



Longbenton
HIGH SCHOOL

WEEK 5

MONDAY 11TH MAY – FRIDAY 15TH MAY



ENGLISH: 7AM CARA WARD

NOMINATED BY: MRS HUTCHINS



Wednesday 22nd April English Tinkbell

I know that Tinkbell is very clever and intelligent in everything she does. I know this because she flew through cages and out of the room and into the service door. She is not afraid and will do anything without being asked. So is very clever and good at what she does. I know this because she always has her own food and does not need any help. She also has a lot of different skills, not like most other birds. She also has a lot of different skills, not like most other birds. She also has a lot of different skills, not like most other birds.

CARA HAS BEEN NOMINATED FOR SOME EXCELLENT, CREATIVE RESPONSES TO RECENT ENGLISH TASKS.

MRS HUTCHINS SAYS: "CARA HAS CREATED A WONDERFUL POWERFUL FEMALE CHARACTER, HAS DEMONSTRATED IMPRESSIVE INFERENCE SKILLS, HAS WRITTEN IN CLEAR PARAGRAPHS WITH VARIED SENTENCES AND HAS MADE GOOD USE OF ALLITERATION AS A PERSUASIVE DEVICE. CARA'S WORK IS ALSO REALLY FUNNY AND ENJOYABLE TO READ. WELL DONE!"

Tuesday 21st April English

All events that are magical and wonderful happen.

- All the fairies come to the children.
- The fairies all gave her a magical gift.
- She was able to see 100 years ahead.
- The fairies that came to her.
- The fairies that came to her.
- The fairies that came to her.
- The fairies that came to her.

Dear Mr. P.,

I could believe it! All of the other fairies that were invited got a golden plate and golden cutlery and food. What did I do wrong? Of course, I was very angry and began to think what I could do in revenge. Many thoughts rushed through my brain, but they were all either too evil or not enough.

I watched all the other fairies give their wonderful gifts, and it gave me an amazing gift idea. I could give her a terrible awful gift one that would change her life and never be forgotten.

When the last fairy had said her gift, I stepped forward and announced mine.

"When the princess is seventeen years old, she shall prick her finger with a spindle and she shall die. As I needed a word, I noticed a notice was written on a piece of paper. I hoped no one would get in the way of my magical plan."

Monday 20th April English

1) If I could have one magic power, it would be to fly. I would want this power because I could travel to places quicker. For example, if someone was hurt, I could get them to the hospital much quicker than walking, and I could stop them from getting hurt.

2) I think the moral of the story is to be careful. Before making decisions, we can learn not to be so greedy.

3) My dear Professor,

Firstly, thank you for your great gift of the golden touch. However, it has not turned out quite as I expected it might. I request you to remove the gift for the following reasons.

I have recently discovered that I am no longer able to eat or drink! When I tried to pick up a piece of meat, it turned to solid gold! Also, my wine transformed into liquid gold meaning I could not drink it unless I wanted to be poisoned. Oh no, I fear I may die if this is fixed soon!

As you know, my daughter is my most prized possession. She makes me so happy! I saw her and thought that if I turned her into a statue, it would cure my sadness, but instead it turned her into a golden statue. I have no idea what I shall do with her.

I have realised I have been a bit greedy. I hope you will be able to turn her into a statue. I beg your forgiveness for my short-sighted stupidity.

Yours in desperation

Tuesday 28th April My Magical creature

Special Powers:

- ~ ability to fly
- ~ ability to change colour
- ~ ability to stop time
- ~ ability to disappear
- ~ ability to read minds
- ~ ability to see into the future

she is very good at lying/tricking people

If she starts at school and then sometimes she can change into many different colours like blue, green, red etc.

she can change how sharp her talons are and can even turn them into normal feet!



GEOGRAPHY: MRS LAMBERT'S STARS OF THE WEEK



YEAR 7: THESE STUDENTS HAVE BEEN WORKING VERY HARD ON SENECA LEARNING; WELL DONE!

SYEED ALI, OLIVER BEWICK, CHARLEY FRENCH, ADAM GOODFELLOW, ALFIE HOWE, LUCY HUGHES, ERIN JONES, MACY MANN, ERIN MCCAFFERTY, JOE PICKERING, STELLA TAYLOR CAIN, ELLEN TIERNEY AND SAMUEL ZOBEL



YEAR 8: THESE STUDENTS HAVE WORKED HARD TO COMPLETE TASKS SET ON SENECA LEARNING; WELL DONE!

LEILANI BROWN, BEN BURTON PAYNE, HARRY CHARLTON, VIVIENNE CLASPER, KWADWO DONKOR, SOPHIE EBDEN, MAX FARROW, ALEX GIBSON, HANNAH HUME, ANTHONY MALPASS, ABI MCARTHUR, AOIFE RICKARD, YVONNE ROBERTSON, SUMMER SCOTT, ABBIE SEDDON, AIZAH SHARIFF, APOORVA SINHA, LUCY SMITH, FREYA STEELE, LUCY STUTT, KACEE SULTMAN, SCARLETT THOMPSON, MILLIE WILLIAMSON, NIKI VINK, ELIZE WARNER AND AMY WILDASH



RELIGIOUS STUDIES: 7S1 GEORGIE BALSHEEN, 7N1 ROWAN HOGG
10A LAUREN BROWN AND ERIN KNOX
NOMINATED BY: MRS ADAIR-MCAULEY



WHY HAVE I BEEN NOMINATED?

- **GEORGIE** FOR WORKING REALLY HARD ON YOUR CRIME AND PUNISHMENT WORK
- **ROWAN** FOR YOUR EXCELLENT POWER POINT ON LIFE AND DEATH
- **LAUREN** AND **ERIN** FOR YOUR EXCELLENT WORK ON THE 'RELIGION AND FAMILY' THEME - AS WELL AS EXCELLENT COMMUNICATION!

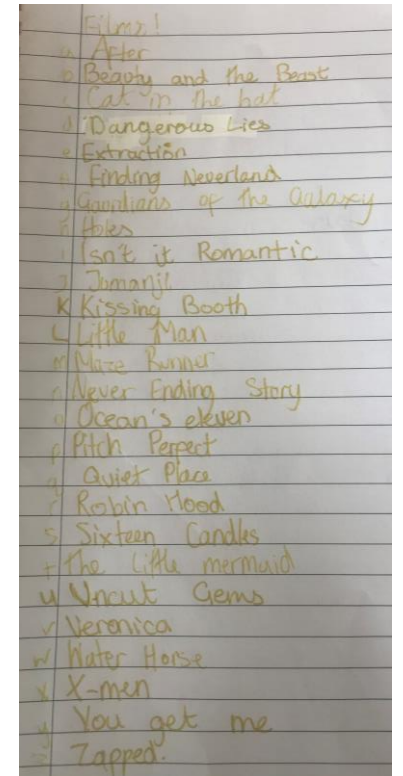
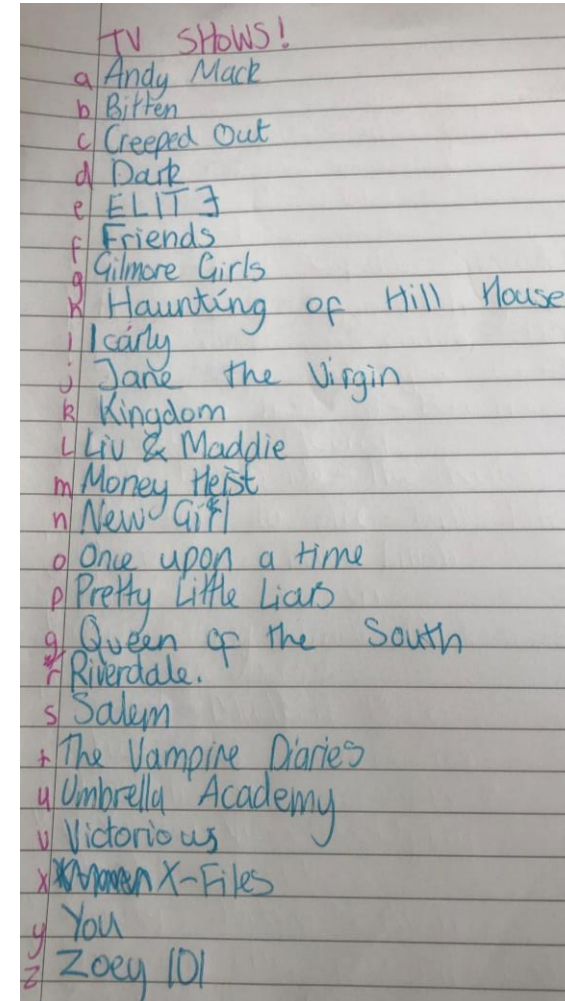
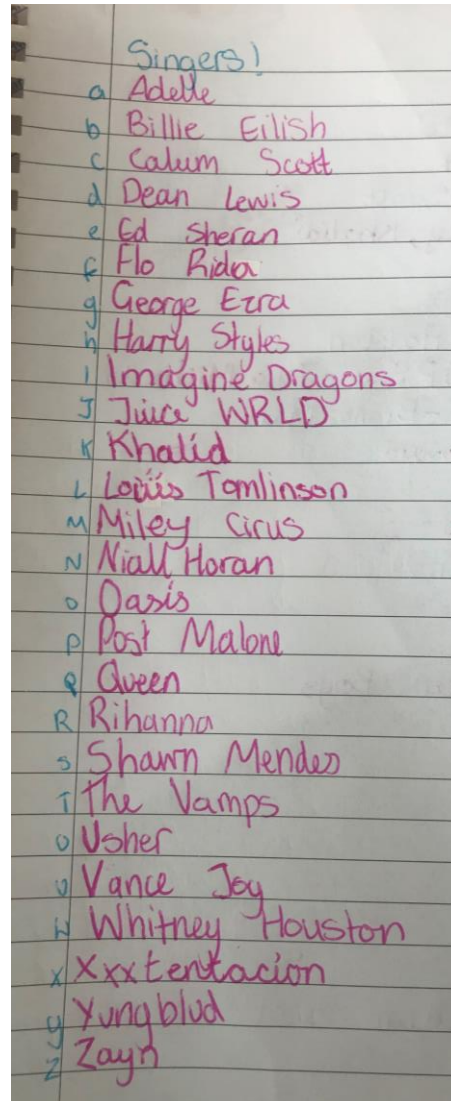
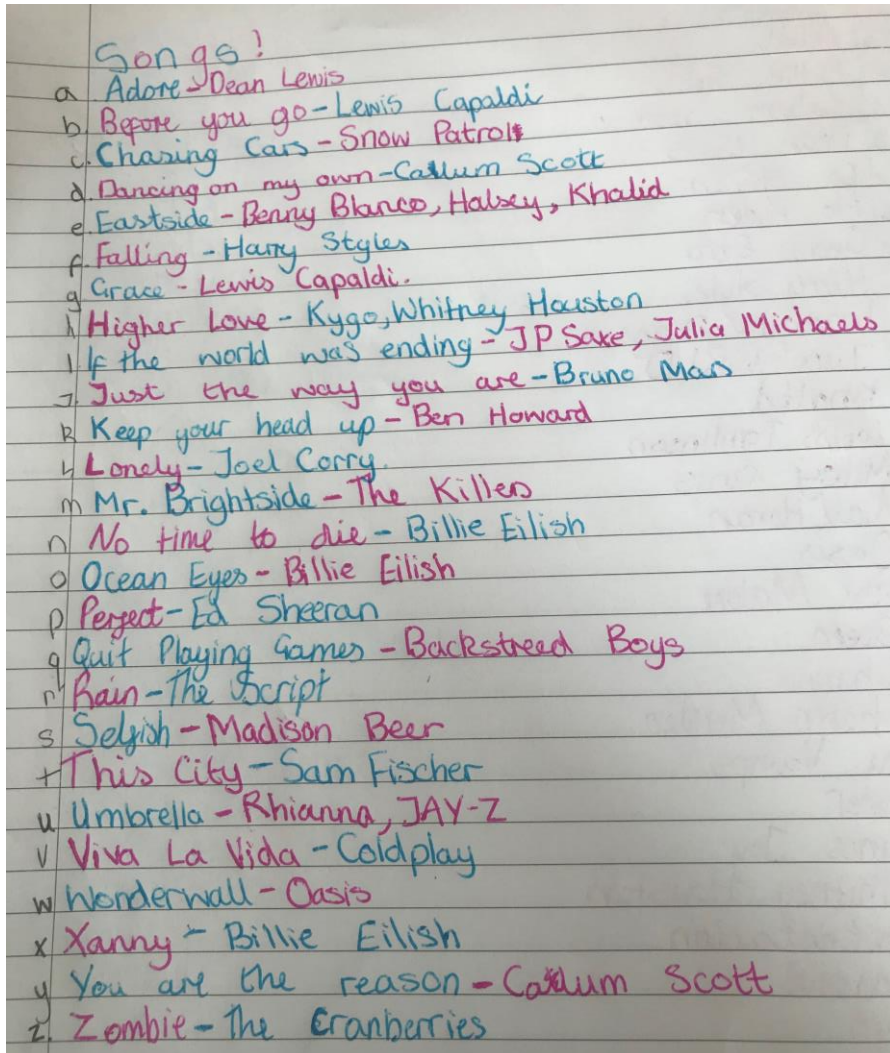
WELL DONE TO YOU ALL - KEEP IT UP!



