



Issue No 4
20th October



October 20th
Half Term -
school closes

October 30th
School reopens

November 8th
Year 9 Progress
Evening

November 10th
Year 10
Cambridge
University Talk

Year 11
Cambridge
University
Workshop

November 13-
15th
MFL Mock
Exams

November 15th
GCSE Certificate
Evening



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#BeExceptional



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Dear Parents and Carers

It has been an action-packed fortnight in the run up to the half term holiday!

Our Open Evening was once again a huge success. We welcomed hundreds of local families, and we were packed to the rafters! This year we had even more students giving speeches: Joel and Emily (our fantastic Head Boy and Girl) and five Year 7s: Amelia, Faye, Fin, Akain and Isaac – they were all so confident and articulate. Plus, a special mention to our talented performers: Harriet, Isaac, Sophie and Shinaya – they were superb. Everyone commented on how welcoming our team of hundreds of student helpers and staff were, and there were lots of happy families on the way out - the feedback we received was wonderful. I often do tours of the school with visitors, and they all comment on how your children's behaviour is outstanding and how calm the school is – this is not something to ever be underestimated; we have worked hard to drive up expectations and ensure that your children can learn in a purposeful and safe environment.



As I said in my Open Evening speech, Millfield is more than just a school – we focus on every child, and develop not only their academic knowledge but also their personal development through a wealth of wide-ranging opportunities. This is also because our team of staff are committed and often given up their own time to give students opportunities. Our current figures show that 75% of students get involved in the extracurricular opportunities we have on offer; how superb would it be if that was 100%? If your child hasn't taken up a club yet, please encourage them to do so as it develops vital personal development skills beyond the curriculum! Below is just a taster of what's been on offer in just the last two weeks alone:

Open Evening: Hundreds of student helpers – developing their communication skills.

Student Council and Senior Student Team: Presented their suggestions for school improvement to the Senior Leadership Team

Biology Week: Activities at lunchtime to celebrate learning in biology beyond the curriculum.

Science: Faraday Challenge – STEM (Science, Technology, Engineering and Maths) activities.

OCR Sport Trip: Team building in the Lake District.

History Trip: Lancaster university to experience life at university, in the lecture theatres.

Theatre Trip: To see a live performance of The Elephant Man.

Year 10 An Inspector Calls Quote-Off: All Year 10s put to use the learning acquired from the new core form time by recalling quotations. Miss Cook had the winning form and they enjoyed a breakfast together!

Duke of Edinburgh: Our first team successfully completed their Bronze Award Expedition.

Wishing all our families a wonderful half term from all at Team Millfield.

Best wishes

N. Regan
Mrs Nicola Regan

Be Exceptional!





PASTORAL UPDATES

Miss Miller-Crook -Yr 7 Progress Lead



Congratulations to all Year 7 students for completing your first half term with the highest expectations met. I am very proud of everything you have all accomplished this half term and how well you have all settled into school life.

There has been a fantastic amount of work produced in all areas. Behaviour has been exemplary and uniform has been at the highest standard. I hope you all have a lovely half term and return well rested and ready for many more exciting lessons that will challenge and push you to be your absolute best.

I am promoting positivity and kindness throughout the year group and accepting that everyone has individual personalities and differences and this is a good thing! I hope everyone has a well deserved rest over half term.

Mr Greenall -Year 8 Progress Lead



Year 8 have had a fantastic half term! Towards the end there was a fantastic Year 8 science event called the Faraday Challenge which gave them the opportunity to make some marvellous inventions and to work well as a team. We have had large numbers of students coming for extracurricular activities such as rugby and football on our newly laid AstroTurf pitch. We have had events in school such as the BAE careers events for Year 8 along with European Day of Languages where we have had an extra cafeteria full of European foods available to all pupils. We have exciting opportunities available for Year 8 and we look forward to taking part in them.

Mrs. Clare -Year 10 Progress Lead



Year 10 have had a fantastic start to the year, I am so proud of how much they matured over the summer.

They have settled well with their Option subjects and are already starting coursework and planning for GCSE exams.

Some Year 10 students had a visit to the army training camp which gave a great insight into what its like to join the army in the future.

Work experience is already off to a good start with some students already finding placements and getting their paperwork back.

Lots of Year 10 students helped on Open Evening, either with subject teachers or as tour guides. A big 'Thank You' to the group of students that helped me bag up 500 sweet cones and make 500 keyrings for Open evening - you were life savers!

An exceptional start to the year.

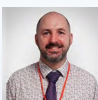
Mrs. Doran -Year 9 Progress Lead



Well done to Year 9 for an exceptional start to the year. I'm really impressed with students this year in terms of attitude to learning and behaviour and hope that this continues throughout the next half term. It has been lovely to get to know students in more depth now, and to continue to guide and support them the best way I can.

In terms of progress, I am observing students in lessons to try and see where we can make improvements in student learner scores. Please continue to support us with Home Learning; Year 9 have made a fantastic start to the year in the completion of home learning so far, well done!

Mr Griffiths -Year 11 Progress Lead



Year 11 have made a great start to the year.

Many are attending extra intervention lessons and Supervised Study on a Wednesday after school, which is great to see. We have had guest speakers visiting the students from local colleges and more still to visit. The Enterprise and Marketing and English students have had expert speakers visit them offering advice and guidance. The Duke of Edinburgh award scheme students have now completed their expedition section and did themselves proud. Our Food and Nutrition GCSE students have completed a practical assessment.

Please be aware that the GCSE mock exams start week commencing 20th November 2023 and are due to end 1st December 2023.





KS3

Graduation

As a school we are delighted to introduce the 'Key Stage 3 Graduation Programme' for Year 9.

The aim of these programme is to give Key Stage 3 its own identity and to encourage our students to become exceptional by the end of their first three years at Team Millfield.

This will not only be an opportunity to celebrate and acknowledge students' achievements in their first three years, but also to mark the next step in their educational journey. The following years of Key Stage 4 will require a shift in emphasis and maturity towards their studies and in ways of learning, and the graduation is a method to prepare them mentally for this.

At Team Millfield we encourage parent(s)/carer(s) to look at the booklets on our website with your child and encourage them in their endeavours. Students will be awarded a Pass, Merit, or Distinction for their achievements, based upon their work ethic, attendance, behaviour, subject/task challenges and attendance to extra-curricular activities. A scoring system is awarded out of 12. Attendance is based on in school sessions. Authorised absences go against their attendance score.

To view the booklets online:

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



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

If you have any further questions, please do not hesitate to email me: r.smith@millfield.lancs.sch.uk





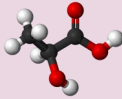


As a school, we are really excited to have an elected Student Council.







Students had been asked to put themselves forward by creating a PowerPoint slide stating why they want to be on the Student Council, and what they aim to achieve.

The rest of the school has then voted on who they want to represent them. We have had an excellent response with many students putting themselves forward. Promoting British values is extremely important at Millfield, and we believe in preparing our students for life in modern Britain. We believe having the election will allow students to experience voting later in life and they will see the importance of deciding who makes the decisions on the issues they care about. We wish all students who have put themselves forward luck in the role and cannot wait to work with them on making Millfield even more exceptional.



