

THE WEEKLY NEWSLETTER

WB MONDAY 25TH JANUARY 2021



Dear parents/carers,

The Prime Minister informed the nation this week, that students would start returning to school from Monday 8th March; we all hope this can happen too. As parents, you have been doing an amazing job supporting your son/daughter engage in their education which is being provided by our fantastic professionals here at Halewood Academy. Well done! However, this means that children will be working from home a little longer. It is important that if you can keep your child(ren) at home; then you should. Some staff have been on the receiving end of frustration from parents due to their son/daughter learning from home. Please may I ask you not to do this. Staff are working extremely hard to support your child(ren) and parents. I'm sure you appreciate we are trying to keep children and staff safe.

This week Mr Gilbert made available an assembly to teach us all about the importance of Holocaust and why we must still commemorate this important event. As well as being a teacher at Halewood Academy he also works with the Holocaust Educational Trust, a UK based charity where he delivers training to teachers and students across the country, about how best to talk about the events of the Holocaust. He has driven this through the curriculum within both the History and RE subjects that work with one another to ensure students at Halewood Academy get the very best calibre of Holocaust education possible. Before the pandemic, he also used this expertise to arrange trips for students to visit Auschwitz and Auschwitz Birkenau, hear from a survivor, and become ambassadors themselves for Holocaust education. Hopefully, such opportunities will be available in the near future. I hope your son/daughter found this informative.

Form time will start next week. We have different activities available, please inform your child of this. See the timetable provided below.

In the newsletter you will find supportive information for safer live lessons for parents, student and staff. Please read, you may find this of some benefit.

A big well done to all students who have engaged with live lessons and remote learning programme. It is a joy to look at the fantastic examples of work. Well done to those pupils mentioned in the Learning Heroes section for geography, history, RE, maths, music and PE.

Year 9 and 10 have had their first week of assessments. There has been a noticeable improvement in attendance and engagement in lessons. You still have another week to go, keep using the revision mat's to help you. It is Children's Mental Health week next week. Please observe our social media platforms for top tips and information.

Finally, it has been confirmed by the government that schools will not be open over the half term break. Free school meals will continue over the half term break; we will update you on this once we have the final details.

Take care and keep safe!
Ms Gallagher
Interim Principal

This week...

- Whole school form time/assemblies plan
- Espanol
- A guide to safer live lessons
- Home Learning Heroes
- Remote learning engagement
- Maths Challenge
- TT Rockstars
- Year 9 & 10 Revision mats
- Parents survival guide (YoungMinds)

1st - 5th February Childrens Mental Health Week

CAMHS are delivering free live streamed sessions for parents/carers, school staff and children. Please visit:

<https://www.liverpoolcamhs.com/childrens-mental-health-week/>

Tuesday 4th February

Carmel College year 10 virtual event - Tuesday 4th February @ 7:30pm

Register online:

<https://www.carmel.ac.uk/applying/open-events/>



Whole school form time/assesssemblies plan

WB 1st February

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Catch up	Assembly	Catch Up	Catch up	Aspirations
Year 8	Catch up	Assembly	Catch up	Catch up	Aspirations
Year 9	Catch up	Catch up	Assembly	Catch up	Aspirations
Year 10	Catch up	Catch up	Catch up	Assembly	Aspirations
Year 11	Catch up	Catch up	Catch up	Assembly	Aspirations

WB 8th February

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Catch up	Assembly	The Day	Catch up	Aspirations
Year 8	Catch up	Assembly	The Day	Catch up	Aspirations
Year 9	Catch up	Catch up	Assembly	The Day	Aspirations
Year 10	Catch up	The Day	Catch up	Assembly	Aspirations
Year 11	Catch up	The Day	Catch up	Assembly	Aspirations

WB 22nd February

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Catch up	Assembly	The Day	Lit / Num	Aspirations
Year 8	Catch up	Assembly	The Day	Lit / Num	Aspirations
Year 9	Catch up	Lit / Num	Assembly	The Day	Aspirations
Year 10	Catch up	The Day	Lit / Num	Assembly	Aspirations
Year 11	Catch up	The Day	Lit / Num	Assembly	Aspirations

ESPAÑOL



Top Tip: Learn a little every week.

