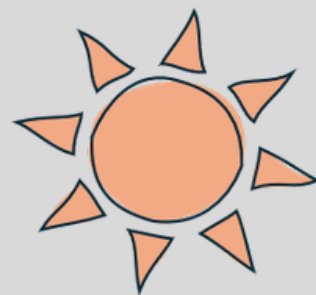


Park School Summer Newsletter

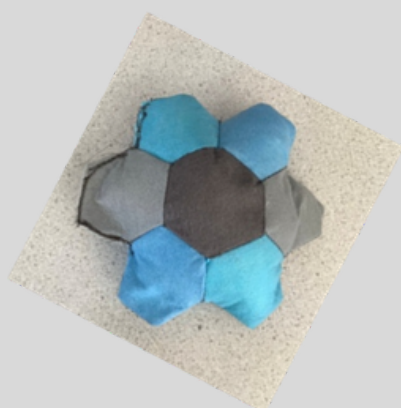




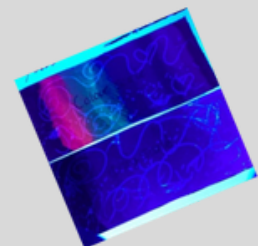
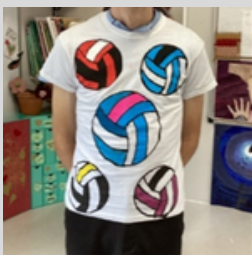
Art summer 2026



This summer term, KS3 Art students have explored endangered species and conservation through sculpture and painting. They have also developed their sewing machine skills by creating vibrant patchwork pieces.



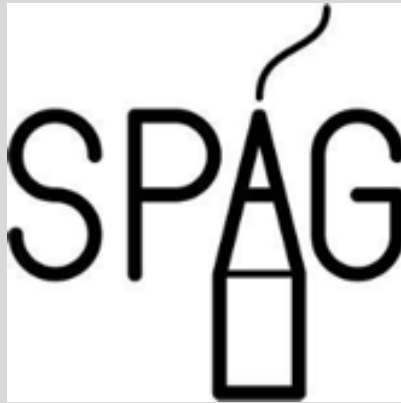
KS4 students have had a fantastic term. Year 10 have strengthened their GCSE portfolios in preparation for next year



ENGLISH

Group 7

Group 7 have focused on developing their spelling, punctuation and grammar skills. We have explored key SPaG concepts, including commonly confused homophones such as their, there, and they're, and practised using them accurately in different contexts. Students have also learned how to write formal emails and letters, developing important communication skills that they can apply both in school and beyond



Group 10

Group 10 have worked incredibly hard this term as they prepare for their English mock papers. We have completed our study of the anthology texts and have been consolidating our learning through Paper 1 practice and mock examinations. Students have shown resilience and maturity in approaching challenging exam-style tasks and should be proud of the progress they have made.

Alongside exam preparation, students have continued to develop their creative writing skills, producing some highly engaging and imaginative work. We have seen excellent descriptive writing, diary entries and narrative pieces, with students demonstrating creativity, ambition and a growing command of language.

One particularly impressive piece of writing began:

"Opus was born in 1987, Friday 13th of September in Kyoto, Japan.

Opus had a humble first few years of his life, he grew up in the suburbs with his mother and father in a small 3 bed apartment. Opus was a smart, quiet child, he liked books, movies, the outside world like any other teenager of his age. He always thought life would be perfect, like in the movies and for his first 15 years he believed it. Life was smooth, his school career was going swimmingly, he was happy.

But this wouldn't last."

This extract demonstrates the creativity and storytelling skills that students have been developing, effectively building character, setting and tension to engage the reader.

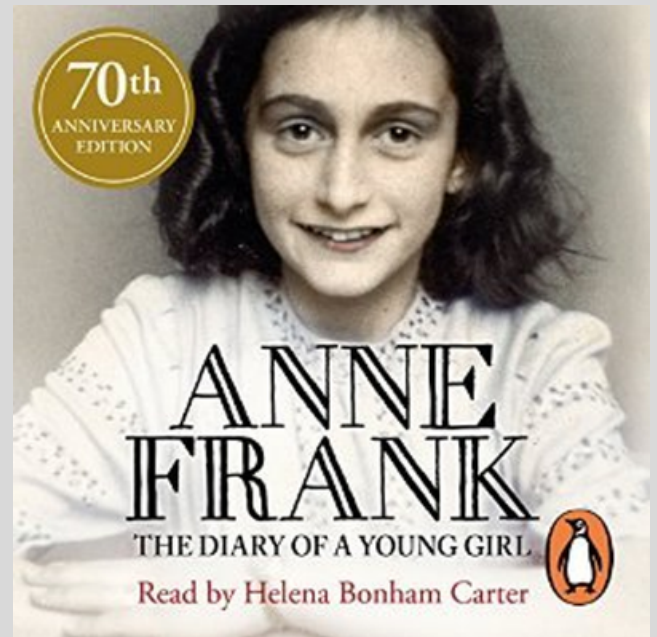
To celebrate the hard work and commitment students have shown throughout the year, Group 10 are looking forward to a well-deserved reward trip to Costa. They should be extremely proud of all they have achieved this term.

Well done to all of our English students for their hard work, effort and enthusiasm. We look forward to seeing their continued success next year.



Group 8 (Year 9)

This term, Group 8 have been studying The Diary of Anne Frank. Students have explored the historical, social and political events that affected Anne and her family, helping them to develop a deeper understanding of the text and its context.



inspired by Anne's diary, students have created their own diary entries and completed a range of creative writing tasks, encouraging them to consider events from different perspectives and develop empathy. The class also researched modern-day refugees, drawing links between historical events and contemporary experiences around the world.

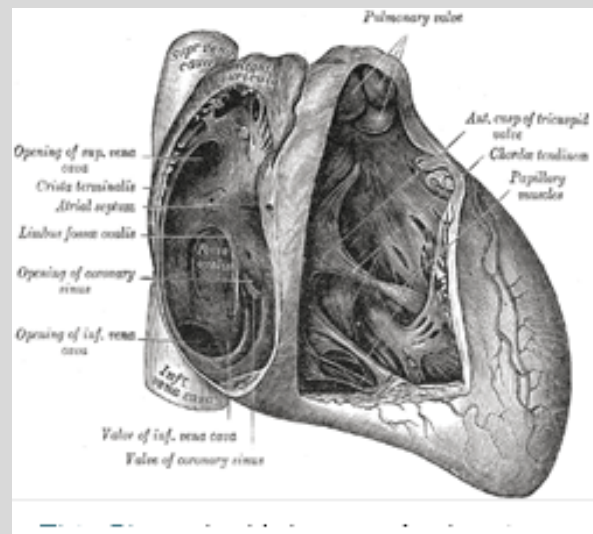


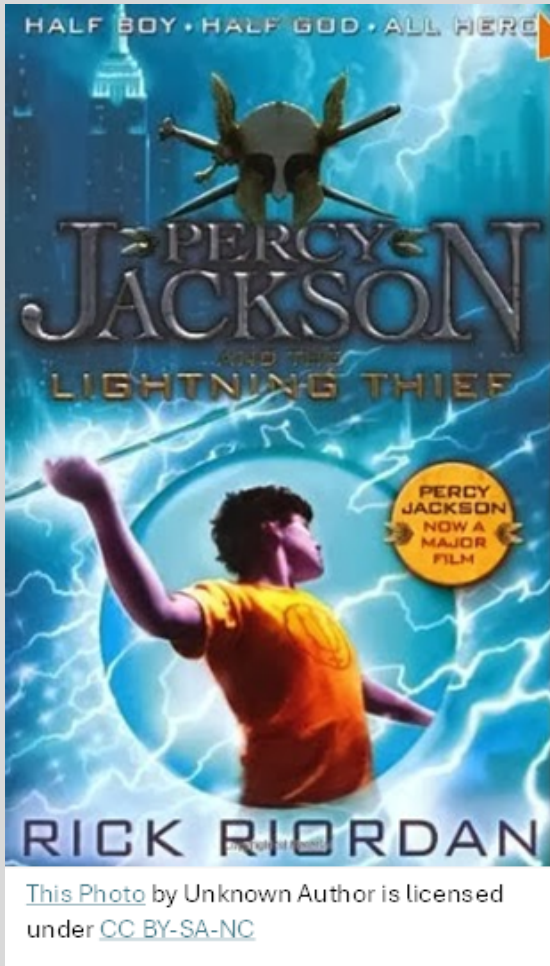
This Photo by Unknown Author is licensed under [CC BY-ND](#)

