

SPRING NEWSLETTER - FEBRUARY 2025

# FOREST MOOR SCHOOL

## Half term 3: A Half-Term of Inspiration and Achievement

MR ROBERTS

As we reach the end of another half term, I want to take a moment to celebrate all the incredible things our students and staff have achieved. Every day at Forest Moor is a testament to the creativity, resilience, and passion of our school community, and this half term has been no exception.

What makes our school truly special is the way we harness our unique setting to support both academic progress and social, emotional, and mental health development. Whether it's through hands-on learning, outdoor experiences, or the countless moments of connection and encouragement, it has been inspiring to see students and staff embracing every opportunity.

The energy and dedication from everyone—staff going the extra mile to bring learning to life and students pushing themselves to try new things—have been nothing short of outstanding. It's a privilege to lead a school where education is not just about knowledge, but about growth, curiosity, and personal success in so many forms.

Looking ahead, I hope that the next newsletter will be filled with stories of sunshine rather than snow! But whatever the weather, I know that our school community will continue to thrive, learn, and support one another.

Wishing you all a well-deserved break, and I look forward to another fantastic half term ahead.

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# HAVE YOUR SAY!

The Forest Moor Student Council has been actively engaged this half term, working to represent the student body and contribute to positive changes within the school. When we meet, the students show a high level of maturity and take their roles seriously. Our chairperson does a fantastic job leading the meetings, ensuring all members have the opportunity to share their views on the topics we include on the agenda.

This half term we've had a visit from Mr. Scott, where we discussed teaching and learning strategies, exploring how the curriculum impacts students. Mr. Crichton also joined us to discuss the school's core values, and we're excited to delve deeper into this important topic with further projects planned for the new term.

Finally, Mrs. Bull shared an exciting opportunity for members to apply to become a Pupil Voice Ambassador, representing Forest Moor within the wider trust and working on a whole-trust initiative that will be embedded within all of the schools across the trust. More information about this opportunity will be coming soon!

What's next?

When we return after half term we will be extremely busy:

- Meeting with the catering team to adjust the menu.
- Looking deeper into our school values. We will be holding a separate focussed meeting on this item.
- Finding out what the whole trust initiative will involve!



Mr Crichton asking student council to be involved in our school values

Mr. Scott discussing Key Stage 4 Options with pupils



## Student Council

MRS BULL





Staff have had lots of training looking at play, transitions, rules routines and boundaries. Staff experienced what our children should experience such as happiness, laughter, relationship building and healthy competition.

We had lots of fun in the snow, looking at how we can help our young people understand their temperatures, sensations in their bodies and how we can safely use the snow before it melted. This also links to meeting needs of young people, how we can create warmth in a classroom through sensory items such as blankets and warm drinks and we can help regulate from being outside using down regulation activities.

Polly pup has been helping everyone around school on walks to sitting in lessons. Our pupils show excitement and joy when she runs around outside and amazed just how fast she is! She has met our new pupils and helped them during their transition phase by having lots of cuddles in classrooms.



Thing we covered;

- Transitions back inside, going out, wet feet, dry feet, dry pupils- how this increases stages of crisis.
- Hot and cold, how do we help them understand their body temperature, how it feels to them, do they need a warm drink, do they need to cool down, can the pastoral team help with this, use debriefs to make these plans?
- Do our children have asthma, what is the plan, can we ask families how they respond to such weather and conditions we have.
- Conversation with home about appropriate clothing and footwear for the weather in school.
- Do we have access to spare clothing, can children borrow an item when they are in, blankets and cushions to create a sense of warmth?
- What is the plan, when are you coming back in, what is the boundary, how do we use our therapeutic language to minimise escalation.

Thank you all again for getting stuck in and so nice to see everyone back!

# Pastoral

MRS HELEY





Mrs Heleys office.



Pupils can come here if they need to chat, need to see polly or collect her for walks. This is also an additional regulation space if pupils require a change in environment to aid regulation. This provides calm for pupils if they also wish to sit and have time on their own to aid mental health needs.

Pupils have access the a basketball hoop and never know what Mrs Heley will have on her walls and windows next, rumour has it Mrs Heley loves Christmas, and Easter, and Halooween...well everything really!



Louise Heley Pastoral leader delivering staff training Showing ways we can adapt learning, this can be playful, fun and broken down.

Each pupil has different needs and we aim to give pupils the best educational outcomes possible.



# Pastoral

MRS HELEY





This month we have been focusing on grounding techniques with pupils in the Meadow suite.

### What are Grounding Techniques?

Grounding techniques are simple exercises that bring your focus to the here and now, using your senses to anchor you to the moment. They can be particularly helpful during moments of intense stress and dysregulation and can help our young people with dysregulation.

