p> <ul style="list-style-type: none"> develop the skills, tactics and knowledge of the rules in striking and fielding games. develop our understanding of how to perform different athletics events and how to measure and time these activities.



<p>GCSE SPORT</p>	<ul style="list-style-type: none"> organise and plan a sports activity session. (R185 - Task 3) lead a sports activity session. (R185 - Task 3) 	<ul style="list-style-type: none"> deliver a sports activity session to a group of year 7 students. review our own performances in planning and leading and sports activity session. continue to complete their R185 coursework .
<p>COMPUTER SCIENCE</p>	<ul style="list-style-type: none"> explore the laws surrounding computer science explore ethical, environmental and cultural considerations within computer science 	<ul style="list-style-type: none"> develop current knowledge of programming using the language Python. identify the difference between high level and low-level languages – exploring the different translators that may be used. develop knowledge in variables, selection, iteration, arrays and lists.
<p>CREATIVE MEDIA</p>	<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 	<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.
<p>ENTERPRISE AND MARKETING</p> 	<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 	<ul style="list-style-type: none"> identify the factors that may affect the business from their coursework task. explore how to address the impacts and come up with relevant solutions finalise coursework for submission.
<p>PSHE</p>	<ul style="list-style-type: none"> understand the dangers of living an unhealthy lifestyle. develop different strategies to revise and study develop an understanding of the consequences of tattoos and piercings. 	<ul style="list-style-type: none"> plan for future careers. understand the importance of RSE. live safely in modern British society.

Bike Safety

WHAT TO DO ON THE ROADS

When you get on your bike you should look around for traffic and pedestrians. Only set off when it is clear and safe.

Before making a maneuver you should look around to make sure it is safe, and then make a clear arm signal to show to other road users what you intend to do.

You should always keep your hands on the handlebars unless you are signaling a maneuver.

You should always take notice of traffic lights and road signs.

Whenever you can you should use a route away from busy roads. Always use a cycle path if it is available.

At road crossings and roundabouts it is often safer to get off your bike and walk across - like you would as a pedestrian.

It is always better to be safe than sorry. If you are unsure, take your time and wait for it to be clear.



This sign means Recommended route for cycles



Don't cycle where you see this sign.



BELLS

- A bell can be used to alert other people of where you are so that you don't crash into each other.

BRAKES

- Test your brakes before you set off. Make sure they can stop your bike, and that they are not rubbing on the tyre.

SEAT

- Your seat should be at the right height. Your feet should comfortably reach the ground when you are stationary.

LIGHTS

- If you are going to ride when it is dark make sure your bike is fitted with lights that are clean and working.

REFLECTORS

- Reflectors can help motorists to spot your bike. Make sure they are clean and fitted securely.

DRINK

- If you are going on a long ride, take a drink with you. Cycling uses lots of energy so you should make sure that your replace it.

TYRES

- Make sure your tyres are pumped up - give them a squeeze to check. If they are a low pump them up before you set off, get help from an adult if you need it.

HELMET

Always wear a helmet when riding your bike. It will help to protect your head if you fall.

BRIGHT CLOTHING

Wearing bright clothing, a reflective sash, or a colourful bag will help other road users to see you.

SHORTS

Wear shorts or roll up your trousers when riding your bike - loose clothing can get caught in the chain or spokes.




SHOES

Make sure you are wearing sensible shoes when riding. You don't want to graze your toes or hurt your ankles.






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 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. 	<ul style="list-style-type: none"> improve our responses to the reading questions (as well as finish the paper within timed conditions) by analysing more concisely. improve our essays for literature by completing some more exam practice. improve our responses for literature by including a wider range of well-chosen and judicious quotes from the set texts.
MATHS	<ul style="list-style-type: none"> improve how to interpret exam style questions. solve algebraic equations.  develop how to reason algebraically. 	<ul style="list-style-type: none"> develop our reasoning and problem-solving skills. develop our algebraic reasoning skills. solve simultaneous equations.
SCIENCE	<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. 	<ul style="list-style-type: none"> research biotic and abiotic factors. investigate different types of hydrocarbons. investigate how we calculate energy in substances.
GEOGRAPHY 	<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. 	<ul style="list-style-type: none"> explain the uneven distribution of food, water and energy across the World. explain the opportunities and challenges faced by the UK in the provision of food, water and energy. interpret and describe choropleth maps.
HISTORY	<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. 	<ul style="list-style-type: none"> explain the causes of the cold war. analyse different interpretations on Elizabethan England for revision. analyse different interpretations on Nazi Germany for revision.
FRENCH 	<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. 	<ul style="list-style-type: none"> embed the conditional and imperfect tenses. discuss weather and natural disasters. talk about protecting the environment. discuss ethical shopping. talk about volunteering.
CORE RE	<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. 	<ul style="list-style-type: none"> describe what makes a person a good role model. explain why role models have such an important role in life. evaluate who the best role model is to follow for the next stage of a learning journey.
GCSE RE 	<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. 	<ul style="list-style-type: none"> uncover any final areas of weakness in our knowledge of the course. apply our understanding of topics to exam questions to ensure maximum marks are obtained. support our answers with wider knowledge to show greater depth of understanding.



