



Dear Parents/Carers,

Since returning to school after the Easter break, we have had tutors in from a company called Connexus, as part of the National Tutoring programme. They are working with students who have been identified as needing some extra support. Initiatives like this are very important as they enable teachers and tutors to work in collaboration, to support your son/daughter in their progress. Well done to all involved and thank you to Miss Stafford for leading on this project.

We also have another project called Lexia. This project supports and enthuses the love of reading. We do encourage reading in all lessons, during the school day and in the extended curriculum. We see every opportunity to support our whole school reading strategy. These sessions are of a Monday and Friday after school, with an identified cohort. Thank you to Mrs Hillard for getting this project up-and-running.

Year 11 students are working hard to ensure we have all the evidence required to provide them with the grade they deserve. May I ask you to speak with your son/daughter about the importance of working hard, being committed, punctual and attending each day. Your son/daughter will need to conduct some extra revision at home, as this always helps improve recall of knowledge and consolidate learning.

The options process has been completed and all parents will receive a letter which will confirm choices been offered to your son/daughter.

Year 7 and 8 will start their assessments the week beginning 3rd May. However, please remember **Monday 3rd May is a BANK HOLIDAY**. Students will **return on Tuesday 4th May**.

Home Testing needs to be conducted each week and you are required to confirm your result using the government website and school forms.

For those whom have signed up for the ONS research project is continuing on Thursday 6th/Friday 7th May. **How can my child take part?**

Complete the steps below, they work best on a computer or tablet, and we are working to improve how the surveys appear on a smartphone:

1. Go to <https://www.oc-meridian.com/Desktop/Portal/signup?id=cisschools&referralcode=139614> to create an account. As a parent, please simply select 'NO' to the initial questions asking if you are a student or member of staff and then fill in the remaining fields, providing consent as required. You will then receive 2 emails; one to validate your email address and one confirming your registration.
2. Please validate your email address by clicking on the link in the sign-up validation email.
3. Login to the system by entering your email address and password. Click on 'Child Registration Page' and register your child/children, providing consent as required. Your school code is: **139614**
4. After registering your child/children, click on 'home' and complete the enrolment survey for each child

The cut-off date for new participants to register and be enrolled on the Voyager system used to record those taking part is Monday 3rd May 2021. (Bank Holiday)

The Immunisations Team are in school all of next week. Please ensure your child is in school every day. This is part catch up for what couldn't be delivered during 2020 lockdown and what is due for the students this year. The year groups affected are 8, 9, 10 and a few Year 11. You may have received reminders for consent. If you haven't responded to this please ring 0151 676 5141 or 0151 676 5132.

INFORMATION FROM MERSEYSIDE POLICE

Please see a message we have received today from Merseyside Police. Please continue to stay vigilant and regularly check child's electronic devices. It has been brought to our attention that there is videos/information being promoted on social media, that on the 24th April 2021 there is to be a 'national rape day'. It's encouraging people to commit sexual offences for this upcoming weekend, it has originated in the UK mostly on TikTok, but seems to be spreading to university campuses and schools in the UK. I know that many of our students use social media and TikTok is very popular. I would ask that you are very vigilant about this safeguarding threat in the coming days.

Have a great weekend.

Ms Gallagher
Interim Principal

This week...

- Meet the year 7 tutor team
- Humanities SENECA codes
- Maths challenge
- Word of the week
- Class Charts
- English Classwork Showcase
- Directions Ad
- Year 7 Revision Mat
- Year 8 Revision Mat
- Aspiring Writers
- Scientist of the week

WB 3rd May 2021

**Year 7 and 8
P2S2 assessment
window opens
for two weeks.**

Meet the Year 7 tutor team..

7HHA



7CSA



7CKN



7LTR



7MWL



7MWL



Meet our talented and committed year 7 form tutors. They are here to support year 7 students both academically and personally to ensure success at Halewood Academy, and also to support excellent attendance and behaviour.



