



Saint John Wall Catholic School

A Catholic School For All



Issue: 16

Friday 29 January 2021

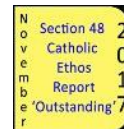
Oxhill Road, Handsworth, Birmingham B21 8HH • Tel: 0121 554 1825 • www.sjw.bham.sch.uk • enquiry@sjw.bham.sch.uk



Weekly Information Bulletin

Mission Statement

'To educate each and every unique child in our care to hear and respond to what God calls them to be'



Catholic Life

Termly theme: Hope

Prayer

Dear Lord,

Help us to have respect and tolerance for the views and beliefs of others. Remind us to stand up and speak when we know something is wrong, as others will follow us. Remind us to use our voice for good and help us to be hopeful that one day discrimination, genocide and prejudice will cease.

Amen.

This week, our scripture came from the Gospel according to Mark. It is the story of Jesus choosing his disciples. These are people who dedicated their life to Jesus and followed him wherever he goes. He told them to drop their nets and follow him. They had hope for a future with him.

This week we focused on Holocaust Memorial Day on Wednesday. Those who survived the Holocaust had to do the same thing as the disciples did in this week's scripture. They went through the worst possible experience. They live with those memories now. Society had to help them 'drop their nets' and support them as they tried to start a new life, trying to leave behind all the sadness, pain and sorrow of the Holocaust and find hope in their future.

This year's theme for Holocaust Memorial Day is being a light in the darkness, exactly what we should do as members of a Catholic School. Helping those get through difficult times and find hope for the future.

People were asked to light a candle at 8pm on Wednesday 27th January to remember all those affected by the Holocaust and other acts of violence.

Prayer during lockdown

The National Office for Vocation is offering 100 days of prayer available on their website. If you would like to take part, please visit their website <http://www.ukvocation.org/>.

Wellbeing and Mental Health

Another thing to remember is the importance of community at this time. Even when apart, we are never alone. Each and every one of us has someone we can speak to when we are struggling. The wellbeing@sjw.bham.sch.uk email address has been supporting all members of our community throughout lockdown. Please don't forget to send an email if you need support. No worry or concern is too small or silly.

Mr Price

Holocaust Memorial Day:

How did people find hope in difficult times?

Holocaust Memorial Day takes place every year on 27 January (this date is the anniversary of the liberation of Auschwitz-Birkenau). It is an international day of remembrance to commemorate the six million Jews murdered in the Holocaust and the millions more murdered under Nazi persecution and in the genocides that followed in Cambodia, Rwanda and Darfur.

During form time this week, pupils have reflected on this year's theme for Holocaust Memorial Day which is 'be the light in the darkness' and how as a Catholic school we should help others get through difficult times and find hope for the future. We also discussed how we can stand together in solidarity and choose to be the light in the darkness in a variety of ways - both at home and online.

““Come, follow me,” Jesus said, “and I will send you out to fish for people.” At once they left their nets and followed him.”

Mark 1:17

Also, in their History lessons this week, pupils were introduced to a resource which teaches them more about the Holocaust including a 6-minute virtual tour of Auschwitz-Birkenau.

Miss Guest

This week's newsletter is a special pupil work edition. We are proud to showcase the work that pupils have been completing remotely. Well done to you all!

Pupils will receive an extra yellow remote learning exercise book in the post next week. There will also be a report to parents indicating levels of engagement and standards of work received for the January remote education time period.

Miss Marston

Remote Learning Heroes



Bucket 3 Subjects

107 pupils will be receiving postcards this week!

RE

49 pupils will be receiving postcards this week!

Humanities and MFL

26 pupils will be receiving postcards this week!



Science

38 pupils will be receiving postcards this week!

English

47 pupils will be receiving postcards this week!

Maths

17 pupils will be receiving postcards this week!



Remote Learning – Pupil Work

English Department

Key Stage Three have been studying Shakespeare - with Year 8 studying *The Tempest* and Year 7 studying *A Midsummer Night's Dream*. As well as learning about the contexts of their plays we have also been exploring the big ideas through some beautiful creative writing.

In Key Stage Four, Year 9 have been working hard to understand the ideas and characters in *Romeo and Juliet*. Year 10 have been exploring two very famous poems - *London* by William Blake and *Ozymandias* by Percy Shelley. They have been comparing these poems and studying how the poets use their language to convey meaning. Year 11 have been working brilliantly on *An Inspector Calls*, producing some excellent responses about Mrs Birling as well as focusing on their Language skills.

By Mrs Hillier

8XW The Tempest Formative Assessment Quiz 1

Select ONE correct answer for each question.

Points: 9/10

1. *A Midsummer Night's Dream* was a comedy. What made *'A Midsummer Night's Dream'* a comedy? *

(1/1 Points)

- ☒ a) It had a happy ending and everyone got married. ✓
- ☐ b) Shakespeare set *'A Midsummer Night's Dream'* in Ancient Athens.
- ☐ c) Egeus wanted to have his daughter, Hermia killed.
- ☐ d) Shakespeare wrote *'A Midsummer Night's Dream'* in the Elizabethan era.
- ☐ e) Demetrius says he feels 'sick' when he looks at Helena.

Considering the disadvantages for Native nations after colonisation by Pavan Kumar 8YJ

There resources would be stripped from them and wars broke out as a direct consequence. They were treated terribly, like slaves. It was a really horrific life for them, overall. They were forced to mine for gold, and if they failed to get enough, they would be harshly punished. The tribes would be wiped out forever because there would be no one to reproduce.

WWW:

Considered several disadvantages

Good knowledge retention from lesson.

EBI:

Could go into further detail about the long term consequences

By Dhiraj Ram 8WIO

Write a description as suggested by this image.



Ingredients you need to include this week:

A simile to describe the waves

A one-word sentence,

Alliteration

Vocabulary Challenge

You need to use the following words:

solitary; secluded, isolated, existing alone

perilous; full of danger or risk.

TYPE YOUR DESCRIPTION BELOW:

The waves drove onto the island. The solitary man was walking around the island with a frightened face. After carving a 'HELP' sign in the sand, he thought that could've brought attention to some passer-by. It's been a week since he arrived on the **perilous** island. If you want to know how he managed to get lost on a deserted island in the middle of nowhere, it's because his boat began to sink and he had no choice but to swim to the closest land. He has been eating nothing but animals, such as crabs, birds, and fish, which he earned by jabbing them with his wooden spear he made of a stick he found. He has been sleeping in an empty cave in which he lit a fire inside to cook his food and keep himself warm. You might ask how this person knows so much about 'how to survive in the wild', it's all because he always kept a survival journal in his pocket in case anything like this happened. **And it was worth doing that, because without this he would be hungry and maybe even dead by now, as the island is not on his map and there could be anything lurking around the corner.**

By Eryk Romanowski 7BRK

All's well That ends Well Or is it?

The adventure of the extreme sailors of the WESSSS!

Many years ago, a group of sailors called the extreme sailors set sail to find a land to domain and have dominion over, but half the crew wanted it to themselves so they planned and then came up with the idea that they would leave them on a cursed deserted island and then continue the search for a land to claim as their own and they didn't but they didn't know that they have just made the biggest mistake of their life as Karma would surely hit them...

As the sailors awoke from there slumbers they found themselves in an unknown land, at they were thinking this was the land which they are going to domain and take rule but to there surprise the boat was gone, they could see the faint blur of their ship disappearing in the smoky mist. They counted everyone but then soon realised the situation they were in and all that was beating in their heart was revenge, revenge, revenge. They were abandoned on an island which has a massive curse and traps every soul that steps in this deserted place and drives them mad!

As they wondered around this island with thoughts of hatred in their mind, they stumbled upon a strange cave, (It is said that anyone who steps into this cave would never come back again.) With second thoughts in their mind, they decide to go in with high hopes to come out alive. As they got deeper and deeper into the cave they felt a chill down their spine gritting their teeth, it was as if a long bony hand walked up their hand triggering their backs to stand on its edge, It was a presence that they haven't felt in a long while, "HELLOOOO AGAAAIN FRIENDS!" Immediately they knew who this was, it was the grand wizard Oar who they trapped in a snake and banished from the land because they knew he would be the first to find a land and was the most powerful of all so they practised small magic and banished him into a snake's body, now on a cursed island waiting for revenge.

To be continued.....

In the next

Sailors get an unpleasant tempest and an old friend pays a visit.

By Emmanuel Ifeosame 8JAN

Write a description as suggested by this image.



Ingredients you need to include this week:

3 short, tense sentences in a row

A metaphor to describe the ship

Begin and end with a question

TYPE YOUR DESCRIPTION BELOW:

How did it come to this? Me, in a boat fighting for my life. The waves crashing and rolling in, drowning me, attempting to silence me. I can see far off in the distance a ship a tall beauty withstanding the waves but only just. The waves are rising I am plummeting into the depths of my watery grave fearing my inevitable demise, but I fight resisting the temptation to just let go. I am holding on, trying to overcome the turbulent waves that so consume me. Thinking about whether I will ever see life again wondering if I die who will mourn me. Living is now my mission, my personal goal, I am determined to not leave this world; dreading to enter the next. Inhale. Exhale. What am I doing? Inhale. Exhale. Will this storm ever die if not I will be the one dead? This wind is relentless but so am I this is all just a battle for survival. The ocean engulfs me trapping me and cutting me off from my supply of sustenance. Even though the water is winning I do not give up, suddenly my body fails me. Is this the end?

By Laaiba Akhtar 8WIO

Awais Younis 07.01.21

Mrs Birling is presented as a condescending women who is reliant on her husband for help and support. We notice this when Mrs Birling tells her children to "be quiet so that (their) father can decide what we ought to do." This quote conveys to the audience that Mrs Birling is incapable of making an important decision independently and she is reliant on her husband to guide her. Priestly is trying to show that women in a capitalist society believe that they cannot be independent and Priestly wants the audience to not revert back to a Capitalist society. Priestly is trying to show that woman can make decisions but they are prevented to do so in a Capitalist household. The verb "quiet" portrays to the audience that Mrs Birling wants her husband to change their children's mind so that they can be brainwashed with their old-fashioned capitalist ideas; this, however, does not work on Eric and Shirley as they have completely changed their character throughout the whole play and they have began to have their own ideas on the situation. **What would Priestley's intention be here? Bring back to Mrs B as the focus of the question.**

Good attempt overall, Awais.

LF L Flinn
Careful when making this judgement – remember she is his 'social superior' so not reliant financially. Be clear about what you mean.

LF L Flinn
Is she incapable or is she simply voluntarily restricting her capabilities due to her acceptance of gender roles?

LF L Flinn
Spelling - Priestley

LF L Flinn
Good – due to insular views of older generations – check meaning of word 'insular' if you are unsure. It is a good word to use!

LF L Flinn
Check!

An Inspector Calls response By Awais Younis 11SIM

ks4

An analytical paragraph on Ozymandias by Pamela Sidhu 10XW

Shelley presents the concept of power as harsh or brutal. This is evident where the statue is presented as having a "sneer of cold command." Clearly representing that Ozymandias wanted to be feared and show his dominance. The phrase further suggests Shelley's hatred towards the establishment as it gives the reader an image of a savage leader. Use of the adjective "cold" indicates just how savage he was. Another way Shelley presents power is as though it is almost ridiculous. The description at the end of the poem "nothing beside remains Round the decay of that colossal wreck." This may depict how the statue is now in ruins and no one really knows of its existence. Shelley give the reader an image of a once extravagant statue, but now completely in ruined and decaying. This is laughable as Ozymandias expected to be remembered as a great pharaoh. Use of the adjective "colossal" portrays how big the statue was, which further adds humour seeing as Ozymandias wanted to show his dominance. Shelley, as a romantic poet, shows power to be very corrupt through this poem.

WWW:

Evidence of zooming in on language

Sophisticated writing style

Links to context and deeper understanding of meaning

EBI:

Offered alternative perspectives on analysis

Double check SPAG

By Pamela Sidhu 10WOO

By Linh Hoang 10FOD
Analysis of Percy Shelley's 'Ozymandias'

Shelley explores the idea of power in Ozymandias by using adjectives to describe the lasting effect of the power he once had. "Half sunk a shattered visage lies." This quote is exposing the image of the 'antique land' and is describing how deformed the statue has become throughout time. The reason why this explores power is because this 'mighty' king's statue is now 'half sunk' and shattered'. These are adjectives to describe the irony of how horrible he used to rule over people. 'Half sunk' is used to reveal how his statue is now beginning to sink almost as if it's because people do not remember him anymore. The fact that his 'visage' is 'shattered' shows how this powerful king is now fragile and is beginning to 'shatter' into millions of pieces. 'Shattered' could also be used as an adjective to describe his feelings of how his work which he was proud of has been left as nothing special. This highlights the disappointment in himself as he is 'shattered' at the fact that his power and egoistic persona only lead to the power of down fall and regret. From this poem, Shelley wants us to take in to account that being narcissistic and feeling as if you are above everyone else is rather a disadvantage than an advantage. People will no longer remember you as a honourable and respectful person but more of a pity instead. |

Remote Learning – Pupil Work

Science Department

Year 7 are learning about Chemistry. They have been working on states of matter.

Year 8 are learning about Biology. They have been working on inheritance and variation.

Year 9 are learning about Biology. They have looked at the structure and function of cells, enzymes and DNA. They have also written about DNA practicals.

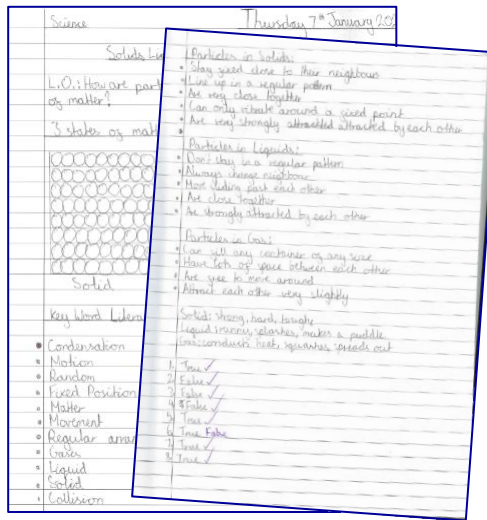
Year 10 are learning about physics. They have been looking at Newton's Laws and forces.

Year 11 are learning about physics. They have been looking at how particles behave, energy transfers and have written about density practicals.

