

Issue No 15
22nd May 2026



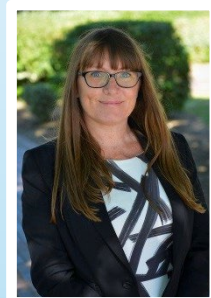
Millfield MESSENGER

Belvedere Road, Thornton Cleveleys, FY5 5DG

Telephone 01253 865929

Dear Parents and Carers,

In March 2025, the Department for Education published national research which highlights the impact of attendance on GCSE achievement, particularly in English and mathematics. The report shows that Year 11 students with attendance of 95% or above are almost twice as likely to achieve a Grade 5 or above in both English and maths compared to students whose attendance falls between 90% and 95%. Crucially, the guidance states that missing just ten school days across the year halves the likelihood of achieving these key grades. The research also highlights that irregular patterns of absence, such as odd days off or broken weeks, are especially damaging, as they disrupt learning, reduce curriculum coverage and weaken students' ability to retain and apply knowledge in subjects where learning builds cumulatively. This reinforces why we place such a strong emphasis on excellent attendance, to ensure every student is given the best possible chance to succeed.



I would like to celebrate our exceptional Year 11 students as they continue through their examinations. Their behaviour, attitude and commitment have been outstanding, and they are approaching each exam with maturity and focus. I was especially impressed that 125 students chose to attend a Sunday revision session the day before their English examination, demonstrating just how determined they are to succeed. Students are coming out of exams feeling confident, calm and well prepared, which is a credit to the high-quality teaching, carefully planned revision programmes and thorough preparation and support they have received. Thank you to parents and carers for the encouragement, routines and support you have provided at home; this makes a real difference.

We are extremely proud of our first cohort of Duke of Edinburgh Silver Award students, who recently completed their expedition. Throughout the challenge, students demonstrated resilience, teamwork, problem-solving, leadership and independence, navigating demanding conditions with determination and good humour. These experiences help develop life skills that will support them well beyond school. I would like to thank Mrs Crook, Mr Calland Storey and Mr Lyons for their commitment, care and encouragement, which ensured the expedition was both safe and successful. We also marked VE Day with a meaningful programme of activities in school. Students engaged in researching their own family histories and learning about the experiences and sacrifices of those who lived through the Second World War. Our cadets attended school proudly wearing their cadet uniforms, acting as strong role models and a source of inspiration for other students. It was a respectful and reflective way to commemorate an important moment in our history and to reinforce our values of service, remembrance and community.

As we look back over the past term, it has been a highly successful year so far, filled with achievement, commitment, hard work, and memorable experiences for our students. Thank you, as always, for your continued support. I wish all our families a restful and enjoyable half term break.

You can keep up to date with everything happening at Millfield by following us on X @millfieldhighsc.

A handwritten signature in black ink that reads 'N. Regan'.

Mrs N. Regan
Headteacher

- 22 May
Year 9 Full Reports
to Parents
- School Closes for
Half Term
- 1 June
School Reopens
- Year 11 Summer
Exams Continue
- 2 June
Year 8 HPV
vaccinations
- 4 June
Year 9 DofE Bronze
Practice
- 9 June
History Trip - Year 9
- 10 June
RE Trip - Year 7
- 16 June
RE Trip - Year 7
- 16 - 17 June
Geography Field Trip
- 18 June
National 'Thank a
Teacher' Day
- 19 June
Year 11 Leavers
Assembly/Day
- Year 10 Mock Exams -
Core
- 20 - 26 June
CCF Camp - Altcar -
Merseyside
- 23 June
Year 7 Full Reports
to Parents



Italy Trip
**Verona &
Venice**

March 2027

**VISIT BOTH VERONA AND VENICE.
TAKE PART IN A ROMEO AND JULIET
WORKSHOP IN VERONA**

**DETAILS WILL BE SENT TO PARENTS ON
SYNERGY.**

**ONLY 40 PLACES AVAILABLE.
OPEN TO YEARS 8 AND 9.**

We Celebrate Success!

This season, the U12 team at Fleetwood Town Junior Reds have completed an outstanding quadruple-winning campaign, achieving success across league and cup competitions against some of the strongest grassroots football teams in the region.

The boys won both the U12 Premiership Phase 1 and Phase 2 titles, finishing the league season unbeaten and winning every game. They also achieved a fantastic Lancashire Cup triumph, a competition widely regarded as one of the most prestigious and challenging honours in junior grassroots football within the county.

The tournament brings together many of the strongest teams from across Lancashire, and to come through that competition as winners is a tremendous achievement for the players.

To complete the quadruple, the team also won the BDYFL U12 Hogan Cup with an excellent 4–1 victory in the final at Bloomfield Road, home of Blackpool FC.

Throughout the season, the players have demonstrated exceptional commitment, teamwork, resilience, discipline, and sportsmanship, and they should all be incredibly proud of what they have achieved together at such a young age. As a coach, it has been a privilege to watch their development both as footballers and as young people.

The following Millfield students were part of the quadruple-winning squad:

James Andrews Jacob Tyrer Frankie Butler

The players are excellent ambassadors both on and off the pitch. *They truly are a credit to Millfield.*

Craig Andrews

Coach – Fleetwood Town Junior Reds U12s



We Celebrate Success!

Has your child done something out of school that merits celebrating? Won a competition? Taken part in a show? Performed an act of kindness that deserves a mention? Helped in their community?

If you feel your child has achieved or done something to celebrate, please email their Head of House and let us know! Include a picture if you can and you may feature in our next edition of 'We Celebrate Success!'

Rhinos - S.Wier@millfield.lancs.sch.uk
 Sharks - A.Simpson@millfield.lancs.sch.uk
 Hawks - C.McOmish@millfield.lancs.sch.uk
 Bears - E.Covill@millfield.lancs.sch.uk



HOT CHOCOLATE WITH THE HEAD

William Scott	10 B BHE
Charlotte Collins	10 A GLA
Emma Chieffo	10 D KHU
Edie Goldie	10 B BHE
Jack Hocking	10 B BHE
Finlay Smith	10 C CGO
Jacob Wilson	10 C CGO

The above students have been nominated by Miss Gower for their excellent work in Media.



Duke of Edinburgh Award. Our first silver expedition team! The students showed leadership, resilience and grit throughout their two 7-hour walks. Their camp craft, tent building and team building skills massively improved too. Amazing work everyone!

We Celebrate Success!

Thomas recently became the youngest person to take part in the Big Sleep Out in support of Blackpool homeless charity StreetLife. By spending the night sleeping on the street in St John's Square in Blackpool town centre, Thomas helped raise awareness of the challenges faced by young people aged 16 to 25 experiencing homelessness.

Thomas helped raise more than £1,700 for StreetLife, supporting the charity's work with vulnerable young people. His kindness and willingness to help at such a young age are truly inspiring.



Our **Night Shelter** at St Johns Square has 8 bedrooms and provides emergency overnight accommodation, food and support 365 days a year.

The Base is open each weekday for drop in where young people can access a hot meal, emotional & practical support.

300 young people a year visit our day centre for support on issues including housing, finances and employment.



HOT CHOCOLATE WITH THE HEAD

History	
Jacob Tyrer	7 B2 GBL
Kieran Shelton-Webster	7 B2 GBL
Joseph Hadow	7 B1 ADW
Ana Grigore	7 S1 ASN
Liv Furnevall	7 B2 GBL
Alistair Potter	7 B1 ADW
Science:	
Lucas Douglas	7 R2 ARD
Chloe Millington	7 S2 SAR

All of the above students have been nominated by Miss Higgins and Miss Latham for their excellent work in History and Science.

eco club

summer term update



The Eco Club has had a fantastic start to the summer term, with students enjoying the warmer weather and spending more time working outdoors in the eco garden.

Sunflowers Growing Strong



Our sunflower project has been a great success so far! After being grown indoors over Easter, many students have now brought their sunflowers back into school ready to be planted in the eco garden. We're excited to watch them grow over the coming weeks and hopefully create a bright display for summer.

Wildflowers for Pollinators



The wildflower area we prepared earlier in the year is beginning to bloom, attracting bees, butterflies, and other important pollinators. Students have been learning about why pollinators are so important for ecosystems and food production, and how even small green spaces can help wildlife thrive.



Recycling & Energy Saving

Our classroom reminder project is continuing, with students designing posters encouraging everyone to switch off lights, projectors, and computers when not in use. These simple actions can make a real difference in reducing the school's carbon footprint.

Ecology & Environment News Around Thornton-Cleveleys and the Fylde Coast

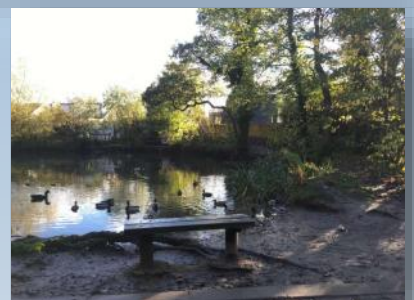
Protecting the Fylde Coast from Rising Sea Levels

A major milestone has recently been reached in the Wyre Beach Management Scheme, with the final protective rocks now placed along Cleveleys seafront. The project is helping protect more than 11,000 homes from flooding and coastal erosion while also improving habitats and biodiversity along the coastline.