7EBB



7NHI



7SSC



7JCR



7NST



Assistant
Progress Leader

Humanities Seneca Codes:



- Year 7 H Band: **ac4ncr9mea**
- Year 7 W Band: **lc2qp4gu2x**
- Year 8 H Band: **sc9qp1y98m**
- Year 8 W Band: **dvk6dyupx2**
- Year 9: **e350etc03q**
- Year 10 History: **lawimdcml**
- Year 10 Geography: **n9y0dyy5px**

Any issues email: agilbert@halewoodacademy.co.uk



Humanities Seneca Assignments:

Week Commencing: 19/04/2021

- Year 7: Coastal Landforms
- Year 8: India
- Year 9: Glaciation
- Year 10 History: Conflict Pre-Learning
- Year 10 Geography: Ecosystems Hot Desert Revision

Any issues email: agilbert@halewoodacademy.co.uk



Maths Challenge of the Week

N

Last week's answer

In a magic square, the three numbers in each row, in each column and in each diagonal add up to the same number. Complete this magic square.

13	6	11
8	10	12
9	14	7

= 30

Liz buys a car for £7500

She pays a deposit of £1875

She pays the rest in 36 equal monthly payments.

Work out the amount of each monthly payment.

This half term's challenges are all past exam questions.

Send your answers in to Miss Devonshire

adevonsire@halewoodacademy.co.uk or to your progress leader

NUMERACY

Word of the Week

Definition:

To be clearly defined or identified.

Synonyms:

exact, precise, particular

specific

Worked examples:

*You should pay attention to **specific** words within exam questions.*

Antonyms:

general, unspecified, vague



ClassCharts

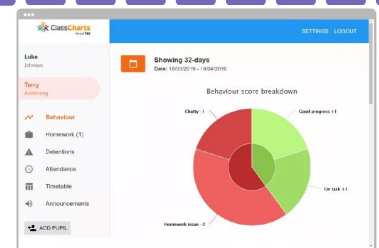
Class Charts



ClassCharts

What is Class Charts?

We recently started using Class Charts at Halewood Academy. This is an online system which teachers use to track achievement and behaviour throughout the school day.



Please see the school website for a user guide:
<https://www.halewoodacademy.co.uk/parents/class-charts/>



Download the app now!

ENGLISH CLASSWORK SHOWCASE



Friday 16th April 2011

Classwork

LO: today I am learning to explore the theme of 'change' in Keats's poem.

alliteration
Ornate
assonance

renew → how do writers present change in literature?
Dickens shows the theme of change through changes in personality and values in blood brothers. Russell shows change through the boys age progression and their understanding of friendship and class.

advance

Cues	Seamus Heaney
→ 1939 - 2013	→ born in County Derry, Northern Ireland.
→ life and writing	→ 1995 = Nobel Prize for literature.
→ family	→ writing = Irish roots and surroundings.
→ 1000 of lines	→ Don't vs man vs nature
→ memory	→ he captures the perspectives and descriptions of a young child.
→ autobiographical poem.	→ both the scene and characters have changed.

Summary - Seamus Heaney is an extremely good poet who got a Nobel Prize in 1995. Don't vs man vs nature.

AMELIA DORICOTT, Y9



SUNDS AHMAD, Y8

Apply - Green Zone

The writer gives the impression that it is very hard for Naughts to go into school because schools are usually only for Crosses and it is extremely rare for Naughts to get in. This is shown very clearly when Callums father exclaims, 'It'll be tough, son, but at least it's a start. My son is going to go to Heathercroft High School. Imagine that!' This shows that it was hard to get into school. His happiness shows that this is very unexpected and is very proud of his son. This shows that they are discriminated and treated very differently. The phrase, 'imagine that!' shows that the thought of his son going to an all Crosses high school was very unimaginable in a good way.

The writer gives the impression that the mother is very pressured because her children have less of an advantage and worried her children would be made fun of just because they are Naughts, poorer. It is obvious when she says, 'I still think he's making a big mistake...' This shows that she is worried and pressured about his son being mixed with Crosses because she doesn't want to give them satisfaction. Wounded her son might be bullied. The phrase, 'big mistake' shows that she doesn't want to accept this, nor believe it.

Reflect

WWW - I have used PEED paragraphs to describe how Callums parents feel. Why they feel that. (Opinions)

EBI - I could put everything in much more detail. I should also describe how Callum felt.

