

Issue No 59  
26th May 2023



**School Closes**

26th May 2023

**School Closes**

26th May 2023

**School Reopens**

5th June 2023

**Graduation Evening  
Year 9**

21st June 2023



**Reports - Year 7**

3rd July 2023

**Reports - Year 10**

10th July 2023

**Party Day**

Years 8 and 9

13th July 2023

**Activities Day**

17th July 2023

**End of School Year**

19th July 2023

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Website: [www.millfield.lanacs.sch.uk](http://www.millfield.lanacs.sch.uk)

Twitter page @millfieldhighsc  
#BeExceptional



# Millfield MESSENGER

Belvedere Road, Thornton Cleveleys, FY5 5DG

Telephone 01253 865929



Dear Parents and Carers,

Our Year 11s have got off to a fantastic start with their examinations: they are working incredibly hard; their behaviour is outstanding and we are incredibly proud of them. Thank you to all parents and carers for your continued support (I know you will be doing a lot at home to keep them encouraged, focused, happy and motivated!).

A huge well done to Miss Kilmartin and our dancers: they won the Lancashire County Championships at the Winter Gardens, in a superbly choreographed routine. We are so proud of them and wish them all the best in the next leg of the national competition!

I feel it pertinent to update you with the situation in science. As in all schools and all industries, staff do become ill, and staff do leave to go onto pastures new. The picture in England at the moment is that of approximately 3500 secondary schools, nearly half of them are trying to recruit a science teacher for September; there is a significant shortage of teachers in some subjects (which is one of the reasons for the recent teachers' strikes) and nationally, recruitment targets for trainee teachers is at an all time low. This year, our science team have worked incredibly hard in difficult circumstances; they have given their absolute all, and we have been fortunate to secure supply teachers who are scientists. I am incredibly proud of our science department's dedication to our school and our students – they have done a phenomenal job. Furthermore, I am delighted to let you know that for September 2023, we have successfully recruited three outstanding, experienced science teachers, who will be joining us as Head of Chemistry, Head of Physics and Head of STEM. Dr Gorst has been promoted to Head of Biology. This means from September, we are in the fortunate position of having a full team of outstanding, specialist science teachers, covering all three sciences.

Unfortunately, the length of girls' skirts remains a concern. We have a large number of students who arrive at school with skirts that are incredibly short (and some have not even been rolled up). To give advance notice, from September 2023, the uniform policy is changing and any student who wears a skirt will be expected to wear 100 denier black opaque tights – socks will no longer be part of the uniform. Formal black pants are an alternative option, which more and more girls are choosing; they are also cheaper than the badged skirts.

Hopefully we will have some nice weather over the half term, and I wish all our families a pleasant break.

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).

*N. Regan*

Nicola Regan

**Be Exceptional!**

# PASTORAL UPDATES

## **Mr Greenall - Year 7 Progress Lead**

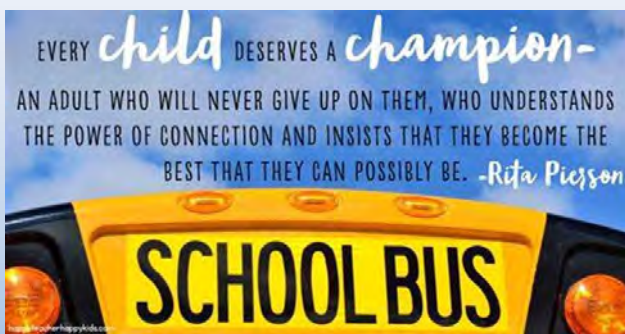
As we approach summer, we have some exciting things coming up for Year 7 including our activities day which promises to be an amazing day with various events and activities on offer. Year 7 masterclasses are still ongoing with plenty of classes available to all Year 7. There is also an amazing summer P.E curriculum with summer sports such as cricket, softball, and kickball and after school sports clubs.

## **Miss Miller-Crook - Year 8 Progress Lead**

It has been an honour working with Year 8 since they began at Millfield. I just wanted to thank all Year 8 students for all the hard work they have put in whilst I have been Year 8 Progress Lead and I would like to thank parents for their support. I am very proud of everything you have all achieved up to now and wish you all the best of luck as you continue to strive and achieve your goals at Millfield.

## **Mrs. Doran - Year 8**

It has been great getting to know my new Year 8 students over these last two weeks. I'm really excited to spend more time with them all in the lovely summer term. They are a fantastic year group and I'm looking forward to working with all students to unlock their potential and get ready for Year 9!



## **Year 9 – Mrs Clare**

What a quick half term that was with all the lovely bank holidays.

There has been lots going on behind the scenes with Year 9 options, making sure that all students have

chosen the correct option subjects for them to support them in their future careers.

Some Year 9 students took part in the Performing Arts Showcase, which was amazing to watch, well done to those students. Lots of extracurricular activities and sports games have also taken place with Year 9 students.

Well done to Jess Garside and the other girls that represented Team Millfield in the county Dance competition and became Lancashire County Champions last week!

Graduation deadline has now passed, and I can't wait to celebrate with the students next term at the Graduation Evening. The students have worked so hard on all the tasks and extracurricular and I am so proud of the time and effort they have put into it all. Lots of exciting school trips are taking place next half term for different subjects and there will be the long anticipated Activities Day.

Have a lovely break and come back refreshed ready to take on the final part of your Year 9 journey.

## **Year 10 – Mr Griffiths**

Year 10 have had a great start to the new term and completed their English mock exam. We have some exciting things planned for when they return after the break. There is a geography trip, a history trip to London, a day at college on 30<sup>th</sup> June where they get to explore future course options, Activities Day and the Year 10 Duke of Edinburgh programme continues. Keep up the hard work and well done all.

## **Year 11 - Mrs Doran**

I'm so proud of the Year 11 students who have been absolute superstars with their exams for the first two weeks. The hardest two weeks are done, and they have been so resilient with their approach to them. It's really important that they have some well-deserved rest in the sunshine over half term, ready to smash these last few weeks. They have got so much to look forward to going forward; their last exam, Leaver's Day Assembly, Prom.....then a summer to make memories, lasting a lifetime.

# KEY STAGE 4

This has been a busy half term for our Key Stage 4 students. GCSEs have started and we have been thoroughly impressed with students' attitude to these exams. They have been calm and diligent and their behaviour has been exceptional. I am positive that their hard work will pay off and that they will be rewarded with the results they deserve in August.

We are very much looking forward to celebrating their time with us during the Leavers' assembly on 26<sup>th</sup> May and then again at their prom.

Our Year 10 students have two exciting visits coming up. The first is to Blackpool and The Fylde College on 30<sup>th</sup> June and the second is to Blackpool Sixth Form College on 12<sup>th</sup> July. These visits will give students the opportunity to experience different aspects of both colleges, which will be particularly useful as students will start applying for college at the start of Year 11.

Mrs. Gower - Head of Key Stage Four



**Mrs Regan enjoyed lunch with the Year 11 senior students.**

They celebrated their achievements at Team Millfield, and everything they have achieved as amazing ambassadors and role models.

## GRADUATION UPDATE

We are in the final week of the **Graduation and Exceptional Programmes**. The final date for task submission is **Friday 26th May**. Students' attendance and behaviour scores will be calculated based on the data gathered between the launch date on the 26th September 2022 and the final Friday of this half term. The **Graduation Evening** for the Year 9s is Wednesday 21st June starting at 6pm. Invites will be sent out to parents after we return from the half term break with more details.

The party day for Years 8 and 9 is Thursday 13th July and the trip will be arranged once numbers have been confirmed.

QUOTESZOOMIN  
THIS YEAR MAY HAVE  
THROWN MORE AT  
YOU THAN YOU  
PLANNED, BUT YOU  
STILL MADE IT.

