



the bbg bulletin

Year 10



On Thursday 7 April the Year 10 football travelled to Heckmondwike Grammar for the semi-final of the Spen Valley cup. Heckmondwike started off the stronger side and took an early lead. Mid way through the first half, Kyle Hallam-Rivas latched onto a Chris Bumhira through ball and found himself 1v1. He touched it around the keeper and was taken down, but James Humphreys was there to tap the ball into an empty net. Just before half time, BBG took the lead after a wicked cross from Cameron Moss was turned into the Heckmondwike goal by their own defender. After half time, Heckmondwike levelled the game with a penalty and it was 2-2. It was end to end for the most of the rest of the game and 5 minutes from time, Chris Bumhira was brought down in the box and Hudson Rowan slotted the penalty into the bottom corner. Just when it looked

like BBG we going through, Heckmondwike got a free kick on their right wing. It was fizzed in low along the wet service and stabbed in at the far post. 3-3 and extra-time. BBG had a couple of chances to win the game in extra time but Josh Gartside and Chris Bumhira couldn't find the back of the net. The game went to penalties and BBG held their cool and won 4-3. When the final Heckmondwike penalty hit the cross bar, the players sprinted to celebrate with George Brown in the corner. They have booked their place in the Final on the morning of Saturday 30 April at Batley Grammar. Well done and good luck in the final.

Year 7



On Wednesday 27 April, the Year 7 football team had a local derby with Whitcliffe Mount in the semi-final of the cup. Whitcliffe took the lead early with a well worked goal and looked the stronger side at the beginning of the game. BBG settled into the game and a stroke of luck saw a hand ball give BBG a penalty. Noah McGlone smashed it home to level the game. Zac Caesar came into the game and was causing all sorts of problems down the left hand side. He whipped a cross in to the near post where Noah McGlone nipped in to stab home. More neat work from Noah and Zac saw an accurate cross find Caelan Cadamarteri who calmly tucked the ball into the side netting. Half time and 3-1 to BBG. Whitcliffe came out fast in the second half and closed the gap with another well worked goal. They continued to press for the equaliser but that meant they were open for the counter attack. Caelan Cadamarteri scored another 2 goals and made the result a comfortable 5-2 win for BBG. They will now face St John Fishers in the final on Saturday morning at Batley Grammar. Best of luck in the final!





It's not long now! Only two more weeks in lessons before the exam season starts – now's the time to:

HOLD THE LINE

As we move ever closer to the first day of the GCSE examinations, students often start to feel the pressure mounting. That pressure can manifest in many ways – from lashing out and being stressed, to seeming apathy and a perception that they just 'don't seem to care'.

Handling the pressure of external exams

REVISION
TIPS



Survey research has identified that exams are a significant source of stress and worry for pupils in secondary school. In particular, failing important examinations, and the consequences of failing these examinations, are rated as more important than a range of other personal and social worries. (Optimus education)

The NHS highlight that Children and young people who experience stress may:

- worry a lot
- feel tense
- get lots of headaches and stomach pains
- not sleep well
- be irritable
- lose interest in food, or eat more than normal
- not enjoy activities they previously enjoyed
- seem negative and low in their mood
- seem hopeless about the future

Exam stress can be really challenging, not only for children but for those that live with them. Research shows that having someone to talk to about their work can help. Support from a parent, teacher or friend can help young people share their worries and keep things in perspective.



What can you do?

Watch out for signs of stress and encourage your child to talk to a member of school staff or someone who they feel is supportive. If you feel your child isn't coping, it may also be helpful for you to talk to their teachers at school.

Encourage and support your child to build and maintain healthy habits before and during the exam period, such as eating a healthy balanced diet, staying hydrated, getting enough sleep, doing exercise, having time to relax and to socialise with friends.

Remind your child that feeling nervous and anxious is normal. Support them to be organised, have a routine and build a revision timetable. Try not to add to their pressure by being flexible with them. Talk to them about how they feel, remind them of their goals in life and motivate them to stay focused. Staying calm will help them remain calm - and exams don't last forever.

YOU'VE GOT THIS

BBG GALAXY



You will have received communication from us today asking for your help in showing the BBG Galaxy just how #Proud we are of them! Please do take a bit of time over the next week to write a short email, letter or note to your child. You can either reply to the email, or bring in a hard copy of the letter to school. All contributions should be delivered by Monday, 9th May please!



“
You don't have to be famous. You just have to make your mother and father proud of you.

Meryl Streep

LOVE & KNOW

We ask that you write a letter or card to your child, so that they can open it in a final assembly just before their exams start. It should be upbeat and focus on the positives.

Suggestions include:

WE ARE SO
Proud
OF YOU

How quickly time has gone (perhaps include a photo of them as a small child?)!

How hard you know they've worked and how you are certain of their success.

How much you love them and will help them in the next few weeks so they can revise (perhaps by letting them off chores?).

Do you have a holiday planned or a day out once the exams are over? Perhaps include a photo...

A message from Nan/Uncle; etc and a family photo?

What they have to look forward to once school is finished. (e.g. college/apprenticeship, etc)

It is our intention that all students will open this in their final assembly, the Friday before the exams start. The impact this has on students is immense and we really would like a letter for each child from parents/carers so that each child feels special and supported by home.

VIRTUAL PERSONAL TUTORING



KEY STAGE 4

Students studying for a Grade 4 or 5

SUBJECT	DAY	TIME
ENGLISH	MONDAY	15:30 – 17:00
SCIENCE	TUESDAY	15:30 – 17:00
MATHS	WEDNESDAY	15:30 – 17:00

Students studying for a Grade 5 to 7

SUBJECT	DAY	TIME
SCIENCE	WEDNESDAY	19:00 – 20:30
ENGLISH	THURSDAY	17:15 – 18:45
MATHS	SUNDAY	14:00 – 15:30

Students studying for a Grade 7 to 9

SUBJECT	DAY	TIME
MATHS	TUESDAY	17:15 – 18:45
ENGLISH	FRIDAY	17:15 – 18:45
SCIENCE	FRIDAY	19:00 – 20:30

KEY STAGE 3

SUBJECT	DAY	TIME
SCIENCE	MONDAY	5:45 – 6:45PM
MATHS	WEDNESDAY	5:05 – 6:05PM
ENGLISH	THURSDAY	6:50 – 7:50PM

A visit to Stratford

The Easter holidays brought a visit to the birthplace of William Shakespeare: Stratford-Upon-Avon. Having studied Macbeth in English this year, I was intrigued to find out more about this popular tourist town and where Shakespeare was born. As we walked around the town, there are still streets with beautiful Tudor houses.



Reporter:
Cerys Barson

We saw the house in which Shakespeare was born in, in April 1564. The exact date of his birth is not officially recorded but is often celebrated around the world on the 23rd April. He also died on the 23rd April, 1616. It is a very simple house today, but in Shakespeare's time, it would have been a large dwelling. Back then, most people were shorter, meaning doors were lower and rooms were smaller. His house was divided into two parts: one for business and the other for living. The house was constructed from wattle and daub around a timber frame.



We also saw a statue of Shakespeare near his birthplace, which was a popular photo stop for all his visitors.

A walk past the Holy Trinity Church was really peaceful and this is where Shakespeare was baptised and is also buried. The church is on the banks of the River Avon and a walk along here led us to the Royal Shakespeare Theatre.



A visit to Stratford



Reporter:
Cerys Barson



The Royal Shakespeare Theatre is a Grade II listed building that is famous for regular performances of Shakespeare's plays. There has been a theatre in Stratford since the 1880's and it has been redeveloped many times over the years.

Our visit ended with fish and chips in the park area near the River Avon and a visit to the famous statue, which was animated on the Gnomeo and Juliette film, and some of you may recognise.



If you are ever in the Midlands, then a visit to Stratford is highly recommended to soak up and see where one of the most famous writers in the world was born and is buried. It's so close to where my Grandparents live, that I will definitely be visiting again!

Twisted Tales

Recently, some Year 9 students in BBG have entered a Twisted Tales competition, the theme was 'Words of the Wicked' The challenge was to give them the villain's point of view in just 100 words.

Congratulations to all the following winners:



Reporter:
Cerys Barson

- Sebastian Bartocha
- Alex Carroll
- Arlo Coubrough
- Millie Crick
- Izzy Dawson
- Leah Dixon
- Hannah Dodge
- Olivia Dunne
- Matilda Finn
- Jake Judge
- Abi Makin
- Hannah Norrington
- Martha Powles
- Olivia Powles
- Lucy Rogers
- Rosemary Warrington
- Olivia Wilkinson
- Oliver Wright
- Rosie Flanagan
- Ruby Forsdike
- Oliver Gall
- Maddison Goldthorpe
- Ashton Haley
- Lydia Holdsworth
- Leo Holmes
- Alexie Hully
- Blake Hutton
- Samuel Jackson
- Jacob Jones

This is an amazing achievement. The above winners will have their pieces of writing published in a book, which will be available in our newly opened School Library.