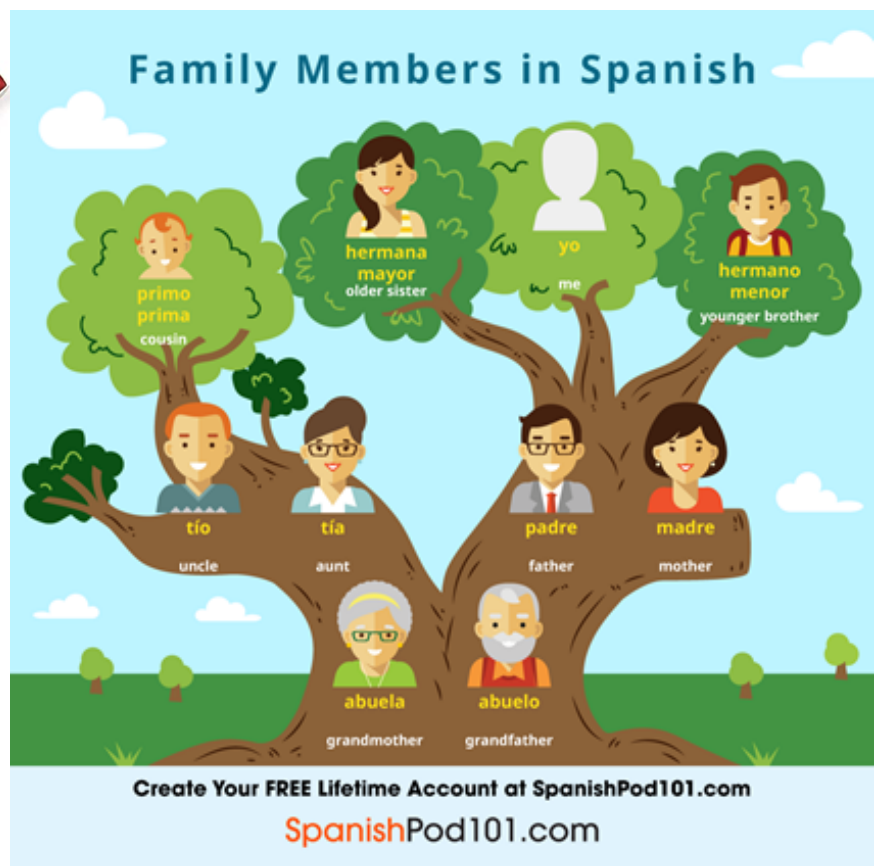
Mi Familia



Instagram



To learn more useful Spanish phrases for school or holidays, follow **SPANISH POD 101** why not follow Spanish Pod 101 on Instagram.



A GUIDE TO SAFER LIVE LESSONS

An online lesson occurs when teachers use video conferencing software to 'live stream' lessons to pupils. At Halewood Academy we use Microsoft Teams to stream our live lessons. Streaming live lessons provides the opportunity to maintain high quality education remotely by replicating the classroom interactions, ask questions and gather instant feedback. This type of learning can take place anywhere with an internet connection. Live lessons are new to us all and we would appreciate it if you read the below information to ensure learning can take place in a safe manner. Please get in touch if you have questions or feedback.

<https://nationalonlinesafety.com/hub/view/guide/live-lessons?product=>



WHAT TEACHERS NEED TO CONSIDER

CONDUCT

If you are hosting an online lesson, it is important that you maintain a high level of professionalism and treat your online lesson in the same way you would a classroom lesson. If you are on camera dress appropriately and find a setting which has a suitable background with no personal information on display. It is worth remembering that live streaming means screenshots and videos of your lesson could occur so you should always observe professional conduct.

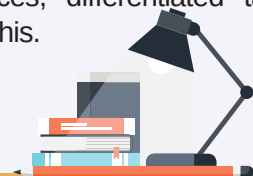
COMMUNICATION

Hosting a live lesson means that you need to consider how you communicate and through what channels. At Halewood Academy we have chosen to use Microsoft Teams as we know this is a secure platform with relevant privacy and security settings. Any contact should be done through Microsoft 365 (school accounts) and not through any personal accounts. During live lessons communication is permitted through the chat function, or you can unmute students where necessary.



CONTENT

Planning your content will be a key factor to consider prior to hosting an online lesson. It is important to ensure all content is age-appropriate and that any tasks you set that require the use of the internet won't lead children towards anything offensive or inappropriate. Always ensure live lesson pace is suitable for the whole class, and remember pupils work at different paces, differentiated tasks will support this.