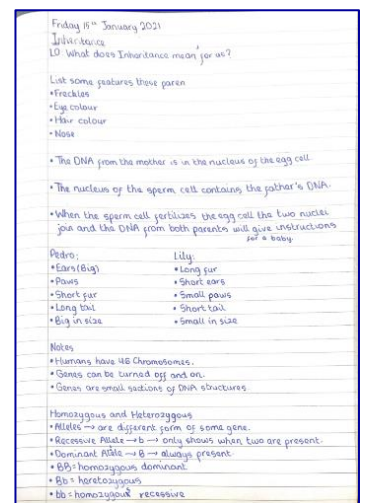
By Ms Timmins



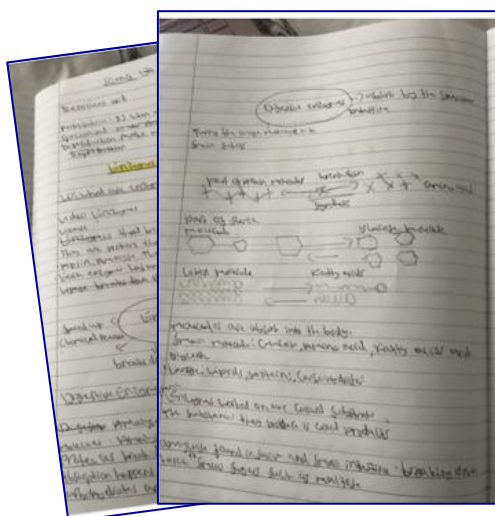
By Paulina Michalowska 8JON



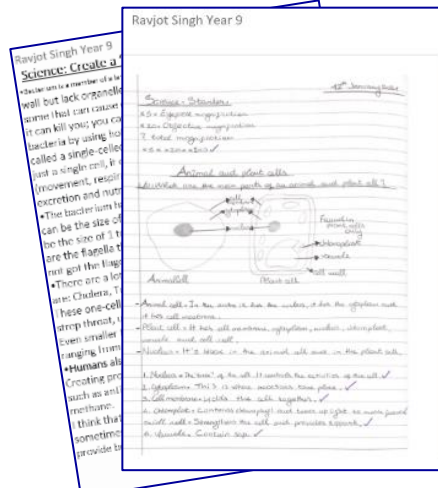
By Elisa Breton Johnson 7FOX



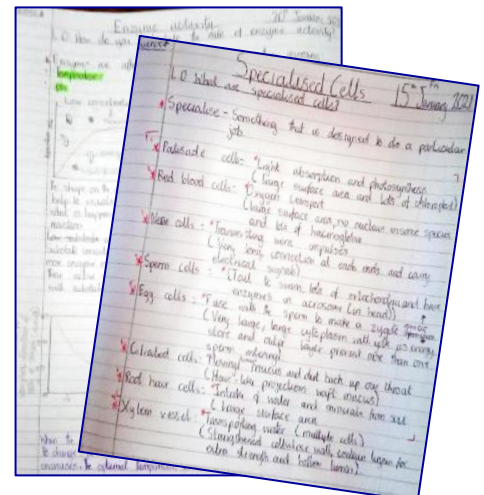
By Daniel Kodua 8JON



By Connie Grant 9HAR



By Ravjot Singh 9PAR



By Ivie Imadonmwinyi 9COL

Nucleotide
Each base is attached to a sugar group, a phosphate group and a nitrogenous base.

MAC TRAIL

Components

1. The base
2. Deoxyribose
3. Phosphate group
4. Nitrogenous base

Diagram

Method

1. The base
2. The sugar
3. The phosphate group
4. The nitrogenous base
5. The sugar
6. The phosphate group
7. The nitrogenous base
8. The sugar
9. The phosphate group
10. The nitrogenous base

LO: What is DNA

DNA is the molecule that carries the genetic information and lying in the nucleus of eukaryotic cells.

Each DNA molecule has two strands.

Adenine Thymine Cytosine Guanine

held together by weak hydrogen bonds

A) Each strand should be labelled as an antiparallel strand.

B) Rectangles with the following pairs of letters written in them

C) One line between A/T or C/G instead with 3 for hydrogen bond.

D) The two strands of a DNA molecule each have a backbone of deoxyribose and phosphate groups. The bases on one strand are attached to each sugar (A, C, G, T). A always attracts T and G always attracts C. The attractions between complementary base pairs are called hydrogen bonds. The pairs of bases molecule together.

Exam style question (2 marks): A gene contains many strands of DNA and they determine characteristics that make you look like your parents and the bases are A, T, C, G.

- 1) DNA
- 2) Found in the chromosomes, in the nucleus
- 3) Making protein
- 4) Amino acids
- 5) A polymer

By Naima Choudhury 9PEJ

CP2g Stopping distances

Thinking distance

Things that can affect thinking distance:

- 1. Coffee (speed)
- 2. Drugs
- 3. Alcohol
- 4. Stimulants
- 5. Phone

Braking distance

Things that can affect braking distance:

- 1. Mass
- 2. Speed
- 3. Reaction time
- 4. Road conditions
- 5. Tyres
- 6. Brakes
- 7. Weather
- 8. Driver's condition
- 9. Vehicle condition
- 10. Road surface
- 11. Wind
- 12. Temperature
- 13. Humidity
- 14. Air pressure
- 15. Rain
- 16. Snow
- 17. Ice
- 18. Fog
- 19. Dust
- 20. Sand
- 21. Gravel
- 22. Asphalt
- 23. Concrete
- 24. Brick
- 25. Stone
- 26. Wood
- 27. Metal
- 28. Plastic
- 29. Glass
- 30. Paper
- 31. Cloth
- 32. Fabric
- 33. Leather
- 34. Rubber
- 35. Steel
- 36. Aluminum
- 37. Copper
- 38. Zinc
- 39. Iron
- 40. Nickel
- 41. Tin
- 42. Lead
- 43. Silver
- 44. Gold
- 45. Platinum
- 46. Palladium
- 47. Rhodium
- 48. Iridium
- 49. Osmium
- 50. Rhenium
- 51. Manganese
- 52. Chromium
- 53. Vanadium
- 54. Niobium
- 55. Tantalum
- 56. Tungsten
- 57. Molybdenum
- 58. Technetium
- 59. Rutherfordium
- 60. Dubnium
- 61. Seaborgium
- 62. Bohrium
- 63. Hassium
- 64. Meitnerium
- 65. Darmstadtium
- 66. Roentgenium
- 67. Copernicium
- 68. Nihonium
- 69. Flerovium
- 70. Tennessine
- 71. Oganesson

By Roop Kaur 10FOD

CP2g Stopping distances

Thinking distance

Things that can affect thinking distance:

- 1. Coffee (speed)
- 2. Drugs
- 3. Alcohol
- 4. Stimulants
- 5. Phone

Braking distance

Things that can affect braking distance:

- 1. Mass
- 2. Speed
- 3. Reaction time
- 4. Road conditions
- 5. Tyres
- 6. Brakes
- 7. Weather
- 8. Driver's condition
- 9. Vehicle condition
- 10. Road surface
- 11. Wind
- 12. Temperature
- 13. Humidity
- 14. Air pressure
- 15. Rain
- 16. Snow
- 17. Ice
- 18. Fog
- 19. Dust
- 20. Sand
- 21. Gravel
- 22. Asphalt
- 23. Concrete
- 24. Brick
- 25. Stone
- 26. Wood
- 27. Metal
- 28. Plastic
- 29. Glass
- 30. Paper
- 31. Cloth
- 32. Fabric
- 33. Leather
- 34. Rubber
- 35. Steel
- 36. Aluminum
- 37. Copper
- 38. Zinc
- 39. Iron
- 40. Nickel
- 41. Tin
- 42. Lead
- 43. Silver
- 44. Gold
- 45. Platinum
- 46. Palladium
- 47. Rhodium
- 48. Iridium
- 49. Osmium
- 50. Rhenium
- 51. Manganese
- 52. Chromium
- 53. Vanadium
- 54. Niobium
- 55. Tantalum
- 56. Tungsten
- 57. Molybdenum
- 58. Technetium
- 59. Rutherfordium
- 60. Dubnium
- 61. Seaborgium
- 62. Bohrium
- 63. Hassium
- 64. Meitnerium
- 65. Darmstadtium
- 66. Roentgenium
- 67. Copernicium
- 68. Nihonium
- 69. Flerovium
- 70. Tennessine
- 71. Oganesson

By Reakwon Mugata 10WOO

CP2g Stopping distances

Thinking distance

Things that can affect thinking distance:

- 1. Coffee (speed)
- 2. Drugs
- 3. Alcohol
- 4. Stimulants
- 5. Phone

Braking distance

Things that can affect braking distance:

- 1. Mass
- 2. Speed
- 3. Reaction time
- 4. Road conditions
- 5. Tyres
- 6. Brakes
- 7. Weather
- 8. Driver's condition
- 9. Vehicle condition
- 10. Road surface
- 11. Wind
- 12. Temperature
- 13. Humidity
- 14. Air pressure
- 15. Rain
- 16. Snow
- 17. Ice
- 18. Fog
- 19. Dust
- 20. Sand
- 21. Gravel
- 22. Asphalt
- 23. Concrete
- 24. Brick
- 25. Stone
- 26. Wood
- 27. Metal
- 28. Plastic
- 29. Glass
- 30. Paper
- 31. Cloth
- 32. Fabric
- 33. Leather
- 34. Rubber
- 35. Steel
- 36. Aluminum
- 37. Copper
- 38. Zinc
- 39. Iron
- 40. Nickel
- 41. Tin
- 42. Lead
- 43. Silver
- 44. Gold
- 45. Platinum
- 46. Palladium
- 47. Rhodium
- 48. Iridium
- 49. Osmium
- 50. Rhenium
- 51. Manganese
- 52. Chromium
- 53. Vanadium
- 54. Niobium
- 55. Tantalum
- 56. Tungsten
- 57. Molybdenum
- 58. Technetium
- 59. Rutherfordium
- 60. Dubnium
- 61. Seaborgium
- 62. Bohrium
- 63. Hassium
- 64. Meitnerium
- 65. Darmstadtium
- 66. Roentgenium
- 67. Copernicium
- 68. Nihonium
- 69. Flerovium
- 70. Tennessine
- 71. Oganesson

By Chandani Chana 10WOO

CP2g Stopping distances

Thinking distance

Things that can affect thinking distance:

- 1. Coffee (speed)
- 2. Drugs
- 3. Alcohol
- 4. Stimulants
- 5. Phone

Braking distance

Things that can affect braking distance:

- 1. Mass
- 2. Speed
- 3. Reaction time
- 4. Road conditions
- 5. Tyres
- 6. Brakes
- 7. Weather
- 8. Driver's condition
- 9. Vehicle condition
- 10. Road surface
- 11. Wind
- 12. Temperature
- 13. Humidity
- 14. Air pressure
- 15. Rain
- 16. Snow
- 17. Ice
- 18. Fog
- 19. Dust
- 20. Sand
- 21. Gravel
- 22. Asphalt
- 23. Concrete
- 24. Brick
- 25. Stone
- 26. Wood
- 27. Metal
- 28. Plastic
- 29. Glass
- 30. Paper
- 31. Cloth
- 32. Fabric
- 33. Leather
- 34. Rubber
- 35. Steel
- 36. Aluminum
- 37. Copper
- 38. Zinc
- 39. Iron
- 40. Nickel
- 41. Tin
- 42. Lead
- 43. Silver
- 44. Gold
- 45. Platinum
- 46. Palladium
- 47. Rhodium
- 48. Iridium
- 49. Osmium
- 50. Rhenium
- 51. Manganese
- 52. Chromium
- 53. Vanadium
- 54. Niobium
- 55. Tantalum
- 56. Tungsten
- 57. Molybdenum
- 58. Technetium
- 59. Rutherfordium
- 60. Dubnium
- 61. Seaborgium
- 62. Bohrium
- 63. Hassium
- 64. Meitnerium
- 65. Darmstadtium
- 66. Roentgenium
- 67. Copernicium
- 68. Nihonium
- 69. Flerovium
- 70. Tennessine
- 71. Oganesson

By Grace Ihaza 10WOO

CP2g Stopping distances

Thinking distance

Things that can affect thinking distance:

- 1. Coffee (speed)
- 2. Drugs
- 3. Alcohol
- 4. Stimulants
- 5. Phone

Braking distance

Things that can affect braking distance:

- 1. Mass
- 2. Speed
- 3. Reaction time
- 4. Road conditions
- 5. Tyres
- 6. Brakes
- 7. Weather
- 8. Driver's condition
- 9. Vehicle condition
- 10. Road surface
- 11. Wind
- 12. Temperature
- 13. Humidity
- 14. Air pressure
- 15. Rain
- 16. Snow
- 17. Ice
- 18. Fog
- 19. Dust
- 20. Sand
- 21. Gravel
- 22. Asphalt
- 23. Concrete
- 24. Brick
- 25. Stone
- 26. Wood
- 27. Metal
- 28. Plastic
- 29. Glass
- 30. Paper
- 31. Cloth
- 32. Fabric
- 33. Leather
- 34. Rubber
- 35. Steel
- 36. Aluminum
- 37. Copper
- 38. Zinc
- 39. Iron
- 40. Nickel
- 41. Tin
- 42. Lead
- 43. Silver
- 44. Gold
- 45. Platinum
- 46. Palladium
- 47. Rhodium
- 48. Iridium
- 49. Osmium
- 50. Rhenium
- 51. Manganese
- 52. Chromium
- 53. Vanadium
- 54. Niobium
- 55. Tantalum
- 56. Tungsten
- 57. Molybdenum
- 58. Technetium
- 59. Rutherfordium
- 60. Dubnium
- 61. Seaborgium
- 62. Bohrium
- 63. Hassium
- 64. Meitnerium
- 65. Darmstadtium
- 66. Roentgenium
- 67. Copernicium
- 68. Nihonium
- 69. Flerovium
- 70. Tennessine
- 71. Oganesson

By Kosi Nwananochi 10LAL

CP2g Stopping distances

Thinking distance

Things that can affect thinking distance:

- 1. Coffee (speed)
- 2. Drugs
- 3. Alcohol
- 4. Stimulants
- 5. Phone

Braking distance

Things that can affect braking distance:

- 1. Mass
- 2. Speed
- 3. Reaction time
- 4. Road conditions
- 5. Tyres
- 6. Brakes
- 7. Weather
- 8. Driver's condition
- 9. Vehicle condition
- 10. Road surface
- 11. Wind
- 12. Temperature
- 13. Humidity
- 14. Air pressure
- 15. Rain
- 16. Snow
- 17. Ice
- 18. Fog
- 19. Dust
- 20. Sand
- 21. Gravel
- 22. Asphalt
- 23. Concrete
- 24. Brick
- 25. Stone
- 26. Wood
- 27. Metal
- 28. Plastic
- 29. Glass
- 30. Paper
- 31. Cloth
- 32. Fabric
- 33. Leather
- 34. Rubber
- 35. Steel
- 36. Aluminum
- 37. Copper
- 38. Zinc
- 39. Iron
- 40. Nickel
- 41. Tin
- 42. Lead
- 43. Silver
- 44. Gold
- 45. Platinum
- 46. Palladium
- 47. Rhodium
- 48. Iridium
- 49. Osmium
- 50. Rhenium
- 51. Manganese
- 52. Chromium
- 53. Vanadium
- 54. Niobium
- 55. Tantalum
- 56. Tungsten
- 57. Molybdenum
- 58. Technetium
- 59. Rutherfordium
- 60. Dubnium
- 61. Seaborgium
- 62. Bohrium
- 63. Hassium
- 64. Meitnerium
- 65. Darmstadtium
- 66. Roentgenium
- 67. Copernicium
- 68. Nihonium
- 69. Flerovium
- 70. Tennessine
- 71. Oganesson

