



Christmas Edition
8th December
2023



December 11th
Years 7, 8 and 9
Reports Sent Home

**December 12th
- 14th**
All Years Carol
Services

December 15th
Manchester
Christmas
Markets Trip
Rewards Trip -
Trafford Centre

December 20th
School closes
13:05



E-mail admin@millfield.lancs.sch.uk

Website: www.millfield.lancs.sch.uk

X page @millfieldhighsc

#BeExceptional



Millfield MESSENGER

Belvedere Road, Thornton Cleveleys, FY5 5DG

Telephone 01253 865929

Dear Parents and Carers

I don't often mention in the *Messenger* all the incredible work the team are doing behind the scenes to constantly improve our school and the offer we have for all our students. We are constantly striving to become an outstanding beacon school – leading the way with best practice in education. This is just a flavour of what we have done and what we are working towards:



Careers Quality Mark: achieved in summer 2023.

22 staff are completing, or have completed, National Professional Qualifications to develop and enhance their practice.

Nationally recognised Quality Marks in: Teaching and Learning; Equality; Behaviour and Culture; Mental Health; SMSC; Geography; Reading and the Arts/Music.

Thank you to all our parents and carers who have attended their child's progress evenings over the autumn term. Those of you who have had older children at Millfield will note how we have improved the evening by distributing the staff out across three rooms so it's not as busy in the hall, and the Head of Year is available for you to speak with. At the Year 10 progress evening, we removed the need to make appointments, instead, as you sign in you will be given a list of your child's teachers – this seemed to make the evening run a lot smoother. For the last few years, we have had our senior students greeting you and asking you to complete a parent/carer voice survey – this obviously helps us to get a feel for how we are doing and also gives us the opportunity to contact you if you have any concerns. I am not sure many schools have this level of communication with home and it is an area we have worked hard to improve over the years.

Just to give you an idea, this is some of the feedback from the Year 10 parents/carers survey: 93% agreed their child was happy at Millfield; 100% agreed their child felt safe at Millfield; 94% agreed that Millfield ensures our students are well behaved; only 1 parent said they didn't know if we had high expectations for their child and 94% would recommend Millfield to another parent. What was really pleasing was that 94% agreed that we let you know what your child is learning – this is fantastic because this used to be around 60% - we have done a lot of work in communicating this effectively with you via the *Messenger* and the website, which has worked!

Thank you to all the families who supported the charity fund raiser for Children in Need; in total we raised £304. In the run up to the Christmas holidays, the student council are leading on a number of charity fund-raising initiatives to support our families and our community.

Would you or your company like to become a sponsor and support the success of our students?

This involves: Donating a monetary amount to an award; receiving a personal invitation to Presentation Evening, with reserved seating at the front of the hall and an invitation to join staff, Governors, sponsors and dignitaries for a light buffet after the ceremony and recognition for being a sponsor on the night and in the programme. If you would like further information, please contact Mrs Jacqueline Hall (Headteacher's PA/Office Manager) on 865929 or admin@millfield.lancs.sch.uk

The only whole-school social media the school uses is Twitter: [@millfieldhighsc](https://twitter.com/millfieldhighsc) please follow us to see daily updates of what our students are learning across the school.

N. Regan

Mrs Nicola Regan

Headteacher





Miss Miller-Crook - Year 7 Progress Lead

It has been a great half term with many achievements from our Year 7 students. Congratulations to all students who have achieved the rewards trip to the Trafford Centre by being role model students. As we get closer to Christmas, students are becoming more excited, however I just want to pass on a reminder that Christmas isn't a nice time for everyone. Millfield is looking to raise as much money as possible for charity to support families who particularly struggle at this time of year. If you are in a position to help, it will be hugely appreciated by us all.

Mr Greenall - Year 8 Progress Lead

It has been a great start to Year 8 as we look forward to ending the year on a high.

What an action-packed start to the year for the Year 8s. We have had multiple Science days and challenges which have been positively received by students, along with Year 8s enjoying our new top of the range AstroTurf pitch.

As a pastoral department our main focus has been on mental health. We delved into what support young people can access on World Mental Health day in October, and explored where young people can go if their mental health is struggling.

Coming up before Christmas we have the fundraising week where we hope to raise a lot of money. In school there will be activities throughout the week along with our food hamper collection to help the community. We look forward to seeing you all after Christmas for a fresh new start to the year.

Mrs Doran - Year 9 Progress Lead

I've got to say I'm really proud of my year group, they've made a brilliant start to Year 9! It's been an exceptionally busy term so far with lots of learning and progress being made. I absolutely loved meeting so many parents and guardians at Progress Evening in October and welcomed some really positive feedback!

Students have adapted really well to the new morning routine in the Sports Hall which has been working effectively in keeping students accountable, organised and ready for the school day. I'm pleased to say that behaviour has improved from where we were at this point last year, which shows maturity and responsibility being taken by individuals. Students that have received enough points will be attending The Trafford Centre as a reward for their behaviour and attendance this term; well done to those students! Every week in assembly I enter students who have received high achievement points into a draw and I select five names to get rewarded with a bag of sweets.

Our fundraising this week, which was organised by the student council, has been a huge success, thank you for your support with this. The students have loved the activities, especially the elf run! This year in pastoral we have had a gratitude tree

PASTORAL UPDATES

instead of our usual bright and quirky decorations which has made students think about what they're grateful for; a tradition to be continued!

Just a reminder that we have two SHINE MHST workers in school now for low level mental health / anxiety support for students. If your child feels they need this then they just need to come and see me or they can actually self-refer online. There is a really good, free service online for young people called 'Kooth' where they can access mental health advice. If there are any parents or carers who would like some support themselves then have a look online on Young Minds on Instagram or Facebook. There are lots of free online resources and also a helpline specifically for parents and carers who have a young person who is struggling with their mental health.

Next year is going to be an exciting one as students will be choosing options, ready for their next chapter in KS4; exciting times ahead! Interim reports will be sent out before we break up, this will help give both parents/ carers and students an indication of which subjects it may be a good idea to take.

Finally, I wish you all a wonderful Christmas and a healthy and happy new year! See you in 2024!

Mrs Clare - Year 9 Progress Lead



That's the first term complete in Year 10.

What a jam packed start we have had to KS4. Year 10s have been working hard this term and I am really impressed with behaviour and their attitude to learning. Most students have really grown up over the summer and have returned to Year 10 ready to overcome their barriers and have really had an amazing start. Work Experience preparation is well under way and by now students should have all successfully found themselves a placement. Medical forms should have been handed in along with any insurance documents to go alongside the self-placement forms. Mrs Draper has worked really hard with Year 10 students, making herself available every morning, running lunch sessions and even doing one to one meetings with students that needed extra support. Mrs Draper also arranged treats for the form that got all medical forms in the fastest which was a nice incentive.

Students that have received enough points will be attending the Trafford Centre as a reward for their behaviour and attendance so well done to those students. It was lovely to see so many parents/guardians and students at Year 9 Progress Evening and have lots of positive feedback regarding option subjects and how they have settled into KS4. You should also be receiving reports before we break up for Christmas.

There have been career interviews ongoing with Year 10 students, a great army experience day, history trip, English theatre trip, and lots more exciting things planned next half term. MFL are running a Christmas market trip and we also have an amazing opportunity for students that are interested in engineering with a day planned at BAE.

I hope you all have a lovely Christmas and New Year full of family time, relaxation, and a well-deserved rest.