### Common Grounding Techniques:

- 5-4-3-2-1 Technique: Identify five things you can see, four things you can touch, three things you can hear, two things you can smell, and one thing you can taste.
- Deep Breathing: Focus on your breath, inhaling slowly and deeply, then exhaling slowly.
- Mindful Observation: Pay attention to your surroundings, noticing details like the texture of objects, the colors you see, and the sounds you hear.
- Progressive Muscle Relaxation: Tense and release different muscle groups in your body, starting with your toes and working your way up.
- Visualization: Imagine yourself in a safe and calming place, such as a beach or a forest.

### Tips for Effective Grounding:

- Practice Regularly: Consistent practice can make grounding techniques more effective when you need them most.
- Find What Works for You: Experiment with different techniques to discover what works best for you. It's not a one size fits all method.
- Create a sensory box : Gather objects that help you feel grounded, such as a soft blanket, a favorite photo or object or a favourite smell.

The other great asset we have at Forest Moor when it comes to helping our young people with grounding and regulation is Cedric the school dog . Cedric is well versed in working with our young people and interacting with him can provide a much needed sensory experience. Stroking, brushing or just sitting with Cedric helps our young people regulate. Also the unconditional love and acceptance that Cedric gives also creates a sense of trust and connection allowing our young people to open up about their emotions. From Cedrics point of view, he loves all the additional treats and strokes he gets whilst in school.





## Meet the sheep

We are really excited to introduce our four Rydale sheep (Margo, Barbara, Millie and Rosie) and James who have all been spending time at Fincham Farm.

A number of students will remember James, he was an orphaned lamb who was only 8 weeks old when he first came into school, he is now enjoying being part of a flock with the 4 girls.

The girls are all a breed of sheep called Rydales and this breed is known for its calm and gentle nature, making them ideal companions for our students. Originally from Yorkshire, Rydale sheep are hardy and well-suited to the British climate. Their soft wool and quiet temperament make them perfect animals for our outdoor learning and interventions.

James is a Texel, they are also known for their gentle, calm temperament. They are curious in nature and we can see this as James loves to interact with students and always comes over to see who is at the farm.

Together, the sheep will be involved in a variety of activities that support emotional and social development. Working with animals has been proven to reduce stress, boost confidence, and improve communication skills. Students will have the chance to feed, groom, and care for the animals, building connections with them and learning about animal husbandry in the process. These outdoor experiences will also promote teamwork, problem-solving, and a healthy relationship with nature.



# Farm

MISS FINCHAM





Our students have been making impressive strides in clearing the KS3 quad area, transforming it into a future horticultural space. This exciting project, which is part of our ongoing efforts to enhance the school's outdoor environment, has seen students from various year groups working together to clear the site of weeds and debris. The ultimate goal is to create a thriving space where students can engage with nature, learn about gardening, and develop environmental awareness.

Over the past few weeks, students have been meticulously clearing the area. They have tackled the overgrown weeds, raked the soil, and prepared the ground for future planting. Although no plants have been added yet, the groundwork being laid now will provide the perfect foundation for the creation of a horticultural garden in the coming months.

This project has been an excellent opportunity for students to develop a variety of skills. Not only have they learned about the importance of maintaining outdoor spaces and caring for the environment, but they have also gained a greater understanding of teamwork, perseverance, and responsibility. Working together to clear a large, overgrown space has shown them how even the toughest tasks can be accomplished when everyone contributes.

In addition to the horticultural work, students have also been involved in a practical woodwork project to build a brand-new chicken coop. This has given them the chance to apply their skills in a different area, as they have worked collaboratively to design and construct a sturdy, functional home for the school's chickens. The chicken coop will soon provide a safe and comfortable environment for the birds, which will further enrich the school's outdoor learning opportunities.

Both of these projects highlight the creativity, dedication, and problem-solving skills of our students. Their hard work is not only improving the school's physical environment but also fostering a sense of ownership and pride in their work.

# Horticulture

MR SLATER





Our trampolining interventions have been rolled out to a number of KS2, 3, and 4 students this past term.

These sessions, range from 20 to 40 minutes and they provide a unique opportunity for students to develop their emotional regulation, social skills, and physical coordination in a safe and supportive environment.

Each trampolining session is carefully designed to meet the specific needs of the students participating. The flexibility of the sessions allows for adjustments based on individual abilities and emotional states. Whether a student requires a more structured, calm environment or a high-energy, challenging activity, the trampolining sessions are adaptable to ensure every student can engage meaningfully.

For some students, these sessions serve as an outlet for releasing pent-up energy and frustrations in a controlled way, while others benefit from the sensory experience that trampolining provides. This can have a calming effect, reducing anxiety and stress, and helping students refocus after moments of emotional overload.

The benefits of trampolining are reflected in the positive changes in behavior that we've observed in our students. Many students show increased self-regulation, improved focus, and enhanced social interactions after participating in sessions. For example, students who might typically display heightened anxiety or agitation can often be seen in a calmer state following their time on the trampoline. The physical activity allows students to release tension, leading to more positive interactions with peers and staff alike.