By Temi Babalola 10FOR

CP2g Stopping distances

Thinking distance

Things that can affect thinking distance:

- 1. Coffee (speed)
- 2. Drugs
- 3. Alcohol
- 4. Stimulants
- 5. Phone

Braking distance

Things that can affect braking distance:

- 1. Mass
- 2. Speed
- 3. Reaction time
- 4. Road conditions
- 5. Tyres
- 6. Brakes
- 7. Weather
- 8. Driver's condition
- 9. Vehicle condition
- 10. Road surface
- 11. Wind
- 12. Temperature
- 13. Humidity
- 14. Air pressure
- 15. Rain
- 16. Snow
- 17. Ice
- 18. Fog
- 19. Dust
- 20. Sand
- 21. Gravel
- 22. Asphalt
- 23. Concrete
- 24. Brick
- 25. Stone
- 26. Wood
- 27. Metal
- 28. Plastic
- 29. Glass
- 30. Paper
- 31. Cloth
- 32. Fabric
- 33. Leather
- 34. Rubber
- 35. Steel
- 36. Aluminum
- 37. Copper
- 38. Zinc
- 39. Iron
- 40. Nickel
- 41. Tin
- 42. Lead
- 43. Silver
- 44. Gold
- 45. Platinum
- 46. Palladium
- 47. Rhodium
- 48. Iridium
- 49. Osmium
- 50. Rhenium
- 51. Manganese
- 52. Chromium
- 53. Vanadium
- 54. Niobium
- 55. Tantalum
- 56. Tungsten
- 57. Molybdenum
- 58. Technetium
- 59. Rutherfordium
- 60. Dubnium
- 61. Seaborgium
- 62. Bohrium
- 63. Hassium
- 64. Meitnerium
- 65. Darmstadtium
- 66. Roentgenium
- 67. Copernicium
- 68. Nihonium
- 69. Flerovium
- 70. Tennessine
- 71. Oganesson

By Linh Hoang 10FOD

CP2g Stopping distances

Thinking distance

Things that can affect thinking distance:

- 1. Coffee (speed)
- 2. Drugs
- 3. Alcohol
- 4. Stimulants
- 5. Phone

Braking distance

Things that can affect braking distance:

- 1. Mass
- 2. Speed
- 3. Reaction time
- 4. Road conditions
- 5. Tyres
- 6. Brakes
- 7. Weather
- 8. Driver's condition
- 9. Vehicle condition
- 10. Road surface
- 11. Wind
- 12. Temperature
- 13. Humidity
- 14. Air pressure
- 15. Rain
- 16. Snow
- 17. Ice
- 18. Fog
- 19. Dust
- 20. Sand
- 21. Gravel
- 22. Asphalt
- 23. Concrete
- 24. Brick
- 25. Stone
- 26. Wood
- 27. Metal
- 28. Plastic
- 29. Glass
- 30. Paper
- 31. Cloth
- 32. Fabric
- 33. Leather
- 34. Rubber
- 35. Steel
- 36. Aluminum
- 37. Copper
- 38. Zinc
- 39. Iron
- 40. Nickel
- 41. Tin
- 42. Lead
- 43. Silver
- 44. Gold
- 45. Platinum
- 46. Palladium
- 47. Rhodium
- 48. Iridium
- 49. Osmium
- 50. Rhenium
- 51. Manganese
- 52. Chromium
- 53. Vanadium
- 54. Niobium
- 55. Tantalum
- 56. Tungsten
- 57. Molybdenum
- 58. Technetium
- 59. Rutherfordium
- 60. Dubnium
- 61. Seaborgium
- 62. Bohrium
- 63. Hassium
- 64. Meitnerium
- 65. Darmstadtium
- 66. Roentgenium
- 67. Copernicium
- 68. Nihonium
- 69. Flerovium
- 70. Tennessine
- 71. Oganesson

By Amandeep Bhamra 11SIM

CB12 calculations

Investigating particles and density pt.2

LO: What is density

The relationship between mass and volume is called density. Density is a measure of how much mass is contained in a given volume. It is calculated by dividing the mass of an object by its volume.

$$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$$

Exam style question

Calculate the density of a substance with a mass of 10g and a volume of 5cm³.

$$\text{Density} = \frac{10\text{g}}{5\text{cm}^3} = 2\text{g/cm}^3$$

By Callum Khan 11SIM

CP2g Stopping distances

Thinking distance

Things that can affect thinking distance:

- 1. Coffee (speed)
- 2. Drugs
- 3. Alcohol
- 4. Stimulants
- 5. Phone

Braking distance

Things that can affect braking distance:

- 1. Mass
- 2. Speed
- 3. Reaction time
- 4. Road conditions
- 5. Tyres
- 6. Brakes
- 7. Weather
- 8. Driver's condition
- 9. Vehicle condition
- 10. Road surface
- 11. Wind
- 12. Temperature
- 13. Humidity
- 14. Air pressure
- 15. Rain
- 16. Snow
- 17. Ice
- 18. Fog
- 19. Dust
- 20. Sand
- 21. Gravel
- 22. Asphalt
- 23. Concrete
- 24. Brick
- 25. Stone
- 26. Wood
- 27. Metal
- 28. Plastic
- 29. Glass
- 30. Paper
- 31. Cloth
- 32. Fabric
- 33. Leather
- 34. Rubber
- 35. Steel
- 36. Aluminum
- 37. Copper
- 38. Zinc
- 39. Iron
- 40. Nickel
- 41. Tin
- 42. Lead
- 43. Silver
- 44. Gold
- 45. Platinum
- 46. Palladium
- 47. Rhodium
- 48. Iridium
- 49. Osmium
- 50. Rhenium
- 51. Manganese
- 52. Chromium
- 53. Vanadium
- 54. Niobium
- 55. Tantalum
- 56. Tungsten
- 57. Molybdenum
- 58. Technetium
- 59. Rutherfordium
- 60. Dubnium
- 61. Seaborgium
- 62. Bohrium
- 63. Hassium
- 64. Meitnerium
- 65. Darmstadtium
- 66. Roentgenium
- 67. Copernicium
- 68. Nihonium
- 69. Flerovium
- 70. Tennessine
- 71. Oganesson

By Ahmad Ibraheem 11LAK

CP2g Stopping distances

Thinking distance

Things that can affect thinking distance:

- 1. Coffee (speed)
- 2. Drugs
- 3. Alcohol
- 4. Stimulants
- 5. Phone

Braking distance

Things that can affect braking distance:

- 1. Mass
- 2. Speed
- 3. Reaction time
- 4. Road conditions
- 5. Tyres
- 6. Brakes
- 7. Weather
- 8. Driver's condition
- 9. Vehicle condition
- 10. Road surface
- 11. Wind
- 12. Temperature
- 13. Humidity
- 14. Air pressure
- 15. Rain
- 16. Snow
- 17. Ice
- 18. Fog
- 19. Dust
- 20. Sand
- 21. Gravel
- 22. Asphalt
- 23. Concrete
- 24. Brick
- 25. Stone
- 26. Wood
- 27. Metal
- 28. Plastic
- 29. Glass
- 30. Paper
- 31. Cloth
- 32. Fabric
- 33. Leather
- 34. Rubber
- 35. Steel
- 36. Aluminum
- 37. Copper
- 38. Zinc
- 39. Iron
- 40. Nickel
- 41. Tin
- 42. Lead
- 43. Silver
- 44. Gold
- 45. Platinum
- 46. Palladium
- 47. Rhodium
- 48. Iridium
- 49. Osmium
- 50. Rhenium
- 51. Manganese
- 52. Chromium
- 53. Vanadium
- 54. Niobium
- 55. Tantalum
- 56. Tungsten
- 57. Molybdenum
- 58. Technetium
- 59. Rutherfordium
- 60. Dubnium
- 61. Seaborgium
- 62. Bohrium
- 63. Hassium
- 64. Meitnerium
- 65. Darmstadtium
- 66. Roentgenium
- 67. Copernicium
- 68. Nihonium
- 69. Flerovium
- 70. Tennessine
- 71. Oganesson

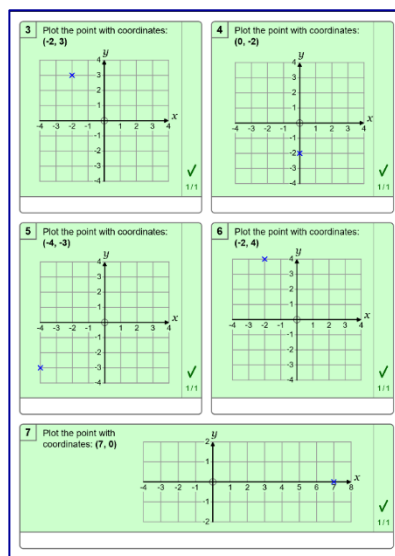
By Sara Akhtar 11LAK

Remote Learning – Pupil Work

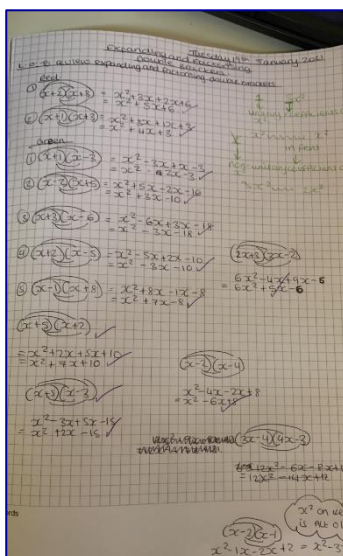
Maths Department

Pupils in Year 7 to Year 11 have been working on different topics including Number, Algebra, Geometry, Probability and Statistics. We have been completing work on paper as well as using many different online packages, including Mathpad, Mymaths and many others. There are lots of different Maths activities being explored! Here is an example of just some of them

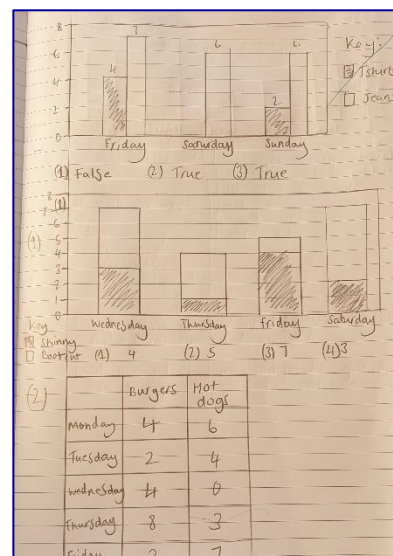
By Miss Allen



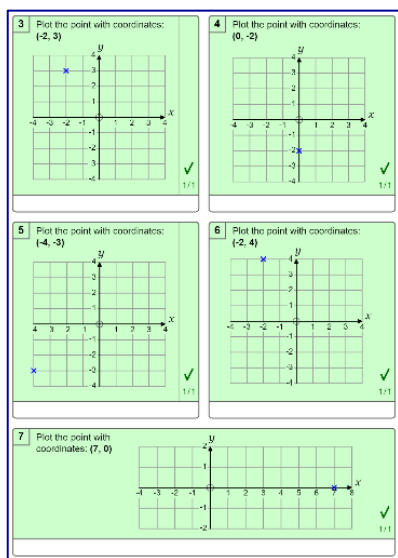
By Abi Bown 7RES



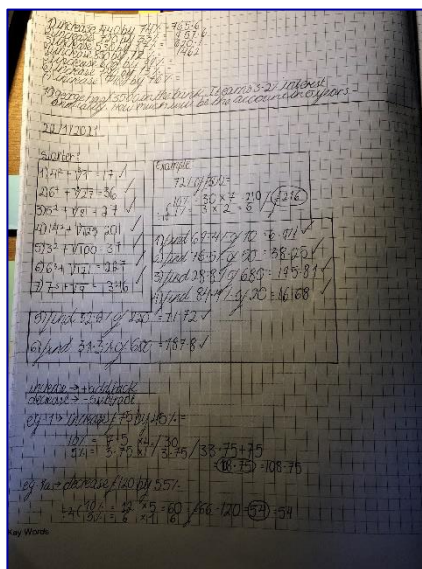
By Chandani Chana 10WOO



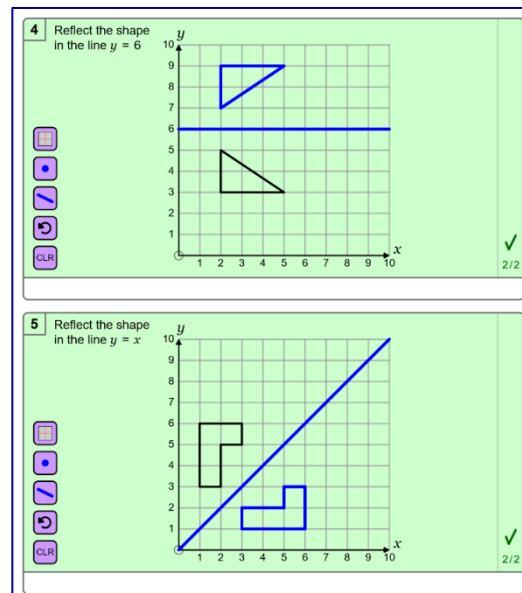
By Jannatpreet Singh 9HAB



By Mercedes Johnson 7FOX



By Mercedes Johnson 7FOX



By Daniel Kodua 8JON

Algebra: Vocabulary Match each word with its definition.

Variable Shows equal expressions. To be evaluated.

Expression A letter used to represent numbers.

Equation Any combination of letters, numbers and terms.

Formula A number expressing the quantity of a variable.

Identify Separate parts of expressions, equations, formulae and identities.

Term An equation true for all values.

Coefficient Shows equal expressions. To be solved.

