



Longbenton
HIGH SCHOOL

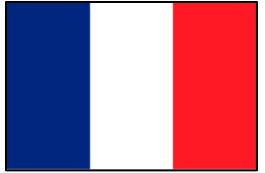
WEEK 6

MONDAY 18TH MAY – FRIDAY 22ND MAY



FRENCH: 7N3 KATE KILLEY

NOMINATED BY: MRS BALDWIN



"I AM NOMINATING KATE THIS WEEK
BECAUSE SHE HAS VIDEOED HERSELF
SPEAKING FRENCH AND WITH A LOVELY
ACCENT TOO; WELL DONE KATE!"



YEAR 10 GCSE DRAMA: ELLIE WRAY
NOMINATED BY: MRS MAUGHAN



MRS MAUGHAN SAYS:

“ELLIE COMPLETED HER LATEST DRAMA ASSIGNMENT BEFORE THE DEADLINE WITH A LOT OF THOUGHT AND CONSIDERATION. I HAVE BEEN REALLY PLEASED WITH ELLIE’S ONGOING FOCUS AND EFFORT. SHE IS WORKING LIKE A SUPERSTAR AT HOME.



WELL DONE ELLIE”

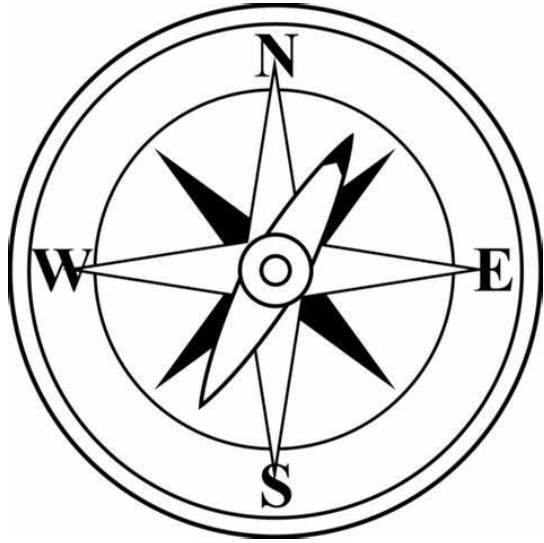
Whole Class Feedback /DIRT

WWW	<ul style="list-style-type: none">• Clear understanding of the events in the scene (the context of the scene)• Thinking about what you want to communicate to the audience• Clear understanding of the relationships between characters	
	EBI	Answer in the boxes below
Vocab	You need to go through your work and make sure all names have capital letters. Interesting Vocabulary: <ul style="list-style-type: none">• Choose one of the following words and use a thesaurus to find synonyms. Write them in the box opposite• Strict, posh, upset, caring, funny, rude.	Rude: abusive, boorish, impolite, obscene, vulgar, coarse, insulting, ignorant.
Task 1	Research task- Look back at your work and pick one of the following tasks that you could improve: 1. Objectives- research and write a definition of what is meant by a characters objective in the box opposite. Look back at your work and rewrite one of your characters objectives again in more detail. 2. Describing character- Some of you wrote what acting skills you would use if you were to perform a character without describing the character in the scene first. Research character descriptions for one of the characters: Mickey, Edward, Linda or one of the teachers and write five interesting words that would describe the character in that scene in the box opposite. (BBC Bitesize have clear character descriptions) 3. Creating tension- You need to research ways to create tension in drama and read one of the school scenes again. Explain in more detail how tension is created using your research. (Again see BBC Bitesize)	1. Character's objective means what their goal is or what they want- this can change the way what they're saying should be acted out. For example, Linda's objective in the school scene was to stick up for Mickey as she constantly tries to prove her love for him and that she's not just joking. 2. Linda: kind, confident, open, loving, protecting. 3. Ways to create tension: raising voice, stillness and silence, can also be created by the unknown and the audience following where the character's are looking. Heavy use of emotions or change of emotions shown can also create tension as well as the blocking/ positioning of characters.
Task 2	Pick one of the tasks below to improve your work. 1. A few members of the class tended to favour writing about either physical skills or vocal skills or didn't include use of space and levels when they could have been used effectively to create tension. Pick one of the lines below and write what acting skills you would use for the line remembering to include use of space levels and an even response for vocal and physical skills. (Remember to be specific, if you want to show tense body language you would maybe have clenched fists, shoulders hunched etc.) <ul style="list-style-type: none">• Teacher: 'I don't know. (Mimicking) You don't know. I told y' two minutes ago, lad.• Teacher: You stay out of this, miss. It's got nothing to do with you. It's Johnstone, not you...• Perkins: Sir! 2. Using one of the lines above explain what mood/atmosphere you want to create and what you want the audience to feel. Explain how tension or contrast is created.	1. When the teacher says, "You stay out of this miss" it would be said with a gradual increase in volume and pass while the actor quickly towers himself over Linda using a very forced, upright posture while looking down on her and clenching his fists. After the first part of the line there would then be a pause to build tension from the contrast between a loud voice and silence. When saying, "It's got nothing to do with you", the actor would use a lower volume with a slower pace as well as pointing his finger towards Linda, hunching his shoulders and using emphasis on the word 'you'. Finally, the actor would walk away from Linda and turn to Mickey as he says, "It's Johnstone, not you..." while smirking as if he's happy to be getting Mickey into trouble. Throughout this line, levels would be used as the teacher stands directly over Linda and Mickey to show his authority over them, as well as attempt to intimidate them both. 2. This would create a contrast between this line and the previous lines in the scene where comedy is used to show the silliness and lack of care from students back then- while also making the audience dislike the teacher.
Challenge	6.2 You are performing the role of Linda. Describe how you would use your vocal and physical skills to perform the line below and explain the effects you want to create. 'Leave him alone, will y' Linda is absolutely obsessed with Mickey at this point in the play and worships everything that he does. She loves that he is cheeky and answers the teachers back. I would want to show the audience that Linda adores Mickey but also that she is contemptuous of the teacher when he picks on Mickey. I would also want to create comedy through her response as it's a surprise to the audience. When I say the line, I would stand up with force and push my chair backwards so it crashes on the ground. This will show that I am trying to be as cool as Mickey and rebellious. I will then walk out from my place behind the desk and go and stand by Mickey and put my arm round his shoulder while looking directly at the teacher with narrowed eyes and a glaring expression. The close proxemics would show that I have solidarity with Mickey and that I love him. I would say the line in a loud and accusing tone with lots of attitude to show the teacher my contempt at him hassling Mickey. I would say this line with my arms stretched out as I walked boldly with a strut, as though I was ready for a fight and trying to "take on" the teacher. As I finish saying the line, I would push my chin out to try and be threatening. I would want the audience to be surprised that Linda would act this way and laugh at the sudden change. This would highlight her obsession with Mickey.	



GEOGRAPHY: 7N3 BLAKE STENT

NOMINATED BY: MR FOLEY



MR FOLEY SAYS:

"I WOULD LIKE TO NOMINATE BLAKE FOR PRODUCING AN EXCELLENT 8 MINUTE VIDEO PRESENTATION ON MONSOONS AS PART OF HIS HOME BASED LEARNING. IT WAS ABSOLUTELY OUTSTANDING IN EVERY RESPECT, WITH ANIMATIONS, KEY DETAIL, HUMOROUS HOME VIDEO CLIPS, AND HIM AS THE PRESENTER IN FRONT OF THE SCREEN, IN WHICH HE PERFORMS VERY WELL.