The sessions also help to support a sense of achievement and confidence, for when a student succeeds in mastering a new skills or simply enjoy the fun and challenge of bouncing, it boosts their self-esteem. This positive reinforcement encourages students to take on new challenges in other areas of their schoolwork and personal development.

# Trampolining

MR WILLIAMS







Leeds United Foundation Inspires Positive Relationships Through PE

This term, Maple Class has been fortunate to receive expert coaching from the Leeds United Foundation, focusing on the crucial link between physical activity and positive relationships. The sessions have emphasised teamwork, communication, and respect, teaching pupils valuable skills that extend beyond the sports field. Through engaging games and activities, the Leeds United coaches have helped pupils learn how to collaborate effectively, support their teammates, and communicate constructively.

The focus has been on building confidence and fostering a sense of belonging within the class. Pupils have learned how to resolve conflicts peacefully and celebrate each other's successes. The coaches have acted as positive role models, demonstrating the importance of sportsmanship and fair play. These PE sessions have not only improved pupils' physical skills but also equipped them with essential social and emotional skills that will benefit them in all aspects of their lives. We look forward to continuing this valuable partnership with the Leeds United Foundation

# Maple

MR HURREN



### Maths Focus: Measuring Up with Perimeter!

This term, our maths lessons have been all about perimeter! Pupils have been learning what perimeter is – the total distance around the outside of a shape – and how to calculate it. We've explored different strategies for finding perimeter, from measuring each side and adding them together to using formulae for regular shapes. A key focus has been on the importance of accurate measurement. Pupils have been practising using rulers and measuring tapes precisely, paying close attention to units and estimating lengths before measuring.

We've also applied our perimeter knowledge to real-world scenarios, like calculating the perimeter of the classroom or designing gardens with specific boundary lengths. These practical applications have helped pupils understand the relevance of perimeter in everyday life. By the end of the term, pupils will be confident in calculating the perimeter of various shapes and understand the importance of accurate measurement in mathematical problem-solving. We encourage you to explore perimeter at home too! Have your child measure the perimeter of their bedroom or the dining table.





## Nature's Calling: Vagal Breaks and Winter Fun!

This winter, we've embraced the natural world to support pupils' well-being through nature-based vagal breaks. Recognising the importance of regulating the nervous system, we've incorporated short, regular outdoor sessions into the school day. Playing in the snow has been a particular highlight! The sensory experience of the cold air, the feel of snowflakes, and the visual beauty of the winter landscape provide a natural way to stimulate the vagus nerve, promoting calmness and reducing stress.

These brief outdoor breaks offer a chance for pupils to disconnect from academic tasks and reconnect with nature. Building snowmen, engaging in gentle snowball fights (in designated areas), or simply observing the winter wonderland allows for unstructured play and social interaction. These activities not only provide physical exercise but also offer a mental reset, improving focus and concentration upon returning to the classroom. We've observed that these nature-based vagal breaks have had a positive impact on pupils' overall mood and engagement, highlighting the powerful connection between nature and well-being.

# Maple

MR HURREN





### The Stone Age Rocks!

Our journey into the past began with a bird's-eye view of our own backyard – a satellite image of our local area. This aerial perspective revealed the intricate layout of the land, showcasing rivers snaking through the landscape, patches of vibrant green woodlands, and expanses of open fields.

Next, we embarked on a journey back in time, imagining how this very landscape would have appeared thousands of years ago during the Stone Age. We delved into the fundamental needs of our Stone Age ancestors: food, water, shelter, and the raw materials necessary for crafting tools.

We pinpointed locations where vital resources could have been found. Rivers, we concluded, would have been lifelines, providing both fish for sustenance and a source of fresh water. We marked down the woodlands as prime hunting grounds for animals and as bountiful sources of berries and nuts. Furthermore, we identified areas with natural rock formations or higher ground as potential campsites and strategic lookout points.



### Sporting Success with Leeds United

The children have enjoyed their sessions with the Leeds United Foundation this half term, which are adapted to meet the individual needs of each child. The focus is on participation and enjoyment, not competition.

The sessions help children develop fundamental movement skills like running, jumping, throwing, and catching. These skills are broken down into manageable steps, building confidence as they progress.

Many of the activities involve working together, encouraging children to communicate effectively, cooperate, and support each other. This helps to build social skills and positive relationships.



# Sycamore

MR MANNING





### Fun at the Farm

We were incredibly fortunate to welcome some very special new arrivals to our school community – five beautiful sheep! The children were absolutely delighted to meet them, their faces lighting up with excitement as they got a close look at their woolly new friends.

This was a wonderful opportunity for the children to connect with nature and learn more about animal care. Over the coming weeks and months, the children will have the chance to continue working with the sheep up at the Farm, gaining hands-on experience in looking after them and learning about the important role sheep play in our environment.