YEAR 7

SUBJECT	This term we have been learning to	Next term we will be learning to...
ENGLISH 	<ul style="list-style-type: none"> understand the key ingredients of a 'story'. retrieve information effectively from a piece of text. make predictions about what might happen next in stories. 	<ul style="list-style-type: none"> learn about characters (protagonists and antagonists). distinguish between explicit and implicit information. plan and draft our writing. one you liked best.
 MATHS	<ul style="list-style-type: none"> continue different sequences. identify and name different types of sequences. draw sequences using diagrams. 	<ul style="list-style-type: none"> simplify expressions. solve one step equations. express functions algebraically.
SCIENCE 	<ul style="list-style-type: none"> work safely and scientifically within a laboratory. describe cells, tissues and organs and how they interact in whole organisms. explain how particles behave in different states of matter. 	<ul style="list-style-type: none"> describe how energy is stored and transferred. explain how reproduction occurs in various organisms. describe the dangers and uses of acids and alkalis.
GEOGRAPHY	<ul style="list-style-type: none"> use and interpret photographs. use and interpret physical maps over the years. label and annotate maps of Great Britain, UK and British Isles. 	<ul style="list-style-type: none"> use and interpret maps. understand how to use a compass. calculate distances using a scale bar on a map.
HISTORY	<ul style="list-style-type: none"> describe the Silk Road. analyse interpretations of historians work on the Silk Road. analyse the significance of the Silk Road using 'GREAT' vocabulary. 	<ul style="list-style-type: none"> describe how England developed during the Anglo-Saxon period. analyse change under each ruler. analyse historians' interpretations in this period.
 SPANISH	<ul style="list-style-type: none"> introduce oneself and say how we feel. concentrate on words containing the phonics a, e, and o. fully understand how to use the verb Estar and conjugate it in the present indicative tense in the singular forms. 	<ul style="list-style-type: none"> fully understand the verb Estar and conjugate it in the present indicative tense in the singular AND plural forms. say what someone is like at the moment and in general. say what people have using the verb Tener.
RE 	<ul style="list-style-type: none"> define what a religion is. describe what makes a religion. describe the core elements of Christianity and Islam. 	<ul style="list-style-type: none"> explain how we should study religion. describe what the dharmic faiths are. describe how Hindus perform their dharma.
PERFORMING ARTS	<ul style="list-style-type: none"> work successfully as part of a team. understand key drama/dance terminology and safe working practices. create a mime performance using dramatic devices. demonstrate an example of each dance action use choreographic devices and expressive skills to enhance performance. 	<ul style="list-style-type: none"> how theatre has developed throughout history. style and technique of Greek, Shakespearian, Commedia and Melodramatic theatre. understanding different stage styles.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MUSIC</p>	<ul style="list-style-type: none"> compose and perform a short rhythm. identify and describe the musical elements. listen to and appraise ten musical pieces. 	<ul style="list-style-type: none"> identify and apply musical notation. listen to and appraise melodic structure. perform using the keyboard/vocals with the correct technique.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TECHNOLOGY</p>    	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> use research analysis to plan a project understand the importance of design briefs and how they focus on design concepts. use tools and equipment. <p>FOOD</p> <ul style="list-style-type: none"> explore how the food room is set up. learn about health and safety in a food room. learn about the bridge and claw technique. <p>ELECTRONICS</p> <ul style="list-style-type: none"> use research analysis to plan a project. understand the importance of design briefs and how they focus on design concepts. use tools and equipment. <p>TEXTILES</p> <ul style="list-style-type: none"> explore a contextual brief. generate design ideas. develop hand embroidery skills. 	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> use basic techniques to manufacture a product. understand and apply basic finishing techniques. evaluate a final product. <p>FOOD</p> <ul style="list-style-type: none"> learn how to weigh and measure accurately. describe the uses of fruit in different recipes. become confident in how to use the different parts of the cooker. <p>ELECTRONICS</p> <ul style="list-style-type: none"> use basic techniques to manufacture a product. understand and apply basic finishing techniques. evaluate a final product. <p>TEXTILES</p> <ul style="list-style-type: none"> evaluate whether the final product meets 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"> develop observational drawing skills. focus on presentation of artwork in a sketchbooks. explore the formal elements in Art—line, tone, texture, space, form, value, and pattern. 	<ul style="list-style-type: none"> understand and put into practise colour theory. develop painting skills by improving blending techniques.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PE</p> 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> football – focusing on self-development of leading small groups for their warmups and skill development. rugby - focusing on passing and tackling. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> netball - focusing on self-development of leading small groups for their warmups and skill development. rugby - focusing on passing and understanding the rules and tactics of the game. 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> football – focusing on skills and tactics within a game situation. badminton – focusing on the shots and rules associated with playing singles and doubles. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> netball - focusing on skills and tactics within a game situation. badminton - focusing on the shots and rules associated with playing singles and doubles.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMPUTER SCIENCE</p>	<ul style="list-style-type: none"> explore how to use the school computers safely and login successfully to synergy. identifying the key skills needed when using software such as word and PowerPoint. Explore the importance of making judgments about the information we find online; identifying what is meant by biased, reliable, up to date, accurate information. 	<ul style="list-style-type: none"> explore the importance of online safety, identifying the risks and the preventions. identify key laws used to help protect people and data.



TEACHING AND LEARNING

Using technology to support Revision

With revision weeks/mock exams on the horizon this Teaching and Learning update will direct you to some useful websites/apps to support your child's revision.



Seneca Learning - [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

Seneca Learning is the U.K.'s most popular revision app for high school students with more than 2.5 million users in England alone. Seneca's mission is to reduce educational inequality by creating a free & effective learning resource that is accessible to all. There are 500+ free courses across 29 subjects available for high school students. Seneca is based on the most recent developments in cognitive science and reacts live to personalise revision.

Gojimo - [Download Gojimo App | GCSE, A Level Revision - EducationalAppStore](#) Access over 65,000 free revision questions for all major subjects, including English, Maths, Biology, Chemistry, and Physics.

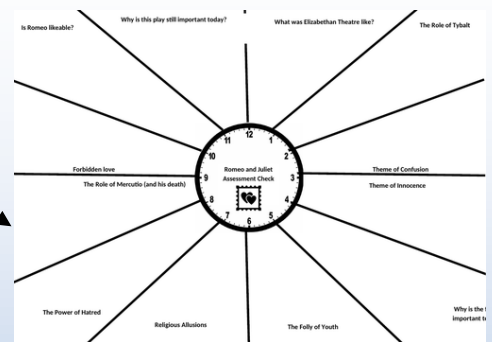
Kahoot - [Kahoot! | Learning games | Make learning awesome!](#) Create timed quizzes for key words or ideas. Kahoot can be used online or as an app so that students can work in teams or alone to get the correct answer. Also, Kahoot ghost allows students to try and beat their own scores! This is great to show progress from the start of a revision session compared to the end.

Class timetable – This allows students to create an individual revision schedule. The app syncs across all the devices you may have. You can give people access to your schedule. Furthermore, when it's time for classes, the app can automatically mute your mobile device.

As well as digital resources there are many other ways to support your child in their revision;

- * Revision Clocks
- * Mindmaps
- * Paired Reading
- * Condensing notes
- * KWL grid
- * Flashcards and Post-it notes

Example of a revision clock: *Romeo and Juliet*.



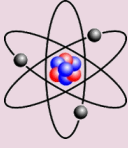









Attendance continues to be excellent!

We are currently 2.0% above the national average for this year – well done Team Millfield!





YEAR 8

SUBJECT	This term we have been learning to....	Next term we will be learning to...
ENGLISH 	<ul style="list-style-type: none"> analyse the specific impact of words and sentences on the reader. construct analytical paragraphs and write formally. develop advisory writing by adding factual examples. 	<ul style="list-style-type: none"> embed quotations into written responses. evaluate language choices by considering their impact on the reader. learn about monologues and dialogues.
 MATHS	<ul style="list-style-type: none"> simplify ratio. divide into ratio. solve problems involving ratio. 	<ul style="list-style-type: none"> convert between currencies. draw and interpret scale diagrams. solve problems involving direct proportion.
SCIENCE 	<ul style="list-style-type: none"> explore how forces affect objects. explore how ecosystems are affected by human activity. 	<ul style="list-style-type: none"> describe the link between atoms, elements, and compounds. explain how sound is generated and detected. use nutritional information to describe the importance of a balanced diet.
GEOGRAPHY	<ul style="list-style-type: none"> 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"> explain key reigns in the War of Roses. describe events in Henry VIII's reign. analyse how Henry VII changed England using change vocabulary. 	<ul style="list-style-type: none"> describe how religion changed throughout the Tudor period. analyse the significance of each Tudor Monarch. evaluate the significance of the Tudors and reach a judgement.
 SPANISH	<ul style="list-style-type: none"> introduce ourselves in more detail and recap on last year. recap on the full paradigm of the verbs Ser, Estar and Tener. consolidate the use of the verb singular forms of the verb Hacer. use question words and learn to raise your voice to ask a question. use correctly the verbs Ser and estar in new contexts. understand the phonics ga, go, gu and j, ge and gi. understand the culture of the Day of the Dead in Spanish Speaking countries. 	<ul style="list-style-type: none"> use -ar verbs such as buscar and preparar and how one conjugates them in the present tense. reuse the phonics a and i. develop using the first person plural (-amos) understand more prototypical verbs such as trabajar, descansar and mirar. describe places in town. understand extended reading texts and translation.
 FRENCH	<ul style="list-style-type: none"> introduce oneself and understand the rules of the class using the imperative. use French greetings. concentrate on words containing the phonics a and i. fully understand how to use the verb être and conjugate it in the present tense. understand the SFC (silent final consonant). describe people using adjectives such as petit (e) and grand(e). 	<ul style="list-style-type: none"> use regular adjectival agreements (as a compliment to verbs only). use question words. use questions formed by raised intonation. add connectives such as mais, quelquefois and et. concentrate on words containing the phonics a, l, eu and e.