CHALLENGE TASKS: EVE DADSWELL 7AM

NOMINATED BY: MS GARDNER

WELL DONE EVE FOR YOUR HARD WORK ON THE ALPHABET CHALLENGE TASK!



SCIENCE: 7S2 OLIVER BEWICK , 7N2 LILY DADSWELL AND 7N3 KATE KILLEY

YEAR 10: KIERAN CHILTON, LARA PRESTON, JESS RICHARDSON AND ABI LEIGH SABOURNE

NOMINATED BY: MRS ANDERSON



KATE HAS CREATED AN AMAZINGLY DETAILED LEAFLET ON VERTEBRATES AND INVERTEBRATES WITH CLEAR SCIENTIFIC TERMINOLOGY, INCREDIBLE PICTURES AND A QUIZ!

OLIVER FOR COMPLETING LOTS OF HIGH QUALITY SCIENCE WORK CONSISTENTLY OVER THE WEEKS WE HAVE BEEN OUT OF SCHOOL.

KIERAN, LARA, JESS AND ABI FOR TAKING PART IN A LIVE ONLINE CHAT WITH SOME PHYSICISTS AND ASTROPHYSICISTS – WOW!

LILY FOR HER BRILLIANT WORK ON HABITATS.

Habitats Science Task 2

I thought of the habitat in a hole in a tree. I thought this habitat is good for birds and even squirrels. If a bird built a nest with some sticks and leaves it would make a lovely new home for the bird to live in and lay its eggs. The hole in the tree would probably be kept warm, with it being hidden inside a tree, and the company of the mother would mean it is cosy and a perfect temperature for the baby birds to hatch out of their eggs and grow up. There might be some bad environmental conditions because if it is in the middle of a park and some people can't be bothered to put their rubbish in the bin so it might blow into the hole and a baby bird might eat it, choke and die. Also the mother bird could easily mistaken a piece of plastic for food and give it to her young ones.

Adaptations Task 3

A turtle would have to be a fast swimmer to get away from its predators in the ocean.

Since it was a baby the turtle would have to swim far enough down in the ocean so birds can't eat it but far up enough so it doesn't drown



Turtles have a hard shell to protect them from predators or any danger they could be in.

Sea turtles may develop wart-like tumours (*fibropapillomas*) on their skin and internal organs. It is most common on Green turtle populations (especially in Hawaiian waters)

Turtles spend most of their lives in water. They are adapted for aquatic life, with webbed feet or flippers and a stream lined body sea turtles rarely leave the ocean, except to lay eggs in the sand.

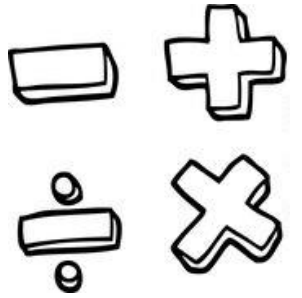
The turtle needs to be able to find food for its self and hunt for its own food. It would need to hand around some sort of rocks because turtles eat little fish and fish eat sea plants.

Adult sea turtles have a few predators, mostly tiger sharks. Tiger sharks are known for eating sea turtles. Killer whales have also been known to prey on leatherback turtles.



YEAR 10 GCSE MATHS: ELLIE YOUNES

NOMINATED BY: MRS JOHNSON



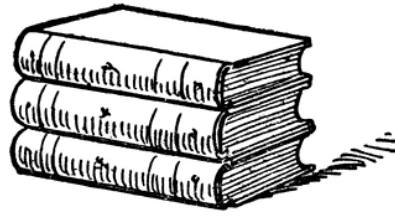
MRS JOHNSON IS REALLY PLEASED THAT ELLIE HAS STARTED WORKING REALLY HARD IN MATHS AND IS VERY MOTIVATED. ELLIE IS MAKING CORRECTIONS AND RESPONDING TO FEEDBACK ON GOOGLE CLASSROOM.

MRS JOHNSON SAYS: "I AM REALLY IMPRESSED ELLIE; WELL DONE!"

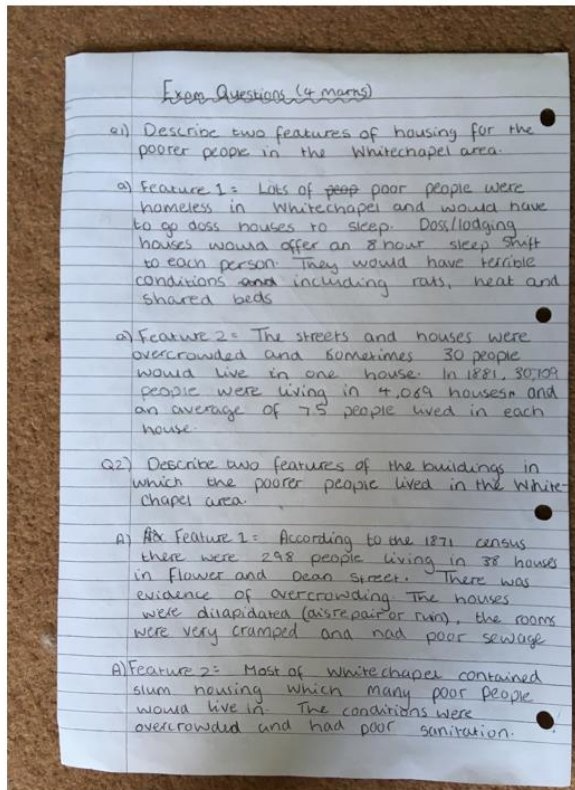


YEAR 10C1 GCSE HISTORY: KATIE RENDER

NOMINATED BY: MR HAROLD



MR HAROLD SAYS: "THIS WEEK **KATIE** HAS EMAILED ME FIVE WEEKS WORTH OF WORK IN HUGE DETAIL. KATIE HAS WRITTEN DETAILED NOTES, THEN WENT ON TO ANSWER A WIDE VARIETY OF DIFFERENT QUESTION TYPES. SOME OF THESE QUESTIONS ARE TYPES WE HAVE BRIEFLY COVERED IN LESSONS BUT PRIOR TO SCHOOL CLOSURE HADN'T YET COVERED FULLY. KATIE HAS DONE EXTREMELY WELL WORKING INDEPENDENTLY TO ANSWER THESE QUESTION TYPES BY WORKING THROUGH OUR INSTRUCTION RESOURCES; WELL DONE KATIE!"



Please read through the feedback to help with future practice exam questions.

Feedback:

Q1 Feature 1 – First sentence (clear point) 1 mark. Second two sentences (clear description/ explanation) 2nd mark given.

