

SPRING NEWSLETTER - APRIL 2025

FOREST MOOR SCHOOL

Half term 4 - Letter from the Principal

MR ROBERTS

As we move into the second half of the school year, I want to start by celebrating the incredible effort and commitment shown across our community. Whether it's the resilience of our pupils, the care and creativity of our staff, or the small wins we witness every day - Forest Moor continues to be a place of growth, purpose and belonging.

I am incredibly proud of what we've built together. Each classroom, each corridor, each outdoor space tells a story of young people being supported to thrive - and adults going above and beyond to make that happen.

A Small Change with Big Impact

A reminder to all, we've made a slight adjustment to the school day on Fridays, [with pupils finishing at 12:30pm](#).

This additional time has been allocated to staff CPD, and it's already opening up exciting opportunities. It means more time for professional collaboration, tailored development, and planning - all of which translates into richer, more creative, needs-led learning experiences for our pupils.

We remain ambitious for what Forest Moor can be. I look forward to continuing that journey with you - thank you, as ever, for your support.



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As we reach the end of this term, we want to take a moment to recognise and celebrate the quality of learning we've seen across school.

We're incredibly proud of the way our children have engaged with their learning – showing curiosity, resilience, and real progress. Whether it's been through hands-on experiences, thoughtful discussion, or quiet moments of reflection, our pupils have continued to grow in confidence and skill. They've asked big questions, tackled challenges, and taken pride in their achievements. It's been a joy to see.

What stands out most is not just what's been learned, but how it's been learned – with care, with courage, and with a genuine desire to do well. That's something we talk about a lot in school: success looks different for everyone, and progress isn't always about test scores – it's about the small steps, the breakthroughs, and the effort behind them.

Looking ahead to the summer term, we're excited to build on this. There will be new topics, practical experiences, and continued opportunities for each child to deepen their understanding and keep moving forward.

For our Year 11s, the summer term brings a period of exams – an important milestone that we know they are preparing for with maturity and determination. We're supporting them every step of the way, both academically and emotionally, and we're already proud of how they're rising to the challenge.

For those children in Year 6 who have chosen to take part in SATS, we will make sure they feel calm, confident, and ready. These assessments are entirely optional in our setting, and for those taking part, it's simply another opportunity to show what they've learned and how far they've come.

Thank you, as always, for your support and encouragement at home. It means the world to us – and to your children.

Here's to a restful break and a purposeful summer term ahead.

Vice Principal

MR SCOTT



CAREER PLANNING

Forest Moor School recently hosted Army College and Veloheads, who delivered engaging career pathways activities, leaving a positive impact on students. During the Veloheads visits pupils looked at creating their own wooden phone holders. They were able to engrave their own names using a wood burning tool.



Careers

MR TOPPER

The Army foundation came into school to discuss the wide and varied opportunities that are within the Army. From working on the front line to being a Mechanic that works within the RAF.





The Forest Moor Student Council has had a busy and productive half term. We held a valuable meeting with the catering staff to discuss and update the summer menu, which we are excited to announce will be introduced after the Easter break. This new menu will include the popular "Fajita Friday"! In a separate meeting, we also dedicated time to discussing our school values. This session allowed pupils to share their understanding of what these values mean to them and how we can better recognise and see them reflected in our school environment.

Furthermore, the Student Council is actively involved in the Pupil Trust Board's sustainability project. We have set an ambitious goal for 2030 to make Forest Moor a more sustainable school, and we will have more information to share on this exciting initiative soon. To put the current energy usage across all schools in the trust into perspective, the 11,523,892 kWh consumed is equivalent to a staggering 6577 years of continuous Xbox or PlayStation gaming!

Looking ahead to the next half term, we are planning to meet with the estates team to explore opportunities for improving our school's outside areas.



Student Council

MRS BULL



What's been happening at the farm

At the farm there's always something exciting going on, and this term has been no exception! Our students have been busy with a variety of hands-on activities, contributing to the care and enrichment of our animals, while also working on new projects to improve the farm.

Animal health checks and goat enrichments activities.

One of the main tasks students have been involved in is carrying out health checks on the animals. This hands-on activity gives them a great opportunity to learn about animal care and well-being, ensuring our farm residents are happy and healthy. From checking vital signs to making sure our animals have everything they need for a comfortable life, the students have been fully engaged in keeping the farm running smoothly.

In addition to health checks, the students have been busy crafting new goat enrichment. Goats are known for being curious and intelligent creatures, so providing them with new ways to engage and challenge themselves is vital. The students have been using their creativity to design new enrichment toys and activities to keep the goats entertained, active, and mentally stimulated.

Learning about goat behavior

Students have also been learning about how goats interact with each other. While goats can sometimes appear to be aggressive or mean towards one another, this behavior is actually part of their natural social structure. The students have observed that goats often engage in play-fighting or head-butting to establish their place in the herd, which is a normal and important part of their communication. This understanding helps students better care for the goats and appreciate their natural behaviors.

The sheep have also been here

Alongside our goats, the sheep have also been in attendance at the Farm. Students have been caring for them as part of their regular duties, helping to keep the animals healthy and happy.

School chickens

Unfortunately, our chickens are not currently at school due to the ongoing bird flu precautions. However, in their absence, the students haven't been idle. They've been hard at work on a new chicken coop that will soon be built in the KS3 quad area. This new coop will be more spacious and secure, providing a safer environment for the chickens once they are able to return. We're excited to see the progress on this project and look forward to welcoming the chickens back to their new home in the near future!





The KS3 quad has recently seen an exciting transformation, thanks to the hard work and creativity of our students!

Over the past few weeks, students have been involved in the construction of a beautiful willow dome, providing a magical space for relaxation and outdoor learning. Using willow branches, the students have skillfully weaved and shaped the structure, which now stands proudly in the quad.

Alongside this, the students have been clearing out the planters in preparation for the next phase of our garden project. They've worked together to tidy up the space, removing old plants and making room for new additions. This spring, we will be planting a variety of fruit bushes, including strawberries, raspberries, and blackberries, in the freshly cleared planters.

This hands-on project not only helps beautify our school but also teaches students important skills in teamwork, gardening, and sustainability. We can't wait to watch the garden flourish with the fruits of their labor!