Improving Habitats in Thornton

Environmental projects around Thornton-Cleveleys are continuing to improve wetlands and woodland habitats, helping both wildlife and flood protection. One exciting local project aims to reduce flood risk, improve access, and create habitats at King George's Playing Fields in Thornton Cleveleys. The playing fields are often very wet and currently provide limited value for wildlife. By restoring Royles Brook, which runs through the site, and creating areas of wetland and woodland, the project hopes to transform the area into a dynamic green space for both people and wildlife to enjoy.



eco club

environmental days coming up!



World Bee Day – 20th May

A day dedicated to raising awareness about bees and other pollinators, and the important role they play in nature and food production.

For millennia, bees and people have shared a close and evolving connection, shaped by the ways communities across the world have relied on bees for food and livelihoods, with bees often becoming part of their cultural identity. From honey hunting to a large variety of beekeeping systems, this relationship has continually adapted to different environments, technologies, and socio-cultural needs.

World Bee Day 2026 focuses on how humans and bees have been working together to nourish and sustain people and the environment. It will highlight the evolution of beekeeping across diverse cultures and landscapes over thousands of years, while promoting innovative approaches that improve bee production and health, and support the livelihoods of beekeepers, including women and youth.

It will also emphasize how both traditional knowledge and modern technologies can contribute to sustainable beekeeping, and how partnerships and inclusive approaches can help secure a sustainable future for both pollinators and people, while advancing the transformation of agrifood systems.

World Bee Day may have passed but it is still an important cause and this [link World Bee Day 2026 | Food and Agriculture Organization of the United Nations](#) will take you to the site where you will find many informative articles and ideas on how you can help save our bees!



Fast Flowers to Grow with Children

Although children are full of curiosity, they are not exactly renowned for their patience. So here's a selection of failsafe flowers to bring smiles to small faces.

Flowers from seed

Growing flowers from seed is one of the most rewarding gardening activities out there. Choose hardy annuals such as sunflowers, poppies, cornflowers and pot marigolds – they all germinate quickly and are easy to grow.

Bees and butterflies love them too! This also makes a great activity to do with children in a greenhouse on wet days.

Flowers from bulbs

Bulbs are great because you're pretty much guaranteed to get a result in the first year. They're also big enough for small children to handle easily. Plant spring-flowering bulbs such as daffodils and tulips in the autumn: if you're feeling impatient for quick results why not plant some paperwhites and amaryllis (Hippeastrum) bulbs indoors at the same time? They will flower within just a few weeks of planting and are ideal for watching close up.

Plants to buy and grow

If you want to get off to a flying start, buying plants rather than bulbs or seeds is the quickest way to get gardening. Pansies and violas make lovely displays in autumn, winter and spring – try planting them in a pot with bulbs for a now-and-later mini gardening project. If you buy verbena plants in spring and plant them in the garden, by midsummer you'll have a haze of purple blooms, and hopefully lots of visiting butterflies too.

Coleus make great patio plants and are wonderfully easy to grow from seed.



PERFORMING ARTS

The Music Department is delighted to invite students, parents and members of the school community to our final performance of the academic year — Millfield Presents: **Summer Sounds**, on **Wednesday 8th July at 7:00 p.m.**



This special evening will celebrate the creativity, dedication and outstanding musical talent of our students, featuring performances from vocalists and instrumentalists across all year groups. Audiences can look forward to a vibrant and varied programme showcasing the wonderful work that has taken place throughout the year.

The event will begin from 6:15 p.m. with pre-concert refreshments, including drinks, food and ice creams, creating a relaxed summer festival atmosphere for families and friends to enjoy before the performances begin.

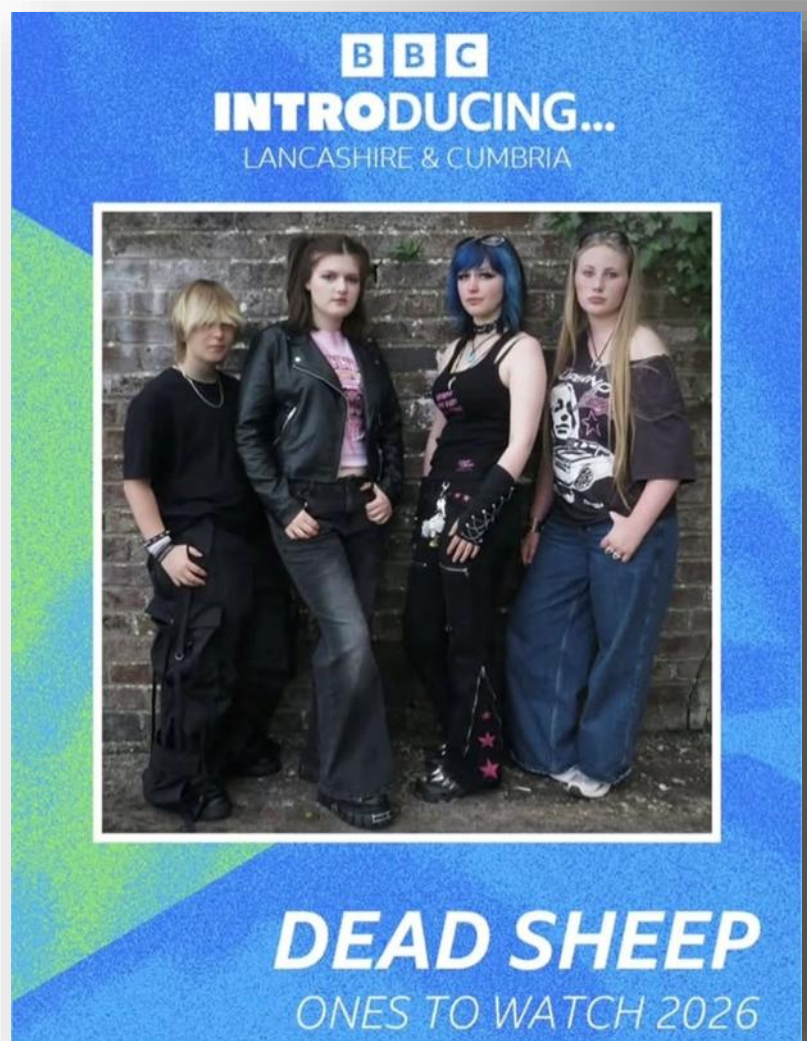
Millfield Presents: Summer Sounds promises to be a memorable celebration of music, performance and the arts, and we look forward to welcoming you for an evening of live entertainment and community spirit.

Tickets can be purchased online using the QR code.

PERFORMING ARTS

Millfield's Music department is very proud to announce that student **Sophie Stenton** and her band, **Dead Sheep**, have been highlighted by **BBC Introducing** as one of their "Ones to Watch" acts for 2026.

The recognition is a fantastic achievement and reflects the band's growing reputation for energetic live performances and original music. BBC Introducing is renowned for supporting emerging artists and has previously helped launch the careers of major UK musicians including Ed Sheeran, Lewis Capaldi and Florence + The Machine.



Everyone at Millfield is incredibly proud of Sophie's achievement and we look forward to following the band's exciting journey in the future. Sophie will also be performing at this year's Millfield presents - **Summer Sounds** event on **8th July**, where audiences will have the opportunity to see one of the area's rising young musicians live in performance.

Thornton and Poulton Galas

Millfield's Performing Arts Department will be taking to the streets this summer, showcasing talented performers from our newly announced production of *The Addams Family* musical. Come along and see our stars in action as they bring energy, music and entertainment to both community events.

Poulton Gala: Saturday 6th June

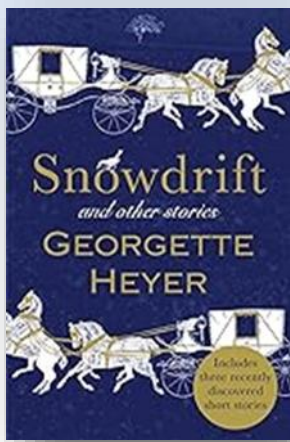
Thornton Gala: Saturday 13th June

RECOMMENDED READS

“Snowdrift”

Week A's Library Book of the Week is 'Snowdrift, and other stories' by Georgette Heyer.

This book is for those who love historical dramas and short stories about romance and intrigue. Georgette Heyer's heroines are enterprising and her heroes are dashing.



Affairs of honour between bucks and blades, rakes and rascals; affairs of the heart between heirs and orphans, beauties and bachelors; romance, intrigue, escapades and duels at dawn.

All the gallantry, villainy and elegance of the age that

Georgette Heyer has so triumphantly made her own are exquisitely revived in these wonderfully romantic stories of the Regency period.

Goodreads reviewers give the collection an average rating of just over 4 stars, with readers particularly enjoying the charming characters and fast-paced storytelling. Some reviewers note that the stories can feel repetitive because many use similar Regency romance themes such as sudden engagements, wealthy gentlemen, and mistaken identities.

Overall it is a warm, entertaining collection for fans of historical romance and classic-style storytelling. Best suited to teens and adults who enjoy elegant language, period settings, and light romantic adventures.

This book is suitable for ages over 13 years.