By Hawa Jammigeh Tunkara 8RAT

1. A shop is having a sale. The shop has reduced all items by 1/5. A book costs £10. How much does it cost in the sale?

2. In a sale, all items are reduced by 1/5. A book costs £10. How much does it cost in the sale?

3. A shop is having a sale. The shop has reduced all items by 1/5. A book costs £10. How much does it cost in the sale?

By Mariah Bibi 11RAH

1. A shop is having a sale. The shop has reduced all items by 1/5. A book costs £10. How much does it cost in the sale?

2. In a sale, all items are reduced by 1/5. A book costs £10. How much does it cost in the sale?

3. A shop is having a sale. The shop has reduced all items by 1/5. A book costs £10. How much does it cost in the sale?

By Natalia Moszczynska 9PAR

1. Draw the graph of the function: $y = 2x + 3$

2. Draw the graph of the function: $y = -x + 2$

By Ravinder Ram 10FOD

Percentages of an amount

1. 0.7 = 70% ✓

2. 0.9 = 90% ✓

3. 0.01 = 1% ✓

4. 0.3 = 30% ✓

5. 0.5 = 50% ✓

6. 0.1 = 10% ✓

7. 0.2 = 20% ✓

8. 0.4 = 40% ✓

9. 0.6 = 60% ✓

10. 0.8 = 80% ✓

11. 0.9 = 90% ✓

12. 1.0 = 100% ✓

By Vaughtiner George 8WIO

Lowest Common Multiples

1. Find the lowest common multiple of two numbers (using knowledge of times tables)

2. Multiples of 6: 6, 12, 18, 24, 30, ...
Multiples of 8: 8, 16, 24, 32, 40, ...
State the lowest common multiple of 6 and 8.

3. Work out the lowest common multiple of 4 and 10.

4. Work out the lowest common multiple of 4 and 6.

5. Work out the lowest common multiple of 5 and 8.

6. Work out the lowest common multiple of 3 and 12.

By Mariamo Diallo 9HAR

Class: 11H2-FOD

Pupil: Hassan Nadeem 100%

Questions attempted: 8 of 8

Marks: 14 / 14 (100%)

1. Work out the first four terms in the sequence with nth term: $n^2 + 2$

2. Work out the first four terms in the sequence with nth term: $n^2 - 1$

3. Work out the first four terms in the sequence with nth term: $2n^2$

4. Work out the first four terms in the sequence with nth term: $10 + n^2$

5. Work out the 10th term in the sequence with nth term: $3n^2 + 5$

6. Work out the 10th term in the sequence with nth term: $n^2 + 2n$

7. Which of the following are the first three terms of the sequence with nth term $2n^2$?

8. Work out the first three terms in the sequence with nth term: $12 - 2n^2$

By Hassan Nadeem 11LAK

1. Initial value of £1700 over 2 years at 9% p.a.

2. Initial value of £5000 over 2 years at 14% p.a.

3. Initial value of £3600 over 5 years at 17% p.a.

4. Initial value of £2600 over 2 years at 12% p.a.

5. Initial value of £1200 over 6 years at 10% p.a.

By Kemystery Wright 11SIM

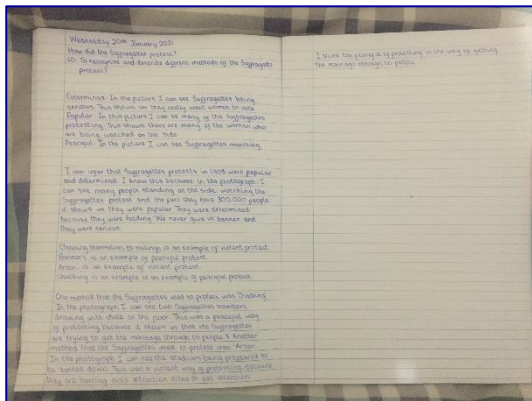
Remote Learning – Pupil Work

Humanities & MFL Department

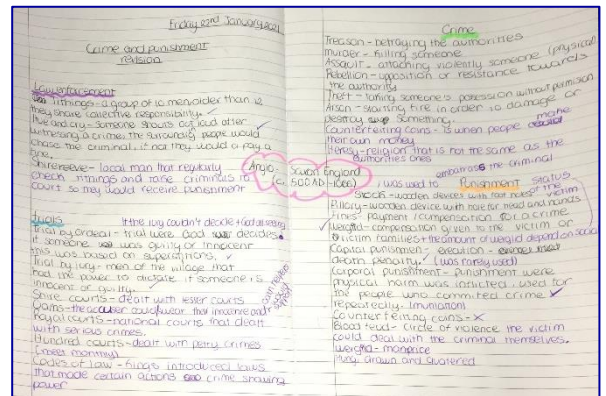
History

In History pupils from Years 7-11 have shown great resilience in moving from working in the classroom to working online. Here are just some of the examples of the work that pupils have produced so far, including exam questions, storyboards, and mind maps to demonstrate their understanding of the key content and skills that we learn in History. As you can see, the quality and detail of the work continues to be of a high standard. Keep up the good work!

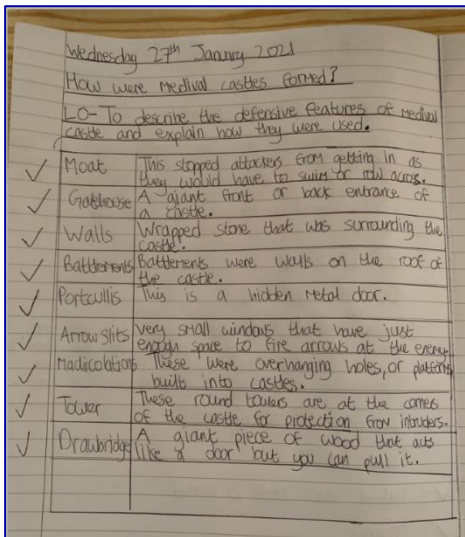
By Miss Lally



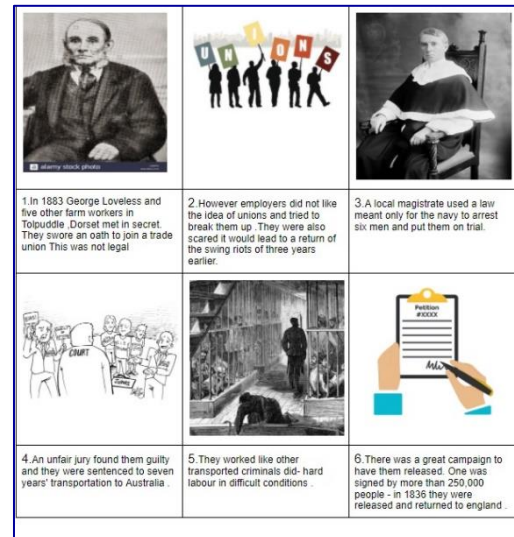
By Daniel Wainer Kodua 8JON



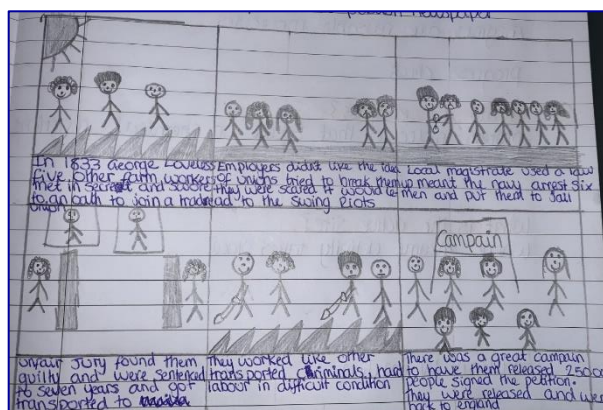
By Grace Ihaza 10WOO



By Karanjit Bhatia 7CUG



By Naomi Nkiambi 9PAR



By Shanay Graham 9PAR

Wednesday 20th January 2021

How did the Suffragettes protest?

Peaceful - In the picture I can see the Suffragettes marching in line. There is no fighting or aggressive behaviour being shown.

Violent - In this picture because lots of people are watching the protest and the signs show people to look back at this protest.

Taken into that Suffragettes Protest, in 1908 were peaceful. I know this because in the photograph I can see no violence or aggressive behaviour and they are protesting while people are watching.

Chaining themselves to railings is an example of a violent protest. Suffragettes is an example of a peaceful protest.

By Vaughtiner George 8WIO

FINANCIAL & MILITARY IDEAS:

There was lots of ideas related to the New World (Colonies) captured from the British Empire & the British Empire. The British Empire was a global empire that spanned across the world.

REASONS WHY THERE WAS AN INCREASE IN EXPLORATION & TECHNICAL IMPROVEMENTS:

POWER: The British Empire was a global empire that spanned across the world. The British Empire was a global empire that spanned across the world.

TECHNICAL IMPROVEMENTS: The British Empire was a global empire that spanned across the world. The British Empire was a global empire that spanned across the world.

By Destiny Boora 10FOR

Wednesday 27th January 2020

How were medieval castles defended?

L.O: To describe the defensive features of medieval castles and explain how they were used.

A. Battering Ram
B. Mangonel
C. Siege Tower
D. Sappers

Moat	A Moat stopped attackers from getting to the castle by surrounding it with water so the enemy attackers couldn't get through without a bridge.
Gatehouse	The Gatehouse was an enemy control point/building that would have been for the Motte and Bailey Castle. It would have been like a secure gateway.
Walls	The walls were very useful as they changed them into stone meaning that the archer enemies couldn't shoot arrows that were lit on fire and take down the castle very easily.
Battlements	The Battlement was a wall apart of the castle that was raised very high. This wall was used for protection so even though it says 'Battle' in the name that is not what is happening.
Portcullis	Portcullis was a heavy vertically sliding gate which was the main entrance to the castle. This Gate was made out of a combination of wood and metal.
Arrow Slits	Arrow Slits was a small gap where Archers could fire their arrows without being noticed to much. This little gap in the castle gave just enough space for the arrows to be shot out the castle.
Machicolation	The Machicolation was an opening between the supporting corbels of a projecting parapet or the vault of a gate, through which stones or burning objects could be dropped on attackers.
Tower	A medieval castle tower had central importance in the castle parts used for its defence. Medieval castle towers came in various shapes and served a variety of purposes.
Drawbridge	In medieval times the drawbridge's main purpose was defence. Cities or castles built inside walls could have moors or charms surrounding the protective walls could use a drawbridge to limit the traffic in and out of the city or castle.

Dear Baron, today was not as easy as I thought it was, your castle is quite defended, and I am surprised. My knights took many challenges attempting to get into your castle meaning it was quite hard to take it. Our first Challenge was the gatehouse as it was extremely secure, this stopped us from getting in as easy. Our second obstacle was the Machicolations (The Murder Hole) that really affected our men.

By Zephaniah Lebert 7FLI

How did Nazi policies change the lives of women?

1. Treaty of Versailles
Hyperinflation
Munich Putsch

2. Why did Nazis rise to power

3. Police State: Concentration camps, SD, Gestapo
Indoctrination: New
Propaganda: Newspapers, radios, films, posters
Hitler Youth, children lessons

4. Describe four things that the Nazis did to encourage women to become mothers and not workers.

When Nazis came to power, they forced many professional women from their jobs. The League of German Maidens and school taught women about health and housekeeping. This encouraged women to believe that housekeeping was their role in life. Also, to encourage high birth rate, women were offered cheap loans if they married and had children. The selling up of honour system also encouraged the high birth rate. A couple with 8 children got the highest award, a Golden Cross. The Nazis also massively reduced contraception and abortion was banned.

2. The Nazi policies for women were based on the 3 Ks. Kinder means to have lots of children so that they can produce clean blooded children. Kirche means church. Women should be holy and live a healthy lifestyle. Kuche means kitchen. They should care for family and husband.

3. The Nazis used propaganda to encourage women to follow the three K's. Joseph Goebbels used propaganda to persuade women to wear simple, rather than fashionable clothes. Slimming was frowned upon as the Nazis wanted women to be strong enough to produce racially pure babies. Goebbels created leaflets, films and posters to persuade women to follow 3 Ks.

4. Young boys were shown as active.
Evidence:
The boy is shown as creating something and working on physical, manly activities which the Nazis want the boys to do to become strong soldiers.

The daughter was shown preparing to be mother. Evidence:
The little girl is playing with a baby doll, which prepares her to look after babies. The inside the duty to take care of babies from her childhood.
Mother girl was watching and learning from her mother breastfeeding the baby.

The perfect Aryan Master Race.

Evidence:
They have blond hair which shows they are Aryan race.
They had many children and their family bond is seen in the painting. This shows that they were perfect Aryan race.

5. Nazis was able to change the lives of women to some extent. The number of marriages and babies born were increased. However many women did not give up their jobs easily. During Second World War, many women were needed, so women were called to work in factories making weapons.

6. How do the 2 sources prove that the Nazis tried to persuade women to follow the three K's?
The Source 11 proves that the Nazi policies for women were based on the 3 Ks. It shows the evidence that shows this is the picture of the Golden Cross. This was an award given to couple who had 8 children. This shows that the selling up of honour system encouraged women to have many children. This fulfills the Kinder of 3 Ks. The Nazis also indoctrinated young girls from childhood through League of German Maidens and schools. They were prepared for motherhood and were taught about health and housekeeping. Also, to encourage high birth rate, women were offered cheap loans if they married and had children. This makes it clear that the Nazis persuaded women in Germany to have many children. The Source 12 also proves that Nazis used propaganda to encourage women

to follow the 3 Ks. It is a leaflet, so it would be written by Joseph Goebbels. The evidence in the Source says, 'If you are healthy, do not stay single'. This reveals the Nazi belief that women should produce many children. The evidence, 'Keep your mind and spirit pure' shows that they wanted women to produce racially pure babies, which would help Nazis to become Master dominant race. The Nazis were successful to persuade women to an extent. The number of marriages and babies born were increased. Slimming was frowned upon as Nazis wanted women to be strong enough to have many racially pure babies. Goebbels created many films, posters to persuade to follow the 3 Ks: Kinder, Kirche and Kuche, which means to have many clean blooded children, to have a healthy lifestyle and to care for family and husband.

By Irene Rose Jain 11LAK

Remote Learning – Pupil Work

Humanities & MFL Department

Geography and Travel & Tourism

In Geography and Travel and Tourism over the past two weeks pupils have engaged excellently in a variety of topics throughout all year groups.

In Year 7 Geography we have begun our study of physical landscapes, beginning with geology and river features and processes. Pupils performed well on our weekly quiz and were able to recognise lots of different river features!

In Year 8 we have begun a new topic surrounding global development, focusing on the causes of global inequality. Pupils have submitted some brilliant mind maps displaying these causes.

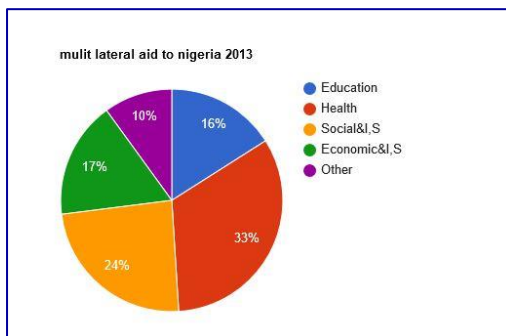
In Year 9 Geography we been learning about deforestation and desertification, how humans interact with the world around us and at what cost this interaction has on the environment.