To support preparation for Key Stage 4, students have taken part in 'quotation hunts' and practised using evidence effectively within PEEL paragraphs, developing important analytical and essay-writing skills

Groups 5 and 6 (Year 8)

Groups 5 and 6 recently completed their study of Pig Heart Boy. As part of this unit, students explored the ethical issues surrounding xenotransplantation and developed balanced arguments, considering both sides of the debate. This enabled students to strengthen their ability to organise extended pieces of writing, use evidence to support their opinions and develop more sophisticated responses.





We have now moved on to our highly anticipated study of Percy Jackson and the Lightning Thief, which has been enthusiastically received by both classes.

Students have been exploring characters, themes and narrative structure while also developing their creative writing skills. Using the novel's monsters as inspiration, the classes have been experimenting with figurative language and applying new techniques in their own writing. We have also been making the most of the recent sunshine by spending time reading Percy Jackson outdoors together, something that has been thoroughly enjoyed by everyone in both groups



A1 & A2 HISTORY

This term, A2 have been learning about the British Empire and its impact around the world. They have developed their map skills by plotting different parts of the Empire on world maps and exploring how countries and regions are connected. The children also investigated the many languages spoken across the world and discovered where some of our everyday foods originate from, helping them to understand the diversity of cultures and traditions across the globe.

This term, A1 have been learning about World War II, exploring its causes and impact on both Britain and Germany. They have studied key events, including the Battle of France and the Battle of Britain, and examined how these significant battles influenced the course of the war. The class has also learned about the Holocaust, developing an understanding of its importance in history and reflecting on the experiences of those affected during this tragic period.

A2 ENGLISH

This term in English, A2 have continued their study of the novel *Noughts & Crosses*. The class compared themes, characters and relationships in the novel with those in *Romeo and Juliet*, developing their understanding of how writers explore conflict and prejudice. Pupils have also written from different characters' perspectives to deepen their understanding of viewpoints and motivations. Drawing inspiration from the novel, they completed a creative writing piece based on a natural disaster, using descriptive language and literary techniques to engage their readers.

Crown Court Match-Up Activity Prejudice

Draw a line to match each person to their job in the Crown Court.

Person	Job
Defendant <i>KE</i>	Helps keep people safe and looks after prisoners in court.
Witness <i>D</i>	Listens to the evidence and decides if the defendant is guilty or not guilty.
Jury <i>B</i>	A lawyer who speaks in court for the prosecution.
Judge <i>G</i>	Gives evidence about what they saw, heard, or know.
Solicitor <i>H</i>	The person who is accused of committing a crime.
Prosecution Barrister <i>C</i>	Keeps records, organises documents, and helps the court run smoothly.
Defence Barrister <i>I</i>	Makes sure the trial is fair and explains the law.
Registrar <i>F</i>	A lawyer who prepares the case and gives legal advice.
Accused <i>J</i>	A lawyer who speaks in court to defend the accused person.
Prison Officer <i>A</i>	Another name for the defendant – the person accused of a crime.

19/10/26
TOCEA DARE RARET WITH NAME C

Romeo and Juliet and Noughts and Crosses
Comparison

- Who are the two main young lovers in each text?
The two main young lovers are Romeo and Juliet in Romeo and Juliet, and Cece and Tariq in Noughts and Crosses.
- What groups or families are the lovers from in each story?
The groups in each story are the Montagues and Capulets in Romeo and Juliet, and the Crosses and Noughts in Noughts and Crosses.
- Why is the relationship difficult in both texts?
The relationship is difficult in both texts because of the feud between the families.
- How do other people react to the relationships in each text?
Other people react to the relationships in both texts by being hostile and trying to break them up.

Loia

I see her go in the cubicle and it was my time to strike above her. I pushed her back into the cubicle and crowded in after her.

'We want to have a word with you,' I began.

'And it has to be in here, does it?' she asked

Janne shoved her so hard she had to put out her hand to stop herself from toppling over.

'We heard about what happened yesterday you stupid cow. You were with them the f***** Blanker. Why would you... why I thought you were different?' I said. My voice was shaking, I was confused. Why was she with them? I thought she was my friend. 'Sh***' I whispered under my breath. I look at her my eyes are starting to water 'I thought you were my friend, no I thought you were my sister?'

 What went well: You have truly put yourself in Loia's shoes. Detailed adaptation of the original.

 Even better if: Always double check for capitals and tenses by whispering.

 Next steps: Continue to perfect your use of speech marks.

A1 & A2 IT

This term in IT, A1 and A2 have been working towards completing their Functional Skills syllabus. Pupils have developed their digital communication skills by using Microsoft Teams to organise, join and participate in online meetings, learning how to collaborate effectively in a professional environment.

Our theory lessons have focused on staying safe online. Students have explored how to identify and avoid scam emails, understand the risks associated with cybercrime, and learn about different types of malware. Through these activities, pupils have developed a greater awareness of online safety and how to protect themselves when using digital technologies.

Group 5 History

This term in History, Group 5 have been learning about crime and punishment through the ages, exploring how laws, punishments and attitudes towards crime have changed over time. This topic culminated in an exciting trip to Oxford Castle and Prison, where pupils had the opportunity to bring their learning to life and deepen their understanding of the historical periods they had studied. The pupils were excellent ambassadors for the school throughout the visit. They impressed staff with their enthusiasm, behaviour and extensive knowledge, eagerly sharing what they had learned and asking thoughtful, curious and pertinent questions throughout the day. We were incredibly proud of the way they represented the school and engaged with every aspect of the experience.



Food Studies

Celebrating a Year of Creativity, Skills and Success in the Kitchen

This year in Food Studies has been a truly exciting and rewarding journey for all students. From their very first practical lessons to their most confident final dishes, students have developed a wide range of essential kitchen skills whilst growing in confidence, creativity, and independence.

Inspiration from the Prue Leith Cooking School

One of the highlights of the year was exploring the work and approach of the Prue Leith Cookery School. Students were inspired by the high standards of presentation, attention to detail, and the importance of combining both technical skill and creativity. We discussed how professional chefs are trained and the importance of organisation, precision, and teamwork in a real kitchen environment.

Developing Essential Kitchen Skills

Throughout the year, students have built a strong foundation of practical cooking skills. These include:

Knife skills – learning how to safely and accurately prepare ingredients

Weighing and measuring – ensuring precision in recipes

Mixing and combining techniques – from rubbing-in to creaming methods

Heat control and cooking methods – including baking, frying, simmering and grilling

Food safety and hygiene – developing habits that are essential in any kitchen

Time management and organisation – preparing and cooking efficiently within a lesson



Sweet and Savoury Successes

Over the course of the year, students have explored a wide variety of both sweet and savoury dishes. These practical lessons have allowed them to develop new techniques and understand different flavours and textures.

