

Issue No 11

9th February



February 9th

School closes for half term

February 19th

School reopens

February 20 - 23

Year 11 Food NEA exam

February 23rd

DTP/Meningitis vaccinations - Year 9

March 5th

World Book Day

March 6th

Careers Day

March 7 - 15th

Year 11 Mocks

March 12th

Celebration of Music



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#BeExceptional



Millfield MESSENGER

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Dear Parents and Carers

It has been a very short, yet very positive half term.

As part of our outstanding careers programme, on Tuesday 30th January, we welcomed a panel of **Millfield alumni** back to school. Every student, in every year group, got to listen to their inspirational career journeys after they left Millfield: Callum owns his own coffee shop; Hayley and Scott work at Victrex; Matthew is an architect and Chloe will complete her training as a nurse in September. Students were able to ask the panel questions about their careers: how they applied for the job; what university was like; what an apprenticeship is and how they have achieved promotions. It was a superb day, and we are so grateful to them all for giving up their time to inspire and support our students. **If you, or anyone you know, would be interested in getting involved in future career panels, please contact Mr Smith r.smith@millfield.lancs.sch.uk**



For their **GCSE history** course, a group of upper school students visited the Waterside Arts Gallery. The students had a fantastic learning experience, including watching a mock trial of Elizabeth I; their behaviour was exceptional. The history department have also launched their new initiative of **'Wispa Wednesdays'** and students are rising to the challenge of producing exceptional work in their history lessons.

On 7th February, students took part in a full day of PSHE and RSE lessons. Students learned about a variety of topics, ranging from keeping safe online, bullying, dealing with stress and anxiety and how to get a good night's sleep. The feedback from students following these days is always incredibly positive; they tell us they enjoy the opportunity of being able to discuss issues in smaller class sizes with teachers they know and trust.

We recently welcomed three trainee teachers to school for the day. They were completely amazed by our outstanding school – the culture of high expectations; the outstanding behaviour; the calmness and quietness of children learning in lessons (across the school) and, what I thought was really wonderful, how happy the students were. They said they had never, ever been in a school like ours!

In the run up to Easter we have a number of important dates on our calendar: for Year 10, we will be launching the application pack to be our new senior students for 2024 to 2025, just before they go on their two-week work placements. The Year 11s will receive their bespoke revision guides, written by their class teachers to aid their revision and the Year 11 assemblies will focus on effective revision strategies and **"How to Revise Like a Champion"**, which will be led by Mr Edwards.

After the half term, we welcome Mr Johnson to the school, who will be joining the pastoral team as a new mentor – Mr Johnson is an ex-military army mentor and will be with us until the summer term.

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.

Wishing you a wonderful half term and a huge thank you to the staff who are taking students to New York during the half term holiday.

Best wishes

Mrs N Regan

Be Exceptional!

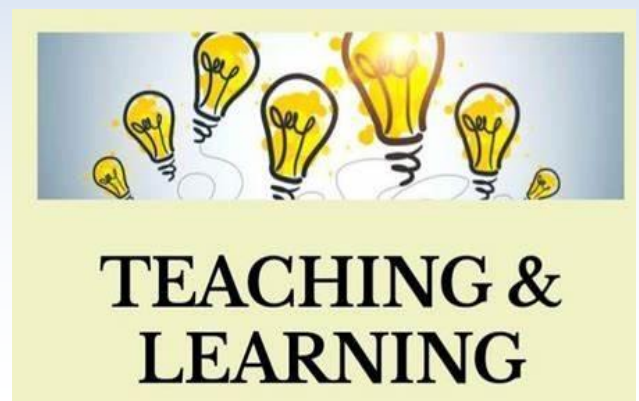
Missed a lesson?

At Millfield we are always encouraging students to catch up any missed learning. In Year 7 and 8 we are currently giving students a purple slip when they return from an absence that reminds them which subjects have been missed. When they take this slip to their next lesson, they are informed of how to catch up the learning that they have missed. This has resulted in students not being confused in their sequence and learning and feeling more prepared for an assessment week than in previous years.

This half term we have looked to support students who have had longer periods of absence with this initiative.

The structure is still the same except instead of individual tasks for each lesson missed work will be summarised into one short task per subject. This again keeps the amount of work required to catch up low but just as impactful for progression in the subject.

As this an adaptation of the process, I seek feedback from students to make sure the process is having the most impact for them in a time efficient way.



Now that Key Stage 3 forms have moved into the hall at the start of the day it has been excellent to see so many students come up to me and ask for a missed learning slip. This shows how proactive students are being in not only progressing in each subject but securing their bright future.

HOT CHOCOLATE WITH THE HEAD

Sophie Depledge	10 B NAL
Aston Simpson	10 E DSS
Tia Stewart	10 E DSS
Aaron Schofield	10 F AMR
Ewan Woodcock	10 C CGO
Holly Linacre	10 D THI
Liam Rawcliffe	10 A AMR

The students have been nominated by Miss Norman for their excellent work in Food Preparation & Nutrition





&

Graduation

The student council have been working extremely hard to find solutions to the common problems students share. A bigger focus this year has been on having **every voice heard**.

Following half term, students will be attending form time across the school to find out any ways, as a school, we can make life better for all.

Following the Christmas appeal, students have now turned their attentions to what we can do support further charities coming up to the Easter break.

We would like to thank all who supported our previous appeal and hope the generosity can stretch further to upcoming events.

Students should now be completing tasks both in form time on a Friday and at home. This will support them in achieving the higher expectations come the end of the year.

The party day is booked in the calendar and the graduation evening. A save the date will be sent home soon after the half term break.

Extracurricular figures are at a whole school high and Year 9 is no different. The year group have increased by nearly 10% based on last year's figures. Please encourage students to get involved in all aspects of school life and the opportunities available to them.

**** Deputy Headteacher's Maths Challenge ****

Tim saw that his oven digital clock was showing 1:23, and noticed that each number was one higher than the number to its left.

He wondered: of all the different clock times from 0:00 to 12:59, how many are like that? And what exactly are those clock times?

Can you help Tim out?

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



HOME LEARNING PAGE

What is Home Learning?

- Home learning is any task or assignment set by teachers to be completed outside of school hours.
- Homework usually relates to topics that students have been studying in lessons.
- It can take many formats, such as reading and writing assessments and research tasks.

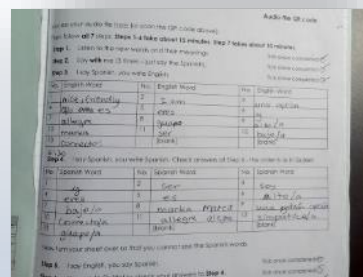
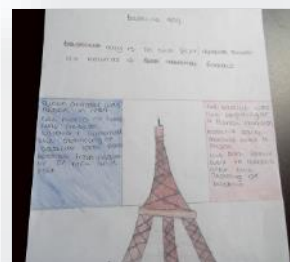
Benefits of Home Learning

- Home learning encourages parents to take an interest in a child's school life.
- It improves essential skills through regular practice.
- It helps develop time management skills.
- Home learning allows children to learn in a comfortable environment.
- It provides more time for learning than is always dedicated to a certain subject during school hours.

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

Congratulations go to students in MFL - who have produced outstanding examples of creative home learning, in which they have focused on vocabulary learning worksheets incorporating technology.

The worksheet is also placed on Synergy in case they can't scan the QR code. There are eight steps which aid in the students learning a list of vocabulary. The home learning allows students to speak, listen and read/write, developing all four skills. In the second grid, students can check their answers and purple pen their spellings after checking their answers on Quizlet. Students then further practice the vocab on Quizlet. The list of vocabulary either serves to recall / recap words from lesson or introduce new vocabulary in preparation for future lessons.



