

Issue No 15

28th March



**Thursday 28th  
March**

School closes -  
1:05pm

**Monday 15th April**

School reopens

**Monday 15th**

Dance  
Choreography Exam

**Monday 15th**

Year 8 Reports

**Tuesday 23rd**

Brass Day

**25th & 26th**

GCSE Art Exam

**29th - May 2nd**

GCSE MFL Speaking  
Exams

**1st May**

Year 8  
Progress Evening

**1st - 2nd May**

GCSE Art Exam



E-mail [admin@millfield.lancs.sch.uk](mailto:admin@millfield.lancs.sch.uk)

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

X page @millfieldhighsc

#BeExceptional



# Millfield MESSENGER

Belvedere Road, Thornton Cleveleys, FY5 5DG

Telephone 01253 865929

Dear Parents and Carers

This spring term has flown by and has been another exceptional one for Team Millfield! We welcome many visitors and they are always impressed with the calm, happy atmosphere all around school. Behaviour is outstanding and I am so proud of how our students conduct themselves in lessons and in social time.

As part of our careers programme, our Year 10s have just completed two weeks in the workplace. They have all done themselves, their families and the school proud. We have had outstanding feedback about their confidence, their communication skills and their ability to adapt and work hard in the world of work. I would also like to thank the plethora of local employers and their employees who have given their time to support our students over the fortnight.

Our newly formed PTFA held their first fund-raising event in the school hall; thank you to all our families who donated. The PTFA held an Easter egg and cake sale and raised **£236** for the school. They have lots more exciting events lined up and if any of our readers would like to get involved, please email Mrs Crook [s.crook@millfield.lancs.sch.uk](mailto:s.crook@millfield.lancs.sch.uk) for further details.

Our younger students had a thoroughly enjoyable and interesting educational trip to France, visiting the museums and World War I battlefields. *Their behaviour was exceptional, and we received a wonderful email from the coach driver: "Your staff from start to finish were fantastic; they included me in everything we did and the kids were very good and polite. Great trip! Hopefully see them next year."*

As part of **British Science Week**, we welcomed students from Stanah Primary School. They had a brilliant time, experiencing the science department, with the aim of developing their scientific investigation skills. The children were learning about healthy diets and conducting food tests. Our lower school students have had great fun in their science lessons learning how to build an efficient sand yacht, which has the ability to carry a Lego person from one end of a track to the other in the fastest time. The finals took place in the hall with lots of relatives cheering them on!

The summer term brings the start of the examination season and our Year 11s have been incredible. They have been working hard in lessons, attending after-school intervention, revising at home and showing resilience and determination to do their best. We are so proud of them, and we are currently planning an extra-special GCSE certificate and award evening for them at The Village in November.

We finish for Easter with our usual tradition of the senior team giving out Cadbury's Mini Eggs at the end of school – a deliciously happy way to end a successful spring term!

We use Twitter ('X') to celebrate our students' achievements and give a snapshot of what they are learning every day. We also advertise any vacancies on Twitter; you can follow us at [@millfieldhighsc](https://twitter.com/millfieldhighsc).

**Wishing you all a very Happy Easter from all at Team Millfield.**

Best wishes

Mrs. N. Regan

Headteacher



## Be Exceptional!



# PASTORAL UPDATES

## Miss Miller-Crook - Year 7 Progress Lead

It has been a fantastic term and the students in Year 7 have had many achievements to celebrate. Overall, the behaviour of the year group has remained outstanding and it has been a delight to see all the progress they have made. When we return after Easter I would like to see an improvement in the girls' uniforms. This is increasingly becoming an issue and I would like to make you aware that students who persistently role up their skirt will be required to wear trousers permanently. I would like to acknowledge the improvement of students attending with full equipment. This has dramatically improved and sets students up for the day with the tools to learn. I hope you all have a well-deserved break and return after Easter feeling well rested and ready to learn.

## Mr Greenall - Year 8 Progress Lead

This half term has been packed full of trips and events, we had a career's fair for Year 8 and the rest of the school where Year 8 pupils had the opportunity to speak to employers from all over the North West and find out lots of information about their possible future careers. Recently, some Year 8 pupils had the experience of going on a History Trip in France and they had a fantastic time. We have plenty more trips coming up for all students, particularly Madrid in May. We would also like to welcome Year 8 parent and carers to the Progress Evening on the 1<sup>st</sup> May where you have the opportunity to speak to me and your child's subject teachers.

## Mrs Doran - Year 9 Progress Lead

Firstly, I'd like to say that there has been a phenomenal effort from the majority of Year 9 this term and behaviour has improved massively since the start of the year. I have met with a number of students to try and help them improve their learner scores and progress in lessons; it was interesting having these conversations and helping students by encouraging them to get in to good habits, ready for their GCSEs next year. I am proud of the students who are starting to grow within themselves and take responsibility for their behaviour in lessons where it needs to improve.

Miss Gower and I took a handful of students to the 'Celebrating Women in STEM' event run by Blackpool and the Fylde College last month; it was fantastic and hopefully we'll get to the next one and be able to take another group. Careers Week seemed to be a real eye

opener for Year 9 students, and it was great to see the Year 9s ask questions and really engage with the colleges and companies that attended the careers event in the sports hall. The Celebration of Music at the Winter Gardens was exceptional and I was so proud to see so many of the Year 9 students involved with it; I cannot wait to see the production of 'Grease' in full in summer.

During this last week, I've seen students partake in our 'GCSE taster days' which will help them make the important choices of options next half term. It's a really exciting time for students to decide which path they are going to take over the next two years. They will all have an individual interview with Mr Humphreys once they've decided their options choices. However before that... I hope you all have a fantastic Easter weekend and that all the students have a fantastic Easter holiday, ready to come back and have another exceptional term.

## Mrs Clare - Year 10 Progress Lead

What a busy few weeks it has been for Year 10s, I can't believe it's Easter already. We started off with careers events, head student applications, lots of interventions and after school activities. Then there was work experience. I am so proud of you all and it has been lovely to see you working hard, overcoming personal challenges and pushing yourselves out of your comfort zones at your work placements and not only making Millfield and myself proud but you should also be very proud of yourselves. I hope you all have an amazing Easter break with your families and come back refreshed and ready for the final full term.

## Mr Griffiths - Year 11 Progress Lead

Congratulations to our Year 11 students for successfully completing their final set of mock exams before the upcoming GCSE exams. We commend them for their conduct during both exams and interventions. The exceptional behaviour demonstrated reflects the remarkable growth seen throughout the year group.

To our Year 11 students, please take some time for self care by managing your free time effectively. Keep up the dedication and hard work, and success will surely follow.

The date of Easter changes each year, as it is determined by the Lunar Calendar.







# Farewell Mrs Whiteside!

After many dedicated years at Millfield, Mrs Whiteside is finally archiving her files and stepping into a well-deserved retirement!

**Mrs Whiteside's** journey with us began at St Mary's High School as an admin/finance assistant, before joining Millfield in January 2013. She started things off in Reception, before transitioning to become our trusted Assessment Officer, working closely with Mr. Ronan, our Deputy Headteacher at the time.

Mrs Whiteside's commitment to supporting colleagues will be missed. Whether it was supporting teachers with data, assessments, or reports, she was always there, ready to lend a hand. Her willingness to drop everything and help colleagues set up data analysis sheets is just one example of her commitment to Millfield's success.

**We can't forget the camaraderie in A50!** Mrs Whiteside's good relationships and banter with the A50 team – Mr Postle, Mr Kilburn, Mr McMinn and Mrs Draper - will surely be missed. Their laughter undoubtedly brightened many a workday.

In the last few years, Mrs Whiteside has worked alongside Mr. Grayston – Senior Assistant Headteacher, providing data reports that were instrumental in shaping the way we monitor and improve student progress. Her contributions have played a role in the success of our school.

**As Angela embarks on this exciting new chapter, we wish her all the very best!** We know she's looking forward to spending more time with her grand-children, and we can't wait to hear about all their adventures together.

Thank you, Angela, for everything! You will be sorely missed.

Warmly,  
The Millfield Team



*May you have a relaxing  
new chapter ahead.  
Wishing you the best on  
your life after this  
Retirement.  
We'll miss you...*



**Year 8 and 9 historians recently got the exciting opportunity to head to France on a school trip, exploring the history and battlefields of World War One.**

Located in the town of Rue in Northern France, students stayed at Château du Broutel, a 300-year-old Chateau that has been involved in almost every chapter of France's history throughout its existence. The staff were fantastic at hosting us, creating team games to play, hosting a 'Chateau Olympics' and gathering us around a large campfire on the last night to sing French songs. Students and staff also got an opportunity to try some new delicacies; frog's legs and escargot!



We kicked off our historical tour with the Somme museum in Albert, home to thousands of exhibits from the Somme battlefield, as well as other important inventions and artefacts from the Great War. We then got our coats on to head outside, visiting the Newfoundland memorial trenches, seeing the Thiepval war memorial, getting a guided tour of the 36<sup>th</sup> Ulster Division memorial tower and trenches, before ending the day visiting Lochanger crater. The next day, students also got the opportunity to visit and explore Etaples Cemetery on their way back to Calais.

Students feedback has been great from the trip, and the history department looks forward to revisiting Rue, the Somme and Chateau du Broutel in the future!





# Graduation

The Graduation and Exceptional Awards programmes are now coming to an end. Students have until the May half term to complete the tasks to see which grade they will graduate with. Students need to make a final push in attending extracurricular activities after half term.