Some highlights have included:

Sweet recipes such as cakes, biscuits, pastries and desserts

Savoury dishes including pasta meals, savoury bakes, breads, and balanced main meals

Through these dishes, students have gained a deeper understanding of nutrition, flavour combinations, and presentation.

It has been fantastic to see their confidence grow as they experiment with new ingredients and techniques.

As we come to the end of the year, students should feel incredibly proud of everything they have achieved. They have not only learned how to cook a range of dishes, but also developed valuable life skills that will support them beyond the classroom.





Geography – Summer Term Update

This term, our students have been busy developing their understanding of the world through a mix of classroom learning and hands-on investigation. Our focus has been on geographical enquiry, natural resources, and the different types of industry that shape economies.



Geographical Enquiry

Students explored how geographers investigate real-world questions. They learned to:



Students explored how geographers investigate real-world questions. They learned to:

- Form enquiry questions

- Collect and record data

- Present information using graphs and maps

- Draw evidence-based conclusions

This helped students think critically and understand how geographical decisions are made.

Natural Resources

We investigated the resources our planet provides and how humans depend on them. Students examined:

Renewable resources such as wind, solar and water

Non-renewable resources including fossil fuels and minerals

The importance of sustainable management

Discussions also explored how access to resources affects development and global inequality.



Types of Industry

To understand how economies function, students studied the four main industrial sectors:

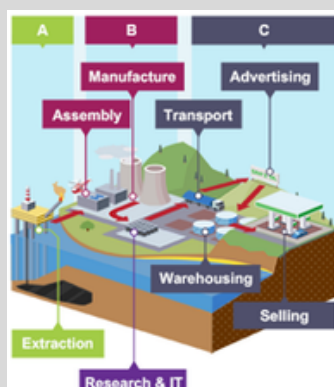
Primary – extracting raw materials

Secondary – manufacturing and production

Tertiary – services such as retail and healthcare

Quaternary – research, technology and information

It's been a productive and engaging term, with students building strong foundations in enquiry, and global understanding. These skills will support them and can be built on moving forward

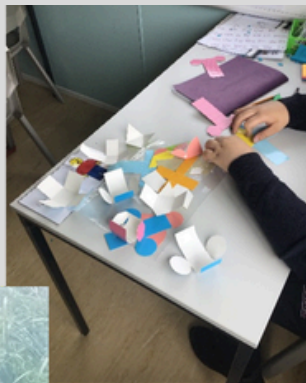


Group 1

Group 1 have enjoyed weekly visits to Forest School at Hill End over the summer term. They have learnt bushcraft skills, using whittling knives to sharpen sticks to toast marshmallows with, and using flint and steel to light campfires. Students learnt how to identify the best fallen wood for kindling and learnt to structure a long lasting fire. We enjoyed cooking many different meals, building shelters, hammocks, and exploring the woods. One of our students has also been visiting the Witney Bike Project each week to repair bikes at the workshop.

Weekly swimming lessons have also continued through this summer term; we are very proud of the group for their progress.

Group 1 concluded their project on designing a school playground, and enjoyed a trip to Chipping Norton Park to test out the equipment there!



English

This term's text has been 'The Witches' by Roald Dahl. Students extracted descriptions from the text to identify the disguises used by witches and focused on the cruelty of the Grand High Witch. We made posters to find the missing children and then created our own rhyming spells to exact revenge on the witches. Weekly phonics activities have focused on teaching spelling of the main common exception words and students are exploring a variety of texts in daily Quiet Reading.

Maths

The summer term has focused on shape, space and measurement. Students have explored 2D and 3D shapes and used language to describe shape and line properties (perpendicular, parallel, horizontal). We learnt how to measure angles: right angles, acute and obtuse. Finally we have been comparing and adding/subtracting measurements in centimetres and metres.

Humanities

In Term 1 our focus was on a key event in British history, the sinking of Titanic. In Term 2 students learnt about the Second World War from a child's view point, focusing on what a child would have experienced in the war: rationing, evacuation, bombings. This has linked well to our exploration of the trenches at Hill End used by soldiers to practice trench warfare.

Geography

Students learnt about the water cycle, and what happens when too much or too little rainfall is experienced at one time. They created posters to promote efficiency of water usage. In Term 2 we explored the Geography of the United Kingdom, using atlases and town maps to locate counties, cities, rivers and oceans.

Science

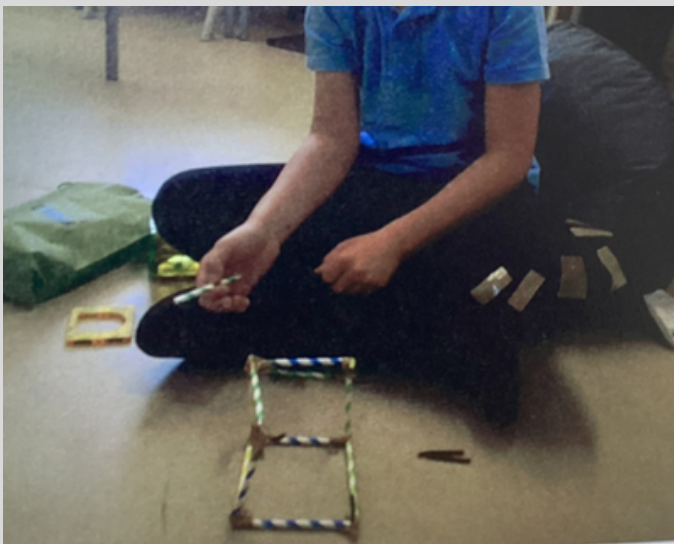
Lots of practical activities this term linked to our learning on the life cycle of plants. Students investigated plants using magnifying glasses and learnt how to identify the parts of a flower that enable it to reproduce. They compared plant life cycles to examples of other life cycles focusing particularly on placental mammals.

On top of this, students have enjoyed weekly PE, Cooking, Art and Enrichment clubs.

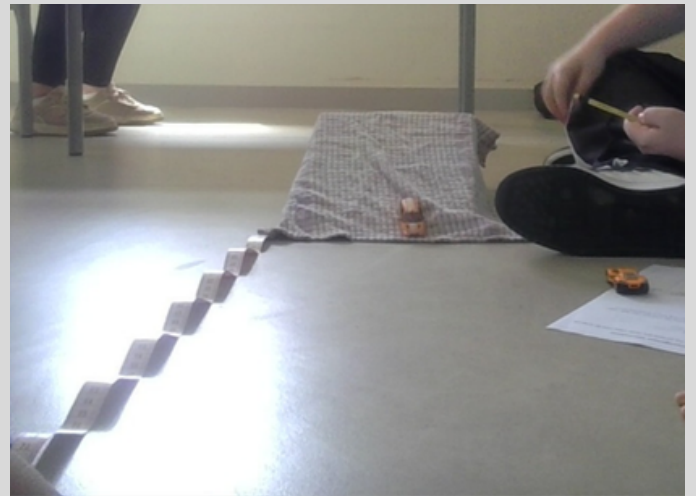
Group1A

Since coming together as a new class after Easter, we have enjoyed a busy and exciting term full of learning, exploration and relationship building. The transition period gave us plenty of opportunities to get to know one another through a range of games, team-building activities and sessions focused on learning more about ourselves, each other and the wider school community.

In Maths, we have explored both 2D and 3D shapes, investigating their properties and learning how to identify, describe and create them. We have also looked at how shapes are used in everyday life, helping us understand why they are important beyond the classroom. Alongside this, we have been developing our number knowledge through learning about Roman numerals, while continuing to build our understanding of how numbers are made up through lots of practical games and interactive activities.