In Year 10 Geography we have been studying causes and effects of climate change with a real focus on exam practice and honing vital GCSE exam skills.

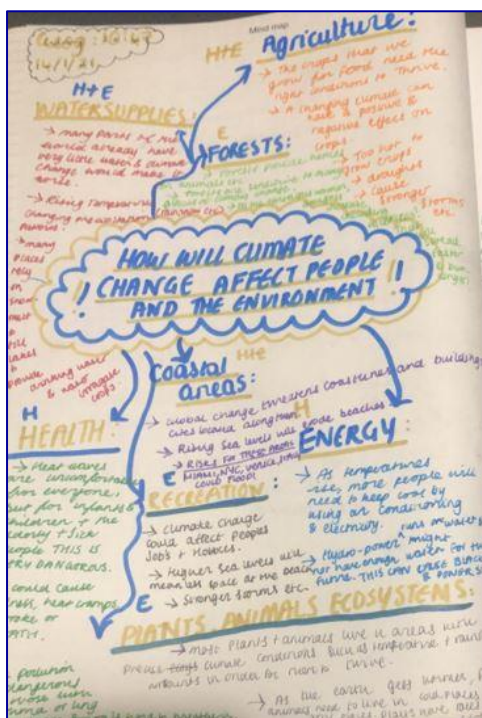
In Year 11 Geography, there has been a focus on Nigeria as we begin exploring Nigeria's cultural, political and economic climate.

Finally, work in Year 9 Travel and Tourism has focused on Unit 2 coursework, pupils have been submitting some high quality work on how Birmingham can appeal to different types of tourists and what visitor attractions we have in our great city.

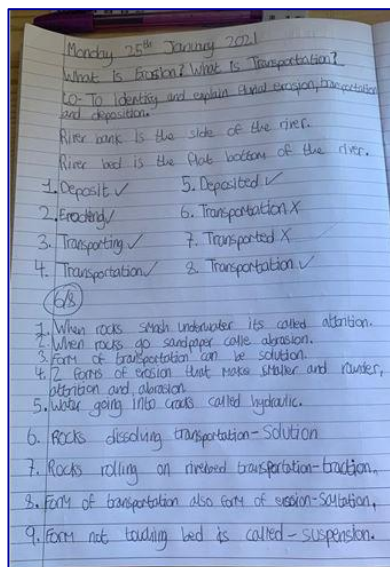
By Mr Woodward



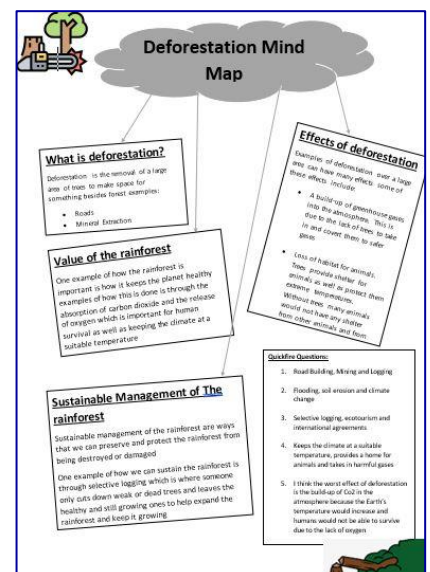
By Aron Michael 11LAK



By Destiny Boora 10FOR



By Karanjit Bhatia 7CUC



By Kymani Harvey 9HAR

Japanese tourists: Cadbury World. They would like this because it features a self-guided exhibition tour. It also features 14 zones which tell the visitors the story of chocolate. They can learn all about the history of chocolate and how it is distributed all over the world.

School Group: National sea life centre. This would appeal to them because they might be studying about what is present here in science. They can get information about the different types of fish present there. With a capacity of 1000000 litres there are over 60 displays of freshwater and marine life. There are also giant green sea houses with sea turtles, Blacktip reef sharks and tropical reef fish. There are a lot of hotels near the Centre so the School group can stay there the night and might come back the next day.

By Mohit Badhan 9PEJ

11/01/21 Muhammed Esa Geography

How and Why is our world unequal?

LO: To explain and understand reasons how countries around the world differ in levels of wealth.

Countries can either be;

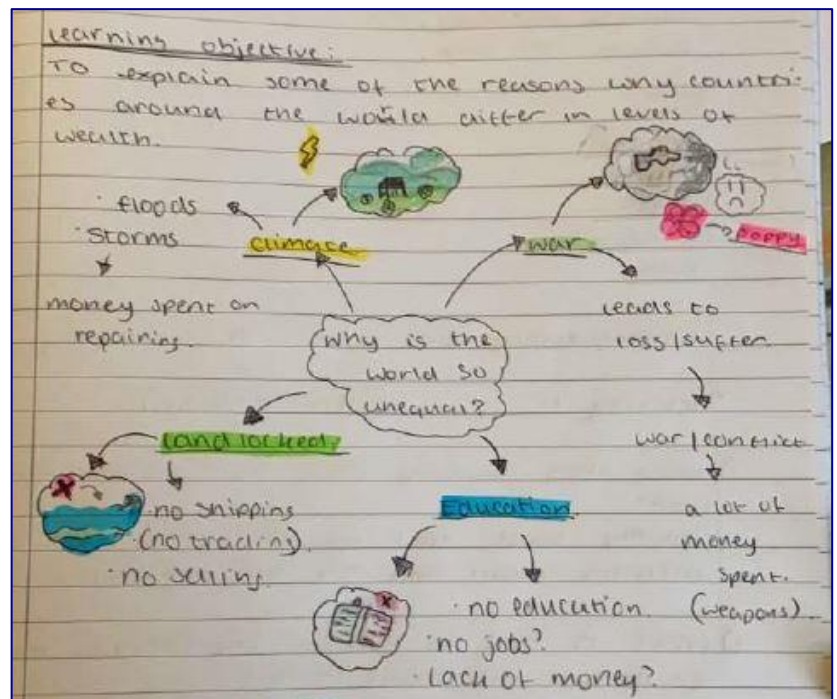
- High Income Countries- UK, USA, Japan etc
- Low Income Countries- Ethiopia etc
- Newly Emerging Economies- Brazil etc

Most HIC's are found in Europe. High Income Countries are very rich and well known around the world for their free education and free healthcare. They are located above the equator. They are found in the North of the Earth in and around Europe.

Most LIC's are found in Asia. They are found near the Equator. They are in Asia, South Africa and Africa. Most NEE's are found in near LIC's, near the equator.

I would donate £1000 to a charity trying to stop child marriage such as Plan International, I would try and help with this issue because just the thought of it is disgusting and everyone should choose what to do for themselves. Another reason I chose this issue is because the country I come from, most girls stay at home cleaning or looking after kids instead of having an education.

By Muhammad Esa 8JOS



Explain the effects of climate change on both humans and the environment (6 marks).

The effects of climate change will impact humans by affecting the health of people. For example, there is a higher risk of heat waves affecting people, but these risks are even greater for young children, the elderly and anyone else who may be vulnerable. Another example of how climate change will affect our health is that air pollution can also impact people with asthma and other types of lung conditions. These effects are important because heat waves can make anyone vulnerable suffer from heat strokes, heat cramps and even death, and the smog we breathe in as a result of air pollution is harmful not only for those who have lung conditions already, but for everyone. The effects of climate change will impact the environment by affecting plants, animals and ecosystems. As the Earth gets warmer, plants and animals that need to live in colder places, such as the Arctic, may not have a suitable habitat any longer. A second example is that agriculture will also be affected, which means that plants and crops are unable to grow due to a loss of water and the temperature could be too hot for certain crops to grow. This is important because if certain species in the ecosystem are lost, then the entire food chain will be affected and many species will suffer.

Teacher feedback:

WWW: Excellently described and explained effects of climate change on both humans and the environment, well done.

By Paulina Michalowska 8JON

By Simran Kaur 10WOO

Remote Learning – Pupil Work

Humanities & MFL Department

EAL and Community Languages

ASDAN - this term pupils are learning about the value of money and budgeting.

Entry English – our theme for this part of the term is 'Fashion'; pupils are exploring this topic from different perspectives e.g. finding out about traditional cultural clothing.

EAL – pupils are learning how to give structured answers; they read texts and answer questions; they have access to online learning platforms such as LEXIA and IXL, where their progress is closely monitored

By Mrs Kawecka

By Sara Prica 10BRO


By Abdalah Ahmed 11TIM

By Dominik Ostrowski 9HAR

By Brajan Kozakiewicz 10FOR

< Jashanpreet Singh (2) >
Time to complete

Describe the picture : name all clothes name accessories name the style use key words from last 2 lessons write full sentences



He is wearing t-shirt trousers and shoes. He is looking smart.

By Jashanpreet Singh 11WIN

sukhjain singh Skills Report

myLexia

Other (UK)

As of January 21, 2021

Dear Parent/Guardian,

This report shows sukhjain's progress through Lexia PowerUp Literacy. PowerUp is a computer program that develops reading skills in three areas: **Word Study, Grammar, and Comprehension.**

- The top section of the report shows a summary of sukhjain's progress in each area. You can see how close sukhjain is to finishing the program.
- You can see sukhjain's accuracy and rate in each activity. The goal is for medium to high accuracy even if the rate is slow.
- An exclamation point (!) means sukhjain is having some difficulty with a skill. The teacher will intervene, as necessary.

Ask sukhjain about a favorite or challenging activity in PowerUp!

Strand	Foundational Levels				Intermediate Levels						Advanced Levels				Units This Year	Units to Finish Level	Units to Target				
Word Study	1	✓	2	✓	27%	4	5	6	7	8	9	10	11	12	57	24	306				
Grammar	31%				2		3		4		5		6		7		10	22	222		
Comprehension	1	2	3	4	5	✓	6	✓	98%	8	9	10	11	12	13	14	15	16	107	1	537

By Sukhjain Singh 11WIN

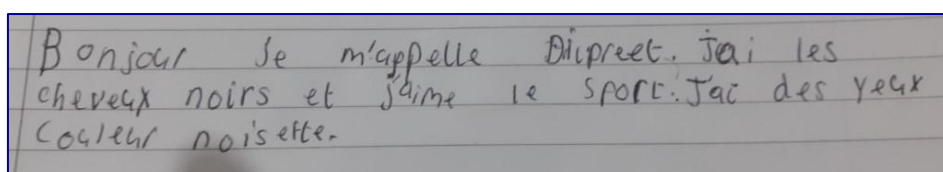
Remote Learning – Pupil Work

Humanities & MFL Department

Modern Foreign Languages

We have been delighted with the quality of work that has been submitted by pupils in languages lessons over the past few weeks. It is wonderful to see you all making such a great effort and using the tips and feedback from your teachers to keep on producing amazing work. Pupils have been set a wide range of different tasks, from writing short paragraphs to doing vocabulary tests online to completing practice exam questions in Key Stage 4. Pupils are using their knowledge well to complete their work to a very high standard and are attempting to include all of the language features that their teachers are asking them to focus on in independent tasks. As you are now typing many of your answers out on the computer rather than writing, our main piece of advice is to read back through your answers to check that the autocorrect on your computer hasn't changed a word back to its English spelling – this can happen quite often with many of the cognates we see that help us link the meaning of words between different languages. Keep up the excellent work everyone, and we look forward to seeing so many more excellent examples of the work you are doing!

By Mrs Wallace



By Dilpreet Sandhu 7CUG

2. HIGHER Tu décris votre vie d'adolescent(e) pour ton blog. Décris : • une œuvre caritative que tu soutiens et pourquoi • ce que tu penses des œuvres caritatives • un travail bénévole que tu as fait dans le passé • ce que tu vas faire à l'avenir pour soutenir une œuvre caritative Ecrivez environ 150 mots en français.

Bonjour tous le monde et bienvenue sur mon blog. Aujourd'hui, je vais parler de pourquoi c'est important faire du travail bénévole. Je pense que tous le monde participer dans les associations caritatives parce que c'est dans l'intérêt pour où sont désavantagé. Il y a beaucoup des œuvres caritatives que tu pourrais soutenir comme WWF et British Red Cross. Recemment, je travaillé avec les personnes âgées. Ils étaient très sympa et c'était un expérience génial! Je l'adoré car ça me donné plus confiance moi. C'était difficile mais c'était une expérience enrichissante. À l'avenir, je voudrais soutenir un associations caritatives anglais qui s'appelle Childline. Je crois que tous l'enfants deserves aide quand ils sont dans le besoin. L'enfants avoir tellement expériences du difficiles et de temps en temps, ils ne peuvent pas trouver quelqu'un pour parler. Ne personne, en particulier l'enfants, ne devrait pas avoir passer un triste experience isolé. Pour moi, c'est important d'aider les autres et ça m'aide devenir un personne amélioré.

By Ehsan Mohammed 11SIM

Młodzi ludzie lubia zakupy ponieważ interesują ich nowości trendy i w sklepie można spędzić miło czas. Ostatni czas kiedy byłam w centrum handlowym na zakupach, kupłam sobie super kurtkę o której zawsze marzyłam. Później poszłam z koleżankami do McDonald's było bardzo fajnie nawet nie wiedziałam kiedy tak szybko zleciało pół dnia. Przed wyjściem z domu rozmawiałam z rodzicami na temat zakupów.

Uswiadomili mi ze bym zawsze robila przemyslana zakupy i nie zawsze trzeba patrzyc na to co kto ma i ja tez to musze miec, to nie jest najwazniejsze w zyciu jak kto wyglada i czy ma najmodniejszy model telefonu, tylko kto jakim jest czlowiekiem. Mysle ze ludzie zawsze beda patrzec na mode, poniewaz tak juz jest u nastolatkow, ze jedno chce byc lepsze od drugiego zeby sie pokazac. Wystarczy wygladac czysto i schludnie nie ubior swiadczyc o czlowieku, poniewaz kazdy ma inna sytuacje w domu.

By Gabriela Krupa 11RAH

Publicación para mi blog sobre los pasatiempos (Blog post on hobbies)

Mi pasatiempo favorito es hablar con mis amigos y ver los redes sociales. Mis red social favorita es TikTok. Normalmente estudio y me gusta leer libros. Nunca cocino. A veces voy al parque con mi hermano. Nunca veo documenterios porque son aburridos. Recientemente hice arte. Mi opinión sobre los pasatiempos es que son geniales porque te ayuda a relajarte.