# HOME LEARNING PAGE

## Home Learning - Why is it important?

### Home-learning improves student achievement

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

### Home-learning helps to reinforce learning and develop good study habits and life skills

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

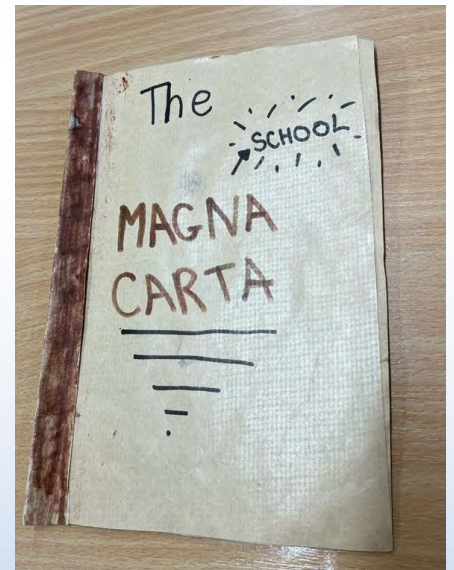
### Home-learning allows parents to be involved with their child's learning

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

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



Congratulations go to students in **History** - who have produced outstanding examples of home learning, Students were asked to put together a 'School Magna Carta' with five rights they should have at school.



One student produced a brilliant Magna Carta, as seen on the left and right, and went above and beyond, coming up with ten rights.

### 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)**

PERFORMING  
**ARTS**



"On Monday 15<sup>th</sup> May, 12 of our high ability dancers competed at the Lancashire Dance finals representing Wyre & Fylde, after winning the

local competition in February. They competed against eight secondary schools from all over Lancashire and achieved 1<sup>st</sup> place, making us the Lancashire County Champions! The students have worked so hard and are an absolute credit to the school!



# Positive Mental Health

At Millfield this week we are promoting the National Mental Health Awareness Week. As part of this we are delivering assemblies about mental health and the importance of talking to people. The theme for the week is 'anxiety'.

Students should know that feeling anxious in certain situations is completely normal and should not unduly worry. For example, during the exam period, our Year 11 students will naturally feel some nerves. These feelings can be helpful in focussing the mindset in readiness for the challenges ahead. Students may also feel anxious if they do things that are out of their normal 'comfort zone'. This is also fine because this helps young people overcome nerves and become more resilient. This is good preparation for life. When anxiety is overwhelming or without apparent reason, then students should talk to their teachers, form tutors or Progress Leaders. There is plenty of help and support in school. If parents are worried about their child's mental health, we now have a new mental health section on our website that has information of how to get help.

Finally, it is good to have routine in life and things that you look forward to. Joining clubs or doing things together with friends or family help to give a sense of belonging that is proven to help improve mental health.

## POSITIVE STRESS


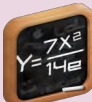
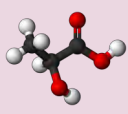






### HOW TO MAKE YOUR STRESS WORK FOR YOU

✓Do's	×Don'ts
To think stress as an indicator that we care about something rather than a cause for panic.	Assuming that stress will last for long.
Focusing on task rather than emotion.	Worrying unnecessarily about things that are out of our control.
Building relationships so that we have people to turn to.	Being around negative people.









### 7 STRESS MANAGEMENT STRATEGIES

1. Prevention and resilience building
2. Coping mechanism - socializing , humor
3. Health promotion
4. Motivation and hope
5. Discovering your calm
6. Indulging in hobbies.
7. Time management

# YEAR 7

SUBJECT	This term we have been learning to .....	Next term we will be learning to....
<b>ENGLISH</b> 	<ul style="list-style-type: none"> <li>understand the features of Romantic poetry.</li> <li>compare poems, looking at similarities and differences.</li> <li>use poetry to inspire our descriptive writing.</li> </ul>	<ul style="list-style-type: none"> <li>understand how the work of dramatists is conveyed through performance by studying 'Noughts and Crosses'.</li> <li>write a polished script.</li> </ul>
 <b>MATHS</b>	<ul style="list-style-type: none"> <li>construct geometric figures.</li> <li>classify angles.</li> <li>identify polygons.</li> </ul>	<ul style="list-style-type: none"> <li>use mental arithmetic strategies.</li> <li>interpret and create Venn diagrams.</li> <li>identify factors of numbers.</li> </ul>
<b>SCIENCE</b> 	<ul style="list-style-type: none"> <li>explain how mixture of substances can be separated.</li> <li>use practical skills to safely carry out separation techniques.</li> </ul>	<ul style="list-style-type: none"> <li>explain how mixtures of substances can be separated.</li> <li>use practical skills to safely carry out separation techniques.</li> </ul>
 <b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>describe weather and climate.</li> <li>label and annotate a diagram of the water cycle.</li> <li>compare and contrast climate graphs.</li> </ul>	<ul style="list-style-type: none"> <li>describe the distribution of the UK and location of major cities.</li> <li>compare rural and urban areas in the UK for example Shetland islands and Salford Quays.</li> <li>use and describe satellite images as well as interpreting OS maps.</li> </ul>
<b>HISTORY</b> 	<ul style="list-style-type: none"> <li>understand the role of the monarch in Medieval society.</li> <li>analyse medieval kings strengths and weaknesses.</li> <li>evaluate the role of the monarch in Medieval society.</li> </ul>	<ul style="list-style-type: none"> <li>understand the causes of the Black Death.</li> <li>analyse the consequences of the Black Death across Europe.</li> <li>analyse different sources of information on the Black Death.</li> </ul>
 <b>SPANISH</b>	<ul style="list-style-type: none"> <li>embed describing a place.</li> <li>embed talking about giving and wanting.</li> <li>describe family members.</li> <li>describe some natural wonders of the world.</li> <li>ask and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>talk about giving and wanting.</li> <li>describe some natural wonders of the world.</li> <li>use interrogatives.</li> <li>use the phonic v and b.</li> <li>revisit all the vowels and phonetical sounds.</li> <li>use the correct word order with nouns and adjectives.</li> </ul>
<b>RE</b> 	<ul style="list-style-type: none"> <li>describe the actions of some religious role models.</li> <li>explain how role models can be seen to exemplify the teachings of religions.</li> <li>evaluate who is seen as the best role model.</li> </ul>	<ul style="list-style-type: none"> <li>confidently describe core elements of religion by revisiting previous topics as examples.</li> <li>confidently explain religious viewpoints by using the structures and techniques studied so far this year.</li> </ul>
 <b>DANCE</b>	<ul style="list-style-type: none"> <li>perform in a Musical Theatre style.</li> <li>embed choreographic devices and relationships into performance.</li> <li>apply cross-curricular drama skills to portray a character.</li> </ul>	<ul style="list-style-type: none"> <li>perform in a style of their choice.</li> <li>embed use of dynamics.</li> <li>consolidate all choreographic skills learnt this year.</li> </ul>
<b>MUSIC</b> 	<ul style="list-style-type: none"> <li>develop keyboard skills, working on scales and arpeggios.</li> <li>understand how to read and play treble and bass clef staff notation.</li> <li>become self-aware performers, working as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>develop singing skills, working on vocal and breathing exercises.</li> <li>sing and phrase lyrics within a song structure.</li> <li>become self-confident performers, working as a group.</li> </ul>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>TECHNOLOGY</b></p>    	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>• use research analysis to plan a project.</li> <li>• understand the importance of design briefs and how they focus on design concepts.</li> <li>• use tools and equipment.</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>• understand how to interpret the meaning of the Eatwell Guide.</li> <li>• use skills learnt to complete an own choice dish as part of a food assessment.</li> </ul> <p><b>ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>• use research analysis to plan a project.</li> <li>• understand the importance of design briefs and how they focus on design concepts.</li> <li>• use tools and equipment.</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>• evaluate whether the final product meet the brief / needs and wants of the user.</li> <li>• suggest improvements and modifications for the product.</li> <li>• apply hand embroidery skills during the manufacturing process.</li> </ul>	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>• use basic techniques to manufacture a product.</li> <li>• understand and apply basic finishing techniques.</li> <li>• evaluate a final product.</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>• explore how the new food room is set up.</li> <li>• learn about health and safety in a food room.</li> <li>• learn about the bridge and claw technique.</li> </ul> <p><b>ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>• use research analysis to plan a project.</li> <li>• understand the importance of design briefs and how they focus on design concepts.</li> <li>• use tools and equipment.</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>• explore a contextual brief.</li> <li>• generate design ideas.</li> <li>• develop hand embroidery skills.</li> </ul>
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ART</b></p>	<ul style="list-style-type: none"> <li>• research and work in the style of the artist Michael Craig Martin.</li> <li>• understand composition rules when creating a range of designs.</li> </ul>	<ul style="list-style-type: none"> <li>• research and work in the style of artist Jon Burgerman.</li> <li>• explore and experiment with clay when creating Jon Burgerman style characters.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>PE</b></p> 	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>• develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>• develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul> <p><b>Girls' PE -</b></p> <ul style="list-style-type: none"> <li>• develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>• develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul>	<p><b>Boys PE -</b></p> <ul style="list-style-type: none"> <li>• develop the skills, tactics, and knowledge of the rules in striking and fielding games.</li> <li>• develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul> <p><b>Girls PE -</b></p> <ul style="list-style-type: none"> <li>• develop the skills, tactics, and knowledge of the rules in striking and fielding games.</li> <li>• develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>COMPUTER SCIENCE</b></p>	<ul style="list-style-type: none"> <li>• develop our knowledge of networking and how computers connect together to share resources.</li> <li>• draw the different 'topologies' used to show how devices can connect together.</li> <li>• explain the difference between a peer-to-peer network and a client server network.</li> </ul> 	<ul style="list-style-type: none"> <li>• develop knowledge and skills in networking – looking at how data travels across a network through packet switching.</li> <li>• explore the 'rules' needed on a network, looking at protocols.</li> </ul> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>• develop our knowledge of finances.</li> <li>• plan for future careers.</li> <li>• develop our understanding of British values.</li> </ul>	<ul style="list-style-type: none"> <li>• explore what are savings, loans and interest rates are.</li> <li>• investigate different kinds of financial transactions.</li> <li>• consider different entrepreneur's skills.</li> </ul>