We're all looking forward to seeing the children develop their knowledge and skills through this unique and enriching experience, fostering a sense of responsibility and connection to the natural world. We anticipate many memorable moments and valuable learning opportunities as the children interact with these gentle creatures.

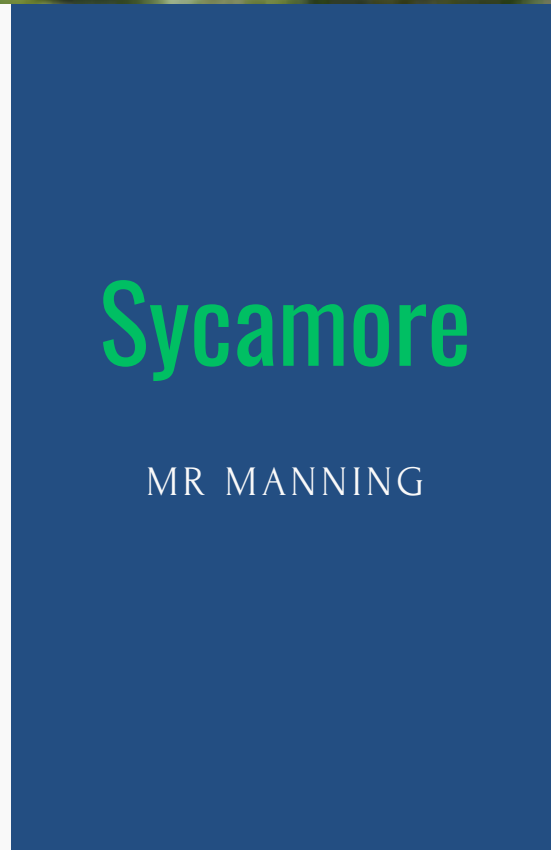


### Reading for Pleasure

We had a very special visitor in class today – Polly, a wonderfully gentle and patient dog! The children were thrilled to have her company and were encouraged to read aloud to her. It was a truly heartwarming experience to witness the children engaging with their reading in such a relaxed and supportive atmosphere.

Studies have shown that reading to dogs can have a remarkable impact on wellbeing. The calming presence of a dog can help to combat stress and anxiety, leading to a lower blood pressure and a slower heart rate. Beyond the physical benefits, reading to a non-judgmental companion like Polly can also significantly improve self-confidence. For some children, reading aloud in front of others can be a daunting task, but with Polly by their side, the pressure melts away.

This kind of positive interaction can even have a knock-on effect, improving public speaking skills and fostering a love of reading. It was clear to see how much the children enjoyed their time with Polly, and we're so grateful for her visit. We hope to have her back again soon!





### Build it High!

We issued a challenge that tested the children's ingenuity and pushed the boundaries of what they thought was possible: Could they defy gravity and construct a tower that reached for the sky?

Using only the materials provided, they were tasked with building a tower that was as tall as themselves, or even taller! This wasn't just about stacking things up; it was a fun and engaging team-building activity that required collaboration, problem-solving, and a healthy dose of creativity. The children quickly discovered that height wasn't everything. They learned firsthand about the importance of solid foundations to support their ambitious structures. Without a strong base, even the most ingeniously designed tower would inevitably topple. This hands-on experience provided a valuable lesson in engineering principles, demonstrating how stability and balance are crucial for any structure, whether it's a towering skyscraper or a child's imaginative creation. The room buzzed with excitement as they worked together, strategizing, testing different approaches, and celebrating each successful level they added to their ever-growing towers.

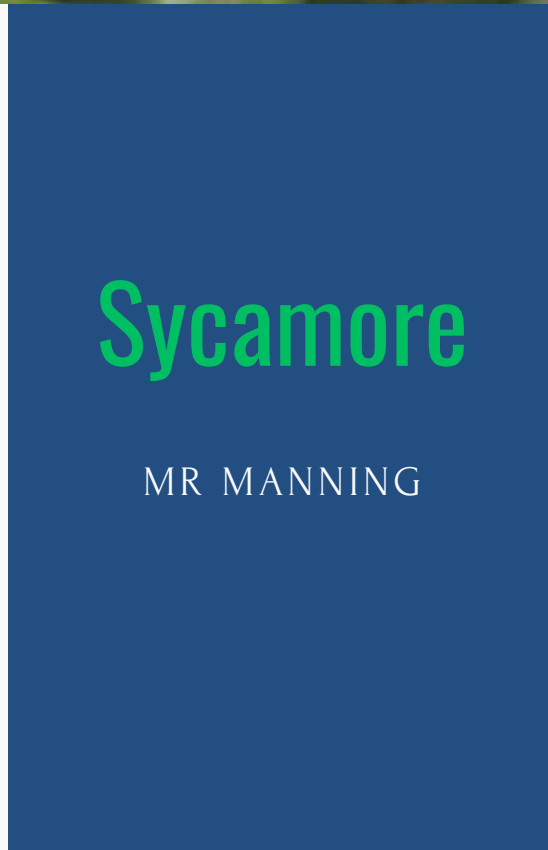
It was a fantastic opportunity for them to learn through play, develop their teamwork skills, and discover the satisfaction of building something truly impressive with their own hands.