Our learning in other subjects has followed a more topic-based approach, allowing us to build on the interests and curiosity of the students. In Science, we investigated friction by exploring how different materials and surfaces affect movement. We put our creativity to good use by designing and planning everything from roller disco arenas to skate parks, thinking carefully about their features and layouts.



The class has also enjoyed creative projects, including making animals using a variety of plants and natural materials. Languages have been woven into many of our activities too, as we practised colours in both French and German through games and practical tasks. A particular favourite has been playing games such as Frustration and Squares, where we have had to think tactically and make careful decisions in order to outsmart our opponents.



One of the highlights of the term has been watching friendships and relationships continue to grow. It has been wonderful to see students becoming increasingly confident in reaching out to peers beyond their tutor group and beginning to integrate more fully into the wider school community. We are incredibly proud of the progress everyone has made and look forward to seeing these relationships and opportunities continue to flourish in September.

Handwritten notes on lined paper:

SLICK Shooter
Fernandes
Conor Cody
The Voice of Football
Shoot 1
Arrival 2023
club creator Zinedine Zidane
big boy shoots super
mystery massive Spectacular shooting
interviews inside

Handwritten notes on lined paper:

LI: to identify features which appeal interest.
GOOD tells you how much money you can save
↳ deals!
far away!

ZIP WORLD
tells me I'm not near it!
HOME TO THE FASTEST ZIP LINE IN THE WORLD
ZIPWORLD.CO.UK

Good geographical knowledge
↳ using info + inferences from text.

Handwritten notes on lined paper:

LI: to understand features of persuasive writing (introduction to adverts)
↳ slogans

free
get it anyway
Appealing language
special offer
limited edition
related to ind. → age/interests
less people have it

1. Taste the rainbow = Skittles
2. It's Sugar Licking Good = KSC
3. Every little helps = Tesco
4. Just do it = Nike
5. Built to last = Ford
6. I'm Lovin' It = McDonalds
7. Once you pop you can't stop = Pringles
8. Happiest place on earth = Disneyland
9. Because your worth it = L'oreal
10. Impossible is nothing = Adidas

Handwritten notes on lined paper:

LI: to talk about properties of 2D shapes
19.05.26

Diagram showing a red rectangular board with yellow and pink lines forming various geometric shapes (polygons) on a grid of dots.

Science

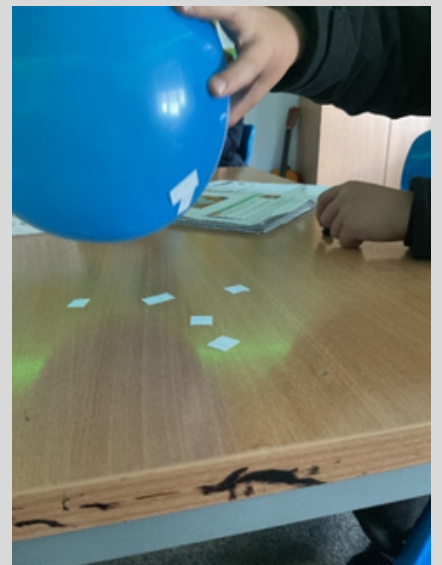
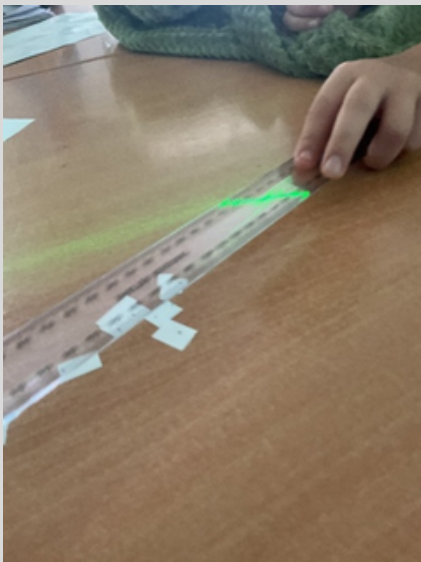
Group 8

It has been a busy couple of terms for Group 8 in Science, and we have been studying Waves, Diseases and Drugs, Patterns in the Periodic Table, Constructing parallel circuits, and Reproduction in Plants. They have enjoyed the practical side, exploring waves using slinkies and making circuits.

Group 6

Over the term, Group 6 have studied Geology and the resources of the Earth, Series circuits, Reproduction in humans, and Transmission of Light. The boys have done brilliantly, being creative with circuits and mature when talking about sensitive subjects!

Group 6 investigating static electricity.



Careers/RSE

Year 7

In Term 5, in Careers, Group 3 and 4 worked on a Pop-up shop enterprise project, developing ideas and planning a stall. They were tasked with coming up with an idea or product, conducting market research, coming up with a budget and pricing structure, and, after all that, opening the stall during Activities Week.

In Term 6, in RSE, we have been looking at Boundaries and Consent, and Getting Help and Staying Safe.

Year 8

In Term 5, in Careers, Group 3 and 4 worked on a Pop-up shop enterprise project, developing ideas and planning a stall. They were tasked with coming up with an idea or product, conducting market research, coming up with a budget and pricing structure, and, after all that, opening the stall during Activities Week.

In Term 6, in RSE, we have been looking at Consent and Pressure, and Online Harms and Reporting

Year 9

Group 8 have been looking at Harassment and Abuse, and Exploitation and Grooming. They have been able to maturely discuss some very sensitive subjects, and we have had some interesting discussions.

Year 10

In Term 5, in Careers, Group 9 and 10 have been exploring mindset qualities that are beneficial to employers (Accountability, Flexibility, Commitment), as part of a Growth Mindset. In Term 6, in RSE, we were looking at Online Sexual Harm, and Online Abuse and Support. They have all been able to engage in meaningful discussions about mature topics and demonstrated good understanding of keeping themselves and others safe online.

Maths

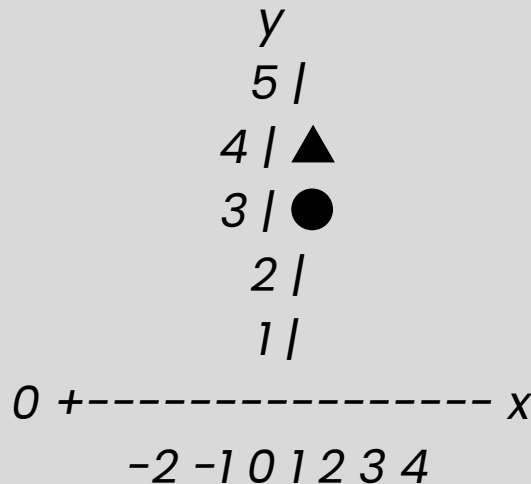
Group 6

We learned how to plot and interpret coordinates on graphs.

We used angle rules in parallel lines to solve problems.

We explained our mathematical thinking and reasoning clearly.

We continued working towards the Functional Skills Qualification.



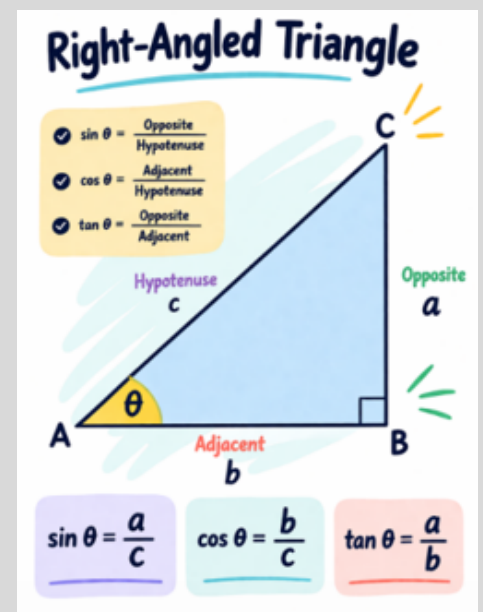
Group 10

We learned how to plot, interpret and analyse straight-line graphs.