Twisted Tales is a great way to inspire students and get you thinking about narrative voices and character perspectives. Many of our understandings change if 'we change the point of view'. Twisted Tales inspire students in new ways, encouraging creativity and empathy in your writing.



Fake News

Fake news: It's everywhere, and many people don't know how to spot it. When you hear that sentence, you might think that you are completely immune to any misleading information, but the truth is that most of us struggle to tell the difference between a truthful story and a fake one that's trying to manipulate our emotions.

At this point you might be thinking: "Well, I always stick to reliable sources and journalists when I'm looking for news, so it's not a problem for me." - but that's only half true. Fake news isn't just on news websites...

It's on social media too, which is where it's most prominent. Apps such as TikTok and Instagram do nothing to censor fake news and expect you to use your own logic when making a verdict on the legitimacy of a post. TikTok used to be my primary social media app, but I didn't touch it again once I realised how much fake news I was seeing.



Reporters:
Dexter Hughes



One minute I saw a video of somebody claiming to be on a plane that was being torn apart by a storm (the video had millions of likes) and the next minute I saw a different user do the same thing. I must've seen half a dozen of these videos until someone finally exposed the truth: The video was footage from YouTube. This disturbed me.

It appears people will do anything for clout, no matter how untruthful or possibly plagiarised, so check the credibility of a post before you start sharing it.

There are plenty of ways to spot fake news. Here are some of my tips, to name a few:

- Check the comments – has anyone pointed out anything amiss? (It means odd – I got the word off Bedrock)
- Has anyone else written/posted anything similar? If it's on social media then check the other points, but if it's on a news website then it could be reliable.
- Do they include facts and statistics? Compare these two sources:

"A few days ago, a man interrupted a football match by running onto the pitch and scoring a goal." - BBG News

"Last Tuesday, during a match against Leeds United in Manchester, a man named Dexter Hughes interrupted the match by rushing onto the pitch and scoring a goal. He was instantly banned from the stadium, but we got a chance to interview him on how he felt." - The Sunday Times

Which source would be more reliable?

- Check for things like interviews, witnesses, images and more to confirm the news.

Don't be fooled by fake news!
Use the tips by Dexter Hughes!

The Library

The library has only been open a week and so far, has been helping so many young minds to find the perfect book for them. It is not a place to be quiet and just read, it is a place to feel community and talk about the book you are reading with others. I also feel that since its opening the volunteers have made the space feel welcoming.

The library leaders have been working hard for weeks to show off their work in organising and arranging the library for everyone and have been waiting for everyone to see. The library has changed so much since the beginning I can remember when all the new shelves came and the chairs. It has been amazing to see the transformation from beginning to end.



Reporters:
Olivia Payne



Reporter:
Jaiden Robinson



Welcome our new staff!

INTRODUCING THE NEWEST MEMBERS OF OUR TEAM!

We have some new members of staff who have started recently, so here is an opportunity to introduce you to them as part of #TeamBBG



Mr Walters – 2nd in Science

Schools attended	Woodkirk Specialist Science School/Academy
Further education	The University of Hull
Favourite subject	Science
Hobbies	Football, cricket and walking the dog
Favourite book	Sapiens
Favourite place to visit	Greece
One word to describe yourself...	Fun



Mr Derbyshire – IT Technician

Further education	Computer Systems Engineering at The University of Huddersfield
Favourite subject	English
Hobbies	Painting, board games
Favourite book	Ender's Game
Favourite place to visit	Edinburgh
One word to describe yourself...	Mediatory

Welcome our new staff!

INTRODUCING THE NEWEST MEMBERS OF OUR TEAM!



Mrs Green – Pastoral Admin Assistant

Schools attended	Corpus Christi Catholic College
Hobbies	Cross stitch and crochet
Favourite subject	English
Favourite book	Harry Potter (all of them!)
Favourite place to visit	Whitby
One word to describe yourself...	Quirky!

This is Mrs Green with just one of her cats.
He's called Thomas Jefferson and he was adopted from
Allerton Cat Rescue.



Mrs Kendell – Pastoral Admin Assistant

Schools attended	Whitcliffe Mount
Further education	A Levels and University
Favourite subject	English
Hobbies	Reading and socialising!
Favourite book	Lovely Bones by Alice Sebold
Favourite place to visit	Greece
One word to describe yourself...	Undomesticated goddess!

STUDENT ACHIEVEMENTS



A huge congratulations to Gomersal and Cleckheaton U14s football team who won the Huddersfield League Cup Final on Sunday, beating LS27 3-1. It was a thrilling match and a well-deserved win.

BBG players were Alex Carroll, Louie Sykes, Sam Booth, Jake Saville and Ruby Haigh.





BBG ACADEMY
SFSC
STUDENTS FOR SOCIAL CHANGE

SFSC ANNOUNCEMENTS!

LESBIAN VISIBILITY WEEK

What is it?

Lesbian Visibility Week aims to show solidarity with all LGBTQ women and non-binary people in the community, as well as celebrate lesbians. It is essential that Lesbian Visibility Week unifies and lifts up ALL women, especially those from marginalised communities.



Representation of Diversity through TV shows:

Heartstopper is a coming-of-age Netflix drama, focusing of the lives of young, high-school students, many of whom are queer. Some of the main characters featured in the show are Tara and Darcy: who always referred to themselves as lesbians, throughout the show. This representation of queer people in a TV show, that is aimed at (and mainly watched by) young people, helps to bring attention to – and break stereotypes around – lesbian and other queer people.



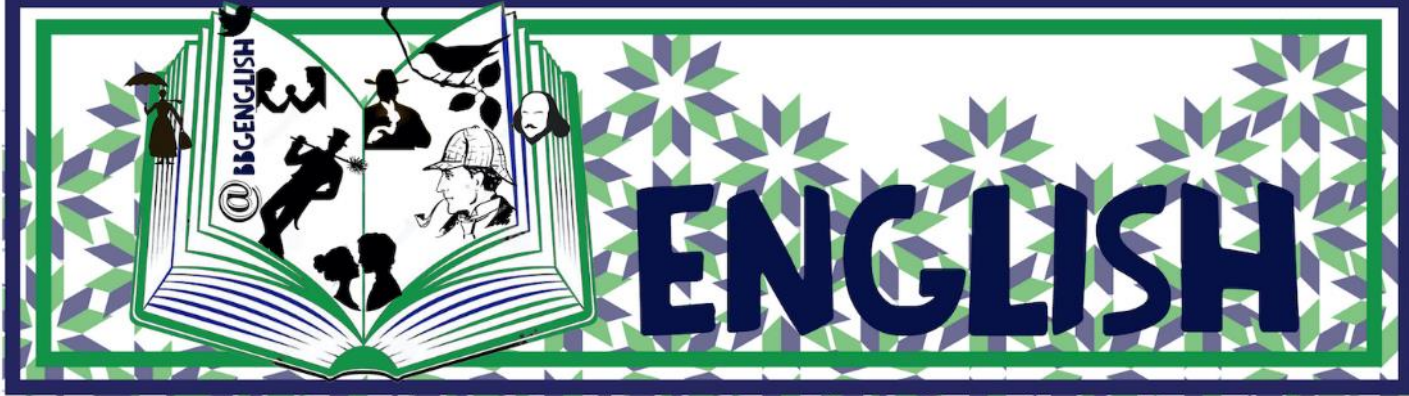
The colors of the lesbian flag include dark orange for "gender non-conformity", orange for "independence", light orange for "community", white for "unique relationships to womanhood", pink for "serenity and peace", dusty pink for "love and sex", and dark rose for "femininity".





Year 9 Applied Resilience have started looking at the work of artist, Clare Youngs, as inspiration for this term's pet portrait project.





Year 11 – spoken language endorsement

During the Easter holidays Year 11 students attended the Academy to deliver their speeches on a subject of their choice and answer questions. This is a compulsory element of their GCSE and students are awarded a pass, merit or distinction. The quality of responses was extremely high; the majority of students attaining merit or distinction level. Popular subjects covered: Climate Change, Homelessness, Animal Cruelty, Education, Conflict in the Ukraine, Sport whilst more unique choices included: What came first the chicken or the egg? And the puzzling disappearance of Walter Collins. Congratulations to all students who came in over the holiday or sent in a recorded speech – your commitment and hard work will bring you great success in the weeks to come.