EVIE ELLISON Y10

Monday 19th April 2021

Perfecting: What impressions responses

LO: I am learning to perfect language analysis questions

Review

- I leaned back on my surf-board and rode the wave majestically.
Pronoun verb noun adverb
- Rex chucked his squeaky toy happily.
Pronoun verb adjective adverb
- Fred and I gazed like kings yesterday.
verb simile adverb

Advance

Impression	Evidence from the text	How is the impression created?
She is obedient	"Our gaction allows me to stand in front of it on the second day of every third month"	our gaction allows, Beatrice follows this rule
She is not conceited / vain	"The strands fall on the floor in a dull blond ring"	Negative adjective: dull
Envious	"I can't say the same of myself"	

Model

In the beginning of the extract, the writer creates the impression that Beatrice is obedient as it says 'our gaction allows me to stand in front of it' and she is following that rule which suggests she is obedient.



ABI REDMOND, Y10

Model

How have the boys changed since the beginning of the play?

In the beginning of the play the boys were playful and best very close. However, later on the boys drift apart and start to not like each other as they realise the reality of the class divide.

Apply

Write about the relationship between Edward and Mickey and how it is presented at THIS POINT in the play.

Massive divide between the boys

reality of H-L

ABI: I like the wide range of vocabulary and classism!

EBI: Try to explain using solid evidence and classism!



How are you coping during these difficult times?
Have you lost your confidence or suffering with low self-esteem?
Are you over 18 and unemployed?

The Directions Project could be for you!

This project aims to:

- Support women in the Liverpool City Region who are unemployed or economically inactive.
- Help you explore your level of confidence/self-esteem and help you move forward with your life.
- Support you to develop your skills, look for work, education or training.
- Together we can create your CV, practice and expand your interview skills.

Trainer: Anne Quinton annequinton@whisc.org.uk

Whisc: 0151 707 1826

Via ZOOM or one-to-one support

TO FIND OUT MORE JOIN ANNE FOR A VIRTUAL DROP IN SESSION
ON WEDNESDAY 28TH APRIL 11AM-12PM

Join Zoom Meeting

<https://zoom.us/j/95065274226?pwd=Z2ZNM041UjMyWDBETjc4UFZkRE9GUT09>

Meeting ID: 950 6527 4226

Passcode: 696319



European Union
European
Social Fund

Year 7 P2S2 Revision Mat

Your P2S2 assessment window opens **WB 3rd May** for 2 weeks.

Use the information to guide your revision. You should make sure you understand each topic listed for each subject area. See your class teacher for more support. Good luck!



Maths

- Working with fractions
- Fractions and decimals
- Percentages of amounts
- Calculating probability
- Experimental Probability

PE

- Components of fitness
- Methods of training
- Aerobic and anaerobic
- Benefits of exercise
- Fitness testing
- Principles of training

History

- Norman Conquest
- The Crusades
- Medieval Life
- Edward I

Dance

Research African Dance, learn the expressive skills and their definition, revise the following choreographic devices and think about different ways to use them: Levels, dynamics, unison and canon.

Geography

- Map skills
- Liverpool
- UK Physical and Human Geography
- Rivers
- Coasts
- Glaciers

Science

Working Scientifically

Biology: Food webs; Cells; Human reproduction
Chemistry: Particle Model; Metals & non-metals; Separating mixtures
Physics: Forces; Circuits; Energy stores; Speed, Distance & Time; Food for fuels

Spanish

- Mi familia (my family)
- Mis mascotas (my pets)
- Las descripciones físicas y el carácter (my physical description and character)

RE

- Judaism** (Beliefs, Creation, Abraham, Moses, Passover, Shabbat)
- Christianity** (Jesus' life, teachings, death, resurrection, baptism)

Music

- The Elements of Music (Graphic Score)

Art

- Portraits project** - understanding proportion and developing drawing skills.
- Artist research and Presentation.
- Media skills.

Food Technology

- Food Safety
- Eatwell guide

Drama

- Learn monologue (Completed the previous lesson,) practice it using body, language and facial expressions.
- Practice using the following vocal skills: emphasis, tone, pace, volume, pitch, pause.

Technology

- Developing effective design ideas.

Computer Science

- Education for a connected world
- Systems Architecture
- Systems Software
- Networks

English

Reading - Reading of a class text and focusing on comprehension and inference skills.
Writing - Creative Writing using class text as a stimulus.