Mr Griffiths - Year 11 Progress Lead

It has been a busy period for our Year 11 students. Students have been attending interventions and supported studies sessions in the build up to their mock GCSE examinations which have just concluded. Their attitude and behaviour towards revision and during the exams has been exemplary. We have continued with colleges attending our assemblies talking about opportunities and transition into college life, many students have now signed up to courses and the remainder should be signed up soon. Students visited Nautical College to discover opportunities available in the maritime sector. OCR students visited Fairhaven Lake to complete canoeing and orienteering. History students will be on a trip to Waterside Arts Theatre on Tuesday 30th January, where they will be watching a School History Scene production on 'The Inquisition of Elizabeth I'.

Important upcoming dates – College Open Days

B&FC Bispham 10th January 16:30-19:30

B&FC Nautical College 20th January 10:30-14:30

Myerscough College 3rd February 10:00-13:00

Blackpool Sixth Form 24th April 17:30-19:30

Well done to our Year 11s so far this year, I hope students and families have an enjoyable Christmas break and a look forward to the new year.



TEACHING & LEARNING

The Teaching and Learning team have continued to encourage staff to be self reflective in their teaching practice using IRIS Connect.



What is IRIS?

IRIS is a tool that enables teaching staff to record their lessons and review it via a secure, private account.

This allows staff to:

- * continuously improve through effective self-reflection;
- * receive valuable, contextualised feedback from a colleague or coach at the click of a button;
- * share resources and build libraries of real teaching practice in a secure place online.

Teaching staff regularly use IRIS to record their lessons, watch the footage, share footage with their Teaching and Learning coach and work on improving their practice.

T&L Team: Mrs. Cook, Mr. Tyson and Mr. Hodgkinson

HOT CHOCOLATE WITH THE HEAD

Maisie Carr	10 E DSS
Delta Sudder	10 E DSS
Austin Trickett	10 ACO/SRS
Archie Bowater	10 C CGO
Oliver Field	10 C CGO
Joseph Naylor	10 G JCF
Tayla Dyas	10 C CGO

The students have been nominated by Mrs. Ross for their excellent work in Geography and/or Travel & Tourism

Be Exceptional





SOME OF OUR STUDENTS ENJOYING THEIR COPIES OF ANNE FINE'S BOOKS, AFTER THE RECENT VERY SUCCESSFUL VIRTUAL VISIT FROM THE AUTHOR HERSELF.

Students at Millfield Take Part in Exciting STEM Activity

Sixty Year 9 students at Millfield recently took part in an exciting STEM activity where they used 3D printers to create rockets. This initiative was supported by BAE.

The students were tasked with designing and creating their own rockets using a variety of 3D printing software and techniques. They then tested their rockets in a launch competition with the winning rocket reaching an impressive height.

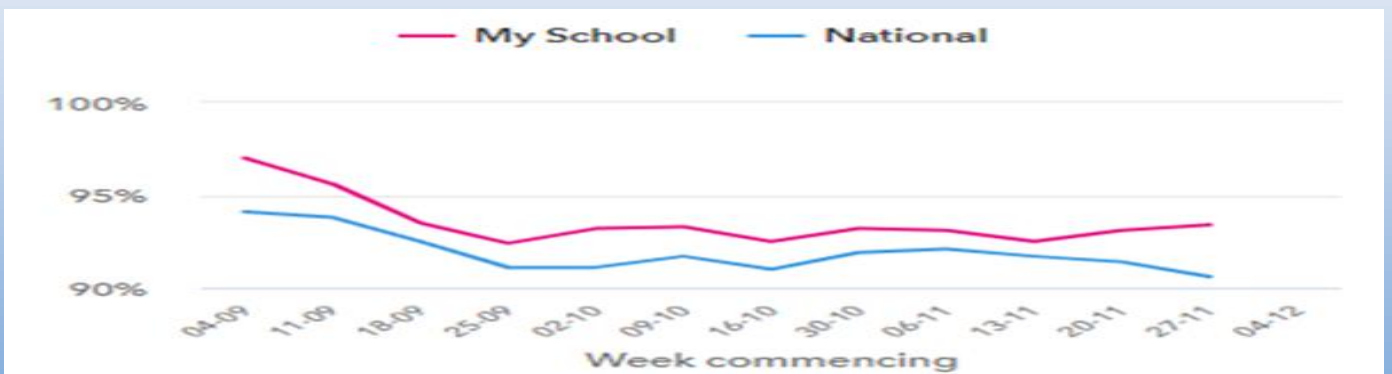
The activity was a great opportunity for the students to develop their STEM skills and learn more about the engineering process. It also allowed them to work in teams and collaborate on a creative project.

One student said: "I really enjoyed this activity. It was a lot of fun to design and create our own rockets. I learned a lot about 3D printing and engineering, and I'm really proud of what we achieved."

The school would like to thank BAE for their support of this initiative. The company's generosity has made it possible for the school to provide students with these valuable learning experiences.

About BAE

BAE is a global aerospace, defence and security company that employs over 83,000 people worldwide. The company delivers a wide range of products and services to customers in over 100 countries. BAE is committed to supporting STEM education and encouraging young people to pursue careers in these fields.



Attendance continues to be excellent!

We are currently 2.8% above the national average for this year – well done Team Millfield!

HOME LEARNING PAGE

Home learning doesn't have to be a nightmare – here are a few tips to make the process easier

Discuss home learning

Give your child a chance to talk about their schoolwork if they want to. Even if you know nothing about a particular subject, you can still help just by talking and listening and helping them to find their own answers.

Encourage

Help your child take responsibility for organising and doing their home learning and never forget to praise them for their hard work or their improved concentration, handwriting or presentation.

Help your child keep to a routine

Some children prefer to do home learning straight after school, whereas others prefer to 'unwind' first, or have their meal then do home learning later. Let your child decide – but ensure they stick to it.

Establish a study zone

It's very important to try to create a suitable place where your child can do their home learning, ideally somewhere with a clear work surface, good lighting and no interruptions. Try to teach younger brothers and sisters not to interrupt when home learning is being done.

Allow for differences

Children are all different and have different learning styles. Some prefer to study alone, whereas others like to study with friends or family. It's worth remembering that some children like to work with music on to keep them company, too.

Use resources

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

Get tech savvy

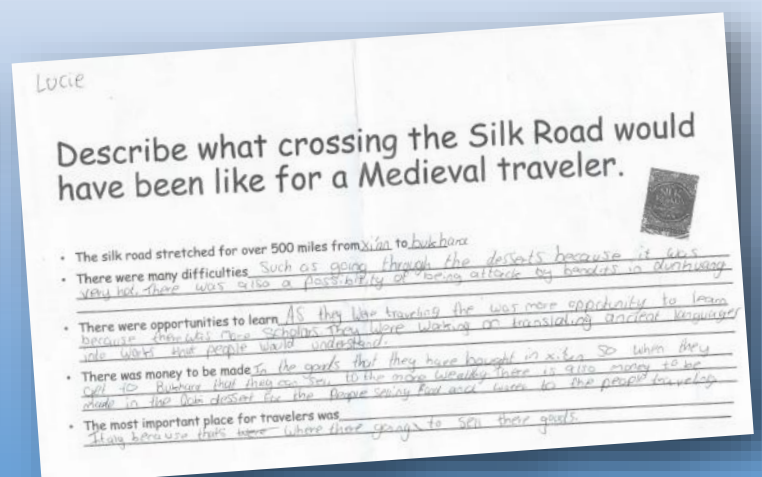
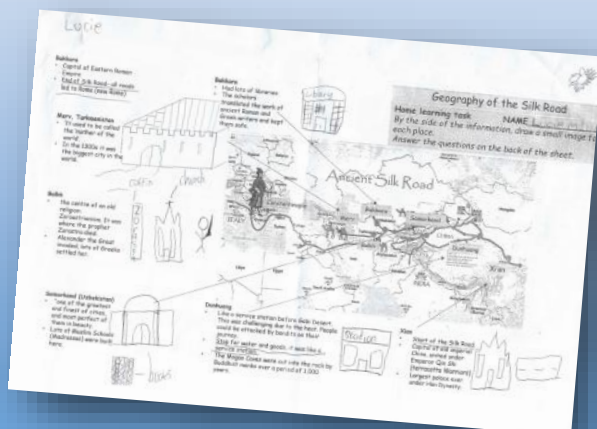
The internet can be great for looking things up and finding out more so encourage your child to become an independent learner and to go the 'extra mile' with their studies.