We applied trigonometric ratios to solve mathematical problems.

We developed our problem-solving skills and mathematical reasoning.

We continued working towards the Functional Skills Qualification Level 2.



Group 11 and Group 12

We revised key GCSE Mathematics topics to strengthen our understanding.

We completed GCSE-style practice questions to improve problem-solving and exam techniques.

We developed our mathematical reasoning and confidence across a range of topics.

We completed GCSE mock papers to prepare for our final assessments.



AQA	2023 PRACTICE PAPER SET 4
Please write clearly, in block capitals.	
Centre number	
Candidate number	
Surname	
Forename(s)	
Candidate signature	
GCSE MATHEMATICS	F

Physical Education

Primary

The Summer Term provided pupils with a varied and enjoyable programme of sporting and physical activities. Through tennis, ball games, and active play, pupils developed key physical skills, built confidence, and embraced a healthy and active lifestyle. The activities were very well received, with pupils demonstrating excellent enthusiasm, effort, and engagement throughout the term. Children participated enthusiastically in activities such as relay races, obstacle courses, running games, and team-building challenges. These experiences encouraged pupils to remain active while developing physical fitness, coordination, teamwork, and social skills.



Secondary

Secondary students had the opportunity to participate in tennis lessons at Charlbury Community Centre, where they developed their skills in forehands, backhands, overhead serves, and competitive match play. During Summer Term 2, students also took part in cricket sessions and enjoyed learning the rules of the game while improving their batting, bowling, and fielding skills through competitive play.

Additionally, four Key Stage 4 students prepared for and completed their GCSE PE examination. All students came away from the experience with a strong sense of achievement, and we are incredibly proud of the commitment, resilience, and hard work they have shown throughout the course this year.

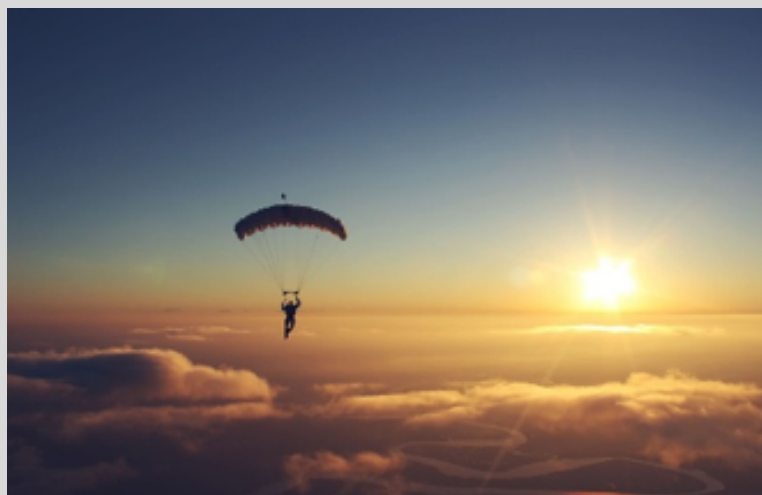
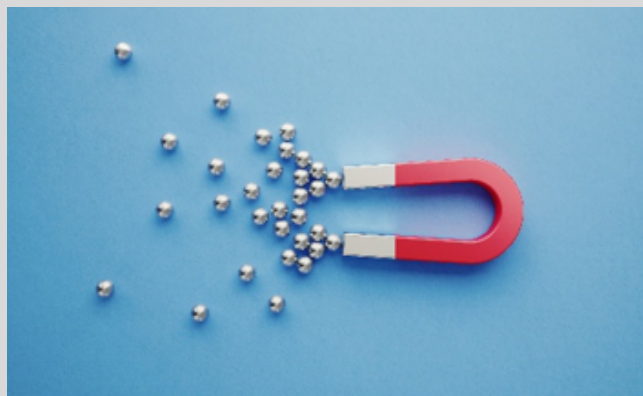


Science

Group 5 and group 7 have been learning about the chemistry of the atmosphere this term; including the rock cycle and the carbon cycle. Students have also been evaluating climate change and global warming as David Attenborough celebrated his 100th birthday. Students looked at how these things affect our world and all the species within it. We went on a local litter pick and analysed which materials are recyclable, which are biodegradable and which will end up in landfill, we assessed what this looks like for our planet both in the short term and the long term.

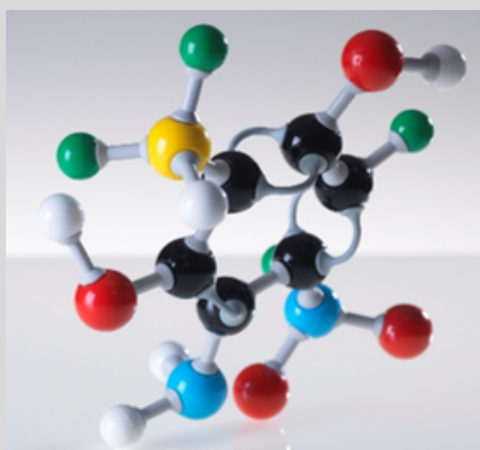


Groups 5 and group 7 have now moved on to looking at forces. Students have learnt that weight is a force due to gravity, friction slows things down and upthrust is why things can float. Students remember that forces are measured in Newtons (N) and that this is so named because of Isaac Newton's discovery of gravity. We are going to do some experiments to look at how different surfaces create more or less friction. Students will also make parachutes and see which one creates the most air resistance.

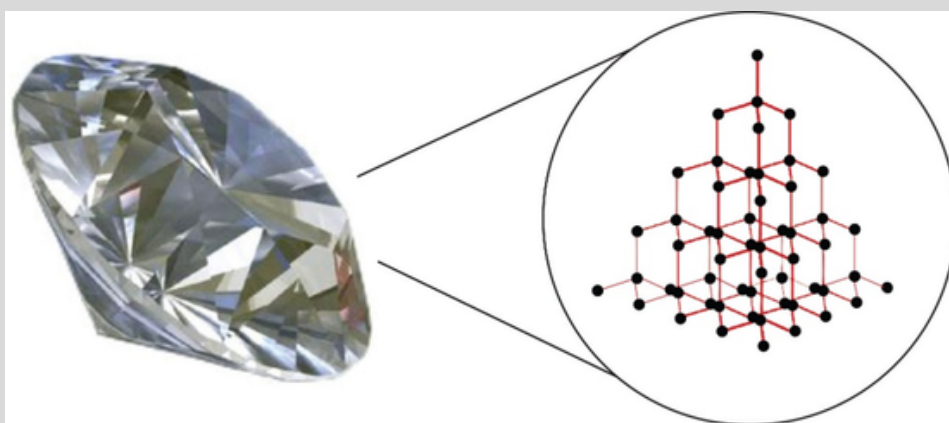


Group 9 and group 10 have been learning about atomic structure including the history and scientists involved in the discovery of the subatomic particles. Students have learnt how to calculate the number of subatomic particles in an atom of one of the first 20 elements of the periodic table. Students used molymod kits to build molecular structures. Students are also able to draw the electron configurations for these elements which we did using skittles. Students can remember what ions and isotopes are and are able to calculate relative atomic mass and balance chemical equations.

Students have worked hard on this topic and shown excellent mathematical skills.