Final amendments are being made to the Graduation Ceremony and party day. Distinction students will also be choosing their end of year trip after the Easter holidays. Students will not want to miss out when the ceremonies come around!

**Graduation Party Day** will take place in early July, with **Graduation Evening** taking place on Tuesday 9th July. A lot of planning is going into the events to allow all students to really be rewarded for their hard work, dedication, and perseverance throughout the year.

This half term, the student council have been finalising their discussions with the school Senior Leadership Team (SLT) about what students like about their school and how the school can be further improved.

The student council were again very happy with the response after their meeting with SLT, and some of their ideas and suggestions have already been implemented around school.

Recently the students have been discussing ideas on how they can support and develop students' mental health in school. The student council have many exciting ideas on how this can be done, from themed days to charity events.

The students have decided to use the NHS Top Five recommendations for improving mental health as their foundation for our students in school.



**These are:**

- 1) Connecting with other people without the use of technology.
- 2) Being physically active in groups/teams.
- 3) Learning new skills.
- 4) Supporting others.
- 5) Being mindful of now rather than worrying about the future.

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

@millfieldhighsc







## Home learning and Artificial Intelligence: A Balancing Act

Traditional homework has its place in education, but AI (Artificial Intelligence) is emerging as a potential game-changer. Overall, AI offers exciting possibilities for personalised and engaging home learning. However, it should be used thoughtfully, in conjunction with traditional methods, to foster genuine learning and critical thinking skills.

### *Here's a breakdown of the pros and cons of using AI for home learning:*

#### Pros of AI-assisted Home learning:

- **Personalised Learning:** AI tutors can analyse student performance and tailor practice problems or explanations to their specific needs. This personalised approach can be more effective than a one-size-fits-all approach.
- **Immediate Feedback:** AI systems can provide instant feedback on home learning assignments, allowing students to identify and correct mistakes on the spot.
- **Time Management:** AI tools can help students manage their workload by prioritizing tasks and suggesting efficient study strategies. This frees up time for other activities or deeper exploration of topics.

#### Cons of AI-assisted Homework: why we do not rely on AI at Millfield

- **Overreliance and Cheating:** Students who rely too heavily on AI for answers may not develop essential problem-solving and independent learning skills. AI could also be misused for plagiarism or generating fake solutions.
- **Limited Scope:** While AI can be helpful with specific skills and concepts, it may not be able to assess broader understanding or encourage critical thinking.
- **Accuracy Concerns:** AI systems are still under development, and the information or solutions they provide may not always be accurate.
- **Accessibility Issues:** Not all students have equal access to reliable internet or devices needed for AI-powered home learning tools.
- **Finding the Right Balance:**
- AI can be a valuable tool to enhance home learning, but it shouldn't replace traditional methods entirely.

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

**Congratulations go to students in Computer Science** - who have produced outstanding examples of home learning, in which they have focused technical principles with regards to algorithms and control processes within Flow charts involved with programming.





## TEACHING & LEARNING



**At Millfield** we have a continued focus on attendance as missed learning can have such an impact on the progress of each student. The current attendance rate in state funded secondary schools in England is 91.3%. This would mean a

student would have had just over 10 days off this year meaning 50 hours of learning would have been lost. It is well documented with evidence from the Department for Education that the students with the highest attendance throughout their time in school gain the best GCSE results.

It is with this in mind that we ask students in Years 7 and 8 to catch up on any missed learning from their period of absence. This does not mean hours of extra work. We ask students to make sure they are up to date with the most crucial areas of their learning in a time efficient manner. This is so that when they join their next lesson and continue their sequence of learning they do not have gaps in their knowledge that stop them from continuing their learning journey in that subject. These tasks may take the form of reading crucial texts, completing just one skill-based activity, or starting a base on learning to be continued in future lessons.

After Easter we will also be asking Year 9 students to catch up any missed learning. This is so that this system will be engrained into their routine in order to form good practice for their GCSE subjects. I will be on hand each morning during pupils form time to answer any questions or deal with any concerns that pupils may have about this initiative. Pupils in Year 9 have had the initiative explained to them in assembly and there will be posters in each form room if they are unsure. **Mr. Hodgkinson**

If you would like to find out more, please contact the T&L team, Mrs. Cook, Mr. Tyson & Mr. Hodgkinson.



We are currently 1.5% above national average. Remember every day absent is 5 hours of lost learning.

We achieved an award for being in the top 25% of all schools nationally for the Autumn term – well done Team Millfield:







On **Friday, 22nd March**, Millfield hosted our first PTFA fundraising event. Our Team of parents, carers and staff asked for donations of Easter eggs and cakes so that we could raise money for our organisation. We were overwhelmed by the support from our school community where we had over 70 large Easter eggs donated for our tombola and lots of quality shop bought cakes. Miss Weir also made some very

professional looking Easter cakes, which sold out in seconds! They were gorgeous! The event took place at break and the buzz around the school was wonderful! The queues for the stalls went outside of the main hall.

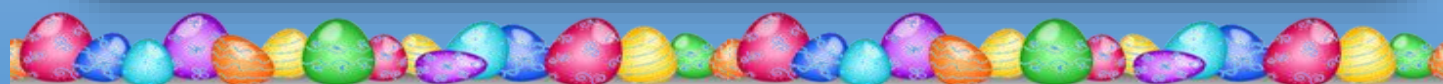
### ***How eggciting!***

The parents who helped couldn't praise our students enough, saying how polite they were, they minded their manners and were very articulate. We raised an amazing **£236**, which has given the PTFA lots of ideas for upcoming future events. All money raised goes to the PTFA, which will provide resources for our school and its students.



Thank you again for your continued support! It is very much appreciated.

### **Mrs Crook and the Team Millfield PTFA.**





# RECOMMENDED READS

'You Are History' by Greg Jenner and  
'My Name is Sunshine Simpson' by G. M. Linton

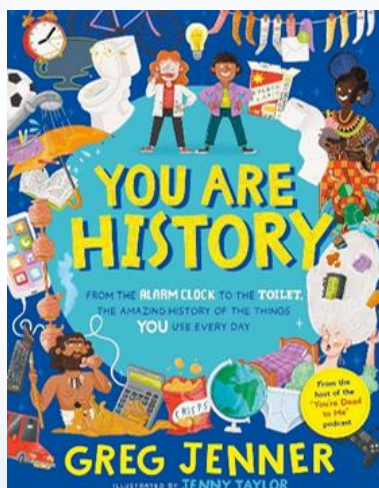
*\*Both books are suitable for Year 6 children.*



## "You Are History"

Week A's Library Book of the Week is 'You are History,' by Greg Jenner.

From the alarm clock to the toilet, discover the incredible history all around you in this hilarious and fascinating book from popular historian and podcaster Greg Jenner.



Thought history was only in museums? Think again!

Join Greg Jenner as he takes you on a trip through the amazing history hidden in the things you use every day. Did you know that the first TV was made out of biscuit tins and knitting

needles? Or that the humble paperclip helped lead an anti-war movement? Or that a few hundred years ago it was fashionable to style your hair with cat poo?! Find out the delightful, daft and downright deadly history of your everyday life that your teachers won't tell you about. Bursting with humorous illustrations and entertaining true stories, this is history – but not as you know it!

Greg is a British public historian, broadcaster, and author noted for using humour and pop culture to communicate the complexities of the past. He is the host of the chart-topping BBC comedy podcast YOU'RE DEAD TO ME. He is also the Historical Consultant to BBC's Emmy and multi-BAFTA award-winning comedy sketch-show HORRIBLE HISTORIES, being solely responsible for the factual accuracy of over 2,000 sketches and 150 comedy songs.

## 'My Name is Sunshine Simpson'

Week B's Library Book of the Week is 'My Name is Sunshine Simpson,' by G. M. Linton.

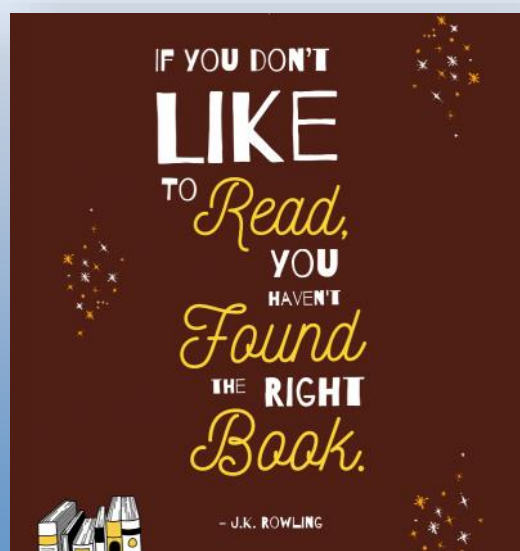
Sunshine Simpson's larger than life grandad is always telling her to find her own adventures, but unfortunately BAD LUCK has a habit of coming her way.

Her new friend Evie is fast becoming a FRENEMY, her home haircut is a DISASTER, and the school showcase is so STRESSFUL! Everything seems to be going wrong! Especially with Grandad getting older every week.