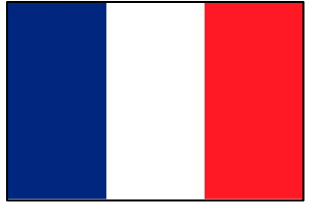
WELL DONE BLAKE!"



YEAR 13 FRENCH: HANNAH ANSON

NOMINATED BY: MRS RICHARDSON

CONTINUED EXCELLENT EFFORT FROM HANNAH – WELL DONE!



TeachVid

Learn Activities

TeachVid Activities (1/4)

In activity view, the player automatically plays each caption and

Finished!

Activity completed.

Score: 100%

OK



READING AND WRITING (1)

Population et famille

En janvier 2020, selon une étude de l'Insee, la population de la France a passé le cap des 67 millions d'habitants ! Un peu moins de 65 millions des Français se trouvent en métropole et plus de 2 millions d'entre eux vivent dans les DROM* et les COM**.

En 2019, 753 000 bébés sont nés sur le sol français pour 612 000 décès. Il y a donc eu une augmentation de 141 000 personnes. Précisons que le taux de fécondité en France est de 1,87 enfant par femme et que l'âge moyen de la maternité est de 30,7 ans, un âge qui est de plus en plus élevé. Il était en effet de 28,3 ans en 2000.

La France reste le pays européen le plus fécond devant la Suède et l'Irlande. Il y a une autre donnée significative : les arrivées migratoires sur le territoire, ainsi que les départs, qui ont représenté à eux deux un solde positif de 46 000 personnes pour l'année 2019. Notons également qu'en 2019, le nombre de mariages célébrés, hétérosexuels ou homosexuels, a baissé. L'âge, quant à lui, augmente. Les femmes se marient en moyenne à l'âge de 36 ans quand les hommes se marient vers 38 ans. Dans le cas des mariages homosexuels, ces âges sont encore plus élevés.

L'espérance de vie progresse aussi. En dix ans, les hommes ont gagné deux ans d'espérance de vie. Les femmes n'ont gagné que 1,2 année mais leur espérance de vie reste l'une des plus élevées d'Europe. La population française est également en train de vieillir.

En effet, plus de 20 % des Français ont plus de 65 ans, un nombre en constante augmentation. Tous ces chiffres nous font réfléchir sur l'évolution de la société et des mœurs des Français. Avec une population vieillissante, les enjeux des grèves actuelles contre la réforme des retraites sont d'autant plus importants.

*DROM = Département et régions d'outre-mer (Overseas départements and regions).

**COM = Collectivités d'outre Mer (Overseas community or local authority)

Vocabulaire

according to - <u>selon</u>	study - <u>étude</u> (f)	to exceed - <u>passer le cap</u>
mainland France - <u>métropole</u> (f)	land - <u>sol</u> (m)	increase - <u>augmentation</u> (f)
let's be clear - <u>précisons</u>	birth rate - <u>taux de natalité</u> (f)	indeed - <u>en effet</u>
average - <u>moyen</u>	high - <u>élevé</u>	to fall - <u>baisser</u>
fertile - <u>fécond</u>	balance - <u>solde</u> (m)	on average - <u>en moyenne</u>
to increase - <u>augmenter</u>	on average - <u>en moyenne</u>	case - <u>cas</u> (m)
life expectancy - <u>l'espérance de vie</u> (f)	to gain - <u>gagner</u>	to age - <u>vieillir</u>
figure - <u>chiffre</u> (m)	habits, customs - <u>mœurs</u> (f)	ageing - <u>vieillesse</u>
what's at stake - les enjeux (m)	strike - <u>grève</u> (f)	pension - <u>retraite</u> (f)

Finished!

Activity completed.

Score: 99%

OK

A-level grammar exercises (9)

1. Aurélie est très heureuse d'être venue. (heureux)
2. Marie est née en 1993. (naître)
3. Les deux garçons sont très généreux. (généreux)
4. Si elle gagnait 5000 euros, elle achèterait une voiture. (acheter)
5. Nous regardons la télé depuis 10 minutes. (regarder)
6. Annabelle est une vieille amie. (vieux)
7. Elle est venue à la fête toute seule. (venir)
8. S'il fait beau, elle va au Bois de Boulogne. (aller)
9. Bien qu'elle ait dix ans, elle parle bien deux langues. (avoir)
10. Ils ont acheté une voiture neuve. (neuf)
11. Les criminels ont été interpellés hier soir. (interpeller)
12. C'est la nouvelle jupe que j'ai achetée. (acheter)
13. Ces questions ne sont pas très intéressantes. (intéressant)
14. Marie Curie est morte suite à un cancer. (mourir)
15. Quand nous aurons 22 ans, nous commencerons à travailler. (commencer)
16. Sais-tu quels seront les derniers résultats? (quel)
17. Amélie est tomber en faisant du cheval. (tomber)
18. Je commencerai mon nouvel emploi lundi. (nouveau)
19. Il l'a fait sans vraiment réfléchir. (réfléchir)
20. Après être sortis, ils sont montés en voiture. (sortir)
21. Si je voulais faire des progrès, je réviserais davantage. (vouloir)
22. Il faut que vous arriviez avant dix heures. (arriver)
23. Les petites filles sont mignonnes. (mignon)
24. Les téléphones portables devenaient moins chers. (devenir)
25. Nous avons vécu longtemps en Norvège. (vivre)
26. Tu comprends bien la situation. (comprendre)
27. S'il avait su la conséquence, il ne l'aurait pas fait. (savoir)
28. Catherine, es-tu sortie à minuit? (sortir)
29. Les tables ont été vite débarrassées. (débarrasser)
30. Ces beaux tableaux sont très anciens. (ancien)
31. Je veux que tu passes des progrès. (faire)
32. Quelle jupe est-ce que tu as choisie? (choisir)
33. C'est un beau pantalon neuf. (neuf)
34. Il a de beaux yeux marrons. (marron)
35. Après avoir parlé, il a réfléchi un instant. (parler)
36. Il a ouvert la fenêtre très doucement. (ouvrir)
37. Quand j'étais tout petit je lisais des bandes dessinées. (lire)
38. Il nous a servi le repas. (servir)
39. Elle a écouté son CD en écrivant une lettre. (écrire)
40. L'année prochaine j'irai à Toulouse en vacances. (prochain)
41. D'habitude ils arrivent au collège en bus. (arriver)
42. Les garçons se sont réveillés à sept heures. (réveiller)
43. Je ne consommerais pas la viande si j'étais végétarien. (consommer)
44. Ils vivent à York depuis cinq ans. (vivre)
45. Il s'est plaint dans le magasin. (plaindre)
46. Nous connaissons bien Londres. (connaître)
47. Je viens de voir que tu portes la nouvelle jupe. (voir)
48. En ce moment ils veulent finir vite. (vouloir)
49. Ce sont de très bonnes idées que tu as proposées. (bon)
50. Il faut qu'ils passent tout pour réussir. (faire)

RELIGIOUS STUDIES: 7N2 LUKE FERRY, BLAKE STENT, 7S2 ELLEN TIERNEY AND 8S3 ABBIE SEDDON

GCSE RS: MORGAN MARTIN AND JESS MCARTHUR

NOMINATED BY: MRS ADAIR-MCAULEY



WHY HAVE I BEEN NOMINATED?