Q1 Feature 2 – First sentence (clear point and different from feature 1) 1 mark. Second sentence (clear description/ good evidence) 2nd mark given.

Q1 total: 4/4

Q2 Feature 1 – clearly understand how to make a point/ describe/ explain with evidence. Specific evidence '1871 census' and the number of people '298' in '38' houses which highlights your point that 'overcrowding' was present in buildings within the Whitechapel area.

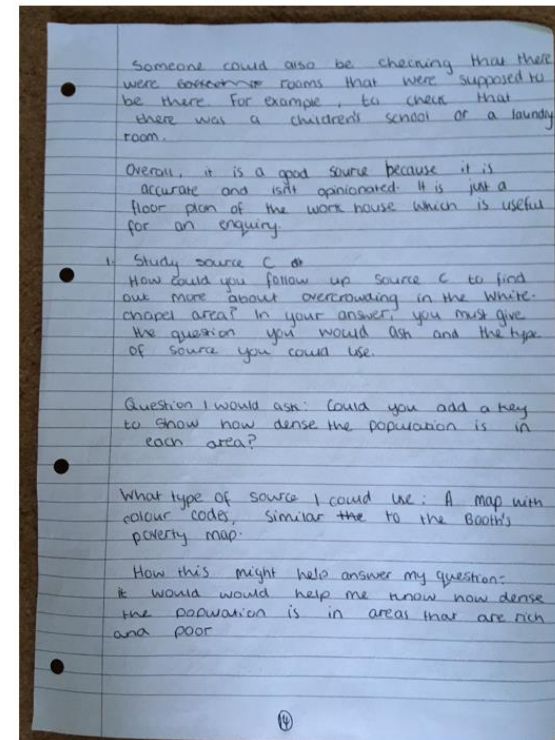
Feature 2 – This answer is too brief and too similar to feature 1.

Q2 total: 2/4

EBI: you could have looked at the types of buildings E.g. a doss house or a work house. This would be similar to Q1 feature 1 but the questions are similar – but you could focus on the sanitation within them rather than the people.

See below for other boxes with feedback.

WWW: in general, it is brilliant to see the detail you have put into your mind maps, to learn the content, before attempting the exam practice questions. Three achievement points to be given from me and I'm nominating you for the schools worker of the week!



Source H feedback

WWW: H) On the previous page you have explained why the source is useful. You have went on to explain why a floorplan may be viewed.

EBI: why is this source limited? What do you know from your own knowledge that the floor plan may not be able to tell you about the conditions?

1) Source C 4 mark follow up question. EBI:

First thing to do is to write down 'details in the source' that you are going to follow up.

Example:

Details in the source: 'Inspection of private houses... Flower, Dean and Keate street... 30 in number, with 143 rooms with 298 people' living in them.

Question I would ask: Is it typical to have overcrowding like this in the Whitechapel area during the late 19th century?

What type of source could I use: The 1871, 1881, 1891 census of the Whitechapel area.

How might this help answer my question? It would help me understand if there was overcrowding in the private houses within the Whitechapel area, because the census record where people lived and the number of people in area.

Watch this [youtube](https://www.youtube.com/watch?v=lec0mijlvtQ) link to help.

<https://www.youtube.com/watch?v=lec0mijlvtQ>

WWW: you have shown logical understanding/ reasoning. However, we did not get to practice these question types in school. Good attempt.

SPANISH: 9B1 HARI NUNN, 10C1 EVIE HARTRIDGE AND JESSICA MCARTHUR

NOMINATED BY: MISS NORTON



EVIE FOR FANTASTIC WORK PREPARING TO TACKLE AN EXAM QUESTION.

JESSICA FOR A FANTASTIC PIECE OF WRITING IN SPANISH.

HARI HAS PRODUCED A BEAUTIFULLY WRITTEN PARAGRAPH AND HE RECORDED HIMSELF READING IT OUT IN SPANISH.

Hola, me llamo hari y tengo trece años. Vivo en Newcastle en inglaterra con mi familia. En mi familia hay cuatro personnes, mi tio, mi abuela, mi abuelo y yo. Soy bastante alto y tengo los ojos azules y el pelo castaño y corto. Pienso que soy una persona muy inteligente, simpatico y bastante gracioso sin embargo, no soy hablador. Me gusta español, tenis y películas de acción y comedia pero odio compras y arte. Mi amigos mejores dicen que soy bastante gracioso, muy confiable y en general genial. ¿como te llamas?, ¿Cuántos años tienes?, ¿come eres de apecto y de carácter?



El fin de semana pasado, fui al restaurante en mi ciudad. Fue muy delicioso y lo pasé bien! Fui con mi madre y mi padre y mis obuelos ciudadaron mi hemana. vivo en una casa grande cerca del centro de la ciudad en el noreste de Inglaterra. Cuando era pequeña, era bastante tranquilo sin embargo ahora es muy ruidoso! En el futuro, creo será extremadamente ocupada. Me gusta mi ciudad porque hay mucho que hacer y mis amigos viven aquí. Se puede ir al polideportivo pero no me gusta porque no soy deportista. Me encanta estudiar en la biblioteca ya que es muy tranquilo y me gusta leer. Si fuera posible me gustaría vivir en Estados Unidos en el futuro porque podría visitar orlando todos los días! Diría que es mi lugar favorito!

YEAR 10 GCSE MUSIC: AVA HO, KATIE PEARSON, ELEANOR WILSON AND ELLIE WRAY

NOMINATED BY: MISS HOULTON



WELL DONE **KATIE** FOR YOUR 40/40 SCORE ON OUR TERMINOLOGY AND THEORY RECAP QUIZ THIS WEEK – THIS IS FANTASTIC! WELL DONE ALSO FOR YOUR CONSCIENTIOUS, DILIGENT APPROACH TO YOUR WORK IN GENERAL.

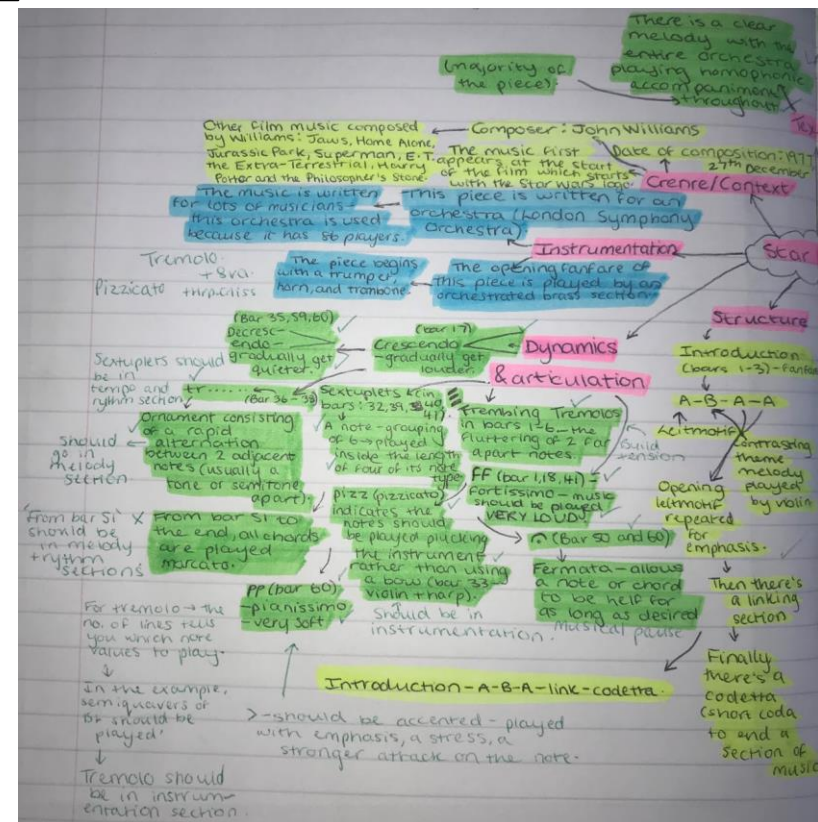
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AVA – WELL DONE FOR COMPLETING ALL TASKS IN GOOD TIME AND SHOWING ENTHUSIASM FOR WHAT YOU ARE DOING. YOUR RECENT PERFORMANCE OF 'NEVER ENOUGH' IS EXCELLENT AND YOUR STAR WARS ANALYSIS IS VERY DETAILED AND DEMONSTRATES A THOROUGH UNDERSTANDING.

FULL MARKS ON ALL DICTATION EXERCISES SO FAR TOO; WELL DONE!

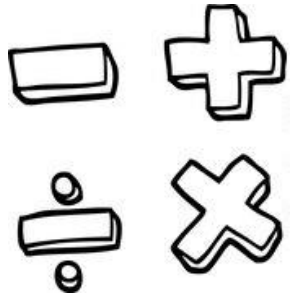
ELEANOR YOU COMPLETE ALL TASKS IN GOOD TIME AND HAVE A GOOD DEVELOPING KNOWLEDGE AND UNDERSTANDING ACROSS ALL ASPECTS. YOUR RECENT STAR WARS ANALYSIS IS VERY DETAILED; WELL DONE FOR ADDING CORRECTIONS IN GREEN PEN. YOU ARE DOING REALLY WELL; KEEP IT UP!

ELLIE YOU SHOW GREAT MATURITY. YOU COMPLETE ALL TASKS IN GOOD TIME AND WITH EXCELLENT DETAIL. YOU KEEP IN TOUCH REGULARLY, ASKING FOR HELP WHEN NECESSARY. WELL DONE ALSO FOR ADDING CORRECTIONS TO YOUR RECENT STAR WARS ANALYSIS



YEAR 10 GCSE MATHS: MORGAN MARTIN

NOMINATED BY: MRS JONES



MRS JONES SAYS:



"**MORGAN** HAS BEEN STEADILY WORKING THROUGH THE WORK SET, AND REGULARLY EMAILING ME WITH QUERIES AND ASKING FOR HER WORK TO BE CHECKED.

WELL DONE MORGAN; KEEP IT UP!"