 <p>RE</p>	<ul style="list-style-type: none"> describe religious attitudes towards violence. describe the role pacifism has in religion. explain religious teachings about the use of violence. 	<ul style="list-style-type: none"> evaluate the impact violent and non-violent religious role models have had on the world. describe what guides religious people how to act. describe what guide Christians in how to act.
<p>PERFORMING ARTS</p>	<ul style="list-style-type: none"> understand devising and how to use a stimulus. work sensitively to create a devised performance around the chosen stimulus. input a range of dramatic devices to enhance performance. 	<ul style="list-style-type: none"> analyse a given stimulus. communicate clear choreographic intent. apply empathy skills. demonstrate a climax within their routine. incorporate a wide variety of choreographic devices/relationships into routine.
 <p>MUSIC</p>	<ul style="list-style-type: none"> identify the different parts of the ukulele. describe the different ukulele playing techniques. develop an understanding of chords. 	<ul style="list-style-type: none"> identify the individual roles of rock band instruments. consider how structure is used in songs. experiment with playing techniques on drums, bass, guitar, keyboard, and vocals.
<p>TECHNOLOGY</p> 	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> how to use research analysis and specifications to plan a project. understand the importance of design briefs and how they focus on design concepts leading to concept sketches. understand intermediate tools and equipment. <p>FOOD</p> <ul style="list-style-type: none"> work in the new food room. chop an onion correctly. investigate how raising agents work. <p>ELECTRONICS</p> <ul style="list-style-type: none"> use research analysis and specifications to plan a project. understand the importance of design briefs and how they focus on design concepts leading to concept sketches. understand intermediate tools and equipment. <p>TEXTILES</p> <ul style="list-style-type: none"> analyse existing products. apply decoration and enhancement techniques. use fabric construction methods. 	<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 <u>modifications</u> or <u>improvements</u> that could be made?



<p>ART</p> 	<ul style="list-style-type: none"> • develop observational drawing skills. • develop research and presentation skills when creating artist research pages. • experiment with a range of media which reflects the artist Abby Diamond style. 	<ul style="list-style-type: none"> • create Zentangle research which will inspire design ideas. • develop design ideas when creating patterns from secondary source. • create a final design- bringing all skills together /research/drawing skills/experimenting with media/zentangle patterns.
<p>PE</p>	<p>Boys PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • Football – focusing on self-development of leading small groups for their warmups and skill development. • Rugby - focusing on passing and tackling <p>Girls PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • Netball - focusing on self-development of leading small groups for their warmups and skill development. • Rugby - focusing on passing and understanding the rules and tactics of the game. 	<p>Boys PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • Football – focusing on skills and tactics within a game situation. • Badminton – focusing on the shots and rules associated with playing singles and doubles <p>Girls PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • Netball - focusing on skills and tactics within a game situation. • Badminton - focusing on the shots and rules associated with playing singles and doubles.
<p>COMPUTER SCIENCE</p>	<ul style="list-style-type: none"> • discuss online safety strategies and plan a quiz to assess other student’s knowledge. • develop an understanding of how changes in technology affect safety, including ways to protect online privacy and identity, and how to report a range of concerns. • create a multimedia presentation to consolidate knowledge of online safety issues. 	<ul style="list-style-type: none"> • recap key programming tools such as selection, variables, user input and concatenation. • create their own “Pacman” style game to plan, create, test, and evaluate. • create characters using pixel art. 

What’s being going on in Performing Arts?

The opportunity to take up free instrumental lessons by Year 7 this half term has been well received, with students opting to study a wide variety of instruments from guitar to flute.

What are some of the benefits of learning an instrument?

Nurtures self-expression

Exposes the student to culture and history

Creates responsibility

Improves reading and comprehension skills

Improves maths skills

Improves coordination

Teaches perseverance and creates a sense of achievement

Increases memory skill

Improves listening skills

Improves social skills

It is still possible to sign up for subsidised instrumental lessons (open to all year groups) should your son/ daughter want to play a musical instrument. Please email p.mitchell@millfield.lancs.sch.uk





Here at Millfield we continue to provide lots of opportunities for the personal development of our students.

This week our students taking the GCSE Sports course have completed their outdoor education assessment showing, great skills in rock climbing and gill walking.



We started our *girls only football* house competition this week with over 40 girls taking part.

The *History department* have taken students to Lancaster University today to learn about History at university and about life at Lancaster University.

The *Performing Arts department* are taking a group of students to the Grand Theatre on Thursday to watch the Elephant Man performance.

Further *science and STEM challenges* are taking part this week and we are constantly striving to give our learners valuable experiences outside the classroom.

Finally, our *Year 10 students* will go on work experience in the spring term.

Please can parents of Year 10 students help to encourage their children to make contact with employers over half term so that they can secure self-placements.



We have auditioned and began rehearsing for the Dance Festival competition, held at the Opera House, 13th November. We have also attended a KS4 trip to watch Heathers the musical and a KS3&4 trip to the Elephant Man.

KS4 Dance students took part in a technical skills workshop with The Lowry centres for advanced training in Dance and KS3 took part in a GCSE Dance taster workshop.

KS3 Performing Arts club have been exploring a variety of script extracts from musicals in preparation for the Performing Arts Musical *yet to be revealed* which will be performed in the summer term.


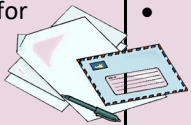







Keep up to date will all the new information and successes in Performing Arts by following us on our Instagram page @millfield_performingarts





We are looking for donations to our costume cupboard! If you have any costumes/dancewear or even props that you would like to donate, it would be greatly appreciated!