If you were born in February, your birthstone is an amethyst, and your flowers are violets and primroses.



We are currently 1.5% above national since September – well done



Tea

eco club

Planning Ahead!



Our Eco Club members have embarked on a noble mission this week, tirelessly working to diminish the confidential waste generated by our school. Their aim is to recycle books with blank pages, ensuring they find a new purpose within our school community.

Over the past fortnight, our Eco Club has devoted its energy to enhancing our eco-friendly garden. With unwavering dedication, our students have rolled up their sleeves, revitalizing the garden beds and preparing the soil for the imminent winter planting season. Moreover, we are thrilled to announce our collaboration with the technology department, as we endeavour to integrate innovative solutions into our garden, safeguarding both our flora and ourselves.



In tandem with our garden endeavours, our school's Eco Team has diligently gathered paper waste from various corners of the site, encompassing used paper, cardboard, and even discarded whiteboard pens. By undertaking these efforts, we are furthering our commitment to minimize our environmental footprint and champion sustainability.

This week, our students partnered with the woodworking department to fashion a new border for our herb garden. Armed with nail guns and a spirit of collaboration, they crafted a sturdy frame, poised for installation in the forthcoming weeks, contingent upon favourable weather conditions.

Stay tuned for our forthcoming ECO letter, where we will provide comprehensive updates on our ongoing projects and other eco-conscious initiatives blossoming within our school community.

Every year on the third Sunday in February we celebrate **World Whale Day**. This year it will be held on the 18th of February, and the aim of the day is to raise awareness about whales, the threats they face, and how we can help them. Whales are collectively known as cetaceans, along with dolphins and porpoises. They are marine mammals, of which there are two groups; baleen whales (such as the Blue Whale or the Humpback Whale) and toothed whales (such as Orcas or the Common Dolphin).

There are currently 30 known species of cetaceans that live or visit UK waters, including some that we are lucky to have off the Fylde Coast; harbour porpoises, short-beaked common dolphins, bottlenose dolphins, white-beaked dolphins, risso's dolphins and the fin whale. For a more comprehensive list of cetaceans in UK waters visit: www.seawatchfoundation.org.uk/ukcetaceans



World Whale Day is celebrated every year on the third Sunday in February and this year, it takes place on February 18. This day seeks to appreciate these aquatic creatures that are an important part of the ecosystem. It also goes beyond that and draws attention to the man-made challenges that have erupted making marine life difficult.



RECOMMENDED READS

'Black Women in Science' by Kimberley Brown Pllum Phd and

'Black and British' by David Olusoga

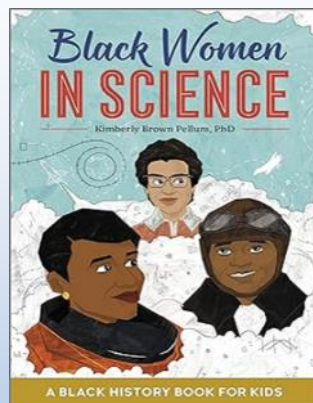
'Black Women in Science'

Week A's Library Book of the Week is 'Black Women in Science' by Kimberley Brown Pllum PhD. This book brings something special to black history books for kids, celebrating incredible Black women in STEM who have used their brains, bravery, and ambition to beat the odds.

Bold, black women in science—where will their inspiration take you?

Throughout history, black women have blazed trails across the fields of science, technology, engineering, and mathematics. *Black Women in Science* brings something special to black history books for kids, celebrating incredible black women in STEM who have used their brains, bravery, and ambition to beat the odds.

Black Women in Science stands out amongst other black history books for kids - featuring 15 powerful stories of fearless female scientists that advanced their STEM fields and fought to build a legacy. Through the triumphs of these amazing women, you'll find remarkable role models.



Black Women in

Science goes where black history books for kids have never gone before, including:

Above and beyond - Soar over adversity with Mae Jemison, Annie Easley, and Bessie Coleman.

Part of the solution - Discover the power of mathematics with Katherine Johnson and Gladys West.

The doctor is in - Explore a life of healing with Mamie Phipps Clark, Jane Cooke Wright, and many more.

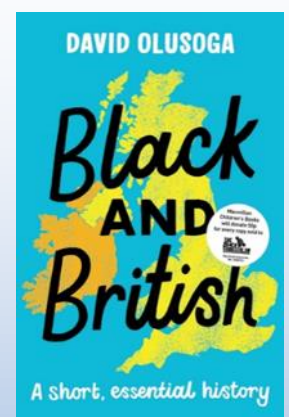
'Black and British'

Week B's Library Book of the Week is 'Black and British' by David Olusoga. In this companion book to the BBC2 series, historian Olusoga, explores the enduring relationship between Britain and people whose origins lie in Africa.

Drawing on new genealogical research, original records, and expert testimony, *Black and British* reaches back to Roman Britain, the medieval imagination, Elizabethan 'blackamoors' and the global slave-trading empire. It shows that the great industrial boom of the nineteenth century was built on American slavery, and that black Britons fought at Trafalgar and in the trenches of both World Wars.

Black British history is woven into the cultural and economic histories of the nation. It is not a singular history, but one that belongs to us all.

Unflinching, confronting taboos, and revealing hitherto unknown scandals, Olusoga describes how the lives of black and white Britons have been entwined for centuries.



So many BOOKS
So LITTLE time

Congratulations!

This term in Performing Arts we have successfully performed and achieved **second place** in the Wyre and Fylde Dance Competition. This year's stimulus was "Breaking boundaries". We chose to theme our performance on women's rights.

Realising women's rights has not always been a priority. Women around the world have suffered violations of human rights throughout their lives, but why? We are all entitled to human rights. These include the right to live free from violence and discrimination; to enjoy the highest attainable standard of physical and mental health; to be educated; to own property; to earn an equal wage and most importantly to be considered an individual in her own right, defined on her own terms, by her own intellect and accomplishments and given the same opportunities as men.

Women's rights are human rights.



We have also announced, cast and started rehearsals for our school first full scale production post covid-**Grease**. We were extremely proud and impressed with the auditions and can't wait for you to see a taster of what is to come at the **Celebration of Music** in March.

Grease will be performed 9th and 10th July 2024.