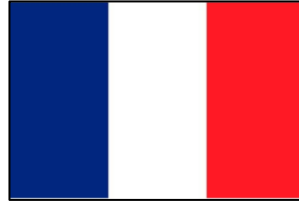


FRENCH: 7S2 OLIVER BEWICK, 7N3 BLAKE STENT, 8S1 SOPHIE COLL AND 8N1 DANIEL COLLINS

NOMINATED BY: MRS RICHARDSON

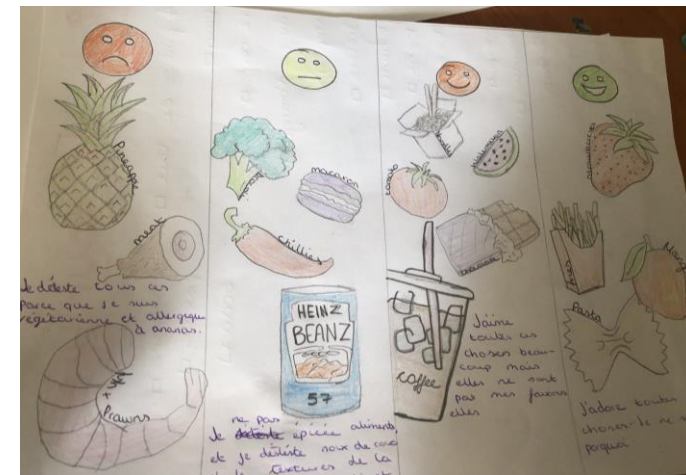
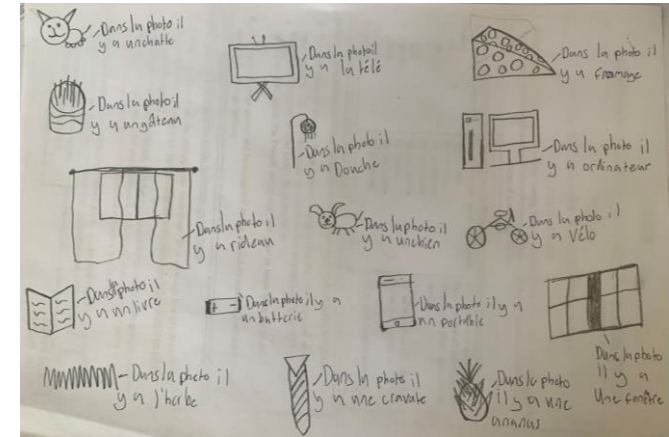
MRS RICHARDSON SAYS:

"I AM NOMINATING OLIVER AND BLAKE THIS WEEK BECAUSE THEY HAVE VIDEOED THEMSELVES SPEAKING FRENCH; I AM DELIGHTED THAT THEY HAVE ACCEPTED THIS CHALLENGE! THANK YOU BOTH!"



DANIEL HAS BEEN NOMINATED FOR ENGAGING WELL WITH THE TASKS SET

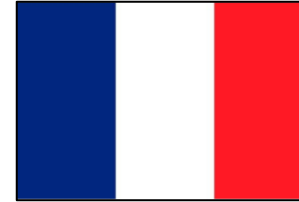
SOPHIE HAS BEEN NOMINATED FOR THE EXCELLENT TREASURE HUNT SHE HAS CREATED



FRENCH: 9N1 BEN HARTRIDGE AND HOLLY PEACOCK

NOMINATED BY: MRS RICHARDSON

HOLLY HAS BEEN NOMINATED FOR GOOD USE OF
OPINION PHRASES AND HER GREAT FRENCH MENU




BEN HAS BEEN NOMINATED FOR HIS
EXCELLENT DESCRIPTION OF A
SPORTSPERSON WITH DIFFERENT
TENSES AND GRAMMAR
EXPLANATIONS.

Le passé		Le présent	
LE PASSÉ		LE PRÉSENT	
-Er verbs	-Ir verbs	-Er verbs	-Ir verbs
jouer - to play	finir - to finish	jouer - to play	finir - to finish
joué - I played	fini - I finished	Je joue - I am playing	Je finis - I am finishing
<u>jouer + é</u>	<u>finir + i</u>	<u>jouer + e</u>	<u>finir + is</u>
-Re verbs	Avoir = eu	-Re verbs	Avoir = ai
vendre - to sell	Être = été	vendre - to sell	Être = suis
vendu - I sold		Je vends - I am selling	
<u>vendre + u</u>	Aller = vais	<u>vendre + s</u>	Aller = vais

Il s'appelle Thierry Henry. Il habite en France dans le nord. La ville s'appelle Les Ulis. Il joue au foot. Il joué avec Robert Pires (aussi Français), Patrick Vieira (aussi Français), Dennis Bergkamp et Freddie Ljungberg. Il aime au foot parce que il était réussi.

He is called Thierry Henry. He lives in the north of France. The town is called Les Ulis. He plays football. He played with Robert Pires (also French), Patrick Vieira (also French), Dennis Bergkamp and Freddie Ljungberg. He likes football because he was successful.



ENGLISH: 7RCA SOPHIA DONNISON, OLIVER HASS AND 8HR ELIZE WARNER

NOMINATED BY: MRS BROLLY

MRS BROLLY SAYS:



"SOPHIA, OLIVER AND ELIZE HAVE BEEN NOMINATED FOR WORKING REALLY HARD AT HOME AND PRODUCING SOME FABULOUS ENGLISH WORK WHICH THEY HAVE SUBMITTED TO ME THIS WEEK; WELL DONE!"



HISTORY: 7N3 BLAKE STENT AND 9S1 EMMA SAMPLE

NOMINATED BY: MISS POTTS

EMMA HAS PRODUCED A GCSE STANDARD ESSAY REGARDING HOW USEFUL A SECONDARY SOURCE IS FOR STUDYING THE BLITZ DURING WW2. EMMA HAS PUT SO MUCH EFFORT INTO THE WORK AND IT IS VERY GOOD QUALITY. MISS POTT IS REALLY PROUD OF YOU EMMA; WELL DONE!

How useful is the tv series 'blitz street' to a historian studying the 'home front' in Britain during world war two?

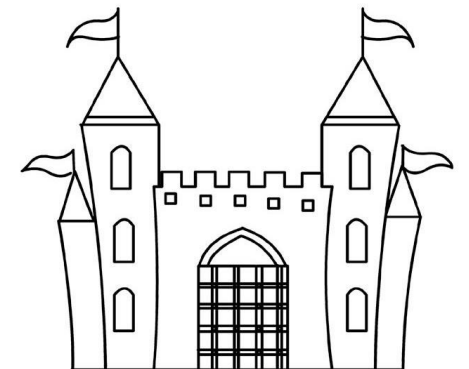
The TV series, Blitz Street, was made in 2010 and talked about the effects the Blitz had on the civilians in Britain. The Blitz started on September 7th, 1940 and ended on May 11th, 1941. The Blitz was a German campaign used against the United Kingdom; it consisted of several bombings of civilian targets over several months. The Blitz caused a great deal of damage to people's material property but it never damaged their spirit. The first day of the Blitz was called Black Saturday, and it was the beginnings of a great test of the endurance of the British people. The Nazis used a mix of incendiary bombs and flamenbombs to attack the British people.

Some people think the TV series is a useful source when learning about the home front in Britain. This is because it uses primary sources, such as interviews from people living in London and Coventry during the Blitz. In the first episode, they speak with a fireman called George Wheeler. Mr Wheeler said that, "the hardest part wasn't seeing the mums, dads, grandparents or children; it was seeing the babies." Being a fireman meant he had to clean up the rubble and escort the bodies to a local graveyard. He also said, "you just had to ignore what you saw". Mr Wheeler remembers having to leave bodies, if they were dead, because there was nothing they could do. He said that the hospitals were overwhelmed and all you could smell was burning. He remembers Churchill coming to visit and being overwhelmed and saddened by what he saw.

In the TV series, Tony Robison, the host of the show, made a row of houses called Blitz Street; they were made from the same materials used to build houses before/during the war. He used this street to show the effects of each bomb, including sc50, sc500, sc1000 and the V1. Although he didn't drop the bombs (this was forbidden), he used the materials in the original bombs to show how much destruction



BLAKE HAS WORKED VERY HARD ON HIS HISTORY TASKS THIS WEEK, EVEN MAKING MISS POTTS A VIDEO OF A CASTLE HE HAS DESIGNED ON MINE-CRAFT! WELL DONE BLAKE!



YEAR 9 ICT: AMELIA ATHERTON-BRAND, ANDREIA CAMPOS, MILLIE CLARK, MATTHEW HARRIS, JOSIE HOWEY,
ERIN KEILLER, DANIEL LEVITT, HARI NUNN, NATHAN PROCTOR, MAISIE SAMPSON, DAVID SKILTON,
LUKE SKILTON AND LILIAN WINTERMAN



YEAR 10 IMEDIA: SAM CASSARINO, SAM ROBINSON, TAYLOR ROBINSON AND LAUREN SINCLAIR
NOMINATED BY: MS GILES

- THESE YEAR 9 STUDENTS HAVE BEEN NOMINATED FOR COMPLETING THE ONLINE LEARNING TASKS ON SENECA AND GETTING GREAT MARKS
- THESE YEAR 10 STUDENTS HAVE WORKED HARD TO GET UP-TO-DATE WITH THEIR COURSEWORK TASKS

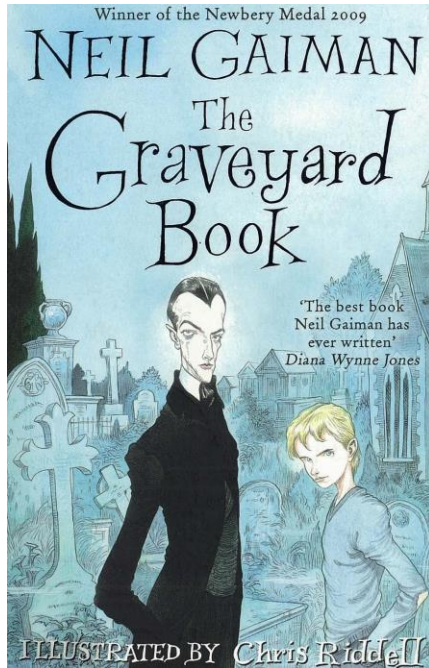


WELL DONE TO YOU ALL!