### Food, Glorious Food

We used our Food Technology time this week to cook pasta! We spoke about the rules and regulations of safety in the kitchen prior to our session, and gave the children the choice as to whether they wanted to work as a pair or individually. They were then given the choice of dried pasta (spaghetti, macaroni or penne), before being tasked with cooking it to perfection.

The children were responsible for draining and stirring through the sauce, once the pasta was thoroughly cooked - or a little al dente - for those feeling brave. The children enjoyed working collaboratively to create a simple pasta dish, and were all able to describe the taste of their final dish.



# Sycamore

MR MANNING





Blackthorn this half term has been up to all sorts in and out of school with a lot new faces including a new teacher Mr Thompson! We are really proud of how the Blackthorn students have adapted to their new teacher.

The class has been engaging well in core lessons, enjoying learning through games like fractions bingo and writing our own stories in English. They have also spent time building relationships in the classroom whether through making bracelets or colouring with G or even just sitting down for a chat.



# Blackthorn

MR THOMPSON

Blackthorn is looking to make even more progress towards SEMH and EHCP targets. These targets are tailored to our individual pupil needs and their progress is measured using smart targets. This is regularly reviewed and targets are adjusted as and when needed to ensure that they remain relevant. Blackthorn has definitely made the most of the weather getting outside in the snow when possible. Using great teamwork skills to create an igloo out of the remaining snow!!



Blackthorn went on a trip to Valley Gardens and Mcdonalds which was thoroughly enjoyed by the pupils, whilst at valley gardens the students explored around the woods and did lots of climbing on the tall trees, some students especially loved the skate park and used their imagination to pretend they were a skateboard.





This half term has been packed with exciting learning experiences across a range of subjects. In maths, we have focused on practical measurement and problem-solving skills. One of our lessons took us outside to the quad, where we used metre sticks to measure and calculate the perimeter of various objects like planters, benches, and paving stones. We also had fun with a game of darts, where we practiced our addition skills, keeping track of scores and helping each other when needed.

In English, we have been developing our non-fiction writing skills. We explored different forms of formal writing, including speeches, emails, newspaper articles, and other structured pieces. These activities helped us understand how to adapt our writing style for different audiences and purposes.

Our Explore lessons have taken us through key historical events between 1920 and 1945. We examined life after World War I, the impact of the Wall Street Crash, and Britain's industrial industries during the 1920s. As part of this, we looked at coal mining, shipbuilding, and the assembly line—bringing the learning to life by creating our own classroom assembly line to make birthday cards. We also explored how natural resources were used during World War II and watched videos about key events leading up to and during the war.

Beyond our core subjects, we've had plenty of opportunities for outdoor learning and play. The class enjoyed time in the snow, building snowmen and playing with other year groups. It has been fantastic to see such great teamwork and engagement across all activities this half term. Well done, everyone!

# Chestnut

MISS LAMBLEY





Year 8/9 have had a busy and exciting term, filled with learning and personal growth! They've been flexing their mathematical muscles, exploring angles, area, and perimeter, even tackling higher-level concepts together. Beyond the classroom, students developed essential life skills, learning about the second-hand car market and the importance of checking MOT history, building confidence and independence.

Two fantastic trips supported their social and emotional development. The spring sunshine accompanied them to Valley Gardens, a relaxing environment for building and maintaining friendships within the community. A family-style breakfast at a cafe put their social skills and budgeting to the test, practicing appropriate behaviour in a public setting. Back at school, we thrived in interventions at the farm, topping up the animal feed. One student even bravely tackled Pythagoras' theorem for the first time and absolutely nailed it! Finally, the students unleashed their creativity, producing amazing artwork which now proudly features on a classroom feature wall, providing a wonderful outlet for self-expression and emotional regulation. This term has seen fantastic academic progress alongside significant social and emotional development.







This half term Hazel class have been up to all sorts of fun as well as their academic learning.

This term Hazel class has been up to all sorts of fun and learning!

The class has been learning about non-fiction writing in English and have recently been working on writing magazine articles. In maths we have been learning about angles, perimeters, multiplication and division.

The class has made lots of yummy things in food tech.

They have also gone to lots of fun places and trips in outdoor ed!

Lastly, we recently went on a class trip to Billy Bobs and McDonalds.

# Hazel

MR FLANAGAN



After many games of blind mans bluff, hide and seek, tag and many dodge balls to the head, it has been a pleasure to be part of Hazel class this term





Oak class this term has been up to all sorts in and out of school. To support the friendship building and teamwork in Oak class we have been able to go off-site in Outdoor education and our Explore lessons. The students have really enjoyed this time out of the classroom and showed their resilience and patience when the mini bus broke on us! Our students have also enjoyed PE and the different activities like dodgeball, they have all taken part which has been great to see. In our debate lessons we have seen our students ask questions and all being involved on all different topics, were pleased to see how keen they are about things going on around the world and their knowledge on this. Oak class has been really knuckling down on our english and maths lessons, understanding fiction and non-fiction, area and perimeter and much more, we are glad to see them all giving it their best and sticking at it.