<p>DANCE</p>	<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. 	<ul style="list-style-type: none"> analyse movement in all 6 set works to answer 6 mark exam style question. begin to start revision for section A, B and C in preparation for the written exam.
 <p>MUSIC</p>	<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. 	<ul style="list-style-type: none"> develop technical exercises that build upon skills for your chosen instrument. embed ensemble skills as a performer. evaluate strengths and areas for development in your performances. analyse how to build upon confidence and stage presence.
<p>FOOD PREPARATION AND NUTRITION</p>	<ul style="list-style-type: none"> evaluate the selection, preparation, cooking and presentation of the three 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. 	<ul style="list-style-type: none"> revise commodity groups thoroughly. apply this commodity knowledge to answer exemplar exam questions. understand basic practical techniques and how the scientific principles underpinning them can be applied to the exam. analyse how extended questions need to be answered to gain full marks.
<p>TECHNOLOGY</p>	<ul style="list-style-type: none"> understand how new and emerging technologies have affected the world around us. understand how energy is generated and the environmental impact of generating and using it. understand how technological advances are creating new materials. 	<ul style="list-style-type: none"> revise commodity groups thoroughly. apply this commodity knowledge to answer exemplar exam questions. understand basic practical techniques and how the scientific principles underpinning them can be applied to the exam. analyse how extended questions need to be answered to gain full marks.
 <p>ART</p>	<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. 	<ul style="list-style-type: none"> experiment and explore techniques used by the chosen photographer. create a range of experiments which reflect the theme LOCK. work independently and drive own project forward.
<p>MEDIA</p> 	<ul style="list-style-type: none"> explore a complete copy of The Sun newspaper. explore the website for The Sun. begin revision. 	<ul style="list-style-type: none"> revise and complete exam practice for media language and representation. revise and complete exam practice of audience and industry. revise and complete exam practice for contexts.
<p>HEALTH & SOCIAL CARE</p>	<ul style="list-style-type: none"> create a script showing all the 7 care values. prepare for the role play. 	<ul style="list-style-type: none"> demonstrate the care values during a role play. reflect on the feedback using Gibb's reflective cycle (1988).
<p>CHILDCARE & DEVELOPMENT</p>	<ul style="list-style-type: none"> complete outstanding tasks. explore areas in learners where there may be gaps. revise Unit 1 and 2. 	<ul style="list-style-type: none"> complete outstanding tasks for Unit 1. use revision resources focusing on exam style questions.



<p>TRAVEL AND TOURISM</p>	<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. 	<ul style="list-style-type: none"> • outline/explain customer service skills relevant to two travel and tourism organisations. • compare customer service skills relevant to two travel and tourism organisations. • recommend and justify improvements to poor customer service for one travel and tourism organisation.
<p>OCR SPORT</p> 	<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). 	<ul style="list-style-type: none"> • develop an understanding of contemporary issues in sport. • reflect and reinforce our understanding of the different issues which effect participation in sport for different user groups. (LO1). • reflect and reinforce our understanding of the role of sport in promoting values (LO2). • reflect and reinforce our understanding of the importance of hosting major sporting events (LO3). • reflect and reinforce our understanding about the role national governing bodies (NGB'S) play in sport (LO4).
<p>Computer science</p> 	<ul style="list-style-type: none"> • develop skills in programming by completing a twenty-hour NEA. 	<ul style="list-style-type: none"> • identify different SQL commands using databases. • understand the difference between flat file and relational databases. • understand how data is stored within a database.
<p>ENTERPRISE AND MARKETING</p>	<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. 	<ul style="list-style-type: none"> • prepare for resit of exam unit. <p>We will also submit the final coursework piece.</p>
<p>PSHE</p>	<ul style="list-style-type: none"> • develop an understanding of stereotypes in modern British society. • develop an understanding of living an unhealthy lifestyle. 	<ul style="list-style-type: none"> • develop an understanding of the dangers of online gaming and gambling. • develop an understanding of living a risky lifestyle. • explore how to live in modern British society. 