Team English Literature Lecture Series

Our lecture series concludes this half term with the following events, please speak to your teacher to book a slot:

Thursday 28 April 2.30pm G53/G54

Mrs Brack: Shakespeare's Romeo and Juliet: gender roles and stereotypes.

Thursday 5 May 3.30pm G53/G54

Mr Smith: Poetry is nearer to the vital truth than history.

Year 10 – An Inspector Calls

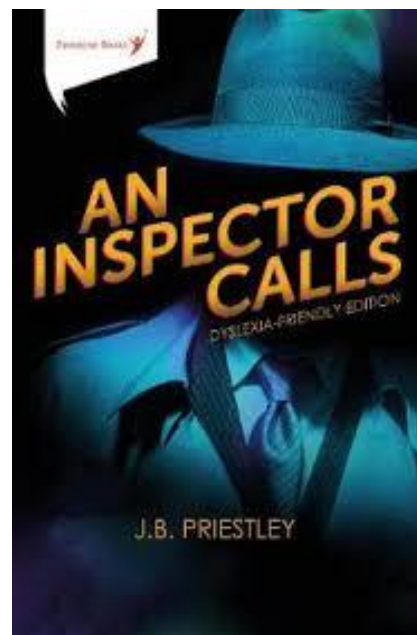
This half term Year 10 students will study JB Priestley's An Inspector Calls.

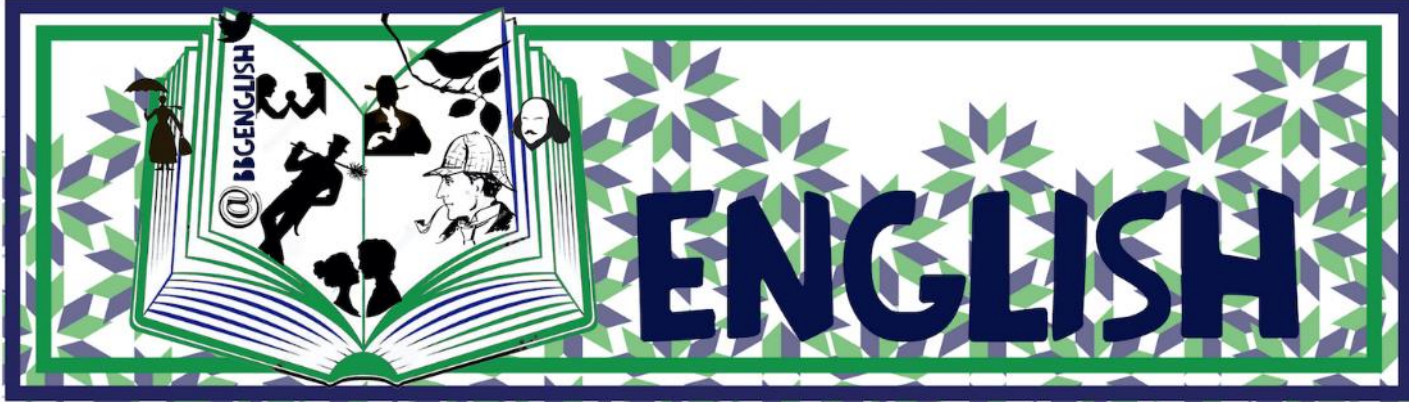
The final literature text this academic year, students have already studied: Romeo and Juliet, A Christmas Carol and The AQA Poetry Anthology: Power and Conflict poems.

The play that revolves around the apparent suicide of a young woman called Eva Smith. In the play, the unsuspecting Birling family are visited by the mysterious Inspector Goole. He arrives just as they are celebrating the engagement of Sheila Birling to Gerald Croft. Students will read the text and explore social responsibility, class, age and gender.

"We don't live alone. We are members of one body. We are responsible for each other."

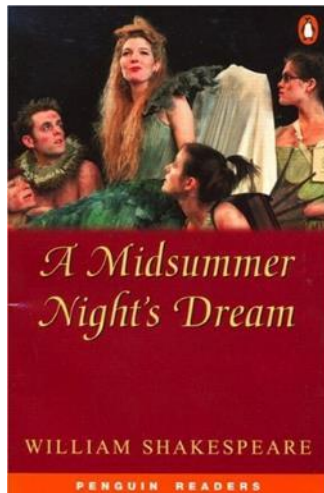
Students can purchase their own copy of the text for a discounted price of £6.50. This can be paid through ParentPay.





Year 7

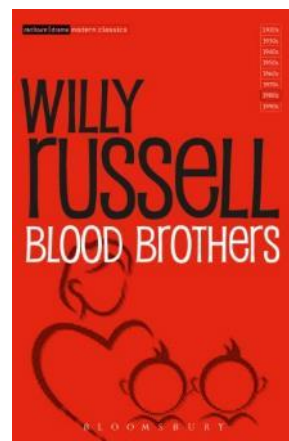
This half term, students will be introduced to the great William Shakespeare. Context, language, and Shakespeare's intent will all be considered whilst studying the magical 'A Midsummer Night's Dream'. Writing lessons will allow students to write from the perspective of imagined characters whilst literacy lessons will allow students to improve their contextual knowledge even further with fiction and non-fiction texts with some contemporary texts for comparison – do you believe in fairies?



Year 8

Year 8 will be studying the contemporary play, 'Blood Brothers' by Willy Russell. A fable-like story of twin brothers separated at birth; one is raised in a struggling, single-parent family whereas the other has access to privilege his twin can only imagine.

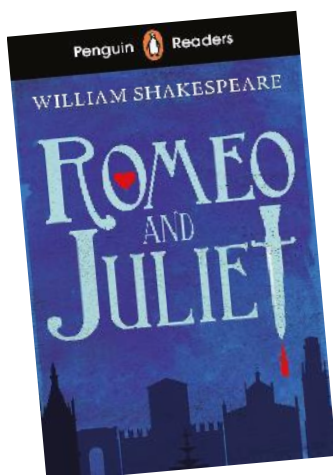
Literacy lessons will allow students to develop their contextual knowledge of Liverpool, social class and some of the political factors which influenced Russell. Weekly writing lessons will develop understanding of key events and characters in the play as students use their imaginations to write from their perspectives.



Year 9

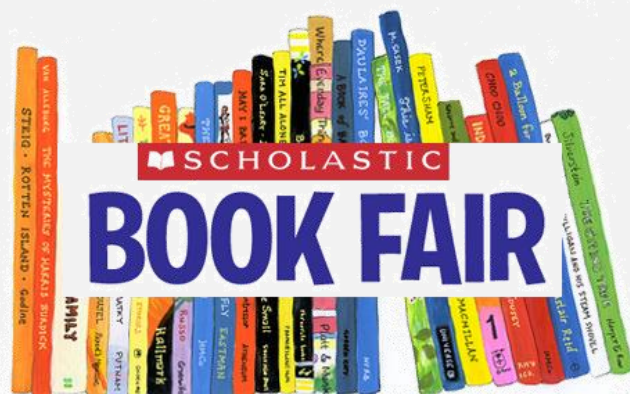
In order to further prepare our students for GCSE transition, Year 9 will begin studying Shakespeare's tragic love story, 'Romeo and Juliet'.

This unit will act as an introduction to the story, key characters and themes whilst retrieving knowledge gained from previous units in KS3. GCSE style assessment objectives will be considered, and this theme will continue in writing lessons; students will



move from our own KS3 'W Objectives' to the exam board writing criteria before June – how exciting!

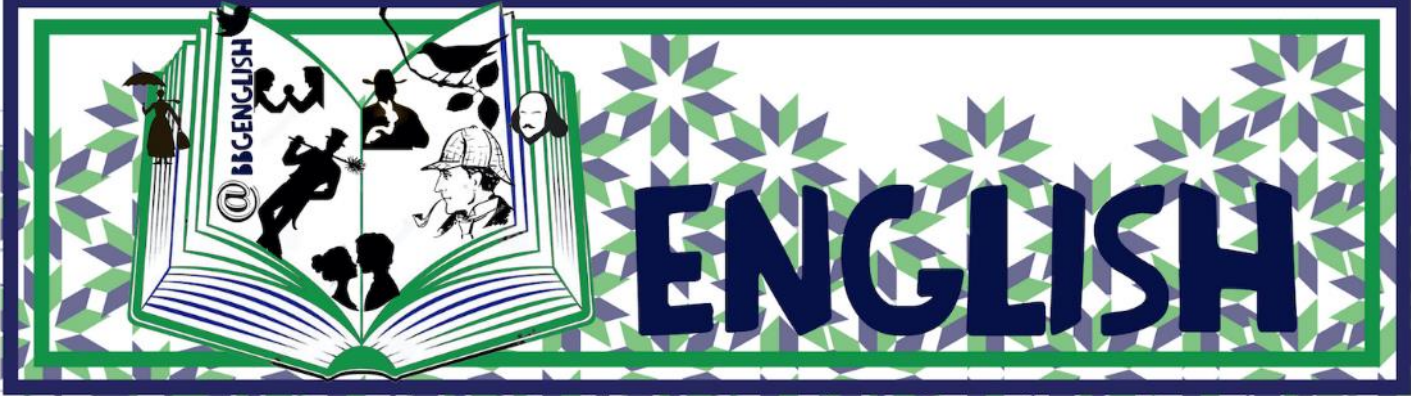
The library is open again and the book fair is in town! An Edulink has been sent to parents explaining how to go about ordering books – all of which are on display in the library until Tuesday 3 May.



