

WEEK 5 Monday 11th May – Friday 15th May



ENGLISH: 7AM <u>Cara Ward</u> NOMINATED BY: MRS HUTCHINS

Weekperter 22nd April English

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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!"

| Juesdes 21st April English |
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| - Company cash April Chydron |
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| could belie it. All of the dive tris that use inits got a getly ple got an article and from all what dill be using Of course. I use very an and legan to this what I could do is running. Mars through ach through my brin, but they were all either the evil or not enough. |
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| When the last popula said to att, I stoped towned and enamined mine "When the princip is severilen year old, she shall pride her for with spinle, and she shall die As [leaked around poties was freehligs ad weights. They have would get in the way |
| " when the arrivers is severtees up in da she shall prid by the |
| its since and shished die As looked mound noting |
| want freeher and a granter thread nothing would at in the way |
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| In the second se |

| Manday 20th April English | |
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| Diff carly have are more power, it would be to fly, I would wow this por pecause (could trand to place quick. For example, it serves nos hort, flyin them the we to the would be much quicker the valling, and could be then hypering queer. | I |
| 2) Think the moral of the story to the cardilly before making advance. We can hear not take so grady. | |
| 3) My dear Dionysus, | ~ (|
| Firstly, that you for your great gift of the godies touch. However, it has the time out quite as I expedie it much. I regard you to remove the gift for the follows remove | ~ d ~ d ~ abd |
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| free soon! | 4 te |
| As you know, my denote is my not pixed possessing, she | tenti |
| up for a ciddle would care my sadress but inded illional by inte agollon statue have norther what that do within her. | shican |
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| Tresday 284 Ap | d My Magrical | Creature |
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| evon | tion then into normal feel! | |



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 &: THESE STUDENTS HAVE WORKED HARD TO COMPLETE TASKS SET ON SENECA LEARNING; WELL DONE! <u>LEILANI BROWN, BEN BURTON PAYNE, HARRY CHARLTON, VIVIENNE CLASPER, KWADWO DONKOR, SOPHIE</u> <u>EBDEN, MAX FARROW, ALEX GIBSON, HANNAH HUME, ANTHONY MALPASS, ABI MCARTHUR, AOIFE RICKARD,</u> <u>YVONNE ROBERTSON, SUMMER SCOTT, ABBIE SEDDON, AIZAH SHARIFF, APOORVA SINHA, LUCY SMITH, FREYA</u> <u>STEELE, LUCY STUTT, KACEE SULTMAN, SCARLETT THOMPSON, MILLIE WILLIAMSON, NIKI VINK,</u> <u>ELIZE WARNER</u> AND <u>AMY WILDASH</u>



RELIGIOUS STUDIES: 751 <u>Georgie Balshen</u>, 7n1 <u>Rowan Hogg</u> 10A <u>Lauren Brown</u> and <u>Erin Knox</u> 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: <u>EVE DADSWELL</u> 7 AM WELL DONE EVE FOR YOUR HARD WORK ON THE ALPHABET CHALLENGE TASK! NOMINATED BY: MS GARDNER

| Songs! |
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| |
| b Bepore you go - Snow Patrols Chasing Cars - Snow Patrols |
| a Chasing Cars - Oner Scott a Dancing on my own-Cathum Scott |
| a. Dancing on my ann-Cattern e. Eastside - Benry Blanco, Halsey, Khalid |
| a hall an - Fland - Fland |
| a Grase - Lewes capacity |
| Higher Love - Kygo, Whitney Houston Higher Love - Kygo, Whitney Houston JHigher Love - Kygo, Whitney Houston |
| Higher Love - Kygo, Whitney Harston I f the world was ending - JP Sake, Julia Michaels |
| |
| P Reap your head up |
| 4 Lonely-Joel Corry. |
| m Mr Brightside - The Millions |
| ONO time to due - BILLE EILIST |
| Ocean Eyes - Billie Eilish |
| 0 Porent - Ha Sheeran |
| a Quit Playing Games - Backstreed boys |
| r hain-The Script |
| s Selvin - Madison Beer |
| +This City-Sam Fischer |
| 4 Umbrella - Rhianna, JAY-Z |
| |
| V Viva La Vida - Coldplay |
| w Wonderwall - Oasis |
| x Xanny - Billie Eilish |
| y you are the reason - Cathum Scott |
| z. Zombie-The Cranberries |
| |