Students have now moved on to looking at the structure and bonding of atoms. Students are learning how ions bond with opposing charges and electrostatic forces are strong. Students are looking at how some atoms bond covalently and share different numbers of pairs of electrons. Students will then look at metallic bonding and how a sea of delocalised electrons allows metals to conduct both heat and electricity



Group 11 and group 12 completed their biology GCSE revision focusing on areas they found most challenging. Students completed past papers to get them exam ready before sitting both their paper 1 and paper 2 GCSE's. Students left the exams feeling positive and we are looking forward to their results in August

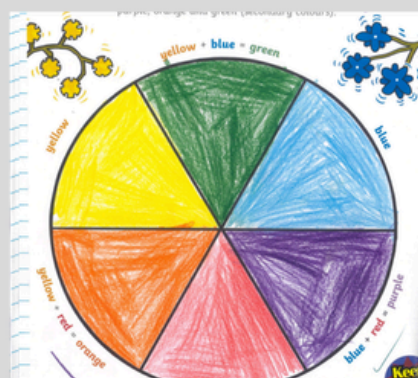
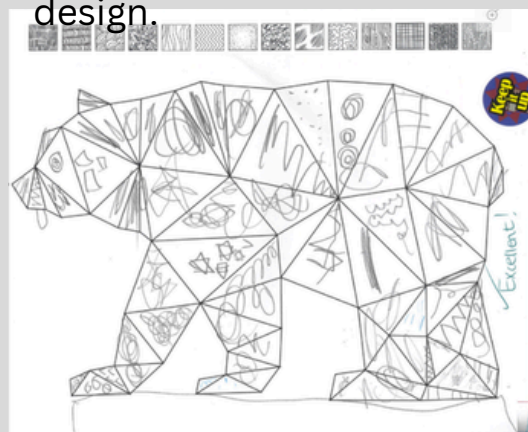


ART GROUP 1

During the Summer Term, students explored two engaging art topics: Animal Conservation and The Great Game.

During the Animal Conservation topic, students explored the important issue of wildlife conservation by learning about a range of endangered and extinct species from around the world. They studied, discussed and compared a variety of artworks inspired by these animals, considering how artists use visual elements such as colour, texture, shape and form to raise awareness and communicate messages about conservation. Students planned and designed their own three-dimensional animal artworks. The final creations included a variety of endangered and extinct animals, such as penguins and dinosaurs, demonstrating creativity, imagination, and an appreciation for the importance of protecting wildlife and preserving our natural world.

In The Great Game, students focused on the world of logo design. They explored a variety of well-known logos from everyday life, discussing how effective designs communicate messages and create brand recognition. Students selected and drew their favourite logos. They then examined and compared different football kits and club logos, considering how design choices reflect team identity and appeal to supporters. Drawing on their research and observations, students planned and created their own original logo designs, showcasing their creativity and understanding of the principles of graphic design.



ART GROUP A2

In Art this term, students explored the thought-provoking topic of Endangered Species. Learners analysed and discussed a variety of artworks featuring endangered animals. Throughout the topic, students experimented with a range of artistic techniques, focusing on the use of line, pattern, texture, and detail to create visually engaging animal artwork. They practised applying different lines and patterns in their animal artwork.

Students also compared and evaluated a selection of animal artworks, analysing how different artists use key art elements including colour, shape, line, texture and form to achieve different effects and convey meaning. Through discussion and critical evaluation, learners developed their ability to identify artistic techniques and express informed opinions about artwork. Building on their research and artistic exploration, students planned and designed their own three-dimensional artwork inspired by an endangered species of their choice. They carefully considered structure, materials, and decorative details before creating their final pieces. The completed 3D sculptures demonstrated creativity, imagination, and a growing confidence in applying artistic skills while reflecting an appreciation for the importance of wildlife conservation.

Look at the two animals below and fill in the table to describe them.	
	
what colours can you see? <i>Red, yellow, black</i>	what shapes can you see? <i>Circle, with a diamond shape</i>
what lines can you see? <i>straight, curved</i>	what colours can you see? <i>yellow, black, blue, red</i>
how do you think this painting was made? <i>brush</i>	what patterns do you notice? <i>blue, yellow, pink</i> <i>primary colours</i>
what is similar between the two artworks? <i>1. They are animals</i>	
what is different between the two artworks? <i>Half pinkish and the other is a full pink</i>	
which artwork do you prefer and why? <i>One, it is more colourful.</i>	

ANDY WARHOL 	LOUIS MASAI 
What colours can you see? <i>Brown, green, yellow/black, white, dark grey.</i>	What shapes can you see? <i>Circle, triangle, diamonds, rectangles.</i>
What does this can you see? <i>I can see an outline of the face shape.</i>	What colours can you see? <i>Pink, red, blue, green & yellow.</i>
How do you think this painting will feel? <i>A think expression.</i>	What patterns do you notice? <i>Polka-dots, concentric repeating patterns in the background (squares).</i>
What is similar between the two artworks? <i>Both have lots of colours.</i> What is different between the two artworks? <i>Different shaped marked (circles).</i> Which artwork do you prefer and why? <i>I prefer the Andy Warhol, because I have been shown by a bee before.</i>	



GEOGRAPHY GROUP A1

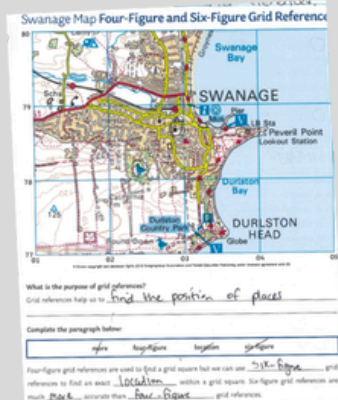
During the Summer Term, learners focused on the topic of Geographical Enquiry, developing the knowledge and skills needed to investigate and understand the world around them. Students explored a range of local and global issues, examining how geographical processes and human activities can impact communities and environments at different scales.

A key aspect of the topic was understanding different methods of data collection. Students learned about the differences between primary and secondary data, exploring how geographers gather, record, and analyse information to support their enquiries.

Students then progressed to developing their map-reading skills through the analysis of Ordnance Survey maps. They learned how to identify and interpret key map features, use compass directions accurately, and navigate using four- and six-figure grid references.

Through practical activities, learners built confidence in locating places, describing locations, and understanding how maps can be used as valuable tools for geographical investigation and exploration.

We then moved on to exploring the resources that humans use and considering how sustainable they are. Students researched ways in which we can use these resources more responsibly and sustainably, developing their understanding of environmental responsibility and the importance of making informed choices to protect our planet



ASDAN

During ASDAN this Summer Term, students have had the opportunity to choose from a variety of activities based on their interests. They have designed 3D bedroom models, created Top Trumps card games, worked to improve and maintain the school garden, composed original pieces of music, and volunteered as teaching assistants. These activities have allowed students to develop their creativity, practical skills, and independence while pursuing projects they enjoy.

We have also been working on a range of activities, including cleaning different classrooms, creating artwork for display, carrying out surveys on wellbeing activities and hygiene products, and planning a trip by researching bus routes and ticket prices.

Students have also created animations and games using Scratch, designed posters promoting ways to prevent accidents in the home, explored the different methods of waste collection, and compared the properties and uses of natural and synthetic materials. These activities have helped to develop their digital skills, creativity, and understanding of everyday safety and environmental issues.