WWW:

- Good variety of verbs
- Good use of negative form as well as word order
- Nice abstract opinion including suitable reasons and accurate connectives

EBI:

- Correction of gender/vocab inaccuracies
- Revision of singular/plural

By Mariam Rahman 10LAL

1. Ton programme télé préféré. J' aime les documentaires parce que ils interessant.	2 / 2 pts	🔒
2. Ton opinion - émissions de télé-réalité. Je deteste les émissions de télé-réalité car c est stupide.	2 / 2 pts	🔒
3. ? Les documentaires. Est-ce que tu aime les documentaires? tu aimes*	2 / 2 pts	🔒
4. Un film que tu as regardé le weekend dernier. J' ai regardé Fantastic Beasts and the Crimes of Grindelwald le Semaine dernière.	2 / 2 pts	🔒
5. Est-ce que tu aimes Netflix? (unprepared question) Oui, j aime Netflix mais je ne regarder Jamais Netflix. je ne regarde*	2 / 2 pts	🔒

By Mohit Badhan 9PEJ

Zakupy to ważny czynnik w życiu wielu młodych ludzi jak i sport. Wielu z nas młodych uczniów swój wolny czas po szkole spędza w centrach handlowych jak i na zajęciach poza szkolnych na których uprawiamy różne dyscypliny sportu. Chodząc po centrach handlowych nie zawsze robimy zakupy. Często młodzi ludzie nic nie kupują po prostu oglądają i przymierzają odzież która im się podoba ale również taki czas to czas dla mnie jak i moich przyjaciół którzy są ze mną. Młodzież spędza czas w kafejkach na łodach i po prostu spacerując.





W taki sposób możemy poznać nowych ludzi jak i swój styl w modzie radzić się znajomych czy przyjaciół co do nas pasuje a co nie. Moda i styl ubierania się dla nastolatka to ważny aspekt i wyraża nas samych a przede wszystkim nasz charakter. Oprócz sklepów i zakupów jest też sport. W dzisiejszych czasach sport to też moda i sposób spędzania wolnego czasu. Siłownie, baseny są oblegane przez młodych ludzi.

Sama osobiście lubię ćwiczyć jak i chodzić na zakupy by sprawdzić różne nowości które wchodzi na rynek, a przy okazji w taki sposób spędzić wolny czas ze swoimi przyjaciółmi na łodach albo w mc donald, a najbardziej lubię nowinki kosmetyczne na co wydaje całe swoje kieszonkowe. Zawsze jest zabawnie i ciekawie. Kilka razy przytrafiły nam się śmieszne sytuacje.

Robiąc ankietę co młodzież lubi robić w wolnym czasie wygrały centra handlowe i sport. Tak więc przed napisaniem artykułu zapoznałam się z opiniami innych.

By Oliwia Suchocka 11MAN

By Shantae Campbell 10FOR

<h3>A vendre</h3> <p>L' appartement incroyable versailles</p> 	<h3>Le prix</h3> <p>• 950 000 euros</p> 
<h3>où est-ce?</h3>  <p>mon appartement est près de la plage et a une vue sur le coucher du soleil</p>	<h3>Mon avis</h3>  <p>• je crois que la maison est incroyable et réconfortante juste pour toi et un ami, aussi la maison est un bon moyen de se faire plaisir</p>

Write 5 sentences in Spanish saying what you like to do during your free time. Use connectives to create more complex sentences (no, y, pero, tambien, aunque...)

Me gusta chatear con mis amigas y me gusta jugar al futbol tambien. Me no gusta jugar rugby. Sin embargo, juego al cricket. A veces me gusta ir de compras. A veces, simplemente duermo.

WWW:

- Good use of infinitive tense after opinion verbs
- Nice use of adverbs of frequency such as *sometimes* (a veces)
- Great use of contrasting connectives such as *however* (sin embargo)

EBI:

- Include article *al* when talking about sports
- Watch the negative form; *no* needs to go at the beginning of the sentence

By Zaida Khanom 8JAN

Remote Learning – Pupil Work

Bucket 3

Computing and Enterprise

Year 7 Computing

Ameira Peart 7FLI has used different colours to help match up the correct online safety terms with the definitions.

Online safety word matching exercise




Can you match the key terms related to online safety to their definition?

Filter bubble	Large data sets that are analysed in order to identify patterns and trends, often used by organisations to better understand their customers	Right to access	A process of converting data into code in order to protect information and prevent unauthorised access
Right to privacy	Adverts that are tailored to the buying history, demographic data, and behaviour of the customer	The Dark Web	Content that is considered to be depraved or has the potential to corrupt, potentially because it depicts illegal acts or is sexually explicit
Personally identifiable information (PII)	News that contains deliberate disinformation	Encryption	The rights one has, under the law, to keep data about oneself confidential
malware	The reputation of a person, company, or product created by the content they produce and the way they behave online	Online reputation	The rights one has, under the law, to keep data about oneself confidential
Big data	Techniques used to extract meaning from data, often with the objective of improving a company's productivity	Data analytics	A crime that occurs online that is motivated by hate or prejudice towards someone because of their race, religion, disability, sexual orientation, or gender identity
Fake news	A scam conducted by sending fraudulent emails disguised as communication from reputable companies that ask the receiver to reveal personal information	Virtual private network (VPN)	Any information that can, either by itself or in combination with other data, uniquely identify you
Digital personality	Malicious software that is designed to break into and/or harm a computer system	Censorship	The persona created from the content you have shared online
Targeted advertising	The suppression, prohibition, or withholding of information that is considered unacceptable or dangerous, for example because it is obscene or a threat to national security	Online hate crime	A phenomenon created when the algorithms in online spaces such as search engines and social media platforms predominantly only provide users with content that they agree with and do not expose them to different ideas or opinions
Phishing scam	Websites that are hosted on the Dark Net and therefore are not indexed by search engines and can only be accessed through specific software	Obscene content	A network that operates using public infrastructure but uses security mechanisms such as encryption to restrict access to authorised users

Year 8 Computing

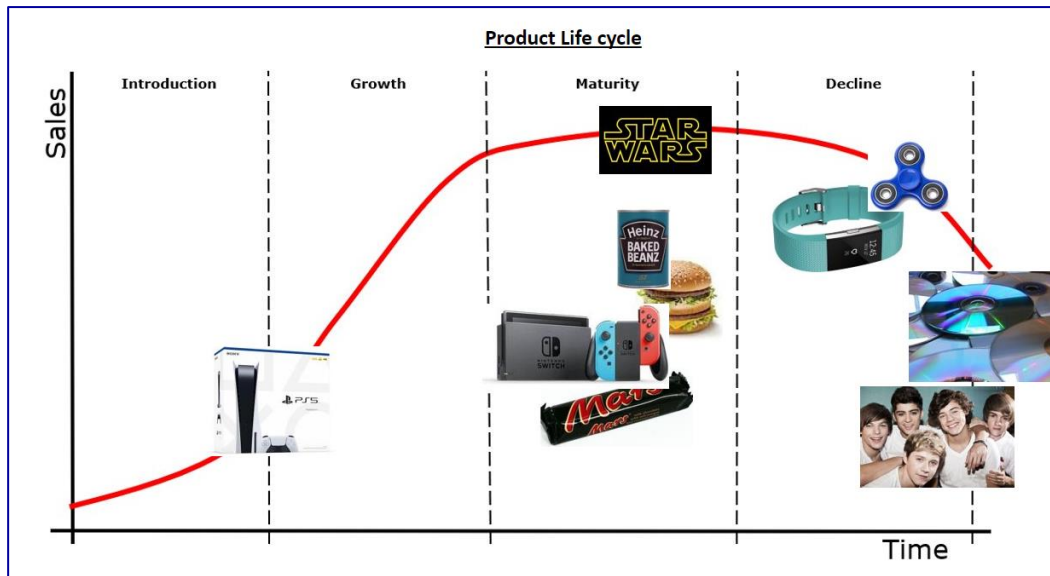
Rohit Din 8JAN has researched the different methods of advertising so as to help decide what methods to use for their business idea.

Advertising

Name of business: Nintendo		What is being promoted: Switch	
Pic of advert 1 		Pic of advert 2 	
Pic of advert 3 			
Description of advert shown above: Its shows you can play your favourite games on the go or play on a tv.		Description of advert shown above: Its showing you can play with your friends and have fun.	
Description of advert shown above: Its showing and new game and giving people a taste of what it is going to be like,			
What does this advertising tell us about the FEATURES of the product/service on offer?		It tells us that we can play the Nintendo switch on the go in handheld or stay at home and play on the tv.	
What does this advertising tell us about the BENEFITS of the product/service on offer?		Its benefits are if you need to go somewhere you can still play your favourite games and it is portable so it means it should have good battery life.	
Does this advertising promote the business/brand itself, as well as the product/service? How?		Yes, as it says the business name at the start of every Nintendo advert and it is showing it is great for everyone.	
Does this advertising remind, inform, or persuade? Explain how?		Its reminds people that it runs the best games, it informs us that it is portable and it persuaded us	

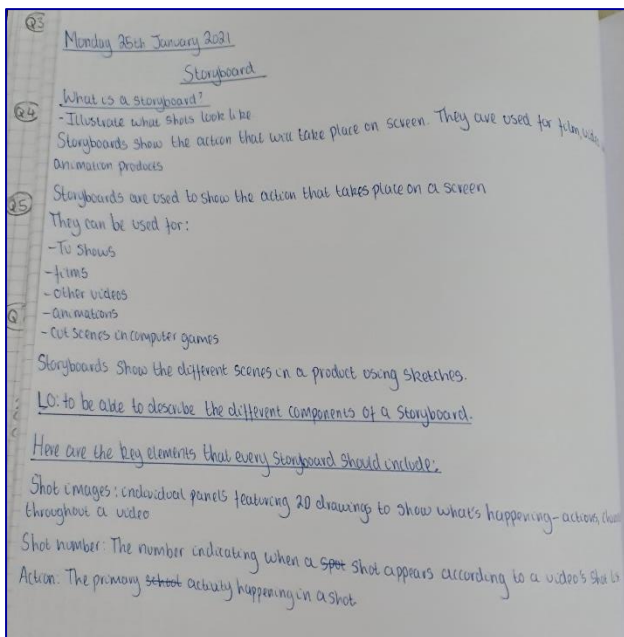
Business Computing

Year 10 Enterprise have been looking at various promotional techniques and here **Jenny Tran 10WOO** has used PowerPoint to show where different products currently sit on the Product life cycle.

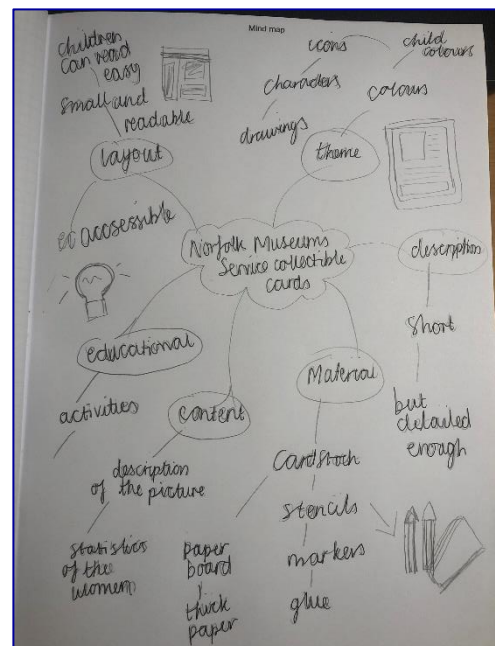


Creative iMedia

Himna Mustafa 9HAR has been looking at the theory behind storyboard creation.



Julia Moszczynska 9COL has been looking at pre-production documents in iMedia and has used a mind map to help plan a set of collectible cards for a Museum.



Salaar Muhammad 11SIM has been working on a visualisation diagram for a record album cover for a fiction band. Visualisation diagrams give the client a rough idea of the final product before using high quality images and professional software.



Inspiring Digital Enterprise Award (iDEA)

About iDEA

The Inspiring Digital Enterprise Award, known as iDEA is an international programme that helps you develop digital, enterprise and employability skills for free.

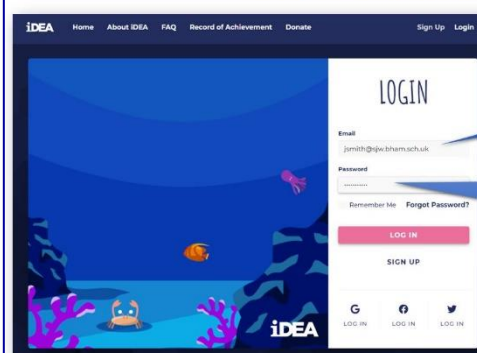
Through our series of online challenges, you can win career-enhancing badges, unlock new opportunities and, ultimately, gain industry-recognised Awards that help you stand out from the crowd.

Watch the intro video



<https://idea.org.uk/about>

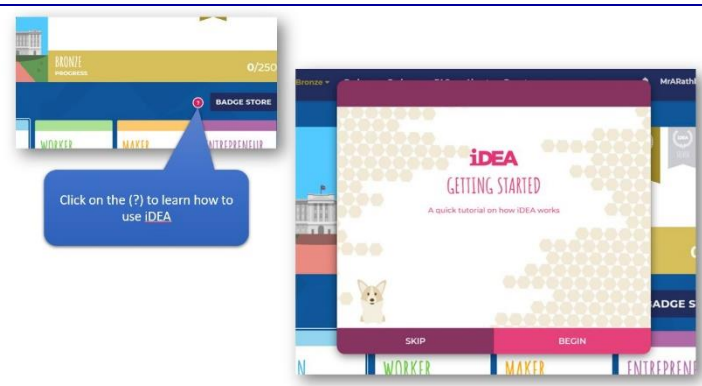
<https://idea.org.uk/login>



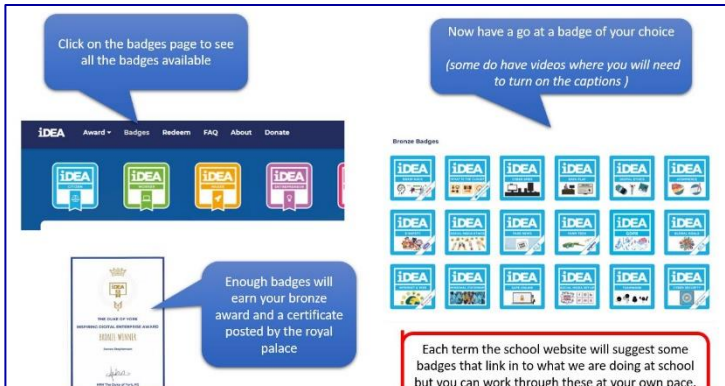
Your school email address eg:
jsmith@sjw.bham.sch.uk

On first login this will be
password1!

Be sure to change your
password after logging in the
first time



Click on the (?) to learn how to
use iDEA



Click on the badges page to see
all the badges available

Now have a go at a badge of your choice
(some do have videos where you will need
to turn on the captions)

Enough badges will
earn your bronze
award and a certificate
posted by the royal
palace

Each term the school website will suggest some
badges that link in to what we are doing at school
but you can work through these at your own pace.