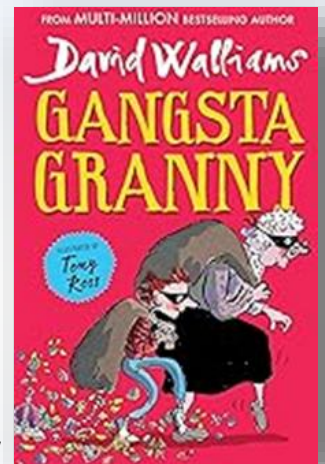
“Gangsta Granny”

Week B's Library Book of the Week is 'Gangsta Granny' by David Walliams

This week's library book of the week is Gangsta Granny. Meet Ben's granny. She has white hair, false teeth and tissues up her sleeve. If you think she wears mauve and plays Scrabble read the book to find out that she's an international jewel thief, full of surprises!!

This is a story of prejudice and acceptance, funny lists and silly words, this book has all the hallmarks of David's previous bestsellers.

Our hero Ben is bored beyond belief after he is made to stay at his grandma's house. She's the boringest grandma ever: all she wants to do is to play Scrabble, and eat cabbage soup. But there are two things Ben doesn't know about his grandma.



- 1) She was once an international jewel thief.
- 2) All her life, she has been plotting to steal the Crown Jewels, and now she needs Ben's help...

This book is suitable for ages 9 years and over.

“But Granny is soooo boring,” said Ben. It was a cold Friday evening in November, and as usual he was slumped in the back of his mum and dad’s car. Once again he was on his way to stay the night at his dreaded granny’s house. “All old people are.”

“Don’t talk about your granny like that,” said Dad weakly, his fat stomach pushed up against the steering wheel of the family’s little brown car.

“I hate spending time with her,” protested Ben. “Her TV doesn’t work, all she wants to do is play Scrabble and she stinks of cabbage!”

CCF MARCHES ON...

The partnership between Rossall CCF and Millfield High School has enjoyed an outstanding start, with the first half term proving to be a tremendous success and laying strong foundations for the future.

The collaboration has already highlighted the many benefits that cadet training brings to young people, including leadership, teamwork, resilience and confidence. Cadets from both schools have embraced the opportunities on offer with enthusiasm and commitment, helping to create a thriving and supportive environment.

A particular highlight came on Thursday 15 May, when two senior Millfield cadets were promoted to Cadet Lance Corporal in recognition of their exceptional dedication, leadership and service to the contingent.

Congratulations to **Lance Corporals Harry Patel and Frazer Lindsay** on their well-deserved promotions. Their achievement reflects the values and opportunities that the cadet experience provides, and they are excellent role models for the younger cadets following in their footsteps.



WHAT IS THE CCF?

The Combined Cadet Force (CCF) is a national youth organisation sponsored by the Ministry of Defence (MoD).

It aims to “provide a disciplined organisation in a school so that pupils may develop powers of leadership by means of training to promote the qualities of responsibility, self-reliance, resourcefulness, endurance and perseverance.”






The CCF is not a recruitment organisation for the Armed Forces and there is zero obligation for cadets to join the military.

Established in 1860 as the Rifle Corps, Rossall School CCF is the oldest CCF in the country. With a vibrant and distinguished history, the Contingent has been an integral part of Rossall life for generations and remains one of the school’s most popular and valued co-curricular activities.

Rossall has a proud history of providing the military with former cadets who have gone on to serve with distinction in the armed forces, including senior ranking officers such as Brigadier’s and Generals.

The priority of the Contingent is to provide pupils with enriching opportunities to engage in both military and civilian training, with an emphasis on leadership, teamwork and character development.

HOUSE COMPETITIONS COMING NEXT TERM

Department	Competition	Year Group	Details	Staff Contact	Date
Geography	Country Top Trumps 	All	Think you know your mountains from your megacities? Your deserts from your deltas? Prove it in our exciting Geography Top Trumps Competition!	Mrs Warburton	This will take place Wednesday 24th June at lunchtime.
Head of House	End of Year Quiz 	All	Which form will complete the End of Year Quiz in form time. The answer sheets will then be given to the Head of House. The Head of House will then reward the winners from each House with breakfast in form during that week.	Heads of House	The quiz needs to be completed on or before Friday 10 th July in form and the sheet handed to your HOH.
Head of House	Design your house identity	All	Create a house banner that represents you house name, colours and values. You can create a banner/poster. These will be used to cheer on your house on Sports Day! You will have time in form and Miss Simpson is running a session afterschool on the 7 th July to help.	Heads of House	This will need to be created ready for Sports day on Wednesday 15 th July and shown to your Head of House to receive house points.
All	Sport's Day 	All	Who will emerge victorious in the end of year school sports day? Can anyone defeat Rhinos, our current reigning sports day champions.	All Teachers	This will take place on Wednesday 15 th July.
Maths		KS4	Revision Treasure Hunt	Mrs McOmish	These need to be completed by Friday 17 th July.
Science	Quiz Time 	KS4	A multiple-choice quiz based across the 3 sciences that they have covered in that time.	Miss Latham	These need to be completed by Friday 17 th July.

House Leaderboard



5610
House Points



5810
House Points



5918
House Points



5642
House Points

Check out the current House Leaderboard. Every point counts - keep up the great work!

In Year 8 Religious Studies, students were learning how to make effective revision resources about Ethical Islam.



YR 8 RELIGIOUS STUDIES

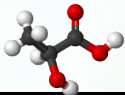





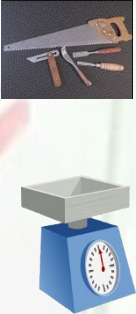



MAY
CURRICULUM
UPDATES
2026

May

CURRICULUM UPDATES

Year 7

7	This term we have been learning to ...	This term we have been learning to ...
ENGLISH	<ul style="list-style-type: none"> understand the context of the Victorian era when reading texts. comment on characters in texts about childhood. use quotations to support our ideas. 	<ul style="list-style-type: none"> understand the differences between modern and Shakespeare's English. understand what happens at the start of 'The Tempest'. describe our first impressions of characters.
MATHS	<ul style="list-style-type: none"> construct geometric figures. classify angles. identify polygons. 	<ul style="list-style-type: none"> use mental arithmetic strategies. interpret and create Venn diagrams. identify factors of numbers.
SCIENCE	<ul style="list-style-type: none"> understand how muscles and bones allow the body to move. explore the link between cells, tissues and organs. 	<ul style="list-style-type: none"> explain how mixture of substances can be separated. use practical skills to safely carry out separation techniques. 
GEOGRAPHY	<ul style="list-style-type: none"> describe weather and climate. label and annotate a diagram of the water cycle. compare and contrast climate graphs. 	<ul style="list-style-type: none"> describe the distribution of the UK and location of major cities. compare rural and urban areas in the UK for example Shetland islands and Salford Quays. use and describe satellite images as well as interpreting OS maps.
HISTORY	<ul style="list-style-type: none"> understand the role of the monarch in medieval society. analyse medieval kings' strengths and weaknesses. evaluate the role of the monarch in medieval society. 	<ul style="list-style-type: none"> understand the causes of the Black Death. analyse the consequences of the Black Death across Europe. analyse different sources of information on the Black Death. <div data-bbox="331 1503 1473 1753" style="border: 1px solid black; padding: 5px;"> <p>The Black Death was a deadly plague that spread across Europe between 1347 and 1351. It was caused by bacteria carried by fleas living on rats, which travelled on ships and through towns. The disease arrived in England in 1348 and killed around one third of the population. People suffered painful symptoms such as fever, sickness, and swollen lumps called buboes. Medieval doctors did not understand germs, so many people believed the plague was a punishment from God. Treatments were often strange and ineffective. The Black Death had huge effects on society. With so many workers dead, there were fewer peasants to farm the land, so surviving workers could demand higher wages. This weakened the feudal system and changed life in medieval England. Villages were abandoned, trade slowed, and fear spread everywhere. Although terrifying, the Black Death helped transform society by improving conditions for some workers and changing the relationship between lords and peasants.</p> </div>
SPANISH	<ul style="list-style-type: none"> use plurals. say what there is. talk about the location of things. describe a place. 	<ul style="list-style-type: none"> talk about giving and wanting. describe some natural wonders of the world. use interrogatives.
FRENCH	<ul style="list-style-type: none"> embed knowledge of how to conjugate –er verbs in the present tense for all parts of the verb. use intonation questions. use two-verb structures. 	<ul style="list-style-type: none"> consolidate using and conjugating –er verbs for a range of different verbs. talk about what you do with other people.