Offer rewards

Make home learning rewarding by setting up some treats like staying up 10 minutes later, spending 10 minutes extra on the computer, or having a friend round. It can help to keep your child motivated if they need that little extra encouragement from time to time.

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

Congratulations go to students in Geography who have produced outstanding examples of home learning, in which they have focused on identifying places around the world by using visualisation techniques as a revision strategy.



YEAR 9 STUDENT PHOEBE CORRIGAN-EATON WON OUR CHRISTMAS CARD COMPETITION WITH HER WONDERFUL REINDEER DESIGN



*Dashing through the snow
In a one-horse open sleigh
O'er the fields we go
Laughing all the way*



Rudolph, the star of the reindeer, first made an appearance in 1939 in a book written by Robert L May. *Rudolph the Red-Nosed Reindeer* was published by Montgomery Ward and has since been adapted into numerous versions including a feature film that has become an annual tradition for many families around the world.

HOT CHOCOLATE WITH THE HEAD

Mia Thornburrow	9 B5 JCA
Layla Andrews	9 R5 SCN
Oscar Atherton	9 R5 SCN
Alexander Walker	9 H5 CAL
Cody Loftus	9 R5 SCN
Helen Pritchard	9 H5 CA

The students have been nominated by Mr. Hodgkinson for their excellent work in R.E.



eco club



Putting it 'to bed!'



This week in **Eco Club**, our dedicated students rolled up their sleeves and took on the task of rejuvenating the Millfield vegetable patch. With enthusiasm and teamwork, they meticulously unearthed the remnants of past years, making way for the fresh seedlings that will soon grace our thriving garden.

In the coming week, our focus turns to the construction of a new, carefully designed frame around the vegetable bed, enhancing both its aesthetic appeal and functionality.

Not stopping there, our proactive students have initiated a

PAPER RECYCLING PROGRAMME!

Every Wednesday, a dynamic group of students traverse the school, diligently collecting paper that is no longer needed by both teachers and students. This conscientious effort ensures that our paper waste is recycled

upcoming events

Mark your calendars for these noteworthy dates this month:

- * December 5:
World Soil Day, organized by the United Nations
- * December 11:
International Mountain Day

Why Recycle?

Because one ton of recycled paper.....

- saves 24,000 gallons of water
- eliminates 3 cubic yards of landfill space
- eliminates 60 pounds of air pollutants
- saves enough energy to power the average home for 6 months
- saves about 20 trees
- saves 4 barrels of oil

PLEASE DO YOUR PART



RECOMMENDED READS

'The Christmasaurus Carol' by Tom Fletcher and

'Kay's Marvellous Medicine' by Dr. Adam Kay

'The Christmasaurus Carol'



Week A's Library Book of the Week is 'The Christmasaurus Carol'. This hilarious festive treat, the latest in the popular Christmasaurus series, will keep you laughing all through the Christmas holidays!

Have you ever heard of **Ebenezer Scrooge**? The most miserly, miserable Christmas-hating miser from that very famous old book? The man who is more **BAH HUMBUG** than **HO HO HO**?

Well, what if I told you that he was about to step out of HIS story and into this one? And I'm afraid he's got some grand plans . . . he wants to **CANCEL CHRISTMAS!**

But don't panic - **William Trundle** and his very best friend, **the Christmasaurus**, are on the case. They're determined to track down Scrooge and save Christmas from total *Scrooge-ification!* And they're not alone; the whole Trundle family, William's new friends **Eddie** and **Lucy** and, of course, **Santa** himself are here to help!

Can this Christmas crew stop Scrooge before it's too late and Christmas is BAH HUMBUGGED for good?

'Kay's Marvellous Medicine'

Week B's Library Book of the Week is 'Kay's Marvellous Medicine' by Adam Kay, a gross and gruesome history of the human body.

If you like 'Horrible Histories', you will love this hilarious, fact filled new book by Dr Adam Kay!

The olden days were pretty fun if you liked wearing chainmail or chopping people's heads off but there was one **TINY LITTLE** problem back then . . . doctors didn't have the slightest clue about how our bodies worked.

It's time to find out why Ancient Egyptians thought the brain was just a useless load of old stuffing that might as well be chucked in the bin, why teachers forced their pupils to smoke cigarettes, why hairdressers would cut off their customers' legs, and why people used to get paid for farting. (Unfortunately that's no longer a thing - sorry.)

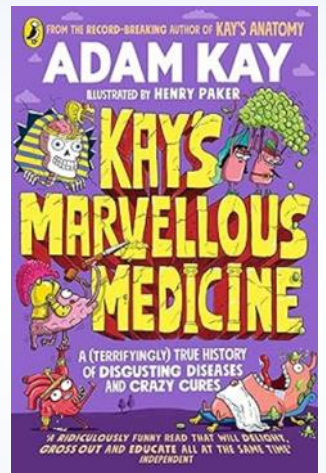
You'll get answers to questions like:

Why did patients gargle with wee?

How did a doctor save people's lives using a washing machine, a can of beans and some old sausages?

What was the great stink? (No, it's not what doctors call your bottom.)

If you're sure you're ready, then pop a peg on your nose (there was a lot of stinky pus back then), pull on your wellies (there was a lot of poo there too), wash your hands (because they certainly didn't) and explore this gross and gruesome history of the human body!





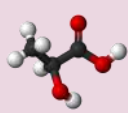





CURRICULUM UPDATES CHRISTMAS EDITION 2023









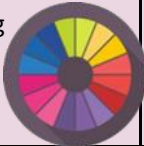




YEAR 7

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
ENGLISH 	<ul style="list-style-type: none"> understand the context of the Victorian era. distinguish between explicit and implicit information. plan and draft our writing. 	<ul style="list-style-type: none"> understand the influences of different languages on the English language. recognise and use standard English. make inferences about non-fiction texts.
 MATHS	<ul style="list-style-type: none"> solve problems using number operations. calculate fractions and percentages of amounts. recognise place value and round integers. 	<ul style="list-style-type: none"> develop formal methods for number calculations. solve problems in the context of perimeter. solve financial maths problems.
SCIENCE 	<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. 	<ul style="list-style-type: none"> construct electrical circuits in order to investigate current and voltage. explain how muscles and bones interact during everyday activities
GEOGRAPHY	<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. 	<ul style="list-style-type: none"> describe how landscapes are made up. describe the processes of weathering, erosion, transportation and deposition. use and interpret maps to show an understanding of the physical landscapes.
HISTORY	<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. 	<ul style="list-style-type: none"> describe the claimants to England in 1066. explain why William won the Battle of Hastings. analyse how England changed under the Normans.
 SPANISH	<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 “ener”. 	<ul style="list-style-type: none"> understand how to use the verb “ser” for personality and characteristics. use the verb “tener” to say what someone has. say what people do and don't do. use ‘no’ to make a negative.
FRENCH	<ul style="list-style-type: none"> consolidate the verb “être” to describe ourselves and other people. use the verb “avoir” to describe what people have. use adjectives to add more description to writing and know where to place the adjective in a sentence. 	<ul style="list-style-type: none"> distinguish the difference between having and being. talk in more detail about a thing or a person. understand how to use definite articles in French. how to make nouns plural.
 RE 	<ul style="list-style-type: none"> explain how we should study religion. describe what the dharmic faiths are. describe how Hindus perform their dharma. 	<ul style="list-style-type: none"> describe the different understandings each dharmic faith has about the concept of dharma. explain why dharma is such a central belief to many religions. evaluate how much dharma impacts religious believers' lives.






SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TECHNOLOGY</p>    	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> use basic techniques to manufacture a product. understand and apply basic finishing techniques. evaluate a final product. <p>FOOD</p> <ul style="list-style-type: none"> learn how to weigh and measure accurately. describe the uses of fruit in different recipes. become confident in how to use the different parts of the cooker. <p>ELECTRONICS</p> <ul style="list-style-type: none"> use basic techniques to manufacture a product. understand and apply basic finishing techniques. evaluate a final product. <p>TEXTILES</p> <ul style="list-style-type: none"> evaluate whether the final product meets the brief / needs and wants of the user. suggest improvements and modifications for the product. apply hand embroidery skills during manufacturing process. 	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> use research analysis to plan a project. understand the importance of design briefs and how they focus on design concepts. use tools and equipment. <p>FOOD</p> <ul style="list-style-type: none"> understand how to interpret the meaning of the Eatwell Guide use skills learnt to complete an own choice dish as part of a food assessment.  <p>ELECTRONICS</p> <ul style="list-style-type: none"> use 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"> understand and put into practise colour theory. develop painting skills by improving blending techniques. 	<ul style="list-style-type: none"> create own final painted outcome which shows own mixing of paint colours and tones. create an artist research page which includes annotation.
<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 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>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 the importance of online safety, identifying the risks and the preventions. identify key laws used to help protect people and data. 	<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. 





SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PERFORMING ARTS</p>	<ul style="list-style-type: none"> comment on how theatre has developed throughout history. understand the style and technique of Greek, Shakespearian, Commedia and Melodramatic theatre. understand different stage styles. 	<ul style="list-style-type: none"> understand how Dance has developed throughout history. perform in different dance styles. use relationships to enhance performance. use teamwork skills developed to perform a class dance.
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">MUSIC</p>	<ul style="list-style-type: none"> identify musical notation on the treble clef. apply musical notation to the context of a keyboard. sing within a group identifying melody and accompaniment. perform a melody and chords. 	<ul style="list-style-type: none"> develop an understanding of chord triads and harmony. develop ensemble skills. analyse music from Pachelbel's canon. create a ground bass piece.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHE</p>	<ul style="list-style-type: none"> transition into secondary school and the importance of PSHE. keep positive relationships and avoid toxic ones. 	<ul style="list-style-type: none"> live a healthy lifestyle and understand the possible consequences of not doing so . describe the dangers of smoking, vaping and other drugs.

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

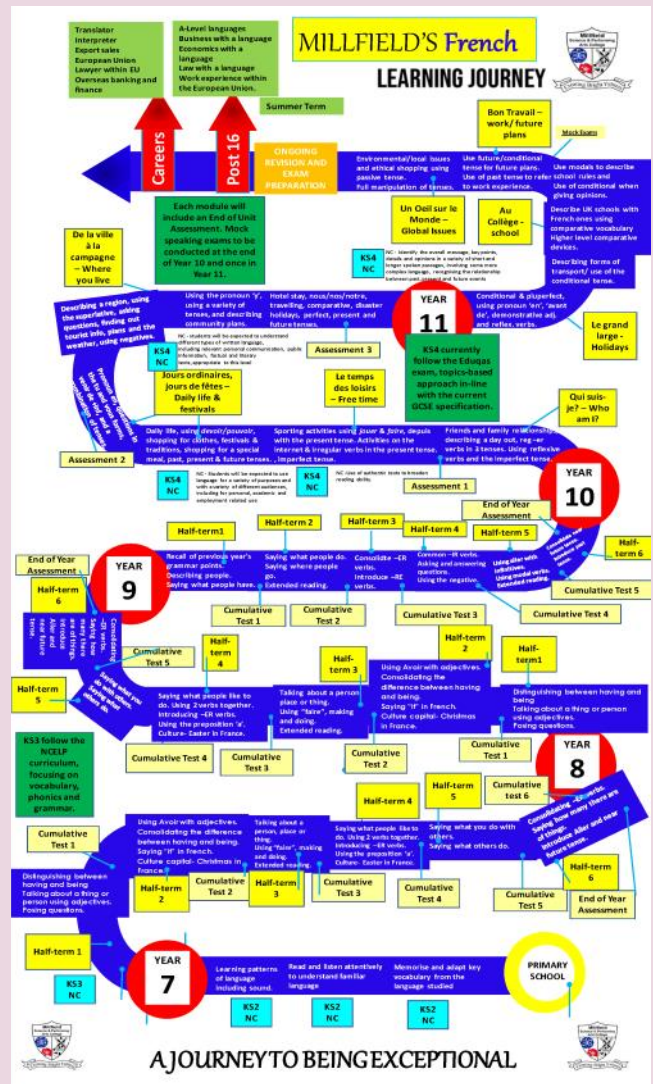
Have a look on our school website where you will find the 'Learning Journeys' for every subject.

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.











Learning Journey









YEAR 8

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
ENGLISH 	<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. 	<ul style="list-style-type: none"> analyse the impact of specific words in our reading responses. recognise and use persuasive techniques in our writing. plan and draft and perform a persuasive speech.
 MATHS	<ul style="list-style-type: none"> identify and draw linear lines. explore the gradients of lines. represent data using tables and graphs. 	<ul style="list-style-type: none"> develop algebraic techniques. use directed number with algebra. write numbers using standard form.
SCIENCE 	<ul style="list-style-type: none"> explain the link between organisms in an ecosystem and the impact human activity is having on them. describe the link between atoms, elements, and compounds. 	<ul style="list-style-type: none"> 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"> use lines of latitude and longitude. describe ways of reducing the risk of volcanic eruptions. prioritise and evaluate the impacts of Hurricane Irma. 	<ul style="list-style-type: none"> identify different features of a biome. use and interpret climate graphs of the tropical rainforest. explain the nutrient cycle. 
HISTORY	<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. 	<ul style="list-style-type: none"> describe the causes of the Civil War. explain why Charles I was executed. analyse an interpretation on Charles' execution.
 SPANISH	<ul style="list-style-type: none"> use –"ar" verbs such as buscar and preparar and understand 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. 	<ul style="list-style-type: none"> consolidate the use of conjugating verbs into the first person plural. understand how to use the verb "poder" to say what people are able to do. understand how to use the modal verb "deber" to say what we must do. start to look at conjugating –er and –ir verbs. 
FRENCH 	<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. 	<ul style="list-style-type: none"> distinguish the difference between having and being. talk in more detail about a thing or a person. understand how to use definite articles in French. how to make nouns plural.









SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
 RE	<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. 	<ul style="list-style-type: none"> describe how the many sources of authority in Christianity and Judaism guide followers how to act. explain the importance of different sources of authority to Christians and Jews. evaluate what the right way to act is.
PERFORMING ARTS	<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. 	<ul style="list-style-type: none"> understand and explore the style of Verbatim Theatre using the tragedy of the Titanic as a stimulus. use real life quotes within a performance. perform group devised scenes and a monologue.
MUSIC 	<ul style="list-style-type: none"> develop ensemble skills as an instrumentalist and vocalist . understand how to read different types of music notation. develop playing techniques as an ensemble player. 	<ul style="list-style-type: none"> develop an understanding of protest music. understand the features of reggae music including offbeat hooks and riffs. perform a reggae piece through musical notation. develop skills as an ensemble.
  TECHNOLOGY	<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 - considering whether there are any modifications or improvements that could be made. 	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> how to use research analysis and specifications to plan a project understand the importance of Design Briefs and how they focus on design concepts leading to concept sketches. understand intermediate tools and equipment <p>FOOD</p> <ul style="list-style-type: none"> understand how different types of raising agents work create an own choice practical dish as part of an assessment <p>ELECTRONICS</p> <ul style="list-style-type: none"> use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem. understand and apply finishing techniques. evaluate and modify a final product. <p>TEXTILES</p> <ul style="list-style-type: none"> apply decoration and enhancement techniques during the manufacturing process. quality assure and control of construction methods. write a final evaluation - considering whether there are any modifications or improvements that could be made.





SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
<p>ART</p> 	<ul style="list-style-type: none"> create Zentangle research which will inspire design ideas. develop design ideas when creating patterns from secondary source. create a final design- bringing all skills together /research/drawing skills/ experimenting with media/zentangle patterns. 	<ul style="list-style-type: none"> create an artist research page based on Lucy Arnold which includes annotation. develop watercolour skills when recreating Lucy Arnold's style of painting. 
<p>PE</p>	<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>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"> recap key programming tools such as selection, variables, user input and concatenation. create our own "Pacman" style game to plan, create, test, and evaluate. create characters using pixel art. 	<ul style="list-style-type: none"> convert between binary and denary and vice versa and write algorithms to describe these conversions. convert between binary, denary and hexadecimal. use spreadsheet software to automate the process of converting between binary, denary and hexadecimal.
<p>PSHE</p>	<ul style="list-style-type: none"> describe the difference of income and expenditure and how it is calculated. explain what national insurance and tax is and how it is spent. budget and save. 	<ul style="list-style-type: none"> describe the dangers of smoking, vaping and drinking alcohol. perform basic first aid and be safe.



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.

SCHOOL SYNERGY
Doing the right thing...Making a difference!










YEAR 9

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
ENGLISH 	<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'. 	<ul style="list-style-type: none"> understand the context of WW1. analyse how poets write about war. build on our academic essay writing skills by looking at introductions and planning in more detail.
 MATHS	<ul style="list-style-type: none"> recognise prisms and nets. calculate surface area and volume. construct bisectors and perpendicular lines. 	<ul style="list-style-type: none"> develop number skills using integers, real and rational numbers. use percentages to solve problems. develop financial numeracy skills.
SCIENCE 	<ul style="list-style-type: none"> explain how energy transfers occur and how we can control energy transfers to make our home energy efficient. explain photosynthesis and reproduction in humans. 	<ul style="list-style-type: none"> describe the stages of the rock cycle. describe the importance and uses of light. 
GEOGRAPHY	<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. 	<ul style="list-style-type: none"> use atlas maps to locate African Countries. use and interpret climate graphs of the Sahara Desert. use and interpret atlas and physical maps about The Great Green Wall.
HISTORY 	<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. 	<ul style="list-style-type: none"> describe life as a soldier during WW1. analyse interpretations of the Great War. evaluate the accuracy of the interpretations. 
 FRENCH	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> consolidate the use of "aller" to describe where we go on holiday. consolidate understanding of how to conjugate -ER verbs as well as use correct prepositions. conjugate -IR and -RE verbs in French. use the negative correctly.
SPANISH 	<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. 	<ul style="list-style-type: none"> consolidate the use of conjugating verbs in to the first person plural. use the verb "poder" to say what people are able to do. use the modal verb "deber" to say what we must do. look at conjugating -er and -ir verbs.









 <p>RE</p>	<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. 	<ul style="list-style-type: none"> • explain why religious believers hold specific views about the afterlife by using religious teachings. • explain the impact belief in the afterlife has on a person. • evaluate the idea that there is or is not an afterlife.
 <p>PERFORMING ARTS</p>	<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. 	<ul style="list-style-type: none"> • understand the style of Docu-Drama. • approach verbatim topics with sensitivity. • understand and demonstrate techniques used by Mark Wheeler to tell real stories. • develop the ability to interpret scenes and characters within a script.
<p>MUSIC</p> 	<ul style="list-style-type: none"> • analyse music from film. • compare musical devices used in film music. • compose a piece of film music in a minimalist style . 	<ul style="list-style-type: none"> • understand film genres and associated sounds and techniques. • understand what a leitmotif is. • develop keyboard skills. • perform a leitmotif in a group. <p>A leitmotif or Leitmotiv is a "short, recurring musical phrase" associated with a particular person, place, or idea. It is closely related to the musical concepts of idée fixe or motto-theme.</p>
<p>TECHNOLOGY</p>	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> • use advanced techniques to manufacture a product, including the use of power tools. • understand and apply advanced jointing and finishing techniques. • evaluate a final product - including modifications and manufacturing techniques.  <p>FOOD</p> <ul style="list-style-type: none"> • 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. 	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> • disseminate and analyse information to plan a project from printed form. • understand the importance of tolerances and fulcrums in design. • develop an understanding of power tools and equipment.  <p>FOOD</p> <ul style="list-style-type: none"> • investigate different dietary needs. • understand the information provided on a food label. • create an own choice food product suitable for a teenager to eat. <p>ELECTRONICS</p> <ul style="list-style-type: none"> • use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem. • understand and apply finishing techniques. • evaluate and modify a final product. <p>TEXTILES</p> <ul style="list-style-type: none"> • apply decoration and enhancement techniques during the manufacturing process. • quality assure and control of construction methods. • write a final evaluation, considering whether there any modifications or improvements that could be made.









SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
 ART	<ul style="list-style-type: none"> experiment and explore a range of media which includes watercolour, biro, fineliner, oil pastel and pencil. 	<ul style="list-style-type: none"> create a 'Day of the Dead' collage mask. make Papel Picado for 'Day of the Dead'. evaluate our work as it develops.
PE 	<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>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.
COMPUTER SCIENCE	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> develop an understanding of different animation types and techniques. create planning documentation for a given client brief. create an animation for a given client specification and evaluate it against success criteria. 
PSHE	<ul style="list-style-type: none"> be financially savvy and avoid debt. describe consumer law and your rights. plan for the future and explore careers. 	<ul style="list-style-type: none"> behave in order to achieve and lift our aspirations. explore human rights and the LGBTQAI+ community.










YEAR10

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
ENGLISH	<ul style="list-style-type: none"> respond to an exam question for 'An Inspector Calls'. respond to the reading questions in an English language paper. write, edit, redraft, and improve our narratives. understand the context for 'A Christmas Carol' as well as Dickens' reasons for writing it. 	<ul style="list-style-type: none"> respond to an exam question about 'A Christmas Carol'. annotate an unseen poem, looking at language and structural devices. analyse concisely and embed quotes for English language. 
MATHS	<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. 	<ul style="list-style-type: none"> identify angles and construct bearings. work with circles in all contexts. investigate vectors.
 SCIENCE	<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. 	<ul style="list-style-type: none"> understand what DNA is and how it can be extracted. investigate acid and alkalis and what they produce when they react. interpret the electromagnetic spectrum and understand how long wavelengths and short wavelengths can be used.
GEOGRAPHY	<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. 	<ul style="list-style-type: none"> use a map to describe the location of the Somerset Levels flood. use a flow chart to understand the evidence of extreme weather events in the UK. use line graphs to describe evidence of climate change from the beginning of the Quaternary period to the present day.
HISTORY	<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. 	<ul style="list-style-type: none"> understand how Elizabeth I controlled the country. analyse the accuracy of sources about government and poverty. evaluate interpretations put forward by historians on the Elizabethan period.
 FRENCH	<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 three tenses 	<ul style="list-style-type: none"> talk about sport. talk about technology. talk about TV and Cinema using the comparative. use vocabulary relating to actors and films.
SPANISH 	<ul style="list-style-type: none"> say where you went, who with, how you travelled to describe what you did on your holidays in detail. use sequencers when talking about holidays. understand the difference between the preterite and the imperfect tenses. extend your writing skills by mixing tenses and justifying opinions. 	<ul style="list-style-type: none"> talk about school subjects and express opinions on them. use the comparative in written and spoken form. understand the Spanish education system. describe your school and its facilities. describe and talk about school rules. mix tenses when talking about school.






SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
<p>RE</p>	<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. 	<ul style="list-style-type: none"> describe the impact Christian beliefs have on the world. describe core beliefs of the Islamic God Allah along with prophets and angels. explain the importance of divine messages in Islam.
<p>DANCE</p>	<ul style="list-style-type: none"> use CRADS to communicate choreographic intent. analyse the four production features in Shadows. develop a motif. 	<ul style="list-style-type: none"> critically analyse a stimulus to create choreographic intent. embed use of CRADS to communicate choreographic intent. analyse the four production features in Infra.
<p>MUSIC</p> 	<ul style="list-style-type: none"> develop an understanding of the elements of music. apply music technology production to a piece of music. plan and perform a solo piece using your chosen instrument. 	<ul style="list-style-type: none"> research and planning stage of unit 2 task 1 – composition. do a compositional analysis of existing work. do event planning. compose and develop a log of the 'celebration of the Olympics'.
<p>DRAMA</p> 	<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. 	<ul style="list-style-type: none"> critically analyse and evaluate the creative process of devising. practically create a devised performance from a stimulus. include a range of skills, techniques and devices to achieve the success criteria.
<p>FOOD PREPARATION AND NUTRITION</p>	<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. 	<ul style="list-style-type: none"> understand the primary and secondary processes of milk. use alternative milk substitutes. explore the nutritional properties of dairy products.
<p>DESIGN AND TECHNOLOGY</p> 	<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. 	<ul style="list-style-type: none"> understand how to research a design context. understand how to identify a client. understand how to create a specification.
<p>ART</p>	<ul style="list-style-type: none"> work in the style of Fernard Leger. create a range of compositions which reflects the artist's style. 	<ul style="list-style-type: none"> transfer and carve out a lino design, using a lino cutter. develop lino printing techniques using a block press. experiment with composition and create backgrounds when printing.
<p>MEDIA</p>	<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. 	<ul style="list-style-type: none"> develop knowledge of the James Bond franchise. analyse methods used in marketing and examine how effective they are. use our own knowledge to create film marketing material for a new film.
<p>HEALTH AND SOCIAL CARE</p>	<ul style="list-style-type: none"> understand life stage 'Early Childhood' (3-8 years). explain holistic development (PIES). identify patterns of development. 	<ul style="list-style-type: none"> understand factors that impact health. understand how life events impact development. develop assessment skills for PSA Task 2.







<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CORE PE</p>	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> the skills and tactics within a football game situation. the shots and rules associated with playing singles and doubles badminton. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> skills and tactics within a netball game situation. the shots and rules associated with playing singles and doubles badminton. 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> handball, focussing on the skills and tactics within a football game situation - indoor. football, developing passing, dribbling and shooting within game situations - outdoor. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> handball, focussing on the skills and tactics within a football game situation - indoor. football / netball, developing passing, dribbling and shooting within game situations - outdoor
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GCSE SPORT</p>	<ul style="list-style-type: none"> plan for and be able to demonstrate knowledge and skills during an outdoor and adventurous activity – developing our plans for the outdoor activity trip. develop our skills and knowledge of practical handball. 	<ul style="list-style-type: none"> evaluate the planning and taking part from the outdoor activity trip to the lakes. further develop our skills and knowledge of practical handball.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMPUTER SCIENCE</p>	<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. 	<ul style="list-style-type: none"> explore networks and the hardware associated with network connections. develop an understanding of encryption and when it is used. explore the history of computing including the Enigma machine
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CREATIVE MEDIA</p>	<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. 	<ul style="list-style-type: none"> create products using Photoshop skills, using advanced tools and techniques. plan projects for given client brief using a variety of planning methods.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ENTERPRISE AND MARKETING</p> 	<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. 	<ul style="list-style-type: none"> create a self-assessment of the final design ideas. collect peer feedback of the final design ideas using market research techniques.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TRAVEL AND TOURISM</p>	<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. 	<ul style="list-style-type: none"> understand the possible negative and positive impact of tourism and tourist activities on global destinations. understand the different types of impact that may affect local communities, economies and environments at global destinations. understand how some global destinations aim to reduce the negative impacts of tourism and increase the positive impacts of tourism to achieve sustainable tourism.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHE</p>	<ul style="list-style-type: none"> explore the criminal justice system and why it is in place. describe country lines and money laundering . explain anti-social behaviour and why it happens. 	<ul style="list-style-type: none"> evaluate the war on drugs and what is happening in the UK. explore the dangers of binge drinking. mange conflict at home and in modern British society.












YEAR 11

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
ENGLISH 	<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. 	<ul style="list-style-type: none"> • improve the way we analyse to consider different layers of meaning in literature extracts. • plan effectively for exam questions – for both language and literature. • proofread and edit to improve our responses to exam questions.
MATHS	<ul style="list-style-type: none"> • construct distance/time graphs. • estimate the area under a curve. • construct and interpret conversion graphs. 	<ul style="list-style-type: none"> • develop multiplicative reasoning. • develop geometric reasoning. • develop algebraic reasoning.
 SCIENCE	<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. 	<ul style="list-style-type: none"> • understand what hormones are, where they are produced and what organs they target. • investigate the process of fractional distillation and the purpose of this process. • investigate the current, charge and energy in electrical circuits.
GEOGRAPHY	<ul style="list-style-type: none"> • use global maps to describe the global variations in economic development. • interpret population pyramids. • use an atlas to identify the location of Nigeria. 	<ul style="list-style-type: none"> • explain why the rates of urbanisation vary across countries using evidence. • evaluate the opportunities and challenges that Lagos faces. • use and interpret line graphs with population data.
HISTORY	<ul style="list-style-type: none"> • analyse the impact of the Wall Street Crash on America. • describe suburbia. • analyse the role of America in WW2. 	<ul style="list-style-type: none"> • 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 school. • compare schools in the UK and in France. • discuss school rules and a school exchange. 	<ul style="list-style-type: none"> • develop talking about school. • discuss school rules and a school exchange. • learn a mixture of tenses including the conditional and the imperative. • understanding the imperfect tense.







SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
 CORE RE	<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. 	<ul style="list-style-type: none"> evaluate the claim heaven is real. describe what makes a good role model. explain where good role models get their beliefs from and how students can do the same.
GCSE RE 	<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. 	<ul style="list-style-type: none"> effectively revise core Christian beliefs. create a complex understanding of how Christian beliefs link together to create the big picture of the religion.
DANCE	<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. 	<ul style="list-style-type: none"> compare and contrast the set works (continuation). embed the use of CRADS. use choreographic skills to begin choreography. 
MUSIC 	<ul style="list-style-type: none"> complete PSA 2 'Developing music skills'. produce/compose/perform a piece of celebratory music. write a review on your process and final outcome. 	<ul style="list-style-type: none"> complete PSA 3: Responding to a brief. develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.
 DRAMA	<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. 	<ul style="list-style-type: none"> continue written exam study- 20 mark question and Live Theatre review. focus on the second scripted extract. communicate a script effectively, using various acting skills to engage the audience and sustain their interest throughout a performance.
 DESIGN AND TECHNOLOGY	<ul style="list-style-type: none"> apply a successful finish to a product. evaluate a product against a specification. evaluate a product using client and personal opinions. 	<ul style="list-style-type: none"> apply a successful finish to a product. evaluate a product against a specification. evaluate a product using client and personal opinions.
ART 	<ul style="list-style-type: none"> prepare for mocks by researching artists. experiment and explore in the chosen artists' styles. develop a range of techniques that will be used during the mock exams. 	<ul style="list-style-type: none"> research and explore the new exam brief and its possibilities create a moodboard and mindmap which focuses on final exam themes.
CREATIVE iMedia	<ul style="list-style-type: none"> create interactive digital products for a given client brief. 	<ul style="list-style-type: none"> review products and their suitability for the client and target audience.





SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
FOOD PREPARATION AND NUTRITION	<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. 	<ul style="list-style-type: none"> research the theme of dietary fibre, focus on how we can increase the amount of NSP in our diet, and create food items to showcase this. complete a dovetailed time plan in preparation for the GCSE exam w/c 20th Feb 2024.
MEDIA	<ul style="list-style-type: none"> explore industry issues relating to The Archers. explore audience issues relating to The Archers. practise exam skills. 	<ul style="list-style-type: none"> explore industry issues related to newspapers. analyse the media language used on two front pages. practise exam skills. 
HEALTH AND SOCIAL CARE	<ul style="list-style-type: none"> assess knowledge on for learning outcome A – Comp 2. assess knowledge on for learning outcome B – Comp 2. resit PSA - Comp 1. 	<ul style="list-style-type: none"> analyse physiological health indicators. understand how to monitor health readings. link risks to health.
CORE PE	<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>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"> plan and participate in an OAA. evaluate your planning and participation in the OAA trip. 	<ul style="list-style-type: none"> develop an understanding of contemporary issues in sport. begin to understand the different issues which effect participation in sport for different user groups.
COMPUTER SCIENCE	<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. 	<ul style="list-style-type: none"> further develop skills in programming by completing a twenty-hour NEA.
 ENTERPRISE AND MARKETING	<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. 	<ul style="list-style-type: none"> plan a pitch to communicate the branding and promotion ideas, considering the needs of the audience and appropriate media. develop personal and presentation skills to assist with the delivery of the pitch.
PSHE	<ul style="list-style-type: none"> develop better study skills and be prepared for exams. prepare for college, university and possibly living alone. 	<ul style="list-style-type: none"> challenge stereotypes and explore multiculturalism. explore healthy living and healthy relationships.





In Performing Arts, we have had another busy half term.

In Music, the choir, a Capella group, and school band have been rehearsing hard in preparation for the five carol concerts bringing the Christmas spirit to Millfield at Thornton Methodist Church.

Special mention to the talented vocal soloists Edie Goldie, Shinaya Hunte, Ava Price & Islay Woolfenden.

In January, our new extracurricular '**Millfield Rock band**' will start on Fridays 3-4pm.



Poulton Music Centre is delivered in partnership with Millfield Science and Performing Arts College and will run on a Wednesday after school from January 2024. The music centre will provide ensembles for all abilities. New ensembles will start throughout 2024.

To find further details please visit <https://www.lancashiremusichub.co.uk/site/get-involved/poulton-music->





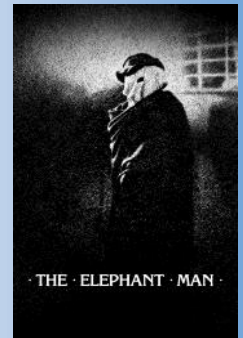
This term we have been rehearsing for **Dance Festival** culminating in a performance at the Winter Gardens, in which our Dancers performed beautifully.

We have also received a place in the **Wyre and Fylde Dance Competition** and will be starting rehearsals in January.

The **KS3 Performing Arts Club** has been looking at a variety of scenes from musicals and improving our confidence, teamwork and acting techniques.



As well as this, we have also enjoyed a trip to Blackpool's Grand Theatre to watch **The Elephant Man**. The students thoroughly enjoyed learning about the story and seeing people with different disabilities represented on stage in such an inclusive performance.



KS3

Year 7 have been learning about the history of theatre, exploring the styles and techniques of Greek, Shakespearian, Commedia, Melodrama and technical theatre.

Year 8 have been learning how to choreograph from a stimulus. They have used the stimulus of Evacuees to create a sensitive contemporary dance which focuses on the use of motif and development





KS4 DRAMA

Year 10 have been using different types of stimuli as a starting point in creating a devised performance, using a wide range of dramatic devices.

Year 11 have been looking at Blood Brothers, exploring both practically and theoretically in preparation for their written exam and have also been working on their monologue script extracts for their set text component.

KS4 DANCE

Year 10 have been analysing Christopher Bruce's Shadows and using his work and use of props within dance as a stimulus for their own duet/trio choreography.

Year 11 have been studying the six Dance anthology pieces and comparing and contrasting them in preparation for their exam, they have also been working on their duet/trio dances taking inspiration from their set phrases.

Keep up to date with 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!





MILLFIELD SCIENCE & PERFORMING ARTS COLLEGE
PRESENTS

IN AID OF THE WINTER GARDENS TRUST

CELEBRATION OF MUSIC 2024

NIGHT AT THE MUSICALS

A CELEBRATION OF MUSIC FEATURING PUPILS FROM
SCHOOLS ACROSS THE FYLDE COAST

OPERA HOUSE

BLACKPOOL

TUESDAY 12TH MARCH 2024

6:30PM - 9:00PM

ADULTS £9.00 CHILD £5.00

BOOK ONLINE - WWW.WGBPL.CO.UK

BOOKING FEES APPLY

VISIT: BOX OFFICE AT THE WINTER GARDENS BLACKPOOL - NO BOOKING FEE.
RESORATION LEVY APPLIES



15 YEAR ANNIVERSARY



PERSONAL DEVELOPMENT



Extra curricular Activities after School

In addition to the STEM activity, we offer a wide range of extracurricular activities after school. These include:

- Newspaper club
- Sign language and Euro club
- STEM club
- Rugby club



These activities are a great opportunity for students to develop their interests and talents, and to meet new friends.

Newspaper Club

The newspaper club is a great place for students to learn about journalism and to develop their writing skills. The club is currently planning for its first edition to be published in January. The students have been working hard on reporting on a variety of school-based and wider world issues.

Sign Language and Euro Club

The British Sign Language club and Euro club are great places for students to develop their communication skills and to learn about different cultures. The clubs are open to all students.

STEM Club

The STEM club is a great place for students to learn about **S**cience, **T**echnology, **E**ngineering, and **M**aths.

Rugby Club

The rugby club is a great place for students to learn about teamwork and sportsmanship. The club is coached by Fylde Rugby Club and is open to all KS3 students on Wednesdays after school.

Football Teams

The school has also had great success with its football teams. Year 7 won the Fylde and Wyre league and Year 8 and 9 were runners up. Year 10 were 3rd in their league. Further finals will be played after Christmas.

Girls' Year 7 and 8 Teams

The girls Year 7 and 8 teams have also had great success. Year 8 girls' team got to the final of both the Fylde and Wyre cup and the Blackpool and District cup. They lost on penalties in the Blackpool cup. They did not concede a goal in any of the rounds. The year 7 team reached the quarter finals of both cups.

Swimming

A special mention should go out to two of our top swimmers who recently competed in the Blackpool swimming competition at South Shore Academy. Kean Goddard and George Barrans both won their events and achieved 'personal best' times. Well done lads.

Careers Education

The school continues to provide excellent provision in careers education. On 12th December we are hosting a careers in the sports industry day for students to learn about careers in sport. We are also proud to say that our Senior Assistant Headteacher has been invited to a Lancashire Senior Leader briefing to speak about the success of the school's careers programme and how we achieved the National Careers Award.





PERSONAL DEVELOPMENT



Year 10 OCR Sport Students Embark on Exciting Lake District Adventure



Year 10 OCR Sport students recently embarked on an exhilarating adventure to the picturesque Lake District, where they engaged in a series of thrilling activities, including ghyll walking and rock climbing.