*Sunshine needs to find her voice, but can she break through the clouds to stand tall, stand proud, and show the world she can shine?*

*\*Both books are suitable for Year 6 children.*







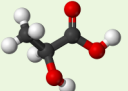




# CURRICULUM UPDATES EASTER EDITION 2024














# YEAR 7

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
<b>ENGLISH</b> 	<ul style="list-style-type: none"> <li>understand how poetry can be used to express thoughts and feelings.</li> <li>analyse the language of poetry.</li> <li>annotate poems effectively.</li> </ul>	<ul style="list-style-type: none"> <li>write confidently about poems.</li> <li>read and interpret the plot of 'The Tempest'.</li> <li>comment on characters in 'The Tempest'.</li> </ul>
 <b>MATHS</b>	<ul style="list-style-type: none"> <li>apply operations to directed numbers.</li> <li>manipulate fractions.</li> <li>evaluate algebraic expressions.</li> </ul>	<ul style="list-style-type: none"> <li>construct geometric figures.</li> <li>classify angles.</li> <li>identify polygons.</li> </ul>
<b>SCIENCE</b> 	<ul style="list-style-type: none"> <li>explain how muscles and bones interact during everyday activities.</li> <li>explain how substances can be separated using a variety of techniques.</li> </ul>	<ul style="list-style-type: none"> <li>explain how mixture of substances can be separated.</li> <li>use practical skills to safely carry out separation techniques.</li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>describe where mountainous landscapes can be found in the UK.</li> <li>explain the main physical process that cause the hydrological cycle.</li> <li>label and annotate maps and diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>describe the distribution of the UK and the location of major cities.</li> <li>compare rural and urban areas in the UK, for example, the Shetland islands and Salford Quays.</li> <li>use and describe satellite images as well as interpreting OS maps.</li> </ul>
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>describe the causes of the first crusade.</li> <li>analyse key events in the first crusade.</li> <li>evaluate two different sources on the aftermath of the first crusade.</li> </ul>	<ul style="list-style-type: none"> <li>understand the role of the monarch in Medieval society.</li> <li>analyse a medieval king's strengths and weaknesses.</li> <li>evaluate the role of the monarch in Medieval society.</li> </ul>
 <b>SPANISH</b>	<ul style="list-style-type: none"> <li>embed the verb "tener".</li> <li>consolidate saying what people do, especially in the third person.</li> <li>use the negative.</li> </ul>	<ul style="list-style-type: none"> <li>talk about the location of things.</li> <li>describe a place.</li> <li>talk about giving and wanting.</li> </ul>
<b>FRENCH</b>	<ul style="list-style-type: none"> <li>consolidate the key verbs 'avoir' and 'être'</li> <li>use the verb 'faire' with a range of activities.</li> <li>conjugate - 'er' verbs in the present tense.</li> </ul>	<ul style="list-style-type: none"> <li>embed knowledge of how to conjugate -er. verbs in the present tense for all parts of the verb.</li> <li>use intonation questions.</li> <li>use two-verb structures.</li> </ul>
 <b>RE</b>	<ul style="list-style-type: none"> <li>describe what makes a good role model.</li> <li>describe examples of role models from Christian, Hindu, Sikh and Atheist perspectives.</li> <li>explain why some people are seen as role models and others are not.</li> </ul>	<ul style="list-style-type: none"> <li>describe the actions of some religious role models.</li> <li>explain how role models can be seen to exemplify the teachings of religions.</li> <li>evaluate who is seen as the best role model.</li> </ul>








SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
<b>TECHNOLOGY</b>    	<b>RESISTANT MATERIALS</b> <ul style="list-style-type: none"> <li>use basic techniques to manufacture a product.</li> <li>understand and apply basic finishing techniques.</li> <li>evaluate a final product.</li> </ul> <b>FOOD</b> <ul style="list-style-type: none"> <li>explore how the food room is set up.</li> <li>learn about health and safety in a food room.</li> <li>learn about the bridge and claw technique</li> </ul> <b>ELECTRONICS</b> <ul style="list-style-type: none"> <li>use basic techniques to manufacture a product .</li> <li>understand and apply basic finishing techniques.</li> <li>evaluate a final product.</li> </ul> <b>TEXTILES</b> <ul style="list-style-type: none"> <li>evaluate whether the final product meet the brief / needs and wants of the user.</li> <li>suggest improvements and modifications for the product.</li> <li>apply hand embroidery skills during manufacturing process.</li> </ul>	<b>RESISTANT MATERIALS</b> <ul style="list-style-type: none"> <li>use research analysis to plan a project.</li> <li>understand the importance of design briefs and how they focus on design concepts.</li> <li>use tools and equipment.</li> </ul> <b>FOOD</b> <ul style="list-style-type: none"> <li>understand how to interpret the meaning of the Eatwell Guide.</li> <li>use skills learnt to complete an own choice dish as part of a food assessment.</li> </ul>  <b>ELECTRONICS</b> <ul style="list-style-type: none"> <li>use basic techniques to manufacture a product.</li> <li>understand and apply basic finishing techniques.</li> <li>evaluate a final product.</li> </ul> <b>TEXTILES</b> <ul style="list-style-type: none"> <li>explore a contextual brief.</li> <li>generate design ideas.</li> <li>develop hand embroidery skills.</li> </ul>
<b>ART</b> 	<ul style="list-style-type: none"> <li>explore the artist Michael Craig Martin and use his style to inspire own work.</li> <li>create artist research page on Michael Craig Martin.</li> </ul> 	<ul style="list-style-type: none"> <li>research and work in the style of the artist Michael Craig Martin.</li> <li>understand composition rules when creating a range of designs.</li> </ul>
<b>PE</b> 	<b>Boys' PE</b> <ul style="list-style-type: none"> <li>develop leadership skills within the activities we have covered this year (badminton/ football).</li> </ul> <b>Girls' PE</b> <ul style="list-style-type: none"> <li>develop leadership skills within the activities we have covered this year (badminton/ foot- ball).</li> </ul>	<b>Boys' PE</b> <ul style="list-style-type: none"> <li>develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul> <b>Girls' PE</b> <ul style="list-style-type: none"> <li>develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul>
<b>COMPUTER SCIENCE</b>	<ul style="list-style-type: none"> <li>develop an understanding of binary, how and why it is used and how to convert it into denary.</li> <li>develop skills in using spreadsheets and designing products to suit given audiences.</li> <li>use planning techniques and algorithms effectively.</li> </ul> 	<ul style="list-style-type: none"> <li>develop our knowledge of networking and how computers connect together to share resources.</li> <li>draw the different 'topologies' used to show how devices can connect together.</li> <li>explain the difference between a peer-to-peer network and a client server network.</li> </ul>





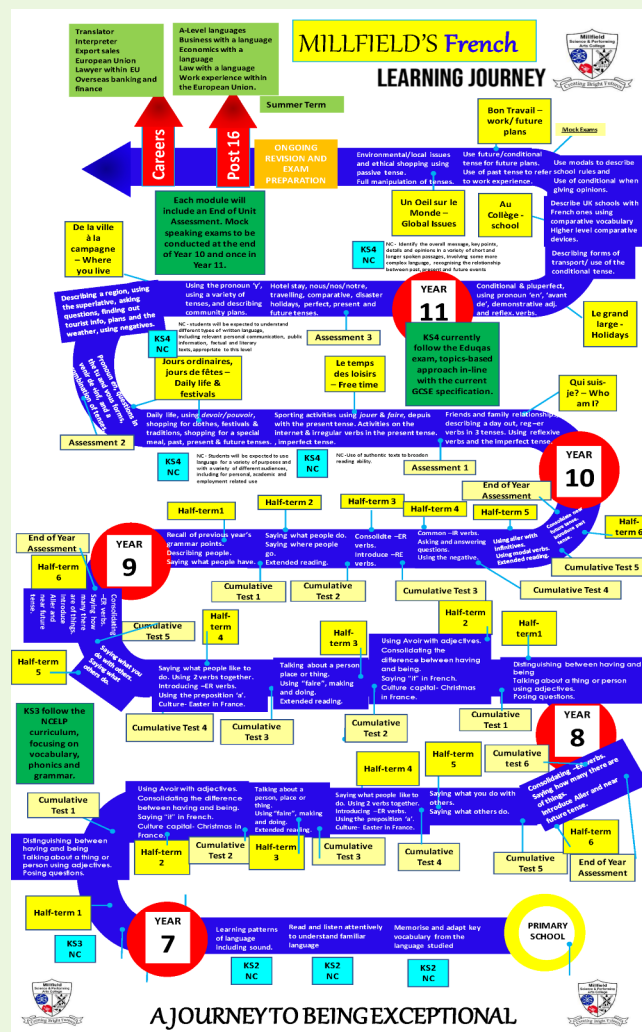
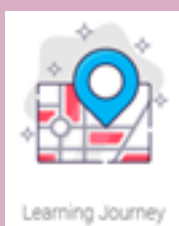
SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
<b>PERFORMING ARTS</b>	<ul style="list-style-type: none"> <li>understand the Horror genre.</li> <li>use physical theatre style and body as a prop.</li> <li>master a range of performance techniques such as still image and soundscapes.</li> </ul> 	<ul style="list-style-type: none"> <li>perform in a Musical Theatre style.</li> <li>embed choreographic devices and relationships into performance.</li> <li>apply cross-curricular drama skills to portray a character.</li> </ul>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>understand the layout and structure of the symphony orchestra.</li> <li>learn about the layout and structure of the symphony orchestra.</li> <li>master a range of performance techniques such as still image and soundscapes.</li> </ul>	<ul style="list-style-type: none"> <li>understand the structure of simple folk songs: intro, verse, chorus/refrain.</li> <li>perform and sing simple folk song melodies in unison.</li> <li>provide basic harmonic accompaniments to folk songs: drone, pedal, simple keyboard chords.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>know the dangers of drugs, cigarettes and alcohol.</li> <li>live a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>develop our knowledge of finances</li> <li>planning for future careers</li> <li>develop our understanding of British values</li> </ul>