BBG ACADEMY BOOK FAIR

26 APRIL TO 3 MAY

MON-FRI 8AM TO 3.30PM



“Bedrock Learning is a **digital literacy improvement curriculum designed for learners aged 6 to 16**, perfect for study at home. Get started. By focusing on vocabulary, grammar and subject-specific terminology, Bedrock equips learners with the language and literacy knowledge they need to boost their educational outcomes”.

KS3 students continue to impress with their commitment to literacy skills over the Easter break. Very well done to the following students who have gone above and beyond – just look at how many lessons they have completed!

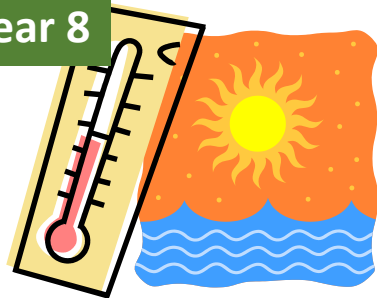
Savana Bailey-Chamberlain, Alasdair Robinson, Megan Shaw, Evie Smales, Drew Longbottom, Ryan Parkin, Lily Metcalfe, Declan Hammond, Dexter Farmer, Sienna Armitage, Esther Thornton, Ethan Bell, Sam Lingard, Dexter Hughes, Harrison Grainger, Finley Stockhill, Kaydee Wakerley, Lola Ward, Sebastian Prescott, Arran Quinn, Julian Ostrowski, Betsy Nichols and Ethan Harris



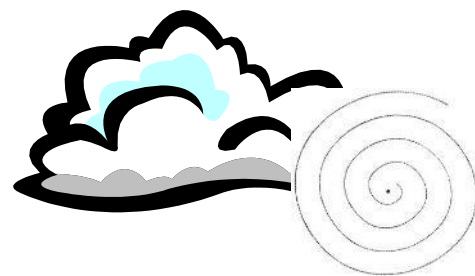
Geography

A decorative header for the Geography section. It features a background of repeating globe and star patterns. In the center, the word 'Geography' is written in a large, black, serif font. To the left of the text, a pair of hands holds an open map with 'BBG' written on it, and a magnifying glass is positioned over the map. To the right of the text, a pencil is shown horizontally.

Year 8



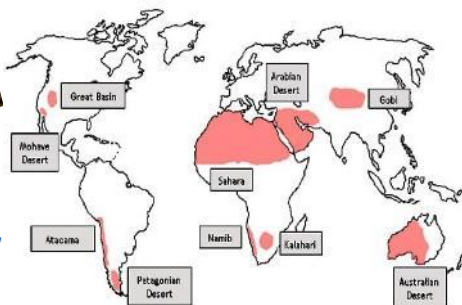
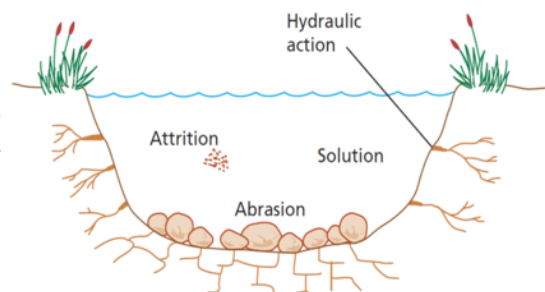
Continuing with the topic on the power of weather this week, we have looked at how and why tropical storms have formed. Tropical storms form in oceans with a temperature of at least 27 degrees Celsius, where moist air causes the condensation of thick clouds which start to spiral in an anti-clockwise direction. Students were impressed by just how powerful these storms can be – the centre of the storm known as the eye of the storm can be up to 60 miles wide, surrounded by the deadly walls of the storm!



Year 9

This week, Year 9 have started a new physical geography topic of coasts! As an introduction to the topic, we have started to look at the different coastal processes that take place, changing the way coastal landscapes look over time. We have explored the four types of weathering, as well as how mass movement changes steep and gentle cliffs along the coastline.

Students also learned about the different types of erosion, which means the power of waves breaking down and wearing away the landscape and sediment. Students began by sketching the four types of erosion, then they got creative thinking of different ways to help remember the four types... from creating hand actions, to rhymes like **Hairy Ants Are Always Scary!**



Year 10

This week, students have started the hot deserts section of the Living World content for Paper 1 physical geography. They have looked at the characteristics of a hot desert, such as the climate. Due to global atmospheric circulation, air that has risen at the Equator descends at the tropics, forming a belt of persistent high pressure – this explains the lack of cloud cover in hot deserts, and why freezing temperatures are found there overnight!

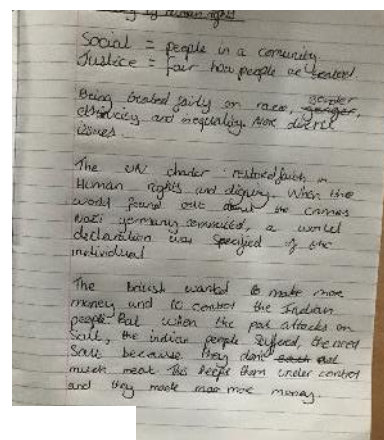
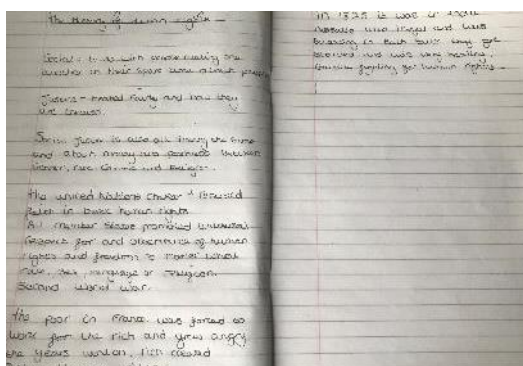
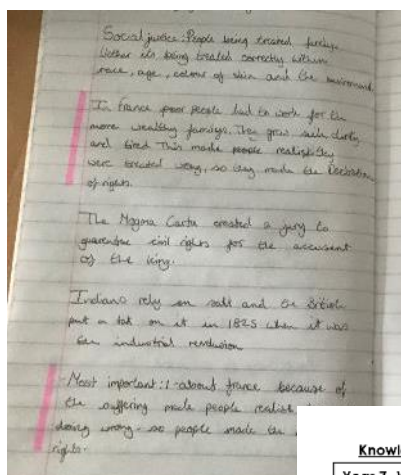
Year 11

Students are focusing on their pre-release booklet for Paper 3 this week, all about managing waste in the UK and a proposal to gain energy from a waste incinerator in Cambridge. We have started to look at spot heights, grid references and straight-line distances on the OS map figure within the booklet, as well as suggesting why the UK needs to move towards a more sustainable waste economy – students investigated whether linear waste management is sustainable as there is no focus on recycling and waste products are not utilised. Also, encouraging the population to re-use materials reduces the demands for waste management.



Year 8 History Contextual Media Update:

Year 8 have begun their Term 3 topic of Social Justice. The introductory lesson set out the context for their depth study of the Holocaust, when we examined the history of human rights. Our key class discussions stressed that History at its core is about people and their struggle throughout time for fairness. The lesson also served as a healthy reminder of our curriculum goals and how the events of this lesson linked to other areas of the curriculum. Students will continue to learn more about the World Wars, the Civil Rights Movement and Ghandi in Year 9 in their study of World History.



Where will History take me?