I would like to congratulate **Gerrard Mendoza** for being the 1st pupil at Saint John Wall Catholic School for receiving the **iDEA Bronze Award**. This means he has earned enough badges to receive an industry recognised certificate that can go in his record of achievement.

Well done for all those who have worked hard on their iDEA developmental homework, below are the leader boards for Year 7 and Year 8.

Year 8

Pupil Name	Bronze Award Points
Gerrard Mendoza	257 *Bronze Award
Hawa Jammigeh Tunkara	203
Mandlenkosi Ndlovu	64
Fidele Randy Ke Huyge	59
Yuvraj Sidhu	46

Year 7

Pupil Name	Bronze Award Points
Jalal Aziz	107
Dilpreet Sandhu	62
Teniola Olayiwola	47
Nicola Matusik	33
Wiktorija Domagala	31

Don't forget, here is the web link to access iDEA <https://idea.org.uk/> remember that if you earn enough badges you too can earn the Bronze Award and a certificate from Buckingham Palace.

If you need help logging in to iDEA website, please see the guide above.

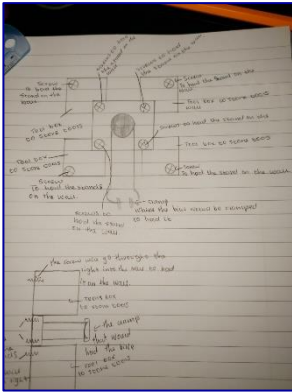
By Mr Rathbone

Remote Learning – Pupil Work

Bucket 3

Art, Technology, Engineering & Resistant Materials

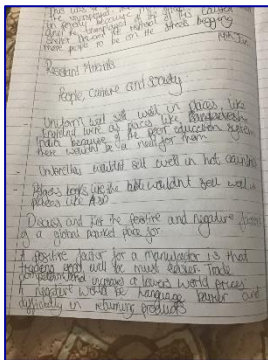
Michal Zajac 10WWO - excellent designs for his BTEC Engineering coursework.



Year 8 have just started to design festival tickets and packaging. This is very difficult whilst working at home, here are a few examples.



Regina Mukungu 10BRO - proving that quality work can still be produced while working from home.

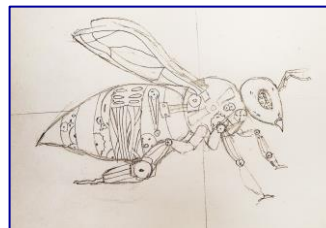


Creative experimental ART piece by **Callum Khan 11SIM**

Year 11s are experimenting in order to develop ideas for their portfolio final piece.

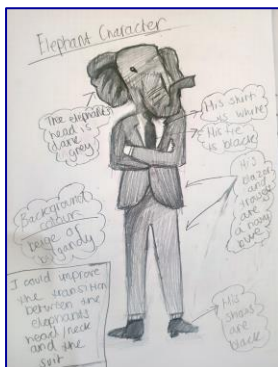


Beautiful drawing by **Sonia Sandhu 7CUG** art
Year 7s were asked to design the Mad Hatter's hat after reading the relevant chapter from Alice in Wonderland.



Detailed drawing by **Tiffany Ung 8JOS** art.

Year 8s designed their own Steampunk insects inspired by artist Vladimir Gvozdev.



Effective character design by **Simran Tiwana 9HAB** art.

Year 9s sketched a human-animal hybrid inspired by artist Michael McConnell.

Francoise Nielly

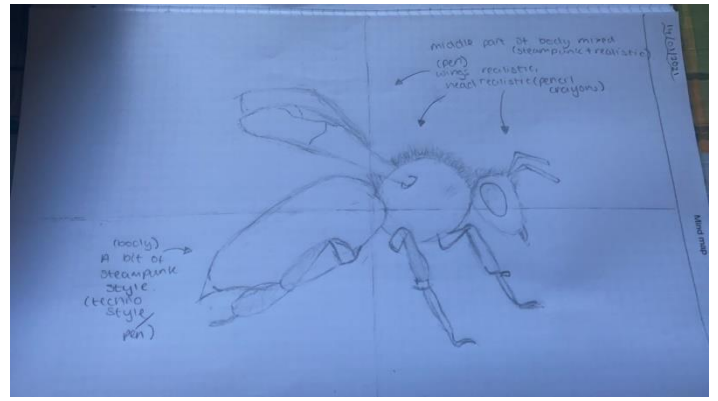
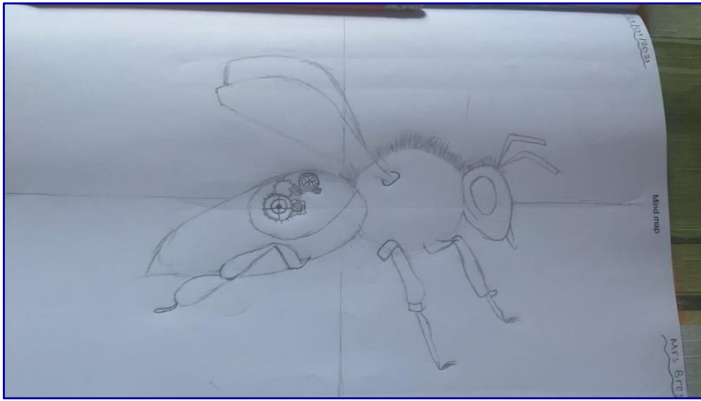
The reason I decided to choose Francoise as one of my artists was because I was fascinated by the way she painted. She doesn't just paint a face, it's almost as if she paints a life. Although she uses bright colours and defined paint strokes, the people in her paintings look very real. I feel like these could be people that I know.



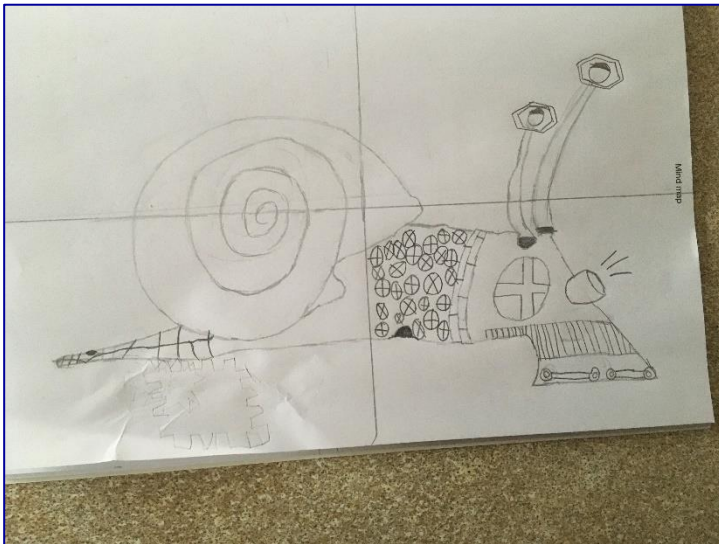
Francoise is a French painter; she was born in Marseille. She paints the human face in each of her paintings. And she paints it over and over again, with slashes of paint across their face. She also uses oil paints.

Meaningful artist analysis by **Temi Luxmoore-Babalola 10FOR** art.

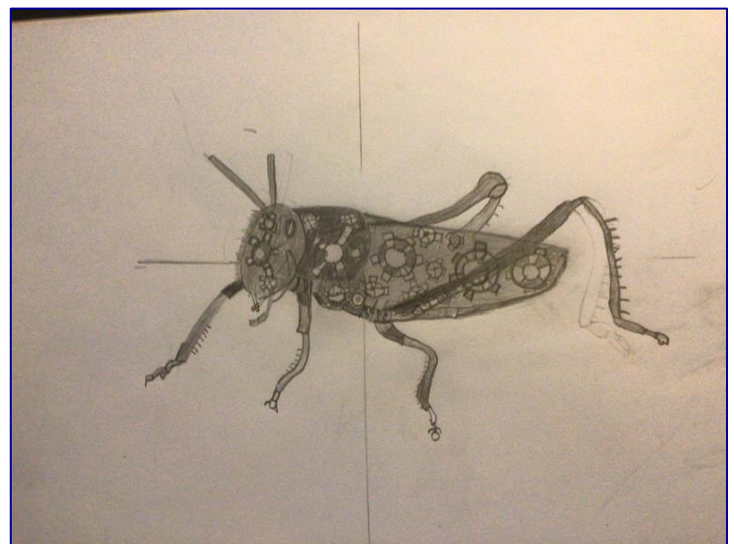
Year 10s researched different artists and analysed their work.



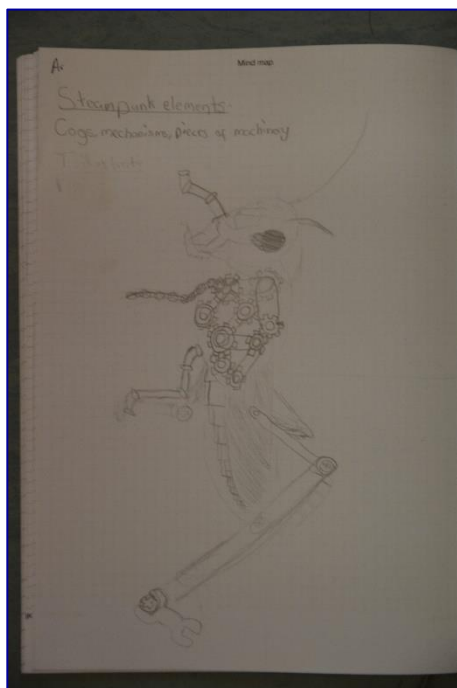
By Paulina Michalowska 8JON



By Pavan Kumar 8JAN



By Kameron Chem 8JOS



By Akeyo Cunningham 8WIO

Remote Learning – Pupil Work

Bucket 3

PE, Hospitality and Catering, Child Development & Health and Social Care

Year 9 GCSE PE have been looking at Sportsmanship in sports and the impact this concept has.
 Year 10 BTEC Sport have started their coursework for Unit 2 Practical Sport, researching the rules, regulations and scoring systems of various sports.
 Year 7 Core PE have been participating in various training methods as well as developing their knowledge and understanding.
 Year 11 BTEC Sport are completing coursework constructing a six-week training program and explaining the benefits on the musculoskeletal system.

By Mrs Breslin

Continuous training.

Continuous training.

This type of training has to be at least 30 minutes or more, it requires a moderate intensity and a steady pace. It contains: running, swimming, cycling and rowing.

Advantages.

- Not a lot of equipment is needed.
- Effective for losing weight
- Improves aerobic fitness.
- Also improves speed, agility, coordination, balance, muscular endurance.

Equipment (not required for some).

A treadmill, it can be used for running. Exercise bikes, this can be used if you do not have a bike or if you want to stay in one place while cycling. A cross trainer (Elliptical trainer), you can stair climb, walk and run without worrying about getting hurt or injured.

Disadvantages.

- It is very repetitive and will get boring fast.
- It does not help your anaerobic fitness, so it will not help you to train games, football and hockey.

Yoosuf Bouterse 7RES
 detailing his knowledge around methods of training.

Sportsmanship is about how the participant behaves. It involves showing respect for others and being gracious in victory or defeat, this can also be known as good etiquette.

Sportsmanship is important as it is not only a practice of respect in sports but can carry over to other aspects of life. It is important that professionals show good sportsmanship as young athletes see them as role models and repeat their behaviour.



Examples of Sportsmanship:

Daniel Slowikowski 9HAR - excellent work around Sportsmanship in GCSE PE.

The Serve

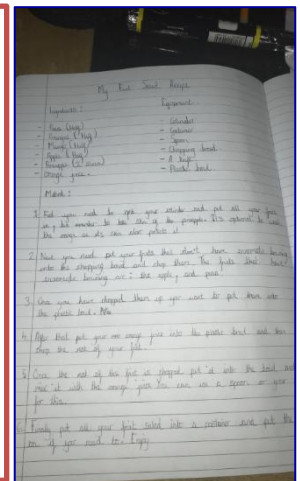
Doubles

In a double match, you must serve diagonally. After 2 serves, the previous receiver, now serves to your partner, who has swapped with you. This is in place to stop the opposing pair from getting tangled up, before they hit a ball.

Where do you need to serve from and where must you serve?

You must serve from the right-hand box to the other box, you must serve diagonally. The ball must bounce on your side, then on the other side. This is put in place to slow down the ball and make it more predictable.

David Kurek 10FOR - producing his coursework for Unit 2 Practical Sport.



Year 7 Food
 By Zephaniah Lebert 7FLI

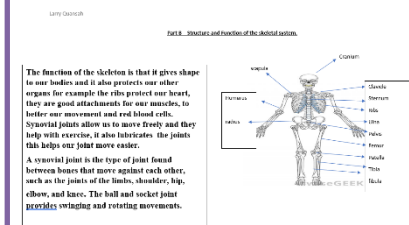
FACIAL EXPRESSIONS

Facial expressions are the little movements we do with our face to express emotions. It is mainly the use of the mouth and eyebrows. It helps to communicate the words we use when speaking with others. Facial expressions are the first of nonverbal communication.

Facial expressions are skills that can be applied in a health and social care setting, such as when a nurse is welcoming a patient, the child talks and that will show the patient that there is nothing to be nervous about and he will receive care.

Another way that facial expressions are necessary is when a nursery teacher should read a book with expressions to help children understand and get more enjoyment to the reading.

Mariam Rahman 10LAL - producing coursework for Health and Social Care.

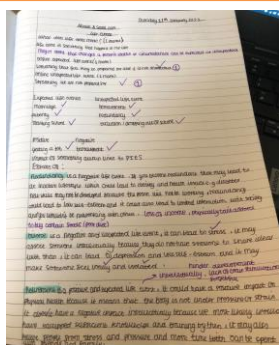


Larry Quansah 11RAH - explaining the structure and function of the skeletal system.



The Fantastic Fabulous Cookbook!!
 Morning Munch With Hasan!!

Hasan Muhammed 8WIO Food Technology - pupil designed a great front cover for his cookbook which is specifically tailored to continental breakfast/brunch.



Samah Khan Year 1S1M - H&SC pupils attempted exam style questions and purple penned their work. They then took a picture and sent it in for evidence.

The eat well guide is a healthy eating in the UK, current government dietary guidelines. The eat well guide has five parts they are coloured to show what parts are what! This supports the growth of the child and this is for health. The healthy eating it just not that it also the physical activity. **This doesn't apply to children under 2.**



This is your fruit and vegetables, this has ironed to good for the child keeps them healthy. They should be having 5 portions a day this will give you vitamins, minerals, fibre and antioxidants. Their some fruit or vegetable people may not like there always others things they can have didn't have to so population. With this vegetable or fruits can be fresh, frozen, dried or juiced 150ml and it will still count and make things well it or can have it on its own.