# eco club

## Sunflower Competition Blossoms



The eagerly anticipated Year 7 Sunflower Competition is now in full swing. Two dedicated members from each form have been diligently tending to their precious seedlings. Equipped with a kit comprising of biodegradable plant pots, nutrient-rich soil, two sunflower seeds, and two germination bags, our students have embraced the art of nurturing seedlings while undertaking essential steps to fortify their growth.



In an inspiring collaboration, our remarkable Eco Club has joined forces with the STEM Club to cultivate Millfield's vibrant eco garden. Through a combination of litter picking and diligent garden preparation, students have been meticulously readying the soil for the upcoming planting of a variety of vegetables and aromatic herbs in the following weeks. Moreover, our team is actively developing innovative methods to track the strategic placement of bulbs, ensuring a continuous display of flourishing plants that will grace the garden year-round.

## No Mow May

Embrace "No Mow May" and Celebrate Nature's Beauty!

For the entire month of May, we encourage you to adopt a new approach to lawn maintenance - simply put down the mower! By altering your mowing routine and allowing plants to bloom, you can contribute significantly to the well-being of bees and other crucial pollinators. Did you know that this change alone can provide ten times more nectar? Additionally, you'll have the delightful opportunity to witness a diverse array of flowers springing up in your garden, adding a touch of natural wonder to your surroundings.

Together, let's cultivate a greener future,  
one seedling at a time!



## ADOLESCENT DEVELOPMENT SERVICES

# SORTED

Substance Use and Misuse Team

## THC Vaping Parent/Guardian Resource

### Introduction

There has been an increase in young people using vapes and in particular experimenting with THC vaping. THC is the chemical that gives the 'high' effect in cannabis. The latest reports show that this has led to some young people overdosing on THC, causing them to become unwell and needing medical attention. This resource has been created to give information to support conversations with your child around THC vaping. You will read about THC vaping, the short term and long term effects as well as the legalities to help you make the most informed decisions to keep your child safe and happy.

### What is Vaping?

Vaping is the inhalation of vapor from a vaping device or e-cigarette. These devices are electronic, and they heat a liquid to a vapour to be inhaled. The liquid is usually a mixture containing nicotine, propylene glycol and/or vegetable glycerine, and flavourings. Other liquids can be added to the vape.

### What is THC Vaping?

The most common emerging trend amongst young people is to add THC oil to their vaping liquid. THC oil is a sticky thick, yellowy brown liquid which comes from the cannabis plant. THC is the chemical that gives the 'high' effect and it is illegal in the UK.



### How Do I Know My Child is Vaping?

Vaping tends to produce clouds of smoke that are scentless and disappear quickly, so it can be difficult to sense if your child is using a vape. Vaping is relatively new still, and little is known about the short term effects, however it is generally thought that vaping is less harsh than smoking as it is generally tobacco free and has less chemicals than cigarettes, which is why it is a popular method for stopping smoking. The short term effects of vaping can also vary depending on what is in the vaping liquid such as the nicotine content. However inhaling any substances is not entirely risk free. Below are some images of different styles of vape or e cigarettes.



### How Do I Know My Child is Vaping THC?

Vaping THC will have similar effects to using cannabis. Vaping THC as opposed to smoking cannabis allows a larger amount of THC to be inhaled very quickly, potentially causing overdosing. The effects of vaping THC depends on the amount of THC/CBD in the vape, your child's mood, the environment and how often it is used. The short term effects are listed on the right and can be signs your child has vaped THC oil.



### Short Term Effects Of Vaping THC

## ATTENTION

- Blood shot eyes
- Dazed/dreamy demeanour
- Short term memory loss
- Faint/feeling sick
- The giggles
- The munchies
- Dry mouth
- Paranoia
- Anxiety

You can watch more about the short term effects on this talktofrank video.  
[FRANK: Cannabis Side Effects - YouTube](#)

## Will Vaping THC Effect My Child's Health Long Term?

The long term health effects of vaping are still being studied. It is believed that whilst vaping is not risk free as it still contains chemicals, it contains a significant amount less than a traditional cigarette as there is no tobacco therefore no tar or carbon monoxide. Studies are beginning in the USA on the impact of vaping on the lungs. However we know that vaping THC can cause the same long term health effects as cannabis use which are laid out below.

You can read more on the NHS website about vaping to stop smoking. [Using e-cigarettes to stop smoking - NHS \(www.nhs.uk\)](http://www.nhs.uk)

The long term effects of cannabis use can include the increased risk of psychotic illness such as schizophrenia as well as other mental health issues.

Schizophrenia = delusions and hallucinations.

- Delusions – believing things that are not true
- Hallucinations – seeing things that are not really there

Risk of schizophrenia is increased if you use cannabis from a young age, frequent use, stronger cannabis i.e. skunk, and family history of schizophrenia  
Mental Health -

- Anxiety and paranoia
- Hallucinations

These can happen during use, and may settle when stopped but use can also aggravate existing mental health issues.



You can read more on the NHS website about the mental and physical effects associated with cannabis use. [Cannabis: the facts - NHS \(www.nhs.uk\)](http://www.nhs.uk)

## Vaping and The Law

The law around vaping can be very tricky to understand as there is a lack of legislation around vaping. You must be 18 to buy a vape pen. There is no law around where you can and cannot vape, but many places adopt the same rules as smoking, therefore you must go by venue policy. Similarly, driving whilst vaping is not illegal, but the cloud of smoke can be considered a hazard whilst driving and can get you into trouble. **However as THC is illegal, vaping THC oil follows the same laws as cannabis laid out below.**



## Will my child get into trouble for using THC Vapes?

**Cannabis is an illegal Class B drug.** There are consequences for the **illegal** possession, supply and production of cannabis.

Possession – having (possessing) cannabis in any form including edibles can get you up to 5 years in prison, unlimited fine or both.

Supply - supplying cannabis which includes giving it to your friends for free or sharing it with them can get you up to 14 years in prison, an unlimited fine or both.

Dealing - selling cannabis for any sized financial gain can get you up to 14 years in prison, an unlimited fine or both.

Trafficking - moving it around the country on transport or through private vehicle etc. can get you up to 14 years in prison, an unlimited fine or both.

Production - producing cannabis whether growing for self consumption or to be sold can get you up to 14 years in prison, an unlimited fine or both.

**Young people who use cannabis are at increased risk of child criminal exploitation (CCE), and to be groomed into County Lines operations, see below for more information.**

To read more about the legality of cannabis please see the government website [Drugs penalties - GOV.UK \(www.gov.uk\)](http://www.gov.uk). To learn more about county lines and CCE, see The Children's Society website [What Is County Lines? | The Children's Society \(childrensociety.org.uk\)](http://www.childrensociety.org.uk).



## How can I help my child?

It can be difficult to know the best way to support your child if you are concerned. Speaking with professionals already working with your child is the first step such as teachers, and key workers.

Below are local and national services to find more information and support for your child.