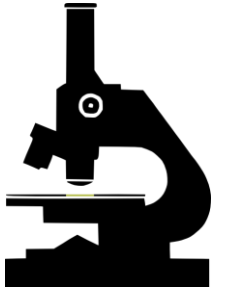
- LUKE FOR AN EXCELLENT CHRISTIANITY POWERPOINT
- BLAKE FOR GREAT WORK ON KEY WORDS
- ELLEN FOR FABULOUS SIKHISM WORK
- ABBIE FOR SOME LOVELY WORK ON RITES OF PASSAGE
- MORGAN FOR EXCELLENT WORK ON THE RELIGION AND FAMILY THEMES
- JESS FOR EXCELLENT WORK AND AN AMAZING 12 MARK EXAM STYLE ANSWER.

WELL DONE TO YOU ALL - KEEP IT UP!



YEAR 10 TRIPLE SCIENCE: EVIE HARTRIDGE AND AVA HO

NOMINATED BY: MISS WYLIE



MISS WYLIE SAYS:

"I WOULD LIKE TO NOMINATE EVIE AND AVA FOR THEIR BRILLIANT WORK IN BIOLOGY. THEY CONTINUE TO HAND IN WORK EARLY, DOING BOTH SETS OF REVIEW WORK. THEIR NOTES ARE IMPECCABLE AND REALLY DETAILED. I AM VERY IMPRESSED WITH HOW HARD EVIE AND AVA HAVE WORKED.

KEEP IT UP!"



ART: 7s2 OLIVER BEWICK

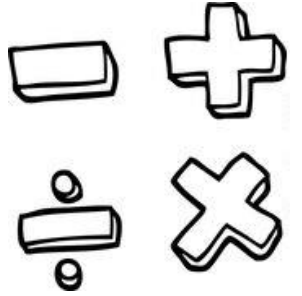
NOMINATED BY: MS YOUNGER

WELL DONE OLIVER FOR THIS GREAT PENCIL DRAWING – EXCELLENT EFFORT!



MATHS: 7N2 EVE DADSWELL

NOMINATED BY: MR RYLATT



MR RYLATT SAYS:



"WELL DONE EVE FOR COMPLETING ALL THE TASKS SET ON MYMATHS ACHIEVING OVER 80% ON ALL OF THEM...AND ALSO FOR EMAILING ME ASKING FOR MORE WORK AS YOU HAD ENJOYED IT SO MUCH!

I'M PLEASED YOU ARE ENJOYING YOUR MATHS; KEEP UP THE GREAT WORK!"



FRENCH: 7N2 LUKE FERRY AND 7S3 TRISTAN KOSALKA

YEAR 9 BRIDGING WORK: ERIN KEILLER AND BEATRIZ TEIXEIRA

NOMINATED BY: MRS RICHARDSON

WELL DONE **LUKE** FOR CREATING A DETAILED RECORDING OF YOURSELF SPEAKING FRENCH!

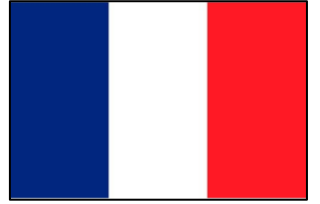


WELL DONE **TRISTAN** FOR WORKING REALLY HARD AND CATCHING UP ON A NUMBER OF TASKS IN ONE WEEK.



WELL DONE **ERIN** FOR BEING THE ONLY YEAR 9 SO FAR TO ACCEPT THE CHALLENGE OF RECORDING YOURSELF SPEAKING FRENCH. YOUR PRESENTATION IS BRILLIANT!

WELL DONE **BEATRIZ** FOR BEING THE FIRST TO COMPLETE THE YEAR 9 BRIDGING WORK AND ENGAGING WELL IN THE CLASS STREAM.



Mardi, le 18 mai

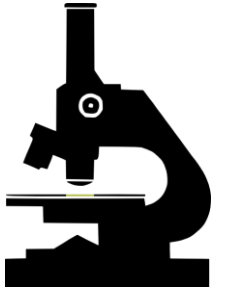
Quarantine day 60

Je m'appelle Beatriz et j'ai quatorze ans. Je suis Portuguese. Mes cheveux sont longs et boucles (accent on the e) bruns. Je deteste la Quarantine parce que c'est ennuyeuse mais tante que je suis en securite (both e's with accents), ca va (c with accent). Cinq fois par semaine, je fais le running parce que je ne peux pas aller nager. La Quarantine me rend fou.

SCIENCE: 7N2 EVE DADSWELL

YEAR 9 TRIPLE SCIENCE BRIDGING WORK: NATHAN PROCTER

NOMINATED BY: MISS MISRA



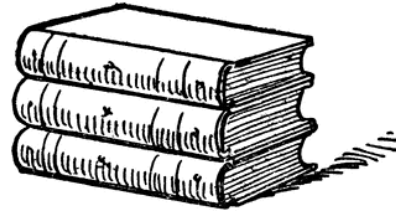
EVE HAS BEEN NOMINATED FOR CONTINUED EXCELLENT SCIENCE WORK – KEEP IT UP EVE!

NATHAN HAS BEEN NOMINATED FOR GOING OVER AND ABOVE ON HIS BIOLOGY TRIPLE SCIENCE BRIDGING ACTIVITY – THIS IS REALLY IMPRESSIVE NATHAN, WELL DONE!



YEAR 10C1 GCSE HISTORY: ELEANOR WILSON

NOMINATED BY: MR HAROLD

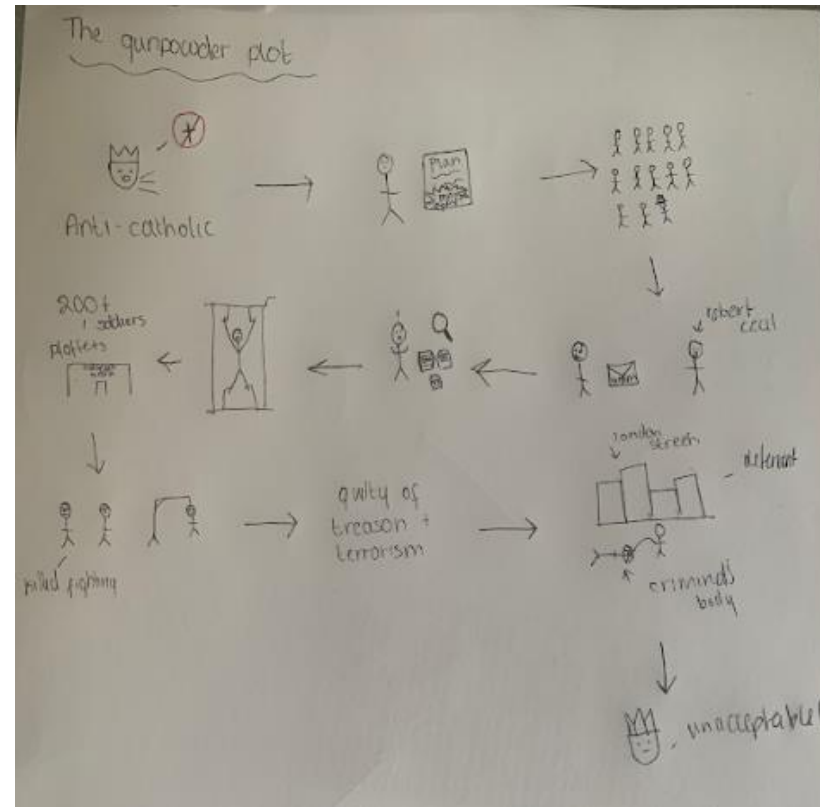


MR HAROLD SAYS:

"ELEANOR HAS CONTINUED TO MEET DEADLINES EACH WEEK AND HAS BEEN CONSISTENT WITH HER EFFORTS AND EXPLANATIONS.