PERFORMING
ARTS

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





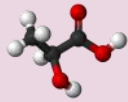


Creating Bright Futures















CURRICULUM
UPDATES
SPRING
EDITION 2024

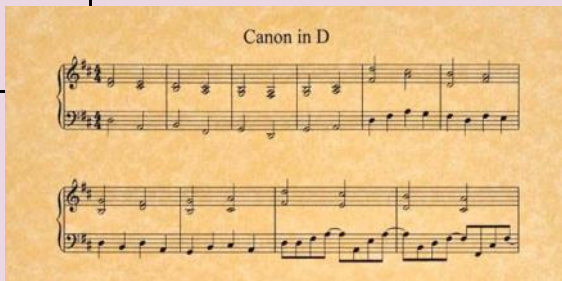


YEAR 7

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
ENGLISH 	<ul style="list-style-type: none"> understand the influences of different languages on the English language. recognise and use standard English. make inferences about non-fiction texts. 	<ul style="list-style-type: none"> understand how poetry can be used to express thoughts and feelings. analyse the language of poetry. annotate poems effectively.
 MATHS	<ul style="list-style-type: none"> develop formal methods for number calculations. solve problems in the context of perimeter. solve financial maths problems. 	<ul style="list-style-type: none"> apply operations to directed numbers. manipulate fractions. evaluate algebraic expressions.
SCIENCE 	<ul style="list-style-type: none"> construct electrical circuits in order to investigate current and voltage. explain how muscles and bones interact during everyday activities. 	<ul style="list-style-type: none"> explain how muscles and bones interact during everyday activities. explain how substances can be separated using a variety of techniques.
GEOGRAPHY	<ul style="list-style-type: none"> describe how landscapes are made up. describe the processes of weathering, erosion, transportation and deposition. use and interpret maps to show an understanding of the physical landscapes. 	<ul style="list-style-type: none"> describe where mountainous landscapes can be found in the UK. explain the main physical process that cause the hydrological cycle. label and annotate maps and diagrams.
HISTORY	<ul style="list-style-type: none"> describe the claimants to England in 1066. explain why William won the Battle of Hastings. analyse how England changed under the Normans. 	<ul style="list-style-type: none"> describe the causes of the first crusade. analyse key events in the first crusade. evaluate two different sources on the aftermath of the first crusade.
 SPANISH	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> embed the verb “tener”. consolidate saying what people do, especially in the third person. use the negative.
FRENCH	<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. 	<ul style="list-style-type: none"> consolidate the key verbs ‘avoir’ and ‘être’ use the verb ‘faire’ with a range of activities. conjugate - ‘er’ verbs in the present tense.
 RE	<ul style="list-style-type: none"> describe the different understandings each dharmic faith has about the concept of dharma. explain why dharma is such a central belief to many religions. evaluate how much dharma impacts religious believers' lives. 	<ul style="list-style-type: none"> describe what makes a good role model. describe examples of role models from Christian, Hindu, Sikh and Atheist perspectives. explain why some people are seen as role models and others are not.

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 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>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"> 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 basic techniques to manufacture a product . understand and apply basic finishing techniques. evaluate a final product. <p>TEXTILES</p> <ul style="list-style-type: none"> evaluate whether the final product meet the brief / needs and wants of the user. suggest improvements and modifications for the product. apply hand embroidery skills during manufacturing process.
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">ART</p>	<ul style="list-style-type: none"> create our own final painted outcome which shows own mixing of paint colours and tones. create an artist research page which includes annotation. 	<ul style="list-style-type: none"> explore the artist Michael Craig Martin and use his style to inspire own work. create artist research page on Michael Craig Martin. 
<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 -</p> <ul style="list-style-type: none"> develop leadership skills within the activities we have covered this year (badminton/ football). <p>Girls' PE -</p> <ul style="list-style-type: none"> develop leadership skills within the activities we have covered this year. (badminton/ football).
<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"> develop an understanding of binary, how and why it is used and how to convert it into denary. develop skills in using spreadsheets and designing products to suit given audiences. use planning techniques and algorithms effectively.

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
	<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. 	<ul style="list-style-type: none"> understand the Horror genre. use physical theatre style and body as a prop. master a range of performance techniques such as still image and soundscapes. 
	<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. 	<ul style="list-style-type: none"> understand the layout and structure of the symphony orchestra. learn about the layout and structure of the symphony orchestra. master a range of performance techniques such as still image and soundscapes.


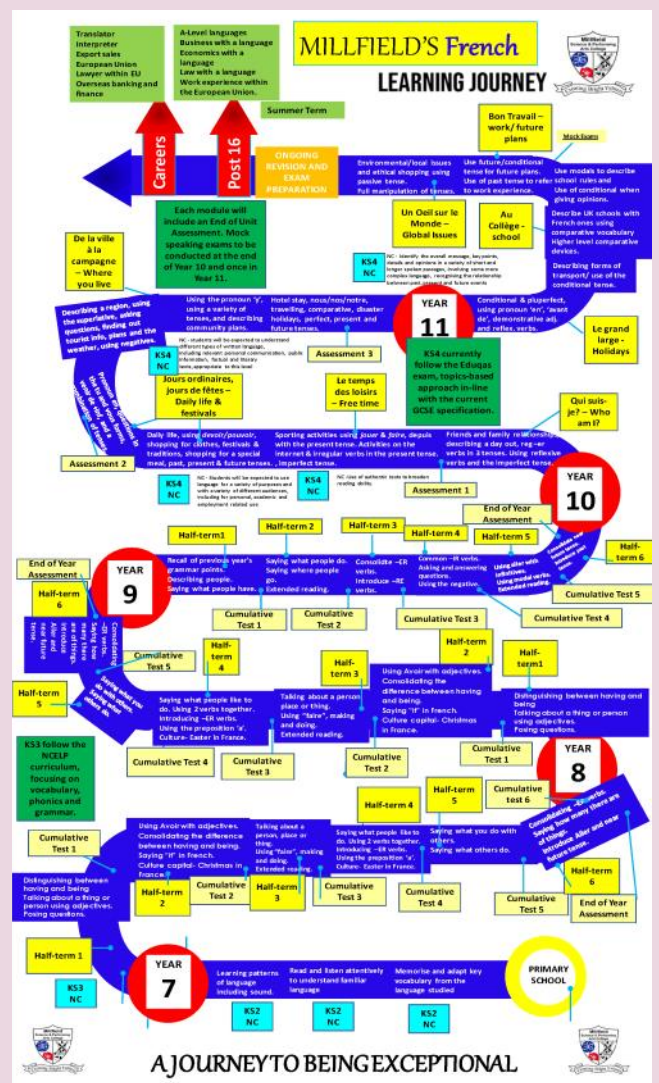


Not sure what your son or daughter is studying in school this term?









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.

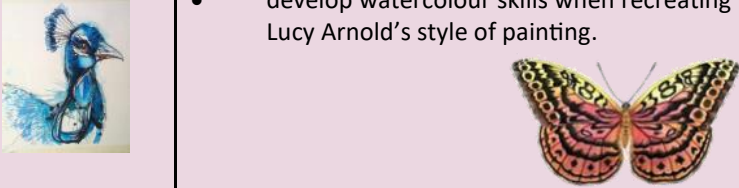
Select a department from the menu on our school website, click on the icon and you will find the 'Learning Journeys' for that subject.

YEAR 8

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
ENGLISH 	<ul style="list-style-type: none"> analyse the impact of specific words in our reading responses. recognise and use persuasive techniques in our writing. plan and draft and perform a persuasive speech. 	<ul style="list-style-type: none"> understand the social and historical context to Shakespeare's 'Macbeth'. analyse how characters are presented in play texts. understand the key features of tragedy.
 MATHS	<ul style="list-style-type: none"> develop algebraic techniques. use directed number with algebra. write numbers using standard form. 	<ul style="list-style-type: none"> manipulate fractions and percentages. write numbers in standard index form. develop money sense.
SCIENCE 	<ul style="list-style-type: none"> explain how sound is generated and detected. use nutritional information to describe the importance of a balanced diet. 	<ul style="list-style-type: none"> explain the advantages and disadvantages of combustion. identify the structure and properties of solids, liquids and gases.
GEOGRAPHY	<ul style="list-style-type: none"> identify different features of a biome. use and interpret climate graphs of the tropical rainforest. explain the nutrient cycle. 	<ul style="list-style-type: none"> identify the location of Russia. describe what Russia is like. use, interpret and describe ground photos. 
HISTORY	<ul style="list-style-type: none"> describe the causes of the Civil War. explain why Charles I was executed. analyse an interpretation on Charles' execution. 	<ul style="list-style-type: none"> understand the global impact of slavery. analyse the role that Lancaster, Oguuaa and Bridgetown played in the transatlantic slave trade. explain how the abolition movement helped to end the slave trade.
 SPANISH	<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. 	<ul style="list-style-type: none"> consolidate the use of 'poder'. use the verb 'deber' to say what you must do. use the infinitive after the verbs 'poder' and 'deber'. conjugate – 'er' and – 'ir' verbs in the present tense.
FRENCH 	<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. 	<ul style="list-style-type: none"> consolidate the key verbs 'avoir' and 'être'. use the verb 'faire' with a range of activities . conjugate – 'er' verbs in the present tense .