WHAT PARENTS NEED TO CONSIDER

CONDUCT

It is important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite and remember their manners. Position your computer in an open environment where you can monitor their activity, preferably not in a bedroom. Remind your child to ensure their camera and microphone is switched off

during the lesson, and should only unmute when instructed by their teacher, most communication should be via the chat function.

COMMUNICATION

Although all pupils have been trained in using Microsoft Teams during their lessons in school, if you or your child requires further support you will find a guide on our school website. I would recommend you take some time to look at this to ensure you understand how Microsoft Teams works. We ask that you raise any concerns immediately with the school. If you are unable to accommodate online lessons or if you have any concerns.



CONTENT

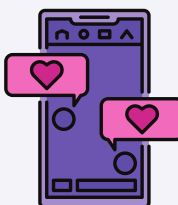
Try to take an interest in your child's live lessons if you are able to do so. We would encourage you to talk to them about what the lesson is about and what tasks they are required to do. Please remind your child about internet safety when using the internet and ensure parental controls are in place. The teacher will always provide recommended websites and links.



WHAT PUPILS NEED TO CONSIDER

CONDUCT

Being able to access live lessons is a great way to learn remotely, and it is vital we all follow the correct rules and behave appropriately. You should behave with the same levels of respect for your peers and teachers as you would in the classroom. During live lessons please make sure your camera and microphone is turned off. Comments are closely monitored by staff, please make sure they are related to the lesson.



COMMUNICATION

Hosting a live lesson means that you will have to think about how you communicate carefully. We use Microsoft 365 (Teams and Outlook) for all communication with pupils. We have chosen this as we know it is a safe platform. Only use your school accounts to communicate with your teachers, do not use personal accounts. During the live lesson there is a chat function should you wish to ask or answer any questions, but remember this must be relevant to the learning. Any inappropriate comments may result in repercussions.



CONTENT

The most important thing about online lessons is that you are fully engaging! Your teacher is teaching you new knowledge and skills in order to learn effectively so please remain focused. You will only learn if you pay sole attention to the lesson, as you would in school. Turn off other devices to maximise your focus on the lesson. You will be following your normal school curriculum. If there is anything you are struggling with please let your teacher know.



Geography - Miss Hayden

Diana Stepan
Callum Stoneley
Holly Harding

Wednesday 20 January 2021

Global atmospheric circulation

The Richter scale

Put stronger supports down

The Coriolis effect describes the pattern of deflection taken by objects not firmly connected to the ground as they travel long distances around earth... the key to the Coriolis effect lies in earth's rotation. Specifically earth rotates faster at the equator than it does at the poles.

Global = the world

Atmospheric = the layer or a set of layers of gases surrounding the earth

Circulation = a process that repeats itself.

Global atmospheric circulation = the process by which gases move around the earth

Most isolation arrives between the two tropics (cancer and equator) and causes the air to rise from the surface up through the atmosphere at the inter tropical convergence (ITCZ).

This creates large cumulonimbus clouds as the air cools and with low pressure occurs in these areas

As it heads north and south the air cools

This air then sinks back down to the surface at approximately 30° N and S giving high pressure

This goes back to the equator as the trade winds blow further north and south

Tropical storms develop when the sea temperature is 27 degrees and the difference in wind speeds between the higher and lower atmosphere is low



Geography

- Africa
- 80%
- temporary shelter
- abrasion, attrition, solution

- 80% desert
- TNC from Singapore
- Desalination (removal of salt) of water

- Largest concrete structure at time of building
- Used cold water to cool concrete
- Largest man made lake at time of building
- Colorado river doesn't reach sea.

- SE of Spain is the 'orchard of Europe'
- River Tagus - secura duct critical
- Supports 2.5 mil people

Abstraction is when water is taken out of a river

Water and resources
1) Area where there is conflict with water - Deserts (Sahara desert)
2) How much water is in the ocean? - 97%
Strategies used to increase water supply:
① Algeria - 80% desert - rising population.
TNC from Singapore helping desalination of water - removing salts to make fresh water - expensive
② Dams and reservoirs - (Hoover Dam) Navajo water, - hold back/control the river - Colorado river doesn't reach the sea anymore
③ Water transfer - Spain - water from River Tago to River Segura (292km) 2 reservoirs - supports 2.5 million people - improved agriculture
Abstraction - where people take the water out e.g. from a river

Mr Knight

"These students have shown a fantastic level of response in their live lessons in geography:
Year 7 - Lewis Caveney
Year 8 - Amelia Daniszewska
Year 9 - Keira Cannon
Year 10 - Liam Clayton"

Mr Riley - Geography

Adam Low - Year 11
Isla Cannon - Year 10
Kirsten Roe - Year 9
Bethany Service - Year 9
Alexandra O'Rourke - Year 8

Mrs McGrath

"Two pupils who have stood out for me this week in terms of their enthusiasm and engagement are **Cayden Cookson year 7 (history)** and **Joshua Kavanagh year 8 (RE)**. Both boys have engaged really well in online lessons and have forwarded their work to me which is of a very good standard."