7	This term we have been learning to...	Next term we will be learning to ...
 	<ul style="list-style-type: none"> • evaluate the role of Jesus in the modern world. • explore Jesus as a figure in other cultures and religions. • understand the legacy Jesus has left for modern Christians. 	<ul style="list-style-type: none"> • explore different religious festivals from religions around the world. • compare the similarities and differences between the festivals we have studied. • explore the importance of religious festivals within religious practice.
 	<p>TRADITIONAL TECHNOLOGIES</p> <ul style="list-style-type: none"> • use research analysis to plan a project. • understand the importance of design briefs. and how they focus on design concepts. • use tools and equipment. <p>FOOD</p> <ul style="list-style-type: none"> • understand how to interpret the meaning of the Eatwell Guide • use skills learnt to complete an own choice dish as part of a food assessment. <p>NEW TECHNOLOGIES</p> <ul style="list-style-type: none"> • use research analysis to plan a project. • understand the importance of design briefs and how they focus on design concepts. • use tools and equipment. 	<p>TRADITIONAL TECHNOLOGIES</p> <ul style="list-style-type: none"> • use basic techniques to manufacture a product. • understand and apply basic finishing techniques. • evaluate a final product. <p>FOOD</p> <ul style="list-style-type: none"> • explore how the food room is set up. • learn about health and safety in a food room. • learn how to wash up correctly • learn about the bridge and claw technique. <p>NEW TECHNOLOGIES</p> <ul style="list-style-type: none"> • use basic techniques to manufacture a product. • understand and apply basic finishing techniques. • evaluate a final product.
 	<p>Boys' PE</p> <ul style="list-style-type: none"> • develop knowledge of rules and regulations associated with cricket/ striking and fielding activities. • develop skills and appropriate techniques that can be transferred into adapted games. <p>Girls' PE</p> <ul style="list-style-type: none"> • develop the skills, tactics and knowledge of the rules in striking and fielding games. • develop knowledge of rules and regulations associated with badminton. • develop skills and appropriate techniques that can be transferred into adapted games. 	<p>Boys' PE</p> <ul style="list-style-type: none"> • develop understanding of how to perform different athletics events and how to measure and time these activities. It will cover track and field events. <p>Girls' PE</p> <ul style="list-style-type: none"> • develop understanding of how to perform different athletics events and how to measure and time these activities. It will cover track and field events.

Remember!

In order to support your child with their home learning, please regularly log in-to 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.

7	This term we have been learning to...	Next term we will be learning to ...
COMPUTER SCIENCE	<ul style="list-style-type: none"> develop our knowledge of networking and how computers connect together to share resources. draw the different 'topologies' used to show how devices can connect together. explain the difference between a peer-to-peer network and a client server network. 	<ul style="list-style-type: none"> develop knowledge and skills in networking – looking at how data travels across a network through Packet Switching explore the 'rules' needed on a network, looking at Protocols.
ART & TEXTILES	<p>ART</p> <ul style="list-style-type: none"> research and work in the style of an artist. understand composition rules when creating a range of designs. <p>TEXTILES</p> <ul style="list-style-type: none"> explore the work of contemporary artists Lucy Sparrow and Jon Burgerman. experiment with textiles skills such as cutting felt, hand-stitching, and using stuffing. practice fabric decoration techniques like appliqué, couching and embroidery. 	<p>ART</p> <ul style="list-style-type: none"> research and work in the style of an artist. explore and experiment with 3D media to create work in response. <p>TEXTILES</p> <ul style="list-style-type: none"> design and make a high-quality felt plushie inspired by research. use a choice of Lucy Sparrow's realistic "felt shop" style or Jon Burgerman's "doodle" characters. combine all skills to record a final design plan and produce a finished product.
PERFORMING ARTS	<ul style="list-style-type: none"> perform in a Musical Theatre style. embed choreographic devices and relationships into performance. apply cross-curricular drama skills to portray a character. 	<ul style="list-style-type: none"> understand elements of Musical Theatre embed use of dynamics and devices consolidate all choreographic skills learnt this year. perform in an ensemble musical theatre piece.
MUSIC	<ul style="list-style-type: none"> understand the structure of simple folk songs: intro, verse, chorus/refrain. perform and sing simple folk song melodies in unison. provide basic harmonic accompaniments to folk songs: drone, pedal, simple keyboard chords. 	<ul style="list-style-type: none"> develop an understanding of Brazilian Samba music. develop rhythmic fluency. perform in a class ensemble. develop listening skills.
CPSHE	<ul style="list-style-type: none"> understand puberty and changes to the human body during puberty. keep ourselves safe against unwanted attention. understand the difference between forced and arranged marriages. 	<ul style="list-style-type: none"> understand online friendships and forming boundaries online examine friendship advice, how to set boundaries within friendships and how to deal with friendship breakdowns. keep ourselves safe in the summer, water safety and heat safety.



The reception team have many items of lost property

Please remember to label your child's uniform and belongings as it makes it far easier to reunite lost items with its owner.

Two weeks before the end of each term a list of all lost property is given to each form, and displayed on the reception window - any item not claimed by the end of term is taken to charity.

Year 8

8	This term we have been learning to...	Next term we will be learning to...
ENGLISH	<ul style="list-style-type: none"> write formally about Macbeth and how his character changes. create characters. discuss ideas with confidence and focus. 	<ul style="list-style-type: none"> write about how characters are presented in supernatural texts. write clear openings to academic essays. explore the features of gothic texts. <div data-bbox="325 510 1485 853" style="border: 1px solid black; padding: 10px;"> <p>“Is this a dagger which I see before me, the handle toward my hand? Come, let me clutch thee.”</p> <p>This famous passage from Macbeth (Act 2, Scene 1) shows Macbeth’s fear, ambition, and confusion before he murders King Duncan. He imagines seeing a dagger leading him toward Duncan’s room. Shakespeare uses this vision to reveal Macbeth’s troubled mind and the powerful effect of guilt before the crime is even committed. The dagger symbolises temptation and violence, pushing Macbeth toward his terrible decision. As he follows it, the audience can see how ambition is taking control over his conscience. This soliloquy is important because it marks the moment Macbeth fully commits to murder, changing him forever.</p> </div>
MATHS	<ul style="list-style-type: none"> identify and classify angles. solve complex problems with parallel lines. investigate the properties of special quadrilaterals. 	<ul style="list-style-type: none"> design and criticise questionnaires. draw and interpret pie charts. identify misleading graphs.
SCIENCE	<ul style="list-style-type: none"> identify various unicellular organisms and their importance in everyday life. explain how the periodic table can be used to predict how substances react with each other. 	<ul style="list-style-type: none"> explore the periodic table and its development through history. explain how scientists' development of space has developed with advancing technology.
GEOGRAPHY	<ul style="list-style-type: none"> describe key characteristics of the climate zones and biomes in the Middle East. understand how people and the economy operate in the Middle East. understand challenges in the Arabian Peninsula. 	<ul style="list-style-type: none"> understand how environments can be managed sustainably so resources are protected for the future. understand coastal management strategies (hard and soft engineering) and how they work. evaluate which approaches are most effective and sustainable in different coastal locations.
HISTORY	<ul style="list-style-type: none"> understand different protests across time. analyse the significance of different protests. evaluate which protests were the most significant. 	<ul style="list-style-type: none"> understand why Blackpool developed as a tourist destination from 1840. analyse different sources to learn about Blackpool’s development. evaluate which reason was the most important for Blackpool’s development.
SPANISH	<ul style="list-style-type: none"> embed talking about places and locations. recap the verb “ser” for all parts of the verb describe activities relating to travel. read an authentic challenging text. 	<ul style="list-style-type: none"> conjugate –er and –ir verbs in the present tense. use possessive adjectives. talk about where we go. use the near future tense.
FRENCH	<ul style="list-style-type: none"> embed the negative. embed position of adjectives. use the near future tense. use modal verbs in different contexts. read an authentic challenging text. 	<ul style="list-style-type: none"> continue to master the negative master adjectival positioning, both before and after nouns. use the near future tense accurately and consistently. read an authentic challenging text.

8	This term we have been learning to...	Next term we will be learning to...
 RE	<ul style="list-style-type: none"> • explore the concept of being ethical within religious practice. • evaluate the actions of Muslims who are ethical. 	<ul style="list-style-type: none"> • examine violations of human rights. • study different human rights violations including; right to life, right to education and right to freedom of expression.
PERFORMING ARTS	<ul style="list-style-type: none"> • perform in a Musical Theatre style. • embed choreographic devices and relationships into performance. • apply characterisation skills to portray a believable character. 	<ul style="list-style-type: none"> • understand elements of musical theatre. • embed use of dynamics and devices. • consolidate all choreographic skills learnt this year. • perform in an ensemble musical theatre piece.
MUSIC	<ul style="list-style-type: none"> • demonstrate a range of ensemble skills within a 4-chord song structure. • embed a range of musical elements into performance. 	<ul style="list-style-type: none"> • develop a knowledge and understanding of how the elements of music can be used and manipulated as a basic form of musical variation to an existing theme or melody. • understand variation form as a type of musical form and structure.
TECHNOLOGY	<p>TRADITIONAL TECHNOLOGIES</p> <ul style="list-style-type: none"> • use research analysis and specifications to plan a project. • understand the importance of design briefs and how they focus on design concepts leading to concept sketches. • understand intermediate tools and equipment. <p></p> <p>FOOD</p> <ul style="list-style-type: none"> • understand how different types of raising agents work. • create an own choice practical dish as part of an assessment. <p>NEW TECHNOLOGIES</p> <ul style="list-style-type: none"> • use research analysis and specifications to plan a project. • understand the importance of design briefs and how they focus on design concepts leading to concept sketches. • understand intermediate tools and equipment. 	<p>TRADITIONAL TECHNOLOGIES</p> <ul style="list-style-type: none"> • use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem. • understand and apply finishing techniques. • evaluate and modify a final product. <p>FOOD</p> <ul style="list-style-type: none"> • work in the food room. • learn how to wash up properly. • chop an onion correctly. • investigate how raising agents work. <p>NEW TECHNOLOGIES</p> <ul style="list-style-type: none"> • use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem. • understand and apply finishing techniques. • evaluate and modify a final product.