YEAR 9

SUBJECT	This term we have been learning to...	Next term we will be learning to...
ENGLISH 	<ul style="list-style-type: none"> make inferences about characters (their relationships and motivations). control writing by selecting formal vocabulary and developing sentence structures for academic writing. write a formal letter. 	<ul style="list-style-type: none"> plan academic essays. use language and structural techniques to write convincing descriptions. comment on Steinbeck's messages to the reader in 'Of Mice and Men'.
 MATHS	<ul style="list-style-type: none"> plot linear equations graphically. find the gradient of a line. identify the y-intercept of a linear equation. 	<ul style="list-style-type: none"> collect like terms and simplify expressions. solve one and two step equations. solve inequalities.
SCIENCE 	<ul style="list-style-type: none"> investigate the properties of metals and their reactions with various substances. use energy transfers and describe how they occur in everyday processes. 	<ul style="list-style-type: none"> explain photosynthesis and reproduction in humans. describe the stages of the rock cycle. describe the importance and uses of light.
GEOGRAPHY	<ul style="list-style-type: none"> use, interpret and complete diagrams, bar charts and pictograms about global development. 	<ul style="list-style-type: none"> use and interpret ground photos about health inequality. use and interpret flow line maps. collect and interpret data on Fairtrade and Non-fairtrade items.
HISTORY 	<ul style="list-style-type: none"> explain why Benin experienced a Golden Age. explain key features of the Mali Empire under Mansa Musa. analyse the significance of the pre-colonial African Kingdom of Benin and Mali. 	<ul style="list-style-type: none"> describe Tudor trading companies. explain how the East India Company took control of parts of India. analyse how empire developed in India.
FRENCH	<ul style="list-style-type: none"> introduce ourselves in more detail and recap on last year. recall the full paradigm of être and avoir. reuse the plural forms of irregular verbs. say what people do using the plural form of the verb faire. understand liaison sounds after t and s. 	<ul style="list-style-type: none"> use intonation to ask questions. use possessive adjectives. say what someone likes to do using the verb aimer and infinitives. understand numbers 13-60. say what sports one does using the verb faire.
SPANISH 	<ul style="list-style-type: none"> introduce ourselves in more detail and recap on last year. recap on the full paradigm of the verbs Ser, Estar and Tener. consolidate the use of the ver singular forms of the verb Hacer. use question words and learn to raise your voice to ask a question. use correctly the verbs Ser and estar in new contexts. understand the phonics ga, go, gu and j, ge and gi. understand the culture of the Day of the Dead in Spanish speaking countries. 	<ul style="list-style-type: none"> use -ar verbs such as buscar and preparar and how one conjugates them in the present tense. reuse the phonis a and i. develop using the first person plural (-amos). understand more prototypal verbs such as trabajar, descansar and mirar. describe places in town. understand extended reading texts and translation.



 <p>RE</p>	<ul style="list-style-type: none"> describe how the media has treated the religion of Islam. describe the key beliefs of Muslims. explain how to improve the media's treatment of Islam. 	<ul style="list-style-type: none"> evaluate the impact the poor representation of Islam has had on society. describe where people go when they die. describe religious teachings about the afterlife.
 <p>PERFORMING ARTS</p>	<ul style="list-style-type: none"> understand the style of Non-Naturalism and the practitioner Bertold Brecht. develop knowledge of Epic theatre techniques and devices. practice applying non naturalistic devices to devised performances. 	<ul style="list-style-type: none"> understand the style and key elements of Commedia and Pantomime. apply physical and vocal techniques to create believable characters. develop ability to interpret scenes and characters within a script.
<p>MUSIC</p> 	<ul style="list-style-type: none"> identify film genres and atmospheres. understand how music can enhance the visual images and dramatic impact of film, and can reflect the emotional and narrative messages of the drama. understand how film music can change the viewer's interpretation of a scene. 	<ul style="list-style-type: none"> understand how chords and triads are performed, notated, and used in Jazz and Blues. know, recognise, and perform chords I, I7, IV, IV7, V & V7 in different ways e.g. as a Walking Bass Line. understand and demonstrate what makes an effective improvisation e.g. musing the notes of the Blues Scale.
<p>TECHNOLOGY</p>	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> disseminate and analyse information to plan a project from printed form. understand the importance of tolerances and fulcrums in design. develop an understanding of power tools and equipment. <p>FOOD</p> <ul style="list-style-type: none"> consider the 4Cs. describe the conditions needed for food poisoning bacteria to reproduce. learn how to make shortcrust pastry. <p>ELECTRONICS</p> <ul style="list-style-type: none"> disseminate and analyse information to plan a project from printed form. understand the importance of tolerances and fulcrums in design. use power tools and equipment. <p>TEXTILES</p> <ul style="list-style-type: none"> develop design ideas.  	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> use advanced techniques to manufacture a product, including the use of power tools. understand and apply advanced jointing and finishing techniques. evaluate a final product - including modifications and manufacturing techniques. <p>FOOD</p> <ul style="list-style-type: none"> use higher risk ingredients when cooking. create a blended sauce successfully. understand how to make a perfect Swiss roll. <p>ELECTRONICS</p> <ul style="list-style-type: none"> use advanced techniques to manufacture a product, including the use of power tools. understand and apply advanced jointing and finishing techniques. evaluate a final product - including modifications and manufacturing techniques. <p>TEXTILES</p> <ul style="list-style-type: none"> test and evaluate by referring back to manufacturing specifications. apply printing or dyeing techniques to final product during manufacturing process. quality assure and assess the control of construction methods.





ART

- develop drawing skills and how to apply tone.
- develop research and presentation skills by creating Day of the Dead themed research page.

- experiment and explore a range of media which includes watercolour, biro, fineliner, oil pastel and pencil.

PE



Boys PE - develop the skills and understanding of:

- football – focusing on self-development of leading small groups for their warmups and skill development.
- rugby - focusing on passing and tackling.

Girls PE - develop the skills and understanding of:

- netball - focusing on self-development of leading small groups for their warmups and skill development.
- rugby - focusing on passing and understanding the rules and tactics of the game.

Boys PE - develop the skills and understanding of:

- football – focusing on skills and tactics within a game situation.
- badminton – focusing on the shots and rules associated with playing singles and doubles.

Girls PE - develop the skills and understanding of:

- netball - focusing on skills and tactics within a game situation.
- badminton - focusing on the shots and rules associated with playing singles and doubles.

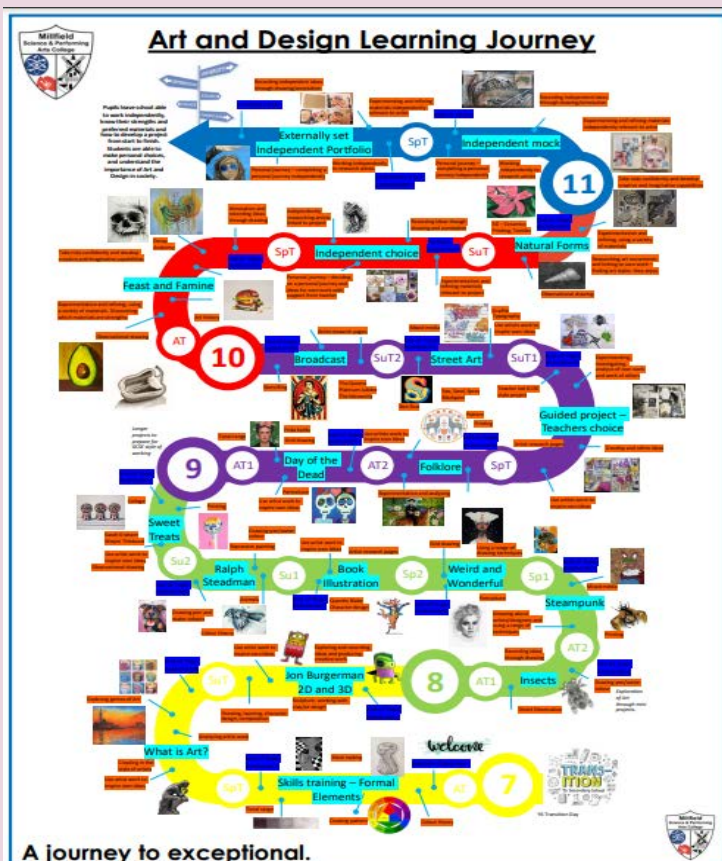
COMPUTE SCIENCE

- explore the concepts of what a customer is and how we can learn about their needs through market research.
- explore revenue, costs and profit including completing financial calculations.
- create a product design using the market research findings.



- develop an understanding of the concept of encryption and the Caesar cipher.
- build on their Python programming language from Year 8 and learn how to use iteration IF statements and ASCII.
- create a Python "Secret message" program using encryption.

Binary:	0	1	1	0	0	1	0	1
Decimal:	128	64	32	16	8	4	2	1
	No	Yes	Yes	No	No	Yes	No	Yes
	64	+ 32			+ 4	+ 1		
	↓							
	Decimal Equivalent: 101							



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.

Select a department from the menu on our school website, click on the icon and you will find the 'Learning Journeys' for that subject.