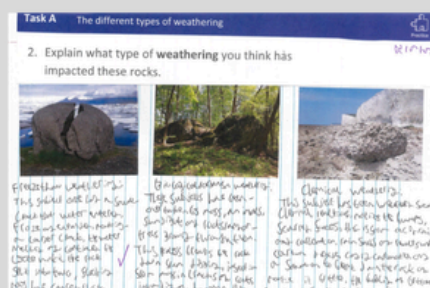
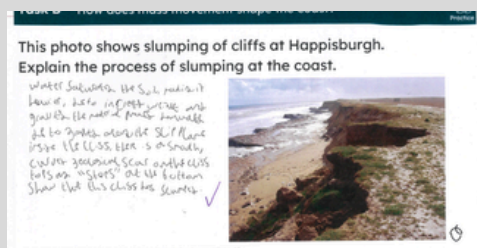


GEOGRAPHY KS4

During the Summer Term, learners explored the diverse landscapes of the United Kingdom, developing an understanding of the physical processes that shape the natural environment. Students investigated a variety of landscape types and examined their distinctive characteristics, considering how factors such as geology, climate, and human activity influence the appearance and development of different regions across the UK.

Building on this knowledge, students studied the key processes responsible for shaping the Earth's surface. They explored different forms of weathering, mass movement, erosion, transportation, and deposition, gaining an understanding of how these processes continuously alter and reshape landscapes over time.

Students then focused on the formation of river and coastal landscapes, investigating how rivers carve and shape the land from source to mouth and how coastal features are created through the interaction of waves, tides, and geological structures. They explored a range of landforms and developed their ability to explain the processes responsible for their formation, strengthening their geographical knowledge and analytical skills throughout the topic.



SCIENCE KS4

During this term, students explored two fascinating science topics:
Fooling Your Senses and Control Systems.

In Fooling Your Senses, students developed their understanding of the human sensory system and how the body detects and responds to the world around it. They identified and labelled the structures of the major sense organs, learning about their functions and how they work together to gather information from the environment. Learners investigated the different regions of the tongue associated with taste and explored how factors such as smell can influence the perception of flavour. They also studied sensor cells, stimuli, and effector cells, applying their knowledge to a range of real-life scenarios to understand how the body responds to changes both inside and outside the body.

Students examined the concept of reaction time, exploring how quickly the body can respond to a stimulus. They carried out a practical investigation to measure and compare individual reaction times, collecting and analysing data to identify patterns and differences. The topic also included a study of the nervous system, where learners investigated sensory nerves and explored why some areas of the body have a greater concentration of sensitive nerve endings than others.

In Control Systems, students focused on how the body maintains a stable internal environment. They explored how external conditions and a person's surroundings can influence the body's internal balance and investigated the mechanisms that help keep body systems functioning effectively. Learners examined how the body gains and loses water, the importance of maintaining appropriate hydration levels, and the ways in which the body regulates water balance to support overall health and wellbeing. Through discussion, practical activities, and scientific enquiry, students developed a deeper understanding of the body's remarkable ability to monitor and control internal conditions

The Tongue

Fill in the missing words to complete each sentence.

- We taste using the taste buds on our tongue and the inside of the mouth.
- The nerves in our taste buds send messages to our brain.
- There are about 100 000 taste buds on your tongue.
- Different parts of the tongue are sensitive to flavour basic tastes.
- The flavour sensation of food depends on its smell, texture and temperature as well as its taste.
- When our nose is blocked most of the flavour is gone.

tongue brain temperature taste buds
four texture flavour

Which parts of the tongue sense the four basic tastes?

LIVEWORKSHEETS

Activity ELB4g-i Reflexes

1 The table describes what happens when you touch a hot plate. Match the statements with the words on the right.

Heat from the plate flows into your skin.	receptor
Cells in your skin detect the heat.	response
A muscle contracts.	stimulus
Your hand moves away.	effector

2 The diagrams show three pairs of eyes.

Label the diagrams to show which eyes are in dim light, normal light, or bright light.

3 Imagine you walk from a dark cinema out into the daylight. The sentences explain what happens to your eyes. Put them in the correct order.

- This reduces the amount of light going into my eyes.
- The muscles make my pupils smaller.
- The daylight suddenly shines into my eyes.
- My brain sends signals to muscles in my eyes.
- Nerves take signals from light sensors to my brain.

1 Your body has ways to warm you up.

a Complete the sentences. Use words from the list.

muscles heat shiver lost

- My body will lose heat if my surroundings are cold.
- For my body to stay at 37 °C, I must replace my lost heat.
- My muscles make heat when I shiver.

b The sentences explain what happens if you get too cold. Put them in the correct order.

- I walk into a cold room. 4
- My temperature drops below 37 °C. 2
- The heat from this raises my temperature. 5
- My brain sends out signals to my muscles. 3

2 Your body has ways to cool you down.

a Complete the sentences using the words in the box.

sweat lose heat evaporates

- My body will gain heat if my surroundings are warm.
- For my body to stay at 37 °C, I must lose this extra heat.
- My body sweats more evaporates when I am too hot.

b The sentences explain what happens if you get too warm. Put them in the correct order.

- I walk into a hot room. 4
- They make me sweat more. 5
- The heat varies my temperature. 3
- My temperature rises above 37 °C. 2
- The evaporation of sweat cools me down. 6
- My brain sends out signals to my sweat glands. 1

- 1) The baby pin
- 2) The nerves on the palm and back of hand.
- 3) The muscles in our hands.
- 4) Palm of hand
- 5) Back of hand.

Questions to answer after investigation:

- 1) What was the stimulus in this investigation?
- 2) What was the receptor cells in this investigation?
- 3) What was the effector cell in this investigation?
- 4) Which touch receptor was most sensitive with your partner?
- 5) Which touch receptor was the least sensitive with your partner?

Questions to answer after investigation:

- 1) What was the stimulus in this investigation? pia
- 2) What was the receptor cells in this investigation? palm back of hand
- 3) What was the effector cell in this investigation? MUSCLES
- 4) Which touch receptor was most sensitive with your partner? palm of hand
- 5) Which touch receptor was the least sensitive with your partner? back of hand

How We See Cut and Stick

Cut out the labels for the parts of the eye and their function and stick them in the correct places on the

cornea
The transparent outer layer at the front of the eye that lets light in.

lens
Focuses light onto the retina.

iris
The coloured part of the eye which controls how much light enters the pupil.



Summer Term in Maths – Geometry in Action!

This term our Maths lessons have focused on geometry, and we have had lots of opportunities to learn through practical activities, investigation and problem-solving.

We began with exploring 2D and 3D shapes. We handled real 3D shapes, counting their faces, edges and vertices and discussing what made each one unique. We also became shape detectives, looking for examples of both 2D and 3D shapes around the classroom and school, helping us see how geometry is part of the world around us every day.

One activity that quickly became a class favourite was building with magnetic tiles. Pupils used the different shapes to create a variety of structures while discussing the properties of the shapes they were using. It was wonderful to see them naturally applying their mathematical vocabulary and recognising how shapes fit together. This activity was such a hit that it became a favourite across the school—even our KS4 students couldn't resist getting involved!



When learning about angles we focused on protractor skills. We used masking tape to create random lines and angles across our desks before using protractors to measure them. This gave everyone plenty of confidence using the equipment before moving on to measuring angles on worksheets and solving more challenging problems. Pupils then learnt to identify, compare and calculate angles, recognising patterns and using their reasoning skills to explain their answers. We then began by exploring circles and investigated the different ways we could create a circle.

We discussed whether it was best to draw around a coin or another circular object, such as a protractor, or use a compass. Pupils quickly discovered why a compass is the best mathematical tool for drawing accurate circles and enjoyed practising this new skill. We also learnt about the different parts of a circle and used mathematical vocabulary to describe their properties.

We also investigated the fascinating number π (pi) by measuring the circumference and diameter of circles of different sizes. Pupils discovered that, no matter how big or small the circle was, dividing the circumference by the diameter always gave approximately 3.14—a brilliant mathematical discovery that has been true for thousands of years.



We also learned about area. First by beginning by counting squares before progressing to calculating the area of rectangles and more complex shapes. Pupils enjoyed solving practical problems and applying their knowledge to real-life situations.