Stay tuned for updates as we continue to grow our green space in the KS3 quad!

Exciting Plans for a Soft Fruit Area!

We are looking to transform part of the quad area into a dedicated soft fruit space, where students can pick fresh blackberries, raspberries, and blueberries. This will enhance our school's outdoor learning environment and give students hands-on experience in growing and harvesting their own food.

Once established, the fruit will be used to make delicious and healthy smoothies, allowing students to enjoy the rewards of their hard work. This project will encourage engagement with nature, promote healthy eating, and teach valuable life skills.



Horticulture

MR SLATER





Another exciting development has been the trampolining interventions, here students have the opportunity to develop both their physical and emotional skills.

Over the past few weeks, students have made impressive progress in building their confidence on the trampoline.

Many are now able to perform new tricks that they previously thought impossible, showing incredible determination and resilience.

But it's not just about learning new skills - the trampolining sessions have also had a positive impact on students' emotional wellbeing.

Through these sessions, students are learning how to manage their emotions, particularly in moments of frustration or nervousness.

The focus on mindfulness and emotional control has helped students to stay calm and focused, not only during their physical activities but also in other aspects of their school life.

It's inspiring to see how these sessions are helping students grow both physically and emotionally, and we're excited to continue supporting their development in this area!

Trampolining

MR WILLIAMS





Sensory Play

Over the term, Maple Class benefited from consistent sensory play sessions designed to promote regulation and calm. We regularly incorporated gel baths, allowing pupils to immerse their hands in the cool, slippery substance. This tactile experience consistently provided a grounding sensation, helping to soothe their nervous systems throughout the term. We also frequently used shaving foam, encouraging pupils to explore its light, airy texture. They created shapes, drew patterns, and enjoyed the sensory input, fostering relaxation and focus over time. Through these varied and consistent sensory experiences, pupils were able to develop improved self-regulation skills, promoting a more balanced and focused state throughout the term. This play-based approach effectively addressed their sensory needs, fostering a sense of well-being across the term.

Maple

MR HURREN





PE

Maple Class has enjoyed a term of dynamic PE sessions with the Leeds United coaches, making Mondays a highlight of the week! The focus has been on developing crucial life skills through engaging dodgeball-based games. More than just throwing and dodging, these sessions have been carefully structured to build resilience, teamwork, and confidence.

The coaches have skillfully guided the pupils, encouraging them to communicate effectively, strategize together, and support each other during challenges. Dodgeball, with its fast-paced nature, has proven to be an excellent tool for building resilience, as pupils learn to adapt to changing situations and bounce back from setbacks. The emphasis on teamwork has fostered a strong sense of camaraderie, with pupils celebrating each other's successes and offering encouragement.

Confidence has grown as pupils have mastered new skills and faced their fears. The Leeds United coaches have created a positive and inclusive environment, ensuring every pupil feels valued and empowered. We look forward to continuing these enriching sessions!

Maple

MR HURREN





English

Maple Class celebrated World Book Day with a unique blend of literary and sporty fun! We kicked off the day with an engaging online football quiz, testing our knowledge of football-themed books and stories. This interactive activity sparked lively discussions and revealed some surprising literary connections to our favourite sport. It was a fantastic way to combine our love for football with the joy of reading.

Next, we unleashed our creativity by designing masks based on our favourite book characters. From fantastical creatures to beloved heroes, the classroom transformed into a vibrant gallery of literary figures. We used a variety of materials and techniques, bringing our imaginations to life. Each mask was a testament to our individual interpretations and connections to the characters we adore. The day was a resounding success, celebrating the power of storytelling and the boundless creativity it inspires. We all left with a renewed appreciation for the magic of books!



Maple

MR HURREN





The school shimmered with literary magic as World Book Day unfolded! Children dove headfirst into a whirlwind of creativity, starting with mask-making workshops. Imaginations ignited, they transformed ordinary materials into extraordinary masks, channeling the essence of beloved characters.

The afternoon saw a fascinating blend of traditional and modern creativity. With the class staff leading and typing, the children were able to use AI tools to create reimagined book covers, experimenting with styles and visuals to create personalised designs. The results were a vibrant gallery of unique interpretations, showcasing the power of technology to inspire literary passion. As the day ended, the school buzzed with the warmth of shared stories.

To cap off the celebration, each child went home with a brand-new book, a tangible reminder of the day's adventures and a promise of more literary journeys to come. The magic of World Book Day had truly taken root, leaving behind a legacy of imagination and a renewed love for reading.

Sycamore

MR MANNING





The children had great fun making quesadillas. They are a quick and easy way to whip up a tasty meal or snack. It's essentially a grilled or pan-fried tortilla filled with cheese, and you can add other ingredients to customise it to your liking. Here's a basic rundown: First, you'll need tortillas (flour or corn) and your favourite cheese. You can also add fillings like cooked vegetables, beans, or shredded chicken.

To assemble, sprinkle cheese (and any other fillings) onto one half of a tortilla. Fold the other half over to create a semi-circle. Then, heat a pan over a medium heat. You can add a little butter or oil to prevent sticking, if you wish. Place the quesadilla on the hot surface and cook for a few minutes on each side, until the tortilla is golden brown and the cheese is melted and gooey.

Once it's done, carefully remove the quesadilla and let it cool slightly before slicing it into wedges. Serve it with toppings like salsa, guacamole, sour cream, or your favorite hot sauce. It's a simple, versatile, and delicious meal!

Sycamore

MR MANNING





We have been teaching the students how to use natural objects to create art, encouraging them to explore the textures, shapes, and patterns found in nature. After gathering twigs, leaves, rocks, and flowers outside, they used these materials to imprint and shape their air-dry clay. Some students took the opportunity to incorporate classroom objects, like a plastic dinosaur, to create fossil-like impressions in their clay, adding a playful twist to their work. James, the school sheep, was not only a fun presence but also helped supervise and guide the students during the activity. His gentle nature provided a calming influence, and he even “assisted” by keeping the students focused and engaged.

While some students were hesitant about getting their hands dirty, the teaching assistant was there to help, guiding them through the process and ensuring they felt comfortable. Others became deeply involved, crafting detailed and impressive pieces of art. The students will soon paint their clay creations, bringing them to life with vibrant colours, showcasing how natural materials can be used in artistic expression.