We are delighted that our students had the opportunity to take part in such a wide range of extracurricular activities. We believe that these activities are an important part of a well-rounded education.



We would like to thank all of our staff for their time and dedication.



Millfield Science and Performing Arts College @Millfieldhighsc · 3h
Our students enjoyed making their own Chinese characters in Mandarin Club this evening. We are so lucky to have this club run by specialist teachers.

#TeamMillfield
##BeExceptional



Millfield Science and Performing Arts College @Millfieldhighsc · 15h

In today's needle felting session in textiles club, the students did a great job of creating their Christmas baubles, especially since this was their first time needle felting. We had so much fun, whilst watching Nativity to get into the Christmas spirit.

Millfield Science and Performing Arts College @Millfieldhighsc · Dec 1
Year 10 students had a wonderfully festive time yesterday watching a superb performance of 'A Christmas Carol' at the Dukes Theatre in Lancaster.





Star Student

MARIE WILDING

Last weekend Marie competed in a dance competition "Royals Dance Events" in Chorley. She placed 3rd in her lyrical section. WELL DONE!



HOT CHOCOLATE WITH THE HEAD

Brooke Russell	7 S2 HRD/CMR
Phoebe James	7 B2 ECO
Sophie Cudlip	7 H2 TYE
Ava Adams	7 B2 ECO
Logan Wright	7 H1 LJO
Isaac Veitch	7 R1 GHI

The students have been nominated by Mr. Doxey for their excellent work in P.E.



Class of 2023 Year 11 GCSE Certificate & Presentation of Awards Evening

On Wednesday 15th November, our summer Year 11 leavers said a final farewell to Team Millfield as they returned to receive their GCSE and vocational certificates and awards, which were presented to them by Mrs Regan. The school was bustling with family and friends, who had come along to share in the celebrations; it was a proud moment for everyone.

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

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

Mrs Nicola Regan
Headteacher

We are delighted to announce that we have now appointed a team of Equality Ambassadors who will help to drive forwards our work on embracing diversity and equality of opportunities. The team have been meeting once per fortnight and are devising plans to promote and encourage equality for all.



Mrs. J. Fawcett (Assistant Headteacher)

PRESENTATION EVENING 2024 - SPONSORSHIP

WOULD YOU OR YOUR COMPANY LIKE TO BECOME A SPONSOR?

WOULD YOU LIKE TO SUPPORT THE SUCCESS OF OUR STUDENTS?

WHAT DOES THIS INVOLVE:

- Donating a monetary amount to an award.
- Receiving a personal invite to Presentation Evening.
- Reserved seating at the front of the hall.
- Invite to join staff, Governors, sponsors and dignitaries for a light buffet after the ceremony.
- Recognition for being a sponsor on the night and in the programme.

If you would like further information, please contact Mrs Jacqueline Hall (Headteacher's PA/ Office Manager) on: 865929 or admin@millfield.lancs.sch.uk.

Deputy Headteacher's Maths Challenge A Weighty Problem!

When asked about his birthday, a man said:

"The day before yesterday I was only 25 and next year I will turn 28."

This is true only one day in a year - when was he born?



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





Christmas ROLL-A-STORY



Roll #1 CHARACTER	Roll #2 SETTING: TIME	Roll #3 SETTING: PLACE	Roll #4 CONFLICT/PLOT	
	A Snowman	Christmas Eve	A Winter Wonderland	An Exciting Discovery is Made
	An Elf	In the Middle of the Night	Santa's Village	A Mystery Needs to be Solved
	Santa Claus	Christmas Morning	A Christmas Party	An Adventure Takes Place
	A Reindeer	Christmas Night	A Gingerbread House	Someone Goes Back in Time
	A Gingerbread Boy or Girl	The Day After Christmas	The North Pole	Something or Someone is Lost
	A Nutcracker	Over Winter Break	Up on the Rooftop	Someone is Trying to Ruin Christmas



Grateful
MAMMAMAM.COM

"I'm a little reindeer,
Ready to fly.
I'll pull Santa's sleigh
Up in the sky.
Christmas is here,
We can't be late.
All the children
Just cannot wait!"

~ By an Unknown Author



reliveson.com

FIND SANTA'S REINDEER!

L V C A D E J S T K K G E R
 K I J I P X R J T J I H O E
 D O P F G A R U K L J O G E
 V U W G Q E I O D D R R R D
 C Q A L C R E N N O D Z D N
 S S K N Y K Z W E H L D A I
 D N A B L I T Z E N A P S E
 B R I C N V H W P N T Q H R
 P V K T E N I Q C X E G E T
 X Y T Q L A E E W S M F R Y
 O J B C H R R X X L O W K M
 Q U N B S O R N I S C M H U
 W O O G R V Z S N V Q S L N
 I W M H L G G N S B H E N J

Reindeer Dasher Dancer Prancer Vixen
 Comet Cupid Donner Blitzen Rudolph

www
printables



HOLIDAY ACTIVITIES AND FOOD PROGRAMME



The HAF programme is in place to ensure all children get the chance to have healthy happy holidays so they can:

- be more active
- learn new skills
- meet up with friends and make new ones
- get a tasty nutritious meal
- work together and stay safe

The activities on offer will help to increase self-esteem and improve wellbeing. There will also be advice and information on healthy eating and nutrition, but the focus is definitely on fun and friends.



SportsCool, ages 5 - 12

Location: Baines Endowed VC Primary School, Thornton Cleveleys

Dates: Tuesday 02 - Friday 05 January 2024

Multi Sports course with activities such as archery, tri-golf, and ultimate-frisbee alongside winter and New Years craft activities.

Fleetwood Gym Amateur Boxing Club, ages 9 - 16

Location: YMCA Lofthouse Building, Fleetwood, FY7 6JL

Dates: Tuesday 02 - Friday 05 January 2024

We focus on all aspects of the sport including, bag & pad work, fundamental technique, controlled sparring and when possible 1-1 coaching.



SportsCool SEND, ages 5 - 12

Location: Baines Endowed VC Primary School, Thornton Cleveleys

Dates: Tuesday 02 - Friday 05 January 2024

Multi Sports course with activities such as archery, tri-golf, and ultimate-frisbee alongside winter and New Years craft activities.



Fylde Coast Holiday Club

Location: Fleetwood High School

Dates: Tuesday 02 - Friday 05 January 2024

Sporting activities including: Football, basketball, badminton, rounders, dodgeball and cricket. Plus arts and crafts, den building and more.



These are some examples of the clubs and activities on offer, please use this link to look at the full programme and to see who is eligible.

<https://www.lancashire.gov.uk/children-education-families/school-holiday-activities/>



FTCT Poolfoot Farm, ages 5 - 12

Location: Poolfoot Farm, Thornton Cleveleys

Dates: Wednesday 03 - Friday 05 January 2024

Structured football sections with daily themes i.e. Dribbling, Passing and Shooting. Afternoon tournaments give the children the opportunity to practice.

YEAR 10 WORK EXPERIENCE MOCK INTERVIEW DAY 2024



Wednesday,
17th January 2024

with staff from

Victrex,
H.S.B.C,

Virgin Money,
Blackpool & the Fylde College,
Blackpool 6th Form College,
NHS



Further details will be available in December, which will be displayed on see the examination notice boards .

*Dress smartly in appropriate day/interview wear or school uniform. **NO JEANS.***

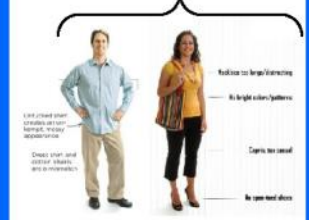
'FIRST IMPRESSIONS COUNT'



Interviewing Attire DOs



Interviewing Attire DON'Ts





Merry Christmas