History

Abbie Williams - Yr 11
Daisy Burns - Yr 10
Emma Owens - Yr 9
Paige Cross - Yr 8
Cayden Cookson - Yr 7
Hollie Millican - Yr 7
Jacob Sewell - Yr 8
Elliot Bromley Yr 9
Keira Cannon - Yr 9
Daisy White - Yr 11

Thursday 28th January 2021 History

How useful are the two sources when studying Victorian families?

Learning objective: To develop an understanding of Victorian lives core value: Aspiration.

Brain Dump:

- Industrial revolution:
- It began in Britain
- It affected women's lives in different ways. Also children's lives.
- Coal and Irons.
- diseases.
- Factories.

Are enquiry for the next few lessons is looking at victory life.

How did the artist show that the family lived in the countryside were quite poor, worked hard and were happy?

They were quite poor I know this because of their clothes, walls, floors.
I know that they are happy because the kids faces are kids are smiling and playing with

theres toys.

How did the artist show that the family were quite poor, worked hard and were happy?

I can see that they are quite poor because it is sometimes birthday and there isn't that many presents theres only a cake, theres also no books theres only 1 painting.

I can see that somebody has been working hard making a jacket.

They all look happy they have all got a cup of tea in front of them. There all clean.

In the pictures the family's look poor but sometimes they look happy.



Wednesday 27th January

Fitness testing

We will learn how to test flexibility.

Review

Flashback- Flexibility is the movement around a joint.

Blue- Warm up, Right equipment, Correct Clothes

Advance

The sit and reach test.

First, you need to make sure you warmed up and have no shoes on. Next lock your knees and put your hands one on top of another. Then reach over the box as far as you can. Make sure you do this test 3 times and get the average amount in cm.

The stork tests.

- Athlete should put their hands on their hips.
- Lifts their right leg and places the sole of their foot on their left kneecap.
- The other person says go and starts the stopwatch.
- The stopwatch will stop when the athlete lowers their heel takes

PE

Sophia Woods

Fletcher Reid

Ruby Burns

Jemima Hargreaves

Max Gabbidon- Thompson

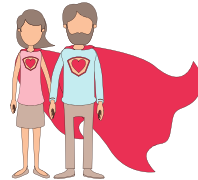
Nancie Rutherford

Skye Pennington

Paige Cross

Harrison Zysiak- Tobin

Ellie Fletcher



Football
SK: 11 = Scoring more goal through seas
Specific = by setting a specific goal i want to go from scoring 10 goals last season to scoring 14 this seas
It doesnt matter for me either right foot left foot or head. Measured i will be doing a shooting training see how many i score on my first one and set a number to improve on. Achievable - This is not as i have fitness testing

Define flexibility = the range of movement in the joints.

Pink = Dancer

Protocol: How to do the test

Sit and reach test:

• Sit on the floor with legs straight.

• Bend forward and reach as far as possible on the box.

• Assistant measures distance and repeat 3 times.

Wednesday 27th January
Fitness testing.
We will learn how to test flexibility, balance and reaction time.
Pink = basketball
Yellow = rugby
Green = you are ready for anything to come at you
Blue = make sure you are in a suitable sized room. Wear suitable clothes for that sport.
- You need a box that doesn't move.
- You can't bend your legs.
- You lock your legs in and put your feet on the box.
- Put your hands together and measure how far you can go.
- Always warm up before doing this.
- The person stands comfortably on both feet with their hands on their hips.
- They fit their leg and in in the mm.
The test is held by the assistant