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

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








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

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.....
<b>ENGLISH</b> 	<ul style="list-style-type: none"> <li>understand the social and historical context to Shakespeare's 'Macbeth'.</li> <li>analyse how characters are presented in play texts.</li> <li>understand the key features of tragedy.</li> </ul>	<ul style="list-style-type: none"> <li>debate whether or not gender matters.</li> <li>compare the characters of Macbeth and Lady Macbeth.</li> <li>understand the conventions of formal and informal letters.</li> </ul>
 <b>MATHS</b>	<ul style="list-style-type: none"> <li>manipulate fractions and percentages.</li> <li>write numbers in standard index form.</li> <li>develop money sense.</li> </ul>	<ul style="list-style-type: none"> <li>identify and classify angles.</li> <li>solve complex problems with parallel lines.</li> <li>investigate the properties of special quadrilaterals.</li> </ul>
<b>SCIENCE</b> 	<ul style="list-style-type: none"> <li>explain the advantages and disadvantages of combustion.</li> <li>identify the structure and properties of solids, liquids and gases.</li> </ul>	<ul style="list-style-type: none"> <li>identify various unicellular organisms and their importance in everyday life.</li> <li>explain how the periodic table can be used to predict how substances react with each other.</li> </ul>
<b>GEOGRAPHY</b> 	<ul style="list-style-type: none"> <li>identify the location of Russia.</li> <li>describe what Russia is like.</li> <li>use, interpret and describe ground photos.</li> </ul>	<ul style="list-style-type: none"> <li>identify the opportunities and challenges of mineral extraction in the tundra.</li> <li>describe/explain Russia's role in Europe's energy resources.</li> <li>interpret and compare maps.</li> </ul>
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>understand the global impact of slavery.</li> <li>analyse the role that Lancaster, Oguana and Bridgetown played in the transatlantic slave trade.</li> <li>explain how the abolition movement helped to end the slave trade.</li> </ul>	<ul style="list-style-type: none"> <li>understand different protests across time.</li> <li>analyse the significance of different protests.</li> <li>evaluate which protests were the most significant.</li> </ul>
 <b>SPANISH</b> 	<ul style="list-style-type: none"> <li>consolidate the use of 'poder'.</li> <li>use the verb 'deber' to say what you must do.</li> <li>use the infinitive after the verbs 'poder' and 'deber'.</li> <li>conjugate – 'er' and – 'ir' verbs in the present tense.</li> </ul>	<ul style="list-style-type: none"> <li>embed talking about places and locations.</li> <li>recap the verb "ser" for all parts of the verb.</li> <li>describe activities relating to travel.</li> <li>read an authentic challenging text.</li> </ul>
<b>FRENCH</b> 	<ul style="list-style-type: none"> <li>consolidate the key verbs 'avoir' and 'être'.</li> <li>use the verb 'faire' with a range of activities.</li> <li>conjugate – 'er' verbs in the present tense.</li> </ul>	<ul style="list-style-type: none"> <li>embed knowledge of how to conjugate –er verbs in the present tense for all parts of the verb.</li> <li>use intonation questions.</li> <li>use two-verb structures.</li> </ul>



SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
 <b>RE</b>	<ul style="list-style-type: none"> <li>describe how all people, religious and non-religious, should treat the world.</li> <li>describe the reasons people have for looking after the world.</li> <li>explain the importance of looking after the world.</li> </ul>	<ul style="list-style-type: none"> <li>describe some of the ways people have been looking after the world.</li> <li>explain why religious people look after the world the way they do.</li> <li>evaluate whose responsibility is it to look after the world.</li> </ul>
<b>PERFORMING ARTS</b>	<ul style="list-style-type: none"> <li>understand and explore Theatre in Education.</li> <li>create a performance from a stimulus.</li> <li>explore using Epic Theatre techniques.</li> </ul> 	<ul style="list-style-type: none"> <li>demonstrate movement from the musical Westside Story.</li> <li>use mental skills to enhance performance.</li> <li>incorporate dynamics into choreography.</li> <li>use of characterisation and acting through song.</li> </ul>
<b>MUSIC</b> 	<ul style="list-style-type: none"> <li>understand the importance and context of protest music within reggae music.</li> <li>understand the musical features of reggae music including offbeat, hooks and riffs.</li> <li>perform and record in an ensemble verse/chorus.</li> <li>develop skills as an ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>understand how music is based on repeated musical patterns.</li> <li>understand and distinguish between hooks, riffs and ostinatos.</li> <li>perform, create and listen to and appraise a range of music from different times and places based on repeated musical patterns.</li> </ul>
<b>TECHNOLOGY</b>  	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem.</li> <li>understand and apply finishing techniques.</li> <li>evaluate and modify a final product.</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>chop an onion correctly.</li> <li>investigate how raising agents work.</li> </ul> <p><b>ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem.</li> <li>understand and apply finishing techniques.</li> <li>evaluate and modify a final product.</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>apply decoration and enhancement techniques during the manufacturing process.</li> <li>quality assure and control of construction methods.</li> <li>write a final evaluation - considering whether there are any modifications or improvements that could be made.</li> </ul>	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>how to use research analysis and specifications to plan a project</li> <li>understand the importance of design briefs and how they focus on design concepts leading to concept sketches.</li> <li>understand intermediate tools and equipment.</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>understand how different types of raising agents work.</li> <li>create an own choice practical dish as part of an assessment.</li> </ul> <p><b>ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>use research analysis and specifications to plan a project.</li> <li>understand the importance of design briefs and how they focus on design concepts leading to concept sketches.</li> <li>understand intermediate tools and equipment.</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>analyse existing products.</li> <li>apply decoration and enhancement techniques.</li> <li>understand different types of fabric construction methods.</li> </ul>





SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
<b>ART</b> 	<ul style="list-style-type: none"> <li>work in the artist style of Lucy Arnold.</li> <li>explore and experiment with a range of media including watercolour and pencil crayon.</li> <li>develop observational drawing skills.</li> </ul> 	<ul style="list-style-type: none"> <li>work in the style of the artist Lucy Arnold.</li> <li>develop oil pastel and soft pastel techniques.</li> <li>create final piece which reflects artist's style.</li> </ul>
<b>PE</b>	<p><b>Boys' PE - develop the skills and understanding of:</b></p> <ul style="list-style-type: none"> <li>leadership skills within the activities we have covered this year (badminton/football).</li> </ul> <p><b>Girls' PE - develop the skills and understanding of:</b></p> <ul style="list-style-type: none"> <li>leadership skills within the activities we have covered this year (badminton/football).</li> </ul>	<p><b>Boys' PE</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities</li> </ul> <p><b>Girls' PE</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul>
<b>COMPUTER SCIENCE</b>	<ul style="list-style-type: none"> <li>convert between binary and denary and vice versa and write algorithms to describe these conversions.</li> <li>convert between binary, denary and hexadecimal.</li> <li>use spreadsheet software to automate the process of converting between binary, denary and hexadecimal.</li> </ul>	<ul style="list-style-type: none"> <li>understand what a network is.</li> <li>explore how computers are connected together using topologies.</li> <li>understand the difference between peer to peer and client server networks.</li> <li>explore the different methods of keeping a network secure.</li> </ul>
<b>PHSE</b>	<ul style="list-style-type: none"> <li>how to live a healthy lifestyle</li> <li>the dangers of drugs and alcohol</li> <li>how to perform basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>develop our understanding of RSE.</li> <li>planning for future careers.</li> <li>develop our understanding of prejudice and stereotyping in modern British society.</li> </ul>



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.

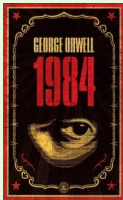

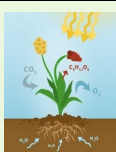




**SCHOOL SYNERGY**  
 Doing the right thing...Making a difference!





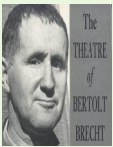





# YEAR 9

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
<b>ENGLISH</b> 	<ul style="list-style-type: none"> <li>understand the conventions of dystopian fiction.</li> <li>write effective descriptive settings.</li> <li>plan analytical essays.</li> </ul>	<ul style="list-style-type: none"> <li>create interesting characters in our writing.</li> <li>answer different types of comprehension questions and comment on language.</li> <li>plan and write sections of analytical essays.</li> </ul>
 <b>MATHS</b>	<ul style="list-style-type: none"> <li>reason using geometry.</li> <li>rotate and translate 2D shapes.</li> <li>use Pythagoras' theorem to solve algebraic problems.</li> </ul>	<ul style="list-style-type: none"> <li>recognise enlargement and similarity.</li> <li>explore ratios in right-angled triangles.</li> <li>solve problems with direct proportion.</li> </ul>
<b>SCIENCE</b> 	<ul style="list-style-type: none"> <li>describe how variation is caused through inherited genetics.</li> <li>explain how new, innovative materials are produced in the modern world.</li> </ul>	<ul style="list-style-type: none"> <li>explain how a variety of forces interact and their effects on objects.</li> <li>explain the conditions required for plant growth.</li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>use atlas maps to locate African Countries.</li> <li>use and interpret climate graphs of the Sahara Desert.</li> <li>use and interpret atlas and physical maps about The Great Green Wall.</li> </ul>	<ul style="list-style-type: none"> <li>describe urbanisation.</li> <li>explain why people move from rural to urban areas and the consequences in China for urban and rural areas.</li> <li>complete bar charts and atlas maps.</li> </ul>
<b>HISTORY</b> 	<ul style="list-style-type: none"> <li>describe the impact of the Treaty of Versailles on Germany.</li> <li>explain how Hitler was able to rise to power after the Wall Street Crash.</li> <li>analyse sources about Nazi Germany.</li> <li>explain how Hitler's foreign policy led to WW2.</li> </ul>	<ul style="list-style-type: none"> <li>describe Jewish history in Europe pre-1933.</li> <li>explain how Jewish persecution changed in Germany from 1933-1945.</li> <li>analyse the experience of different people in concentration camps.</li> </ul>
 <b>FRENCH</b>	<ul style="list-style-type: none"> <li>conjugate –re and –ir verbs in the present tense.</li> <li>use the negative correctly.</li> <li>use adjectives correctly, including the pre-nominal position of some common adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>embed the negative</li> <li>embed position of adjectives</li> <li>use the near future tense</li> <li>use modal verbs in different contexts</li> <li>read an authentic challenging text</li> </ul>
<b>SPANISH</b> 	<ul style="list-style-type: none"> <li>consolidate the use of 'poder'.</li> <li>use the verb 'deber' to say what you must do.</li> <li>use the infinitive after the verbs 'poder' and 'deber'.</li> <li>conjugate –er and –ir verbs in the present tense.</li> </ul>	<ul style="list-style-type: none"> <li>embed talking about places and locations</li> <li>recap the verb "ser" for all parts of the verb</li> <li>describe activities relating to travel</li> <li>read an authentic challenging text</li> </ul>
<div>  <b>DID YOU KNOW</b> </div> <p>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.</p> <p>Spanish is a Romance language that has Latin origins and two names: Castellano and Español.</p> <p>Spanish is a phonetic language, which means that it is pronounced as it is written.</p>		