Sycamore

MR MANNING





Sycamore

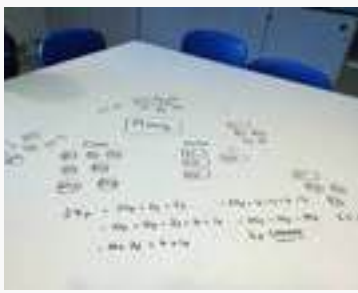
MR MANNING

Sport is invaluable for supporting the regulation of SEMH children, fostering emotional and social development. Physical activity releases endorphins, reducing anxiety and boosting mood. Structured sports offer predictable routines, providing a sense of security. Team sports cultivate cooperation, communication, and empathy. Rules and boundaries promote self-discipline and impulse control.

Constructive competition builds resilience, teaching healthy coping mechanisms. Developing physical skills enhances self-esteem and confidence. Sport provides a positive, engaging environment, allowing children to express emotions healthily. It offers a sense of belonging and achievement, crucial for SEMH students, aiding their overall wellbeing.



Learning the value of coins and notes is fundamental, extending far beyond simple arithmetic. It equips children with essential life skills, fostering independence and financial literacy. Understanding money promotes budgeting, prioritising needs over wants, and making informed purchasing decisions. It develops problem-solving skills, requiring calculations and comparisons. Handling money responsibly encourages delayed gratification and builds self-confidence. This knowledge empowers children to navigate daily transactions, from buying lunch to saving for future goals. Mastering money management lays the groundwork for responsible adulthood, enabling them to handle finances with confidence and competence.





In Blackthorn these students have had a busy half term! This includes new staff and students, Blackthorn have shown us how well they can manage this and we are so proud of them!

Blackthorn students have got involved in our Red nose day, each student got a red nose and then planned out and designed our own red nose and what we think other people would like. We decided we wanted to fill Mr Thompsons' desk with our own red noses and other doodles that we like to draw.



Blackthorn

MR THOMPSON

Students in Blackthorn got the opportunity to go offsite in their outdoor education lesson, this went very well as students were able to respect the environment. Our students told us how much they enjoyed this trip, they got to climb rocks, walk down to the river to see the waterfall and skimmed stones.



As we all know the sun has been out and our students have loved being outside, on this day we enjoyed seeing the dogs around school where the students were making sure they remembered their tricks and how to play fetch! Students also made sure they got lots of cuddles.

Well done to all Blackthorn students!





The second Spring half term has involved a few changes in Chestnut Class. Firstly we have welcomed Mrs Taylor into school. She will be taking over as classroom teacher when Miss Lambley leaves for her maternity leave. At the end of the half term Mrs Taylor has taken over all responsibilities for Chestnut class and she is excited to work with the students in her class.

There has been a lot of learning taking place in Chestnut class this half term. In maths the students started the half term learning more about fractions but then progressed to using their new skills in fractions to understand money better. They have been doing a lot of problem solving with money questions. Their mathematical knowledge has really progressed and they are becoming more confident.

Next half term we will be moving onto 2D and 3D shapes. We will be recapping on 2D shapes, but then progressing onto how to create nets of 3D shapes.

We have two sessions of maths on a Thursday and we use the second session to complete outside maths. The class all respond really well to outside maths and we will be continuing this in the summer terms.

In English, we have been doing Gangsta Granny. Through this novel we have been learning about non-fiction books. We have completed character descriptions, poetry and writing predictions about the text. Moreover, we have been learning about writing CV's and letters. The whole class has engaged in this well especially DEAR time when we read for 15 minutes daily.

In Explore we have been learning about the 1960's - 1999. In Explore we have looked at how computers have developed since the 1960's. The class were amazed at how large early computers were and how many wires they had. We have also looked at how music and fashion have progressed from the 1960's to 1999. They really enjoyed listening to music over the decades and were surprised with how many songs they had heard from 65 years ago.

In March, we took the class to the Valley Garden's in Harrogate for a McDonald's and a play in the park. This was a farewell treat from Miss Lambley. The students really enjoyed this trip and were excellent to take out. They were really responsive about being out in public and were polite in all the places we visited.

Thank you for being such a wonderful class to teach! Let's have another good half term after Easter.

Chestnut

MRS TAYLOR





A fantastic half-term has flown by in Elm Class! We've been busy exploring new concepts, diving into exciting stories, and developing valuable skills. Here's a look at some of the highlights:

Maths Masters!

Elm Class have become whizzes at working with numbers this half-term. They've bravely ventured into the world of negative numbers, understanding their place on the number line and how they work in calculations. We've also been busy mastering fractions, learning how to add, subtract, and compare them. Students have explored percentages and how they relate to fractions and decimals. Finally, we've had fun with transformations, moving and changing shapes in different ways.

Literary Explorers!

In English, we have been reading Michael Morpurgo's powerful novel, 'Private Peaceful'. Students have shown empathy as we've delved into the characters and their experiences. We've been focusing on character analysis, understanding the motivations and feelings of the individuals in the story. Putting ourselves in the characters' shoes, we've also been creating letters and diary entries, imagining their thoughts and emotions. Our descriptive writing skills have been put to the test as we've painted vivid pictures with words, and we've finished our exploration of the book by writing thoughtful book reviews.



Elm

MISS JAUNCEY





Science Superstars!

Our science lessons have been all about the amazing human heart! We have learnt about its structure, how it works to pump blood around our bodies, and the importance of keeping it healthy.

Beyond the Classroom:

It's not just been about what's happened within the classroom walls. Elm Class have also been developing their teamwork and confidence in all areas. It's been wonderful to see students supporting each other. We've also been on lots of trips to places such as Laser Tag and Billy Bob's Parlour.

Looking Ahead to Next Half Term:

We're already excited about what the next half-term has in store!

English Adventures:

We'll be unleashing our creativity in English as we focus on creating and writing our own stories. Get ready for imaginative tales and exciting narratives!

Maths Explorers:

In Maths, we'll be diving into the world of 2D and 3D shapes, exploring their properties and relationships. We'll also be mastering the art of rounding numbers and calculating area and volume.

Developing Personal Skills:

We're thrilled to announce that there will be more exciting trips next half-term, providing further opportunities for students to develop their personal skills, build confidence, and learn outside the classroom.