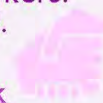
### Local

- Adolescent Development Services SORTED
  - sorted@hillingdon.gov.uk
  - 01895 250 721
- ARCH Hillingdon
  - 01895 207 777
  - arch.hillingdon@nhs.net



### National

- Childline - 0800 1111
- Frank - [talktofrank.com](http://talktofrank.com)
  - 0300 123 6600
  - frank@talktofrank.com
  - text - 82111
- youngminds - [youngminds.org.uk](http://youngminds.org.uk)
- ADFAM - [adfam.org.uk](http://adfam.org.uk)
- Samaritans - [samaritans.org](http://samaritans.org)
- The Children's Society - [childrensociety.org.uk](http://childrensociety.org.uk)
- MIND - [mind.org.uk](http://mind.org.uk)
- CYPMHS - NHS mental health support
  - [nhs.uk](http://nhs.uk) - search CYPMHS



# Star Students



## HOT CHOCOLATE WITH THE HEADTEACHER

Ellis Rial	9 S5 CHY
Alecia Atkinson	9 R5 SCN
Archie Bowater	9 B6 CGO
Maisie Carr	9 S6 ABA
Ben Worthington	9 S5 CHY
Jessica Garside	9 B6 CGO



*Be Exceptional!*

All of the above students have been nominated by Miss Cambridge for their excellent work in Drama



# Deputy Headteacher's Maths Challenge - ALFA, BETA, GAMA and DELTA Puzzle

The Puzzle:

Solve this:

$$\text{ALFA} + \text{BETA} + \text{GAMA} = \text{DELTA}$$












Replace letters with digits and have the sum be true. There is more than one solution.




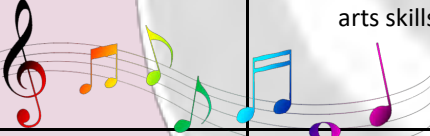

Please email your worked solution to Mr Humphreys - [b.humphreys@millfield.lancs.sch.uk](mailto:b.humphreys@millfield.lancs.sch.uk)







# YEAR 8

SUBJECT	This term we have been learning to...	Next term we will be learning to....
<b>ENGLISH</b> 	<ul style="list-style-type: none"> <li>debate whether or not gender matters.</li> <li>consider how far Lady Macbeth is a 'typical' Jacobean woman.</li> <li>write informal letters.</li> </ul>	<ul style="list-style-type: none"> <li>write about how characters are presented in supernatural texts.</li> <li>write clear openings to academic essays.</li> <li>explore the features of gothic texts.</li> </ul>
 <b>MATHS</b>	<ul style="list-style-type: none"> <li>identify and classify angles.</li> <li>solve complex problems with parallel lines.</li> <li>investigate the properties of special quadrilaterals.</li> </ul>	<ul style="list-style-type: none"> <li>design and criticise questionnaires.</li> <li>draw and interpret pie charts.</li> <li>identify misleading graphs.</li> </ul>
<b>SCIENCE</b> 	<ul style="list-style-type: none"> <li>identify various unicellular organisms and their importance in everyday life.</li> <li>explain how the periodic table can be used to predict how substances react with each other.</li> </ul>	<ul style="list-style-type: none"> <li>explore the periodic table and its development through history</li> <li>explain how scientists' development of space has developed with advancing technology</li> </ul>
 <b>GEOGRAPY</b>	<ul style="list-style-type: none"> <li>use lines of latitude and longitude.</li> <li>describe ways of reducing the risk of volcanic eruptions.</li> <li>prioritise and evaluate the impacts of Hurricane Irma.</li> </ul>	<ul style="list-style-type: none"> <li>describe key characteristics of the temperate deciduous forest ecosystem.</li> <li>understand how food webs operate.</li> <li>examine Australia's biomes and how these affect the coral reefs.</li> </ul> 
<b>HISTORY</b> 	<ul style="list-style-type: none"> <li>understand different protests across time.</li> <li>analyse the significance of different protests.</li> <li>evaluate which protests were the most significant.</li> </ul> 	<ul style="list-style-type: none"> <li>understand why Blackpool developed as a tourist destination from 1840.</li> <li>analyse different sources to learn about Blackpool's development.</li> <li>evaluate which reason was the most important for Blackpool's development.</li> </ul>
 <b>SPANISH</b>	<ul style="list-style-type: none"> <li>embed describing a place.</li> <li>embed talking about giving and wanting.</li> <li>describe family members.</li> <li>describe some natural wonders of the world.</li> <li>ask and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>continue talking about giving and wanting.</li> <li>describe some natural wonders of the world.</li> <li>use interrogatives.</li> <li>introduce how to use the phonic v and b.</li> <li>revisit all the vowels and phonetical sounds.</li> <li>use the correct word order with nouns and adjectives.</li> </ul>
 <b>FRENCH</b>	<ul style="list-style-type: none"> <li>embed saying what people do.</li> <li>embed numbers to 30.</li> <li>say what others do (they.)</li> <li>say 'you' singular and plural.</li> <li>say how many they are using (numbers).</li> <li>describe people (family members.)</li> <li>say what they have.</li> </ul>	<ul style="list-style-type: none"> <li>say what people are doing.</li> <li>use the full paradigm of the verb 'faire'+ sports.</li> <li>use intonation to ask questions.</li> <li>use possessive adjectives such as mon/ma/ mes, ton/ta/tes.</li> <li>say what we like and add nouns to develop longer sentences.</li> </ul>



 <p><b>RE</b></p>	<ul style="list-style-type: none"> <li>describe some of the ways people have been looking after the world.</li> <li>explain why religious people look after the world the way they do.</li> <li>evaluate whose responsibility is it to look after the world.</li> </ul>	<ul style="list-style-type: none"> <li>explain, using case studies, the impact religious belief has had on looking after our world.</li> <li>evaluate the need to change our current approach to the environment.</li> </ul>
<p><b>DANCE</b></p> 	<ul style="list-style-type: none"> <li>embed mental skills and dynamics into performance.</li> <li>use cross curricular drama skills to show characterisation in a dance.</li> <li>demonstrate a range of new choreographic devices and relationships in performance.</li> </ul>	<ul style="list-style-type: none"> <li>embed mental skills and dynamics into performance.</li> <li>use cross curricular drama skills to show characterisation in a dance.</li> <li>demonstrate a range of new choreographic devices and relationships in performance.</li> </ul>
 <p><b>MUSIC</b></p>	<ul style="list-style-type: none"> <li>demonstrate a range of ensemble skills within a 4-chord song structure.</li> <li>embed a range of musical elements into performance.</li> </ul> 	<ul style="list-style-type: none"> <li>study a range of musicals and songs from the stage.</li> <li>embed a range of musical and performing arts skills into performance.</li> </ul>
<p><b>TECHNOLOGY</b></p> 	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>understand how to use research analysis and specifications to plan a project.</li> <li>understand the importance of Design Briefs and how they focus on design concepts leading to concept sketches.</li> <li>understand intermediate tools and equipment.</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>understand how different types of raising agents work.</li> <li>create an own choice practical dish as part of an assessment.</li> </ul> <p><b>ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem.</li> <li>understand and apply finishing techniques.</li> <li>evaluate and modify a final product.</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>apply decoration and enhancement techniques during the manufacturing process.</li> <li>quality assure, and how to control construction methods.</li> <li>write a final evaluation, considering whether there any modifications or improvements that could be made.</li> </ul>	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem.</li> <li>understand and apply finishing techniques.</li> <li>evaluate and modify a final product.</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>work in the new food room.</li> <li>chop an onion correctly.</li> <li>investigate how raising agents work.</li> </ul> <p><b>ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>use research analysis and specifications to plan a project.</li> <li>understand the importance of design briefs and how they focus on design concepts leading to concept sketches.</li> <li>understand intermediate tools and equipment.</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>analyse existing products.</li> <li>apply decoration and enhancement techniques.</li> <li>use fabric construction methods.</li> </ul>