Autumn Term 2026

Tuesday 1st and Wednesday 2nd September 2026 - INSET (students not in school)

Thursday 3rd September 2026 - Term begins for all students

Thursday 8th October 2026 (close at 1.05pm) - Early closure for Open Evening

Friday 9th October 2026 - INSET (students not in school)

Monday 26th October to Friday 30th October 2026 (inclusive) - Half term closure

Monday 16th November 2026 - INSET (students not in school)

Friday 18th December 2026 last day (close at 1.05pm) - School closes for Christmas

Monday 21st December 2026 to Friday 1st January 2027 (inclusive) - Christmas holiday closure

8

This term we have been learning to...

Next term we will be learning to...

ART & TEXTILES



DID YOU KNOW

ART

- work in the style of the artist.
- develop oil pastel and soft pastel techniques.
- create final a piece which reflects artist's style.

TEXTILES

- research artists for inspiration and record our ideas.
- create our own attempts in the style of specific artists.
- experiment with various fabric decoration techniques.

ART

- research and understand how the artist works.
- explore and experiment with a range of media which reflect the style of the artist.

TEXTILES

- design and make a final cushion inspired by the work of Andy Warhol or Roy Lichtenstein.
- combine our research and practical skills to create a finished product.

Andy Warhol was a famous American artist and leading figure in the Pop Art movement. Born in 1928 in Pittsburgh, he became known for turning everyday objects and celebrities into bold, colourful works of art. His most famous pieces include Campbell's Soup Cans and portraits of stars like Marilyn Monroe. Warhol used bright colours, repetition and silk-screen printing to show how popular culture and advertising influenced society. He believed art could be inspired by ordinary things people see every day. In New York, his studio, called The Factory, became a centre for artists, musicians and celebrities. Warhol also made films and explored fashion and photography. His work challenged traditional ideas of art and made people think differently about fame, consumerism and mass production. Today, Andy Warhol is remembered as one of the most influential artists of the 20th century, whose creative style still inspires modern art, design and culture.

PE



Boys' PE

- develop the skills, tactics, and knowledge of the rules in striking and fielding games.
- develop our understanding of how to perform different athletics events and how to measure and time these activities.

Girls' PE

- develop the skills, tactics, and knowledge of the rules in striking and fielding games.
- develop our understanding of how to perform different athletics events and how to measure and time these activities.

Boys' PE

- develop the skills, tactics, and knowledge of the rules in striking and fielding games.
- develop our understanding of how to perform different athletics events and how to measure and time these activities.

Girls' PE

- develop the skills, tactics, and knowledge of the rules in striking and fielding games.
- develop our understanding of how to perform different athletics events and how to measure and time these activities.

COMPUTER SCIENCE

- explore the difference between hardware and software.
- identify input and output devices and explain how these communicate with the device's processor through the use of the Von Neumann Architecture.
- explore Boolean logic, understanding AND, OR and NOT logic gates.

- explore software further, using a creative project.
- design a piece of software
- develop skills in marketing to advertise their product.

CPSHE


- understand mental health and wellbeing
- understand self-care and looking after our mental and physical health – including diet and sleep routines.
- explore influences on our self and health

- understand online safety, staying safe online and setting boundaries online.
- understand gambling risks and the hooks to avoid.
- understand the issue of young people and homelessness in the UK and the charities available to help those in need.

9	This term we have been learning to...	Next term we will be learning to...
ENGLISH	<ul style="list-style-type: none"> comment on the characters and relationships in 'Of Mice and Men.' understand the context of the novel and Steinbeck's message. develop our analysis of words and techniques. <div data-bbox="308 409 882 595" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>"George?" "What you want?" "I can still tend the rabbits, George?" "Sure. You ain't done nothing wrong." "I di'n't mean no harm, George." "Well, get the hell out and wash your face."</p> </div>	<ul style="list-style-type: none"> plan, write, and perform a formal speech. understand the context of 'An Inspector Calls'. describe what happens in the text. analyse character.
MATHS	<ul style="list-style-type: none"> recognise enlargement and similarity. explore ratios in right-angled triangles. solve problems with direct proportion. 	<ul style="list-style-type: none"> write single event probabilities. use diagrams to work out probabilities. calculate probabilities using tree diagrams.
SCIENCE	<ul style="list-style-type: none"> explain how a variety of forces interact and their effects on objects. explain the conditions needed for plant growth. 	<ul style="list-style-type: none"> explain the link between plant growth and food sustainability. explain the reactivity of elements found in the periodic table.
GEOGRAPHY	<ul style="list-style-type: none"> understand how globalisation has influenced China's economic growth and development. understand the role of Transnational Corporations (TNCs) and how they operate in China. evaluate the impacts of globalisation on people, the environment, and regional inequalities in China. 	<ul style="list-style-type: none"> understand the causes of flooding in India and how physical and human factors contribute. evaluate different flood management strategies, including hard and soft engineering. evaluate how effective these strategies are in reducing risk and protecting communities.
HISTORY	<ul style="list-style-type: none"> explain how Hitler's foreign policy led to WW2. explain key events on WW2. analyse different interpretations on WW2. 	<ul style="list-style-type: none"> describe the ideologies of communism and capitalism. explain how the USA and USSR ended up in a 'Cold War' after WW2. understand how both the USA and the USSR have used proxy wars to battle for power throughout the 20th century.
FRENCH	<ul style="list-style-type: none"> embed using the negative with the past tense. recap key phonics. use the preposition 'de' correctly. talk about hobbies, sports and music with "jouer à". 	<ul style="list-style-type: none"> consolidate knowledge of the preterite tense, negatives and prepositions. prepare for an end of year assessment including phonics. read an authentic text.
SPANISH	<ul style="list-style-type: none"> consolidate how to conjugate -er and -ir verbs in the preterite tense. describe free time activities in the present and past tense. use idiomatic uses of the verb 'tener'. 	<ul style="list-style-type: none"> use idiomatic uses of the verb 'tener'. describe where people go and why. describe how people feel in the present. read and authentic challenging text.




DID YOU KNOW →

Adolf Hitler's foreign policy aimed to overturn the Treaty of Versailles, expand German territory and make Germany a powerful empire. After becoming leader in 1933, Hitler rebuilt Germany's army and introduced conscription, breaking Versailles rules. In 1936, he remilitarised the Rhineland, and Britain and France did little to stop him. Hitler formed alliances with Italy and Japan, creating stronger military partnerships. He wanted Lebensraum ("living space") for Germans, so he expanded into Austria in 1938 through the Anschluss and later gained the Sudetenland after the Munich Agreement. In 1939, he took over the rest of Czechoslovakia, showing appeasement had failed. Hitler then signed the Nazi-Soviet Pact with Stalin, allowing him to invade Poland without fear of Soviet attack. The invasion of Poland in September 1939 caused Britain and France to declare war, beginning World War II. Hitler's aggressive foreign policy relied on expansion, intimidation and exploiting weakness in other countries.

9	This term we have been learning to...	Next term we will be learning to...
RE	<ul style="list-style-type: none"> • explore ethics and morality in a modern-day world. • explore issues that could affect us in the future including; the treatment of animals in captivity, the death penalty, euthanasia and driverless cars. 	<ul style="list-style-type: none"> • explore philosophy, religion and ethics in the media. • apply our knowledge of PRE to the modern forms of media including social and TV/film. • explore issues of gender equality, race and diversity in the media.
PA DRAMA	<ul style="list-style-type: none"> • understand the style and expectation of musical theatre. • develop proficiency in using choreographic skills. • develop ensemble performance skills. 	<ul style="list-style-type: none"> • perform in a musical theatre style. • embed choreographic devices and relationships and mental skills into a performance. • apply characterisation skills to portray a believable character. • sing as an ensemble. • embed use of expressive skills to enhance choreography.
PA MUSIC	<ul style="list-style-type: none"> • analyse a range of 4-chord songs. • compare the ensemble-playing in different types of bands and ensembles. • perform a song as part of an ensemble. 	<ul style="list-style-type: none"> • embed ensemble skills, performing as part of a group to perform a 4-chord song. • use knowledge of 4-chord songs to learn new pieces.
TECHNOLOGY 	<p>TRADITIONAL TECHNOLOGIES</p> <ul style="list-style-type: none"> • disseminate and analyse information to plan a project from printed form. • understand the importance of tolerances and fulcrums in design. • develop an understanding of power tools and equipment. <p>FOOD</p> <ul style="list-style-type: none"> • use higher risk ingredients when cooking. • create a blended sauce successfully. • understand how to make a perfect Swiss roll. <p>NEW TECHNOLOGIES</p> <ul style="list-style-type: none"> • disseminate and analyse information to plan a project from printed form. • understand the importance of tolerances and fulcrums in design. • develop an understanding of power tools and equipment. 	<p>TRADITIONAL TECHNOLOGIES</p> <ul style="list-style-type: none"> • use advanced techniques to manufacture a product, including the use of power tools. • understand and apply advanced jointing and finishing techniques. • evaluate a final product - including modifications and manufacturing techniques. <p>FOOD</p> <ul style="list-style-type: none"> • consider the 4Cs. • describe the conditions needed for food poisoning bacteria reproduce. • make shortcrust pastry. <p>NEW TECHNOLOGIES</p> <ul style="list-style-type: none"> • use advanced techniques to manufacture a product, including the use of power tools. • understand and apply advanced jointing and finishing techniques. • evaluate a final product - including modifications and manufacturing techniques.