We're looking forward to another exciting term ahead with new challenges and opportunities for learning and growth.



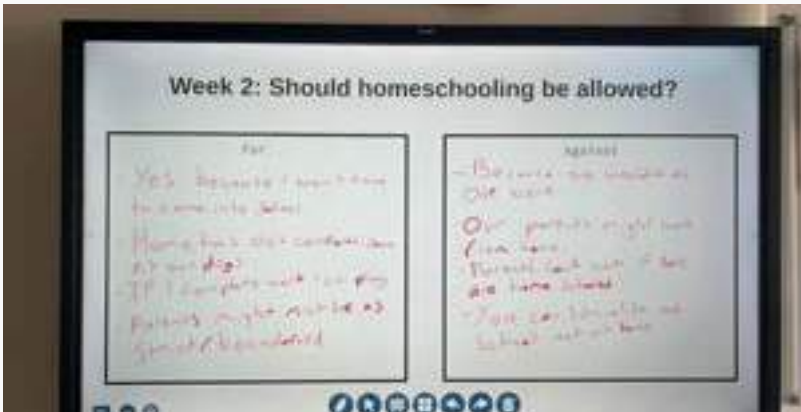
Elm

MISS JAUNCEY





This term, Hazel class has been busy with a mix of fun and learning! They embarked on an exciting trip to Billy Bob's, where they enjoyed a day of adventure and, as a special treat, some tasty McDonald's.



Hazel class had a particularly delightful Pancake Day, where they enthusiastically made and enjoyed a mountain of pancakes! In addition to their culinary adventures, they also showcased their creativity by crafting a very cool display for the classroom.

Adding to the fun and warmth of their term, they've also enjoyed lots of dog walks and received plenty of happy doggy kisses.

Furthermore, despite a recent change of teachers, the students have been amazing, demonstrating resilience and enthusiasm, and are now eagerly anticipating the start of the next term.



Hazel

MR MARSHALL





Oak class have taken to playing football for vagal breaks between lessons. They separate themselves into teams and play to rules. If the score becomes unbalanced they independently move teams around to make things fair. They have also extended this to involve other classes from other key stages.

Here they are playing with another key stage 3 class, both classes played a fair and close game.



As well as football Oak class are teaching themselves to play cards. This has evolved from only 2 members of the class playing to all members taking part. The games they play vary and the rules are explained clearly by whoever chooses the game. All pupils are keen to engage and have a good game.

During an Art lesson Mr Greenwood used his exceptional art skills to create the pupils ideal animal. All pupils contributed and a fantastic creature was created.





This half term in KS4 Maths, we've been focusing on building practical skills and fostering confidence in our students. Maths can sometimes feel daunting, and we've worked hard to create a supportive and encouraging environment where everyone feels comfortable to learn and participate. Here's a little overview of what we've been up to:

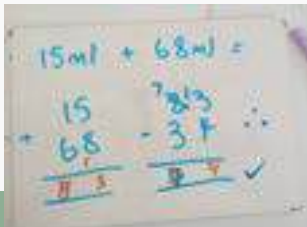
Units of Measure: We started by revisiting and reinforcing the importance of accurate measurement. We've explored various units, from metres and centimetres to litres and kilograms, focusing on their real-world applications. This has helped students understand how these concepts are used in everyday situations, reducing anxiety about practical tasks. We've also linked this to managing daily routines, for example, measuring ingredients for cooking or planning time.

Area, Perimeter, and Volume: We've delved into the calculations of area, perimeter, and volume. We looked at a variety of shapes and looked at how these skills can be applied to tasks like planning a garden or working out the amount of paint needed for a room, which for our pupils is important to support their understanding of the purpose.

Real-Life Graphs and Charts: Understanding data is a crucial life skill. We've been working on interpreting and creating various graphs and charts, such as bar charts, line graphs, and pie charts. We've used real-world examples, like weather patterns, sports statistics, and mileage charts, to make the learning relevant and engaging.

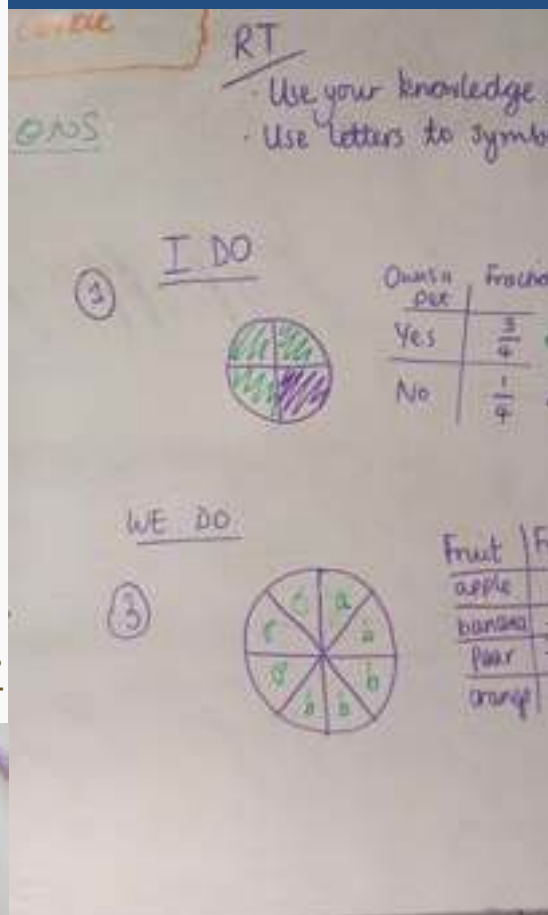
Throughout these topics, we've emphasised the importance of breaking down problems into smaller, manageable steps, a skill that is valuable in both maths and in managing emotional challenges. We've also encouraged students to ask questions and work collaboratively, building a sense of community and support within the classroom.

We've seen some fantastic progress this half term, and we're incredibly proud of the resilience and effort shown by all our students. We believe that by building their confidence in maths, we're also helping them develop valuable skills that will support their overall wellbeing.



Maths - KS4

MISS BARR





KS4 Deep Dive into Literary Mastery! A Half Term of Intense Analysis and Powerful Writing

Our KS4 students have been immersed in a challenging and rewarding exploration of literary techniques, focusing on the power of language and structure to create lasting impressions. This term has been a journey through some of history's most poignant and powerful narratives.