Year 8 P2S2 Revision Mat

Your P2S2 assessment window opens **WB 3rd May** for 2 weeks.

Use the information to guide your revision. You should make sure you understand each topic listed for each subject area. See your class teacher for more support. Good luck!



Science

Working Scientifically

Biology: Health & lifestyle; Respiration; Skeletal & muscular systems; Evolution; Inheritance
Chemistry: Atoms, elements & compounds; Periodic Table; Physical & chemical reactions
Physics: Conduction, Convection & radiation; Transfer of energy; Magnetism and electromagnetism; Light

Maths

- Conversion Graphs
- Distance Time Graphs
- Line Graphs
- Real life Graphs
- Curved Graphs
- Ordering, Decimals & Rounding
- Place- Value Calculations
- Calculations with Decimals
- Ratio & Proportion with Decimals

Drama

- Revise the drama physical and vocal skills applied when acting.
- Learn the skills and techniques to understand a script.
- Learn lines appropriate to your role.

English

Reading - Reading of a class text and focusing on comprehension and inference skills.
Writing - Creative writing using class text as a stimulus.

RE

- Islam** (life, Muhammad, 5 pillars, Zakah, Sawm, Hajj, Islamophobia)
- Prejudice and discrimination**

Art

- Insect Project
- Artists research and presentation
- Drawing skills
- Symmetry
- Design development

Food Technology

- Health and safety
- Diet and health (Eatwell Guide)
- Food poisoning
- 4Cs

Computer Science

- Education for a connected world
- Systems Architecture
- Networks
- Data Storage

PE

- Components of fitness
- Methods of training
- Aerobic and anaerobic
- Benefits of exercise
- Fitness testing
- Principles of training

History

- The Stuarts
- Industrial Revolution
- British Empire
- People Power

Music

- The Instruments of an Orchestra (Sonority)

Geography

- Natural hazards
- Ecosystems - Rainforests and hot and cold deserts,
- Africa

Spanish

- Mi casa (My home)
- Mi habitación (my bedroom),
- Ayudar en casa (Helping at home)

Dance

To revise the contact work, physical skills and the importance of warming up and cooling down.

Halewood Academy Aspiring Writers

This week, Halewood Academy Aspiring Writers have been working together on a story. It was written by Chloe W (7NST) with suggestions and edits by Louise W (7MWL) and Ellie W (7LTR).

The Mystery of the Masked Murderer

It was a mystical night, and the full moon was up. I was walking towards the manor house that was holding a masquerade ball tonight. The pillars of the finest quartz reached up into the sky like mountains, the midnight-blue sky with scattered stars almost shone the faded-red brick path leading to the warm and inviting home. I was invited to the party and was going to meet some friends there. My aqua ballgown got caught between some rocks, and it had caused a tear in the fabric. But I wouldn't let it deter me from continuing to the ball. I ran up the stairs that led to the door and showed my ticket and mask to the guard that was protecting the door. He let me inside after realising my status as a lady of the round table (aka a female knight). I went inside and saw how spectacularly dressed everyone else was. The women had extravagant purses, whilst men were holding pocket watches and ring boxes, ready to ask the question to their loved one. I felt alone in the crowd, until I noticed my friend Adrian waving at me.

"Hi Mariana! How are you tonight?" She called out.

I responded, "Hey Adrian! I'm feeling great!"

Suddenly, I heard a familiar voice coming from the main ballroom...

"Good day to you my dear Mariana." Cedric said kindly.

I knew Cedric from my boarding school, but I had no clue that he would be here. Along with Cedric, my great friends Rosa and Iris were at the refreshment table talking to my best friend from my high school, Caden. I noticed the briefcase Rosa brought with her, and she insisted it was just a hairband in there with a book. Classic Rosa - always prepared. We talked for a while, until the organiser of the ball, the high court master William Hunter, came into the ballroom, holding a glass of wine and grinning at us all. As always, we bowed down to him as he was the most superior out of everyone in the room. He welcomed all of us to the masquerade ball and said that he was happy with the amount of people that came to the party. He hoped for our safety as there was rumoured to be a murderer in the area that the party was in. He was wary of it but told us not to worry about it.

"Let the ball begin!" he called out.