ELEANOR HAS BEEN ABLE TO RETAIN INFORMATION WHICH SHE HAS STUDIED OVER THE YEAR ON CRIME AND PUNISHMENT. SHE HAS DONE ILLUSTRATIONS TO BREAK DOWN THE GUN POWDER PLOT, AND HAS BEEN ABLE TO LINK THIS TO HER DEFINITIONS OF TREASON AND RELIGIOUS PERSECUTION.

FANTASTIC WORK ELEANOR; KEEP IT UP!"



- * New serious laws surrounding witchcraft. It was made illegal and punishable by death.
- * Because women who didn't fit into society were used as scapegoats for problems faced by people. 'Witches' were mainly unmarried, old women.
- * Matthew Hopkins was a witchfinder general. He hunted witches during the civil war.
- * They were treated very harshly because they were believed to be Satan worshippers and that they did the devil's work. People feared them.
- * Social changes - people were becoming more rational and understanding. Superstitions were also being explained with science.



Heresy - crime against the church, an offense to God. Believing in the wrong religion.

Treason - The crime of betraying one's country, especially by attempting to kill or overthrow the sovereign (king or queen) or government.

Vagabonds

- hysteria was created by the media.
- treated unkindly and unfairly
- homeless, unemployed people who wandered around asking for work.
- beggars
- can't be controlled
- number of vagabonds increased over time.
- people mostly disliked vagabonds because they didn't want to help them.
- They were seen as outsiders
- People already had to pay 'poor rates' for the poor in their parish
- people were suspicious of outsiders so they were seen as the 'unsettling poor'
- they thought they seemed healthy enough to work.
- people mostly wanted to help the old/poor/sick people

YEAR 10 GCSE SCIENCE: CAITLIN CHARLTON

NOMINATED BY: MRS FREEMAN-MYERS



CAITLIN HAS BEEN NOMINATED FOR CONSISTENTLY
COMPLETING A FANTASTIC AMOUNT OF WORK TO A GOOD
STANDARD

WELL DONE CAITLIN!



ENGLISH: 8N2 THOMAS MACKIE NOMINATED BY: MRS HUTCHINS

"THOMAS SENT ME A SHORT PIECE OF CREATIVE WRITING- A DIARY ENTRY AS A SUFFRAGETTE. I SENT BACK SOME FEEDBACK AND THE NEXT DAY, HE EMAILED ME A MUCH IMPROVED DRAFT, HAVING ACTED ON ALL OF THE FEEDBACK GIVEN. WELL DONE FOR GREAT WORK AND ACTING ON FEEDBACK THOMAS!"



WWW: You have engaged with the various groups' protests and thought about what their messages are/were and why they feel/felt the need to be heard. You have further developed your understanding of what we mean by 'voice'. Well done!

EBI: Your writing needs to be further developed. You have yet to write anything in an extended way, as in, for more than one paragraph. Your diary entry for the Suffragette started well but did not go on further- you could have further explored her voice. What was her message? Why did she feel this was important? How had this issue affected her own life? You could then have added another entry to show us how the protest went- what happened? Was it a success? Why/why not? Had she been

I had to wake up early today because the protest would happen later this afternoon. Life as a suffragette is harder than what most people think.

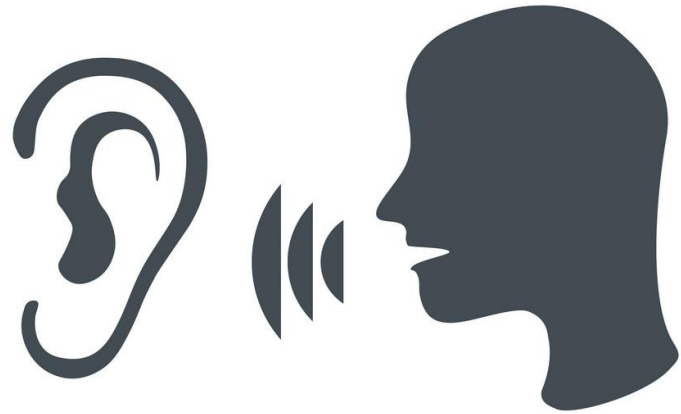
Campaigning for something everyday is hard especially when you don't get anywhere after it. We have been campaigning for quite a while now and I love the campaigns. Unlike other campaigns we believe in peace and don't fight. We march down the streets and alleyways whilst people watch on the sidewalks. It's surprisingly enjoyable but we do it for a reason and that is to earn women rights.

Sincerely Anna



YEAR 10 GCSE ENGLISH: ERIN KNOX AND ELLIE WRAY

NOMINATED BY: MISS DOUCET



ERIN AND ELLIE HAVE BOTH BEEN NOMINATED FOR THE EXCELLENT AND THOUGHTFUL SPEECHES THEY HAVE WRITTEN FOR THEIR SPEAKING AND LISTENING GCSE UNIT.

WELL DONE TO YOU BOTH!



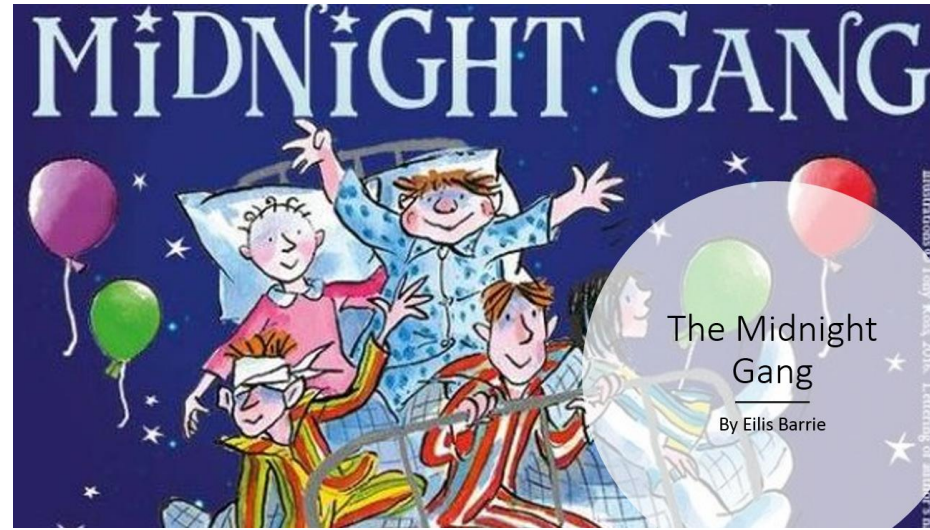
DRAMA: 7N2 EILIS BARRIE

NOMINATED BY: MISS CONNOR

THE TASK WAS TO WATCH A PERFORMANCE OF THE MIDNIGHT GANG AND ANSWER A SERIES OF QUESTIONS IN RESPONSE TO THE PERFORMANCE.

EILIS CHOSE TO CREATE A FANTASTIC POWERPOINT PRESENTATION AND HAS REALLY THOUGHT CAREFULLY ABOUT ANSWERING THE QUESTIONS AND PUTTING HER OWN POINT OF VIEW ACROSS.

WELL DONE EILIS!



Who was my least and favourite character?

My favourite character was George. I really liked him because he was funny and made me laugh a bit. I think that without his comedy the musical wouldn't have been as good. He also had an interesting personality - he seemed to be one of the only ones who wasn't afraid of Matron and gave her a lot of cheek.