Unpacking the Writer's Toolkit:

Students have honed their skills in:

- **Language Techniques:** Identifying and analysing the impact of metaphors, similes, personification, and more.
- **Creating Impressions:** Understanding how writers craft vivid images and evoke emotional responses.
- **Extracting Key Information:** Developing the ability to pinpoint crucial details and themes within complex texts.
- **Analysing Language and Structure:** Exploring how word choice, sentence structure, and narrative devices contribute to a text's overall effect.
- **Building Tension:** Examining the techniques authors use to create suspense and anticipation.
- **Character Presentation:** Studying how characters are introduced, developed, and revealed through language and action.
- **Using Quotes Effectively:** Learning how to select and embed quotes to support their interpretations.
- **GCSE Response Writing:** Mastering the art of crafting clear, concise, and insightful responses to exam-style questions.

Exploring Powerful Narratives:

To put these skills into practice, students delved into a range of emotionally charged and historically significant extracts:

- **Hiroshima:** Examining the devastating impact of the atomic bomb through survivor accounts.
- **9/11:** Analyzing how writers captured the horror and human cost of this tragic event.
- **Kristallnacht:** Exploring the chilling narrative of Nazi persecution.
- **The Book Thief:** Analyzing Markus Zusak's unique narrative voice and powerful imagery.
- **Jaws:** Studying how Peter Benchley builds tension and creates a sense of dread.
- **Racism: Tenaha Square**

English - KS4

MISS BOWLEY



ENGLISH

Looking Ahead:

We will continue to build on these skills as we move towards the GCSE examinations, focusing on exam revision and creative writing. We encourage

GCSE Dates:

- Component 1 Friday, May 23rd (morning).
- Component 2 Friday, June 6th (morning).

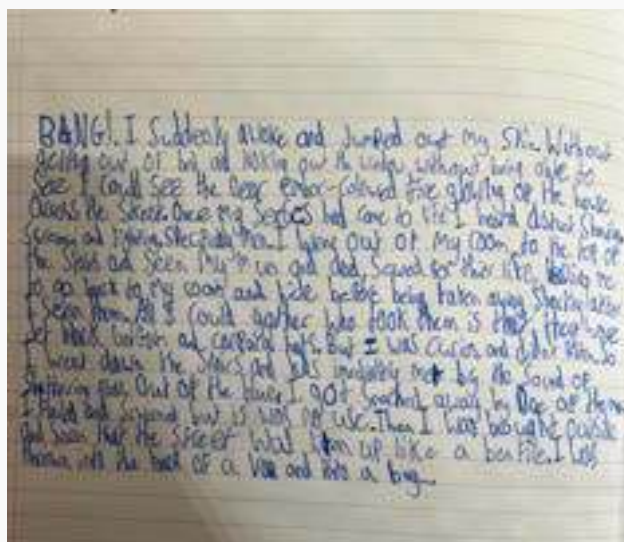
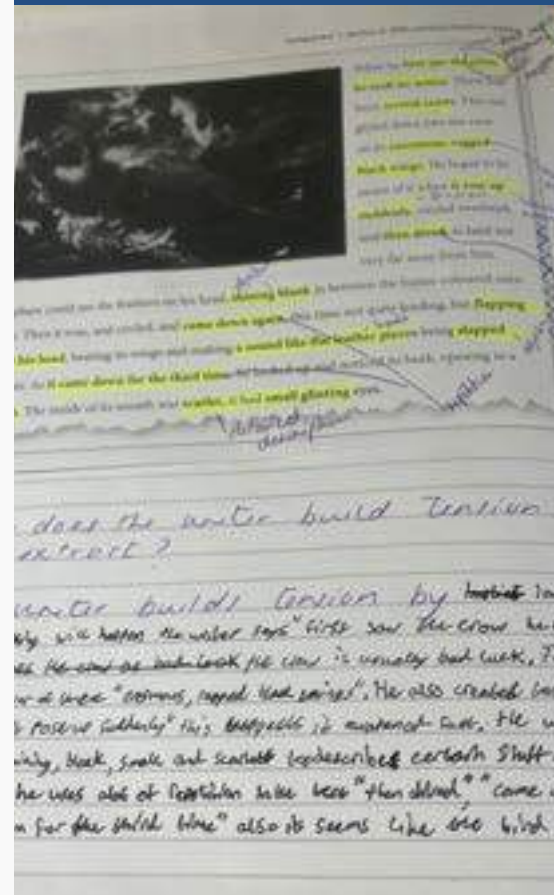
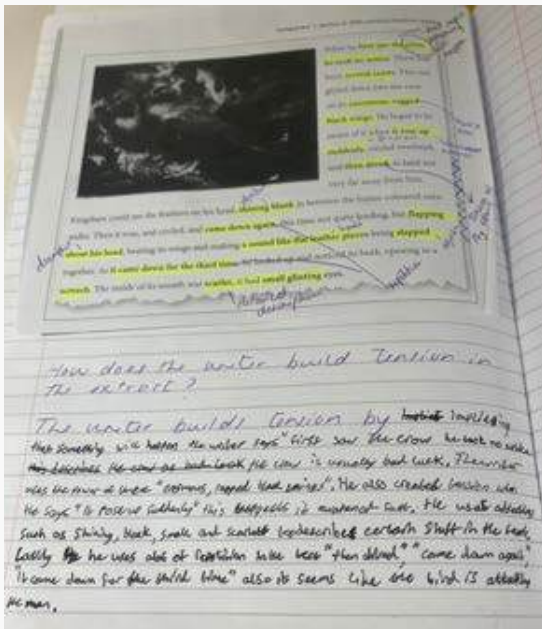
Parental Support:

Please encourage your children to engage with their study materials and to seek assistance from their teachers when needed. Reading a variety of texts and discussing literary techniques will greatly benefit their progress.

Thank you for your continued support!

English - KS4

MISS BOWLEY



E N G L I S H

The water from "The Great" ...
 In the lower part of a ...
 The water from "The Great" ...
 The water from "The Great" ...

In the lower part of a ...
 The water from "The Great" ...
 The water from "The Great" ...