 <b>RE</b>	<ul style="list-style-type: none"> <li>describe key beliefs of a humanist.</li> <li>describe the difference between an atheist, humanist and agnostic.</li> <li>explain why humanists act in specific ways.</li> </ul>	<ul style="list-style-type: none"> <li>describe the work of humanists.</li> <li>explain humanist responses to issues in our world.</li> <li>evaluate the impact humanism has on the world.</li> </ul>
 <b>PERFORMING ARTS</b>	<ul style="list-style-type: none"> <li>create a devised performance taking inspiration from docu-drama.</li> <li>use a current or historical event as a stimulus.</li> <li>perform using epic theatre techniques.</li> </ul>	<ul style="list-style-type: none"> <li>understand the style and expectation of 'Naturalism' in drama.</li> <li>develop knowledge of Stanislavski and his methods.</li> <li>learn and perform a scripted performance.</li> <li>develop characterisation techniques.</li> </ul>
<b>MUSIC</b> 	<ul style="list-style-type: none"> <li>understand how to rehearse and perform effectively in a group.</li> <li>develop your skills and confidence in vocal and instrumental performance work.</li> <li>evaluate your performance and recording within a group setting.</li> </ul>	<ul style="list-style-type: none"> <li>embed ensemble skills, performing as part of a group to perform a 4-chord song.</li> <li>use knowledge of 4-chord songs to learn new pieces.</li> </ul>
<b>TECHNOLOGY</b>	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>use advanced techniques to manufacture a product, including the use of power tools.</li> <li>understand and apply advanced jointing and finishing techniques.</li> <li>evaluate a final product - including modifications and manufacturing techniques.</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>consider the 4Cs.</li> <li>describe the conditions needed for food poisoning bacteria reproduce.</li> <li>learn how to make shortcrust pastry.</li> </ul> <p><b>ELECTRONICS</b></p>  <ul style="list-style-type: none"> <li>use advanced techniques to manufacture a product, including the use of power tools.</li> <li>understand and apply advanced jointing and finishing techniques.</li> <li>evaluate a final product - including modifications and manufacturing techniques.</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>test and evaluate by referring to the manufacturing specifications.</li> <li>apply printing or dyeing techniques to final product during manufacturing process.</li> <li>understand how to quality assure and control the construction methods.</li> </ul>	<p><b>RESISTANT MATERIALS</b></p> <ul style="list-style-type: none"> <li>disseminate and analyse information to plan a project from printed form.</li> <li>understand the importance of tolerances and fulcrums in design.</li> <li>develop an understanding of power tools and equipment</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>investigate different dietary needs.</li> <li>understand the information provided on a food label.</li> <li>create an own choice food product suitable for a teenager to eat.</li> </ul> <p><b>ELECTRONICS</b></p> <ul style="list-style-type: none"> <li>disseminate and analyse information to plan a project from printed form.</li> <li>understand the importance of tolerances and fulcrums in design.</li> <li>use power tools and equipment.</li> </ul> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>develop design ideas.</li> <li>understand printing &amp; dyeing processes.</li> <li>understand fabric construction methods.</li> </ul>
 <b>ART</b>	<ul style="list-style-type: none"> <li>research the artist Frida Kahlo.</li> <li>create a skull block print using quick print polystyrene.</li> <li>develop printing skills with layout, colour and backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>develop skills when working with clay.</li> <li>work from a final design and create a 3D 'Day of the Dead' sugar skull.</li> <li>develop the use of paint when working with clay.</li> </ul>







SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
PE	<p><b>Boys' PE</b></p> <ul style="list-style-type: none"> <li>develop leadership skills within the activities we have covered this year. (badminton/football).</li> </ul> <p><b>Girls' PE</b></p> <ul style="list-style-type: none"> <li>develop leadership skills within the activities we have covered this year. (badminton/football).</li> </ul> 	<p><b>Boys' PE</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul> <p><b>Girls' PE</b></p> <ul style="list-style-type: none"> <li>develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul>
COMPUTER SCIENCE	<ul style="list-style-type: none"> <li>explore issues around online safety, including how to stay safe online.</li> <li>using a plan, create a product giving advice about how to stay safe online.</li> <li>review, reflect and improve the animation using self and peer feedback.</li> </ul> 	<ul style="list-style-type: none"> <li>create a product for a given client brief (matching the Creative iMedia course).</li> <li>create a program for a given client brief (matching the Computer Science course).</li> <li>create a product and design mix for a given client brief (matching the Enterprise and Marketing course).</li> <li>work on basic office skills (Powerpoint, Excel, Word).</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>how to live a sustainable life.</li> <li>develop an understanding of the dangers of drugs and alcohol.</li> <li>develop an understanding of the importance of education.</li> </ul>	<ul style="list-style-type: none"> <li>develop how to live safely in a modern British society.</li> <li>plan for future careers.</li> <li>live a healthy and positive lifestyle.</li> </ul>

### 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



**HELMET**

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

**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.

**BRIGHT CLOTHING**

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

**SHORTS**

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

**SHOES**

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

**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.





# YEAR10

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>respond to an exam question on two poems from the anthology.</li> <li>respond to a question about an unseen poem.</li> <li>analyse quotes thoughtfully by considering different layers of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>respond to an exam question about 'A Christmas Carol'.</li> <li>structure our responses to the reading questions effectively for the GCSE English language exam.</li> <li>consider PLAT when approaching transactional writing for English language.</li> </ul>
<b>MATHS</b>	<ul style="list-style-type: none"> <li>use circle theorems to calculate missing angles in circles.</li> <li>read and interpret vectors.</li> </ul>	<ul style="list-style-type: none"> <li>collect, analyse and represent data.</li> <li>generate terms of different types of sequences.</li> <li>calculate with roots and indices.</li> </ul>
 <b>SCIENCE</b>	<ul style="list-style-type: none"> <li>use evidence to describe how humans have evolved over time.</li> <li>calculate empirical formula and the moles of a substance.</li> <li>describe the different types of radiation and the dangers involved with using them.</li> </ul>	<ul style="list-style-type: none"> <li>research how pathogens can affect our bodies.</li> <li>investigate how electrolysis can be used to extract metals.</li> <li>investigate the effects of half-life.</li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>understand how changes to the ecosystem affect the components of an ecosystem.</li> <li>describe the characteristics of key ecosystems.</li> <li>use and interpret maps to describe distributions.</li> </ul>	<ul style="list-style-type: none"> <li>describe the characteristics of hot deserts.</li> <li>explain the opportunities and challenges that the Thar desert provides.</li> <li>describe patterns and data from maps.</li> </ul>
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>understand the Catholic threat in Elizabethan England.</li> <li>analyse how the accuracy of sources about the Catholic threat.</li> <li>evaluate interpretations put forward by historians on the Elizabethan period.</li> </ul>	<ul style="list-style-type: none"> <li>understand the causes of the Armada.</li> <li>analyse the reasons for the defeat of the Armada.</li> <li>evaluate the impact of the Catholic threat in Elizabethan England.</li> </ul>
 <b>FRENCH</b>	<ul style="list-style-type: none"> <li>discuss food and meals.</li> <li>understand vocab relating to shopping for clothes.</li> <li>talk about your daily life.</li> <li>talk about food for special occasions.</li> <li>research and look at French festivals.</li> </ul>	<ul style="list-style-type: none"> <li>talk about food and meals.</li> <li>embed vocab relating to shopping for clothes.</li> <li>embed talking about special occasions.</li> <li>embed French festivals and look at Carcassonne and Music festivals.</li> <li>describe family celebrations.</li> </ul>
<b>SPANISH</b> <b>Hola!</b>	<ul style="list-style-type: none"> <li>use comparatives and superlatives.</li> <li>describe your school thoroughly.</li> <li>use the imperfect to compare primary school to secondary school.</li> <li>talk about school rules and problems.</li> <li>talk about plans for a school exchange.</li> </ul>	<ul style="list-style-type: none"> <li>talk about family and friends.</li> <li>use possessive adjectives when talking about people.</li> <li>talk about relationships.</li> <li>re-call and revisit ser and estar when talking about characteristics and moods.</li> </ul>