# Oak

MR GREENWOOD



Oak class this term has shown determination, consistency and knowledge.

Oak class has made a significant amount of progress in their SEMH and EHCP targets, each target is specific to each pupils needs which are checked regularly to ensure the pupils needs are catered to them.

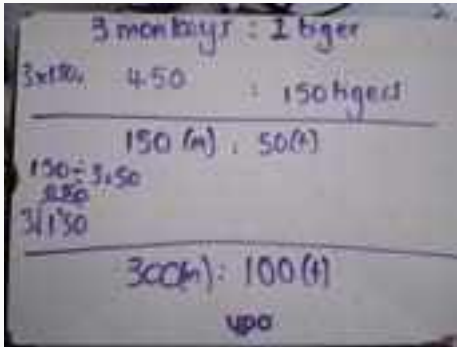
Oak students have also shown how they can behave well in social situations and interact with the public. Some students even asked a member of the public if they could stroke their puppy and it turns out we have a dog whisperer in Oak!



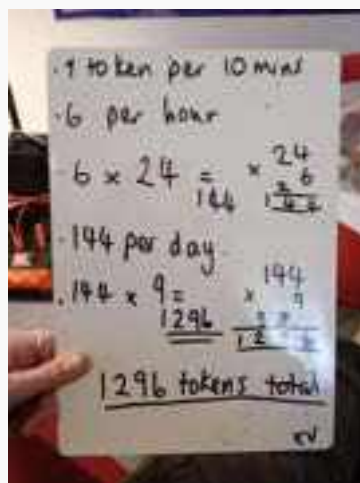


In KS4 Maths, pupils have had the opportunity to explore a variety of topics and areas.

Pupils have completed learning on ratio, including applying this to real life situations and exam based questions to prepare them for future assessments. Some pupils have started exploring algebra and the role of symbols and letters in expressions, pupils have started to form and simplify expressions.



Students are currently exploring time, which is a valuable topic for our pupils to study. Our pupils have shown real strengths with digital clocks. It would be really valuable if you could continue to support this learning by looking at analogue clocks at home with your children. Students have been exposed to real life examples of time questions such as travel time tables. This is important for our students to learn; it is an important skill for developing independence as they grow older. Some pupils created their own time based questions to solve current gaming problems they are experiencing.



Students will be moving on to identifying and using units of measure. This is a valuable topic for our pupils, particularly those who are looking at practical vocations when they leave school.





"Please, Sir, More Knowledge! (KS4 English Spring Edition)"

Dear Parents/Carers,

We hope this newsletter finds you well. We're writing to update you on the exciting learning journey your children have been undertaking in KS4 English this term. It's been a busy and thought-provoking period, exploring a range of important topics and developing key skills in reading and analysis.

Comparing Non-Fiction Texts:

This term, students have been honing their analytical skills by comparing non-fiction texts from both pre- and post-19th century periods. They've been learning to identify key differences and similarities in language, style, and perspective, considering the historical context in which these texts were written.

Reading Age Assessments:

To ensure we are supporting each student's individual progress, all KS4 students have undertaken reading age tests. These assessments provide valuable insights into their current reading abilities, allowing us to tailor our teaching and provide targeted support where needed. We will be using this information to help students further develop their reading skills and comprehension throughout the year.

The Industrial Revolution and Child Slavery:

Students have explored the significant social and economic changes brought about by the Industrial Revolution, focusing particularly on its impact on children. They have examined the harsh realities of child labour and the exploitation that was prevalent during this period. This sensitive topic has encouraged thoughtful discussion and reflection on historical injustices and their lasting impact.

The Works of Charles Dickens:

This term, we have delved into the world of Charles Dickens, focusing on his classic novel, *Oliver Twist*. Students have been captivated by Dickens' vivid descriptions of Victorian London and his powerful portrayal of social inequality. They have analysed his use of language, characterisation, and plot development, exploring the themes of poverty, class, and morality that are central to his work.

We encourage you to discuss these topics with your children at home. Asking them about what they have been learning and sharing your own perspectives can further enrich their understanding and foster a love of reading and learning.



## English - KS4

MISS BOWLEY





### Shining a Light on Learning!

Our KS3 students have been exploring the fascinating world of light and shadow in their recent Science lessons.

#### Key Learning Points:

- **How We See:** Students have developed an understanding of how light travels in straight lines and is reflected from objects, allowing us to see the world around us.
- **Shadow Formation:** They have investigated how shadows are formed when light is blocked by an object, experimenting with different light sources and objects to observe changes in shadow size and shape.
- **Light Travels in a Straight Line:** Through engaging activities, students have demonstrated their knowledge of how light travels in a straight line, using this principle to understand phenomena like pinhole cameras and solar eclipses.