| Simers) |
|--------------------|
| a Adelle |
| b Billie Eilish |
| c Calum Scott |
| a Dean Lewis |
| e Ed Sheran |
| e Flo Rido |
| |
| g George Etra |
| Harry Styles |
| J Juice WRLD |
| J Juice WKLD |
| Khalid . |
| L Lovies Tomlinson |
| Miley cirus |
| N Niall Horan |
| · Oasis |
| p Post Malone |
| 8 Queen |
| |
| R Rihanna |
| 5 Shawn Mendes |
| The Vamps |
| o Usher |
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| Julicities and |
| Whitney Houston |
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| TV SHOWS! | |
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| a Andy Mack | |
| a Andy Mack b Bitten | |
| c Creeped Out | _ |
| d Dark e FLITZ | - |
| | - |
| F Friends | - |
| g Gilmore Girls | - |
| & Haunting of Hill Mous | Z |
| Icarly | - |
| j Jane the Virgin | _ |
| k Kingdom | - |
| 44iu & Maddie | _ |
| m Money Heist | |
| n New Girl | |
| o Once upop a time | |
| Pretty Little Liars | |
| a Queen of the South | |
| 9 Queen of the South Riverdale. | |
| s Salem | |
| + The Vampire Diaries | |
| y Umbrelly Academy | |
| V Victorio us | |
| X KMONEN X-Files | |
| you | |
| | |
| z Zoey 101 | |
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| Filmo |
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| - in After |
| Beauty and the Beast |
| · Cat in the pat |
| 1 Dangerous Lies |
| e Extraction |
| a Finding Negerland |
| grandians of the Calary |
| n Holes |
| I soit it Romantic |
| Junanil |
| K Kissing Booth |
| Clittle Man |
| or Maze Runnet |
| Never Ending Story |
| Ocean's elever |
| a Pitch Perpect |
| |
| a aviet Place |
| Robin Mood |
| 5 Sixteen Candles |
| + the Liffle mermunid |
| y Uncut Gems |
| v Veranica |
| W Water Horse |
| x X-men |
| y you get me |
| 7 apped. |



SCIENCE: 752 <u>Oliver Bewick</u>, 7n2 <u>Lily Dadswell</u> and 7n3 <u>Kate Killey</u> Year 10: <u>Kieran Chilton, Lara Preston, Jess Richardson</u> and <u>Abi Leigh Sabourne</u> Nominated by: Mrs Anderson

| KATE HAS CREATED AN | OLIVER FOR | KIERAN, LARA, JESS | LILY FOR HER |
|----------------------------|-------------------|--------------------|---------------------|
| AMAZINGLY DETAILED | Completing | AND Abi for | BRILLIANT |
| LEAFLET ON | LOTS OF HIGH | TAKING PART IN A | WORK ON |
| VERTEBRATES AND | QUALITY SCIENCE | LIVE ONLINE CHAT | HABITATS. |
| INVERTEBRATES WITH | WORK | WITH SOME | |
| CLEAR SCIENTIFIC | CONSISTENTLY | PHYSICISTS AND | |
| TERMINOLOGY, | OVER THE WEEKS | ASTROPHYSICISTS - | |
| INCREDIBLE PICTURES | WE HAVE BEEN | Wow! | |
| AND A QUIZ! | OUT OF SCHOOL. | | |





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DRAMA: 7N3 <u>Blake Stent</u> Year 12 <u>Joe Murray</u> Nominated by: Mrs Maughan

BLAKE HAS COMPLETED EVERY PIECE OF WORK SET WITH ENTHUSIASM. HE IS OBVIOUSLY WORKING EXCEPTIONALLY HARD AT HOME.