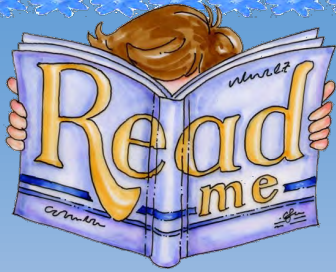
<p><b>ART</b></p> 	<ul style="list-style-type: none"> <li>work in the style of the artist Lucy Arnold.</li> <li>develop oil pastel and soft pastel techniques.</li> <li>create final piece which reflects artist's style.</li> </ul>	<ul style="list-style-type: none"> <li>research and understand how the artist Sarah Graham works.</li> <li>explore and experiment with a range of media which reflect the style of Sarah Graham.</li> </ul> 
<p><b>PE</b></p> 	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul> <p><b>Girls' PE -</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul>	<p><b>Boys PE -</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics, and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events, and how to measure and time these activities.</li> </ul> <p><b>Girls PE -</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics, and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events, and how to measure and time these activities.</li> </ul>
<p><b>COMPUTER SCIENCE</b></p> 	<ul style="list-style-type: none"> <li>explore the difference between hardware and software.</li> <li>identify input and output devices and explain how these communicate with the device's processor through the use of the Von Neumann Architecture.</li> <li>explore Boolean logic, understanding AND, OR and NOT logic gates.</li> </ul>	<ul style="list-style-type: none"> <li>explore software further, utilising a creative project.</li> <li>design a piece of software.</li> <li>develop skills in marketing to advertise their product.</li> </ul>
<p><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>develop our understanding of RSE.</li> <li>Plan for future careers.</li> <li>develop our understanding of prejudice and stereotyping in modern British society.</li> </ul>	<ul style="list-style-type: none"> <li>explore discrimination and stereotypes of teenagers.</li> <li>investigate cyber bullying &amp; trolling online.</li> <li>develop our understanding of how we can avoid online groomers.</li> </ul>

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

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

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





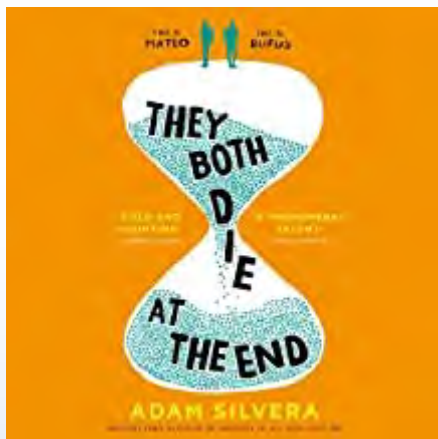
# Recommended Reads

The 'Library Books of the Week' are 'They Both Die in the End.' by Adam Silvera, and 'Waiting for Murder' by Fleur Hitchcock.

## They Both Die in the End

Week A's Library Book of the Week is 'They Both Die at the End' by Adam Silvera - A love story with a difference.

An unforgettable tale of life, loss and making each day count in this number one best-selling book of TikTok fame, clocking over 100 million views and counting!



Adam Silvera reminds us that there's no life without death and no love without loss in this devastating yet uplifting story about two people whose lives change over the course of one unforgettable day.

On September 5, a little after midnight, Death-Cast calls Mateo Torrez and Rufus Emeterio to give them some bad news: They're going to die today.

Mateo and Rufus are total strangers, but, for different reasons, they're both looking to make a new friend on their End Day. The good news: There's an app for that. It's called the Last Friend, and through it, Rufus and Mateo are about to meet up for one last great adventure—to live a lifetime in a single day.

## Waiting for Murder

Week B's Library Book of the Week is 'Waiting for Murder' by Fleur Hitchcock.

After a sunken car reveals a hidden corpse, Daniel and Florence start to investigate a long-ago robbery, missing gold, and murder. This is one of the 22/23 Bookbuzz books for our Year 7 students.

It's a long, hot summer. As the water drains away from the reservoir, a car emerges. And there seems to be a body in it, a body that then disappears... Daniel and Florence start to investigate and uncover a long-ago robbery, missing gold and murder. When the drought breaks, everything is swept downstream and the truth is revealed...



## TEN AMAZING BENEFITS OF READING BOOKS

- Strengthens your writing skills
- Improves your memory and focus
- Enhances your imagination
- Increases your vocabulary
- Expands your knowledge
- Stimulates your brain
- Boosts your mood
- Deepens empathy
- Helps you relax
- Lowers stress





# Metacognitive Strategies

With G.C.S.E examinations underway and students preparing for their final assessment weeks of the year it seems pertinent to remind students about the importance of metacognitive skills. This is so that we can develop students into reflective independent learners now and in the future.

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

Metacognitive strategies are all about acknowledging this planning, monitoring and evaluation. Students who recognise this cycle are characterised as 'self-regulated' learners. They can note when they are planning, monitoring and evaluating, questioning themselves when needed. Below is an example of some of the types of questions that students can ask themselves at each stage of a task to support their metacognition and improve their end result.

## Planning

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

## Monitoring

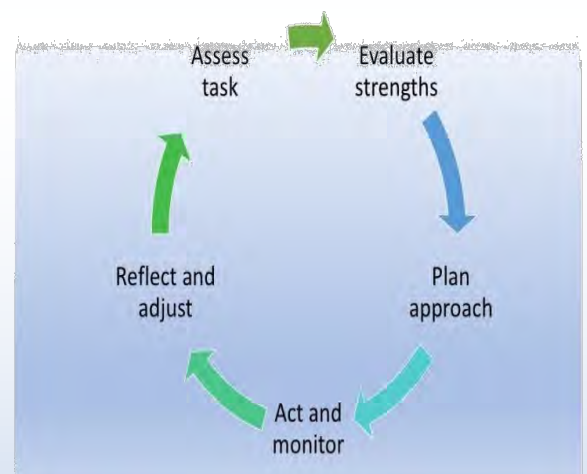
- How am I doing?
- Is there something I could change to help me reach the goal?
- What has gone well so far?
- How am I feeling about this task?
- Do I need to take a break and come back later?

## Evaluating

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

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

## METACOGNITION





Year 8 - Summer Term					
ALL SESSIONS RUN FROM 3-4PM					
Week beginning	Monday	Tuesday	Wednesday	Thursday	Friday
24/04/23			<b>PSHE:</b> First aid training. (max. 24 students) Hall RYS		
25/05/23		<b>Spanish:</b> Understanding a Spanish recipe / ordering in a restaurant. SCR B4	<b>French:</b> Understanding a French recipe / ordering in a restaurant. SCR B4	<b>Food:</b> Spanish/French practical (max 20 pupils) CPN A24	
22/05/23		<b>English:</b> Detective fiction – are you a super sleuth? (12 students) BBL JE		<b>Technology</b> Sketchup tutorial SCN A26	
5/06/23			<b>Music</b> Samba and Rhythm GHI A29	<b>History</b> Archaeology finds with a guest speaker. GHI F8	
12/06/23		<b>Drama</b> Acting for Camera Drama Studio		<b>Computer Science:</b> Make your own Pacman game in scratch. PTY A26	
3/07/23		<b>Maths</b> Can you catch a liver? KHA HB	<b>Geography</b> Decision Making Exercise ERO F1		
10/07/23			<b>Science</b> Medical master class DSS C4 (max. 20 students)		<b>Art</b> Working with clay IPT A23

Year 7 - Summer Term			
ALL SESSIONS RUN FROM 3-4 PM			
Week beginning	Tuesday	Wednesday	Thursday
27/04/23			<b>English:</b> Writing song lyrics or a rap. (12 students) J4 ACD
24/04/23	<b>PSHE:</b> First aid training (max 24 students) RYS Hall		
2/05/23		<b>Maths:</b> Fractal Geometry BHU A41	
9/05/23		<b>Spanish</b> - Ordering in a restaurant / understanding a recipe in Spanish. SCR B4	
15/05/23	<b>Food/Spanish:</b> Practical (max 20 students) CPN A24		
22/05/23	<b>DT</b> Sketchup tutorial SCN A27	<b>Music</b> Samba and Structure GHI A19	<b>History</b> Archaeology finds with a guest speaker. GHI F8
19/06/23	<b>Drama</b> Acting for Camera Drama studio		<b>Computer Science</b> – Make your own Pacman game in scratch. PTY A26
26/06/23		<b>Geography</b> - Decision Making Exercise ERO F1	
3/07/23		<b>Science</b> Forensics DBO C5 (max. 20 students)	
10/07/23	<b>Art</b> Working with Clay IPT A23		

# Masterclasses for Years 7 and 8

**PLACES ARE STILL AVAILABLE - CONTACT THE TEACHERS RUNNING EACH COURSE FOR MORE INFORMATION**

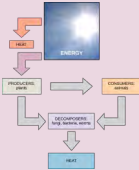





Mr Draper, an enthusiastic local Metal Detectorist, visited Millfield this week as a guest speaker for the **Year 7 masterclass**. He brought in a display cabinet with a range of finds, from Celtic coins to Victorian watch screws. The students loved hearing about his discovery of a Celtic Sword which he sold to the British Museum for a sum of money. Students also had the opportunity of Metal Detecting on the school field. We found a few planted Victorian coins and a very worn two pence.