### Soaring Seeds and Safer Travel

#### Project 1: Sycamore Seed Design

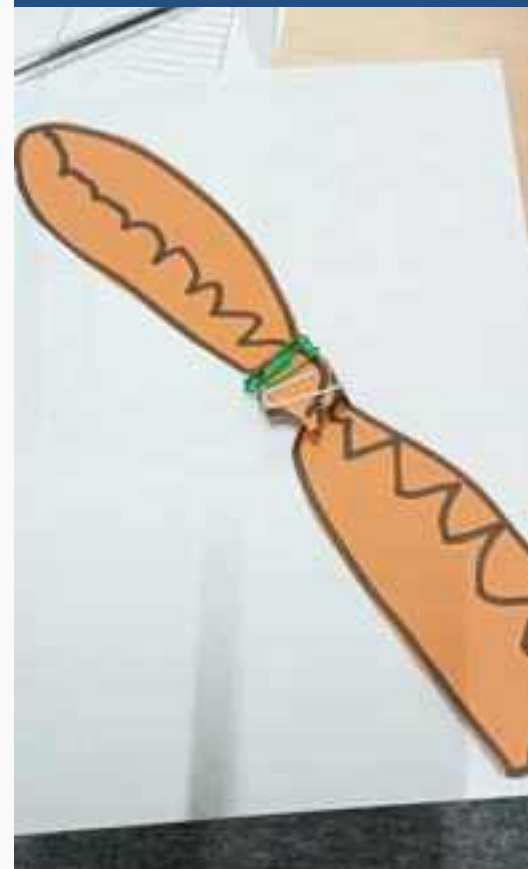
- Students put their design and engineering skills to the test by designing and making model sycamore seeds.
- They then conducted experiments to determine which design allowed their seed to stay in the air the longest when dropped from a height of 2 meters.
- This hands-on project allowed students to explore concepts such as aerodynamics, gravity, and air resistance.

#### Project 2: Forces and Vehicle Safety

- Currently, students are delving into the world of forces, specifically investigating how scientists have made cars safer for travel.
- They are exploring concepts such as inertia, friction, and the role of safety features like seatbelts, airbags, and crumple zones.
- Students are conducting research and analyzing data to understand how these safety innovations have significantly reduced injuries and fatalities in car accidents.

# Science - KS3 & KS4

MR WALTER





The things pupils have been learning about are:  
Hazel and Blackthorn have had a focus on Landscape features especially River valleys and catchment areas and were lucky enough to experience a trip to Hebden to explore these.



# Outdoor Ed

MR HOLE

Elm and Oak have been busy exploring Cultural impacts on Nidderdale (The human history of Nidderdale looking at Pinewoods, Fountains Abbey, and John O Gaunts.



Chestnut and KS4 Options have been looking at the impacts humans have had on Nidderdale with a focus on mining through visiting Coldstones cut and farming with a lovely visit to Crocodile rock looking over Pateley.





### Baking Bonanza: A Term of Flour Power!

This term, our talented KS3 students have been busy in the kitchen, whipping up a storm of delicious creations and mastering the art of baking! From humble loaves to delectable cakes, they've kneaded, mixed, and baked their way through a variety of recipes, developing impressive culinary skills along the way.

### A Feast of Flavors:

The aroma of freshly baked bread has filled the air as students learned the secrets to creating perfect loaves. They've also tackled the art of bread buns, mastering the techniques for achieving a soft, fluffy texture. For those seeking a bit more of a challenge, pretzels were on the menu, requiring precision and patience to achieve their signature shape and chewy texture. And of course, no baking adventure is complete without cake! Students have explored different flavors and frosting techniques, resulting in an array of mouthwatering treats.

### More Than Just Baking:

Beyond the delicious results, our students have also been honing their math skills in the kitchen. Baking requires precise measurements, and students have learned to accurately weigh ingredients, convert units, and adjust recipes as needed. This hands-on application of math concepts has made learning fun and engaging, while also reinforcing essential skills.

### A Recipe for Success:

We're incredibly proud of the progress our KS3 pupils have made this term. They've demonstrated creativity, perseverance, and a willingness to learn, and we can't wait to see what they'll cook up next!

# KS3 Food Tech

MISS JAUNCEY





### Culinary Creations: A Feast for the Senses

This term, our KS4 students have been diligently working on the planning stages of their final BTEC assessment: a two-course meal. They've demonstrated impressive dedication and creativity as they've developed their menus, focusing on both delicious flavors and balanced nutrition.

Students have explored ways to create healthier versions of classic dishes, considering ingredient substitutions, portion sizes, and cooking methods to maximise nutritional value without compromising taste.