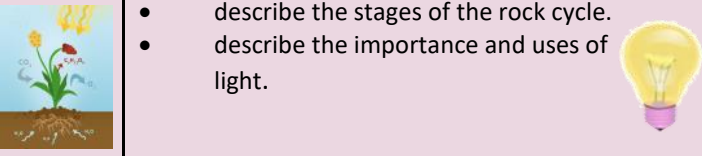




SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
 RE	<ul style="list-style-type: none"> describe how the many sources of authority in Christianity and Judaism guide followers how to act. explain the importance of different sources of authority to Christians and Jews. evaluate what the right way to act is. 	<ul style="list-style-type: none"> describe how all people, religious and non-religious, should treat the world. describe the reasons people have for looking after the world. explain the importance of looking after the world.
PERFORMING ARTS	<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. 	<ul style="list-style-type: none"> understand and explore Theatre in Education. create a performance from a stimulus. explore using Epic Theatre techniques.
MUSIC 	<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. 	<ul style="list-style-type: none"> understand the importance and context of protest music within reggae music. understand the musical features of reggae music including offbeat, hooks and riffs. perform and record in an ensemble verse/chorus. develop skills as an ensemble.
  TECHNOLOGY	<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"> 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>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"> chop an onion correctly. investigate how raising agents work. <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 an artist research page based on Lucy Arnold which includes annotation. • develop watercolour skills when recreating Lucy Arnold's style of painting. 	<ul style="list-style-type: none"> • work in the artist style of Lucy Arnold. • explore and experiment with a range of media including watercolour and pencil crayon. • develop observational drawing skills.
<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"> • leadership skills within the activities we have covered this year (badminton/football). <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • leadership skills within the activities we have covered this year (badminton/football).
<p>COMPUTER SCIENCE</p>	<ul style="list-style-type: none"> • convert between binary and denary and vice versa and write algorithms to describe these conversions. • convert between binary, denary and hexadecimal. • use spreadsheet software to automate the process of converting between binary, denary and hexadecimal. 	<ul style="list-style-type: none"> • convert between binary and denary and vice versa and write algorithms to describe these conversions. • convert between binary, denary and hexadecimal. • use spreadsheet software to automate the process of converting between binary, denary and hexadecimal.







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.




YEAR 9

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
ENGLISH 	<ul style="list-style-type: none"> understand the context of WW1. analyse how poets write about war. build on our academic essay writing skills by looking at introductions and planning in more detail. 	<ul style="list-style-type: none"> understand the conventions of dystopian fiction. write effective descriptive settings. plan analytical essays.
 MATHS	<ul style="list-style-type: none"> develop number skills using integers, real and rational numbers. use percentages to solve problems. develop financial numeracy skills. 	<ul style="list-style-type: none"> reason using geometry. rotate and translate 2D shapes. use Pythagoras' theorem to solve algebraic problems.
SCIENCE 	<ul style="list-style-type: none"> describe the stages of the rock cycle. describe the importance and uses of light. 	<ul style="list-style-type: none"> describe how variation is caused through inherited genetics. explain how new, innovative materials are produced in the modern world.
GEOGRAPHY	<ul style="list-style-type: none"> use atlas maps to locate African Countries. use and interpret climate graphs of the Sahara Desert. use and interpret atlas and physical maps about The Great Green Wall. 	<ul style="list-style-type: none"> describe urbanisation. explain why people move from rural to urban areas and the consequences in China for urban and rural areas. complete bar charts and atlas maps.
HISTORY  	<ul style="list-style-type: none"> describe life as a soldier during WW1. analyse interpretations of the Great War. evaluate the accuracy of the interpretations. 	<ul style="list-style-type: none"> describe the impact of the Treaty of Versailles on Germany. explain how Hitler was able to rise to power after the Wall Street Crash. analyse sources about Nazi Germany. explain how Hitler's foreign policy led to WW2.
 FRENCH	<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. 	<ul style="list-style-type: none"> conjugate -re and -ir verbs in the present tense. use the negative correctly. use adjectives correctly, including the pre-nominal position of some common adjectives.
SPANISH 	<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. 	<ul style="list-style-type: none"> consolidate the use of 'poder'. use the verb 'deber' to say what you must do. use the infinitive after the verbs 'poder' and 'deber'. conjugate -er and -ir verbs in the present tense.

DID YOU KNOW

Spanish is the third most widely spoken language in the world, with over 400 million native speakers and 21 countries that have it as the official language. Spanish is a Romance language that has Latin origins and two names: Castellano and Español. Spanish is a phonetic language, which means that it is pronounced as it is written.

 <p>RE</p>	<ul style="list-style-type: none"> explain why religious believers hold specific views about the afterlife by using religious teachings. explain the impact belief in the afterlife has on a person. evaluate the idea that there is or is not an afterlife. 	<ul style="list-style-type: none"> describe key beliefs of a humanist. describe the difference between an atheist, humanist and agnostic. explain why humanists act in specific ways.
 <p>PERFORMING ARTS</p>	<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. 	<ul style="list-style-type: none"> create a devised performance taking inspiration from Docu-Drama. use a current or historical event as a stimulus. perform using Epic theatre techniques.
<p>MUSIC</p>  <p>DID YOU KNOW →</p>	<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>	<ul style="list-style-type: none"> understand how to rehearse and perform effectively in a group. develop your skills and confidence in vocal and instrumental performance work. evaluate your performance and recording within a group setting.
<p>TECHNOLOGY</p>	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> disseminate and analyse information to plan a project from printed form. understand the importance of tolerances and fulcrums in design. develop an understanding of power tools and equipment.  <p>FOOD</p> <ul style="list-style-type: none"> investigate different dietary needs. understand the information provided on a food label. create an own choice food product suitable for a teenager to eat. <p>ELECTRONICS</p> <ul style="list-style-type: none"> use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem. understand and apply finishing techniques. evaluate and modify a final product. <p>TEXTILES</p> <ul style="list-style-type: none"> apply decoration and enhancement techniques during the manufacturing process. quality assure and control of construction methods. write a final evaluation, considering whether there any modifications or improvements that could be made. 	<p>RESISTANT MATERIALS</p> <ul style="list-style-type: none"> use advanced techniques to manufacture a product, including the use of power tools. understand and apply advanced jointing and finishing techniques. evaluate a final product - including modifications and manufacturing techniques. <p>FOOD</p> <ul style="list-style-type: none"> consider the 4Cs. describe the conditions needed for food poisoning bacteria reproduce. learn how to make shortcrust pastry. <p>ELECTRONICS</p> <ul style="list-style-type: none"> use advanced techniques to manufacture a product, including the use of power tools. understand and apply advanced jointing and finishing techniques. evaluate a final product - including modifications and manufacturing techniques. <p>TEXTILES</p> <ul style="list-style-type: none"> test and evaluate by referring to the manufacturing specifications. apply printing or dyeing techniques to final product during manufacturing process. understand how to quality assure and control the construction methods.

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
 <p style="color: green; font-weight: bold;">ART</p>	<ul style="list-style-type: none"> create a 'Day of the Dead' collage mask. make Papel Picado for 'Day of the Dead'. evaluate our work as it develops. 	<ul style="list-style-type: none"> research the artist, Frida Kahlo. create a skull block print using quick print polystyrene. develop printing skills with layout, colour and backgrounds.
<p style="color: green; font-weight: bold;">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"> develop leadership skills within the activities we have covered this year. (badminton/ football). <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> develop leadership skills within the activities we have covered this year. (badminton/ football).
<p style="color: green; font-weight: bold;">COMPUTER SCIENCE</p>	<ul style="list-style-type: none"> develop an understanding of different animation types and techniques. create planning documentation for a given client brief. create an animation for a given client specification and evaluate it against success criteria. 	<ul style="list-style-type: none"> explore issues around online safety, including how to stay safe online. using a plan, create a product giving advice about how to stay safe online. review, reflect and improve the animation using self and peer feedback.