*Never stop  
learning, because  
life never stops  
teaching.*









SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
<b>RE</b>	<ul style="list-style-type: none"> <li>describe Muslim beliefs about the afterlife.</li> <li>explain what core beliefs guide a Muslim to act and why.</li> <li>evaluate what the most important Islamic practice is.</li> </ul>	<ul style="list-style-type: none"> <li>describe both Christian and Muslim views towards family roles.</li> <li>explain the purpose of marriage for both Christians and Muslims.</li> <li>evaluate attitudes to same sex marriage from religious and non-religious perspectives.</li> </ul>
<b>DANCE</b>	<ul style="list-style-type: none"> <li>embed performance skills</li> <li>continue to analyse the four production features in Infra.</li> <li>consolidate knowledge on Emancipation of Expressionism and Shadows.</li> </ul>	<ul style="list-style-type: none"> <li>analyse the four production features in A Linha Curva.</li> <li>recall the previous three set works and understand how to structure the exam 12 and 6 mark questions.</li> <li>use technical, expressive and physical skills to perform first set phrase with accuracy.</li> </ul>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>respond to the unit 2 assignment task 2.1.1.</li> <li>produce a development log that records the exploration and development of your ideas in response to the creative brief.</li> <li>further develop compositional techniques</li> </ul>	<ul style="list-style-type: none"> <li>continue to prepare, perform, produce and record a piece of music.</li> <li>develop production skills through the use of a DAW (digital audio workstation).</li> <li>devise a learning log to support composition.</li> <li>continue to rehearse solo performance.</li> </ul>
<b>DRAMA</b>	<ul style="list-style-type: none"> <li>continue to explore Blood Brothers both theoretically and practically.</li> <li>understand and have the ability to accurately answer extended exam questions.</li> <li>embed a secure knowledge and understanding of the GCSE written exam.</li> </ul>	<ul style="list-style-type: none"> <li>use a stimulus to create a devised group performance.</li> <li>create a written log book containing stimulus research and evaluation and analysis of performance skills and development.</li> </ul>
<b>FOOD PREPARATION AND NUTRITION</b>	<ul style="list-style-type: none"> <li>understand where meat, fish and poultry come from (rearing/growing) and their classification.</li> <li>understand how meat, fish and poultry can be processed and the effects of that processing on the sensory characteristics and nutritional content.</li> <li>understand how protein denaturation and coagulation occurs.</li> </ul>	<ul style="list-style-type: none"> <li>develop an overview of the commodity butter, oils, margarine, sugar and syrup.</li> <li>understand how butter, oils and margarine, can be processed and the effects of that processing on the sensory characteristics and nutritional content.</li> <li>investigate a range of tests to demonstrate the effects of reducing sugar in a baked product.</li> </ul>
<b>DESIGN AND TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>understand how modern materials can be used to enhance products, their properties and their composition.</li> <li>understand how smart materials can be used to enhance products, their properties and stimuli.</li> <li>understand how composite materials can be used to enhance products, their properties and composition</li> </ul>	<ul style="list-style-type: none"> <li>create products using a specification</li> <li>investigate different stock forms utilised in industry and analysing the advantages and disadvantages of each material group.</li> <li>investigate different finishing products for different materials and the effect they have on the outcome.</li> </ul>
<b>ART</b>	<ul style="list-style-type: none"> <li>work in the style of Halima Cassell.</li> <li>create a range of designs that have been developed into a final piece.</li> <li>explore and experiment when working with clay.</li> </ul>	<ul style="list-style-type: none"> <li>explore and experiment with clay.</li> <li>work from Halima Cassell inspired designs and create a 3D ceramic sculpture.</li> </ul>
<b>MEDIA</b>	<ul style="list-style-type: none"> <li>developing understanding of television crime drama.</li> <li>analysing the media language used in Luther.</li> <li>analysing how representation in crime dramas has changed since the 1970s.</li> </ul>	<ul style="list-style-type: none"> <li>develop our understanding of the television industry in relation to crime drama.</li> <li>develop our knowledge of the contexts in which crime dramas have been produced.</li> <li>begin research for NEA.</li> </ul>








<b>CORE PE</b>	<p><b>Boys' PE - develop the skills and understanding of:</b></p> <ul style="list-style-type: none"> <li>• leadership skills within the activities we have covered this year. (badminton/football).</li> </ul> <p><b>Girls' PE - develop the skills and understanding of:</b></p> <ul style="list-style-type: none"> <li>• leadership skills within the activities we have covered this year. (badminton/football).</li> </ul>	<p><b>Boys' PE</b></p> <ul style="list-style-type: none"> <li>• develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>• develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul> <p><b>Girls' PE</b></p> <ul style="list-style-type: none"> <li>• develop the skills, tactics and knowledge of the rules in striking and fielding games.</li> <li>• develop our understanding of how to perform different athletics events and how to measure and time these activities.</li> </ul>
<b>GCSE SPORT</b>	<ul style="list-style-type: none"> <li>• identify strengths and weaknesses for a chosen sport and develop skills and drills to make improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• deliver a sports activity session to a group of Year 7 students.</li> <li>• review our own performances in planning and leading and sports activity session.</li> <li>• continue to complete their R185 coursework.</li> </ul>
<b>COMPUTER SCIENCE</b>	<ul style="list-style-type: none"> <li>• explore the laws surrounding computer science.</li> <li>• explore ethical, environmental and cultural considerations within computer science.</li> </ul>	<ul style="list-style-type: none"> <li>• develop current knowledge of programming using the language Python.</li> <li>• identify the difference between high level and low-level languages – exploring the different translators that may be used.</li> <li>• develop knowledge in variables, selection, iteration, arrays and lists.</li> </ul>
<b>CREATIVE IMEDIA</b>	<ul style="list-style-type: none"> <li>• create products using Photoshop skills, using advanced tools and techniques.</li> <li>• plan projects for given client brief using a variety of planning methods.</li> </ul>	<ul style="list-style-type: none"> <li>• create products using Photoshop skills, using advanced tools and techniques.</li> <li>• plan projects for given client brief using a variety of planning methods.</li> </ul>
<b>ENTERPRISE AND MARKETING</b>	<ul style="list-style-type: none"> <li>• modify final design ideas based on self and peer feedback.</li> <li>• recommend a pricing strategy and number of sales for the first month of trading.</li> <li>• identify all relevant fixed and variable costs for the final design, completing profit and breakeven calculations.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the factors that may affect the business from their coursework task.</li> <li>• explore how to address the impacts and come up with relevant solutions.</li> <li>• finalise coursework for submission.</li> </ul> 
<b>TRAVEL &amp; TOURISM</b>	<ul style="list-style-type: none"> <li>• implement research skills for the Component 1 PSA.</li> <li>• 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.</li> <li>• use research skills to write formal reports for the PSA about features and suitability of Birmingham for certain visitor types.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the different types of market research used by organisations.</li> <li>• understand when different types of research are used, the types of information they produce and the advantages and disadvantages of each.</li> <li>• describe the different types of market research used by travel and tourism organisations</li> </ul>
<b>HEALTH AND SOCIAL CARE</b>	<ul style="list-style-type: none"> <li>• implementing assessment skills for PSA.</li> <li>• understand how life events impact development.</li> <li>• evaluate and compare how support can help to adapt to the life event.</li> </ul>	<ul style="list-style-type: none"> <li>• collate notes for PSA.</li> <li>• investigate a range of services used in HSC.</li> <li>• understand how the HSC services would provide support to an individual.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• understand the dangers of living an unhealthy lifestyle.</li> <li>• develop different strategies to revise and study.</li> <li>• develop an understanding of the consequences of tattoos and piercing</li> </ul>	<ul style="list-style-type: none"> <li>• plan for future careers.</li> <li>• understand the importance of RSE.</li> <li>• live safely in modern British society.</li> </ul> 