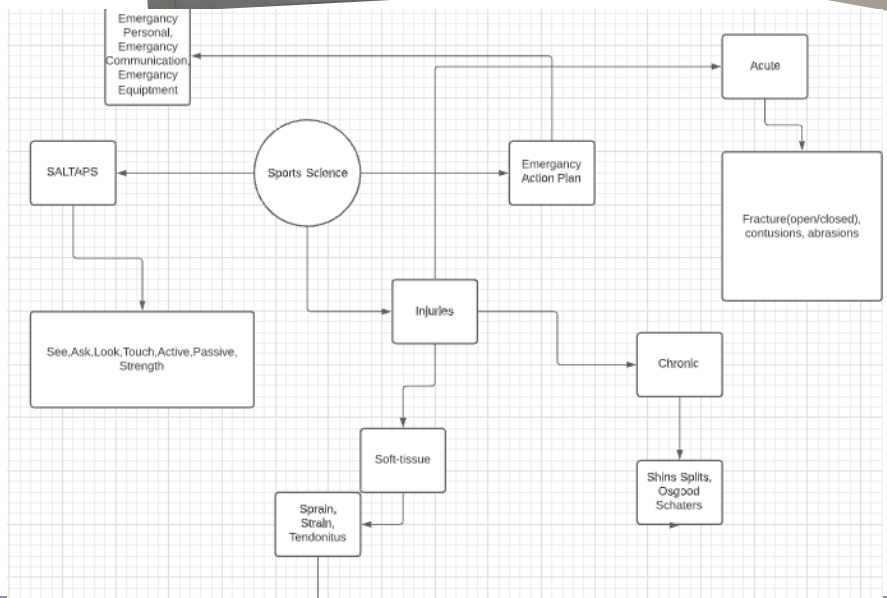
Thursday 28th January 2021
Fitness testing.
We will learn how to test cardio.
Flashback Questions
Cardiovascular endurance is a aerobic exercise, is physical exercise of low to high intensity. It is also about your heart and lungs to fuel your body with oxygen.
Multi-stage fitness test (beep test)
This is a test for cardiovascular endurance.
For this you will start to run to the other side when you hear the beep and then rest, then when you hear the beep again you will do the same until you are to tired and can't run any more.

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Thursday 28th January 2021
Fitness testing
We will learn how to test cardiovascular fitness and speed.
Flashback
Cardiovascular fitness is a health-related component of fitness that is brought about by sustained physical activity.
A football player would need speed
A swimmer would need speed
A basketball player would need speed.
Multi-stage fitness test
Flat Surface which is not slippery.
30 metre tape measure
The multi-stage Fitness test audiotape or CD
Something to record
As the levels go up it is harder.

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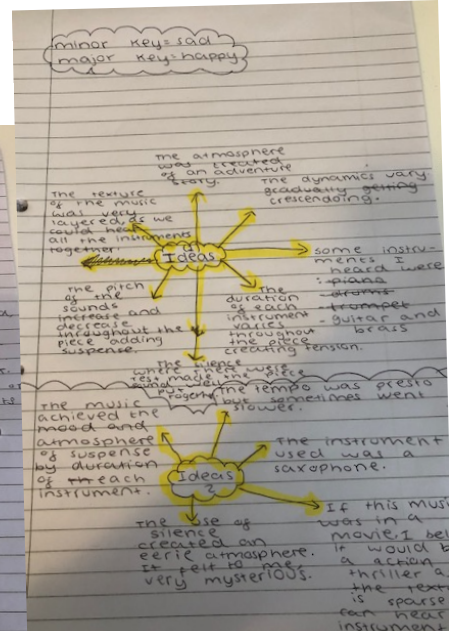
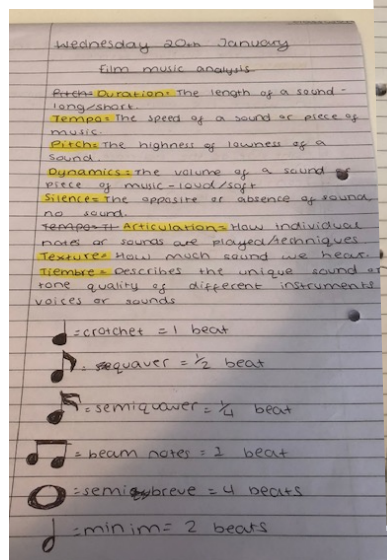
Thursday 27th January
Revision Post
Ice Therapy - Immediate treatment
R.I.C.E
Rest
Ice
Compression
Elevation
S.A.L.T.A.P.S
See
Ask
Touch
Active
Passive
Strength
Responding Injuries -
Massage - Stretching - Increase blood flow to appropriate body parts
Relax muscles, relieve tension