ENGLISH: 7RF OLIVER BEWICK AND 7LHO LILY DADSWELL

NOMINATED BY: MRS OLIVER



MRS OLIVER SAYS:

"BOTH OF THESE STUDENTS HAVE PRODUCED DETAILED AND THOUGHTFUL WORK AND HAVE TACKLED CHALLENGING MATERIAL REALLY WELL, USING SKILLS THEY HAVE BUILT IN CLASS THROUGHOUT YEAR 7.

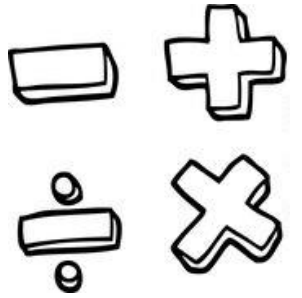
OLIVER HAS ALSO CONDUCTED THOROUGH RESEARCH INTO LITERARY CHARACTERS AND HAS CREATED HIS OWN MAGICAL CREATURE WITH THE ADDITION OF LOVELY ARTWORK.

LILY HAS ALSO BEEN NOMINATED FOR BEING A DEDICATED READER AND FINISHING 'THE GRAVEYARD BOOK' WHICH WE'D STARTED IN CLASS. LILY BORROWED A COPY BEFORE SCHOOL CLOSED AS SHE WANTED TO READ TO THE END, SHOWING INDEPENDENCE AND GENUINE INTEREST."



YEAR 10 GCSE MATHS: AVA HO

NOMINATED BY: MR SUTHERLAND



100%

MR SUTHERLAND SAYS:

"AVA HAS SUBMITTED SOME EXCELLENT SOLUTIONS TO GCSE EXAM STYLE QUESTIONS IN MATHS.

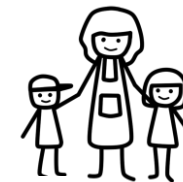
I'M REALLY IMPRESSED AVA; KEEP IT UP!"



YEAR 10 CACHE: LEONIE TAMURA

NOMINATED BY: MRS SHORT

LEONIE CONTINUES TO WORK
DILIGENTLY ON GOOGLE CLASSROOM
AND IS ALWAYS THE FIRST PERSON
TO ATTEMPT TO COMPLETE TASKS;
WELL DONE LEONIE!



Identifying children's individual needs

All children have their own individual needs they are unique. some children are more confident with socialising others are not also they will all learn and develop at different rates. For example some may walk faster than others. However we cannot respond to children's individual needs until we know what they are we can identify their needs by:

using information forms - before the children start the setting their parents or carers will need to fill a few different information forms. These forms outline any important issues that the setting may need to know as well as the child's age this is how the settings build up a picture of the individual child

observing them - this is a good way of spotting individual needs in children like if they are happy and how they are behaving as well as seeing how well they are learning and developing.

By observing them the EYFS asks early years workers to focus on the three prime areas of learning developing the reason for this is that they are seen as the starting points of what children individually need. Children may vary from time to time like if they go through a change such as moving house or a new sibling this is why it is important to gather as much information about the child and the child's family.

5 things you will need to know about identifying individual needs

1. make sure you know about the child's age and stage of development
2. make sure you get to know the children so you can tell if they are not themselves
3. talk to the children and the parents to find out about their needs and interests
4. speak to other members of staff if you are unsure of what is normal for the child's age
5. Talk to others on anything you notice particularly if you have a concern.

Prime areas of learning	Why is it important?
Communication and language	Children are learning to communicate and use language so they can think clearly, develop their own idea and start to express themselves/
Physical development	Children are learning to move around and control their bodies, they need to learn how to keep healthy and safe as well as developing skills in both large and small movements
Personal, emotional and social development	Personal, social and emotional development helps children to develop confidence and social skills. They will also learn to have respect for others and how to behave when in groups.

When looking carefully at children's different needs we can build up a clear picture of what they need and will help make them happy.

Getting to know their families

Talking to children's families is another way we can measure their needs. The key person should be the most important relationship the child has with their families and the families have with the setting. The key person and the family will work together to make sure the child's needs are being met as well as other staff so they are aware of these.

Special educational needs - children who have learning difficulties or a disability

Which makes it harder for them to learn unlike most children who are the same age. This term is shortened to SEN and is also sometimes referred to as special educational needs and disabilities.

When children start the early years setting these may have already been observed and acted upon by health professionals but also be unknown of as yet. This is another reason why it is so important for adults to observe children and discuss and not anything that could be a cause for concern.

Social and emotional needs are to do with the child's emotional development and their behaviour.

Communication and language needs are about how the child's language is developing and how they communicate with others.

Intellectual or cognitive needs are about the ability to process information and apply it to different situations.

Physical needs are about the development of the child's physical skills. These may be about the growth or the strength and the development of their muscles in different parts of the body.

Sensory needs are to do with the child's senses: sight, hearing, touch, taste and smell ~~nos~~ often in early years settings, sensory will relate to sight and hearing.

Treating children's needs fairly and in line with current diversity and inclusive practise

It is important for early years workers to treat children fairly. This means they will need to give everyone the same opportunities. Sometimes people discriminate without even noticing we are doing it like judging them on what we hear. It is important to take the time to get to know each child individually rather than our thoughts and preconceived ideas.

You should remember that treating children equally does not mean treating them the same necessarily but that you try to remove any barriers to them taking ~~part~~ for example if a child has a hearing impairment they might need to sit near to an adult this could give them an opportunity to do well and thrive.



NOMINATED BY: MR COOK

Introduction

Brookberry uses various language devices to describe the T-Rex in the short story. The sound of 'knack' as 'fence rails and much more like that' ~~metaphor~~ ^{metaphors}, metaphors, hyperbole and similes; all of which make a vivid image of the T-Rex in the reader's mind.

Body Paragraph 1.

Body Paragraph 2.

Body Paragraph 3.

Conclusion

The most frequent device he uses is 'similes', such as 'black ropes of muscle'. Brookberry uses vivid descriptive language to convey an image of the reader's mind of just how fierce and deadly the T-Rex is.

The next device he uses is metaphors. Three body. Examples of this in the text are 'his eyes closed like a piston' and 'his skin as 'steel mesh'. He uses these devices to describe the T-Rex as machine like. The final 'metaphor' is 'a machine of steel and gears' which has no sympathy for the creature.

Lastly Brookberry uses similes. Such as 'like the dragons'. He does this to help build on his thoughts to make the T-Rex sound dead and close the reader's eyes, to bring them away from the story. The final simile he uses to make the animal sound, such as 'warrior's' and 'like'.

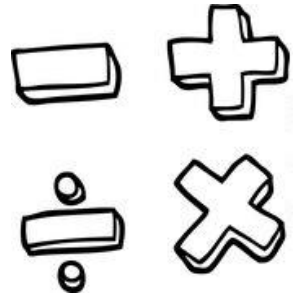
In conclusion, all of these devices work together to give the reader the sense of a large, fearsome, machine, made of 'steel' and capable of picking men up like 'toys'. Overall, Brookberry's use of language devices is strong and vivid description of the T-Rex in the reader's mind.



I personally think that it should exist but only as a punishment for murder



MISS ATKINSON'S MYMATHS STARS OF THE FORTNIGHT



YEAR 7N1: SYEED ALI, ESME CLARK, MIA COPPEN, LILY DADSWELL, CHARLEY FRENCH, WILL SIMPSON

YEAR 7S3: EVAN NELSON, LUCY SCORER

YEAR 8S2: JAMES MORL

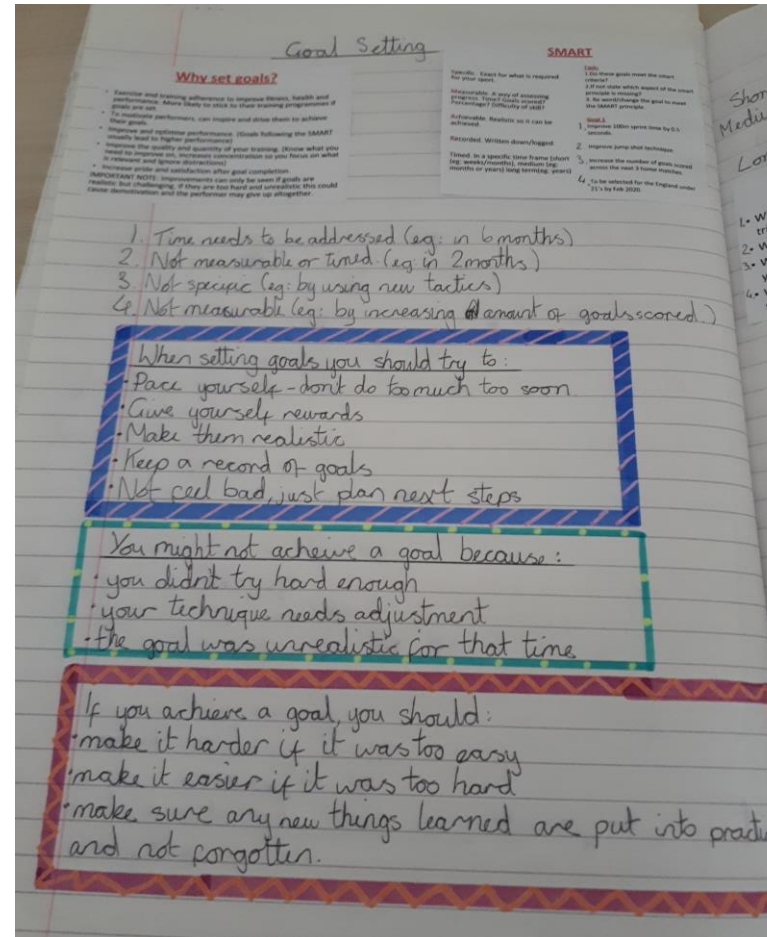
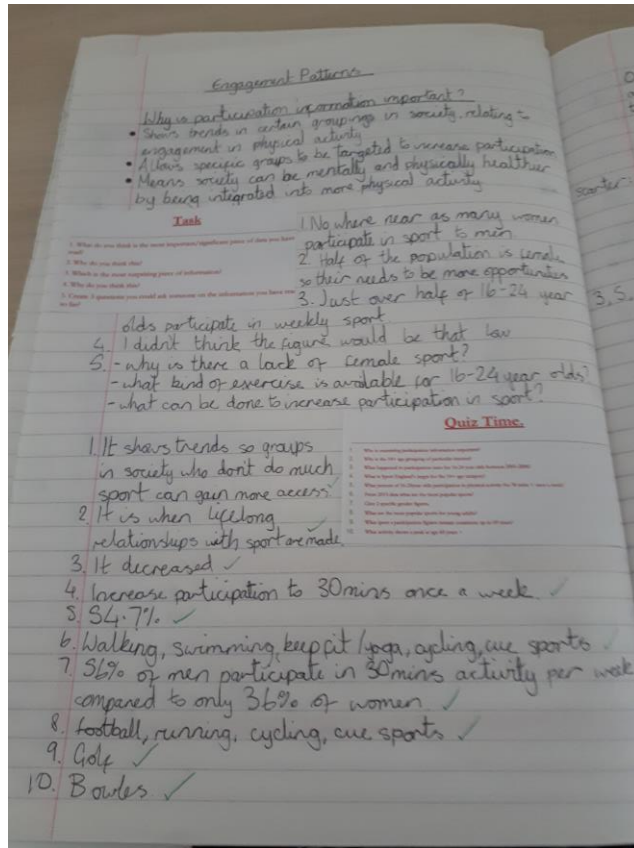
YEAR 9N2: ALI BLAIR, EVAN MARSHALL