I think my least favourite character was Amber. I thought she was a bit mean to Sally at first and was leaving her out. I know she became more willing to talk to her but I still didn't like her.



What did I think of the costumes?

To be honest I didn't think the costumes were that good. I thought they were quite simple and just normal old clothes. I don't think they were that hard to make.

Out of all the costumes I liked Porters. I thought that one must have been hard to make. I liked how it really went with his character. Porter was poor and 'ugly' and so were his clothes. They were just mainly scrags. That costume showed a lot about his character - showing he was poor and must have been quite sad before he got that better job.

ENGLISH: 8N1 ROHAN PERKINS

NOMINATED BY: MRS ROBINSON



ROHAN IS WORKING REALLY WELL AT HOME AND HAS PRODUCED TWO GREAT STORIES IN THE LAST COUPLE OF WEEKS.

KEEP UP THE GREAT WORK ROHAN!



MISS LOWERY'S STARS OF PSHE AND RELIGIOUS STUDIES THIS WEEK...



YEAR 7

OLIVER BEWICK – PSHE – EXCELLENT WORK ON DISABILITY

JAMES GROVER – RS – EXCELLENT WORK ON THE CHURCH AND CHRISTIAN DENOMINATIONS

TRISTAN KOSALKA – RS – EXCELLENT WORK ON A WIDE RANGE OF TOPICS WITHIN CHRISTIANITY

LAYTON MCATHEY – PSHE - EXCELLENT CAREERS WORK ON THE NFL, INCLUDING 'A DAY IN THE LIFE' OF PLAYERS AND MANAGERS AND SKILLS AND QUALIFICATIONS NEEDED TO HAVE THIS CAREER.

YEAR 8

THOMAS MACKIE – RS – EXCELLENT WORK ON HINDU WORSHIP AND RITES OF PASSAGE AND ON THE GENERAL SIGNIFICANCE OF RITES OF PASSAGE

YEAR 9

MEGAN BROOKS – EXCELLENT, DETAILED WORK ON THE FOUR NOBLE TRUTHS OF BUDDHISM

BEN HARTRIDGE – EXCELLENT, DETAILED WORK ON BUDDHIST WORSHIP AND MEDITATION

TAMARA STRAKER – RS – EXCELLENT, DETAILED WORK ON DIFFERENT SCHOOLS OF BUDDHISM



ENGLISH: 7RF GEORGIE BALSHEEN, OLIVER BEWICK AND JAMES GROVER. 10N1: JACK ARCHER,
JACK CLARKE, CHARLOTTE COLLINS, JESSICA GIBSON, THOMAS WEATHERLEY AND ELEANOR WILSON
NOMINATED BY: MRS OLIVER

MRS OLIVER SAYS:

"JACK, JACK, CHARLOTTE AND ELEANOR HAVE MADE AN EXCELLENT START TO THEIR STUDY OF THE GCSE POETRY ANTHOLOGY AND ARE DOING A GREAT JOB OF TACKLING SOME DIFFICULT CONCEPTS AND CHALLENGING TEXTS INDEPENDENTLY.

JESSICA AND THOMAS HAVE WRITTEN SOME HIGH QUALITY AND THOUGHTFUL SCRIPTS FOR THEIR GCSE SPEAKING AND LISTENING PRESENTATIONS.

GEORGIE, OLIVER AND JAMES CONTINUE TO WORK HARD AT THEIR ENGLISH ASSIGNMENTS. THEY HAVE EACH BEEN VERY ORGANISED AND DILIGENT IN GETTING THE TASKS COMPLETED AND I HAVE ENJOYED READING THE CREATIVE WORK THEY'VE PRODUCED.

WELL DONE TO YOU ALL; KEEP IT UP!"



BTEC SPORT: YEAR 9 BRIDGING WORK JENNY BLENCH AND ASHLEY PARKER

YEAR 10 JACK CLARKE

NOMINATED BY: MR DUNWORTH



JENNY AND ASHLEY ARE THE FIRST IN THE YEAR 9 BRIDGING GROUP TO COMPLETE COURSEWORK FOR THEIR FUTURE YEAR 10 ASSESSMENTS.

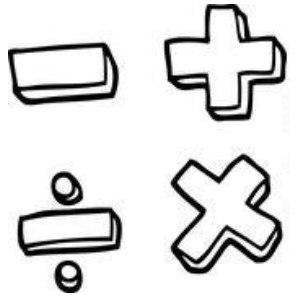
JACK IS THE FIRST TO COMPLETE HIS YEAR 10 COURSEWORK ASSIGNMENT

WELL DONE!



YEAR 10 GCSE MATHS: EVIE HARTRIDGE, AVA HO, JESSICA MCARTHUR AND
CHARLOTTE ROBINSON

NOMINATED BY: MR SUTHERLAND



100%

MR SUTHERLAND SAYS:

"THESE FOUR STUDENTS HAVE BEEN WORKING VERY HARD ON SOME TRICKY MATHS CONCEPTS IN THE LAST WEEK, THEY HAVE ALL COMPLETED WORK TO AN INCREDIBLY HIGH STANDARD, INCLUDING EXAM QUESTIONS AND MYMATHS TASKS.

WELL DONE EVIE, AVA, JESS AND CHARLOTTE"



SCIENCE: YEAR 7 SYEED ALI, GEORGIE BALSHEN, LILY DADSWELL AND KATE KILLEY

10S1: SAMUEL CASSARINO, ERIN LORD, NIAMH MCCAFFERTY AND ROSE TAYLOR CAIN

NOMINATED BY: MRS ANDERSON

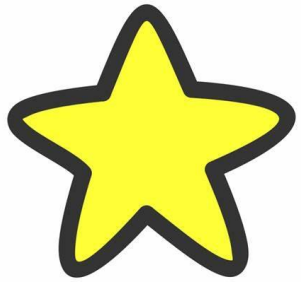


GEORGIE - FAB WORK ON VERTEBRATES AND INVERTEBRATES WITH SUPER ILLUSTRATIONS.	KATE - EXCELLENT AND DETAILED WORK ON HABITATS INCLUDING HER OWN POND!	SYEED - COMPLETING WORK ON SENECA TO SUPPLEMENT HIS HOME LEARNING.	LILY - AMAZINGLY DETAILED WORK ON PARTICLES.	SAMUEL, NIAMH AND ROSE - COMPLETING ALL OF THE GOOGLE CLASSROOM ASSIGNMENTS TO A REALLY HIGH STANDARD.	ERIN - COMPLETING ALL OF THE SENECA ASSIGNMENTS AND GETTING GREAT SCORES.
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GCSE SCIENCE: 10N1 GEORGIA COWANS

NOMINATED BY: DR FINN



GEORGIA IS CONSISTENTLY THE FIRST TO SUBMIT HER WORK EACH WEEK AND IT IS ALWAYS FINISHED TO A VERY HIGH STANDARD.



MRS SKINNER'S HISTORIANS OF THE WEEK!