English - KS4

MISS BOWLEY

Thursday 27th March 2025

I went on my trip to ...
 The water from "The Great" ...
 The water from "The Great" ...

Thursday 27th March

The water from "The Great" ...
 The water from "The Great" ...

does the writer build tension
 extract?

water builds tension by ...
 The water from "The Great" ...
 The water from "The Great" ...



I would like to take this opportunity to update you on the topics that have been studied this half-term. It is our aim to ensure that our pupils not only grasp the fundamental concepts but also develop a lasting interest in the subject.

For our Key Stage 3 pupils, the focus has been the circulatory system. This unit has examined the structure and function of the heart, blood vessels, and blood. Pupils have engaged in various activities designed to enhance their understanding of how the circulatory system supports other body systems and maintains homeostasis (A state of balance among all the body systems needed for the body to survive and function correctly).

Meanwhile, our Key Stage 4 pupils are currently delving into the study of cells. Pupils have explored various types of cells, their functions, and the processes involved in cell division. Pupils were shown pictures of the cell membrane, nucleus, cytoplasm and mitochondria and their individual functions were discussed.

Pupils were then introduced to the extra structures that a plant cell has; cell wall, vacuole and chloroplasts. In recent weeks, pupils have been taught that stem cells are characterized by their ability to self-renew (divide and create more stem cells) and differentiate (to become specialized cells like blood cells, muscle cells, or brain cells).

Science - KS3 & KS4

MR WALTER



Yo: I can identify parts of a cell. (T) Scribed.

Parts of a Cell Cut and Stick Activity

Cut and stick the labels in the correct place.

Vacuole
Typical animal cell
Typical plant cell
Nucleus
Cell membrane
Mitochondria
Cytoplasm
Cell wall
Chloroplast

Animal cell

Plant cell

Comparing and Contrasting Cells
Which organelles are found in both typical animal and plant cells?
Which organelles can only be found in a typical plant cell?

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This term, we've delved deep into the heart of Nidderdale AONB, not just to enjoy its stunning landscapes, but to understand our role in preserving them. We've embarked on a series of expeditions, witnessing firsthand the impact of human activity on this precious environment.

Our Nidderdale Journey:

- **Coldstones Cut:** We began by examining the artistic intervention at Coldstones Cut, discussing the balance between artistic expression and environmental impact. We questioned whether such installations enhance or detract from the natural landscape.
- **Thruscross Reservoir:** At Thruscross, we witnessed the power of water management and its effect on the surrounding ecosystem. We learned about the history of the drowned village of West End and the implications of reservoir construction.
- **Nought Moor:** On Nought Moor, we explored the delicate balance of moorland ecosystems and the impact of land management practices, including grouse shooting and peatland restoration. We looked at the effects of erosion and the importance of healthy peat bogs.
- **Crocodile Rock:** At Crocodile Rock we looked at the impact of tourism on popular climbing and bouldering areas. We discussed the effects of erosion caused by increased foot traffic and the importance of responsible climbing practices.
- **Hebden:** We looked at the effects of farming practices on the landscape and the river systems. We discussed the impact of fertiliser and animal waste on the river Wharfe.
- **Grimwith Reservoir:** We finished our Nidderdale journey at Grimwith Reservoir, observing the impact of recreational activities on water quality and wildlife. We discussed the importance of responsible boating and fishing.

Outdoor Ed

MR HOLE





This term, we've delved deep into the heart of Nidderdale AONB, not just to enjoy its stunning landscapes, but to understand our role in preserving them. We've embarked on a series of expeditions, witnessing firsthand the impact of human activity on this precious environment.

Key Environmental Learnings:

- We discussed the importance of sustainable tourism and how to minimise our impact when exploring natural areas.
- We examined the effects of land management practices, including farming, forestry, and moorland management, on biodiversity and ecosystem health.
- We explored the challenges of water management and the impact of reservoirs on local communities and ecosystems.

We examined the importance of peat bog restoration and the role these areas play in carbon capture.

Outdoor Ed

MR HOLE





Food Tech Fun: A Taste of Success in KS3!
The Food Tech kitchen has been a hive of activity this term, filled with delicious aromas and the satisfying sounds of chopping, mixing, and baking. Our amazing KS3 students have been on a fantastic culinary journey, mastering a range of exciting dishes and developing essential life skills along the way. Let's take a look at some of the tasty creations they've been whipping up!

A World of Flavours on Our Plates:

This term, our young chefs have tackled a diverse menu, showcasing their growing confidence and creativity in the kitchen. We've seen some fantastic results with:

- **Pasta Perfection:** Students have learned the fundamentals of pasta cooking and sauce preparation. They've explored different pasta shapes and discovered how to create flavourful sauces from scratch.
- **Sauce Sensations:** Mastering the art of sauce making is key to many delicious dishes. Our students have experimented with tomato-based sauces, cheesy sauces, and even learned how to make a simple white sauce – the foundation for so many recipes!
- **Pastry Power:** The satisfying crunch of a homemade pastry is hard to beat! Students have proudly produced their own savoury pasties, learning about different pastry types and perfecting their crimping techniques.
- **Burger Bonanza:** Who doesn't love a good burger? Our students have crafted their own delicious burgers, experimenting with different fillings and learning about food hygiene when handling raw meat.
- **Arancini Adventures:** Taking on a slightly more adventurous dish, students have created tasty arancini – those delightful fried rice balls. This project involved understanding different textures and flavour combinations.
- **Biscuit Brilliance:** And for a sweet treat, our students have baked batches of scrumptious biscuits and they've learned about different mixing methods and the science behind baking.

KS3 Food Tech

MISS JAUNCEY





KS3 Food Tech

MISS JAUNCEY

More Than Just Cooking: Skills for Life!

Beyond the delicious outcomes, Food Tech is about developing crucial skills that extend far beyond the kitchen. This term, our students have been actively using their English and Maths skills in a practical and engaging way:

- **Reading Recipes with Confidence:** Following a recipe accurately is essential for success in the kitchen. Students have been honing their reading comprehension skills, carefully interpreting instructions, understanding culinary terminology, and identifying key steps to follow. They've learned the importance of reading the entire recipe before starting and double-checking quantities.
- **Measuring with Precision:** Baking and cooking often require precise measurements. Students have been applying their maths skills to accurately weigh ingredients, measure liquids, and understand ratios. They've learned about different units of measurement (grams, millilitres, teaspoons, tablespoons) and the importance of accuracy for achieving the desired results.