HOME LEARNING PAGE

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 do the same 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 weaknesses are. Give your child a chance to talk about their schoolwork - when you ask them about your 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 your 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 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 have produced outstanding examples of home learning, in which they have focused on identity and what defines them as a person.



Home Learning Support

NEED A QUIET PLACE TO WORK ON HOME LEARNING TASKS?



COME ALONG TO

HOME LEARNING SUPPORT

IN ROOM 28

Monday	3-4pm
Tuesday	3-4pm
Wednesday	3-4pm
Thursday	3-4pm
Friday	3-4pm

For more information, see Mr. Wood

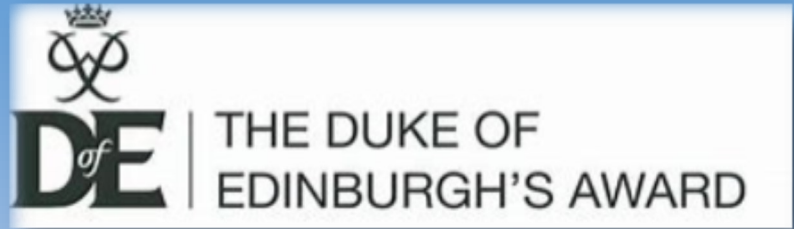
Reminder

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.





We are proud to announce that this year is the first year since Covid that we have reintroduced The Duke of Edinburgh Bronze Award back into team Millfield.



Over the last seven months, twenty committed and resilient students signed up to complete this prestigious award, led by Mrs Crook, D of E Licence Holder and Assessor and Miss Higgins, D of E Manager.



The students had to complete three tasks (a new skill, a physical task and volunteering) over six months along with a practice expedition and a qualifying expedition. Last week, Sunday 8th October and Monday 9th October, our students had to put everything into practice that they have been learning from our exceptional D of E



staff team. We have taught them camp craft, orienteering, map reading and navigation skills, tent building skills, cooking hot meals in the outdoors, survival in the outdoors, first aid, team building skills and how to use eDofE.



The students were in four groups and all created their own route cards to navigate with over the two days. Our Millfield D of E Staff Team were on check points along the route and assessed


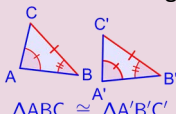









them at each point. Mrs Crook asked students questions on their route and assessed them putting up their own tents and making a nutritious, hot meal. She was very impressed with one student who made a lovely pasta meal and even brought a tiny cheese grater for her parmesan cheese! Very resourceful! The weather was kind to us and after day one, we all sat round the camp fire at Waddecar Scout Centre and played instruments, toasted marshmallows and chatted before getting ready for the next day ahead.

The team are very happy to announce that all the students' hard work paid off and all passed the expedition. They were in good spirits and felt like it was such an achievement! Thank you to Mr. Smith, Miss Miller-Crook, Mrs. Moseley and Mr. Griffiths who also volunteered their time to support our students on their expedition and gaining the award. We look forward to the next cohort but the first group have set the bar now! Well done D of E students and Team! ***You were awesome!***



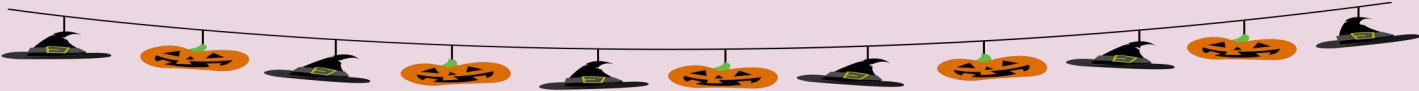
YEAR 10


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


SUBJECT	This term we have been learning to....	Next term we will be learning to....
 DANCE	<ul style="list-style-type: none"> critically analyse a stimulus to create choreographic intent. analyse the four production features in Emancipation of Expressionism. practically explore choreographing from a stimulus. 	<ul style="list-style-type: none"> use CRADS to communicate choreographic intent. analyse the four production features in Shadows. develop a motif.
 MUSIC	<ul style="list-style-type: none"> critically appraise Delta Blues Music. sing and play a piece of Delta Blues develop ensemble-playing 	<ul style="list-style-type: none"> develop theoretical music knowledge and understanding. develop compositional skills develop performance skills 
 DRAMA	<ul style="list-style-type: none"> understand the requirements of Drama GCSE. understand drama especially the roles and responsibilities of Theatre Makers and technical terminology. exploring non-Naturalistic practitioners. 	<ul style="list-style-type: none"> explore a range of theatre styles. understand how to create a devised performance from a Stimulus. create and analyse a communitive devised performance.
FOOD PREPARATION AND NUTRITION	<ul style="list-style-type: none"> develop knife skills when chopping vegetables. create an apple swan. investigate the nutritional benefits of eating a wide variety of fruit and vegetables. 	<ul style="list-style-type: none"> explore the functional properties of cereal products. use different carbohydrates in recipes. understand how nutritional deficiencies in the diet can occur.
 DESIGN AND TECHNOLOGY	<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"> understand how a systems approach to designing can help with planning a project. understand how mechanical devices work. understand what material properties are and how they affect material choices.
ART	<ul style="list-style-type: none"> develop research skills when creating artist research page. analyse artists work and understand how they can influence own work. use artist techniques and style to produce own drawings. 	<ul style="list-style-type: none"> transfer and carve out own lino design, using a lino cutter. develop lino printing techniques using a block press. experiment with composition and create backgrounds when printing.
MEDIA	<ul style="list-style-type: none"> analyse media language. discuss how representations are created and analyse their effects. apply audience theory to media texts. 	<ul style="list-style-type: none"> develop understanding of context in adverts. analyse media language used in print adverts. use our knowledge and understanding to create own advert.
HEALTH AND SOCIAL CARE	<ul style="list-style-type: none"> understand life stage 'Infancy' (0-2 years). explain holistic development (PIES). identify patterns of development. 	<ul style="list-style-type: none"> understand life stage 'Early Childhood' (3-8 years). explain holistic development (PIES). identify patterns of development.

*"Every student can learn.
just not on the same day.
or the same way."*

George Evans



<p>CHILD DEVELOPMENT</p>	<ul style="list-style-type: none"> understand the aspects of holistic development. identify the factors that impact a child's development. 	<ul style="list-style-type: none"> develop understanding of factors that influence the child's development introduce care routines to support a child.
<p>CORE PE</p>	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> football – focusing on self-development of leading small groups for their warmups and skill development. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> netball - focusing on self-development of leading small groups for their warmups and skill development. 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> football – focusing on skills and tactics within a game situation. badminton – focusing on the shots and rules associated with playing singles and doubles. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> netball - focusing on skills and tactics within a game situation. badminton - focusing on the shots and rules associated with playing singles and doubles.
<p>OCR SPORT</p>	<ul style="list-style-type: none"> research the different types of outdoor activities and their provisions. plan and participate in an OAA. complete the visit to Fairhaven Lake. 	<ul style="list-style-type: none"> plan and participate in an OAA. evaluate your planning and participation in the OAA trip.
<p>COMPUTER SCIENCE</p>	<ul style="list-style-type: none"> explore hardware /software in a computer. look closely at how a CPU works and functions. explore the differences between open source and proprietary software. 	<ul style="list-style-type: none"> explore how binary values are converted to decimal and hexadecimal. explore how images, sound and audio are represented by binary. work on binary addition, subtraction, and binary shifts.
<p>CREATIVE MEDIA</p>	<ul style="list-style-type: none"> look at the media industry and the different job roles within the media industry. explore the differences between Traditional Media and New Media. discuss how purpose and audience can affect the design of a product. 	<ul style="list-style-type: none"> learn how to interpret client requirements for a client brief. learn how to create mind maps, mood boards, visualisation diagrams. learn how to use basic Photoshop skills.
<p>ENTERPRISE AND MARKETING</p> 	<ul style="list-style-type: none"> understand the requirements of the first internally assessed unit of work. carry out three processes to collect market research. analyse the findings of market research to make informed decisions about product designs. 	<ul style="list-style-type: none"> create a customer profile using market segmentation techniques. plan, sketch and evaluate initial design ideas. create a design mix to identify the aesthetics, cost and function of the product.
<p>TRAVEL AND TOURISM</p>	<ul style="list-style-type: none"> identify and understand the major components of the UK travel and tourism industry. understand the ownership and aims of travel and tourism organisations and how they work together. understand the positive and negative influences of different factors on global travel and tourism. 	<ul style="list-style-type: none"> understand that travel and tourism organisations and destinations are influenced by many factors, many of which are beyond their control. understand the different types of organisations that might respond to these influencing factors, naming key organisations involved in global travel and tourism and the ways in which these organisations respond. understand that technology designed to be used by customers is known as consumer technology and explore the advantages and disadvantages of consumer technologies.