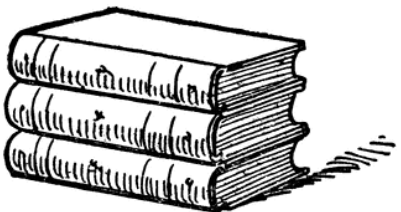
YEAR 12 JOE MURRAY HAS BEEN NOMINATED FOR HIS EXCELLENT ANALYSIS OF THE HISTORIOGRAPHY OF MARY I

10B1 EMILY BOYD, KYLE CARTER-DOWDING, SAMUEL CASSERINO, AVA HO, TOM MASON, DANIEL PEARSON, KATIE PEARSON,
SAM ROBINSON, JONNY SAYER-SMITH AND ROSE TAYLOR CAIN FOR THEIR WORK ON THE NATURE OF CRIME THROUGH TIME

9N1 ADA GIBSON AND HOLLY PEACOCK FOR EXCELLENT EVALUATIONS OF THE USE OF BLITZ STREET-A DOCUMENTARY ON WW2

9N3 DANIEL HARRIS AND NATALIE SMITH FOR ATTEMPTING THE GCSE HISTORY BRIDGING WORK ALREADY!

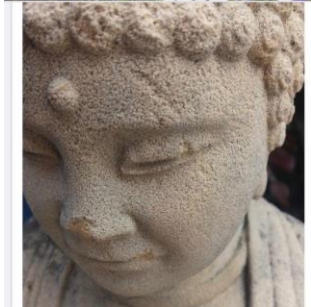
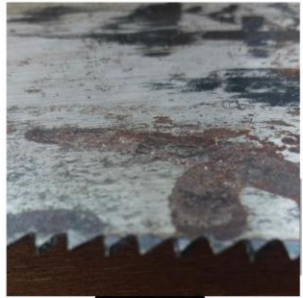
8N3 ROHAN PERKINS FOR PRODUCING SOME REALLY INTERESTING WORK ON HIS FAMILY HISTORY AND HISTORY OF THE LOCAL
AREA.



PHOTOGRAPHY YEAR 9 BRIDGING WORK: ERIN KEILLER AND HARRY WESTWOOD
NOMINATED BY: MRS WOODHOUSE



ERIN AND HARRY
HAVE TAKEN
PHOTOGRAPHS OF
ORDINARY OBJECTS
AND TRIED TO
MAKE THEM LOOK
EXTRAORDINARY.



YEAR 7 ICT: PRIYA CARR, MIA COPPEN, EVE DADSWELL, LILY DADSWELL, OWEN HUSBAND,
AND MICHAEL WRIGHT. YEAR 10: JESSICA MCARTHUR
NOMINATED BY: MR BOWMAN



PRIYA AND JESSICA HAVE SUCCESSFULLY COMPLETED
THE IDEA BRONZE AWARD; WELL DONE TO YOU BOTH!

MIA, EVE, LILY, OWEN AND MICHAEL ARE
MR BOWMAN'S TOP 5 AMAZON FUTURE
ENGINEER'S THIS WEEK; WELL DONE!

amazon
future >>
engineer



GCSE PE YEAR 9 BRIDGING WORK: CALUM ROBSON AND TAMARA STRAKER

NOMINATED BY: MR TOWLER



MR TOWLER SAYS:

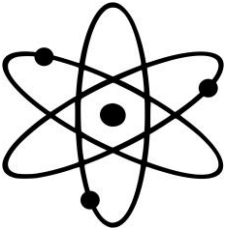
"I AM NOMINATING **CALUM** FOR USING HIS INITIATIVE AND ACCESSING SEVERAL EDUCATIONAL VIDEOS ON 'THE EVER LEARNER' WEBSITE BEFORE ANY ASSIGNMENTS WERE SET BY THE TEACHERS.

WELL DONE TO **TAMARA** FOR PRODUCING A VERY DETAILED ANALYSIS OF HER SPORTING SKILLS IN GCSE PE."



YEAR 10 TRIPLE SCIENCE: ABI-LEIGH SABOURNE AND ELLIE WRAY

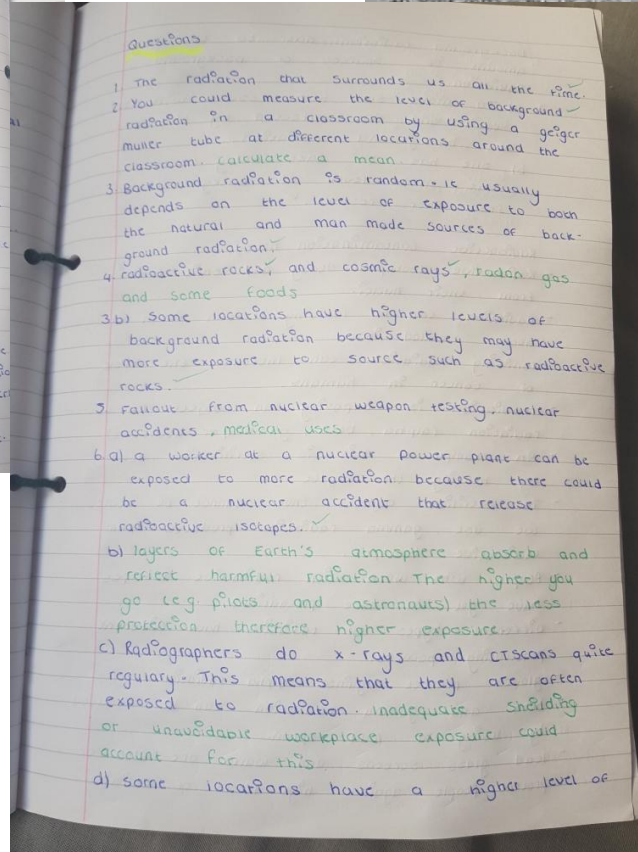
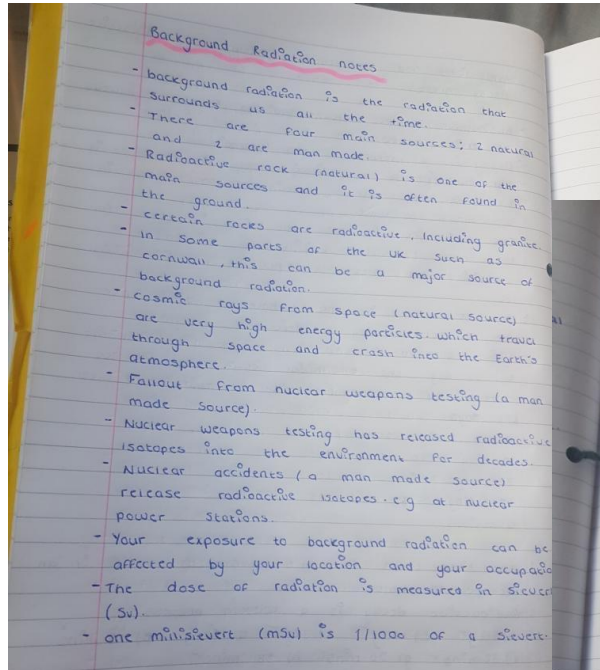
NOMINATED BY: MRS HOLLAND



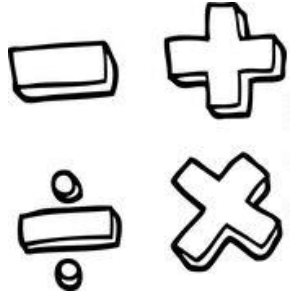
MRS HOLLAND SAYS:

"THERE CONTINUES TO BE LOTS OF LOVELY WORK FROM THE YEAR 10 TRIPLE PHYSICS GROUP.

AS WE APPROACH THE END OF OUR RADIOACTIVITY UNIT, EVERY WEEK BOTH ABI AND ELLIE RELIABLY PRODUCE EXCEPTIONALLY DETAILED NOTES ON EACH OF THE TOPICS, WITH THEIR UNDERSTANDING REFLECTED IN THE ANSWERS TO THE QUESTIONS THAT THEY GIVE. WELL DONE!"



