



Term: Spring | Issue 6 | Date: March 2021

## World Book Day

WORLD  
**BOOK  
 DAY**  
 4 MARCH 2021

In 2021 World Book Day, just like everything else, was slightly different at TGSA but, as always, students and teachers rose to the occasion!

The day started with a Book Stack Quiz in Tutor Time; students had to guess which book stack matched which teacher and the tutor group with the most points will receive a prize next week. As you can imagine, the atmosphere during tutor time was extremely competitive!

*(Continued on next page)*

## Important Information on Wholeschool Re-Opening

### Primary

All pupils return on Monday 8th March.

### Secondary Test Dates

- Year 10 & 11 pupils – tested **Friday 5<sup>th</sup> March**
- Year 8 & 9 pupils – tested **Monday 8<sup>th</sup> March**
- Year 7 pupils – tested **Tuesday 9<sup>th</sup> March**

### Secondary Return to School Dates

*(Following a negative lateral flow test result – invitations already sent for year groups)*

- Year 10 & 11 pupils: return **Monday 8<sup>th</sup> March**
- Year 8 & 9 pupils: return **Tuesday 9<sup>th</sup> March**
- Year 7: remain in school on **Tuesday 9<sup>th</sup> March**

Please contact your child's tutor/teacher if you have any queries regarding the above.



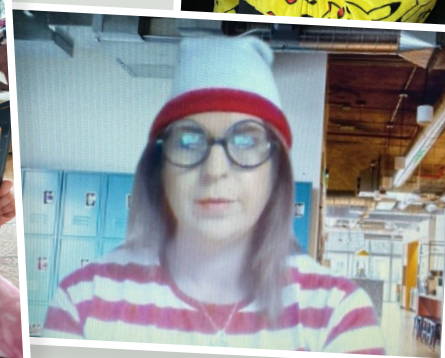
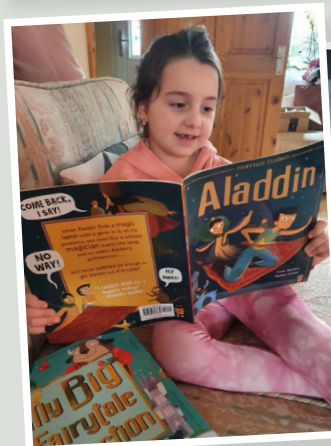
# World Book Day (continued from page 1)

WORLD  
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Although we weren't physically in school to celebrate, students and teachers alike still made an effort to dress up in their most creative outfits! It made a change from the usual blurred backgrounds of remote learning and sparked some great conversations about books.



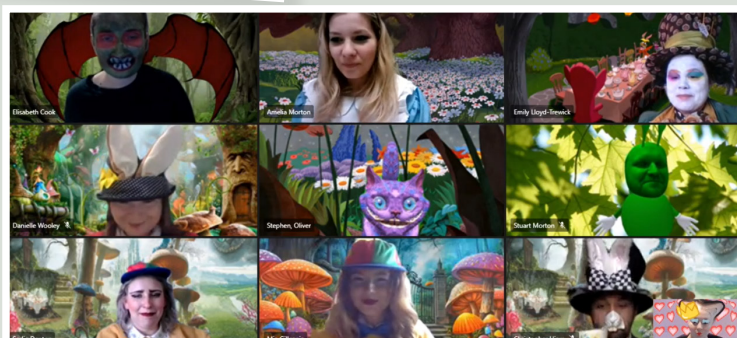
At the beginning of each lesson on World Book Day, all teachers read an excerpt from their favourite books to students. Being exposed to a wide variety of literature encourages our pupils to read for pleasure and we're sure that all students came away from the day with a great recommendation for what to read next!



We launched a Virtual Library for students to enjoy books at home. The library can be accessed from the World Book Day PowerPoint saved in their tutor group on Microsoft Teams. We've sourced a wide range of free books and eBooks for students to read whenever they like. If students have read a book and liked it, they can submit a book review to their English teacher to enter a prize draw every half term!