Knowledge

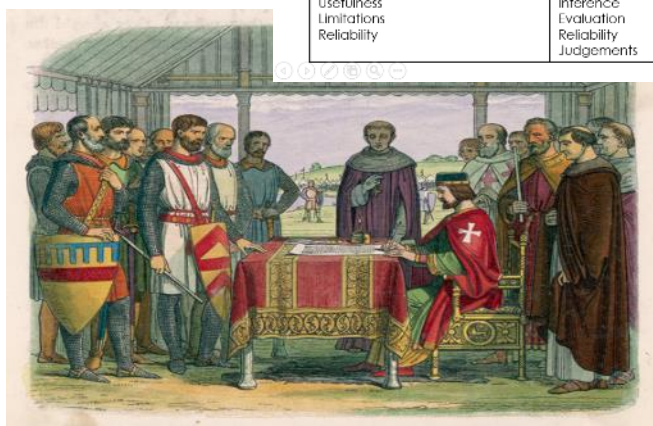
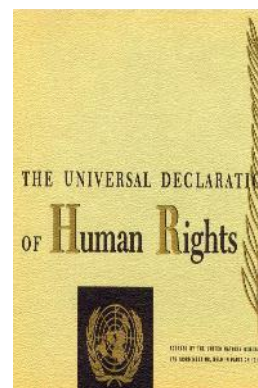
Year 7 - What has made Britain 'Great'?	Year 8 - What in the world is happening today?	Year 9 - World History
<ul style="list-style-type: none"> What is History? The Norman Conquest Crime and Punishment The Medieval Church The Magna Carta Black Death and the Peasants' Revolt Henry VIII and the Reformation English Civil War and Restoration British Empire Industrial Revolution <p>Events: Black History Month Remembrance Day Holocaust Memorial Week</p>	<ul style="list-style-type: none"> Contextual curriculum Conflict and resolution: Racism and discrimination Extremism Power: Political power in Britain, elsewhere in the world, political ideologies and democracy Social Justice: Holocaust and Human Rights. <p>Events: Black History Month Remembrance Day Holocaust Memorial Week</p>	<ul style="list-style-type: none"> The World Wars: Their causes and how they were fought Conspiracies from History The Assassination of JFK Resistance Movements Thematic study: African Kingdoms, China and Genghis Khan. The History of Ideas <p>Events: Black History Month Remembrance Day Holocaust Memorial Week</p>

Skills

Year 7	Year 8	Year 9
<p>Focus: to be able to identify points</p> <p>Chronology Description Bias Purpose Inference Usefulness Limitations Reliability</p>	<p>Focus: to be able to give examples</p> <p>Change and continuity Cause and consequence Purpose Source comparison- utility Inference Evaluation Reliability Judgements</p>	<p>Focus: to be able to explain</p> <p>Utility/limitations Reliability (including purpose) Evaluation Judgment Environment question Inference Cause and consequence Change and continuity</p>



Productive and active member of society who understands the world we live in and how to take an active part in it.



MATHS

Paper 3 Foundation

Advance Information for 2022 GCSE Maths

As you may know, the exam board has released some advanced information topic lists for the Summer 2022 exams. The year 11 students have copies of these topic lists which are separated into the 3 papers.

They also have the corresponding Hegarty clips and a link to the Mathsgenie revision sheets.

Here are the lists & Hegarty numbers for Paper 3. Papers 1 & 2 were in bulletins before Easter.

Probability

Probability scale

349, 350

Probability

351 – 363

Statistics

Frequency polygon

441

Median

409, 416, 419, 420

Range

410, 414, 419, 420

Comparison of distributions

432, 433

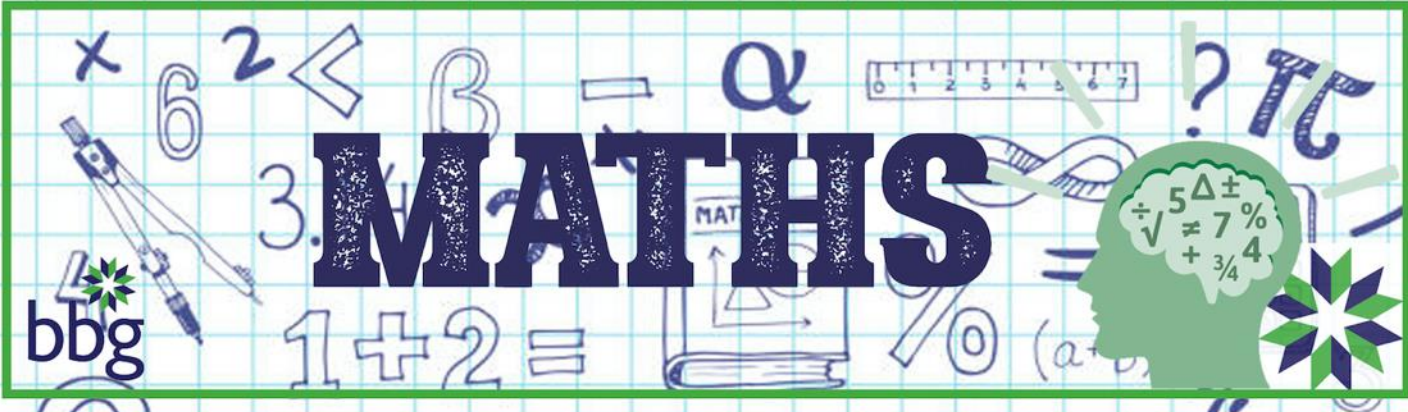
Number	Topics	Clip Number
Arithmetic	Four operations	18 – 24, 47 – 51, 143 – 146
	Negative number	38 – 44
Fractions	Fraction of an amount	77
	One amount as a fraction of another	62
	Equivalent fractions	59, 61
Properties	Factors	27
	Lowest Common Multiple	34, 35, 36
Powers and roots	Square root	101
Approximation and Estimation	Rounding	17, 56, 130, 133
Other	Calculator use	129

Algebra	Topics	Clip Number
Manipulation	Simplification	156 – 159, 173, 174
	Expansion of bracket	160, 161
	Factorisation	168 – 171, 223, 224
	Substitute values	155, 278, 780 – 783
	Change subject of a formula	280 – 287
	Forming an expression	151, 152, 153
Equations and inequalities	Linear equation	177 – 186, 188, 189
	Form an equation	176
Sequences	Linear sequence	196, 197, 198

Ratio, proportion	Topics	Clip Number
Conversion	Time	709, 710, 711
	Compound units	724, 731, 737, 738
	Scale drawings	864 – 871
Percentages	Percentage to fraction	82
	One quantity as a percentage of another	62, 76
	Percentage increase	90, 91, 92, 94, 97, 98
	Reverse percentage	96
Ratio	Write as a ratio	328, 329
	1 : n form	331
Proportion	Direct proportion	339, 340, 341, 343, 344, 345, 348, 739 – 742
Compound Measures	Average speed	722, 876, 877

Geometry	Topics	Clip Number
Shape	Triangle properties	823
	Quadrilaterals	824, 825, 826
	Triangular prism	829, 830
Angles	Angle properties of parallel lines	481, 482, 483, 490, 491
	Angles in a triangle	484 – 491
	Vertically opposite angles	480
	Bearings	492 – 496, 869
	Area of a triangle	557, 558
Length, area, and volume	Area of a trapezium	559
	Pythagoras's Theorem and Trigonometry	498, 499, 501, 502





Advance Information for 2022 GCSE Maths

As you may know, the exam board has released some advanced information topic lists for the Summer 2022 exams. The year 11 students have copies of these topic lists which are separated into the 3 papers. They also have the corresponding Hegarty clips and a link to the Mathsgenie revision sheets.

Here are the lists & Hegarty numbers for Paper 3. Papers 1 & 2 were in the bulletins before Easter.

Statistics
Topics
Frequency polygon
Histogram
Clip Number
441
442 – 449



Number	Topics	Clip Number
Arithmetic	Negative number	38 – 44
Properties	Laws of indices	102 – 110
Approximation and estimation	Bounds	137, 138, 139
Other	Product rule for counting	671, 672, 673

Algebra	Topics	Clip Number
Manipulation	Simplification	156 – 159, 173, 174, 175
	Expansion of bracket	160, 161
	Substitute values	278, 279, 780 – 789
	Difference of two squares	165, 224, 225
	Expansion of brackets	160 – 166
	Change subject of a formula	280 – 287
	Forming an expression	151, 152, 153
	Algebraic fractions	159, 170, 172, 229
Equations and inequalities	Set up and solve equation	188
	Simultaneous equations linear/quadratic	190 – 195, 218, 219, 246, 259
Graphs	Gradient of a straight line graph	201 – 204, 207, 210

Ratio, proportion	Topics	Clip Number
Conversions	Time	709, 710, 711
Percentages	Percentage decrease	90, 91, 92, 97
	Depreciation	95, 808 – 811
	Reverse percentage	96
Ratio	Write as a ratio	328, 329
	1: n form	331
	Share in a ratio	332 – 335
Proportion	Direct proportion	339, 340, 341, 343, 344, 345, 348, 739 – 742
Compound Measures	Average speed	716 – 724, 876, 877
Growth and decay	General iterative processes	322

Geometry	Topics	Clip Number
Angles	Circle theorems	593 – 606, 816 – 820
Length, area and volume	Area of a trapezium	559
	Similar triangles	611, 612, 613
Pythagoras's Theorem and Trigonometry	Pythagoras's Theorem	497 – 507
	Trigonometry	508 – 515
	Trigonometry in 3-D	854 – 863
Vectors	Column vectors	623 – 627

Probability	Topics	Clip Number
Probability	Dependent combined events	364 – 367



France – presidential election – 2022

France went to the polls last weekend to decide who would become its next president.