JOE HAS MET ALL DEADLINES AND HAS COMPLETED HIS WORK IN DETAIL WITH GREAT THOUGHT AND CONSIDERATION. AS USUAL, JOE IS CLEARLY WORKING INCREDIBLY HARD.

Melodrama

For one of the plays answer the following:

| Which section appealed to you the most to perform? | played using immense sorrowful expressions which would invoke sympathy. Furthermore, because Johanna would be particularly effective for invoking melodramatic techniques because of her despair regarding the uncertainty | | |
|---|---|--|--|
| Why? | of Mark. As well, as the underlying subtext of Jeffery's love for her which could create sympathy for Jeffrey. In addition, also in scene 3, Sweeney enters in a cloak which conceals his identity which would be great for increasing tension for the audience. This is because Sweeney seeks to incriminate Jeffery. Finally, in scene 4, the courtroom environment is one which suggests the truth being revealed which is very suitable as an embodiment of the message of the play of deceit. Finally, the use of Mark on stage, as if in Sweeney's mind, enables us to have creative freedom about how to convey. | | |
| Which character appealed to you the most to perform? | I am most appealed to the character of Sweeney Todd This is because his deranged mindset would provide countless opportunities | | |
| Why? | for melodramatic characterisation. Under the set characters of melodrama, Sweeney Todd is obviously the 'villain' and I believe I would seek to create a split personality for the character: which at first appearance seems honourable but without exception reverts to his true callousness. Finally, I think the scenes where Sweeney Todd murders another character would enable both the group and I create freedom in how to convey the murder in either a authentic style or abstract. | | |





YEAR 10 GCSE MATHS: <u>Ellie Younes</u> 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: <u>Katie Render</u> 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!"

| | Exer Aussian (4 Mars) |
|---|---|
| all | Describe two features of housing for the poorer people in the Whitechapel area. |
| ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ | Frature 1 = Lots of peop poor people were homeless in Whitechapel and would have to go doss houses to sleep. Dos/lodging houses would after an 8 hour sleep stift to each person They would have terrible conditions and including rats, heat and shared beds |
| à | France 2= The streets and houses were overcrowded and sometimes 30 people would live in one house. In 1881, 80,709 people were living in 4,089 housest and an average of 75 people lived in each house. |
| Q2 | Describe two features of the buildings in which one poorer people lived in the white- chapel area. |
| A | At feature 2 = According to the 1871 census there were 298 people living in 38 house in flower and bean street. There was evidence of avercroweding The houses were disapidated (assee pair or twin). the rooms were very cramped and had poor sewage |
| A) | Feature 2: Most of White chaper contained sum housing which many poor people would live in The conditions were overcrowded and had poor somitation. |

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) 2^{nd} 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!

| | 200 | Someone could also be checking that there were concerning that were supposed to |
|----|------|---|
| | • | be there, for example, to check that |
| | | there was a children's school or a laundry |
| | | Overon, it is a good source because it is |
| | | accurate and isn't opinionated. It is just a floor plan of the work house which is useful |
| | | floor plan of the work house which is useful |
| | 1 | Study source C of |
| | • | How could you follow up source a to find |
| | | the question you would ask and the type |
| 6 | | the question you would use and the type |
| | | |
| | | Question I would ask: Could you add a trey to show how dense the population is in |
| ġ. | | each orea? |
| | • | |
| ŝ. | | what type of source I could use: A map with colour codes, similar the to the Booth's |
| | | powerty map. |
| | | How this might help answer my question: would would help me know how dense |
| | . It | the population is in areas that are nich |
| | - 0 | na poor |
| | • | and the state of the |
| | | 0 |
| | | ® |

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 $19^{\rm th}$ 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 link to help. https://www.youtube.com/watch?v=lec0mijIVtQ

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

Spanish: 9b1 <u>Hari Nunn</u>, 10c1 <u>Evie Hartridge</u> and <u>Jessica McArthur</u> Nominated by: Miss Norton

EVIE FOR FANTASTIC WORK PREPARING TO TACKLE AN EXAM QUESTION.