NOTICE BOARD



Attendance continues to be excellent!
We are currently 2.3% above the national average.



Students who have excellent attendance from now until July will be invited to participate in our amazing Activities Day. More information to follow.

Follow us on twitter @Millfieldhighsc

Millfield Science and Performing Arts College
@Millfieldhighsc

Have you seen our fabulous students talking about "Why We Love Millfield"?
It gives a little taster of our exceptional school. #TeamMillfield
[#BeExceptional](#)
youtu.be/YbeqoWXNJD4 via @YouTube

youtube.com
Why We Love Millfield -Millfield Science & Performing Arts College

Millfield Science and Performing Arts Colle... @Millfieldhigh... - 7h ...

Supporting your child through their exams:
Advice for parents and carers below from the SHINE team.
#TeamMillfield



TERM DATES

- Open Monday 17th April 2023
- Close Friday 28th April 2023
- Open Tuesday 2nd May 2023
- Close Friday 5th May 2023
- Open Tuesday 9th May 2023
- Close Friday 26th May 2023
- Open Monday 5th June 2023
- Close Wednesday 19th July 2023



Road safety

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.

 Achieve Change & Engagement	a-c-e Counselling service in school once a week	Counselling Service
	N-Compass	Advocacy Carers Counselling Health and Wellbeing Volunteering www.ncompassnorthwest.co.uk counsellingteam@ncompassnorthwest.co.uk
	The Butterfly and Phoenix Project	Counselling support for those students who self-harm
	Children's IDVA Referral	For Students who have witnessed DV in the home
	Key Youth Charity	Support services for students open on a CAF (now EHA) with a range of issues from mental health, self-harm, domestic violence, addiction or just support with personal care.
 	Fylde Coast Womens Aid	Connect with Respect helps children and young people make safe and healthy relationship choices. Think Ahead (10-11 years) / Look Ahead (11-16 years) are targeted sessions that offer both 1-1 and group support. The specifically designed group work sessions help children and young people understand how to recognise and understand the risks of unhealthy relationships.
	Linden Centre Trinity Hospice	Trinity at the Linden Centre, bereavement counselling supporting grief and loss.
	We Are With You	Formally 'Addaction' working with young people to try and overcome addictions
	Virgin Care	Referral to the school nurse who can help with a range of issues, eating issues, concerns about mental health, self-care etc
	Lancashire Young Carers Referral Form	Supports young people who have to support care for someone in their household, parent or sibling etc
	Youth Therapy (Run by the NHS)	CBT therapy for young people, with offices in Fleetwood, Bispham and Blackpool.
	CASHER - The Child & Adolescent Support & Help Enhanced Response Team	BVH support for mental health issues and young people who are contemplating or attempted suicide, they can be seen via A&E department or by making an appointment via the telephone. Open 5-10 weekdays and 10-8 at weekends.
	Lancashire Early Help and Prevention	We can refer families here if they need support for issues within the family.

We can make referrals to CAMHS, Social Services, Mr Blake (life skills coach), Army Mentor and many more.

If you need any more details please see one of the Pastoral team who will be happy to help.

6

fun facts about the

EASTER BUNNY

IT IS BELIEVED THAT THE NIGHT BEFORE EASTER, THE EASTER BUNNY COMES OUT OF HIS BURROW AND USES MAGIC TO GROW INTO A BIG RABBIT TO DELIVER THE EGGS AND BASKETS.

In Australia, rather than celebrating Easter with a bunny, they celebrate Easter with what's called the Easter Bilby. Bilbies are an Australian marsupial with long ears similar to a rabbit.