WHAT TO DO ON THE ROADS

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

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

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

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

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

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

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



This sign means Recommended route for cycles

Don't cycle where you see this sign.



Bike Safety



BRAKES

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

SEAT

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

BELL

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

LIGHTS

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

REFLECTORS

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

DRINK

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

TYRES

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

HELMET

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

BRIGHT CLOTHING

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





SHORTS









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


SHOES

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



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 about 'A Christmas Carol'. annotate an unseen poem, looking at language and structural devices. analyse concisely and embed quotes for English language. 	<ul style="list-style-type: none"> respond to an exam question on two poems from the anthology. respond to a question about an unseen poem. analyse quotes thoughtfully by considering different layers of meaning.
MATHS	<ul style="list-style-type: none"> identify angles and construct bearings. work with circles in all contexts. investigate vectors. 	<ul style="list-style-type: none"> use circle theorems to calculate missing angles in circles. read and interpret vectors.
 SCIENCE	<ul style="list-style-type: none"> understand what DNA is and how it can be extracted. investigate acid and alkalis and what they produce when they react. interpret the electromagnetic spectrum and understand how long wavelengths and short wavelengths can be used. 	<ul style="list-style-type: none"> use evidence to describe how humans have evolved over time. calculate empirical formula and the moles of a substance. describe the different types of radiation and the dangers involved with using them.
GEOGRAPHY	<ul style="list-style-type: none"> use a map to describe the location of the Somerset Levels flood. use a flow chart to understand the evidence of extreme weather events in the UK. use line graphs to describe evidence of climate change from the beginning of the Quaternary period to the present day. 	<ul style="list-style-type: none"> understand how changes to the ecosystem affect the components of an ecosystem. describe the characteristics of key ecosystems. use and interpret maps to describe distributions.
HISTORY	<ul style="list-style-type: none"> understand how Elizabeth I controlled the country. analyse the accuracy of sources about government and poverty. evaluate interpretations put forward by historians on the Elizabethan period. 	<ul style="list-style-type: none"> understand the Catholic threat in Elizabethan England. analyse how the accuracy of sources about the Catholic threat. evaluate interpretations put forward by historians on the Elizabethan period.
 FRENCH	<ul style="list-style-type: none"> talk about sport. talk about technology. talk about TV and Cinema using the comparative. use vocabulary relating to actors and films. 	<ul style="list-style-type: none"> discuss food and meals. understand vocab relating to shopping for clothes. talk about your daily life. talk about food for special occasions. research and look at French festivals.
SPANISH 	<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. 	<ul style="list-style-type: none"> use comparatives and superlatives. describe your school thoroughly. use the imperfect to compare primary school to secondary school. talk about school rules and problems. talk about plans for a school exchange.








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 the impact Christian beliefs have on the world. describe core beliefs of the Islamic God Allah along with prophets and angels. explain the importance of divine messages in Islam. 	<ul style="list-style-type: none"> describe Muslim beliefs about the afterlife. explain what core beliefs guide a Muslim to act and why. evaluate what the most important Islamic practice is.
<p>DANCE</p>	<ul style="list-style-type: none"> critically analyse a stimulus to create choreographic intent. embed use of CRADS to communicate choreographic intent. analyse the four production features in Infra. 	<ul style="list-style-type: none"> embed performance skills continue to analyse the four production features in Infra. consolidate knowledge on Emancipation of Expressionism and Shadows.
<p>MUSIC</p> 	<ul style="list-style-type: none"> 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'. 	<ul style="list-style-type: none"> respond to the unit 2 assignment task 2.1.1. produce a development log that records the exploration and development of your ideas in response to the creative brief. further develop compositional techniques.
<p>DRAMA</p> 	<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. 	<ul style="list-style-type: none"> continue to explore Blood Brothers both theoretically and practically. understand and have the ability to accurately answer extended exam questions. embed a secure knowledge and understanding of the GCSE written exam.
<p>FOOD PREPARATION AND NUTRITION</p>	<ul style="list-style-type: none"> understand the primary and secondary processes of milk. use alternative milk substitutes. explore the nutritional properties of dairy products. 	<ul style="list-style-type: none"> understand where meat, fish and poultry come from (rearing/growing) and their classification. understand how meat, fish and poultry can be processed and the effects of that processing on the sensory characteristics and nutritional content. understand how protein denaturation and coagulation occurs.
<p>DESIGN AND TECHNOLOGY</p> 	<ul style="list-style-type: none"> understand how to research a design context. understand how to identify a client. understand how to create a specification. 	<ul style="list-style-type: none"> understand how modern materials can be used to enhance products, their properties and their composition. understand how smart materials can be used to enhance products, their properties and stimuli. understand how composite materials can be used to enhance products, their properties and composition.
<p>ART</p> 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> work in the style of Halima Cassell. create a range of designs that have been developed into a final piece. explore and experiment when working with clay.
<p>007 MEDIA</p> 	<ul style="list-style-type: none"> develop knowledge of the James Bond franchise. analyse methods used in marketing and examine how effective they are. use our own knowledge to create film marketing material for a new film. 	<ul style="list-style-type: none"> developing understanding of television crime drama. analysing the media language used in Luther. analysing how representation in crime dramas has changed since the 1970s.



<p style="text-align: center;">CORE PE</p>	<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>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> leadership skills within the activities we have covered this year. (badminton/football). <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> leadership skills within the activities we have covered this year. (badminton/football).
<p style="text-align: center;">GCSE SPORT</p>	<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. 	<ul style="list-style-type: none"> Identify strengths and weaknesses for a chosen sport and develop skills and drills to make improvements.
<p style="text-align: center;">COMPUTER SCIENCE</p>	<ul style="list-style-type: none"> explore networks and the hardware associated with network connections. develop an understanding of encryption and when it is used. explore the history of computing including the Enigma machine 	<ul style="list-style-type: none"> explore the laws surrounding computer science. explore ethical, environmental and cultural considerations within computer science.
<p style="text-align: center;">CREATIVE IMEDIA</p>	<ul style="list-style-type: none"> create products using Photoshop skills, using advanced tools and techniques. plan projects for given client brief using a variety of planning methods. 	<ul style="list-style-type: none"> create products using Photoshop skills, using advanced tools and techniques. plan projects for given client brief using a variety of planning methods.
<p style="text-align: center;">ENTERPRISE AND MARKETING</p> 	<ul style="list-style-type: none"> create a self-assessment of the final design ideas. collect peer feedback of the final design ideas using market research techniques. 	<ul style="list-style-type: none"> modify final design ideas based on self and peer feedback. recommend a pricing strategy and number of sales for the first month of trading. identify all relevant fixed and variable costs for the final design, completing profit and breakeven calculations.
<p style="text-align: center;">TRAVEL AND TOURISM</p>	<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. 	<ul style="list-style-type: none"> implement research skills for the Component 1 PSA. use the research skills to write formal reports for the PSA about different types of organisations in the travel and tourism sector – ownership, aims, products and services. use research skills to write formal reports for the PSA about features and suitability of Birmingham for certain visitor types.
<p style="text-align: center;">HEALTH AND SOCIAL CARE</p>	<ul style="list-style-type: none"> understand factors that impact health. understand how life events impact development. develop assessment skills for PSA Task 2. 	<ul style="list-style-type: none"> implementing assessment skills for PSA. understand how life events impact development. evaluate and compare how support can help to adapt to the life event.