The English department theme for 2021 was Alice in Wonderland. All teachers dressed up as characters from Lewis Carroll's famous novella and lessons were designed around the story. Some students wrote fabulous nonsense poetry and others became newspaper reporters in a virtual courtroom! As well as this, the department put on a virtual production of 'Alice Escapes to Wonderland' throughout the day. Mrs Morton, playing the role of Alice, calls her old Wonderland friends to escape lockdown and travel to Wonderland again. However, they don't make it easy for her! You can find the whole production on our website alongside other pictures from the day.



# Primary – World Book Day

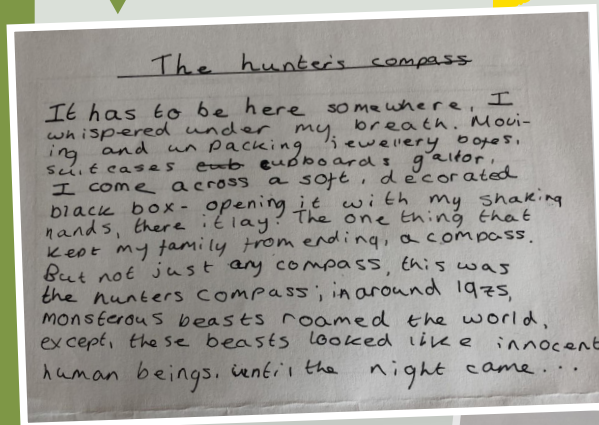
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Upper KS2 have been taking part in virtual author visits. Mia's work was following a workshop by Lisa Thompson who explained how to build a story around an object – a compass was used in her workshop. Tyler's work was based on a 'how to doodle like Tom Gates' workshop. Isabelle's work is based on a workshop delivered by Kimberly Pauley who explained how to use your favourite words to design your own character and use what the word means to tell you about their personality.

– Mrs Milton

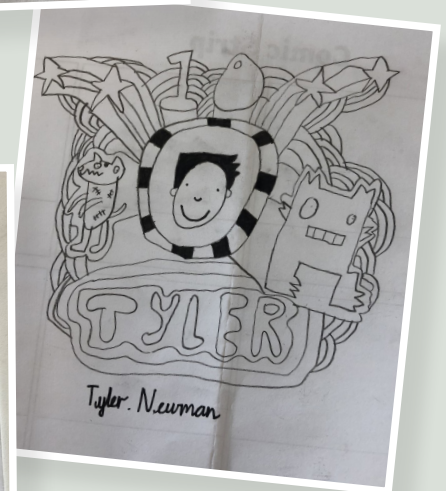
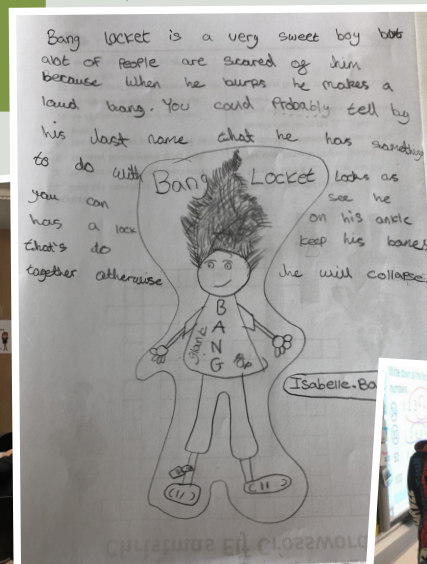
Work by:  
Mia-Valentine Timson



**WELL  
DONE!**

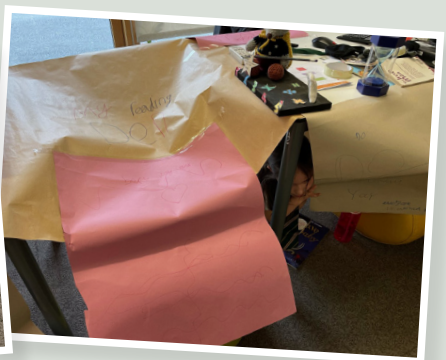
Work by:  
Tyler Barber

Work by:  
Isabelle Barber



Year 3 small school built dens in the classroom and read inside them.