A Huge Well Done!

We are incredibly proud of the hard work, enthusiasm, and creativity shown by all our KS3 students in Food Tech this term. They have embraced new challenges, learned valuable skills, and produced some truly impressive and tasty food!





KS4 Food Tech: BTEC Practical Assessment - A Resounding Success!

The Food Tech kitchen has been buzzing with focus and determination this term as our talented KS4 students have successfully completed their BTEC practical assessment. This significant milestone marks the culmination of their hard work, dedication, and the culinary skills they have developed throughout the course. We are thrilled to share some highlights of their impressive achievements!

Showcasing Culinary Mastery:

For their BTEC practical assessment, students were tasked with demonstrating their ability to plan, prepare, cook, and present a range of dishes independently. They rose to the challenge with creativity and professionalism, producing some truly outstanding results. The kitchen was filled with the enticing aromas of their diverse creations, including:

- **The Classic Combo: Chicken Burger and Chips with Homemade Coleslaw:** A testament to their ability to execute familiar dishes with flair, students produced succulent chicken burgers, perfectly golden chips, and refreshing homemade coleslaw, showcasing their understanding of flavour balance and cooking techniques.
- **A Taste of the East: Chicken Curry and Rice:** Demonstrating their versatility, students crafted flavourful chicken curries, mastering the art of spice blending and achieving authentic tastes. The accompanying fluffy rice was a perfect complement to their aromatic dishes.
- **Spicy and Savoury: Vegetable Samosas:** These intricate and delicious snacks showcased the students' pastry skills and their ability to create flavourful vegetarian fillings. The perfectly crisp samosas were a real treat!
- **Sweet and spicy: Sweet Chilli Chicken:** Bringing an international flavour to the assessment, students prepared sweet chilli chicken which highlighted their ability to combine contrasting flavours.

KS4 Food Tech

MISS JAUNCEY





Independent Excellence:

A key aspect of the BTEC assessment is the ability to work independently. We were incredibly impressed by how our students took ownership of their projects, from initial planning and ingredient sourcing to the final presentation. They demonstrated excellent time management, problem-solving skills, and the ability to work efficiently under pressure.

Presentation Perfection:

The final stage of the assessment involved presenting their dishes ready to serve. Students paid meticulous attention to detail, ensuring their food was not only delicious but also visually appealing. Their plates were thoughtfully arranged, showcasing their understanding of food presentation and enhancing the overall dining experience.

A Huge Congratulations!

KS4 Food Tech

MISS JAUNCEY





Art

MR WEBSTER

Spring has sprung, and our art room is buzzing with activity! This term, our budding artists have been embarking on exciting group projects, particularly focused on creating nature display boards. Our spotlight this week is on the elegant oyster catchers, as students collaborate to capture their beauty in a vibrant visual format. These boards will not only enhance our learning environment but also celebrate the stunning wildlife around us.

In addition to our group endeavours, many students are diligently working on their own art briefs to refine and elevate their drawing skills. It has been incredibly rewarding to witness their individual progress as they explore various techniques and styles. Each student is encouraged to express their unique creativity, resulting in a diverse array of captivating artworks.

Furthermore, the influence of gaming continues to inspire our young creators! Students are diving into mask-making projects, crafting striking pieces that reflect their favourite gaming characters. These masks not only allow for artistic expression but also encourage brainstorming and problem-solving skills as they consider design elements and material choice.

As we continue to nurture our students' artistic talents, we look forward to showcasing their work using our wall space as an ongoing Art exhibition.

Happy creating!

The Art Department





The Construction Department at Forest Moor School is thrilled to announce a meaningful new project!

This term, our students will design and build wheelchair-accessible planters for both our school grounds and Penny Field School. This initiative will not only enhance our students' practical skills but also create inclusive and beautiful green spaces for everyone to enjoy.

Project Spotlight: Wheelchair Accessible Planters

Why Wheelchair Accessible Planters?

- **Inclusivity:** These planters are designed with varying heights and open frontages, allowing individuals using wheelchairs to easily reach and interact with the plants.
- **Learning & Engagement:** This hands-on project provides invaluable practical experience in design, measurement, cutting, assembly, and finishing techniques.
- **Community Spirit:** By building planters for both schools, we are strengthening our connection with Pennyfield and promoting a sense of shared community.

Environmental Awareness: We will be learning about different types of plants and the importance of creating green spaces for biodiversity and well-being.



Construction

MR CHARLES





What We've Been Up To:

Over the past few weeks, our students have been:

- **Brainstorming Designs:** Exploring different shapes, sizes, and materials suitable for wheelchair accessibility and visual appeal.
- **Researching Materials:** Investigating the best types of wood, fixings, and protective finishes for outdoor use and longevity.
- **Developing Technical Drawings:** Learning the crucial skill of creating accurate plans to guide the construction process.
- **Practicing Basic Joinery:** Honing their skills in cutting, joining, and securing timber.

Coming Up Next:

The next few weeks will see the completion and more of the planters made:

- **Cutting and Preparing Timber:** Carefully measuring and cutting the wood according to their designs.
- **Assembling the Planter Structures:** Putting the pieces together to form the main bodies of the planters.
- **Adding Accessible Features:** Incorporating design elements that ensure easy access for wheelchair users.
- **Finishing and Protecting the Wood:** Applying treatments to protect the planters from the elements and enhance their appearance.

Stay Tuned!

We will continue to provide updates on the progress of this exciting project in future newsletters and on the school's website/social media. We are incredibly proud of the hard work and dedication of our Construction Department students and look forward to seeing the beautiful and accessible planters they will create for both our school communities.

The Construction Department



Construction

MR CHARLES





Understanding School Attendance Challenges in Autistic Children: A Guide for Parents and Carers

We know that school attendance can be a real worry for many families. Sometimes, even with the best efforts of everyone involved, autistic children can find school incredibly difficult. This can be due to a range of factors, and we want to shed some light on two common reasons: trauma and burnout. What are Trauma and Burnout?