The moment he finished his sentence, all the lights went out, and we heard screaming from everywhere. Urgent footsteps echoed around the hall as we huddled together for safety, and I was shocked as Rosa pulled out a dagger out of her briefcase.

"Meh, I've seen worse. I knew you'd bring a dagger for protection..." said Iris; she's been in many dangerous situations.

Then, Cedric found a light source and he got all the lights working. It was then that we found out that the murderer had struck our party and there were only 8 people still alive: me, Rosa, Iris, Adrian, Cedric, Caden, William Hunter and a sorceress called Evelyn. We were wary that one of us was the murderer, especially because the police didn't know the murderer's name or even their gender. Rosa snuck her dagger back into the briefcase, worried she would be accused of the crimes. The floor was red with blood, but because of all the battles that I have fought, I didn't start shaking with fear. We were all suspicious of Evelyn and William, considering the fact that Evelyn knew magic and William was still trying to get power after the last prime minister, Ruben Chambers, died without choosing a new PM or even getting a child heir to his position. So naturally, a power gap formed.

Cautiously, we started talking and made alliances with the people we trusted, with me trusting Rosa, Iris and Adrian. Cedric appeared kind of suspicious because he was an MP in the House of Ravens, meaning that he was also looking for new power. Caden was a hunter in the Army and was handy with a knife, so it was highly likely that he was the murderer. But we weren't sure. Suddenly, the lights started to flicker on and off before dimming down. We all ran for it, me following Cedric and Evelyn to make sure that they weren't suspicious. We all hid in a cupboard until the lights came on and we all came out of our hiding spots. There, we saw our first casualty of the mystery.

Adrian was hanging on a wire, his legs gone from view. He was dead, and it wasn't Evelyn or Cedric, as we were all in the cupboard together. I felt sick from the fact that we might have seen a murderer at work. The suspicion levels in the room had increased, and everyone was in a tense mood. The night was not over. I planned in my head that I would hide with Caden next, followed by William so I could monitor the people that I couldn't trust. So, when the lights started flickering again, I found Caden and ran with him to a closet in a guest bedroom. We stayed there until the lights came back on and we then saw the next body.

It was the body of Evelyn. She was drowned in a barrel of water and her body was just left there in the barrel. Our second casualty of the mystery. I was feeling cautious of who I was surrounded by and who I could trust. Iris told me that she will stay with me the next time the lights went out.

"I just believe that it would be safer if I were to stay with you." she answered.

William was still looking suspicious, and nobody could trust him. The lights flickered out again in the next hour and Iris, William and I ran into a kitchen. While I stayed quiet, I could see William getting out of his hiding spot and getting some champagne. Suddenly, I saw a figure creeping up behind him and pinning him to the floor, before grabbing a sharp knife and stabbing him multiple times. I was in shock, and so was Iris. The lights came on, and everyone ran into the kitchen to find me and Sapphire trying to find the knife that the figure - or rather, the murderer- was using to kill William. Then, we remembered that someone else wasn't with us. Caden was with Rosa, and she told us that he had gone out of his hiding spot too. We put two and two together, realising in utter shock that Caden was the murderer. But it was too late. Caden came into the room, dagger in hand. We all ran for it. Caden kept following me, and I thought that I was a goner. But then something happened. Cedric ran towards him and beckoned me to get out of the house with Rosa and Iris.

"COME ON MARIANA! WE'LL BE TOAST WITH THE PACE YOU'RE GOING!" Iris cried out, sprinting out of shock of the event.

At this rate, my dress was in tatters. But I kept going. I found them quickly and we all ran for the door. We were out of the manor, and we were safe.

For now...



KS3 Scientist of the Week



Matthew Keenan

KS3 Science Core Value Champions

Excellence

Collaboration

Resilience

Y7

Layton Wall

Jamie Forshaw

Lyla Roberts

Y8

Mia Jacob

Tamzyn Grugel

Tia Mills

Y9

Rengin Ordek

Richie Longworth

Alisha Murphy



KS4 Scientist of the Week



Nathan Orr

KS4 Science Core Value Champions

Excellence

Collaboration

Resilience

Y10

Luke Riley-Turton

James Croft

Abigail Docherty

Y11

Lucy Owen

James Sherlock

Chloe Shore