It was a run-off between the top two candidates, Emmanuel Macron and his far-right rival Marine Le Pen, and took place on 24 April 2022.



Macron

France's youngest ever leader
Get more people into work
Invest in energy sources

Le Pen

Leads Rassemblement National party
Focus on immigration
Extreme policies

Why does this election matter?

An election in a neighbouring country is always a big deal because the decision will influence how that country acts which could affect everyone around them.

How do French presidential elections work?

In France there are usually two rounds of voting for a president to lead the country. In the first round there are lots of candidates, and if no one gets more than half the vote then the top two scorers go through to the second round. Nobody has won more than half the votes to become President after the first round since the current voting system was introduced 50 years ago.

The result...

Emmanuel Macron, the incumbent president, won the second round of the election and secured his second term in office.



TABLEAU D'HONNEUR

Teacher: Mme Djokovic

Lucy Taylor, Max McCarthy, Niamh Coffey and Alex Wilkinson (Y11) - for helping the others to understand their mistakes in the mock speaking exam



Teacher: Mrs Clough

Charlotte Robertshaw (Y8) – for excellent reading and listening skills in French assessments

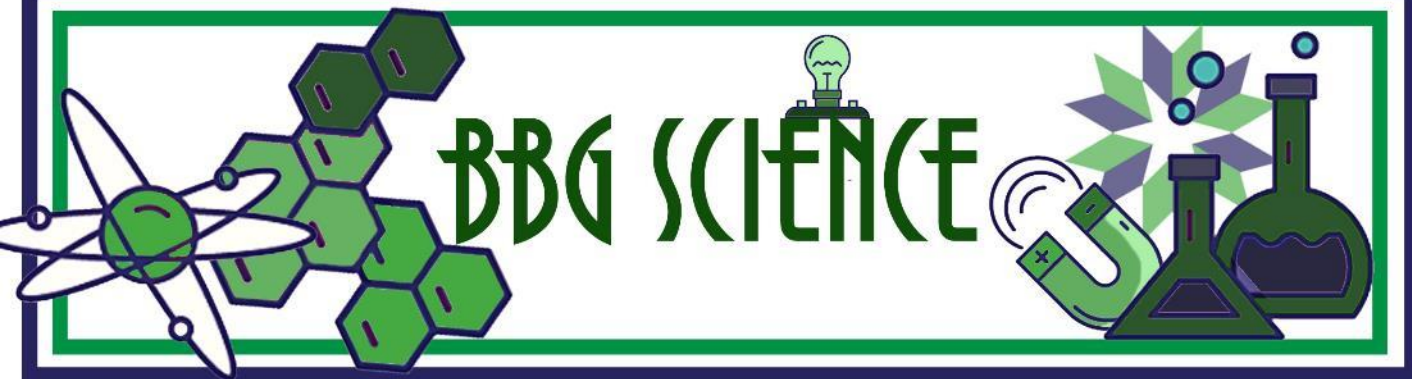
Muhammad Ali (Y7) – for excellent pronunciation and delivery in his speaking assessment



Teacher: Mrs Santry

Connor Irwin and Annesha Moyo (Y8) – for excellent reading and writing assessment

Bravo!

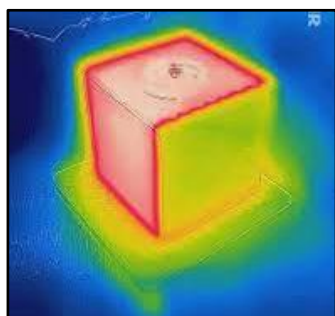


Year 8 – conduction, convection and radiation

Check out Mr Parr's song on YouTube to learn about the 3 ways heat is transferred!

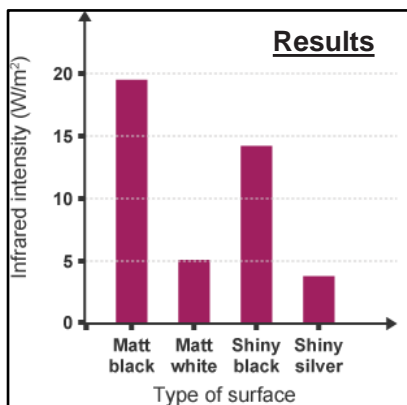
<https://www.youtube.com/watch?v=jezOcWwQQaI>

This week we investigated how the amount of thermal energy absorbed or radiated by a surface, depends on the nature of that surface (black and shiny, black and matt, white and copper).



Method

1. Place a Leslie cube on a heat-resistant mat. Almost fill it with boiling water and replace the lid.
2. Leave for one minute. This is to enable the surfaces to heat up to the temperature of the water.
3. Use the infrared camera to measure the intensity of infrared radiation emitted from each surface and measure the temperature of the surface. Make sure that the camera and the thermometer are the same distance from each surface for each reading.



Conclusion

Black and matt surfaces emit and absorb infrared heat radiation better than white and shiny surfaces.

Hot objects emit (give out) and absorb (take in) **infrared radiation**. They do this whatever their **temperature**. The hotter the body the more infrared radiation it gives out in a given time.

Travel & Tourism

Excellent focus and attitude towards the start of their unit 4 assessment.



Olivia Tyson, Lacey Green, Jack Wilson, Chloe Dewhirst, Sophie Archer

Great attitude towards learning in Travel and Tourism



Alfie Parkin, Evie Liley

For working conscientiously on her final assignment and completing ahead of the deadline



Megan Faal

Consistently working hard and wanting to do their best



Jack Jones, Polly Wragg

For improved focus in class and giving support to peers



Megan Taylor

TWEETS of the WEEK

BBG Academy @BBGAcademy · Apr 24
Great to see students and colleagues on parade today in Morley. #Proud



julie morland @julsm50 · Apr 26

@BBGAcademy @bbgenglish the book fair has arrived some fantastic new books



@BBGEnglish @bbgenglish · 20h

Penultimate Literature Lecture of the Team English GCSE series: Romeo and Juliet: stereotypes and gender. Thank you Mrs Brack!
@BBGAcademyTL @BBGAcademy



BBG Academy @BBGAcademy · 17h
Great work super proud

Charlotte Cadamarteri @charlotte_cadz · Apr 28

Well done to @BbgYear7, great win to take you through to the Spen Valley Schools Cup final. Lovely hat trick from @CaelanKoleCadz too
#spenvalleyschoolscup #TeamBBG



BBG Academy @BBGAcademy · Apr 24

17 BBG colleagues have already signed up for this. Any of our lovely students want to join us too? Get your entries in and we'll see you there!
#TeamBBG #RunForJo

Kim Leadbeater MP @kimleadbeater · Apr 24

The #RunForJo takes place on Sun 26th June at #OakwellHall in #Birstall. Sign up now for the 2.5km family fun run, the 6.5km cross-country run or the virtual 10k
@RaceBest @Oakwellparkrun @BirstallFit @APPGRunning @roberttownruns @TotallyRunable



BBGYear7 @BbgYear7 · Apr 27

Eleven awesome Year 7 boys returned triumphantly from their football match this afternoon, with a 5-2 win and their place in the finals booked for this very weekend. I'm so proud of these boys!!! Can't wait to watch them play on Saturday!!

BBG Year



STARS OF THE WEEK



LOGAN THORPE
For being supportive,
kind and friendly



OSCAR HILLS
For a really positive start
to the term



OLIVER LAURENSEN
For improvements in
focus and concentration



WILBUR DUTTON
For gaining confidence
and contributing more

**CONGRATULATIONS
TO YOU ALL!**



JESS MOYSER
For improved
attendance and
enthusiasm



**HARRISON TAYLOR-
MELL**
For excellent captaincy
of the football team



CONNOR BRITTON
For some outstanding
saves as goalkeeper in
the semi-final



CERTIFICATES AWARDED TO



William Coles-Mitchell

for having 100% attendance across the whole of the first two terms!



Ellie Watson

for always doing the right thing in form and being nice to others.



Ibraheem Arshaad

for always being helpful and supportive of others



Hannah Porter and Dexter Hughes

for being so mature, modest and all round marvelous!