Music

Emma Owens



Week Ending 22nd January



HEGARTY HEROES



Top 5 Total Time Learning

1. Grace ZT 8H1
2. Leaenna G 9H3
3. Hannah L 8H2
4. Niamh B 7H2
5. Alexandra O'R 8H2

Top 5 Questions Answered

1. Jack J 8H1
2. Jake S 11H4
3. Lexie H 7H1
4. Leaenna G 9H3
5. Joseph Mc G 7H3

Top 5 MemRi

1. Joshua Mc G 8W5
2. Ellie S 8H1
3. Charli A 10H1
4. Tia M 8W3
5. Hannah L 8H2

Top 5 Classes in KS3

1. 8H2
2. 7H3
3. 8H1
4. 7H4
5. 8W3

Have you got what it takes to be a Hegarty Hero?

SPANISH SUPERSTARS



Muchas gracias to everyone who is attending their Spanish live lessons and sending in the work to us. We are impressed with each and every one of you!

A big shout out goes to Cameron C (y7) for the hard work he is putting in to his work and Connor S (y7) for the aspiration he showed in sorting out his work independently despite technical issues with Teams.

Lewis, Teagan, Alfie and Ethan - thanks for sending in all of your work for every lesson through Teams.

There were lots of great answers from Hennie (y9), Robyn (y9), Kian (y8), Nicole (y8) and Amelia D (y8) in their lessons this week.

This week's green zone experts were Tegan (y9) and Siobhan (y9). Bethany also sent in a brilliant piece of work from her lesson too.

Top of the class on Duolingo this week are Claudia (y7), Lewis S (y8) and Heidi (y9)





REMOTE LEARNING ENGAGEMENT



Class Charts remote learning engagement rewards. This shows the top 5 form groups and students for each year group for engagement in remote learning from the last 30 days.

Keep up the good work everyone!

YEAR 7

Top 5 Forms

1. 7NST
2. 7SSC
3. 7JCR/RAD
4. 7NHI
5. 7CSA

Top 5 Students

1. Louise
2. Chloe
3. Amelia Clarke
4. Sienna Moore
5. Ella Pike

Top 5 Students

1. Paige Cross
2. Olivia Dluszcakowska
3. Ellie Schwarze
4. Archie Heath
5. Elliot Thomas

Top 5 Forms

1. 8LPA
2. 8ADE/NS
3. 8ABA
4. 8PMC
5. 8SJO

YEAR 8

YEAR 9

Top 5 Forms

1. 9JKL
2. 9AGN
3. 9JKE
4. 9HRE
5. 9JCA

Top 5 Students

1. Keira Cannon
2. Jakub Ratajski
3. Dominic O'Rourke
4. Leaenna Grace
5. Lauren Beresford

Top 5 Students

1. Shay Fong
2. Isla Cannon
3. Olivia Beardsmoore
4. Callum Klausen-Jones
5. Zack Parnell

Top 5 Forms

1. 10LON
2. 10PRY
3. 10DOL
4. 10JMA
5. 10JQU

YEAR 10

YEAR 11

Top 5 Forms

1. 11KDA/HS
2. 11SOW
3. 11KHE
4. 11RDO
5. KWI

Top 5 Students

1. Holly Harding
2. Alex Hodge
3. Faith Waldron
4. Connor Newby
5. Rebecca Waters Jones

Maths Challenge of the Week

Money Problems

Martyn has some money to invest and sees this advert.

Bank of Maths

Double your money in 15 years.

The average annual growth for your investment is 4.5%



Will Martyn double his money in 15 years by investing his money with "Bank of Maths?"



ANSWERS IN TO MISS DEVONSHIRE OR YOUR PROGRESS LEADER

Last week's answer

If you have £520 in a savings account that earns 1.5% interest annually, how much would you have after:

This question is brought to you by Barclays

LifeSkills

a) 1 year

1.5% interest annually = an extra 1.5% each year.

$$520 \times 1.015 = \text{£}527.80$$

a) 2 years?

After one year you have made an extra £27.80, therefore you get 1.5% on top of £527.80

$$527.80 \times 1.015 = \text{£}535.72$$



Well done to everyone who took part in the TT Rockstars Battle last week – the results are in

W Band

47,098

H Band

28,049

Top 3 players:

1st – Mateo D H Band

2nd – Oliver C W Band

3rd – Christian D W Band

Round two has started – Can H band take the win this week or will W band make it two weeks in a row?