HOT CHOCOLATE WITH THE HEAD

Maisie Statham-Foran	9R6ARD
Rosie Witcher	9H5CAL
Bobby Walsh	9S5PTY
Tyler Birdsall	9R6ARD
Lincoln Crumblehulme	9B6ELW
Jacob Cairns	9R5SCN

The students have been nominated by Miss Morton for their excellent work in English

DATES FOR 2023 - 24

- Year 9 Progress Evening - 8th November 2023
- Year 11 MFL Speaking Mock Exams - 13th - 15th November 2023
- Year 11 Mock Exam – 20th November - 1st December 2023
- Year 10 Progress Evening - 22nd November 2023
- Year 11 Art Mock Exam – 4th/5th & 7th/8th December 2023
- All Years Carol Services - 12th - 14th December 2023
- Year 10 Mock Interview Day - 17th January 2024
- Year 11 Progress Evening - 24th January 2024



Be Exceptional

In Art, students have been learning about the 'Day of the Dead'; they have been using pattern inspiration sheets to create a skull using watercolour.



Deputy Headteacher's Maths Challenge 10-Digit Number

Find a 10-digit number where the first digit is how many zeros in the number, the second digit is how many 1s in the number etc. until the tenth digit which is how many 9s in the number.



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





eco club



Exploring Eco Club's Green Endeavors

In the past two weeks, our school's Eco Club has been engaged in enhancing our eco-friendly garden.

Our dedicated students have fearlessly plunged their hands into the rich soil, uprooting the remnants of previous seasons, getting down and dirty in the process. As the winter season approaches, we eagerly anticipate the planting of our new seedlings. Furthermore, we're excited to collaborate with the technology department to introduce innovative additions to our eco garden that will enhance the safety and security of both our beloved plants and ourselves.



International E-Waste Day - October 14, 2023

International E-Waste Day serves as a powerful platform for raising awareness about the challenges posed by electronic waste and encourages homeowners to responsibly recycle their electrical items. Astonishingly, the United Nations reports that each person generates an average of 7.6 kg of e-waste, resulting in a staggering 57.4 million tons of e-waste being produced globally each year. Tragically, only 17.4% of this waste, which contains a mix of harmful substances and valuable materials, is appropriately collected and recycled. International E-Waste Day seeks to break the cycle of e-waste ending up in landfills.

Recycle Week - October 16-22, 2023

Recycle Week represents the nation's annual celebration of recycling. It's the one week when retailers, brands, waste management companies, trade associations, governments, and the media unite to inspire the public to recycle more of the right materials more frequently. Dive into the world of recycling and join the effort to encourage brands to adopt recycled and recyclable packaging for their products.



World Food Day - October 16, 2023

World Food Day is a global initiative that aims to raise awareness and inspire action to eradicate hunger and ensure healthy diets for all, leaving no one behind. This international movement brings together governments, businesses, civil society, the media, the public, and the youth in over 150 countries. By working together, we prioritize the rights of all people to access food, nutrition, peace, and equality.

International Walk to School Month - All of October

This October, we invite you to join the movement to reduce air pollution and cultivate healthier habits. Walking to school not only benefits our planet but also connects children with their natural surroundings.

Let's take a step towards a greener future!

As we embark on this exciting journey, remember that every small action taken today contributes to a greener and more sustainable tomorrow. We extend our heartfelt gratitude for your steadfast support and dedication to Eco Club's mission.

Stay eco-conscious and be inspired!

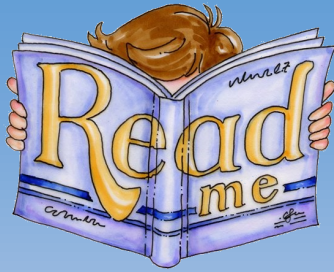
PLEASE CHECK BONFIRES CAREFULLY FOR SLEEPING HEDGEHOGS BEFORE LIGHTING

#rememberhedgehogs

If possible the entire pile should be re-sited before being lit, if not possible, use broom handles to lift from the base of the pile, and shine torches, looking and listening carefully for any signs of life.

British Hedgehog Preservation Society
Hedgehog House,
Dhustone, Ludlow,
Shropshire, SY8 3PL
Tel: 01584 890801
www.britishhedgehogs.org.uk
@hedgehogsociety





Recommended Reads

'Our Sister, Again' by Sophie Cameron and

'Can You Feel The Noise' By Stewart Foster

'Our Sister, Again'

This fantastic and eerie book is one of many of this year's choice of Bookbuzz books, which our Y7s will get to receive and keep, absolutely free of charge!



On a small island off the Scottish coast, Isla and her family are grieving the loss of her older sister Flora, who died three years earlier. Then they're offered the chance to be part of a top-secret trial, which revives loved ones as fully lifelike AI robots using their digital footprint.

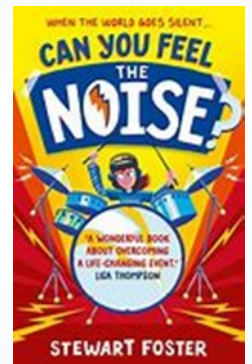
Isla has her doubts about Second Chances, but they evaporate the moment the 'new' Flora arrives. This girl is not some uncanny close likeness; she is Flora - a perfect replica. But not everyone on their island feels the same. And as the threats to Flora mount, she grows distant and more secretive.

Will Isla be able to protect the new Flora and bring the community back together?

'Can You Feel The Noise'

A profound story about inner strength and perseverance in the face of a life-changing event, from the award-winning author of The Bubble Boy.

Life is going well for Sophie. She's getting by at school, has some pretty awesome friends, and their band have made it through to the semifinals of the Battle of the Bands competition.



But when Sophie wakes up completely deaf one morning, the life she once knew seems like a distant memory. With lessons replaced by endless hospital appointments, and conversations now an exercise in lip-reading, Sophie grows quieter and quieter. Until she discovers the vibrations of sound through an old set of drums and wonders whether life onstage is actually still within reach.

Drawing on the author's own hearing impairment, *Can You Feel the Noise?* is a deeply personal and moving story that will stay with you long after reading.

VISIT YOUR LOCAL LIBRARY! Libraries are not just for borrowing books, or being a quiet place to read.