MISS ATKINSON'S MYMATHS STARS OF THE WEEK



7N1

SYEED ALI, LILLY BAKER, ESME CLARK, MIA COPPEN, LILY DADSWELL,
CHARLEY FRENCH AND OWEN HUSBAND

7S3

EVAN NELSON

9N2

EVAN MARSHALL



GCSE BUSINESS AND ENTERPRISE YEAR 9 BRIDGING WORK: HARRY AVERY, HARI NUNN
AND NATHAN PROCTOR
NOMINATED BY: MR BOWMAN AND MRS TEALE



MRS TEALE SAYS:

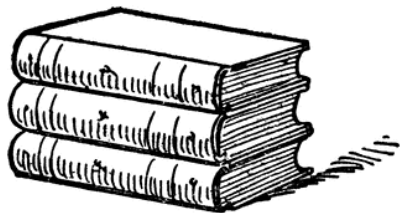
"MR BOWMAN AND I WOULD LIKE TO NOMINATE HARRY, HARI AND NATHAN FOR A SUPER IMPRESSIVE START TO THEIR BUSINESS AND ENTERPRISE BRIDGING WORK. THEY ARE INCREDIBLY MOTIVATED, HAVE COMPLETED FANTASTIC RESEARCH AND HAVE POSED EXCELLENT QUESTIONS - WELL DONE!"



HISTORY: 7N2 EVE DADSWELL AND LILY DADSWELL, 8N2 THOMAS MACKIE, 9S1 TAMARA STRAKER
NOMINATED BY: MISS POTTS

THOMAS COMPLETES VERY CONSISTENT WORK WHICH IS SUBMITTED EVERY WEEK. ALL TASKS ARE COMPLETED TO A VERY HIGH STANDARD. IN ADDITION, THOMAS ALWAYS ATTEMPTS THE MORE DIFFICULT CHALLENGE TASKS. WELL DONE THOMAS.

TAMARA - EXCELLENT QUALITY WORK ON VE DAY CELEBRATIONS AND WW2. TAMARA HAS PRODUCED A BRILLIANT INFORMATION DISPLAY WHICH CAN BE USED BY OTHER YEAR GROUPS IN THE FUTURE.

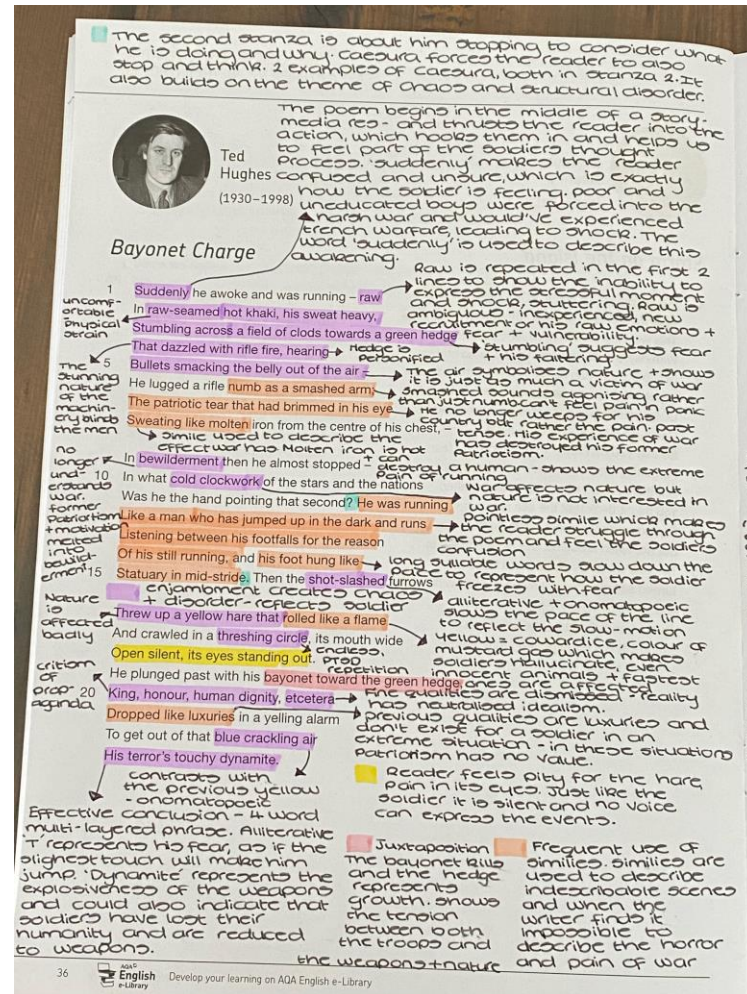


BOTH **EVE** AND **LILY** HAVE CONSISTENTLY PRODUCED EXCELLENT QUALITY OF WORK FOR HISTORY. THEY PUT SO MUCH EFFORT INTO CLEAR AND CREATIVE PRESENTATIONS AS WELL AS DEPTH IN THEIR RESEARCH.

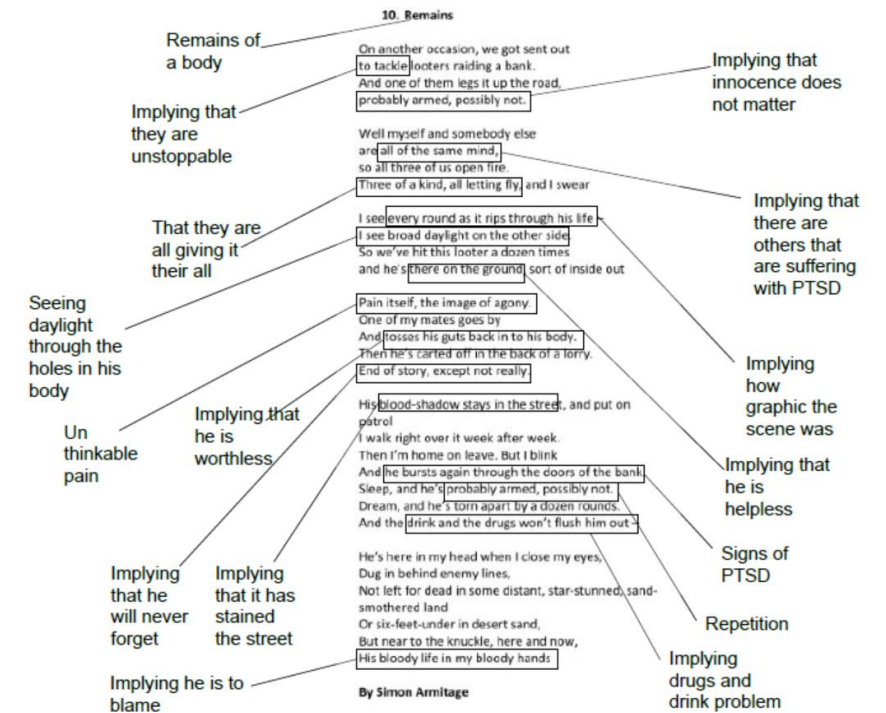


ENGLISH: 10S1 LAUREN SINCLAIR AND LEONIE TAMURA 10N2: AVA HO, JESSICA MCARTHUR AND CHARLOTTE ROBINSON NOMINATED BY: MR COOK

"AVA, JESSICA AND CHARLOTTE HAVE PUTS LOTS OF TIME AND EFFORT INTO PRODUCING SOME EXCEPTIONALLY HIGH-QUALITY WORK ON 'REMAINS' AND 'BAYONET CHARGE'; TWO POEMS FROM THE GCSE ENGLISH LITERATURE 'POWER AND CONFLICT' POETRY ANTHOLOGY. THEY HAVE RESEARCHED THE POEMS, WRITERS AND CONTEXTS SURROUNDING THE POEMS; ANNOTATED THE POEMS IN AN INCREDIBLE AMOUNT OF DETAIL; EXPRESSED THEIR OWN THOUGHTS AND OPINIONS REGARDING COMPLEX THEMES AND ISSUES SURROUNDING THE POEMS; AND HAVE WRITTEN VERY COMPREHENSIVE ANALYSES OF THE POEMS."