Monday 18th January – Sunday 14th February

N

**P2S2 Assessment window opens
wb Monday 25th
January 2021.**

**Please see your
class teacher for
more
information and
support.**

Year 9 P2S2 Revision Mat

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 <ul style="list-style-type: none"> Using Scales Using Accurate Scale Diagrams Nth term of Arithmetic Sequences Non Linear Sequences Inequalities Solving Equations Proportion 	Spanish <ul style="list-style-type: none"> Las redes sociales y los tiempos verbales (Social media and tenses) 	Geography <ul style="list-style-type: none"> Nigeria Population Glaciation 	Drama <ul style="list-style-type: none"> Key moments: Romeo and Juliet Key characters Physical skills Vocal skills
PE <ul style="list-style-type: none"> Components of fitness Methods of training Aerobic and anaerobic Benefits of exercise Fitness testing 	English <p>Reading – Non Fiction: List question (5) What impression...? (5 & 10 mark questions) Writing – Transactional Writing.</p>	History <ul style="list-style-type: none"> Interwar years WWII Holocaust 	Computer Science <ul style="list-style-type: none"> Education for a connected world – E-safety Privacy and Security Copyright and Ownership Algorithms Pattern recognition Abstraction Decomposition
ART <p>Monogram project. Focus on design skills and Graphics. Independent skills practice and develop skills using hand-drawn Typography.</p>	Music <ul style="list-style-type: none"> Film music and the elements of music 	Science <p>Working Scientifically Biology: Diet & digestion; Breathing; Genes & species; plant reproduction Chemistry: Rocks; Reactivity; Matter Physics: Pressure & moments; Motion; Space; Energy</p>	RE <ul style="list-style-type: none"> Medical ethics - (organ donation, euthanasia, animal testing, abortion, death penalty and The Holocaust)
	Dance <p>To learn about chance dance and how it can be used. Physical and expressive skills</p>	Food Technology <ul style="list-style-type: none"> Special diets/ allergens/ intolerance's. 	Technology <ul style="list-style-type: none"> The industrial revolution Automation CAD CAM 3D printing

Year 10 P2S2 Revision Mat

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!

PE <p>Paper 1 - Muscular system, Skeletal system, Cardiovascular system, Respiratory system, Methods of training, Principles of training, Risk and Hazard, Warm ups and Cool downs.</p> <p>Paper 2 - Benefits of exercise and Sedentary lifestyle, Commercialisation and the media, Influences on participation and participation trends, Strategies to improve participation, Behaviour and ethics in sport, Performance enhancing drugs.</p>	Science <p>Biology: Cell Biology; Organisation; Infection & response Chemistry: Atomic structure; Bonding; Quantitative chemistry; Chemical changes Physics: Energy; Electricity; Particle Model; Atomic structure & radiation Separate Biology: The brain and the eye; Chemistry: Quantitative chemistry; Physics: Static electricity, Radiation</p>	Maths <ul style="list-style-type: none"> Solving Equations and Inequalities Finding and using the nth term Properties of Shapes Angle Facts Parallel Lines Polygons
English <p>Literature - A Christmas Carol question Language - Component Two Reading - Non fiction questions Writing - Transactional writing task</p>	Geography <ul style="list-style-type: none"> Urban and Natural Hazards Earthquake CS Tropical Storms CS Urban Issues and Challenges 	Drama <ul style="list-style-type: none"> Vocal skills Physical skills Formula for 4, 8, 12, 20 mark questions Key moments in Blood Brothers
	Art/Graphics/Photography <p>AO3 Reflective Recording - drawing skills and analysis. AO2 Creative Making - experimentation with media, including ICT. Download and experiment with free online software/app PhotoPea, Vectormator X, Pixlr, Canva or Lightroom.</p>	



Year 10 P2S2 Revision Mat

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!