*We can't wait to work with Mr Draper again in the future!*








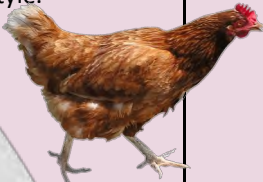
# YEAR 9

SUBJECT	This term we have been learning to....	Next term we will be learning to...
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>create interesting characters in our writing.</li> <li>answer different types of comprehension questions and comment on language.</li> <li>plan and write sections of analytical essays.</li> </ul>	<ul style="list-style-type: none"> <li>understand the features of unplanned spoken language.</li> <li>use speech and collaboration to help us share and develop our ideas.</li> <li>write and perform a speech.</li> </ul>
<b>MATHS</b>	<ul style="list-style-type: none"> <li>recognise enlargement and similarity.</li> <li>explore ratios in right-angled triangles.</li> <li>solve problems with direct proportion.</li> </ul>	<ul style="list-style-type: none"> <li>write single event probabilities.</li> <li>use diagrams to work out probabilities.</li> <li>calculate probabilities using tree diagrams.</li> </ul>
<b>SCIENCE</b> 	<ul style="list-style-type: none"> <li>explain how a variety of forces interact and their effects on objects.</li> <li>explain the conditions required for plant growth.</li> </ul>	<ul style="list-style-type: none"> <li>explain the link between plant growth and food sustainability</li> <li>explain the reactivity of elements found in the periodic table</li> </ul>
 <b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>describe urbanisation.</li> <li>explain why people move from rural to urban areas and the consequences in China for urban and rural areas.</li> <li>complete bar charts and atlas maps.</li> </ul>	<ul style="list-style-type: none"> <li>explain what the greenhouse effect is and how this is affecting the world.</li> <li>understand the evidence for climate change and explain what responses can be done to help.</li> <li>use and interpret line charts.</li> </ul>
<b>HISTORY</b> 	<ul style="list-style-type: none"> <li>describe the impact of WW1 in Germany</li> <li>analyse different reasons Hitler rose to power</li> <li>evaluate interpretations of WW2</li> </ul>	<ul style="list-style-type: none"> <li>describe how Germany felt after WW1.</li> <li>analyse reasons Hitler gained popularity in the 1930s.</li> <li>evaluate how Hitler changed Germany.</li> </ul>
 <b>FRENCH</b>	<ul style="list-style-type: none"> <li>embed 4 tenses together.</li> <li>develop further saying what you used to do.</li> <li>discuss holidays.</li> <li>describe what happened on holiday.</li> <li>describe visiting a tourist attraction.</li> </ul>	<ul style="list-style-type: none"> <li>mix the past, present and future tenses in a piece of work.</li> <li>continue to talk about holidays and other countries.</li> <li>study further what happens on holidays.</li> <li>study further a visit to a tourist attraction.</li> <li>use 'pouvoir' and 'devoir' and understand it in a number of tenses.</li> </ul>
<b>SPANISH</b> 	<ul style="list-style-type: none"> <li>revise 2 tenses (present and future.)</li> <li>embed describing a place.</li> <li>embed talking about giving and wanting.</li> <li>describe family members.</li> <li>describe some natural wonders of the world.</li> <li>ask and answer questions.</li> <li>introduce the past tense with holidays.</li> </ul>	<ul style="list-style-type: none"> <li>continue talking about giving and wanting.</li> <li>describe some natural wonders of the world.</li> <li>use interrogatives.</li> <li>introduce how to use the phonic v and b.</li> <li>revisit all the vowels and phonetical sounds.</li> <li>use the correct word order with nouns and adjectives.</li> </ul>
 <b>RE</b>	<ul style="list-style-type: none"> <li>describe the work of humanists.</li> <li>explain humanist responses to issues in our world.</li> <li>evaluate the impact humanism has on the world.</li> </ul>	<ul style="list-style-type: none"> <li>explain the actions of humanists in our world and why they may be role models to follow or not.</li> <li>evaluate students' own position on religion and religious belief utilising everything taught so far.</li> </ul>



 <p><b>DANCE</b></p>	<ul style="list-style-type: none"> <li>• embed physical skills into performance.</li> <li>• use cross curricular drama skills to show characterisation in a dance.</li> <li>• embed use of CRADS in performance (choreographic devices, relationships, actions, dynamics and use of space).</li> </ul>	<ul style="list-style-type: none"> <li>• embed physical skills into performance.</li> <li>• use cross curricular drama skills to show characterisation in a dance.</li> <li>• embed use of CRADS in performance (choreographic devices, relationships, actions, dynamics, and use of space).</li> </ul>
<p><b>MUSIC</b></p> 	<ul style="list-style-type: none"> <li>• embed ensemble skills, performing as part of a group to perform a 4-chord song.</li> <li>• use knowledge of 4-chord songs to learn new pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• embed 12-bar blues skills, performing in a blues song.</li> <li>• use knowledge of 4-chord songs to compose a blues song.</li> </ul>
<p><b>TECHNOLOGY</b></p> 	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>• disseminate and analyse information to plan a project from printed form.</li> <li>• understand the importance of tolerances and fulcrums in design.</li> <li>• develop an understanding of power tools and equipment.</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>• investigate different dietary needs.</li> <li>• understand the information provided on a food label.</li> <li>• create an own choice food product suitable for a teenager to eat.</li> </ul> <p><b>ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>• use advanced techniques to manufacture a product, including the use of power tools.</li> <li>• understand and apply advanced jointing and finishing techniques.</li> <li>• evaluate a final product - including modifications and manufacturing techniques.</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>• test and evaluate by referring back to the manufacturing specifications.</li> <li>• apply printing or dyeing techniques to final products during the manufacturing process.</li> <li>• understand how to quality assure and control the construction methods.</li> </ul>	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>• use advanced techniques to manufacture a product, including the use of power tools.</li> <li>• understand and apply advanced jointing and finishing techniques.</li> <li>• evaluate a final product - including modifications and manufacturing techniques.</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>• consider the 4Cs.</li> <li>• describe the conditions needed for food poisoning bacteria reproduce.</li> <li>• learn how to make shortcrust pastry.</li> </ul> <p><b>ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>• disseminate and analyse information to plan a project from printed form.</li> <li>• understand the importance of tolerances and fulcrums in design.</li> <li>• use power tools and equipment.</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>• develop design ideas.</li> <li>• use printing &amp; dyeing processes.</li> <li>• use fabric construction methods.</li> </ul> 



 <p style="text-align: right;"><b>ART</b></p>	<ul style="list-style-type: none"> <li>develop skills when working with clay.</li> <li>work from a final design and create a 3D Day of the Dead sugar skull.</li> <li>develop the use of paint when working with clay.</li> </ul>	<ul style="list-style-type: none"> <li>research and analyse how the artist Ruth Allen creates her artwork.</li> <li>develop continuous line drawings like the artist Ruth Allen.</li> <li>create photoshoots of iconic buildings/ sculptures in the local area.</li> </ul>
<p style="text-align: right;"><b>PE</b></p> 	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul> <p><b>Girls' PE -</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul>	<p><b>Boys PE -</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics, and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul> <p><b>Girls PE -</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics, and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul>
 <p style="text-align: right;"><b>COMPUTER-SCIENCE</b></p>	<ul style="list-style-type: none"> <li>understand that a computer is INPUT, PROCESS OUTPUT, and to understand Von Neumann architecture.</li> <li>understand how the fetch, decode and execute cycle work in a CPU.</li> <li>understand the roles of the Control Unit, Arithmetic Logic Unit, Cache Memory and Immediate Access Store.</li> </ul>	<ul style="list-style-type: none"> <li>explain the purpose of the CPU.</li> <li>explain how memory works in a computer, in particular RAM and ROM.</li> </ul>
<p style="text-align: right;"><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>develop how to live safely in a modern British society.</li> <li>plan for future careers.</li> <li>live a healthy and positive lifestyle.</li> </ul> 	<ul style="list-style-type: none"> <li>correctly identify different eating disorders and their symptoms.</li> <li>identify the different responsible health choices we need to make.</li> </ul> <p>describe the current situation that faces humanity concerning meat farming and what we could do to bring about positive change.</p>

## LOST PROPERTY

The Reception team have a number of items in Lost Property, from clothing to shoes and items of jewellery.