NOMINATED BY: MRS KAYE-MURPHY

"I WOULD LIKE TO NOMINATE EVIE FOR THE THREE LESSONS SHE SENT ME IN RESPONSE TO TASKS SET ON GOOGLE CLASSROOM.

REALLY WELL DONE EVIE!"



YEAR 7 ICT: SYEED ALI, ELLIS BARRIE, MIA COPPEN, ERIN JONES, OLIVER MARSHALL,
CHLOE STENTON AND ELLEN TIERNEY

NOMINATED BY: MR BOWMAN



THESE STUDENTS HAVE COMPLETED A RANGE OF ACTIVITIES RELATING TO THEMES INCLUDING DIGITAL RESEARCH, COLOURS, IMAGE EDITING, ADVERTISING, SOCIAL SELLING, INNOVATION, GROWTH, HACKING, THE ART OF SELLING, VIDEO EDITING AND E-SAFETY & ONLINE ETIQUETTE.

WELL DONE TO YOU ALL!

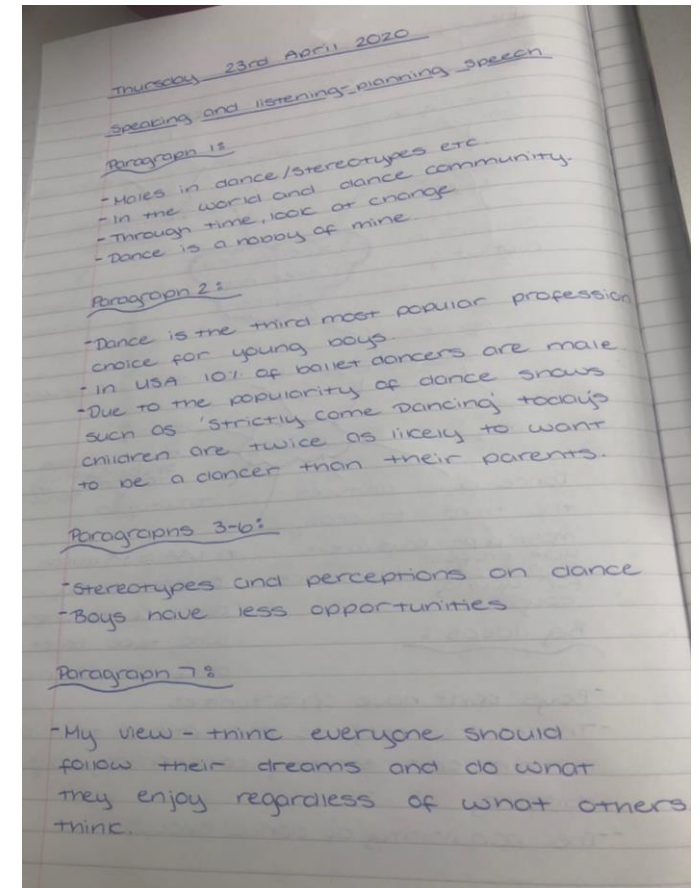
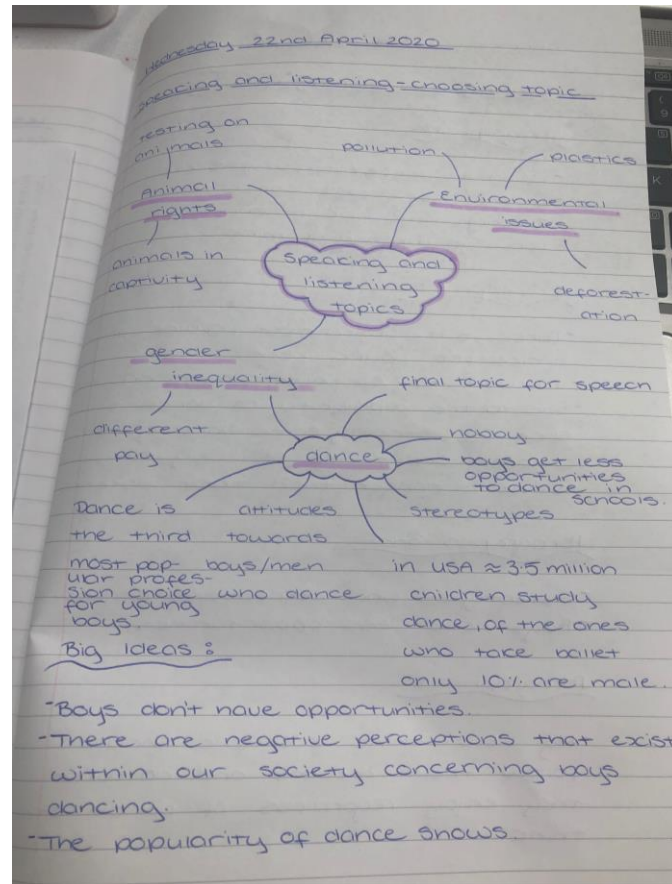


ENGLISH: 10s ERIN LORD AND NIAMH MCCAFFERTY
10N AVA CLARK, MORGAN MARTIN AND ABI-LEIGH SABOURNE
NOMINATED BY: MISS MCKENNA



MISS MCKENNA SAYS:

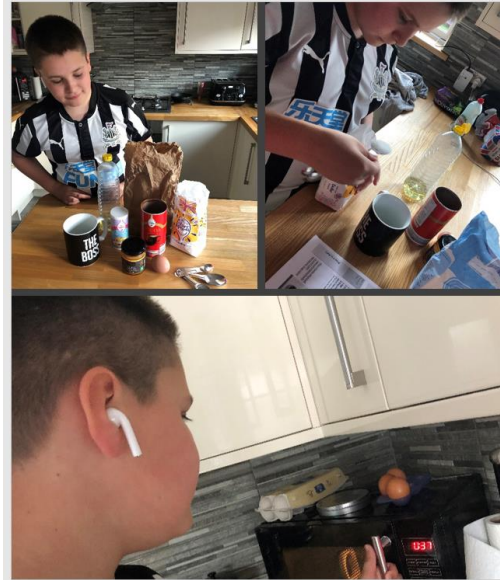
"EACH OF THESE STUDENTS HAVE SHOWN COMMITMENT AND RESILIENCE AND THEY HAVE ALL WORKED EXTREMELY HARD IN ENGLISH DURING THESE UNPRECEDENTED TIMES."



FOOD STUDIES: 7S2 OLIVER BEWICK

NOMINATED BY: MRS SHORT

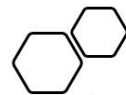
OLIVER HAS BEEN BUSY MAKING MUG CAKES THIS WEEK AND HAS ALSO COMPLETED SOME DETAILED EVALUATIONS OF HIS WORK; WELL DONE OLIVER!



How I made my Chocolate & salted caramel mug cake

• Ingredients I used:

- **3 tbsp Vegetable oil** to make the cake moist/squishy, and have a smooth texture
- **3 tbsp caster sugar** this made the cake sweet
- **3 tbsp self raising flour** made my cake rise and expand
- **½ tsp coco powder** made the cake change to a light brown colour & gave it a chocolate taste. It is bitter on its own and doesn't taste nice.
- **1 egg** made my cake stick together like glue, and makes the cake rise
- **1 tsp of salted caramel sauce placed in the middle** added to the sweetness of the cake & gave it a hidden taste making it sweet and salty
- I cooked this for 1 minute 30 seconds, but I didn't think it looked cooked. It still looked slimy so I put it back in for another 30 seconds.