YEAR 11

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
ENGLISH 	<ul style="list-style-type: none"> improve the way we analyse to consider different layers of meaning in literature extracts. plan effectively for exam questions – for both language and literature. proofread and edit to improve our responses to exam questions. 	<ul style="list-style-type: none"> improve the way we start our literature essays by writing effective thesis statements. improve our responses to reading questions in language by analysing concisely and embedding quotes. improve our exam technique for both language and literature.
MATHS	<ul style="list-style-type: none"> develop multiplicative reasoning. develop geometric reasoning. develop algebraic reasoning. 	<ul style="list-style-type: none"> improve how to interpret exam style questions. solve algebraic equations. develop how to reason algebraically.
 SCIENCE	<ul style="list-style-type: none"> understand what hormones are, where they are produced and what organs they target. investigate the process of fractional distillation and the purpose of this process. investigate the current, charge and energy in electrical circuits. 	<ul style="list-style-type: none"> investigate the rate of respiration in organisms. describe how the earth's atmosphere has changed over time. investigate magnets and magnetic fields.
GEOGRAPHY	<ul style="list-style-type: none"> explain why the rates of urbanisation vary across countries using evidence. evaluate the opportunities and challenges that Lagos faces. use and interpret line graphs with population data. 	<ul style="list-style-type: none"> explain why the rates of urbanisation vary across the UK. evaluate the opportunities and challenges that a UK city faces. use and interpret photographs.
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 events the significance of events in the cold war. analyse the role of different presidents in shaping modern America. describe America's foreign policy throughout the 1990s.
FRENCH	<ul style="list-style-type: none"> develop talking about school. discuss school rules and a school exchange. learn a mixture of tenses including the conditional and the imperative. understanding the imperfect tense. 	<ul style="list-style-type: none"> discuss problems facing the world. talk about protecting the environment. discuss ethical shopping. use the passive voice. use indirect object pronouns. talk about volunteering. talk about big events.



SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
 CORE RE	<ul style="list-style-type: none"> evaluate the claim heaven is real. describe what makes a good role model. explain where good role models get their beliefs from and how students can do the same. 	<ul style="list-style-type: none"> describe what makes someone a role model to follow. describe examples of role models and explain why they are role models. explain why following a role model is important.
GCSE RE 	<ul style="list-style-type: none"> effectively revise core Christian beliefs. create a complex understanding of how Christian beliefs link together to create the big picture of the religion. 	<ul style="list-style-type: none"> effectively revise the ethical, philosophical and religious issues in our world. utilize our knowledge of Christian, Muslim and Atheist beliefs to effectively answer describe, explain and evaluate questions about ethical, philosophical and religious issues in our world.
DANCE	<ul style="list-style-type: none"> compare and contrast the set works (continuation). embed the use of CRADS. use choreographic skills to begin choreography. 	<ul style="list-style-type: none"> consolidate knowledge on section B of written exam by critically evaluating own work. analyse duet/trio and choreography performance by writing programme note. use choreographic skills to begin choreography if not done so already.
MUSIC 	<ul style="list-style-type: none"> respond to a brief. develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement. 	<ul style="list-style-type: none"> identify musical elements to be used in response to an initial brief. understand the components required to create an effective stylistic piece. apply musical skills in creating a musical product PSA 3.
 DRAMA	<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. 	<ul style="list-style-type: none"> continue to perfect and perform the scripted component. understand and evaluate the live theatre production of Billy Elliott. consolidate the GCSE exam key knowledge. master extended written exam questions.
 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"> 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.
 ART	<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. 	<ul style="list-style-type: none"> creating artist analysis research sheets. working in the chosen artist's style that links to the exam theme. exploring and experimenting with a range of media that links to chosen artist's style.
CREATIVE iMedia	<ul style="list-style-type: none"> review products and their suitability for the client and target audience. 	<ul style="list-style-type: none"> continue working on the R067 component of the Creative iMedia course.

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"> 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. 	<ul style="list-style-type: none"> evaluate the selection, preparation, cooking and presentation of the 3 exam dishes and accompaniments. effectively revise factors affecting food choices, food provenance and food waste issues. carefully consider factors affecting environmental issues, including seasonal food, carbon footprint and food processing.
MEDIA	<ul style="list-style-type: none"> explore industry issues related to newspapers. analyse the media language used on two front pages. practise exam skills. 	<ul style="list-style-type: none"> explore 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"> analyse physiological health indicators. understand how to monitor health readings. link risks to health. 	<ul style="list-style-type: none"> develop exam writing skills. describe how physiological data can identify health conditions. explore care plans to reduce risks to health.
CHILDCARE & DEVELOPMENT	<ul style="list-style-type: none"> apply knowledge and understanding during NEA revise all content areas (1-9) to complete NEA 	<ul style="list-style-type: none"> completing outstanding tasks on NEA. revise all content areas (1-9) for the exam. practice exam skills .
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"> handball, focusing on skills and tactics within a game situation - indoor. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> football, developing passing, dribbling, and shooting within game situations - outdoor.
OCR SPORT	<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. 	<ul style="list-style-type: none"> understand the different issues which effect participation in sport for different user groups. understand the role of sport in promoting values. understand the importance of hosting major sporting events. develop an understanding about the role national governing bodies (NGB'S) play in sport.
COMPUTER SCIENCE	<ul style="list-style-type: none"> further develop skills in programming by completing a twenty-hour NEA. 	<ul style="list-style-type: none"> continue developing skills in programming by completing a twenty-hour NEA.
 ENTERPRISE AND MARKETING	<ul style="list-style-type: none"> plan a pitch to communicate the branding and promotion ideas, considering the needs of the audience and appropriate media. develop personal and presentation skills to assist with the delivery of the pitch. 	<ul style="list-style-type: none"> collect peer feedback on the pitch delivery to reflect and refine performance. pitch the final proposal to a professional, independent decision-making panel. review the overall performance of the pitch and presentation skills.

This week has been packed with opportunities for personal growth at Millfield! Our Careers Alumni Panel event was a huge hit, with Year 10 students gaining valuable insights into diverse career paths from successful ex-students. Head over to our website's careers section for more inspiration and try Career Pilot for in-depth exploration. Earlier in the week, Year 10 learned about apprenticeships with Preston College, while the history department brought Elizabethan England to life with a trip to the Manchester theatre.



Finally, well done to our running champions at the Wyre and Fylde cross country competition! Keep up the amazing work!

Follow Millfield on X for more photos, updates and information about upcoming events at the school.

@millfieldhighsc

COME AND WATCH MILLFIELD'S VERY OWN PERFORMING ARTS DEPARTMENT IN

MILLFIELD SCIENCE & PERFORMING ARTS COLLEGE
PRESENTS

GREASE
The Musical

Tuesday 9th & Wednesday 10th July 2024



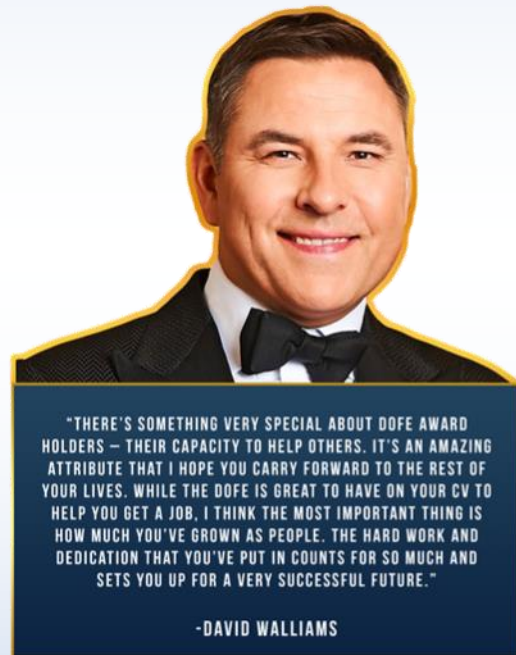
Well done to the 26 students who have successfully made it onto the next cohort of the **Duke of Edinburgh Bronze award**.