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

George Evans

	This term we have been learning to...	Next term we will be learning to...
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ART & TEXTILES</p> 	<p>ART - GCSE intro project begins.</p> <ul style="list-style-type: none"> research and analyse how the artist creates their work. develop continuous line drawings in the style of the artist. create photoshoots of iconic buildings/sculptures in the local area. <p>TEXTILES</p> <ul style="list-style-type: none"> research the work of textile artists Victoria Villasana and Edo Morales. experiment with "stitch on photo" techniques using colourful yarn. practice fabric decoration and layering techniques like appliqué. 	<p>ART - Independent work - linking previous tasks to Blackpool theme</p> <ul style="list-style-type: none"> develop observational drawing and workshop of skills. <p>TEXTILES</p> <ul style="list-style-type: none"> transfer our final portrait designs onto a fabric tote bag. use embroidery and yarn to decorate a photograph (Villasana style) or use fabric layering to build a portrait (Morales style). combine mixed media and textiles to create a high-quality finished product. test and evaluate by referring back to the manufacturing specifications. apply printing or dyeing techniques to final product during manufacturing process. understand how to quality assure and control the construction methods.
<p>PE</p> 	<p>Boys' PE</p> <ul style="list-style-type: none"> develop the skills, tactics, and knowledge of the rules in striking and fielding games and use different bowling and batting techniques. develop our understanding of how to perform different athletics events and how to measure and time these activities. Pupils to develop their coaching when leading warm up and develop their leadership when organising relay teams. <p>Girls' PE</p> <ul style="list-style-type: none"> develop the skills, tactics, and knowledge of the rules in striking and fielding games and use different bowling and batting techniques. develop our understanding of how to perform different athletics events and how to measure and time these activities. Students develop their coaching when leading warm up and develop their leadership when organising relay teams. 	<p>Boys' PE</p> <ul style="list-style-type: none"> develop the skills, tactics, and knowledge of the rules in striking and fielding games and use different bowling and batting techniques. develop our understanding of how to perform different athletics events and how to measure and time these activities. Pupils to develop their coaching when leading warm up and develop their leadership when organising relay teams. <p>Girls' PE</p> <ul style="list-style-type: none"> develop the skills, tactics, and knowledge of the rules in striking and fielding games and use different bowling and batting techniques. develop our understanding of how to perform different athletics events and how to measure and time these activities. Students develop their coaching when leading warm up and develop their leadership when organising relay teams.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMPUTER SCIENCE</p>	<ul style="list-style-type: none"> understand that a computer is INPUT, PROCESS, OUTPUT. Introduction to the Von Neumann architecture. understand how the Fetch, Decode and Execute cycle work in a CPU. understand the roles of the Control Unit, Arithmetic Logic Unit, Cache Memory, and Immediate Access Store. 	<ul style="list-style-type: none"> develop skills in relation to the chosen option subject. work on a small project related to Computer Science, Creative iMedia, Enterprise and Marketing or Functional skills in IT.
<p>CPSHE</p>	<ul style="list-style-type: none"> make healthy choices and create healthy routines. look after our bodily health. 	<ul style="list-style-type: none"> prepare for a working future. evaluate employment opportunities and create a positive personal brand online.

Year 10

10	This term we have been learning to...	Next term we will be learning to...
ENGLISH	<ul style="list-style-type: none"> respond to an exam question about 'A Christmas Carol'. structure our responses to the reading questions effectively for the GCSE English language exam. consider PLAT when approaching transactional writing for English language. 	<ul style="list-style-type: none"> respond effectively to the reading questions for the Component 2 Language exam. comment on the social & historical context, as well as Shakespeare's intentions, for 'Romeo and Juliet'. recall the plot for 'Romeo and Juliet'. recognise some key relationships within the play 'Romeo and Juliet'.
MATHS	<ul style="list-style-type: none"> collect, analyse and represent data. generate terms of different types of sequences. calculate with roots and indices. 	<ul style="list-style-type: none"> use non calculator methods efficiently and effectively. understand how to manipulate expressions and evaluate algebraic fractions.
 SCIENCE	<ul style="list-style-type: none"> research how pathogens can affect our bodies. investigate how electrolysis can be used to extract metals. investigate the effects of half-life. 	<ul style="list-style-type: none"> investigate what is needed for plants to grow. calculate relative formula mass and empirical formula. investigate how work is done and how it can be measured and calculated.
GEOGRAPHY	<ul style="list-style-type: none"> explain why the rates of urbanisation vary across the UK. evaluate the opportunities and challenges that a UK city faces. use and interpret photographs. 	<ul style="list-style-type: none"> understand the coastal processes and the distinctive landforms that result from the processes of erosion, deposition and transportation. explain how management strategies can be used to protect coastal landscapes. use and interpret photographs and data.
HISTORY	<ul style="list-style-type: none"> understand the causes of the Armada. analyse the reasons for the defeat of the Armada. evaluate the impact of the Catholic threat in Elizabethan England. 	<ul style="list-style-type: none"> understand the causes and types of different crimes. analyse how crime changes from the Medieval to Modern period. evaluate the reliability of sources when learning about crime.
FRENCH 	<ul style="list-style-type: none"> talk about school. understand school life in francophone countries. talk about school subjects and school life. use comparative adjectives. talk about school rules. 	<ul style="list-style-type: none"> talk about the topic of school. understand cultural differences between school life in France and the UK. develop oracy skills and strategies in preparation for the speaking exam.
Hola! <small>SPANISH</small>	<ul style="list-style-type: none"> describe people. talk about favourite celebrities. use possessive adjectives. read about different families. talk about friendships and relationships. use reflexive verbs. 	<ul style="list-style-type: none"> continue talking about the topic of friendships, relationships and celebrities develop oracy skills and strategies in preparation for the speaking exam.
RE	<ul style="list-style-type: none"> understand the concept of forgiveness from Christian and Muslims perspectives. explore the debate of God's existence and the existence of evil in the world. 	<ul style="list-style-type: none"> understand the beliefs about Allah that Muslims have. explore the role of prophets in Islam. understand Muslim beliefs about angels and their roles.

10	This term we have been learning to...	Next term we will be learning to...
CORE RS & ETHICS	<ul style="list-style-type: none"> understand the impact of the Holocaust on the Jewish people. understand the roles of different groups during the Holocaust. evaluate where the blame lies for those different groups. 	<ul style="list-style-type: none"> establish our own opinion on the concept of Justice. decide if justice was served to the perpetrators of the Holocaust. argue using examples and case studies to add evidence to our opinions.
FOOD PREPARATION & NUTRITION	<ul style="list-style-type: none"> develop an overview of the commodity butter, oils, margarine, sugar, and syrup. understand how butter, oils, and margarine, can be processed and the effects of that processing on the sensory characteristics and nutritional content. investigate a range of tests to demonstrate the effects of reducing sugar in a baked product. 	<ul style="list-style-type: none"> develop an overview of the commodity- soya, tofu, beans, nuts and seeds. prepare for the practical element of the GCSE course. understand the sensory and nutritional properties of seeds and nuts in the diet. prepare for a project on alternative and special diets.
DESIGN & TECHNOLOGY	<ul style="list-style-type: none"> research specific material categories in preparation for GCSE. define a client and their requirements whilst also exploring existing products related exam board contextual challenges. create design briefs and specifications in relation to identified outcomes. 	<ul style="list-style-type: none"> create products using a specification. investigate different stock forms utilised in industry and analysing the advantages and disadvantages of each material group. investigate different finishing products for different materials and the effect they have on the outcome.
ART	<ul style="list-style-type: none"> work in the style of an artist who links to the theme. develop design ideas into a final piece. explore and experiment with clay. work from inspired designs and create a 3D ceramic sculpture. 	<ul style="list-style-type: none"> complete initial research for own personal project. introduce the topic, artists and support with own photographs or collected imagery. respond to imagery in the style of chosen artists.
MEDIA	<ul style="list-style-type: none"> develop our understanding of the television industry in relation to crime drama. develop our knowledge of the contexts in which crime dramas have been produced. 	<ul style="list-style-type: none"> understand industry and audience issues around Fortnite. understand industry and audience issues around music videos. plan and research for NEA.
CREATIVE iMEDIA	<ul style="list-style-type: none"> create products using Photoshop skills, using advanced tools and techniques. plan projects for given client brief using a variety of planning methods. 	<ul style="list-style-type: none"> create planning documentation for a short animation. create suitable images/characters for an animation.
COMPUTER SCIENCE	<ul style="list-style-type: none"> use advanced formulae in an excel spreadsheet. create navigation between pages in an excel spreadsheet. use suitable data validation in an excel spreadsheet. 	<ul style="list-style-type: none"> develop knowledge of augmented reality. begin the next coursework task.