# YEAR 11

SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
<b>ENGLISH</b> 	<ul style="list-style-type: none"> <li>improve the way we start our literature essays by writing effective thesis statements.</li> <li>improve our responses to reading questions in language by analysing concisely and embedding quotes.</li> <li>improve our exam technique for both language and literature.</li> </ul>	<ul style="list-style-type: none"> <li>improve our responses to the reading questions (as well as finish the paper within timed conditions) by analysing more concisely.</li> <li>improve our essays for literature by completing some more exam practice.</li> <li>improve our responses for literature by including a wider range of well-chosen and judicious quotes from the set texts.</li> </ul>
<b>MATHS</b>	<ul style="list-style-type: none"> <li>improve how to interpret exam style questions.</li> <li>solve algebraic equations.</li> <li>develop how to reason algebraically.</li> </ul>	<ul style="list-style-type: none"> <li>develop our reasoning and problem-solving skills.</li> <li>develop our algebraic reasoning skills.</li> <li>solve simultaneous equations.</li> </ul>
 <b>SCIENCE</b>	<ul style="list-style-type: none"> <li>investigate the rate of respiration in organisms.</li> <li>describe how the earth's atmosphere has changed over time.</li> <li>investigate magnets and magnetic fields.</li> </ul>	<ul style="list-style-type: none"> <li>research biotic and abiotic factors.</li> <li>investigate different types of hydrocarbons.</li> <li>investigate how we calculate energy in substances.</li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>explain why the rates of urbanisation vary across the UK.</li> <li>evaluate the opportunities and challenges that a UK city faces.</li> <li>use and interpret photographs.</li> </ul>	<ul style="list-style-type: none"> <li>explain the uneven distribution of food, water and energy across the world.</li> <li>explain the opportunities and challenges faced by the UK in the provision of food, water and energy.</li> <li>interpret and describe choropleth maps.</li> </ul>
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>analyse events the significance of events in the cold war.</li> <li>analyse the role of different presidents in shaping modern America.</li> <li>describe America's foreign policy throughout the 1990s.</li> </ul>	<ul style="list-style-type: none"> <li>explain the causes and events of the cold war.</li> <li>analyse different interpretations on Elizabethan England for revision.</li> <li>analyse different interpretations on Nazi Germany for revision.</li> </ul>
<b>FRENCH</b>	<ul style="list-style-type: none"> <li>discuss problems facing the world.</li> <li>talk about protecting the environment.</li> <li>discuss ethical shopping.</li> <li>use the passive voice.</li> <li>use indirect object pronouns.</li> <li>talk about volunteering.</li> <li>talk about big events.</li> </ul>	<ul style="list-style-type: none"> <li>embed the conditional and imperfect tenses.</li> <li>discuss weather and natural disasters.</li> <li>talk about protecting the environment.</li> <li>discuss ethical shopping.</li> <li>talk about volunteering.</li> </ul>
<b>HEALTH &amp; SOCIAL CARE</b>	<ul style="list-style-type: none"> <li>develop exam writing skills.</li> <li>describe how physiological data can identify health conditions.</li> <li>explore care plans to reduce risks to health.</li> </ul>	<ul style="list-style-type: none"> <li>develop exam techniques.</li> <li>prepare for the exam.</li> <li>identify gaps in knowledge and revision techniques.</li> </ul>
<b>CHILDCARE &amp; DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>completing outstanding tasks on NEA.</li> <li>revise all content areas (1-9) for the exam.</li> <li>practice exam skills .</li> </ul>	<ul style="list-style-type: none"> <li>revisit the content areas 1-9.</li> <li>create revision resources focusing on exam-style questions.</li> <li>prepare for the exam.</li> </ul>







SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
 <b>CORE RE</b>	<ul style="list-style-type: none"> <li>describe what makes someone a role model to follow.</li> <li>describe examples of role models and explain why they are role models.</li> <li>explain why following a role model is important.</li> </ul>	<ul style="list-style-type: none"> <li>describe what makes a person a good role model.</li> <li>explain why role models have such an important role in life.</li> <li>evaluate who the best role model is to follow for the next stage of my learning journey.</li> </ul>
<b>GCSE RE</b> 	<ul style="list-style-type: none"> <li>effectively revise the ethical, philosophical and religious issues in our world.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>uncover any final areas of weakness in our knowledge of the course.</li> <li>apply our understanding of topics to exam questions to ensure maximum marks are obtained.</li> <li>support our answers with wider knowledge to show greater depth of understanding.</li> </ul>
<b>DANCE</b>	<ul style="list-style-type: none"> <li>consolidate knowledge on section B of written exam by critically evaluating own work.</li> <li>analyse duet/trio and choreography performance by writing programme note.</li> <li>use choreographic skills to begin choreography if not done so already.</li> </ul>	<ul style="list-style-type: none"> <li>analyse movement in all 6 set works to answer six mark exam style question.</li> <li>begin to start revision for section A, B and C in preparation for the written exam.</li> </ul> 
<b>MUSIC</b> 	<ul style="list-style-type: none"> <li>identify musical elements to be used in response to an initial brief.</li> <li>understand the components required to create an effective stylistic piece.</li> <li>apply musical skills in creating a musical product PSA 3.</li> </ul>	<ul style="list-style-type: none"> <li>refine and develop final composition/production.</li> <li>devise a supporting log by applying knowledge of stylistic features.</li> <li>prepare for final evaluative exam.</li> </ul>
 <b>DRAMA</b>	<ul style="list-style-type: none"> <li>continue to perfect and perform the scripted component.</li> <li>understand and evaluate the live theatre production of Billy Elliott.</li> <li>consolidate the GCSE exam key knowledge.</li> <li>master extended written exam questions.</li> </ul>	<ul style="list-style-type: none"> <li>understand and evaluate the live theatre production of Billy Elliott.</li> <li>consolidate the GCSE exam key knowledge.</li> <li>master extended written exam questions.</li> </ul>
 <b>DESIGN AND TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>understand how new and emerging technologies have affected the world around us.</li> <li>understand how energy is generated and the environmental impact of generating and using it.</li> <li>understand how technological advances are creating new materials.</li> </ul>	<ul style="list-style-type: none"> <li>look at evaluation and product testing as we complete the GCSE coursework.</li> <li>investigate CAD/CAM, utilising examination questions with practical techniques on how to achieve high quality answers.</li> </ul>
 <b>ART</b>	<ul style="list-style-type: none"> <li>creating artist analysis research sheets.</li> <li>working in the chosen artist's style that links to the exam theme.</li> <li>exploring and experimenting with a range of media that links to chosen artist's style.</li> </ul>	<ul style="list-style-type: none"> <li>experiment and explore techniques used by the chosen photographer.</li> <li>create a range of experiments which reflect the theme .</li> <li>work independently and drive own project forward.</li> </ul>
<b>CREATIVE iMedia</b>	<ul style="list-style-type: none"> <li>continue working on the R067 component of the Creative iMedia course.</li> </ul>	<ul style="list-style-type: none"> <li>prepare for the exam unit.</li> <li>answer extended writing answers</li> <li>evaluate the effectiveness of pre-production planning documentation</li> </ul>







SUBJECT	This term we have been learning to.....	Next term we will be learning to.....
<b>FOOD PREPARATION AND NUTRITION</b>	<ul style="list-style-type: none"> <li>evaluate the selection, preparation, cooking and presentation of the 3 exam dishes and accompaniments.</li> <li>effectively revise factors affecting food choices, food provenance and food waste issues.</li> <li>carefully consider factors affecting environmental issues, including seasonal food, carbon footprint and food processing.</li> </ul>	<ul style="list-style-type: none"> <li>revise commodity groups thoroughly.</li> <li>apply this commodity knowledge to answer exemplar exam questions.</li> <li>understand basic practical techniques and how the scientific principles underpinning them can be applied to the exam.</li> <li>analyse how extended questions need to be answered to gain full mark.</li> </ul>
<b>MEDIA</b>	<ul style="list-style-type: none"> <li>explore industry issues related to newspapers.</li> <li>analyse the media language used on two front pages.</li> <li>practise exam skills.</li> </ul> 	<ul style="list-style-type: none"> <li>revise and complete exam practice for media language and representation.</li> <li>revise and complete exam practice of audience and industry.</li> <li>revise and complete exam practice for contexts.</li> </ul>
<b>CORE PE</b>	<p><b>Boys' PE - develop the skills and understanding of:</b></p> <ul style="list-style-type: none"> <li>handball, focusing on skills and tactics within a game situation - indoor.</li> </ul> <p><b>Girls' PE - develop the skills and understanding of:</b></p> <ul style="list-style-type: none"> <li>football, developing passing, dribbling, and shooting within game situations - outdoor.</li> </ul>	<p><b>Boys' PE - develop the skills and understanding of:</b></p> <ul style="list-style-type: none"> <li>handball, focusing on skills and tactics within a game situation - indoor.</li> </ul> <p><b>Girls' PE - develop the skills and understanding of:</b></p> <ul style="list-style-type: none"> <li>football, developing passing, dribbling, and shooting within game situations - outdoor.</li> </ul>
<b>OCR SPORT</b>	<ul style="list-style-type: none"> <li>understand the different issues which effect participation in sport for different user groups.</li> <li>understand the role of sport in promoting values.</li> <li>understand the importance of hosting major sporting events.</li> <li>develop an understanding about the role national governing bodies (NGB'S) play in sport.</li> </ul>	<ul style="list-style-type: none"> <li>develop an understanding of contemporary issues in sport.</li> <li>reflect and reinforce our understanding of the different issues which effect participation in sport for different user groups.</li> <li>reflect and reinforce our understanding of the role of sport in promoting values.</li> <li>reflect and reinforce our understanding of the importance of hosting major sporting events.</li> <li>reflect and reinforce our understanding about the role national governing bodies (NGB'S) play in sport.</li> </ul>
<b>COMPUTER SCIENCE</b>	<ul style="list-style-type: none"> <li>further develop skills in programming by completing a twenty-hour NEA.</li> </ul>	<ul style="list-style-type: none"> <li>continue developing skills in programming and computer systems – revising appropriately for their exams.</li> </ul>
 <b>ENTERPRISE AND MARKETING</b>	<ul style="list-style-type: none"> <li>collect peer feedback on the pitch delivery to reflect and refine performance.</li> <li>pitch the final proposal to a professional, independent decision-making panel.</li> <li>review the overall performance of the pitch and presentation skills.</li> </ul>	<ul style="list-style-type: none"> <li>understand the risks and rewards associated with becoming an entrepreneur.</li> <li>explore a range of sources of finance suitable for a small business.</li> <li>understand the different legal ownership types a small business can use.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>develop an understanding of stereotypes in modern British society.</li> <li>develop an understanding of living a unhealthy lifestyle .</li> </ul>	<ul style="list-style-type: none"> <li>develop an understanding of the dangers of online gaming and gambling.</li> <li>develop an understanding of living a risky lifestyle.</li> <li>explore how to live in modern British society.</li> </ul>





# eco club



**This term has been nothing short of exhilarating for our eco warriors as they've delved deep into projects aimed at enhancing our school's green footprint.**



Hand in hand with the technology department, our warriors embarked on an ambitious mission to construct a pristine **herb and vegetable patch** within our cherished eco garden. The installation day was a jubilant celebration, a culmination of meticulous planning and hard work that finally bore fruit (literally)!