– Mr Cooper-Marchant



# Blossom – Outdoor Learning Project

This term, as part of their outdoor learning project, the children in Blossom have been learning basic tool skills. They have worked hard and over several weeks have started to lay the foundations for the new school garden polytunnel. This project has been funded by a grant from the National Lottery and will eventually benefit the outdoor learning curriculum for the whole school, once it is fully erected. Within the polytunnel, the children will get the opportunity to grow and experience different fruit and vegetables. In addition, the children have updated and replaced the rotten boards for the planters in the school garden, so that both staff and children can use the space to support teaching across the curriculum.



# Geography News

Despite last term being an unusual one, there were a number of highlights within the geography department.

Year 11 have been determined to continue working hard and being resilient, even through challenging times. Mr Miller and Mr Bannon appreciate the efforts from you all.

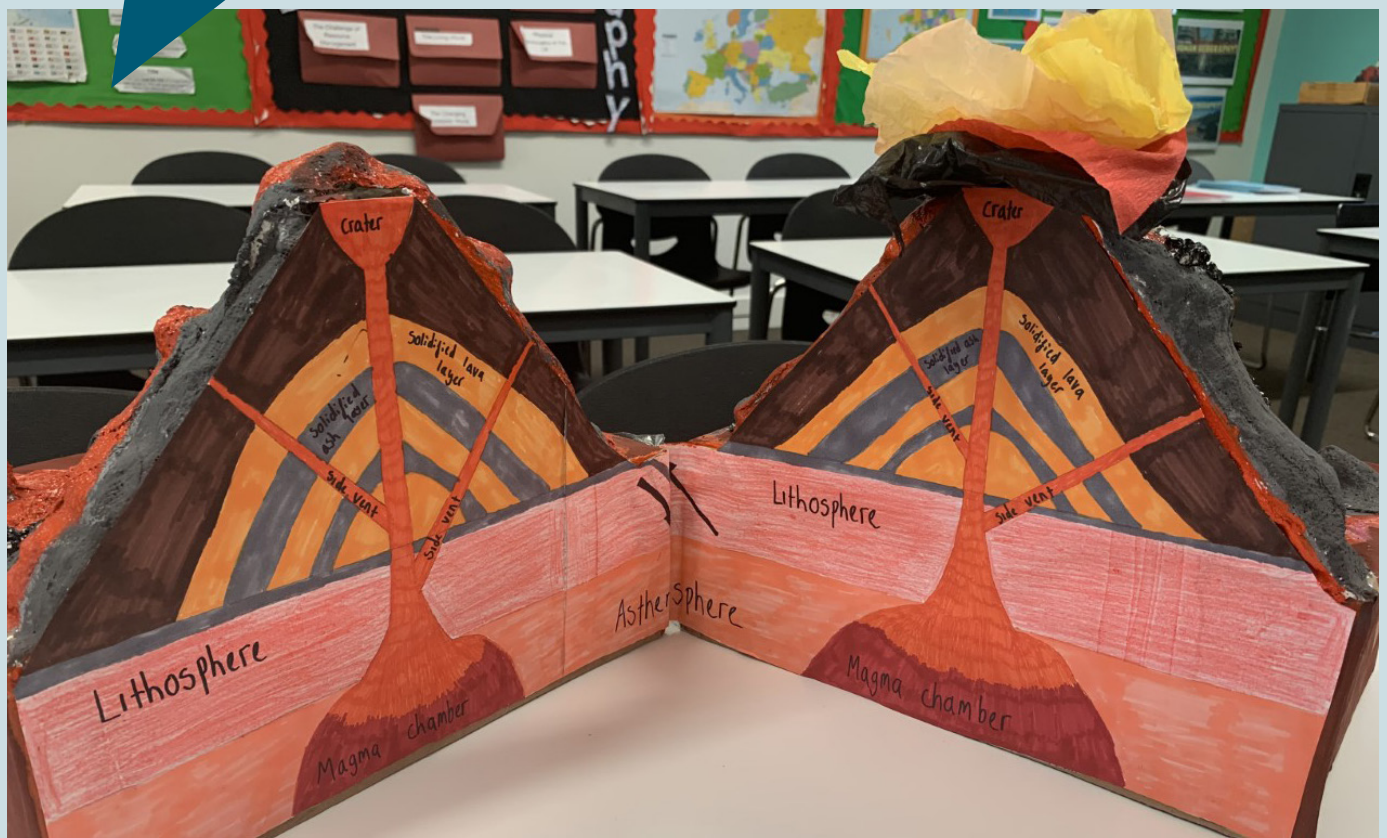
Year 10 have now finished their studies on climate change, and are now moving onto physical landscapes, in particular coastal landscapes – well done to most of you for 100% attendance online and working hard to ensure that your progress is maintained.