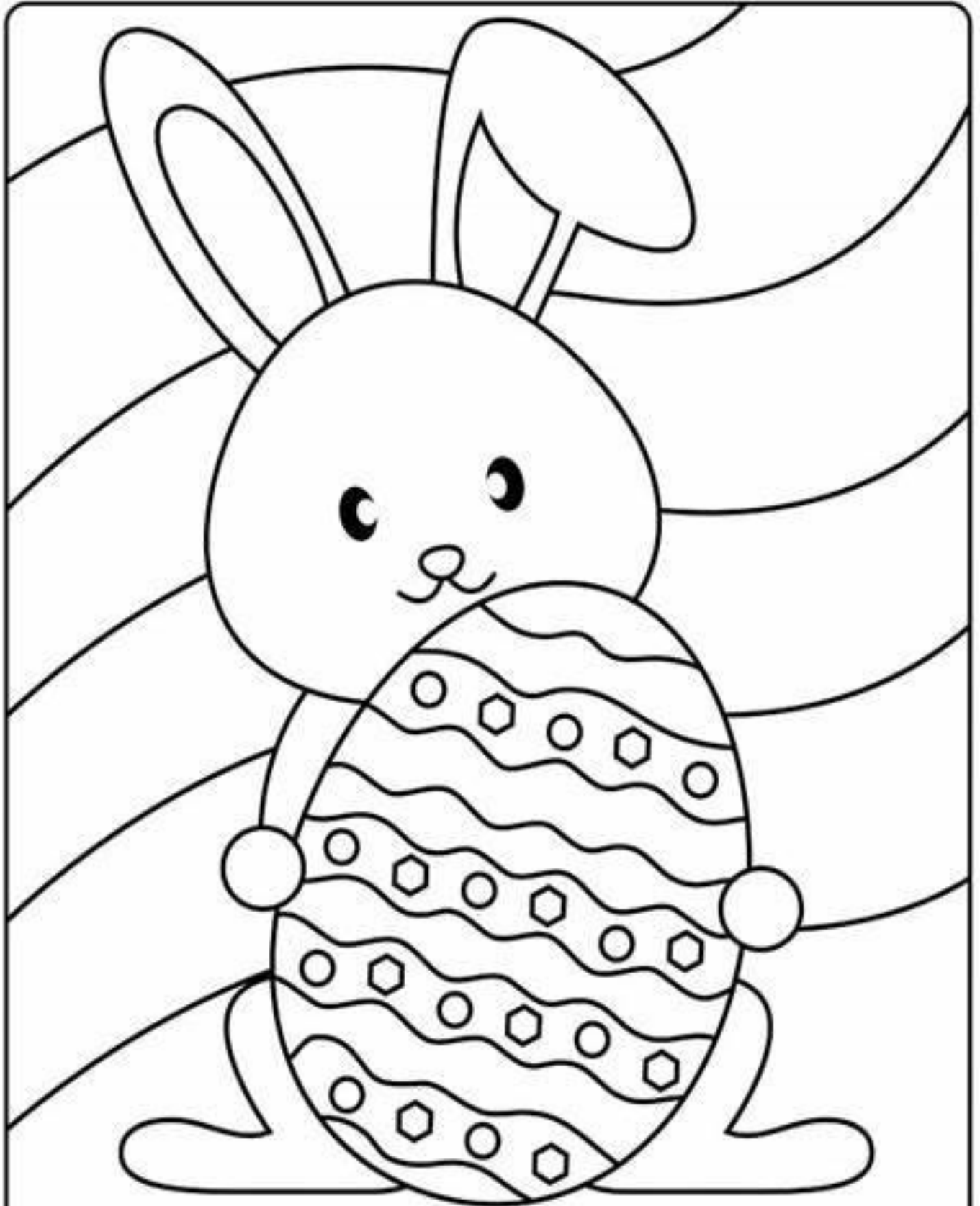
The Easter Bunny isn't really a bunny at all. Originally, he was an Easter Hare and the Easter Hare started out as a judge, deciding whether children were naughty or nice. If they were good, the hare would lay eggs for them.

The Easter Bunny became the symbol of Easter because, in mythology, the bunny is a symbol of fertility and Spring renewal.

The earliest mentions of the Easter bunny appear in German writings in the 16th century, and it was the Germans who most likely imported the tale to the US in the 1700s.

The Easter Bunny has an alias. The Easter Bunny is also known as "Peter Cottontail" thanks to the now famous 1950s song written by Gene Autry.





HAPPY EASTER