Undeterred by the elements, our intrepid warriors braved wind and rain to revitalize the garden in preparation for the vibrant activities of the summer months. Anticipating the arrival of eager visitors from primary schools for their **pond-dipping taster days** in the summer term, our warriors are on high alert to ensure the pond remains pristine, free from litter, and undisturbed by encroaching duckweed.



Looking ahead to the next half term, our warriors are already charting out plans to adorn the garden with flourishing shrubbery by May/June. **Additionally, their focus will shift towards nurturing bug hotels and nurturing a captivating butterfly garden.** Excitingly, we've welcomed a new tree into our garden family, watching eagerly as it grows with each passing week.

As we mark our calendars, let's not forget to honour important environmental dates:

**\*\*International Mother Earth Day\*\*** – April 22, 2024: A day that unites us in our commitment to living in harmony with nature and restoring what we've degraded.

More details can be found here [International Mother Earth Day | LearnEnglish \(britishcouncil.org\)](https://www.britishcouncil.org/learnenglish/international-mother-earth-day)

**\*\*Stop Food Waste Day\*\*** – April 24, 2024:

An opportunity to raise awareness about the significant issue of food waste and pledge to reduce our environmental footprint by cutting down on wasteful practices. Let's join the global movement to combat food waste and create a more sustainable future for all.  
**#stopfoodwasteday**

*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.*

**TOP TIPS TO FIGHT FOOD WASTE**

PLAN AHEAD AND DON'T OVER BUY	THE FREEZER IS YOUR FRIEND	GET CREATIVE
<ul style="list-style-type: none"><li>• Use up what's in your fridge and pantry</li><li>• Plan your meals</li><li>• Make a list before you shop</li></ul>	<ul style="list-style-type: none"><li>• Batch-cook and freeze portions</li><li>• Freeze bread and other leftovers</li><li>• Label items with the date and use them in order</li></ul>	<ul style="list-style-type: none"><li>• Experiment with what you have in the fridge</li><li>• Try making bubble and squeak or colourful frittatas from leftovers</li><li>• Use odd bits of vegetables to make wholesome soups</li></ul>

#StopFoodWasteDay [stopfoodwasteday.com](https://stopfoodwasteday.com)





## This has been another excellent two weeks of activities for Personal Development at Millfield.

The Year 7 girls indoor athletics team competed in the Lancashire Schools Indoor Athletics Competition at Stanley Park and came 4<sup>th</sup> out of all the school in Lancashire. Well done girls and well done to Mrs Laycock for her excellent coaching.



Our fantastic Performing Arts department showcased their talented young stars at the **Celebration of Music** at the Winter Gardens earlier this month. Credit to the students involved, Mr Mitchell, Miss Cambridge and all the staff helpers involved.

More recently some of our key stage 3 students embarked on a school trip to France where they stayed at the Chateau Du Broutel in Rue – France. Students enhanced their cultural capital by taking in the Albert Museum, visiting the Somme Battlefields and the Etaples Cemetery.

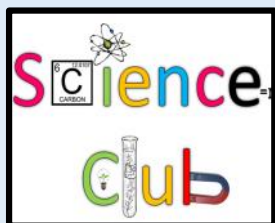
**The PTFA launched it's first event last week** which saw generous contributions from families in donating Easter eggs and cakes for sale to raise money for resources for school. Well done to Mrs Crook, the staff and all the parent volunteers and a successful event.

The Duke of Edinburgh continues to be a great success with four more students passing modules for their bronze award. Future events are planned, when we will see the students embark on an exhibition in the summer term.

Well done to the Science staff on running the STEM challenges in school as part of **British Science Week**. Key stage 3 students took part in a fact-finding event to learn about famous scientists and how they have helped shape all our lives.

In assemblies recently students have learnt about different faiths and beliefs and for the final week of term we will celebrate the successes of our students who have shown excellent behaviour and attitude to learning throughout the term. **A special well done to our dedicated pastoral team for all their hard work and support for all of our students.**

## Extra-Curricular Clubs In Science



Come and experience different experiments each week.

B6 with Mrs McRoberts



Minecraft Science lab.  
A fun and creative way to expand your science knowledge through Minecraft.

A26 with Dr Gorst



Learn about the world around us and help make Millfield a greener place.

C4 with Mr Sanders

## Every Wednesday after school 3 till 4







Congratulations!



Well done to these Year 7 superstars who all won prizes in the celebration and awards assembly!

**Well done to Mia who won the Women in STEM competition when she recently visited Blackpool and the Fylde College.**

*Mrs Regan presented her with her prize - a book about women in science.*

community sports college

Monday 8th April  
Poolfoot Farm - FY5 4HX  
1:00pm - 3:00pm

Calling all future Mary Earps out there!

Come and visit us at Poolfoot Farm for a **FREE** taster day to come and explore our BTEC courses!

To book your place please scan >>>  
or visit: [forms.office.com/e/4jcudYuspa](https://forms.office.com/e/4jcudYuspa)  
For more info: [education@fleetwoodtownfc.com](mailto:education@fleetwoodtownfc.com)

**GIRLS ONLY TASTER DAY**



### HOT CHOCOLATE WITH THE HEAD

Amie Addis	7 B2 ECO
Aaron Woods	7 S1 CCR
Olivia Holder	7 R1 GHI
Emily Jensen	7 H2 TYE
Zerrin Dzydzan	7 R2 EAV

The students have been nominated by Miss Latham for their excellent work in Science

### HOT CHOCOLATE WITH THE

Harry Wilkinson	9 H5 CAL
Franky Cash	9 R5 SCN
Bobby Walsh	9 S5 PTY
Harry Martindale	9 H6 JHO
Faith Smith-Wells	9 S5 PTY

The students have been nominated by Mrs. Hall for their excellent work in Maths







## Event Review: Celebration of Music at The Winter Gardens Blackpool



On **Tuesday 12th March**, the grand halls of The Winter Gardens Blackpool were alive with the resounding melodies and vibrant performances of students from schools across Blackpool and the Fylde.

The theme for this year's event was '**A night at the musicals**', and participants from primary, secondary, and sixth form colleges enthusiastically embraced the challenge. From classic show tunes to contemporary favourites, the diverse repertoire showcased the rich musical tapestry woven by the students. One standout performance came from Millfield themselves, who captivated the audience with a selection of songs from the timeless musical, "Grease".

What truly shone throughout the evening was the sheer dedication and passion displayed by every student performer. Their commitment to their craft and their schools was evident in every note sung and every dance step executed. It was a testament to the hard work and talent nurtured by staff from the local schools and colleges.



As the curtains drew to a close on this year's Celebration of Music, there was a palpable sense of anticipation for what the future holds. The students, without a doubt, proved themselves to be exemplary ambassadors for their schools, their communities, and the enduring power of music to uplift and inspire.

*Thank You* Mr Mitchell, Ms Cambridge and Mr McMinn!



## Deputy Headteacher's Maths Challenge - a question of time

The hour and minute hands are at equal distance from the 6 hour, what time will it be exactly?



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







# 6 fun facts about the EASTER BUNNY



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

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

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

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

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

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







HAPPY  
EASTER!



MILLFIELD

SCIENCE & PERFORMING ARTS COLLEGE

*Presents*



# Prom NIGHT

THE YEAR 11 LEAVERS' PROM IS TO BE HELD  
AT STANING LODGE GOLF CLUB

THURSDAY, 27TH JUNE  
7PM

*Be Exceptional*

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

MILLFIELD SCIENCE & PERFORMING ARTS COLLEGE  
PRESENTS

# GREASE

*The Musical*

Wednesday 10<sup>th</sup>, Thursday 11<sup>th</sup>  
& Friday 12<sup>th</sup> July 2024





## PLACES WHERE KIDS EAT FREE (OR FOR £1) DURING EASTER HOLIDAYS 2024

[moneysavingcentral.co.uk/kids-eat-free](https://moneysavingcentral.co.uk/kids-eat-free)



### ASDA

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

### TESCO

Kids eat free with a purchase of 60p+ from From Mon - Fri in Half Terms 2024

### SAINSBURYS CAFES

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

### PAUSA CAFE @ DUNELM

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

### THE REAL GREEK

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

### TGI FRIDAYS

Kids Eat Free When 'Stripes Rewards Members' purchase an adult's main meal (App needed)

### PUREZZA

Children under the age of 10 get free pizza at Purezza with every adult meal purchased

### TRAVELODGE & PREMIER INN

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

### SIZZLING PUBS

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

### BEEFEATER & BREWERS FAYRE

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

### COCONUT TREE

One child (10 & Under) eats free per paying adult. Valid from 23/03/2024 - 14/04/2024

### MORRISONS

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

### GORDON RAMSEY RESTAURANTS

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

### PRETO

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

### WHITBREAD INNS

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

### BELLA ITALIA

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

### BILLS

Two kids can eat free ALL DAY (Weekdays) from Monday 25th March - Friday 12th April 2024, with one adult main dish.

### DOBBIES GARDEN CENTRES

At Dobbies, for every adult breakfast or lunch purchase, kids eat for FREE. Every Day!

### TABLE TABLE

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

### IKEA

Kids get a meal from 95p daily from 11am

### HUNGRY HORSE

Kids eat for £1 on Mondays

### FUTURE INNS

Under 5s eat for free with any adult meal.

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