For example, Thornton Library run a number of events and clubs including:




Story time;

'Get your steps in' walking group;

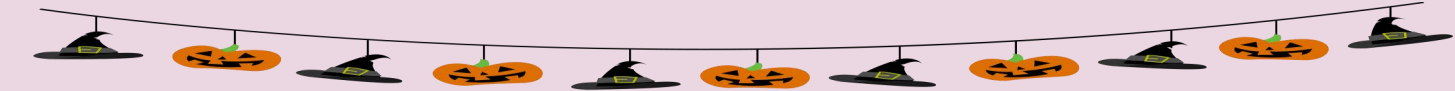
'Never too late to learn Photography' group, and so much more. [Find a library - Lancashire County Council](#)








YEAR 11

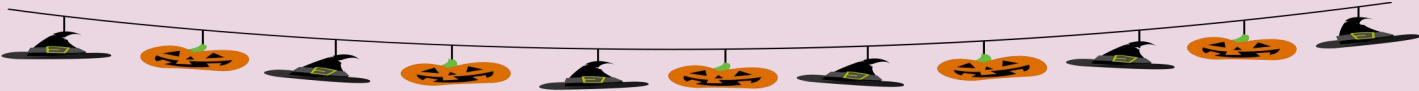
SUBJECT	This term we have been learning to....	Next term we will be learning to....
ENGLISH 	<ul style="list-style-type: none"> embed evidence when analysing a text. develop single word analysis. understand how to adapt our writing for different writing types. write an engaging narrative. comment on the plot/themes and characters in 'Romeo & Juliet'. 	<ul style="list-style-type: none"> adapt our writing for different audiences. improve the way we start our literature essays by writing thesis statements. improve the way we respond to the comparison question on Component 2 – language.
MATHS	<ul style="list-style-type: none"> plot linear equations graphically. find the equation of a straight line from a graph. plot non-linear equations graphically. 	<ul style="list-style-type: none"> construct distance/time graphs. estimate the area under a curve. construct and interpret conversion graphs.
 SCIENCE	<ul style="list-style-type: none"> review and develop key concepts and use microscopes and identify different cells by looking at their components. develop skills in key concepts of chemistry. review key calculations and construct electrical circuits and calculate resistance in circuits. 	<ul style="list-style-type: none"> investigate photosynthesis and what factors affect it. develop practical skills and calculate rates of reaction. investigate magnetic fields and calculate power.
GEOGRAPHY	<ul style="list-style-type: none"> draw labelled sketches and diagrams of glacial features and processes. use OS maps to identify glacial features. identify economic activities, conflict and the management of tourism in glaciated upland area of the Lake District. 	<ul style="list-style-type: none"> use global maps to describe the global variations in economic development. interpret population pyramids. use an atlas to identify the location of Nigeria.
HISTORY 	<ul style="list-style-type: none"> describe punishments in each time period. apply knowledge of punishment to source questions. outline how punishments have changed from the Medieval to Modern period. 	<ul style="list-style-type: none"> analyse the impact of the Wall Street Crash on America. describe suburbia. analyse the role of America in WW2.
FRENCH	<ul style="list-style-type: none"> talk about what you normally do on holiday. talk about travel and modes of transport in France. talk about a dream holiday. develop the use of past, present, and future tenses. prepare of the mock speaking exam. 	<ul style="list-style-type: none"> talk about school. compare schools in the UK and in France. discuss school rules and a school exchange.


Never stop learning, because life never stops teaching.



SUBJECT	This term we have been learning to....	Next term we will be learning to....
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CORE RE</p>	<ul style="list-style-type: none"> describe what makes something real. explain how Plato's cave can prove our reality real or false. explain why Buddhists believe that all life in an illusion. 	<ul style="list-style-type: none"> explain how the falsification principle can prove theories real. explain how scientific theories and religious theories are compatible. evaluate the claim that heaven is real.
<p>GCSE RE</p>	<ul style="list-style-type: none"> describe different viewpoints about capital punishment. explain the aim of punishment. evaluate if it possible to forgive. 	<ul style="list-style-type: none"> describe religious attitudes towards the existence of evil. explain religious attitudes towards human rights. evaluate whether it is morally correct to follow your personal convictions.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DANCE</p>	<ul style="list-style-type: none"> use expressive, technical, and physical skills to perform a duet/trio, taking inspiration from the set phrase. analyse the four production features in Artificial Things. evaluate a set phrase performance. 	<ul style="list-style-type: none"> continue written exam study. understand the context of a selected script. explore two scenes within a play, focusing on dramatic performance skills. communicate a script effectively, using various acting skills to engage the audience and sustain their interest throughout a performance.
<p>MUSIC</p> 	<ul style="list-style-type: none"> explain the advantages and disadvantages of small, medium, and large music venues. identify potential health and safety hazards in a music venue. describe the job roles in a music venue. 	<ul style="list-style-type: none"> demonstrate professional and commercial skills for the music industry. apply development processes for music skills and techniques.
 <p>DRAMA</p>	<ul style="list-style-type: none"> understand and analyse the context of Blood Brothers. explore and analyse the roles of theatre makers within the production of Blood Brothers. develop ability to effectively answer short and extended written exam questions for the set play exam section. 	<ul style="list-style-type: none"> explore a range of theatre styles. understand how to create a devised performance from a stimulus. create and analyse a communitive devised performance.
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">DESIGN AND TECHNOLOGY</p>	<ul style="list-style-type: none"> create initial ideas for a project and develop them successfully. model successfully and plan a making process. to make a successful product using the correct skills, tools, and equipment. 	<ul style="list-style-type: none"> apply a successful finish to a product. evaluate a product against a specification. evaluate a product using client and personal opinions.
<p>ART</p> 	<ul style="list-style-type: none"> independently research and explore new project which follows the theme of the beach. create photoshoot which focuses on patterns from the beach e.g. sand ripples, driftwood, shells, pebbles, and water. 	<ul style="list-style-type: none"> develop drawing skills using objects collected from the beach. experimenting with a range of media when drawing e.g. inks, fineliner, pencil, pencil crayon, biro, and charcoal.





FOOD PREPARATION AND NUTRITION	<ul style="list-style-type: none"> investigate the working characteristics and functional and chemical properties of a range of sugars used when making biscuits for the GCSE NEA 1 set task. create a hypothesis to explore the set task. plan how to set up a food experiment for the set task. 	<ul style="list-style-type: none"> analyse the results of the experiment for the GCSE NEA1 set task. write a conclusion to explain if the hypothesis was correct. explain the scientific principles investigated during the experimental work.
MEDIA	<ul style="list-style-type: none"> explore industry issues relating to Fortnite. explore audience issues relating to Fortnite. practise exam skills 	<ul style="list-style-type: none"> explore industry issues relating to The Archers. explore audience issues relating to The Archers. practise exam skills.
HEALTH AND SOCIAL CARE	<ul style="list-style-type: none"> revisit the health and social care services. explore barriers to accessing the services. understand the skills, attributes and values required for care. 	<ul style="list-style-type: none"> assessing knowledge on for learning outcome A – Comp 2. assessing knowledge on for learning outcome B – Comp 2. resitting PSA - Comp 1.
CORE PE	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> football – focusing on self-development of leading small groups for their warmups and skill development. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> netball - focusing on self-development of leading small groups for their warmups and skill development. 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> football – focusing on skills and tactics within a game situation. badminton – focusing on the shots and rules associated with playing singles and doubles. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> netball - focusing on skills and tactics within a game situation. badminton - focusing on the shots and rules associated with playing singles and doubles.
OCR SPORT	<ul style="list-style-type: none"> research the different types of outdoor activities and their provisions. plan and participate in an OAA. complete the visit to Fairhaven Lake. 	<ul style="list-style-type: none"> plan and participate in an OAA. evaluate your planning and participation in the OAA trip.
COMPUTER SCIENCE	<ul style="list-style-type: none"> complete the unit on computational thinking, focusing on compilers and translators. understand how IDEs work. take a detailed look at assembly language and machine code. 	<ul style="list-style-type: none"> re-visit CPU from Year 10 and build on previous knowledge. How do registers work? re-visit Software unit from Year 10 and go deeper into Utility software and their uses.
 ENTERPRISE AND MARKETING	<ul style="list-style-type: none"> understand the requirements of the first internally assessed unit, and continue working on the R069 internally assessed unit. create a brand identity for the product designed in the previous unit. create three pieces of promotional material to raise awareness of the product. 	<ul style="list-style-type: none"> consider what makes a good presentation. create a presentation to pitch the business idea. practice the pitch to gather feedback from peers and refine presentation skills.





TODAY

is the day to
learn something

NEW

Sign up for one of Millfield's extra curricular activities, running either at lunchtimes or after school.

There are activities for all years and cover a wide range of interests, from sport based clubs to having a try at Mandarin!

Speak to the teacher running the activity you are interested in for more details.