Many students across the school entered their geometric designs to OFG competition. We are waiting for results with anticipation as some entries have been truly spectacular



One of the most rewarding parts of the term has been watching pupils grow in confidence. They have shown excellent perseverance when faced with tricky challenges, worked collaboratively with their classmates and become much more confident using mathematical vocabulary to explain their thinking. There have been lots of opportunities to investigate, discuss, make mistakes and learn from them along the way.

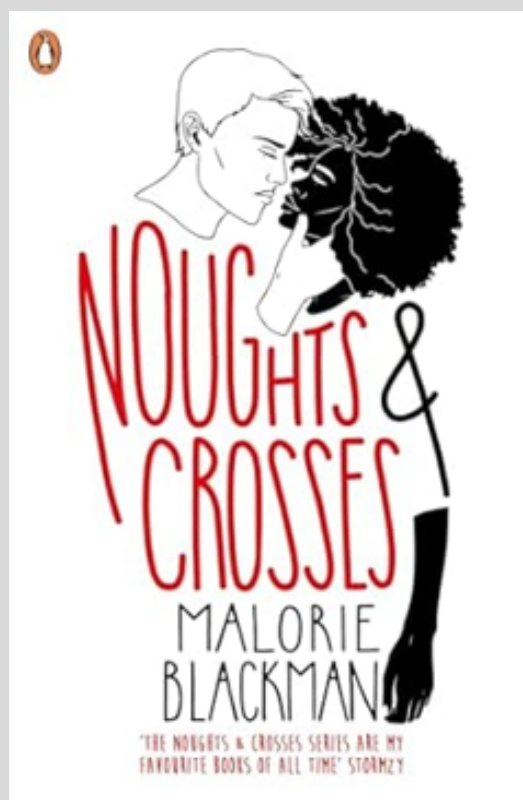
It has been a fantastic term full of curiosity, practical learning and mathematical discovery. I am incredibly proud of the enthusiasm, resilience and progress the pupils have shown. I hope everyone has a wonderful summer break, and I look forward to many more exciting maths adventures next year!



Year 9 English

This term in Year 9 English, students explored and compared two significant texts: *Noughts & Crosses* by Malorie Blackman and *Romeo and Juliet* by William Shakespeare. Through studying these texts, students examined important themes such as love, conflict, inequality, power and identity. They explored how characters express their feelings and perspectives, analysed how writers use language to create meaning and emotion, and investigated how structure and key turning points shape stories and build tension.

Throughout the term, students developed a range of reading and writing skills. They practised writing PEE and PEED paragraphs to compare the texts, selected relevant evidence to support their ideas, and explained how language and structural choices create effects for the reader. Students also wrote in a variety of forms, including advice columns and character emails, while focusing on planning, drafting and improving their work to make their ideas clear and convincing. As a result, students became more confident in comparing texts, analysing language and structure, writing well-organised analytical paragraphs, and expressing their ideas effectively. By the end of the term, they had developed a stronger understanding of how writers create meaning and had grown as both readers and writers through thoughtful discussion, careful analysis and independent writing.



Year 10 English

This term in Year 10 English, students have been developing their skills as both readers and writers through analytical and creative writing activities. In analytical writing, students explored non-fiction texts and learnt how to analyse them using the PEE structure (Point, Evidence, Explanation). They focused on making clear points, selecting relevant evidence, explaining writers' choices, answering "why" questions, and writing clear, well-structured paragraphs that effectively communicate their ideas.

Alongside this, students developed their creative writing skills by learning how to describe settings using the five senses, create believable characters, and show thoughts, feelings and actions through their writing. They practised using dialogue accurately, including correct punctuation, and explored how writers build tension and suspense to engage their readers. Students planned, drafted, edited and improved complete pieces of creative writing, developing greater confidence in expressing their ideas imaginatively and effectively.

By the end of the term, students were able to analyse texts with increasing confidence and create their own engaging pieces of writing. They have strengthened their understanding of language techniques, improved their ability to support ideas with evidence, and developed clearer, more structured writing. Overall, students have made excellent progress as both readers and writers and should be proud of their achievements this term.



Year 11 Functional Skills

This term in Functional Skills English, Year 11 students explored the Whodunnit genre, developing their reading, writing and analytical skills through the world of crime fiction. Students learnt how writers create mystery and tension, explored crime scenes, suspects and detectives, and used dialogue to write realistic interrogations. They analysed clues, motives and suspicious behaviour, improving their inference and deduction skills while learning how writers can mislead readers. Throughout the term, students planned and wrote their own Whodunnit stories, creating atmospheric settings, developing believable characters, introducing twists and complications, and ending with a final reveal. Students also focused on editing and improving their work for clarity, accuracy and engagement.

Alongside their creative writing, students developed a range of key English skills, including planning and structuring stories, using descriptive and tension-building language, writing effective dialogue, analysing how writers create effects, and explaining ideas using the PEE structure.

They practised interpreting clues, making inferences, editing for spelling, punctuation and clarity, and applying exam techniques and time-management skills. By the end of the term, students had completed their own Whodunnit stories, written suspenseful scenes with effective twists, used evidence and clues effectively, explained how writers build tension, and completed a reading mock with growing confidence. Overall, students have worked hard to become stronger writers, readers, thinkers and problem-solvers, proving that every clue counts.



Religious Education

This term in Year 8 and 9 Religious Education, students explored important symbols from six world religions: Christianity, Judaism, Islam, Hinduism, Buddhism and Sikhism. They learnt what each symbol represents and why it is important to believers, while also discovering where each religion began and the key beliefs and values associated with it. Throughout the term, students considered how different faiths encourage people to live with kindness, peace, respect and service to others.

As part of their learning, students examined religious symbols closely, used maps to identify the origins of different religions, and created artwork such as mosaics, rangoli patterns, lotus designs and collages to demonstrate their understanding. Class discussions focused on shared values including kindness, equality, peace and community, and students completed quizzes and activities to reinforce their knowledge. By the end of the term, students were able to identify and explain symbols from six major world religions, understand important beliefs and traditions, recognise where each religion originated, and appreciate the values that unite people from different faith backgrounds. Throughout the unit, students showed respect, curiosity and thoughtful engagement, demonstrating that although religions may have different symbols, many share common values of kindness, peace and respect for all.



Year 11 Fake Cheese & Wine Showcase

We were delighted to welcome parents and families to our Year 11 Fake Cheese & Wine afternoon, where our students proudly showcased their fantastic artwork.

It was wonderful to see so many people come along to celebrate the creativity, hard work, and achievements of our Year 11 students. The artwork on display was truly outstanding, and everyone was incredibly impressed by the talent, imagination, and dedication that had gone into each piece.

Thank you to all the parents and carers who joined us and helped make the event such a success. Your support means so much to our students.

As our Year 11 students now move on to the next chapter of their lives, we would like to wish each and every one of them the very best of luck in their future adventures. We are incredibly proud of everything they have achieved during their time with us and have no doubt that they will go on to accomplish amazing things.

Good luck, Year 11 – we will miss you, and we wish you every success for the future!





Clinical Update

We've been working hard together in our Play Therapy, Psychology, Occupational Therapy, and Speech and Language Therapy sessions. It's been wonderful to see and work with lots of you. We have also been enjoying our lunch groups and will be planning lots of fun activities for the new term!

We're excited to give a big welcome to **Faye Stanton**, who has joined our team as an Occupational Therapist!

Over the summer, we'll be making our therapy rooms even more cosy and welcoming, so they feel like a safe place for everyone.

We'll also be saying goodbye to Ellen Tempest and Charlotte Oakes, who are moving on to new adventures.

We wish them the best of luck!