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 quatro 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 intelligente, 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?, cCuántos años tienes?, come eres de apecto y de carácter?



JESSICA FOR A FANTASTIC PIECE OF WRITING IN SPANISH.

El fin de semana pasado, fui al restaurante en mi ciudad. Fue muy delicicoo y lo pasé bien! Fui con mi madre y mi padre y mis obuelos ciudaron mi hermana. Vivo en una casa grande cerca del centro de la ciudad en el noreste de Inglaterra. Cuando era pequeña, era bastante tranguilo sin embargo anora es muy ruidoso! En el futuro, creo será extremedamente ocupada. Me gusta mi ciudad porque nay mucho que hacery mis amigos viven aquí. Se puede ir al polideportivo pero no me gusta porque no say deportista. Me enconta. estudiar en la biblioteca ya que co muy tranguilo y me quota leer si fuera posible me gustaría vivir en Estados Unidos en el futuro porque podría visitar oriando todos losdías! Diria que es mi lugar favorito!



MUSIC: 7N3 **BLAKE STENT**, 7S2 **ELLEN TIERNEY** AND 9C1 **BEN HARTRIDGE** NOMINATED BY: MISS HOULTON Well Done **Blake** for your leaflet on the

Well Done **Ellen** for your work on the school RADIO PLANNING TASK!

Wednesday 13th May 2020

Ellen Tierney- 7s2

Lesson 1- Running the school radio station

-The radio station would be called- L.B Tunes.

-Important times for the radio to be played would be from 8:10am-8:30am so that it can start off a good day for everybody.

-You could market the radio by putting it on the school's social media.

-To decide what music to play you could play the biggest hits of the year, popular songs or have something to put some recommendations on.

- To make sure that everybody is included in it, is that it can get played in an area that lots of people will be in.

-To get the radio station up and running we would need to get people involved like, Mr. Quinn, School council and some teachers.

-To see if the radio is successful or not you can put up a sheet for people to write if they like it or not.

-A knowledge of music is important because you need to know what type of music is being played.

-Other important skills of being a Radio presenter are, excellent communication and presentation skills, performance skills and a clear voice, and to be able to handle pressure.

- For national radio stations such as Radio 1 or Capital FM some other job roles are to love to investigate. To be a team player, To maintain a high level of accuracy, and To communicate well

INSTRUMENTS OF THE ORCHESTRA!



The Orchestra is spilt into 4 main groups



you look at a string instrument, the first thing you'll probably notice is that it's made of wood, so why is it called a string instrument? The bodies of the string which are bollow inside to allow sound to vibrate within then of different kinds of wood, but the part of the instrument that makes the sound is the which are made of nylon, steel or sometimes gut. The strings are played most often by drawing a bow across them. The handle of the bow is made of wood and the strings of the bow are actually horsehair from horses' tails! etimes the musicians will use their fingers to pluck the strings, and occasionally they will turn the bow upside down and play the strings with the wooden handle. The strings are the largest family of instruments in the orchestra and they come in four sizes: the violin, which is the smallest, viola, cello, and the biggest, the double base

Woodwinds

ents includes, from the highest so ts to the lowest, the piccolo, flute, oboe, English horn, clarinet, E-fla clarinet, bass clarinet, bassoon and contrabassoon. The instruments in this family a used to be made of wood, which gives them their name. Today, they are made of od, metal, plastic or some comi ion. They are all basically narrow cylinders n opening at the bottom end and a mouthpiece at the top. You play them by blo "wind" in "woodwind") and opening or closing the holes with your fingers to change the pitch