"LAUREN AND LEONIE HAVE ALSO WORKED VERY HARD TO PRODUCE SOME VERY DETAILED, EXCELLENT WORK ON SOME OF THE GCSE ENGLISH LITERATURE 'POWER AND CONFLICT' POEMS. THEY HAVE CLEARLY PUT LOTS OF EFFORT INTO THEIR WORK AND I AM VERY IMPRESSED WITH THE QUALITY OF IT!
WELL DONE TO YOU ALL - KEEP UP THE SUPERB WORK!"



GEOGRAPHY: 8s2 KWADWO DONKOR

YEAR 10 GCSE AVA HO AND CHARLOTTE SPOWART

NOMINATED BY: MRS LAMBERT



KWADWO HAS BEEN NOMINATED THIS WEEK FOR EXCELLENT WORK ON BIOMES.



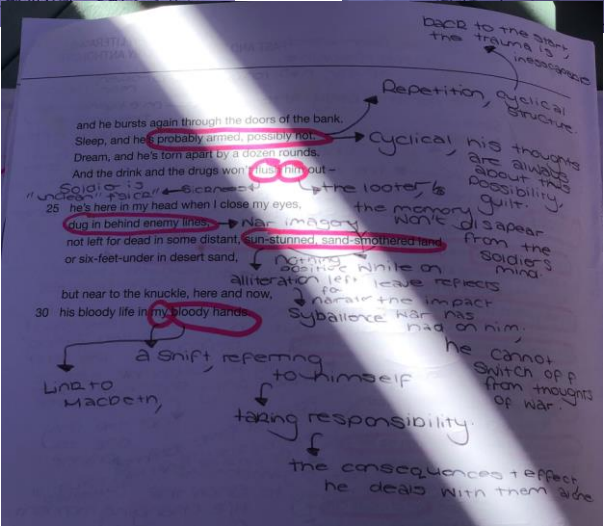
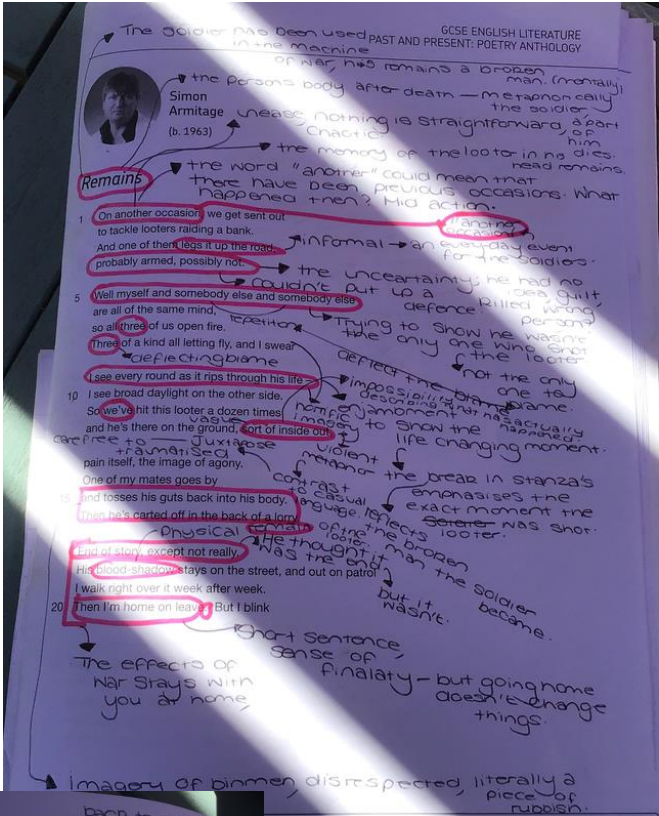
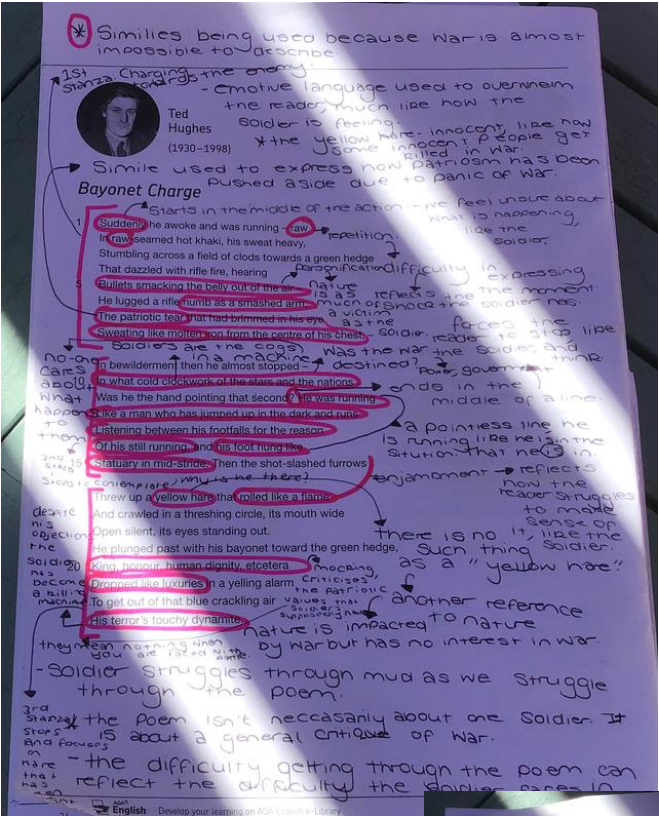
AVA AND **CHARLOTTE** HAVE BEEN NOMINATED FOR APPLYING EXCELLENT KNOWLEDGE TO EXAM STYLE QUESTIONS BASED ON CLIMATE CHANGE.



ENGLISH: 10S2 ERIN LORD
NOMINATED BY: MISS MCKENNA

MISS MCKENNA SAYS:

"ERIN CONSISTENTLY GOES ABOVE AND BEYOND IN ENGLISH; I WAS BLOWN AWAY BY THE DEDICATION, TIME AND EFFORT SHE HAS PUT INTO HER POETRY WORK. ERIN'S ANNOTATIONS ARE FANTASTIC AND CLEARLY SHOW AN IN-DEPTH UNDERSTANDING OF CHALLENGING MATERIAL. WELL DONE - KEEP IT UP!"



YEAR 10 GCSE MUSIC: JACK ARCHER, NIAMH MCCAFFERTY AND ELEANOR WILSON

NOMINATED BY: MISS HOULTON



"JACK, NIAMH AND ELEANOR HAVE EACH SUBMITTED EXCELLENT PERFORMANCE RECORDINGS THIS WEEK. THEIR PIECES ARE PERFORMED ACCURATELY AND WITH EXPRESSION AND MUSICALITY.

WELL DONE TO YOU ALL!"