Monday				
Activity	Time	Teacher	Venue	Year
ICT	Lunchtime	Mr Tyson	A28	All years
Choir	Lunchtime	Mr. Mitchell	A19	All years
Chess	Lunchtime	Mr Yeoman	F7	KS3
Year 8 Football Fixtures	3-5pm	Mr Smith	Various	Year 8
Homework Club	3-4pm	Mr Wood	A26	All years
Tuesday				
Activity	Time	Teacher	Venue	Year
ICT	Lunchtime	Mr Tyson	A28	All years
KS4 Art	Lunchtime	Mrs Perrett	A23	KS4
Mandarin	3-4pm	Mr Hardy	B1	All years
Homework Club	3-4pm	Mr Wood	A26	All years
KS4 Art	3-4pm	Mrs Perrett	A23	KS4
Newspaper Club	3-4pm	English Staff	J1	All students
Year 7 Netball	3-4pm	Mrs Laycock	Yard	Year 7
Year 9 Football Fixtures	3-4pm	Mr Smith	Various	Year 9
Wednesday				
Activity	Time	Teacher	Venue	Year
ICT	Lunchtime	Mr Tyson	A28	All years
KS4 Art	Lunchtime	Mrs Perrett	A23	KS4
Latin	Lunchtime	Mrs Higgins	F8	Year 7 and 8
Work Experience Hub	Lunchtime	Mrs Draper	A50	Year 10
Euro Club	Lunchtime	Mr Hardy	B1	All years
KS4 Art	3-4pm	Mrs Perrett	A23	KS4
Homework Club	3-4pm	Mr Wood	A26	All years
Performing Arts Club	3-4pm	Miss Cambridge	Theatre	KS3
Science Club	3-4pm	Science Staff	C5	All years
ECO Club	3-4pm	Science Staff	C4	All years
STEM Club	3-4pm	Science Staff	C2	All years
Minecraft Club	3-4pm	Dr Gorst	D2	All years
Supervised Study	3-5pm	Mrs Gower	A14	Year 11
Lego Therapy	3-4pm	Miss Carbon	A23	KS3
Year 8, 9 and 10 Netball	3-4pm	Mrs Laycock and Miss Taylor	Yard	Year 8, 9 and 10
Year 7, 8, 9 and 10 Football practice	3-4pm	Mr Smith, Mr Grayston, Mr Doxey, Mr Greenall	Field	Year 7-10

Thursday				
Activity	Time	Teacher	Venue	Year
Millfield A Cappella Group (High Ability)	Lunchtime	Mr Mitchell	A19	Years 9, 10 and 11
ICT	Lunchtime	Mr Tyson	A28	All years
KS4 Art	Lunchtime	Mrs Perrett	A23	KS4
Welsh	Lunchtime	Mr Hardy	B1	All years
BSL Club	Lunchtime	Mr Hardy	B1	All years
Lunch with Bruff	Lunchtime	English Staff	J4	KS4
Reading Club	Lunchtime	Mrs Hall	H1	All years
Year 10 Football Fixtures	3-5pm	Mr Smith	Various	Year 10
Homework Club	3-4pm	Mr Wood	A26	All years
Dance Festival	3-4pm	Miss Cambridge	Hall	All years
History Club	3-4pm	Miss Weir	Library	KS3
Friday				
Activity	Time	Teacher	Venue	Year
Band (Must already play an instrument)	Lunchtime	Mr Mitchell	A19	All years
ICT	Lunchtime	Mr Tyson	A28	All years
KS4 Art	Lunchtime	Mrs Perrett	A23	KS4
Spanish	Lunchtime	Mr Hardy	B1	All years
Dance rehearsals	Lunchtime	Miss Cambridge	Dance studio	All years
KS4 Art	3-4pm	Mrs Perrett	A23	KS4
Homework Club	3-4pm	Mr Wood	A26	All years
Year 7 Football Fixtures	3-5pm	Mr Smith	Various	Year 7
Year 10 and 11 Intervention:				
You will be informed if you are required to attend an Intervention class. Alternatively, please see your subject teacher if you need any help or support				
Year 10: Duke of Edinburgh Scheme:				
Please see Mrs Higgins for details of forthcoming expeditions/meetings				
Sports activities:				
All fixtures and teams will be placed on the noticeboards outside PE. Please check for all news. Netball fixtures will be various nights during the week.				
Extra Curricular Clubs starting after half term:				
Supervise Study Design Technology English Badminton and Rugby Textiles - Thursdays after half term				





NOTICE BOARD



The school has a huge amount of lost property handed in to Reception every day, from water bottles to coats to full PE kits.

It would help us to reunite items with their owners if parents could label their child's belongings, so it can be easily identified and returned.

If your child has misplaced anything please call at reception where items are kept.

After a few weeks any items not collected are donated to charity so make sure to check if you think you may have lost something!

Stay safe on Bonfire Night

- Never touch fireworks
- Stand well back from the bonfire
- Never go near a firework after it has been lit
- Only one sparkler at a time
- Wear gloves when holding a sparkler
- Keep pets indoors

Lancashire County Council @LancashireCC · Oct 13
School admissions are now open for children due to start secondary school in September 2024!

Choose your preferences wisely and apply before the national closing date of 31 October here: lancashire.gov.uk/schools

#SchoolAdmissions #LCCSchoolAdmissions

SCHOOL ADMISSIONS SECONDARY 2024

#LCCSchoolAdmissions



WORK EXPERIENCE

Year 10 Work Experience 2024

The dates for the Work Experience will be **18th March – 28th March 2024**

MOCK INTERVIEW DAY

Wednesday 17th January 2024

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

In Year 10 maths students have been learning trigonometry.

LESSON SUBJECT:
YEAR 10 MATHEMATICS

Millfield School & Performing Arts College
Creating Bright Futures





Eat DRINK
AND be
SCARY

PLACES WHERE KIDS EAT FREE (OR FOR £1) DURING THE OCTOBER HALF TERM 2023

moneysavingcentral.co.uk/kids-eat-free



MORRISONS

Spend £4.49 and get one free kids meal all day, every day.

M&S CAFES

Spend £5 & get one free kid's meal Mon - Fri during the Oct Half term (various dates)

SAINSBURYS CAFES

Kids eat for £1 with the purchase of an adult hot main. From 11:30am every day.

ASDA

Kids eat for £1 All Day, Every Day at Asda cafes, with no adult spend required.

BEEFEATER & BREWERS FAYRE

Two children under 16 can get a free breakfast every day with one paying adult!

THE REAL GREEK

Kids under 12 eat FREE every Sunday for every £10 spent by an adult

TRAVELODGE & PREMIER INN

Buy 1 Adult Breakfast from just £8.99 & up to two kids eat breakfast for free

SIZZLING PUBS

Every Monday to Friday, 3 - 7pm, kids' mains are £1 with every adult meal.

TGI FRIDAYS

Kids Eat Free When 'Stripes Rewards Members' purchase any adult meal (Via App)

PRETO

Kids up to age 10 eat free all day, every day with paying adults at Preto in Half Terms

Copyright of MONEY SAVING CENTRAL





PLACES WHERE KIDS EAT FREE (OR FOR £1) DURING THE OCTOBER HALF TERM 2023

moneysavingcentral.co.uk/kids-eat-free



YO! SUSHI

From Monday 16th October - Friday 27th 2023 kids eat free with every £10 adult spend

GORDON RAMSEY RESTAURANTS

Kids under 8 eat FREE all day, every day at selected Gordon Ramsay restaurants

BILLS

2 kids eat FREE Monday - Friday from Monday 23rd October – Friday 3rd November 2023

BELLA ITALIA

Children eat for £1 with any adult main. The offer is valid 4-6pm Mon to Thurs.

WHITBREAD INNS

Two kids under 16 eat for FREE with every adult breakfast purchased

TABLE TABLE

Two children under 16 can get a free breakfast every day with one paying adult!

PAUSA CAFE @ DUNELM

Kids get 1 mini main, 2 snacks & a drink FREE with every £4 spend after 3pm

IKEA

Kids get a meal from 95p daily from 11am

HUNGRY HORSE

Kids eat for £1 on Mondays

FUTURE INNS

Under 5s eat for free with any adult meal.

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