MRS SULLIVAN'S

STAR OF THE WEEK



DAISY DUGGAN

100% effort in all her subjects



SAM BOOTH

Positive attitude in lessons
and in Sport



PAUL WIEDMAN

Making progress in lessons

LILY-MAE COX



Always positive cheerful and
works hard in all lessons



COBY DOYLE

Excellent work in History



LOUIE SYKES

Making good progress in
lessons



NATHAN SMITH

Praise nominations in assembly



ROSA TAYLOR

Some good discussion work in
lessons



BBG Academy Year 10



Bradley John

An impressive amount of stamps recently and clear progress in lessons!



Nominations by Miss Cracknell

Adam Cameron-Hackett

Improved attitude and attendance!



Jakub Mordak

For always doing what he needs to do!





STARS OF THE WEEK

ZAK MUNDAY AND LIBERTY PEARSON

Zero comments and full attendance. Well done!
Nominated by Miss Jones (English)



And Kaden saved a baby rabbit in
the road this week!



BBG SUPPORT

We want you to feel there is always someone to talk to.

We will always listen to you.



New email alert

Tellsomeone@bbgacademy.com



1 April 2022

THOUGHT OF THE WEEK

Most
disagreements
are caused by
different
perceptions that
created different
realities.

EVENTS THIS WEEK

International Dark Sky Week
MS Awareness Week
Stop Food Waste Day

EVENTS HAPPENING THIS MONTH

- Stress Awareness Month
- Parkinson's Awareness Month

Discussion points

What does the above quote mean?

As a tutor group did you all agree on the optical illusions shown on the previous slides or did you have different views?

Where do you think those views come from?

Watch this video, how does our perception of something alter depending on our knowledge.
[The Blind Men & the Elephant | Pop'n'Oilly | Oilly Pike - YouTube](#)

Can you think of any examples in our lives, where we may have different opinions on things? Best sports team, singer, chocolate bar...

Just because people have different views does not mean that anyone's opinion is better or correct, compared to anybody else's.

This term we are looking at showing respect. Over the next week think of the different ways society struggles to show respect to everyone.

**TAKE A BREATH AND
APPRECIATE EACH
OTHER'S VIEWS**

THIS WEEK IN HISTORY



1770

Captain James Cook lands at Botany Bay in Australia



2015

Magnitude 7.8 earthquake kills thousands in Nepal



2011

Prince William marries Kate Middleton



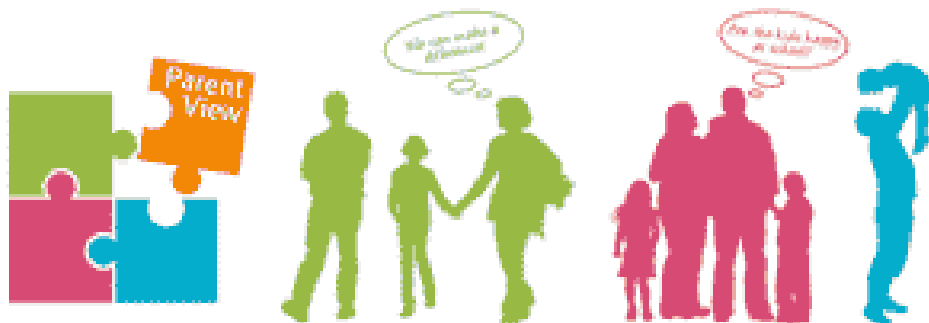
don't let hate win

A confidential 24-hour support service for
young people under 18 experiencing or
witnessing a Hate Crime

Call: 0808 801 0576

Text: 07717 989025

For other ways to contact us visit:
callhateout.org



Introduction

Ofsted Parent View is an online survey that allows parents to give their views about their child's school. Parents can complete the survey at any time. By 'parents', we mean any person with parental responsibility for a child at the school.

Ofsted Parent View is also the main mechanism for parents to give their views to inspectors at the time of a school inspection.

You can access the survey directly from the [Ofsted Parent View site](https://parentview.ofsted.gov.uk/) or from the homepage of [Ofsted website](https://www.ofsted.gov.uk/).

Schools can encourage parents to use Ofsted Parent View to give the views on a school either during an inspection or at any other time of the year.

<https://parentview.ofsted.gov.uk/>

Ofsted Parent View questions

My child is happy at this school	My child feels safe at this school
The school makes sure its students are well behaved	My child has been bullied and the school dealt with the bullying quickly and effectively
The school makes me aware of what my child will learn during the year	When I have raised concerns with the school they have been dealt with properly
Does your child have special educational needs and/or disabilities (SEND)?	The school has high expectations for my child
My child does well at this school	The school lets me know how my child is doing
There is a good range of subjects available to my child at this school	My child can take part in clubs and activities at this school
The school supports my child's wider personal development	I would recommend this school to another parent (yes or no)



**National
Online
Safety**

**Download your Free
Online Safety App for
Parents & Carers**



Be #OnlineSafetySavvy

Keep up with the latest apps games and tech your children are using, with the worlds most comprehensive online safety app for parents.

On the National Online Safety app you'll find:

- ✓ Hundreds of online safety guides on the topics you need to know about - from screen addiction, fake news and trolling to hacking, social media influencers and sexting;
- ✓ An online safety training course for parents - developed by our experts and delivered by online safety ambassador Mylene Klass;
- ✓ A user-friendly interface with increased functionality - find exactly what you need, when you need it;
- ✓ The option to get notifications to your phone as soon as new content becomes available - so you can stay up-to-date with the latest online crazes (and risks);
- ✓ An in-app voting system so you can help determine the subjects you'd like us to cover in future;
- ✓ The facility to personalise your content by favouriting key resources.

Download the free app today



Scan to download on
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Google Play Store

or search for 'National Online Safety' in the store



www.nationalonlinesafety.com
Twitter: @nationalonlinesafety

Call: 0800 368 8061
Facebook: /nationalonlinesafety

Email: hello@nationalonlinesafety.com
Instagram: @nationalonlinesafety



**TOO MUCH
TECH TIME?**

**GUESS WHAT...
IT'S IMPACTING
YOUR SLEEP. WANT
TO KNOW WHY?**

**JOIN THE CONVERSATION
TEENSLEEPHUB.ORG.UK**

#TEENSLEPMATTERS



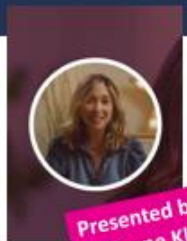
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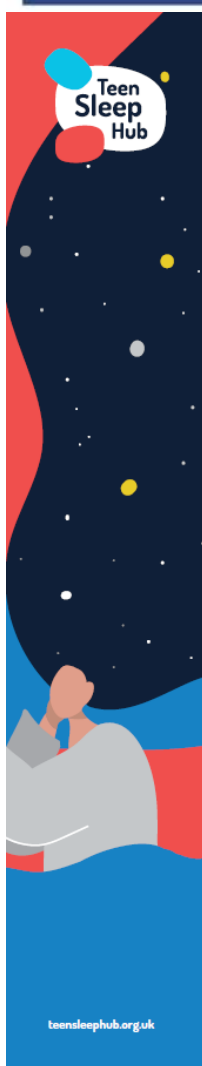
**National
Online
Safety**

**Free online safety
resources and training
for parents**

Create an account to sign up online resources, weekly guides and free training at <http://nationalonlinesafety.com/enrol/bbg-academy> and complete your details. Once you're set up you'll be able to set 'parent/carer' as your user type.



**Presented by
Mylene Klass**



**Teen
Sleep
Hub**

WELCOME

HOW TO IMPROVE THE SLEEP OF YOUR STUDENTS

In Autumn last year, we launched our new Teen Sleep Hub, as part of our Teen Sleep Matters campaign, and it has been an amazing success so far with so many of you getting involved in sharing the information we supplied. We have also had lots of support from the Mental Health Foundation and Royal Society for Public Health.

Covid-19 continues to impact on the health and wellbeing of young people, in particular around their sleep and mental health. Even with the return to school, we are still living in uncertain times and young people are still suffering with isolation, learning at home with bubble closures, out-of-school activities suspended and routines being altered dramatically, it has been, and remains, extremely challenging.

Since we last made contact we have been working hard to continue to push this campaign and we have now launched a Live Chat service on our **Teen Sleep Hub**. This facility is available on Tuesday and Thursdays from 6-8pm so young people can chat about any issues they are having with their sleep with one of our trained sleep practitioners. Please do direct your students to this and even inform parents of this service.

In this second pack you will find

- A selection of NEW posters promoting the Live Chat that can be emailed out to students and parents and, when normally resumes, can be printed and put up in classrooms, toilet facilities and other communal areas
- Social media graphics that you can use on your social channels and website to direct students and parents to the Teen Sleep Hub

As a reminder, the Teen Sleep Hub is a hive of information around sleep aimed at teens (not their parents) and includes a downloadable eBook and a series of top tips videos. We were supported on this project by our amazing Youth Advisory Panel, made up of young people aged between 13 and 19, across the country. It has been a great success so far with over **17,000 downloads of the eBook**, proving that young people want the knowledge to help them improve their sleep.