If you think your child may have a missing item please check with the team, as they are kept for a certain length of time and then donated.

**ALWAYS REMEMBER TO LABEL YOUR CHILD'S CLOTHING!**

Thank you



United Kingdom  
Mathematics Trust

This April saw students from years 7 and 8 take part in the UK Mathematics Trust (UKMT), Junior Maths Challenge. This is the UK's most popular and competitive maths competition where thousands of the top young mathematicians compete in an hour long test to answer complex mathematical problems.

The results are back and show fantastic scores for our students. All achieved certificates and most achieved bronze, silver or gold commendations putting them in the top 40% of the UK's young mathematicians in years 7 and 8.

Special congratulations should be given to **Louie Roberts, Finn Bowater** and **Hermiane Carter** for achieving the greatest scores in Year 7 and silver awards and to **Ellie Barnes and James Deveney** in Year 8 who received gold certificates.



The positive integers from 1 to 9 inclusive are placed in the grid, one to a cell, so that the product of the three numbers in each row or column is as shown. What number should be placed in the bottom right-hand cell?

			18
			105
		?	192
56	180	36	

### HOT CHOCOLATE WITH THE HEADTEACHER








- |                      |          |
|----------------------|----------|
| Bella McIlwrath      | 8 S4 CMC |
| Bobby Walsh          | 8 S3 PTY |
| Lincoln Crumblehulme | 8 B4 ELW |
| Charlie Thompson     | 8 H4 TYE |
| Cameron Carr         | 8H4 TYE  |
| Sophie Shreve        | 8 R3 CCR |

All of the above students have been nominated by Mrs Ross for their excellent work in Geography



## Star Students



# YEAR 10


SUBJECT	This term we have been learning to...	Next term we will be learning to....
<b>ENGLISH</b> 	<ul style="list-style-type: none"> <li>respond to an exam question about 'A Christmas Carol'</li> <li>structure our responses to the reading questions effectively for the GCSE English language exam.</li> <li>consider PLAT when approaching transactional writing for English language.</li> </ul>	<ul style="list-style-type: none"> <li>comment on the social &amp; historical context for 'Romeo and Juliet'.</li> <li>recall the plot for 'Romeo and Juliet'.</li> <li>recognise some key relationships within the play 'Romeo and Juliet'.</li> </ul> 
<b>MATHS</b>	<ul style="list-style-type: none"> <li>collect, analyse and represent data.</li> <li>generate terms of different types of sequences.</li> <li>calculate with roots and indices.</li> </ul>	<ul style="list-style-type: none"> <li>use non calculator methods efficiently and effectively.</li> <li>understand how to manipulate expressions and evaluate algebraic fractions.</li> </ul>
<b>SCIENCE</b> 	<ul style="list-style-type: none"> <li>research how pathogens can affect our bodies.</li> <li>investigate how electrolysis can be used to extract metals.</li> <li>investigate the effects of half-life.</li> </ul>	<ul style="list-style-type: none"> <li>investigate what is needed for plants to grow.</li> <li>calculate relative formula mass and empirical formula.</li> <li>investigate how work is done and how it can be measured and calculated.</li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>describe the characteristics of hot deserts.</li> <li>explain the opportunities and challenges that the Thar desert provides.</li> <li>describe patterns and data from maps.</li> </ul>	<ul style="list-style-type: none"> <li>understand the rivers fluvial processes and the distinctive landforms that result from these.</li> <li>explain how management strategies can be used to protect river landscapes.</li> <li>interpret long and cross profiles of a river.</li> </ul>
<b>HISTORY</b> 	<ul style="list-style-type: none"> <li>understand the causes of the Armada.</li> <li>analyse the reasons for the defeat of the Armada.</li> <li>evaluate the impact of the Catholic threat in Elizabethan England.</li> </ul>	<ul style="list-style-type: none"> <li>understand the causes and types of different crimes</li> <li>analyse how crime changes from the medieval to modern period</li> <li>evaluate the reliability of sources when learning about crime.</li> </ul>
 <b>FRENCH</b>	<ul style="list-style-type: none"> <li>embed food and meals vocabulary.</li> <li>embed vocabulary relating to shopping for clothes.</li> <li>embed talking about special occasions.</li> <li>embed French festivals and look at Carcassonne and Music festivals.</li> <li>describe family celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>describe where I live.</li> <li>describe what is, and is not, in my town.</li> <li>understand directions given to me and how to give other people directions.</li> <li>understand how to use superlative adjectives accurately to describe my region.</li> <li>understand an extended text containing the pronoun 'y', and how to create an extended description of my region using complex grammar including the pronoun 'y'.</li> </ul>
<b>RE</b> 	<ul style="list-style-type: none"> <li>describe both Christian and Muslim views towards family roles.</li> <li>explain the purpose of marriage for both Christians and Muslims.</li> <li>evaluate attitudes to same sex marriage from religious and non-religious perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>describe Christian and Muslim beliefs about divorce separation and remarriage.</li> <li>explain religious attitudes towards women in worship.</li> <li>evaluate topical issues within religious beliefs about the family.</li> </ul>
 <b>DANCE</b>	<ul style="list-style-type: none"> <li>analyse the four production features in A Linha Curva.</li> <li>use technical, expressive and physical skills to perform first set phrase with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>analyse the five production features in 'Within Her Eyes'.</li> <li>use technical, expressive, and physical skills to perform the second set phrase with accuracy.</li> </ul>



 <b>MUSIC</b>	<ul style="list-style-type: none"> <li>continue to prepare, perform, produce and record 3 pieces of music.</li> <li>develop production skills through the use of a DAW (digital audio workstation).</li> </ul>	<ul style="list-style-type: none"> <li>research music production, and record 3 pieces of music using sampling and sequencing.</li> <li>further develop production skills through the use of a DAW (digital audio workstation) and bounce the tracks to audio.</li> </ul>
<b>FOOD PREPARATION AND NUTRITION</b>	<ul style="list-style-type: none"> <li>develop an overview of the commodity butter, oils, margarine, sugar and syrup.</li> <li>understand how butter, oils and margarine, can be processed and the effects of that processing on the sensory characteristics and nutritional content.</li> <li>investigate a range of tests to demonstrate the effects of reducing sugar in a baked product.</li> </ul>	<ul style="list-style-type: none"> <li>develop an overview of the commodity- soya, tofu, beans, nuts and seeds.</li> <li>prepare for the practical element of the GCSE course.</li> <li>understand the sensory and nutritional properties of seeds and nuts in the diet.</li> <li>prepare for a project on alternative and special diets.</li> </ul>
 <b>DESIGN AND TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>create products using a specification.</li> <li>investigate different stock forms utilised in industry and analysing the advantages and disadvantages of each material group.</li> <li>investigate different finishing products for different materials and the effect they have on the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>research specific material categories in preparation for GCSE.</li> <li>define a client and their requirements whilst also exploring existing products related exam board contextual challenges.</li> <li>creating design briefs and specifications in relation to identified outcomes.</li> </ul>
<b>ART</b>	<ul style="list-style-type: none"> <li>develop final lino print design into a cushion.</li> <li>layer lino prints.</li> <li>create our own photoshoots based on mechanical objects.</li> </ul>	<ul style="list-style-type: none"> <li>research and develop the artist Halima Cassell's ceramic style.</li> <li>create a range of designs which can be applied to clay.</li> <li>explore and experiment with a range of techniques when working with clay.</li> </ul>
<b>MEDIA</b>	<ul style="list-style-type: none"> <li>develop our understanding of the television industry in relation to crime drama.</li> <li>develop our knowledge of the contexts in which crime dramas have been produced.</li> <li>begin research for NEA.</li> </ul>	<ul style="list-style-type: none"> <li>research existing media products in preparation for making our own.</li> <li>plan our own media products.</li> <li>make our own media products.</li> </ul>
<b>HEALTH AND SOCIAL CARE</b>	<ul style="list-style-type: none"> <li>collate notes for PSA.</li> <li>understand job roles and the impact on holistic development.</li> <li>understand retirement and the impact on holistic development.</li> </ul>	<ul style="list-style-type: none"> <li>investigate health and social care services in our local area.</li> <li>understand the 11 health conditions that impact development.</li> <li>analyse which health or social care services will address the 11 conditions.</li> </ul>
<b>CORE PE</b>	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul> <p><b>Girls' PE -</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul>	<p><b>Boys' PE -</b></p> <ul style="list-style-type: none"> <li>development the skills, tactics, and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul> <p><b>Girls' PE -</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics, and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul>