This process has not only enhanced their culinary knowledge but also fostered crucial skills in independent thinking and creative problem-solving. They've learned to research, experiment, and adapt their ideas based on nutritional guidelines and practical considerations.

The culmination of their hard work is just around the corner! Next term, students will put their plans into action as they prepare and present their chosen two-course meals. This exciting practical assessment will allow them to showcase their culinary skills and apply the knowledge they've gained throughout the term. Following the cooking and presentation, students will engage in a critical evaluation of their work, incorporating feedback received to further refine their skills and understanding. We look forward to seeing (and tasting!) the results of their efforts.

# KS4 Food Tech

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The Art department has been busy again with group activities that will brighten the school environment. We have been working together on large boards that have been going up around the whole of School. All key stages from 2-4 have been involved, making artworks for their classrooms and corridors.

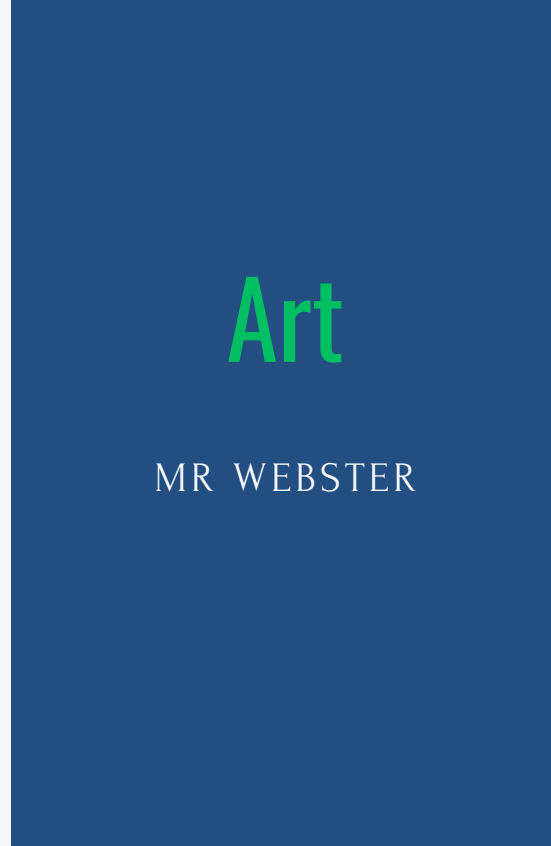
There is an eclectic range of designs including, abstract, graffiti and funky cows.



### Spring displays

We have also worked in collaboration with the construction department in developing the hexagon pieces. These are now appearing all over the school and again have been created by students across all the key stages. This is a project that will continue throughout the school year.

Alongside these group projects, all students have the chance to create their own individual work, using their creativity to explore themes that they enjoy. This could be spooky characters, favourite football teams or personal reflections. Within the Art department we use many types of media. Including painting, drawing, fine copy work, 3D clay and plaster modelling. If someone has an idea we will do our best to make it happen. We are very student centered and offer individual interventions outside the main time table for budding artists!





Building a Better Future, One Project at a Time  
Welcome to the Construction Department's Autumn Term newsletter! We're excited to share the fantastic projects our students have been working on and give you a glimpse into what's coming next.

#### Key Stage 4: Farm Project & Creative Hexagons

Our Key Stage 4 students have been busy bees this half term, tackling two very different but equally rewarding projects.

- Farm Project: Students have put their practical skills to the test, designing and building sturdy orthogonal benches and planters for the school farm. This project has allowed them to apply their knowledge of materials, measurements, and construction techniques in a real- world setting, contributing to the improvement of our school's valuable farm resource.



- Art Department Collaboration: In a creative collaboration, students have also been crafting hexagonal boards for the Art Department. This project has allowed them to explore geometric shapes and work with different materials, providing a valuable resource for art students to display their work.



# Construction

MR CHARLES





## Building a Better Future, One Project at a Time Key Stage 3: Coasters & Birdhouses

Key Stage 3 students have been honing their woodworking skills with two engaging projects:

- **Orthogonal Coasters:** Students have learned the principles of orthogonal drawing and applied them to create stylish and functional coasters. This project has introduced them to basic woodworking techniques and the importance of precision in construction.
- **Birdhouses:** Our budding builders have also been busy constructing cozy birdhouses, providing a safe haven for local wildlife. This project has combined practical skills with environmental awareness, teaching students the importance of creating sustainable habitats.



We're thrilled to announce that Key Stage 4 students will be introduced to the art of bricklaying in the next half term. This exciting new module will provide them with valuable skills in a traditional trade, opening up potential pathways for future careers. Students will learn the fundamentals of bricklaying, including mixing mortar, laying bricks, and creating stable structures.

### [A Message from the Construction Department](#)

We're incredibly proud of the hard work and dedication shown by all our students this half term. Their enthusiasm and willingness to learn are truly inspiring. We look forward to continuing to nurture their skills and creativity in the coming months. Thank you for your continued support!  
The Construction Department

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