Brass The brass family members that are most cor clude the trumpet. French horn, trombone, and the tuba, if you think the brass famil use the instruments are made of brass, you're right! This family of nts can play louder than any other in the orchestra and can also be heard from far away. Although their early ancestors are known to have been made of wood

tusks, animal horns or shells, today's modern instruments are made entirely of brass. Brass instruments are essenti very long pipes that widen at their ends into a bell-like shape. The pipes have been curved and twisted into differen shapes to make them easier to hold and play. Like the woodwind family, brass players use their breath to produce sound, but instead of blowing into a reed, you vibrate your own lips by buzzing them against a metal cup-shaped mouthpiece. The mouthpiece helps to amplify the buzzing of the lips, which creates the sound. Most brass instrument have valves attached to their long pipes; the valves look like buttons. When you press down on the valves, they open and close different parts of the pipe. You change the pitch and sound by pressing different valves and buzzing your lips harder or softer

Percussion The most common percussion instruments in the orchestra include the timpani, xylophone, cymbals, triangle, snare drum, bass drum, tambourine, maracas, gongs, chimes, celesta, an piano. The perc ussion family is the largest in the orchestra. Percussion instruments include any instrument that makes a sound when it is hit, shaken, or scraped. Percussion instruments keep the rhythm, make special sounds and add excitement and colour. Some percussion instruments are tuned and can sound different notes, like the xylophone, timpani or piano, and some are untuned with no definite pitch, like the bass drum, cymbals or castanets.





Believer (magine Dragons





YEAR 10 GCSE MUSIC: <u>AVA HO</u>, <u>KATIE PEARSON</u>, <u>Eleanor Wilson</u> and <u>Ellie Wray</u> Nominated by: Miss Houlton <u>Eleanor</u> you complete all tasks in good time and have a

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.

100%

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

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!



WORKEI OF THE

WEE

YEAR 10 GCSE MATHS: <u>Morgan Martin</u> 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: 9N1 <u>BEN HARTRIDGE</u> and <u>Holly Peacock</u> Nominated by: Mrs Richardson

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

WORKE OF THI WEEK

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

| Le parosé | be present |
|-----------------------------------|---|
| Cole Passéto | LE PRESENT 4 |
| Er verbs - Ir verbs | -Er vertos - 11 vertos |
| jouer-to play finir-to finish | jouer-to play finir-to finish |
| joué - 1 played fini - 1 finished | Je joue-lamplaying Je Jinis-lam junishing |
| jouer tê Jinit ti | Jouer te Sint tis |
| -Re verto Avoir | -Reverbo Avoir |
| vendre - to sell Êtri | vendre-to sell Étric |
| rendu- 1 sold =été | Je vends-1 om selling = 5015 |
| (render + 4) Aller | (vendrets) Aller |
| -vais | |



Freddie Ljungberg. He likes football

because he was successful



ENGLISH: 7RCA <u>Sophia Donnison, Oliver Hass</u> and 8HR <u>Elize Warner</u> 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 <u>Blake Stent</u> and 9s1 <u>Emma Sample</u> 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 OUALITY. 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 Robisnon, 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





YEAR 9 ICT: <u>Amelia Atherton-Brand</u>, <u>Andreia Campos</u>, <u>Millie Clark</u>, <u>Matthew Harris</u>, <u>Josie Howey</u>, <u>Erin Keiller</u>, <u>Daniel Levitt</u>, <u>Hari Nunn</u>, <u>Nathan Proctor</u>, <u>Maisie Sampson</u>, <u>David Skilton</u>, <u>Luke Skilton</u> and <u>Lilian Winterman</u>



YEAR 10 IMEDIA: <u>Sam Cassarino</u>, <u>Sam Robinson</u>, <u>Taylor Robinson</u> and <u>Lauren Sinclair</u> 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 <u>Oliver Bewick</u> and 7LHO <u>Lily Dadswell</u> 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: <u>Ava Ho</u> Nominated by: Mr Sutherland

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 me 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 there 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 pf 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 mand 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.

<u>Special educational needs</u>-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 most 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 t 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 partfor 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.