History <p>Paper 1 - America 1920-1973, Paper 2 - Health and the People Through Time (Medieval 1000AD-1500CE & Renaissance period 1500-1750CE)</p>	Food Technology <ul style="list-style-type: none"> Food choice (vegetarian/vegan) Macro- Nutrients Food science- enzyme browning Food provenance 	Computer Science <p>Paper 1 1.1 Systems Architecture 1.2 Memory & Storage 1.3 Computer networks, connections and Protocols 1.4 Network security Paper 2 2.1 Algorithms 2.2 Programming fundamentals 2.4 Boolean Logic</p>
Health and Social <p>Factors effecting health:</p> <ul style="list-style-type: none"> Positive/negative factors Environmental factors Economic factors Lifestyle factors <p>Health Indicators:</p> <ul style="list-style-type: none"> Pulse, blood pressure, peak flow and BMI 	Technology <ul style="list-style-type: none"> New and emerging technologies The industrial revolution Automation CAD, CAM, JIT, Lean manufacturing Energy generation Energy storage 	Dance <ul style="list-style-type: none"> The choreographic process (How to create/plan a dance from stimuli) Revise the key facts in Shadows dance work Roles and responsibilities of a costume, lighting, set designer and a musician.
Media <p>Music Video CSP: Arctic Monkeys and One Direction. Social and Participatory Media CSP: Lara Croft</p>	Spanish <ul style="list-style-type: none"> Examen hablado (Oral test on family, technology, free time and customs and festivals) 	

This guidance was found on Young Minds : <https://youngminds.org.uk/find-help/for-parents/parents-survival-guide/>

You and Your Child

- Make sure they know you love them and are proud of them. Even when things are busy or stressful, and it feels like you are in survival mode, a word or a hug can reassure them a huge amount. Praise them for what they do well, and encourage them to try new things.
- Be honest about your feelings - you don't have to be perfect. We all get things wrong and shout or say unkind things from time to time. If this happens, say sorry to your child afterwards and explain why it happened. They will learn from you that it's OK to make mistakes and that it doesn't make you a bad person.
- Be clear about what is and isn't acceptable - and tell them why. Children need to know what is OK and what isn't, and what will happen if they cross the line. Follow through on what you say as otherwise they may get confused or stop respecting the boundaries.
- Own your own role - you are the parent, so don't be afraid to take tough decisions. If your child sees you are scared of their reaction and always give in to them, it can make them feel very powerful, which can be frightening. Children need to know that you are there to keep them safe.



Helping Your Child

- Worrying or difficult behaviour might be short-lived, so give it some time. All children go through stages of feeling anxious or angry and they can show this in lots of ways, for example, tantrums, crying, sleeping problems or fighting with friends or siblings. They might be adapting to a change in the family or in their school life, or just trying out new emotions, and will generally grow out of worrying behaviour on their own or with family support.
- Talk to your child: Even young children can understand about feelings and behaviour if you give them a chance to talk about it. Take it gently and give them examples of what you mean, for example, 'When you said you hated Molly, you looked really angry. What was making you so cross?', or 'When you can't get to sleep, is there anything in your mind making you worried?'
- With older children, they might not want to talk at first. Let them know you are concerned about them, and are there if they need you. Sending an email or a text can work better if this is the way your child likes to communicate.
- Ask your child what they think would help - they often have good ideas about solving their own problems.
- If you can, talk to your child's other parent about your worries, when the child is not around. They might have a different take on what's going on. Try and sort out how to deal with the behaviour together so you are using the same approach, and can back each other up. Children are quick to spot if parents disagree, and can try and use this to get their own way.



Looking After Yourself

- If your child is having problems, don't be too hard on yourself or blame yourself. Although it can be upsetting and worrying if your child is having a bad time, and it makes your relationship with them feel more stressful, you are not a bad parent. Children often take it out on those closest to them, so you might be feeling the effect of their very powerful emotions.
- If you had a difficult time growing up yourself, or have had emotional problems or mental health problems, it can be very worrying to think that the same thing might happen to your child. But the love and care you show them and the fact that you are trying to help will protect against this. Getting help for them and perhaps for yourself too can give them the best chance of feeling better.
- If things are getting you down, it's important to recognise this. Talk to someone you trust and see what they think. Many people go on struggling with very difficult situations because they feel they should be able to cope, and don't deserve any help.
- Friends and family can often help - don't be afraid to ask them to have your child for a bit if you need some time out to sort out your own stuff. You can repay them when things get better for you!
- It's easy to say take some time for yourself but in reality this may not feel possible. You might be too busy, exhausted or hard up for exercise or hobbies. But even a night in with a friend, a DVD box set or your favourite dinner can help.
- Go to your GP if things are really getting on top of you. Asking for some support from your doctor or a referral to a counselling service is a sign of strength. You can't help your child if you are not being supported yourself. Some people worry their parenting will be judged and their children will be taken away if they admit they are struggling to cope. This should only happen if a child is being abused or neglected and the role of professionals is to support you to look after your child as well as you can.