<p><b>OCR SPORT</b></p>	<ul style="list-style-type: none"> <li>• deliver a sports activity session to a group of year 7 students.</li> <li>• review our own performances in planning and leading and sports activity session.</li> <li>• continue to complete their R185 coursework .</li> </ul>	<ul style="list-style-type: none"> <li>• increase awareness of outdoor and adventurous activities, in readiness to start the next set assignment for OCR Sport - R187</li> <li>• research what types of outdoor provision is available around this area and identify what these include, and what the benefits are from participating in them.</li> </ul>
<p><b>COMPUTER SCIENCE</b></p>	<ul style="list-style-type: none"> <li>• develop current knowledge of programming using the language Python.</li> <li>• identify the difference between high level and low-level languages – exploring the different translators that may be used.</li> <li>• develop knowledge in variables, selection, iteration, arrays and lists.</li> </ul>	<ul style="list-style-type: none"> <li>• independently explore Python Programming.</li> <li>• develop theory knowledge further by looking at how to produce robust systems and explore testing and errors.</li> </ul>
<p><b>CREATIVE MEDIA</b></p>	<ul style="list-style-type: none"> <li>• create products using Photoshop skills, using advanced tools and techniques.</li> <li>• plan projects for given client brief using a variety of planning methods.</li> </ul>	<ul style="list-style-type: none"> <li>• create planning documentation for a short animation.</li> <li>• create suitable images/characters for an animation.</li> </ul>
<p><b>ENTERPRISE AND MARKETING</b></p> 	<ul style="list-style-type: none"> <li>• identify the factors that may affect the business from their coursework task.</li> <li>• explore how to address the impacts and come up with relevant solutions</li> <li>• finalise coursework for submission.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the purpose of the Marketing Mix – exploring the 4 P's (price, place, promote, product).</li> <li>• explore the different methods of promotion; non digital and digital.</li> </ul>
<p><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>• plan for future careers.</li> <li>• understand the importance of RSE.</li> <li>• live safely in modern British society.</li> </ul>	<ul style="list-style-type: none"> <li>• identify ways that relationships can differ and ways they are the same.</li> <li>• identify what makes someone a positive or negative role model.</li> <li>• identify the problems caused to our planet by our excessive carbon emissions.</li> </ul>

**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 an 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.

# Bike Safety



**BELL**

- 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.

**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 - knee 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.

**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 you 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.



**Attendance continues to be excellent!**

We are currently 2.3% above the national average.



**Students who have excellent attendance will receive a letter inviting them to participate in Activities Day. Activities include:**

- Pleasure Beach
- Trip to the Trafford Centre
- Great British Bake Off (in school)

- Football at Poolfoot
- Art and Design (in school)
- Play in a day (in school)

Students will need to sign up an activity by **Monday 12<sup>th</sup> June.**

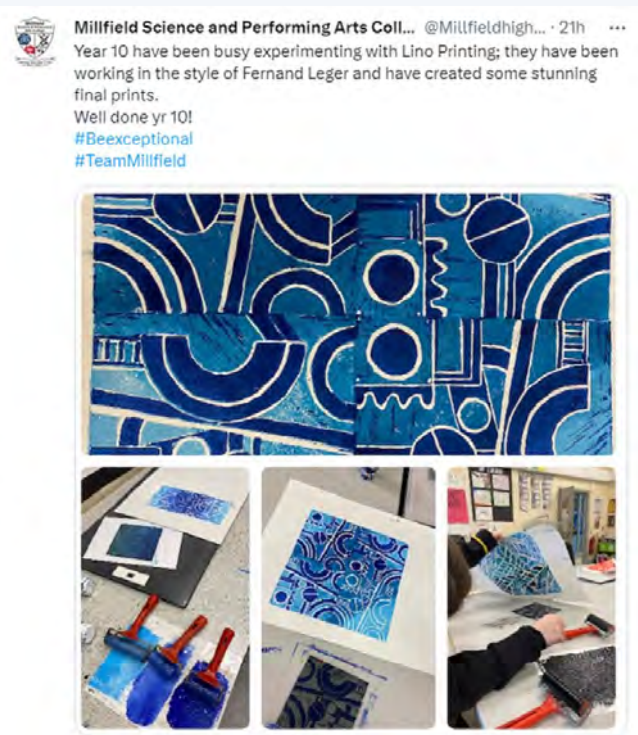


Follow us on Twitter for our latest news and updates

**@Millfieldhighsc**



Millfield Science and Performing Arts Coll... @Millfieldhigh... · 21h  
 We have been asked to share @wyrecouncil free family event - 'The Big Green Get Together' - 10th June at Stanah Country Park.  
 #TeamMillfield  
 #TheGreatBigGreenWeek





# SUMMER SAFETY - ON THE BEACH / AROUND WATER

## On the beach and along the promenade

- \* Beware of incoming tides and sandbanks - they can cut you off.
- \* Always read and obey the warning signs.
- \* Don't interfere with lifesaving equipment - it is there for your safety.
- \* Please respect our safety chains during high water/hazardous conditions .
- \* Beware of algae/slippery surfaces along the Promenade, sea wall and steps.

## In the sea

- \* Remember dinghies and inflatables are not made for the sea and can be blown out to sea – so please don't use them.
- \* Swim with others.
- \* Don't swim within 50m of the piers.
- \* Keep within your depth.
- \* Stay within your capabilities.
- \* Check with the Beach Patrol if you are unsure about swimming.

## Parental supervision

- \* Stay with your children at all times.
- \* Stay with your children in the sea.
- \* Remember children can drown in a few inches of water.
- \* Don't trust others to look after your children.
- \* Don't try to retrieve toys/balls that have been blown out to sea or fallen over the sea wall when the tide is in.

## Don't swim

- \* If you've just eaten.
- \* After drinking alcohol.
- \* If you feel unwell.
- \* In the dark .
- \* If the water is very cold as swimming in cold water is dangerous.

## Promenade Information Signs

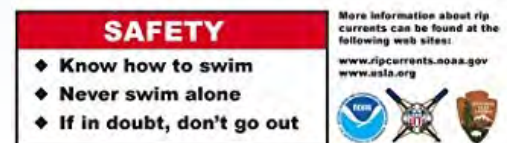
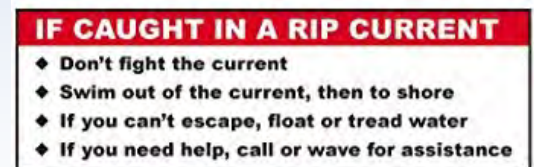
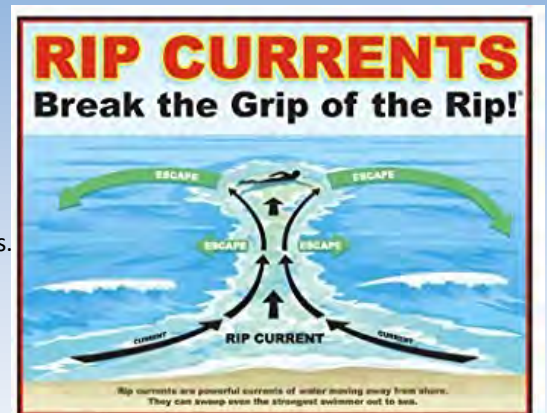
Throughout the new promenade new signage has placed at various points where people may consider accessing the beach.

**Red symbols are Prohibition (Not Allowed)**

**Yellow symbols are Hazards**

**Compulsory are in blue**

*Please read and understand them as they are there for your safety.*



## If you get into difficulty

Stick your hand in the air and shout for help.

## If someone else gets into difficulty

Contact the beach patrol or call 999 and ask for the Coastguard immediately.

## **FLOAT TO LIVE**

If you're struggling in the water fight the urge to thrash around.

Lean back, extend your arms and legs.

Gently move them around to help you float if you need to.

Float until you can control your breathing.

Only then, call 999 or 112 for help or swim to safety.