ENGLISH: 1051 <u>Taylor Robinson</u> 10N2: EVIE HARTRIDGE, CHARLOTTE ROBINSON AND SAM ROBINSON NOMINATED BY: MR COOK

TAYLOR IS BEING NOMINATED FOR HIS EXCEPTIONAL ENGLISH LANGUAGE WORK ON RAY BRADBURY'S SHORT STORY 'A SOUND OF THUNDER'. HE HAS CLEARLY WORKE HARD TO PRODUCE AN ENORMOUS AMOUNT OF HIGH-QUALITY WORK

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EVIE, CHARLOTTE AND SAM ARE BEING NOMINATED FOR THEIR EXCELLENT WORK ON THEIR SPEAKING AND LISTENING ASSESSMENT. ALL THREE HAVE CLEARLY PUT A LOT OF TIME AND EFFORT INTO PRODUCING SUCH EXCEPTIONAL WORK!

Paragraph 1: Childhood Obesity What actually is obesity? - BMI, cole, why it matters, ×2 Paragraph 2 ruse, I snacking- Exeptional - Zoe 1 pounds in 2014 1 odice, line + Paragraph 3: believe parents, because they have Paragraph 4: riversity Paragraph 5 and 6: took a life/live Paragraph 7:

Speech plan

I am talking about the Death Penalty because I think that it is an interesting topic and people has many different views on it Death penalty is a sentence given to criminals, this means they are sentenced to death and temporarily put on death row. The death penalty is mostly used for major crimes such as rape, murder and treason et Over 60% of the world's population live in a country where the death penalty still exist Execution of criminals and dissidents has been used by nearly all societies civilizations on Earth The death penalty should exist everywher

This should happen in order to prevent more major crime

Scare people into not killing et

A cruel punishment

Not a personal opinior

Others may see it as cruel where as others don't

Certain aspects of it are cruel in my opinion but other aspects aren'

Only murderers deserve the death penalty

I agree with this idea

Others may say differently, maybe because some other crime are extremely awful and they may say they don't deserve to live because they committed those crimes

I think this should happen because they should have their lives taken away from them since the

Executions have been around since the start of humanity and has been slowly abolished in son countries in the recent years

Mainly used for major crimes

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



MISS ATKINSON'S MYMATHS STARS OF THE FORTNIGHT

<u>Year 7n1: Syeed Ali, Esme Clark, Mia Coppen, Lily Dadswell, Charley F</u>rench, Will Simpson

Year 7s3: Evan Nelson, Lucy Scorer

Year 8s2: James Morl

<u>Year 9N2: Ali Blair,</u> Euan Marshall





YEAR 10 GCSE PE: <u>Evie Hartridge</u> Nominated by: Mrs Kaye-Murphy







Mrs Kaye Murphy says:

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

THE QUALITY AND PRESENTATION OF HER WORK IS EXCELLENT. EVIE IS ACTUALLY PRINTING OFF ALL OF THE TASKS, QUIZZES, STARTERS AND PLENARIES AND COMPLETING THESE IN HER CLASS BOOK AS SHE WOULD IN A NORMAL LESSON. YOU CAN SEE FROM THE NATURE OF TASKS COMPLETED THAT EVIE IS DEDICATING TIME AND EFFORT TO ENSURE SHE KEEPS UP TO DATE WITH HER WORK LOAD AND IS MAKING GOOD PROGRESS ON NEW CONTENT.

REALLY WELL DONE EVIE!"



YEAR 7 ICT: <u>Syeed Ali</u>, <u>Eilis Barrie, Mia Coppen</u>, <u>Erin Jones</u>, <u>Oliver Marshall</u>, <u>Chloe Stenton</u> and <u>Ellen Tierney</u> 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: 105 <u>Erin Lord</u> and <u>Niamh McCafferty</u> 10n <u>Ava Clark, Morgan Martin</u> and <u>Abi-leigh Sabourne</u> 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."



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Food Studies: 7s2 <u>Oliver Bewick</u> 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;

- ${\bf 3}$ 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 it 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







Geography: 8N2 <u>Thomas Mackie</u> 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!

<u>Year 12</u> - <u>Joe Murray</u> has been nominated for his excellent work ethic. He continues to produce good quality responses to the A level tasks he is set.