The Reception team currently have several bin bags of lost property!

These items include winter coats, uniform items, water bottles etc.

Please remember to label your child's uniform and belongings as it makes it far easier to reunite lost items with its owner.

Two weeks before the end of each term a list of all lost property is given to each form, and displayed on the reception window - any item not claimed by the end of term is taken to charity.

10	This term we have been learning to...	Next term we will be learning to...
CORE PE	<p>Boys' PE</p> <ul style="list-style-type: none"> develop the skills, tactics and knowledge of the rules in striking and fielding games. develop skills to use to outwit others in competitive play. <p>Girls' PE</p> <ul style="list-style-type: none"> develop the skills, tactics and knowledge of the rules in striking and fielding games. develop skills to use to outwit others in competitive play. 	<p>Boys' PE</p> <ul style="list-style-type: none"> develop the skills, tactics and knowledge of the rules in striking and fielding games. develop skills to use to outwit others in competitive play. <p>Girls' PE</p> <ul style="list-style-type: none"> develop the skills, tactics and knowledge of the rules in striking and fielding games. develop skills to use to outwit others in competitive play.
GCSE SPORT	<ul style="list-style-type: none"> deliver a sports activity session to a group of Year 7 students. review personal performance in planning and leading and sports activity session. review their performance in a sport of their choice. 	<ul style="list-style-type: none"> understand the next set assignment for OCR Sport - R185 Performance and Leadership assignment. research how to improve their own weaknesses for a selected sport. work towards completing their 6-week training plan for their identified weaknesses.
ENTERPRISE & MARKETING	<ul style="list-style-type: none"> identify the factors that may affect the business from their coursework task. explore how to address the impacts and come up with relevant solutions. finalise coursework for submission. 	<ul style="list-style-type: none"> identify the purpose of the Marketing Mix – exploring the 4 P's (price, place, promote, product). explore the different methods of promotion; non digital and digital.
TRAVEL & TOURISM	<ul style="list-style-type: none"> identify the different types of market research used by organisations. understand when different types of research are used, the types of information they produce, and the advantages and disadvantages of each. describe the different types of market research used by travel and tourism organisations 	<ul style="list-style-type: none"> understand the different needs, preferences and considerations of customers in relation to holidays and other travel and tourism products and services. identify, describe and/or explain how the needs and preferences of different types of customers are met by travel and tourism organisations. describe the characteristics of the different types of travel available.
CHILD DEVELOPMENT	<ul style="list-style-type: none"> investigate stages and ages of play. understand the types of play. research the different types of environments that children use play in. 	<ul style="list-style-type: none"> understand children's learning through physical play. understand children's learning through cognitive play. understand. children's learning through communication and language play.
HEALTH AND SOCIAL	<ul style="list-style-type: none"> investigate health and social care services in our local area. investigate a range of services used in HSC. understand how the HSC services would provide support to an individual. 	<ul style="list-style-type: none"> understand the eleven health conditions that impact development. analyse which health or social care services will address the conditions.
CPSHE	<ul style="list-style-type: none"> understand gang culture and the issues related to gang culture. understand criminal exploitation and the real life and online risks. 	<ul style="list-style-type: none"> understand the importance of community cohesion and working in a diverse community. understand the importance of challenging extremism in society and how to report extreme views.

YOU'RE OFF! - THE TRIALS OF A REFEREE

The PE Department hosted an engaging refereeing workshop designed to give students an insight into the role of a football referee and the laws of the game. Around 35 students attended the session from across all of Key Stage 3.

The workshop began with an introduction to the process of becoming a qualified referee. Students learnt about the training courses, fitness expectations, and opportunities available for young people interested in officiating football matches.

A major focus of the session was understanding the key terminology used by referees when making yellow and red card decisions. Students explored important phrases from the Laws of the Game, including concepts such as reckless challenges, serious foul play and acts of endangering the safety of an opponent.



To put their knowledge into practice, students watched a range of match clips and were asked to make their own decisions as referees. Using the correct terminology, they justified whether incidents should result in no card, a yellow card, or a red card. This led to some excellent discussions and showed how difficult and important decision-making can be during a game.

The workshop was a fantastic opportunity for students to develop their understanding of football officiating while improving their communication, confidence, and decision-making skills. The PE Department hopes to run similar sessions again in the future following the positive feedback from those who attended.

CONGRATULATIONS TO OUR KS3 STUDENTS ON THEIR UKMT SUCCESS! 4 GOLD, 10 SILVER AND 23 BRONZE AWARDS - WHAT AN AMAZING ACHIEVEMENT!



**EXTRA WELL DONE TO THE FOUR
STUDENTS WHO QUALIFIED FOR
THE JUNIOR KANGAROO.
WE ARE SO PROUD OF YOU ALL!**





@ Millfield

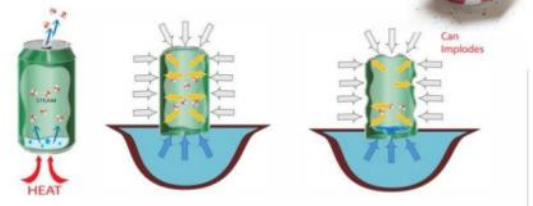
STEAM CLUB SPARKS CURIOSITY AND CREATIVITY

This term in STEAM Club has been full of exciting experiments, hands-on learning, and plenty of “wow” moments! Our students have been exploring the fascinating world of science through a series of engaging practical activities that have encouraged curiosity, teamwork, and creativity.

One of the highlights has been our incredible **coin transformation experiment**. Using chemistry and electrolysis techniques, students turned ordinary copper coins “silver” and then transformed them again into “gold”! The excitement in the room was unforgettable as students watched the dramatic colour changes happen before their eyes. Not only was this a brilliant demonstration of chemical reactions and metal coatings, but it also sparked lots of thoughtful discussions about materials, reactions, and the science behind everyday objects.

Another favourite activity involved the dramatic **collapsing can experiment**. Students investigated air pressure by heating cans and then rapidly cooling them, causing the cans to crush instantly. There were gasps and cheers all around as students saw the power of atmospheric pressure in action. Experiments like these help bring classroom science to life and show just how exciting scientific discovery can be.

End with a CRUSH - THE CAN CRUSHER!



Of course, STEAM Club is not just about science — it is also about creativity, problem-solving, and having fun together. To round off one of our sessions, students became food scientists and made their own delicious ice cream using only ice, salt, and simple ingredients. They were amazed to discover how salt lowers the freezing point of ice, allowing the mixture to freeze into ice cream right before their eyes. The best part was, of course, tasting the results!

The enthusiasm and curiosity shown by students each week has been fantastic. STEAM Club continues to provide opportunities for students to explore science in a fun, practical, and inspiring environment outside the classroom. Activities like these help develop resilience, teamwork, critical thinking, and a love of learning — skills that are invaluable both in school and beyond.

Mrs McRoberts - Head of STEAM

Museum of Science and Industry



The Science and Industry Museum offers a variety of half-term activities and exhibitions for visitors of all ages.

May Half Term 2026: From May 23 to June 7, the museum will host a series of hands-on experiences, including a miniature steam railway ride and interactive engineering sessions. The activities will be themed around the theme of power and will be available from May 23 to June 7, 2026.

Millfield Futures Day

On Wednesday 27th March, Millfield hosted a highly successful Futures Day for our Year 9 students. Throughout the day, pupils took part in a carousel of short, interactive sessions with a wide range of employers, education providers, alumni and governors. These included representatives from the NHS, Police, Lancaster University, Blackpool Sixth Form, Blackpool and The Fylde College, apprenticeship providers, professional sport and fitness, architecture, local industry and public services. Students rotated around different venues across the school, giving them valuable insight into diverse career pathways, post-16 options and the skills required for the workplace.



The day concluded with a whole-year assembly in the Hall, where students heard presentations on sixth form education, T-Levels, apprenticeships, subject options and future planning, helping them link their current choices to longer-term goals.

Futures Day plays a key role in supporting our careers programme by raising aspirations, broadening horizons and enabling students to ask questions directly to professionals. We are extremely grateful to our visiting speakers, governors and staff who made the day both informative and inspiring for our students.



MENTAL HEALTH MATTERS



Supporting mental health and wellbeing is a key priority for our school community. Everyday strategies such as talking openly, practising mindfulness, and building a sense of belonging can make a real difference to how children and young people feel. We actively support students' mental health through our NHS SHINE team, who work with schools to provide early help for mild to moderate mental health needs. SHINE can offer guidance, group work and counselling support to students, helping them build coping skills and positive wellbeing strategies.

We would also like to remind parents and carers about Kooth, a free, confidential online mental wellbeing service available to young people aged 11–25. Kooth offers self-help resources, moderated forums and the opportunity to chat with trained counsellors, accessible anytime and anonymously. In school, students are welcome to attend our Wellbeing Club, held every Wednesday lunchtime and led by Mrs Warburton. This is a safe, relaxed space where students can come along, connect with others, and take part in activities that support mental health and wellbeing.