Thank you for your support. Please do get in touch if you have any questions or would like to know more.

Lisa Artis

**Lisa Artis
Deputy CEO
The Sleep Charity**

Kate Lodge, Woodfield Park, Tidwell Road, Bally, Dorchester DN4 8DN
info@thesleepcharity.org.uk | thesleepcharity.org.uk | +44 (0) 1302 751 405
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BIRKENSHAW BELLS NC SENIOR SQUAD TRIALS



**We are recruiting players for
the 22/23 season!**

**We are looking for players to join our
friendly and competitive squad.
Training is every week and we have two
teams that compete in the WY League
on Saturdays.**



Trial info:

Thursday 9th, 16th & 23rd June, 7:30 - 9:15pm

**Hope Park Business Centre (Lighthouse), BD5 8HB
Found at the end of the M606.**

**Contact BBNC Coach Emily Jagger to register your interest :
birkenshawbellsseniors@outlook.com**



@birkenshawbellsnetballclub



birkenshawbellsnetball



Birkenshaw Bells Netball Club



@BirkyBellsNC

What Parents & Carers Need to Know about GROUP CHATS

Occurring through messaging apps, on social media and in online games, group chats are among the most popular ways that young people engage with their peers online. Involving, by definition, three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they are useful for helping friends, people with shared interests or members of a club to communicate and coordinate activities, they can also leave young people feeling excluded and bullied – as well as providing opportunities for inappropriate content to be shared and viewed.

WHAT ARE THE RISKS?

BULLYING

Unkind comments or images which are purposely aimed at an individual can be shared freely in a group chat – allowing and often encouraging others to join in the bullying behaviour. If this content is shared in a group of their peers (especially a larger group), it serves to amplify the hurt, embarrassment, anxiety and isolation that the victim feels.

EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: starting a new group, for instance, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one child doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss or share images from an event that everyone else but them attended.

INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by your child if they are part of that group, whether they actively engage in it or not. Some chat apps have a disappearing message function, so your child may be unable to report something they've seen because it can only be viewed once or for a short time.

SHARING GROUP CONTENT

It's important to remember that – while the content of the chat is private between those in the group – individual users can easily share a message, photo or video with others outside of the group or screenshot what's been posted. The risk of something your child intended as private becoming public (and potentially going viral) is higher if there are people they don't know well in the group.

UNKNOWN MEMBERS

Within larger group chats, it's more likely your child will be communicating with people they don't really know. These strangers may be friends of the host, but not necessarily friendly toward your child. It's wise for young people not to share personal details and stay aware that they have no control over the messages and images they share after they've put them online.

NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications. Every time someone in the group messages, your child's device will be 'pinged' with an alert: potentially, this could mean hundreds of notifications a day. Not only is this highly distracting, but young people's fear of missing out on the latest conversation results in increased screen time as they try to keep up with the chat.

Advice for Parents & Carers

CONSIDER OTHERS' FEELINGS

Group chats are often an arena for young people to gain social status. This could cause them to do or say things on impulse, which could upset others in the group. Encourage your child to consider how other people might feel if they engaged in this behaviour. If your child does upset a member of their group chat, support them to reach out, show empathy and apologise for their mistake.

PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Discuss the importance of not revealing identifiable details like their address, their school or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they lose control of where it may end up and how it might be used.

GIVE SUPPORT, NOT JUDGEMENT

Remind your child that they can confide in you if they feel bullied or excluded in a group chat, instead of responding to the person who's upset them. Validate their hurt feelings and help to put them back in control by discussing how they'd like to handle the situation. On a related note, you could also empower your child to speak up if they're in a chat where others are being picked on.

AVOID INVITING STRANGERS

Sadly, many individuals online hide their true identity to gain a child's trust – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure your child understands why they shouldn't add people they don't know to a group chat – and, especially, to never accept a group chat invitation from a stranger.

BLOCK, REPORT AND LEAVE

If your child is in a chat where inappropriate content is being shared, advise them to block the users sending the material, report them to the host app or platform and exit the group. If any of this content could be putting a minor at risk, contact the police. Emphasise to your child that it's OK for them to simply leave any group chat that they don't feel comfortable being a part of.

SILENCE NOTIFICATIONS

Having a phone or tablet bombarded with notifications from a group chat can be a massive irritation and distraction – especially if it's happening late in the evening. Explain to your child that they can still be part of the group chat, but that it would be healthier for them to turn off or mute the notifications and catch up with the conversation at a time which better suits them.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



National Online Safety

#WakeUpWednesday

Source: <https://www.bbc.com/news/health-56888888>, <https://www.theguardian.com/technology/2019/jun/11/online-safety-social-media-chat-apps>



SPORTS STAR OF THE WEEK



Renee Hartley
Fantastic effort levels in
fitness



Maisie Morley
Fantastic effort levels in
fitness



Evelyn Wheelhouse
Brilliant attitude towards
GCSE PE



Jake Heaton
Great engagement in
voluntary revision sessions



SPORTS STAR OF THE WEEK



Jack Leck

For great enthusiasm when learning new skills in Gymnastics. Jack showed fantastic resilience to keep going.



Jack Jones

Fantastic effort and attitude towards PE. Jack was open to learning a new sport and as a result made great progress in the first lesson of cricket. Well done Jack.



Hannah Dodge

Fabulous attitude to handball



Darcey Arnold

Fabulous attitude to handball



SPORTS STAR OF THE WEEK



Billy Blockley

Showing great effort and resilience in alternative sports during PE



James Humphreys

Great first lesson of Hockey in PE



Bowan Galligan

Great effort and application of passing skills in basketball this week



Ben Davis

Great effort and resilience shown in health and fitness this week.



SPORTS STAR OF THE WEEK



Jack Wilson
Great engagement in
trampolining



Jack Jones
Great engagement in
trampolining



Matilda Finn
Consistent great attitude to
Pre-Option PE



Gabriel Boselli
Showing great ability to
analyse performance and
provide feedback to help
his peers improve in
trampolining

**EXTRA CURRICULAR TIMETABLE
SUMMER TERM**

MONDAY

Times	Club/Activity	Year Group	Teacher	Venue
2.30-3.30	Netball	Year 8-11	All PE colleagues	Changing room meet
2.30-3.30	Badminton	Year 7		
2.30-3.30	KS3 Book Club	Years 7 - 9	Mrs. Fitzsimons	G55 (Twice per half term starting 20 th September)
2.30-3.30	KS3 Performing Arts	Year 7 - 9	Miss Sanderson/Miss Roumelioti	Drama Room G29
2.30 - 3.30	Art Club	Years 7 - 11	Mrs. Gill	Workshop
2.30 - 3.30	Chess Club	Years 7 - 8	Mrs. Luffman	Heart Space
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15

TUESDAY

2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Baking club	Year 7	Mrs. Denwood (Catering Manager)	Main school kitchen
2.30-3.30	Boxing Club	Girls	Training Cave	Gym
2.30-3.30	Prep	Year 11	Rotation	F15

WEDNESDAY

7:15-8:00	Netball Strength and Conditioning	Year 7 - 11	All PE colleagues	Changing room meet
2.30-3.30	Cricket	Year 9 - 10		
2.30-3.30	Girls Rugby	Year 7 - 11		
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Computer Club	Years 7 - 8	Mr. Suggitt	F13
2.30-3.30	Prep	Year 11	Rotation	F15

THURSDAY

2.30-3.30	Athletics	Year 7 - 11	All PE colleagues	Changing room meet
2.30-3.30	BBG Press	Years 7- 9	Mr. Smith	F13
2.30-3.30	Students for Social Change (SFSC)	Years 10-11	Miss Cracknell	G50
2.30-3.30	Science Club	Years 7 - 8	Science Colleagues	F34
2.30-3.30	French Speaking	Year 10 - 11	Mme Djokovic	G47
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15

FRIDAY

2.30-3.30	Rounders	Year 7	PE colleagues	Changing room meet
2.30-3.30	Cricket	Year 7-8		
2.30-3.30	Basketball	Year 7-11		
2.30-3.30	Choir	Years 7 - 11	Miss Sanderson/Miss Roumelioti	Drama Room G29
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15
2.30-3.30	Boxing Club	Boys Year 7 - 11	Training Cave	Gym

* Please note there are number restrictions in these activities due to risk assessment/facility. Students will be placed on a rota if maximum numbers are exceeded.

* If students wish to attend more than one on the same day, they should inform the teachers and rotate alternate weeks.

* Further activities will be added throughout the term