<u>Year 10B1</u> – 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 – <u>Emily Boyd</u>, <u>Lucy Broughton</u>, <u>Kyle Carter-Dowding</u>, <u>Samuel Casserino</u>, <u>Kenzie</u> <u>Heatherington</u>, <u>Ava Ho</u>, <u>Tom Mason</u>, <u>Niamh McCafferty</u>, <u>Daniel Pearson</u>, <u>Katie Pearson</u>, <u>Sam Robinson</u>, <u>Joseph Sweeney</u> and <u>Rose Taylor Cain</u>.

<u>Year 9N1</u> – Well Done to <u>Ben Hartridge</u> who produced an excellent presentation on VE day

<u>Year 9N3</u> – Well Done to <u>Katie Byers</u> and <u>Bethany Driver</u> who have each done a very good analysis of the usefulness of A documentary for studying history.







GEOGRAPHY: 753 **EVAN NELSON** NOMINATED BY: MISS CARTWRIGHT

What makes a tornado? torms on the earth. with winds as high as 500 km/hr (300 mph). They form when cold, dry, high-pressure ai ws over the northern Great ins and collides with war oist, low-pressure air his warm air spins ward explosive

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



WELL DONE EVAN FOR PRODUCING A FANTASTIC



What to Do During a Tornado

· Go to windowless interior or below-

· Get under sturdy furniture.

shelter in a nearby building

around room.

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.







ENGLISH: 951 HARINUNN 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!"





nterest in women

Make the story seem

believable as something that could actually happen without going to far from the original

myth and potentially add

readers might relate with,

helping them enjoy it more

some aspects to the story that





Pygmalion was an Ivory sculptor who no After some time, he decided to sculpt matter how hard he tried couldn't find the a woman and to his surprise he right girl and so declared that he had no started to have feelings for his statue and he found himself in love!



that his inanimate love strongly

charmed that she brought the statue

resembled her and she was so



meant

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

that he could find love with a woman

and the goddess knew exactly what he





YEAR 10 GCSE PE: <u>Evie Hartridge</u> and <u>Charlotte Robinson</u> Nominated by: Mr Towler



www.TheEverLearner.com



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 <u>Oliver Bewick</u>, 8n1 <u>Lucy Stutt</u>, 9n1 <u>Millie Clark</u>, 9s1 <u>Hari Nunn</u>, and <u>Tamara Straker</u> 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 | TAMARA – THOUGHTFUL, DETAILED AND WELL-PRESENTED |
| TRUTHS OF BUDDHISM, AS WELL AS DETAILED WORK ON | WORK ON THE FOUR NOBLE TRUTHS OF BUDDHISM, WITH AN |
| DIFFERENT SCHOOLS OF BUDDHIST THOUGHT. DETAILED, | EXCELLENT PERSONAL PERSPECTIVE, SHOWING THAT TAMARA |
| INTERESTING AND THOUGHT-PROVOKING WORK. | HAS DEEPLY THOUGHT ABOUT THE IDEAS. |







Also nominations for the following <u>GCSE Year 10</u> 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".

<u>Emily Boyd, Lucy Broughton, Erin Knox, Niamh McCafferty, Katie Pearson, Leonie Tamura, Rose Taylor Cain</u> and <u>Nina Zemouri</u>



GEOGRAPHY: 7N3 <u>Kate Killey</u> and 8N3 <u>Rohan Perkins</u> 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: 751 <u>Cara Ward</u> and 8n3 <u>Kieron Dale</u> 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 274 April Frances most worried about assing I shall miss allot my fi see not proves agen. I shall nins all to my fines from school It could be even worse then it is here, we could minute. Horagain, it might give me great home will a nice proon who tracks to wory about making inter a million pear . They might pts, or during it my age with play with will not be able to coperinthant my mother? If have problem is the one / go, to, She aways motion me bel better and has a for anythy! How will the age while us! No are to do her side, male her Jough make her yes with the could come with is! that miss nomin ments, the kind teaches being able much make sure to say a placer goodbys to mother and my treats, for it much be the last lim leger get to see them or the last time in a very long while. hope the ac allos ad go to a good place Mamorras