This is very exciting as this award is going from strength to strength in the school. All 26 students did an amazing application, and some have already started their volunteering to support them with the completion of their certificate.

Lisa Hignett, The D of E NW Operations Officer, will be coming in after the half term to meet the next cohort and support them when registering and setting themselves up on eDofE.

Our next cohort are

- | | |
|---------------------------|----------------------------|
| <i>Lauren Eastwood</i> | <i>Christopher Brooks</i> |
| <i>Skye Platts</i> | <i>Christopher Preston</i> |
| <i>Grace Poxon</i> | <i>Layla Rayworth</i> |
| <i>Etta Davies</i> | <i>Oliver Rothwell</i> |
| <i>Evie Beswick</i> | <i>Joseph Pook</i> |
| <i>Archie Bowater</i> | <i>Harley Bingham</i> |
| <i>Alecia Atkinson</i> | <i>Holly Lineker</i> |
| <i>Layla Tonner Lomas</i> | <i>Declan Uchebreye</i> |
| <i>Ewan Woodcock</i> | <i>Harry Maddox</i> |
| <i>Ethan McMillan</i> | <i>Taylor Dyas</i> |
| <i>Sienna Nelson</i> | <i>Nathan Evans</i> |
| <i>Zara Draper</i> | <i>Arthur Hudson</i> |
| <i>Harriet Hutchinson</i> | <i>Frank Meikle</i> |

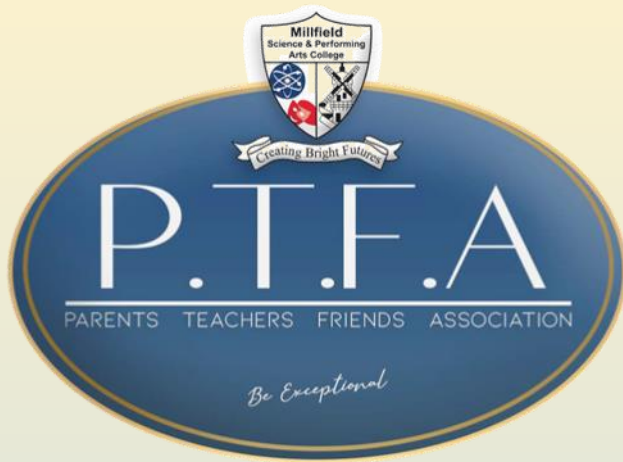


THE DUKE OF EDINBURGH'S AWARD

BRONZE	VOLUNTEERING 3 MONTHS	PHYSICAL 3 MONTHS	SKILLS 3 MONTHS	EXPEDITION 2 DAYS 1 NIGHT
Plus a further 3 months in either the Volunteering, Physical or Skills section				
SILVER	VOLUNTEERING 6 MONTHS	PHYSICAL ONE SECTION FOR 6 MONTHS, THE OTHER FOR 3 MONTHS	SKILLS ONE SECTION FOR 6 MONTHS, THE OTHER FOR 3 MONTHS	EXPEDITION 3 DAYS 2 NIGHT
Plus a further 3 months in either the Volunteering, Physical or Skills section				

Be Exceptional

Well done to all involved and welcome to Team DofE!



We are thrilled to announce that we have an

All New PTFA at Millfield!

A number of enthusiastic parents, carers, friends and staff at Millfield attended a meeting on 23rd January 2024 and came up with ideas on how to promote the school and raise funds for resources for our students.

Firstly, we wanted to vote for a new team to lead the PTFA and we are pleased to say that we have now elected a Chair, Treasurer and Secretary to our committee. Secondly, we have agreed on a constitution, and we are excited to get the ball rolling on a few ideas later on in the academic year.

There is still time to register an interest in joining our team as our next meeting will be held in the school hall on **21st February at 6pm**. If you are interested, please email Mrs Crook. S.Crook@millfield.lancs.sch.uk

This is what the PTFA is all about

What is the PTFA?

The **PTFA** is a mixture of parents, carers, teachers and friends of the school, who work together for the benefit of Millfield Science & Performing Arts College and its students. The PTFA is dedicated to raising funds to provide resources for our students. The money raised will go towards student trips, transport or equipment to enhance students' learning.

Why should I join?

There is no expectation on any volunteer. Any amount of time you can give to the PTFA will always be well received. There are a variety of ways you can get involved, from attending PTFA meetings, engaging with social media activity, through to volunteering or coordinating events. Even donating preloved items, raffle prizes or suggesting brilliant ideas are ways of getting involved. There seems to be a myth that if you get involved with your PTFA you will never be able to leave! We promise that parents and carers can come to our meetings to just listen and learn, or they can take a more active role if they want to, there are no set expectations.

We look forward to seeing and hearing from you to support our wonderful school and its students.



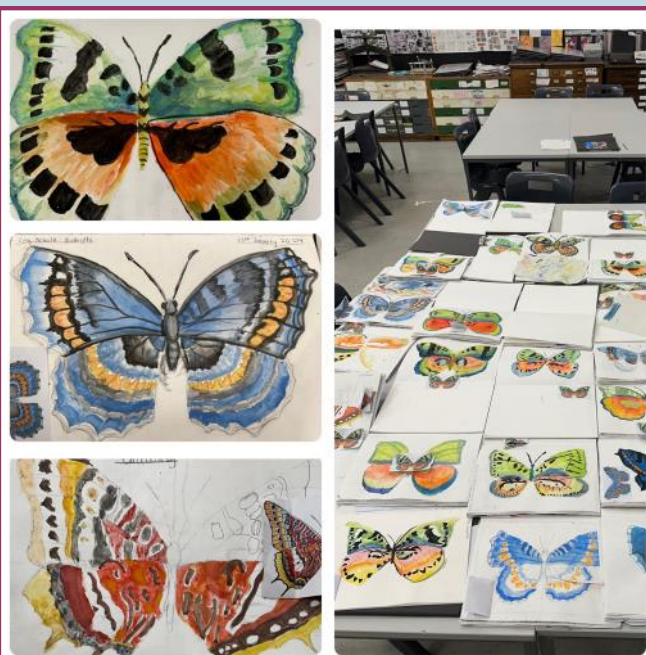
Petite Boulangerie

Millfield's French Shop will be open on **Wednesday** and **Friday** break time for you to indulge in crepes, pain au chocolats and other baked goods for a small cost

Come and see us next to the Water fountain



Profits will be reinvested into the MFL department and the PTFA.



Miss Perrett @millfieldart · Feb 6

Stunning year 8 work this afternoon inspired by the artist Lucy Arnold
[@Millfieldhighsc](#) [#TeamMillfield](#) [#lucyArnold](#) [#KS3art](#)

HOT CHOCOLATE WITH THE HEAD

Lucy Addison	11 D JCF
Lily Beavers	11 E ACO/SRS
Sophie Eden	11 B DSS
Darcy Holt	11 G RHO/ARD
Libby Ingham	11 C HMO
Stephanie Shaw	11 B DSS
Holly Walwyn	11 A THI

The students have been nominated by Miss Cambridge for their excellent work in Dance



BLOW YOUR OWN TRUMPET

There has been a fantastic uptake in instrumental lessons this year. We are looking at increasing capacity for the final term.