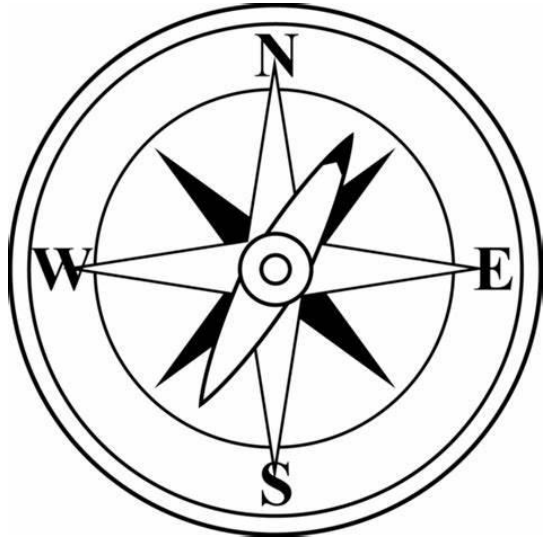
Evaluation of my Chocolate & salted caramel mug cake

- I made my chocolate and salted caramel cake and it was quite easy to make on my own.
- It smelt sweet and looked lumpy but appetising and it was delicious and not lumpy.
- My cake was very hot and tasted sweet and salty and it was very light.
- I ate it with ice cream.
- I would definitely make it again.
- Next time I would use less flour if I was using coco powder, and a bit less sugar as it was very sweet. I would also only cook it for 1 minutes 45 seconds instead of 2 minutes as I cooked it a bit too long.
- My mum said she liked the cake too, but said it was a bit too sweet, probably the salted caramel inside and a little bit dry but still very tasty.



GEOGRAPHY: 8N2 THOMAS MACKIE

NOMINATED BY: MR MOAT



MR MOAT SAYS:

"IT IS CLEAR THAT THOMAS HAS TAKEN CARE AND DEDICATED LOTS OF EFFORT TO RESEARCH VARIOUS BIOMES AROUND THE WORLD IN GREAT DETAIL. THOMAS HAS DETAILED A FANTASTIC JOURNEY FROM SAN FRANCISCO TO NEW YORK (SIMILAR TO THE BBC 2 DOCUMENTARY RACE ACROSS THE WORLD) SLEEPING IN A TENT AND WITH ONLY \$2000 TO GET THERE WITHOUT USING AIR TRAVEL. GREAT WORK THOMAS!"

MRS SKINNER'S HISTORIANS OF THE WEEK!

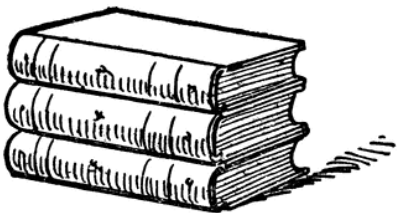
YEAR 12 - JOE MURRAY HAS BEEN NOMINATED FOR HIS EXCELLENT WORK ETHIC. HE CONTINUES TO PRODUCE GOOD QUALITY RESPONSES TO THE A LEVEL TASKS HE IS SET.



YEAR 10B1 - IT HAS BEEN GREAT TO SEE MORE OF 10B1 HANDING IN WORK AND DOING WELL ON OUR 50 QUESTIONS KNOWLEDGE TEST THIS WEEK! SO WELL DONE TO - EMILY BOYD, LUCY BROUGHTON, KYLE CARTER-DOWDING, SAMUEL CASSERINO, KENZIE HEATHERINGTON, AVA HO, TOM MASON, NIAMH MCCAFFERTY, DANIEL PEARSON, KATIE PEARSON, SAM ROBINSON, JOSEPH SWEENEY AND ROSE TAYLOR CAIN.

YEAR 9N1 - WELL DONE TO BEN HARTRIDGE WHO PRODUCED AN EXCELLENT PRESENTATION ON VE DAY

YEAR 9N3 - WELL DONE TO KATIE BYERS AND BETHANY DRIVER WHO HAVE EACH DONE A VERY GOOD ANALYSIS OF THE USEFULNESS OF A DOCUMENTARY FOR STUDYING HISTORY.



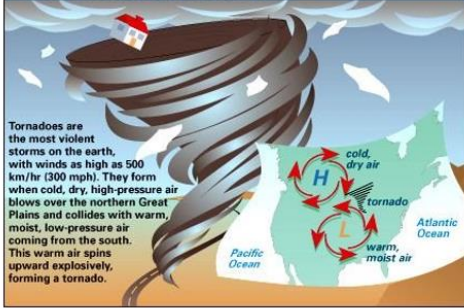
GEOGRAPHY: 7S3 EVAN NELSON

NOMINATED BY: MISS CARTWRIGHT

WELL DONE EVAN FOR PRODUCING A FANTASTIC
POWER POINT ON TORNADOES.



What makes a tornado?



A tornado is a mobile, destructive vortex of violently rotating winds having the appearance of a funnel-shaped cloud and advancing beneath a large storm system. A tornado is a violently rotating column of air that extends from a thunderstorm to the ground.

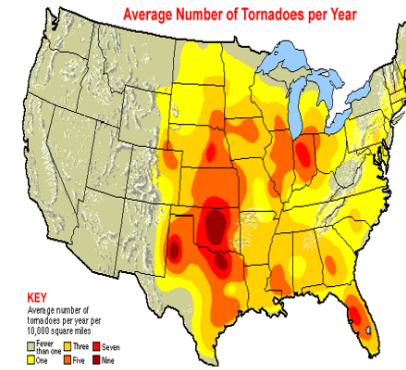
What is a tornado?

The winds of a tornado can reach speeds of up to 500km per hour – that's strong enough to peel the roofs off houses, uproot trees and hurl heavy objects, such as cars, hundreds of metres! Tornadoes come in different shapes and sizes. Some may appear as wide funnel-shaped clouds, others as thin rope-like swirls stretching from the ground to the sky.



How to prepare for a tornado

Many homes in the USA have a tornado shelter either built into their house or on the land. The shelter will normally have some supplies like bottled water and maybe some food. There will sometimes be some form of communication to the outside world and some have beds, in case the tornado hits in the middle of the night. There will be an emergency kit which normally include batteries, a torch, candles and a First Aid kit.



Where do tornadoes occur?

Tornadoes have been documented on every continent except Antarctica. Tornadoes tend to occur in the middle latitudes in both hemispheres, between 30° and 50°. These latitudes are regions where the warmer subtropical warm air meets the colder polar air, with different wind speeds and direction. These conditions can produce rotating air masses.

Tornadoes occur most frequently in North America, particularly in central and south eastern regions of the United States colloquially known as tornado alley, as well as in Southern Africa, north western and southeast Europe, western and south eastern Australia, New Zealand, Bangladesh and adjacent eastern India.

What to Do During a Tornado

- Go to windowless interior or below-ground room.
- Get under sturdy furniture.
- If outdoors, get indoors or lie in a ditch.
- If at work, go to designated shelter.
- If you are in a vehicle, get out and take shelter in a nearby building.

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ENGLISH: 9S1 HARI NUNN

NOMINATED BY: MRS WESTGARTH

MRS WESTGARTH SAYS:

"I AM NOMINATING HARI FOR
THE SECOND TIME AS HE
CONTINUES TO PRODUCE
OUTSTANDING WORK IN ENGLISH.
THE POWER POINT HE PRODUCED
THIS WEEK ON PYGMALION AND
OTHER MYTHS IS FANTASTIC!
WELL DONE HARI!"



Lesson 1:

Pygmalion was an Ivory sculptor who no matter how hard he tried couldn't find the right girl and so declared that he had no interest in women!

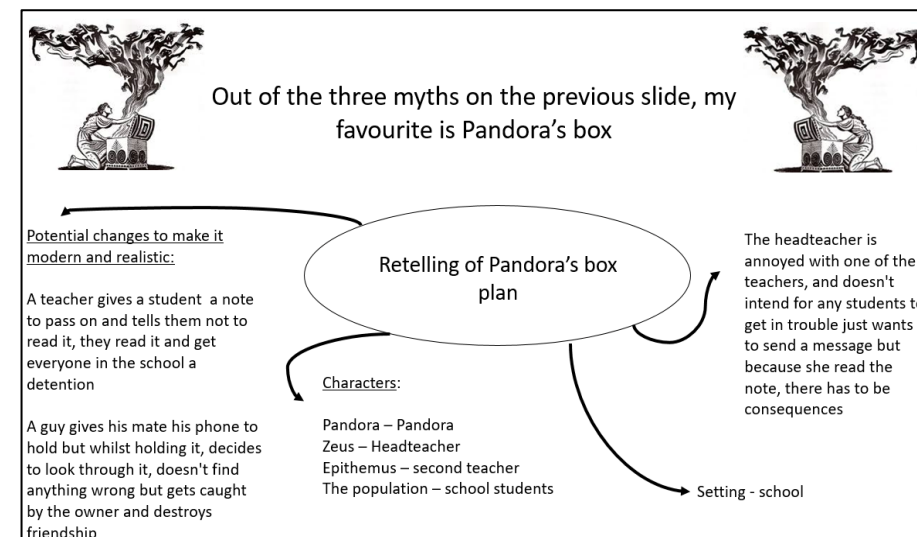
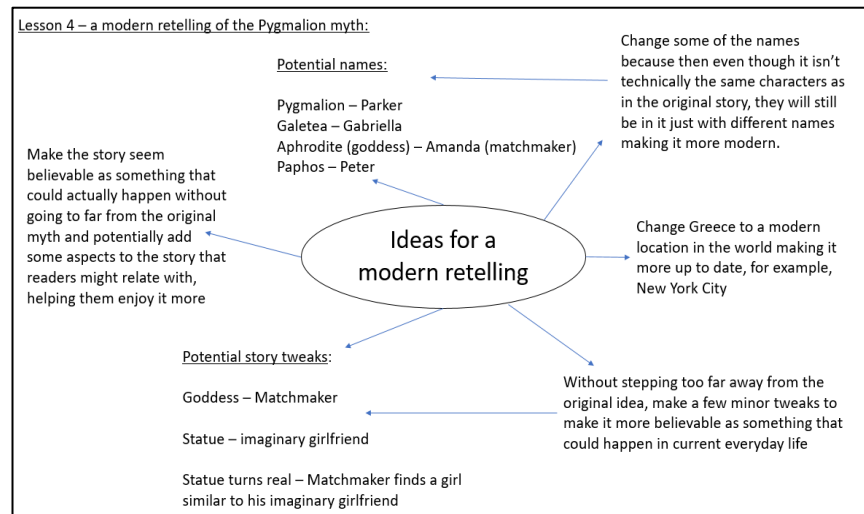
After some time, he decided to sculpt a woman and to his surprise, he started to have feelings for his statue and he found himself in love!