Starchy carbohydrates foods are source of nutrients a higher fibre. Carbohydrate have an important Potatoes, bread and rice

Dairy products have proteins, vitamins and calcium. Milk, cheese and yoghurt. Milk for the young children they are calcium, cheese young children with weakened immune system they will have to avoid eating certain cheeses, while having this thing try to have the lower fats.

Beans, fish and meats, this group is used in the body also known as proteins. They are all quite high in fat.

This can your little treat but its not to have it everyday because you have to watch the diet and the damage your putting your body in, eat less sugar, salt and

Jemima Malundama 10FOR producing coursework for Child Development; nutritional requirements for 0-5 years.

Pleasing Pasta Salad

- Cucumber
- Tomato
- Pot
- Carrot
- Corn
- Cress
- Cress

1. Make sure you equipment and your hands are clean.
2. If it is a pan with water and put the pasta in and then boil it.
3. When the pasta is boiling stir near it and don't go away.
4. Once you pasta is boiled take out and put in the sink and make sure it's cooled down and then you can use it.
5. Then remove the water from the cucumber by shaking it.
6. Then cut all the vegetables and then mix the pasta and the vegetables thoroughly.
7. Enjoy!

Year 7 Food by Yakhya Hussain 7FOX

Remote Learning – Pupil Work

Bucket 3

Performing Arts – Music and Drama

Music

Year 8 have been learning about RAP music this half term. We have rehearsed Vanilla Ice Ice Baby, and Rapper's Delight by the Suga Hill Gang. Pupils have been asked to create a set of lyrics.

Year 7 have been learning about Instruments of the orchestra. We have completed polls in the lesson to check on learning.

Year 9 have been working on health and safety.

Year 11 have been working towards a performance on their chosen instrument completing a diary and recording their rehearsals at home.

8YJ



Henry Huynh Nguyen
Mon 18/01/2021 14:20
To: S Crooks

Waking up in Birmingham,
Calling my bro's if they wanna hit me up in Nottingham,
Gonna see my brotha from day 1,
Went to his yard,
Played some games,
You know I'm always on top,
Just Can never ever stop.

Get Outlook for iOS

8YJ



Mohammed Badi
Mon 18/01/2021 14:11
Re: S Crooks

Bringing the rhyme book with me, so no I ain't empty
Make sure you get what you say when you come against me
I came from all the toughest
You put me on your rap roster, see if I ain't know you with a flamethrower
High as Effort Tower, I ain't going lower, when I got this pen power. Everybody see me coming and they cover

8YS



Amelia Wzulowska
Mon 18/01/2021 10:17
To: S Crooks

sitting in this dark room all alone,
people lookin down at me,
this is the place i call 'home'
people tryna call me down for tea
wherever i go, eye starrin at me
flash backs comin n gain

8YS



Hashem Hassan
Mon 18/01/2021 10:08
Re: S Crooks

It is nice outside
Bird tweeting in my ear I can feel that summer vibes
Like last time when I am riding my bike in all sundown
With my brothers, now that that only if I can go back in time
To those times when I am stuck in my yard behind as hell
Nothing to do it is really easy to go outside but I gotta protect the people I love

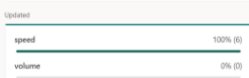
7YJ

What does tempo describe?

☐ speed

☐ volume

Submit Vote



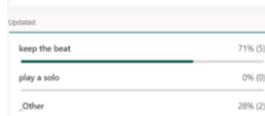
7YJ

What does a drummer do?

☐ keep the beat

☐ play a solo

Submit Vote



Connie Grant 9HAR

Player	Role	How to avoid it?	Who is responsible?
Player	Callers on the floor	Don't call together	Sound engineers
Sound	Someone might be injured	Don't call together	Sound engineers
Speakers	Rightful	Don't call together	Sound engineers
Stage	Don't call together	Don't call together	Sound engineers
Music	Don't call together	Don't call together	Sound engineers
Walking	Don't call together	Don't call together	Sound engineers
On the stage	Don't call together	Don't call together	Sound engineers
Clear	Don't call together	Don't call together	Sound engineers
Walking	Don't call together	Don't call together	Sound engineers
Volume	Don't call together	Don't call together	Sound engineers
Slip on wet floor	Don't call together	Don't call together	Sound engineers

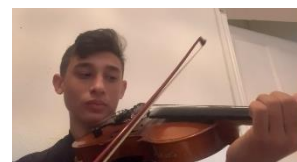
Deborah Gebrekristos 9HAR

Player	Role	How to avoid it?	Who is responsible?
Player	Callers on the floor	Don't call together	Sound engineers
Sound	Someone might be injured	Don't call together	Sound engineers
Speakers	Rightful	Don't call together	Sound engineers
Stage	Don't call together	Don't call together	Sound engineers
Music	Don't call together	Don't call together	Sound engineers
Walking	Don't call together	Don't call together	Sound engineers
On the stage	Don't call together	Don't call together	Sound engineers
Clear	Don't call together	Don't call together	Sound engineers
Walking	Don't call together	Don't call together	Sound engineers
Volume	Don't call together	Don't call together	Sound engineers
Slip on wet floor	Don't call together	Don't call together	Sound engineers

Year 11 Esha Kumari



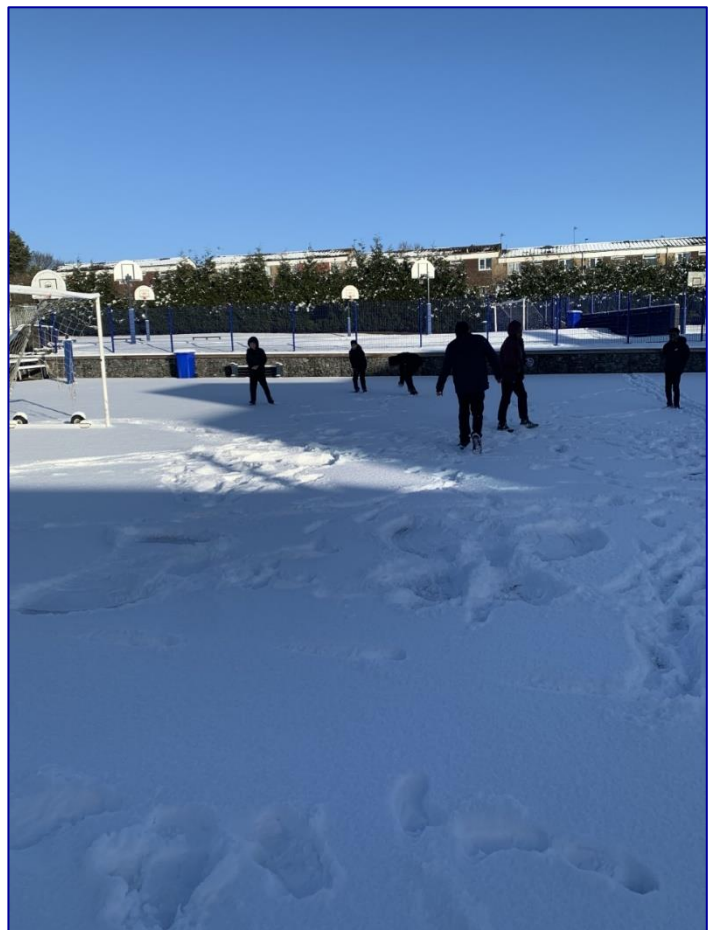
Year 11 Pupil



Well done to my music group Year 11 BTEC for continuing their hard work practicing their performance pieces at home: Ryan Tin Ashford, Oliwia Janiszewska, Kevin Jiang, Esha Kumari, Sh'Marl Lewis, Ehsan Mohammed, Nancy Ovbije, Romario Pruteanu, Roberta Ricketts, Ravneet Singh and Nhat Hoang.

By Mrs Crooks

Fun in the Snow



The Big Difference Scheme

The Big Difference Scheme can help customers who are in receipt of a low income and struggling to pay their water charges. If eligible for the scheme, the account holder could receive up to 90% off the average Severn Trent Water bill.

If the customer has a child who is eligible for income based free school meals, it is likely they will qualify for the scheme.

To apply for a reduction, customers can complete our online application via www.bigdiff.co.uk

For more information please visit – www.sttf.org.uk/big-difference-scheme/

ARE YOU STRUGGLING TO PAY YOUR WATER CHARGES?

If you are a Severn Trent Water customer and require assistance, apply for help today via:

THE BIG DIFFERENCE SCHEME

- You could receive up to 90% off the average Severn Trent water bill through the Big Difference Scheme
- Eligibility for the scheme is based on all household income (excluding housing entitlements)
- If you are eligible for income based free school meals it's likely that you will qualify for the Big Difference Scheme

HOW TO APPLY:

 APPLY ONLINE AT
WWW.BIGDIFF.CO.UK

 COMPLETE THE ONLINE
APPLICATION FORM

 SUBMIT YOUR
APPLICATION

The Big Difference Scheme is funded by Severn Trent Water, which offers significantly reduced water charges to some households on a low income.

Apply now: www.bigdiff.co.uk



Next Week: Year 7 & 8 pupils will be taking part in the Titan Express Yourself Arts Week competition during their Art, Performing Arts and Design Technology Lessons.

By Mrs Breslin



EXPRESS YOURSELF



EXPRESS YOURSELF

EXPRESS YOURSELF! Children's Mental Health Week Art Competition

To recognise Children's Mental Health Week, Titan is running an art competition for students across our network with the theme of "Express Yourself"

We would like to see artwork, poetry, photography or anything else that **shows who students are and how they see the world**

All art submissions to be submitted by **Friday 5th February** to admin@titan.org.uk

We will sharing submissions across our social channels.

Winners will be chosen on **Wednesday 10th February** and will receive a Happy Self Journal

PRIZE



HAPPY SELF JOURNAL

Happy Self Journals are daily journals to promote happiness, develop positive habits and nurture inquiring minds. Recommended by paediatricians, psychologists, parents and teachers the journals are filled with simple research backed practices, with daily pages fostering the habits that have been shown to positively influence mood and mindset.

[Download Poster](#)

[More Information](#)



DRESS TO EXPRESS

Team Titan will also be raising money for Place2Be's Children's Mental Health Week by taking part in their "Dress to Express" challenge. If you would like to get involved or make a donation, further details can be found below.

[More Information](#)

[Donate](#)



Do you need any support over lockdown?

Food:

Food Parcels collections 5-6pm Daily
Midland Langar Seva Society
Dale End Bus Stops (Stall)
Birmingham City Centre
B4

Asian Resource Centre
Villa Road
0121 523 0580



Food Bank Centres
New Life Weslyn Church
Holyhead Road
Handsworth
Birmingham
B21 0RA
0121 507 0734
(Thursdays 1-3pm)

Salma Food Bank
Unit 8
Ash Court
Crystal Drive
Smethwick
B66 1Q
07767164246

Aspire Housing Rookery Road
308 Rookery Road
Handsworth
Birmingham
B21 9QG
1pm Mon/Wed/Fri

The Soup Kitchen, Street Food Bank every Friday & Saturday 6pm - 7pm in front of Handworth College, Soho Road, Birmingham

Remote Learning:

If you have an iPhone or iPad you can still access all the work your teachers are setting you.

By following this link you can watch a video which shows you how to access Microsoft Teams assignments on iPad/iPhone.

<https://www.youtube.com/watch?v=HfwfHLCbjkc&feature=youtu.be>

Bereavement & Loss:

If you or anyone in your family suffers the loss of a family member or friend at this difficult time, there are some websites below that may help & comfort you:

Winston's Wish

Website: <https://help2makesense.org/>

Email: ask@winstonswish.org

Cruse Bereavement Care

Website: <https://www.hopeagain.org.uk/>

Phone: 0808 808 1677



Healthy Mind/Health Body

Joe Wicks is back with his PE lessons streamed live to his YouTube page at 9am each day.

(<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>)

The PE & Lifestyle teams have also created resources to help you focus on keeping a healthy mind/body during lockdown.

You can access this work via the website by clicking on the 'Daily PE & Wellbeing Activities' link on the pop-up.



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All

Headteacher

Miss K Marston BSc (Hons) LLE

Oxhill Road, Handsworth, Birmingham, B21 8HH

Tel: 0121 554 1825

Email: enquiry@sjw.bham.sch.uk Website: www.sjw.bham.sch.uk



Dear Parents/Carers and Students,

COUNTY LINES / EXPLOITATION INTENSIFICATION PERIOD 1ST – 14TH FEBRUARY 2021

It is likely you have heard the term 'County Lines'. This is a growing form of criminal activity that exists nationally, regionally across the West Midlands and here in Birmingham. County Lines is a term used to describe how gangs and organised criminal networks export illegal drugs into other (mainly rural) areas by exploiting children and vulnerable adults, often without them realising it. Gang members may use coercion, intimidation, violence (including sexual violence) and weapons to do this. We are clear that this is child exploitation.

WARNING SIGNS

We want to support parents and carers to keep children safe; listed below are some warning signs of 'County Lines' exploitation for you to look out for. Often, these are behavioural changes such as:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

Birmingham schools are working together with West Midlands Police and partners, including The Children's Society, to prevent and spot signs of exploitation at the earliest opportunity. We're keen that parents are also aware of 'County Lines', know where to ask for more support if they are worried and know that you will be listened to and supported.

If you have any concerns about your child, speak to them calmly and explain the risks and consequences. You may wish to contact a member of the Pastoral Team at school if you feel you need support or believe your child is at risk. We can talk through your concerns and plan a way forward together. Please take a look at the below link, here you will find useful guidance on the referrals to make if you have concerns.

<http://www.lscpbirmingham.org.uk/child-exploitation#:~:text=The%20Birmingham%20Safeguarding%20Children%20Partnership,with%20children%20and%20young%20people.>

If you or your child are aware that other young people in school or the community are at risk of 'County Lines' or any criminal exploitation, you should contact the police directly via 101. Alternatively, you can contact Crimestoppers anonymously on 0800 555 111 or via www.crimestoppers-uk.org. If a crime is taking place or a life is in danger, call 999 immediately.

There are some links overleaf that you may find useful for more information.

<https://www.childrenssociety.org.uk/what-is-county-lines> (on The Children's Society's website there are also guides for parents available in 14 different languages).
<https://www.fearless.org/professionals/resources/gangs>
<https://www.youandco.org.uk/crime-info/violent-crime-facts/gangs-and-street-violence>
https://www.stgilestrust.org.uk/help-with-county-lines-gangs-and-similar-issues?gclid=EAlaIQobChMInvuOiPKT7gIViBkGAB2qkQ9GEAAYAAEgIBFfD_BwEhttps://west-midlands.police.uk/your-options/county-lines

Yours faithfully,

K Marston

Miss K Marston
Headteacher
Saint John Wall Catholic School



Mat Shaer
Chief Superintendent - East NPU
West Midlands Police



Steve Graham
Chief Superintendent - West NPU
West Midlands Police