- **Trauma:** Imagine school experiences that leave a child feeling scared or overwhelmed. This could be anything from sensory overload in the lunch hall to feeling misunderstood in class. These experiences can create lasting negative memories, making it hard for a child to feel safe at school.
- **Burnout:** The daily demands of school, from academics to social interactions, can be exhausting. Autistic children may find these demands particularly challenging, leading to a state of burnout. This can manifest as extreme tiredness, lack of motivation, and difficulty with everyday tasks.

How Can We Help?

The key is to approach school attendance with understanding and patience. Here are some strategies that can make a real difference:

- **Building Trust:** Create a safe and supportive environment where children feel heard and understood.
- **Providing Autonomy:** Give children a sense of control over their choices and experiences. This could involve allowing them to choose where they work or how they participate in activities.
- **Taking Things Slowly:** Reintegration into school should be gradual and at the child's pace. Small steps are more effective than big leaps.
- **Meeting Sensory and Social Needs:** Pay close attention to the child's sensory sensitivities and social needs. Ensure they have access to quiet spaces and support with social interactions.
- **Support at Home:** Reduce demands and create a calm, predictable environment. Focus on meeting the child's sensory and emotional needs.

Understanding why an autistic child may struggle to attend school





Practical Tips for Parents and Carers:

- Remember that reducing pressure can be the most effective way to help.
- Focus on comfort and safety.
- Communicate using methods that suit your child, such as text messages or written notes.
- Engage in special interests with your child.
- Consider using a “Now, Next, Later” board to help with planning.

Resources and Further Information:

- Understanding the reasons why a child may struggle to attend school: <https://www.leicspart.nhs.uk/autism-space/education/understanding-the-reasons-why-a-child-may-struggle-to-attend-school/?sfnsn=scwspmo>
- Resources to support when children struggle to attend school: <https://www.leicspart.nhs.uk/autism-space/education/resources-to-support-when-children-struggle-to-attend-school/>
- Supporting your autistic child through school: <https://www.leicspart.nhs.uk/autism-space/education/supporting-your-autistic-child-through-school/>
- Autism.org.uk Attendance problems: <https://www.autism.org.uk/advice-and-guidance/topics/education/attendance-problems/parents?scrllybrkr=e49f04e0>
- Walk in My Shoes Video: We highly recommend watching this short animation, which provides a powerful insight into the school experiences of an autistic teenager: look for “Walk in my shoes autistic animation” on youtube. <https://www.youtube.com/watch?v=KSKvazfTLv8>

We are here to support you and your child. Please don't hesitate to reach out if you have any questions or concerns.

Understanding
why an autistic
child may
struggle to
attend school





Humber and North Yorkshire
Health and Care Partnership



Healthier Together

Improving the health and wellbeing of babies, children
and young people in Humber and North Yorkshire



**LET'S
MAKE
SENSE**
together.

Let's Make Sense Together is a free resource that anyone can use. It provides information and support to children and young people with sensory processing differences.

On the Healthier Together Webpage you can find a series of videos to help parents, carers, teachers, and others who support children with sensory processing differences. You'll also find helpful advice sheets and links to other support and information.

All information has been created by local therapists.

www.hnyhealthiertogether.nhs.uk/parentscarers/your-childs-development/lets-make-sense-together

NHS



NHS

York and Scarborough
Teaching Hospitals
NHS Foundation Trust



**Choose a career you
love and you will
never have to go to
work - Denis Waitley**



Careers

ADVICE AND RESOURCES



National CAREERS

<https://nationalcareers.service.gov.uk/careers-advice/helping-young-people-make-education-and-career-choices>

<https://nationalcareers.service.gov.uk/careers-advice/green-careers>

FIND A JOB

<https://www.studentjob.co.uk/>

<https://findajob.dwp.gov.uk/>

<https://100jobsofthefuture.com/>

<https://www.civilservicejobs.service.gov.uk/csr/index.cgi>

Disability support

<https://hs4lc.org.uk/>

<https://www.gov.uk/government/publications/health-adjustment-passport>

<https://autismplus.co.uk/>

<https://www.disabilityactionyorkshire.org.uk/>

Support and Advice

Career guides

<https://www.youthemployment.org.uk/>

Career Pilot

<https://www.careerpilot.org.uk/parent-zone>

Kings Trust

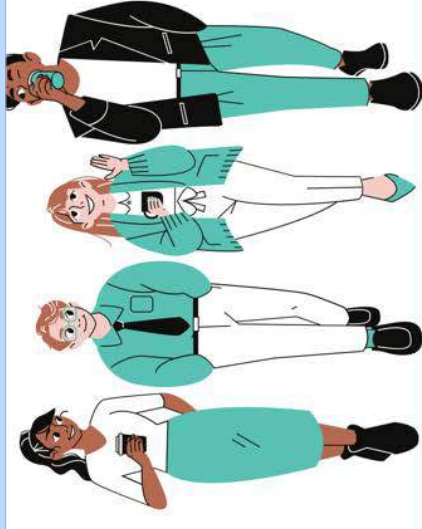
<https://www.kingstrust.org.uk/>



Government sites

Supported internships - GOV.UK
<https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-young-people/flying-high-your-future-what-about-after-secondary/flying-high-your-future-supported-internship>

<https://www.gov.uk/government/publications/access-to-work-factsheet/access-to-work-factsheet-for-customers>
<https://www.gov.uk/volunteering>



Redeem your vouchers for free holiday activities and food this Easter

We have issued FEAST vouchers to all families whose children/young people receive benefits-related free school meals. These vouchers entitle your child to free places on FEAST activities this Easter holiday, where they'll also receive a free heathy meal. You should have received this voucher via email or text, from a platform called Holiday Activities. Follow the link to redeem your voucher and book your child's place on some of the fantastic activities on offer in our area.

If you believe your child is eligible and you have not yet received your voucher, or you have lost it, please contact the school office.

To learn more about FEAST, and for information on activities, eligibility and how to manage your bookings, visit the website.

[Check out FEAST Easter Holiday Activities](#)

FEAST offers activities and healthy meals to children and young people across North Yorkshire in the Easter holidays. These activities are FREE to children and young people who receive benefits-related free school meals.

If you believe your child is eligible and you have not yet received your voucher, or you have lost it, please contact the school office.