At the festival of Aphrodite, he prayed that he could find love with a woman and the goddess knew exactly what he meant.

After visiting his studio, she realised that his inanimate love strongly resembled her and she was so charmed that she brought the statue to life.

The couple went on to get married and even invited the goddess as their guest of honour.

Every year they would go to the festival to pray and say thank you and after a while they ended up having a son named Paphos for whom the City in Cyprus received its name.



YEAR 10 GCSE PE: EVIE HARTRIDGE AND CHARLOTTE ROBINSON

NOMINATED BY: MR TOWLER

MR TOWLER SAYS:



"I AM NOMINATING EVIE AND CHARLOTTE FOR THE FANTASTIC EFFORT THEY HAVE BEEN PUTTING INTO GCSE PE. THEY ARE COMPLETING THE ASSIGNMENTS ON THE EVERLEARNER WEBSITE TO A VERY HIGH STANDARD AND THEY ARE ALWAYS MEETING THE DEADLINES THAT ARE SET.

WELL DONE EVIE AND CHARLOTTE FOR YOUR TREMENDOUS ATTITUDE AND HARD WORK!"



RELIGIOUS STUDIES: 7S2 OLIVER BEWICK, 8N1 LUCY STUTT, 9N1 MILLIE CLARK,
9S1 HARI NUNN, AND TAMARA STRAKER
NOMINATED BY: MISS LOWERY



OLIVER AND LUCY – OUTSTANDING COMMITMENT TO HANDING IN HIGH QUALITY RS AND PSHE WORK ON A REGULAR BASIS.

MILLIE – THOUGHTFUL, DETAILED AND WELL-PRESENTED WORK ON THE FOUR NOBLE TRUTHS OF BUDDHISM.

HARI – ABSOLUTELY OUTSTANDING WORK ON THE FOUR NOBLE TRUTHS OF BUDDHISM, AS WELL AS DETAILED WORK ON DIFFERENT SCHOOLS OF BUDDHIST THOUGHT. DETAILED, INTERESTING AND THOUGHT-PROVOKING WORK.

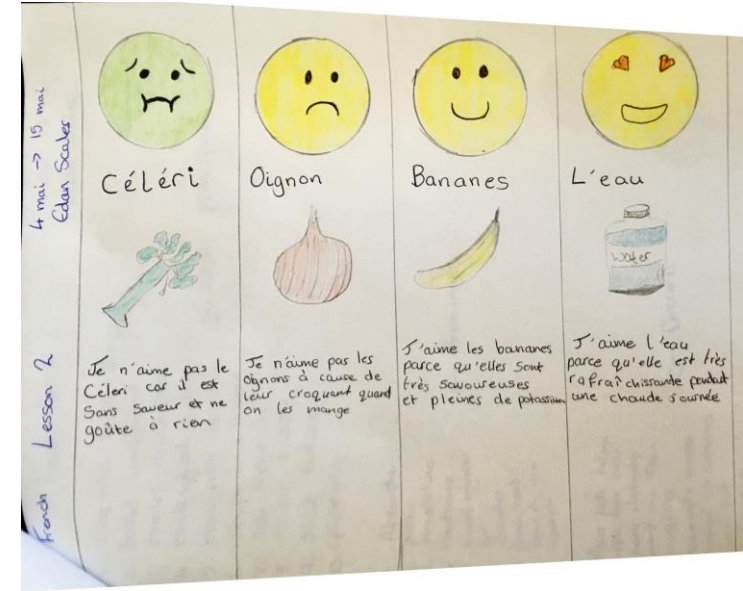
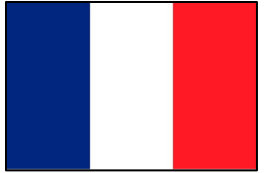
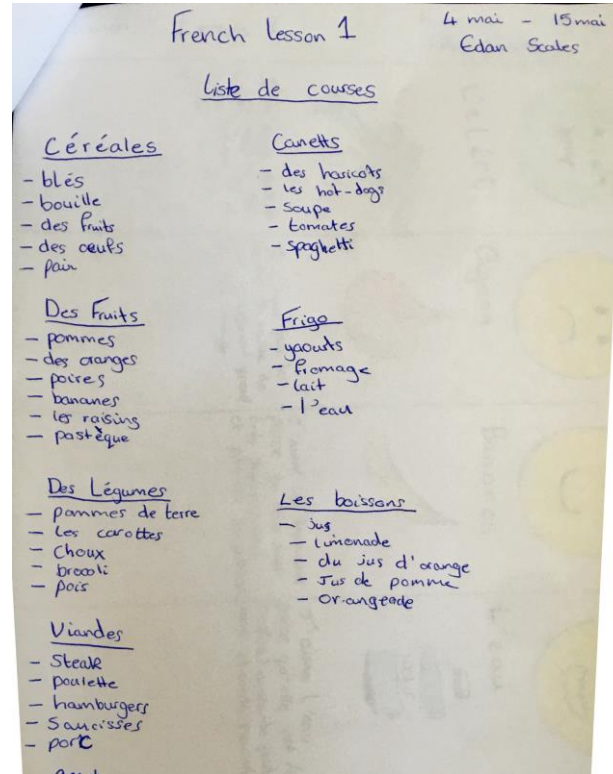
TAMARA – THOUGHTFUL, DETAILED AND WELL-PRESENTED WORK ON THE FOUR NOBLE TRUTHS OF BUDDHISM, WITH AN EXCELLENT PERSONAL PERSPECTIVE, SHOWING THAT TAMARA HAS DEEPLY THOUGHT ABOUT THE IDEAS.



FRENCH: 9N2 EDAN SCALES

NOMINATED BY: MRS BALDWIN

EDAN IS BEING
NOMINATED FOR HIS
GREAT WORK ON FOOD AND
DRINK THIS WEEK; WELL
DONE!



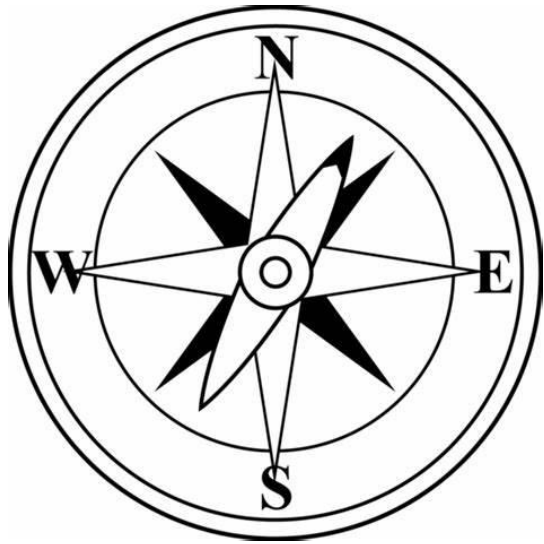
ALSO NOMINATIONS FOR THE FOLLOWING GCSE YEAR 10 FRENCH STUDENTS WHO ARE BEING NOMINATED FOR KEEPING UP WITH ALL TASKS TO A VERY HIGH STANDARD. THEY HAVE BEEN REALLY CONSCIENTIOUS AND RESILIENT EVEN WHEN TASKS HAVE BEEN ESPECIALLY CHALLENGING. MRS BALDWIN SAYS: "I AM VERY PROUD OF YOU ALL, WELL DONE".

EMILY BOYD, LUCY BROUGHTON, ERIN KNOX, NIAMH MCCAFFERTY, KATIE PEARSON, LEONIE TAMURA, ROSE TAYLOR CAIN
AND NINA ZEMOURI



GEOGRAPHY: 7N3 KATE KILLEY AND 8N3 ROHAN PERKINS

NOMINATED BY: MR FOLEY



MR FOLEY SAYS:

"I AM NOMINATING **KATE** FOR THE AMAZING MODEL OF TSUNAMIS THAT SHE HAS BUILT AT HOME, ALONG WITH A FANTASTIC REPORT ON TSUNAMIS OF THE WORLD; WELL DONE!"

I WOULD ALSO LIKE TO NOMINATE **ROHAN** FOR AN OUTSTANDING POWER POINT ON BIOMES OF THE WORLD; WELL DONE ROHAN!"

DRAMA: 7S1 CARA WARD AND 8N3 KIERON DALE

NOMINATED BY: MISS CONNOR

CARA HAS COMPLETED HER MONOLOGUE IN THE ROLE OF AN EVACUEES, PAYING CLOSE ATTENTION TO THE RELATIONSHIP BETWEEN HER CHARACTER AND THE PARENTS, CLEARLY COMMUNICATING TO THE AUDIENCE HOW DISTRESSING THE EXPERIENCE WAS FOR EVACUEES.

KIERON IS WORKING HARD AT HOME AND HAS BEEN KEEPING IN TOUCH TO MAKE SURE HE IS APPROACHING THE TASKS IN THE CORRECT WAY.



Monday 27th April Evacuees

I am so confused. Why is this all happening? I hate the Germans! If it wasn't for them, I would be living my normal, happy life, not having to worry constantly about what is going to happen to me. The thing I am most worried about is my friends, I might never get to see my parents again. I shall miss all my friends from school so much! It could be even worse than it is here, we could get bombed every minute!

Then again, it might give me great opportunity. I could be safe and in a happy home with a nice person who treats me well. I am so looking forward to my ears not being damaged, and not having to worry about my hair falling into a million pieces! They might even be pets, or children of my age I could play with.

I will not be able to cope without my mother! If I have a problem she's the one I go to. She always makes me feel better and has a solution for everything. How will I cope without us! No one to do the chores, no one to make her smile, make her laugh, make her feel loved. I really wish she could come with us! I shall miss running around with my friends, the kind teachers, being able to roam around freely.

I must make sure to say a proper goodbye to mother and my friends, for it might be the last time I ever get to see them, or the last time in a very long while. I hope they are all or at least in a good place tomorrow.