7 and 8 STEM Day

Our Year 7 and 8 students recently took part in the BAE/RAF/Royal Navy Education Roadshow (Material World). The event delivered a highly engaging outcome, provided direct links to the Science and DT curriculum, and measurably supported the Millfield's goal of raising STEM career aspirations by connecting classroom learning to real-world innovation (Gatsby Benchmarks alignment).

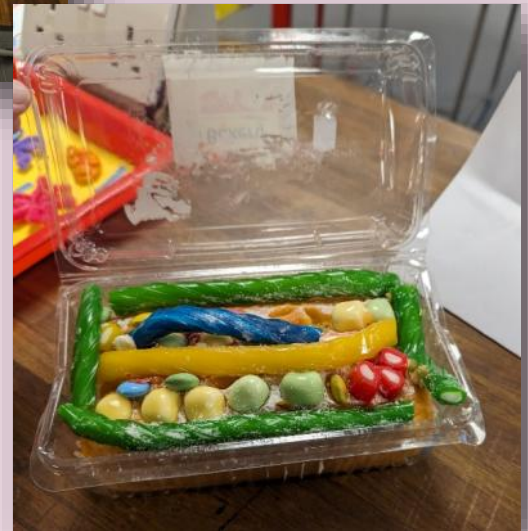
- In addition to the in-school performance, the school received free access to an online resource hub with practical activities and career insights to extend learning.

How students benefited

- Engaging & memorable - a live, in-school performance.
- Curriculum aligned - supports Science and Design Technology.
- Career connected - links learning to the application of real-world STEM.
- Gatsby-aligned - supports careers education benchmark.



Congratulations go to students in **Science** who have produced outstanding examples of creative home learning. By developing 3D models of cells, they have brought their classroom learning to life.



SCHOOL SYNERGY

Doing the right thing... Making a difference!



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 timetable 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.

If you require any further information about our home learning or how to register for Synergy, please contact the school.

HOME LEARNING SUPPORT

NEED A QUIET PLACE TO WORK ON HOME LEARNING TASKS?

COME ALONG TO

HOME LEARNING SUPPORT

IN ROOM 28
Monday 3-4pm
Tuesday 3-4pm

and at LUNCHTIMES in A25
Monday - Friday

For more information, see Mr. Wood



Millfield
School & Performing
Arts College
Creating Bright Futures

Teaching and Learning Focus: Retrieval Practice

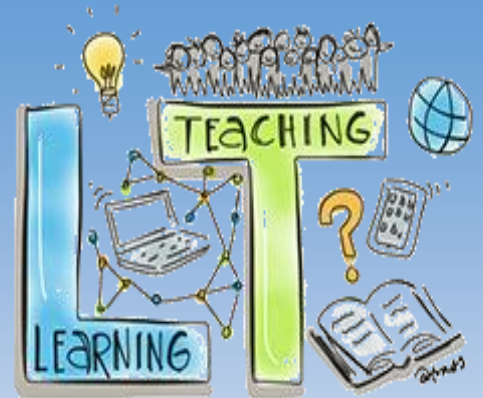
At Millfield Science & Performing Arts College, one of our key teaching and learning priorities is **retrieval practice** — helping students strengthen their memory by regularly revisiting and recalling previous learning. Research shows that students remember more when they actively practise retrieving information, rather than simply rereading notes. Across the school, teachers are embedding retrieval activities into lessons to help knowledge “stick”.

Students may experience quick quizzes, low-stakes questioning, knowledge organisers, flashback tasks or recap activities at the start of lessons. These strategies help students build confidence, identify gaps in understanding and improve long-term memory. Retrieval practice also encourages students to become more independent learners by helping them recognise what they know well and what they still need to revise.

At Millfield, we want every student to feel successful in their learning journey. By regularly revisiting prior knowledge, students are better prepared to connect new ideas, deepen understanding and achieve their full potential.

Top Tip for Families

Encourage your child to spend 10 minutes each evening testing themselves on what they learned that day. Asking questions, using flashcards or explaining learning aloud are simple but powerful ways to improve memory and confidence.



Use a KWL grid

- This is a useful way of seeing how your revision is going and which areas you still need to work on.
- Look through the topics you need to know for your exam and complete the chart.
- What I **K**now/Understand
- What I **W**ant to know
- How I will **L**earn this.

Keep proving to yourself how well your revision is going.

K	W	L
What I know	What I want to know	What I've learned

SCIENCE

Clubs

DISCOVER. EXPERIMENT. CREATE.

SCIENCE CLUB

WEDNESDAY 3 - 4pm

STEM & SCIENCE CLUB

WEDNESDAY
3-4
MRS MCROBERTS
B6
ALL YEARS

STREET FIGHTER WII SPORTS FIFA

RETRO ESPORT CLUB

WHEN?

FRIDAY

LUNCHTIME

A25

YOU CAN BATTLE YOUR FRIENDS IN STREET FIGHTER, GET ACTIVE WITH WII SPORTS, AND SCORE AMAZING GOALS IN FIFA.

IT'S ALL ABOUT HAVING FUN, MAKING FRIENDS, AND ENJOYING SOME OF THE BEST GAMES EVER MADE. EVERYONE IS WELCOME!

LEGO THERAPY

WEDNESDAY
A27
MISS CARBON
3PM - 4PM
ALL YEARS

JOIN THE ECO CLUB

WEDNESDAYS AFTER SCHOOL
IN ROOM D 2

Disney

PARADE PERFORMER MASTERCLASS

Summer Workshop · Step Into the Magic · Train Like a Real Parade Performer!



Wednesday 3rd June
Theatre
Miss Cambridge

What You'll Master:

Parade choreography & high-energy routines.
Character movement & interaction techniques.
Stage presence, smiles & audience engagement.

Year 7&8 Netball

OFFICIATING SUMMER WORKSHOP

Develop Your Skills ·
Become a Certified Umpire ·
Level Up Your Game Knowledge



Tuesday 9th June

SPORTS HALL
Miss Marquis

What You'll Learn: Rules updates,
positioning | movement,
decision-making, game management,
fitness for officials, and practical
on-court sessions

FITNESS

CLASS



Wednesday 10th June

Mrs Alden & Mrs Hall

What You'll Experience:

Full-body workouts mixing cardio, strength & core
Fun circuits and HIIT-style sessions
Summer-themed challenges and group motivation

Hands-On Anatomy Experience · Discover How the Heart Works



HEART

DISSECTION

Tuesday 16th June

D3

Dr Gorst

What You'll Do:

PERFORM A FULL HEART DISSECTION
IDENTIFY EXTERNAL AND INTERNAL STRUCTURES
UNDERSTAND BLOOD FLOW THROUGH THE HEART
DISCUSS HEART HEALTH, COMMON CONDITIONS, AND RELATED CAREERS

HIIT

HIGH INTENSITY INTERVAL TRAINING



High Intensity
Interval Training •
Burn Fat • Build
Strength • Get
Summer Fit!

Wednesday 24th June
Sports Hall

What You'll Experience:
Full-body HIIT circuits with
timed intervals
Cardio blasts, strength
intervals & core finishers
Battle ropes, kettlebells,
bodyweight & plyometrics
Proper form guidance &
recovery techniques
Fun team challenges and
summer-themed workouts

MAX 15 PERSONS

SPARKLE • CREATE • SHINE BRIGHT!



Tuesday 9th June & Tuesday 23rd June

H8

Mrs Hall & Mrs McOmish

What You will Create:
Stunning gemstone mosaics and crystal designs
Resin gem art & sparkling keychains/jewellery
Diamond painting with faceted "gems"
Painted jewel mandalas or treasure boxes

Hunt for Treasure • Learn About History • Discover the Past!

Metal

Detecting

session & learning about
past finds.

Tuesday 30th June

F8

Miss Higgins

What You'll Do:
Hands-on metal detecting
sessions in the field
Learn proper techniques,
safety & etiquette
Identify signals and dig
responsibly
Study real past finds: coins,
artefacts, jewellery & more
Group discussions on local
history and conservation



**TAKE A LOOK AT OUR MANY SUMMER
WORKSHOPS, RUNNING OVER THE
NEXT HALF TERM.**

**PLACES ARE LIMITED SO REMEMBER
TO SIGN UP IF YOU ARE INTERESTED
IN TAKING PART IN ONE - OR MORE -
EVENTS!**



OUR PTFA



NEEDS YOU

IF YOU WOULD LIKE TO JOIN THE
PTFA TEAM AND HELP RAISE
FUNDS FOR OUR SCHOOL CONTACT
US VIA.

admin@millfield.lancs.sch.uk

Be Exceptional



Our PTFA are looking for parents and friends of the school to help support the events they provide for our students.

Whether you can spare a little time or a lot, every helping hand makes a difference ❤️

Contact Mrs Crook for information:

s.crook@millfield.lancs.sch.uk

MILLFIELD

Presents

Festival of Arts



Summer Sounds

LIVE MUSIC

• ART EXHIBIT

8TH JULY 2026

DRINKS RECEPTION 6:15PM

SHOW STARTS 7:00PM



Be Exceptional!

TICKETS AVAILABLE
VIA QR CODE