If you would like the opportunity for your son/daughter to learn a musical instrument, please contact p.mitchell@millfield.lancs.sch.uk.



- Wyre Music Centre is delivered in partnership with Millfield Science and Performing Arts College

- Here at Millfield, we host the Wyre Music center ensembles.

Sessions

- String Group 5pm – 6pm (Grade 1+)
- Brass Group 4-5p.m. (Summer Term-Free)
- Sign up online <https://uklancashire.speedadmin.dk/registration#/>



Lancashire Music Hub

Wyre Music Centre

The **EQUALITIES AMBASSADORS** have been busy this half term promoting their first ever form competition "Equality on the Door".

Forms were asked to discuss Equality Issues during form time this half term and create an equality display on their classroom door. The doors were judged on Monday 5th February by the Equality Ambassadors.

This is just a small selection of the doors that were completed.



Cupid, ancient Roman god of love in all its varieties, the counterpart of the Greek god Eros and the equivalent of Amor in Latin poetry. According to myth, Cupid was the son of **Mercury**, the winged messenger of the gods, and **Venus**, the goddess of love. He often appeared as a winged infant carrying a bow and a quiver of arrows whose wounds inspired love or passion in his every victim. He was sometimes portrayed wearing armour like that of Mars, the god of war, perhaps to suggest ironic parallels between warfare and romance or to symbolize the invincibility of love.

Millfield Extra-Curricular Programme Spring 2024



MILLFIELD HAS AN EXTENSIVE EXTRA CURRICULAR PROGRAMME, COVERING MANY INTERESTS AND HOBBIES, AND THERE ARE SOME EXCITING NEW CLUBS STARTING AFTER HALF TERM.

PLEASE SPEAK TO THE PERSON IN CHARGE OF THE CLUB IF YOU WOULD LIKE MORE DETAILS OR TO JOIN!

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
Handball	Lunchtime	Mr Smith	Sports Hall	Year 7 Boys
Rugby	3-4pm	Mrs Laycock	Astro	KS3
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 Perret	A23	KS4
Handball	Lunchtime	Mr Doxey	Sports Hall	Year 7 girls
Mandarin	3-4pm	Mr Hardy	B1	All years
Homework Club	3-4pm	Mr Wood	A26	All years
KS4 Art	3-4pm	Mrs Perret	A23	KS4
Newspaper Club	3-4pm	English Staff	J1	All students
Handball Fixtures	3-5pm	PE Staff	Various	Various
Handball OCR	3-4pm	Mr Doxey	Sports Hall	Year 10 Boys

Wednesday

Activity	Time	Teacher	Venue	Year
ICT	Lunchtime	Mr Tyson	A28	All years
KS4 Art	Lunchtime	Mrs Perret	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 Perret	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
Hockey	3-4pm	Mrs Laycock	Astro	KS3
Supervised Study	3-4pm	Mrs Gower	A14	KS4

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 Perret	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
Handball	Lunchtime	Mr Smith	Sports Hall	Year 8 & 9 Girls
Homework Club	3-4pm	Mr Wood	A26	All years
Handball OCR	3-4pm	Mr Doxey	Sports Hall	Year 10 Girls
History Club	3-4pm	Miss Weir	Library	KS3
Girls Football	3-4pm	Mrs Laycock	Astro	KS3
Handball Fixtures	3-5pm	PE staff	Various	Various

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 Perret	A23	KS4
Spanish	Lunchtime	Mr Hardy	B1	All years
Dance rehearsals	Lunchtime	Miss Cambridge	Dance studio	All years
KS4 Art	3-4pm	Mrs Perret	A23	KS4
Homework Club	3-4pm	Mr Wood	A26	All years
Running Club	3-4pm	Mr Grayston	Sports Hall	All years

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:

Design Technology
English
Badminton
Textiles - Thursdays after half term

Careers 20 CONVENTION 24



BAE SYSTEMS



Career Atlas

Mapping your future



North West
Ambulance Service
NHS Trust



PRESTON
COLLEGE

ROYAL
AIR FORCE



Hays Travel



FLEETWOOD
NAUTICAL
CAMPUS



Myerscough
College & University Centre
INSPIRING EXCELLENCE

6TH
MARCH
IN SPORTS HALL

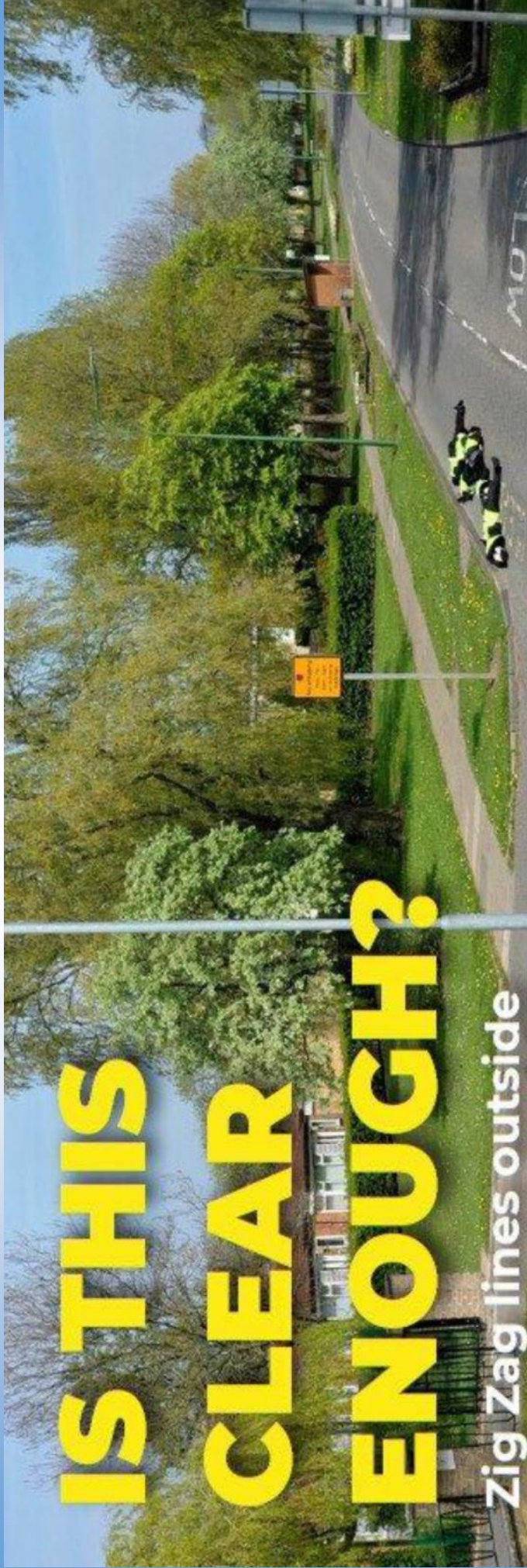
THROUGHOUT THE DAY STUDENTS WILL HAVE THE OPPORTUNITY TO ATTEND THE CAREERS CONVENTION AND SPEAK TO EMPLOYERS, UNIVERSITIES, AND COLLEGES ABOUT THE COURSES AND OPPORTUNITIES THAT ARE AVAILABLE ON LEAVING SCHOOL.

Be Exceptional



IS THIS CLEAR ENOUGH?

Zig Zag lines outside
schools are there to
protect YOUR children.



Please help us keep everyone safe by ensuring that you park safely.

A few parents continue to park illegally and it is putting students in unnecessary danger.

The turning circle should not be used at the end of the day unless it has been agreed with school.

Please can we ask that you encourage your child to wear a helmet if they are riding their bikes to school.