Year 7–9 continue to work hard in their studies and have been outstanding with their live engagement and are keen to learn! Please keep this up!

February shoutout goes to Kelsie Moon (Oxford 10) for providing an extra-curricular piece of work, where she created a 3D model of a composite volcano (see below). Excellent effort – well done!

To all TGSA geography students, please continue to work hard in your studies, so that when you do return, we can push for continued excellence!

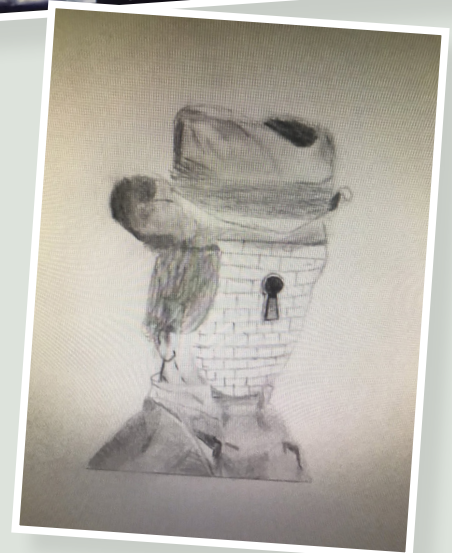
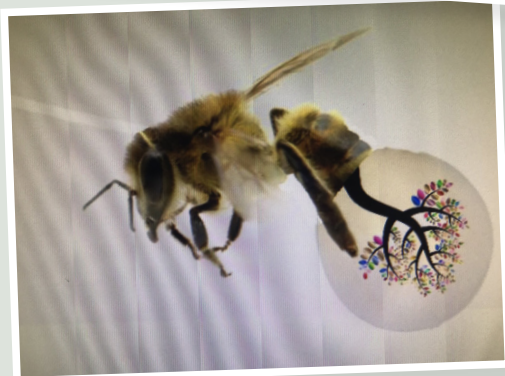
– Mr Miller, Mr Daybell and Mr Bannon



# Creative Arts & Design Technology News

Year 8 were focusing on surrealism Photoshop work last term. I love these outcomes. Well done year 8, you are really beginning to understand what surrealism is all about.

– Miss Robinson



# WELL DONE

to Rebeca Fecioru in Year 10 for writing this fantastic essay about Jekyll & Hyde.

In this extract of Jekyll and Hyde, Stevenson uses language to present the secrecy and the unknown by using implicit references to gothic conventions to form a mysterious setting. The writer chose to use the pathetic fallacy when describing the court as being "full of premature twilight" in order to appeal to the idea of the possibility of the supernatural. The noun "twilight" is used as a gothic convention as it exhibits the feeling of obscurity, as the scene happens when they're in between darkness and lightness, where anything can happen. The antithesis between light and darkness presents the good and evil idea that is displayed by the nature itself, so this can contrast with the way Mr Jekyll turns into Mr Hyde, shifting from good to evil just like the nature is shifting from daylight to night. The adjective "premature" has connotations of not being fully developed; an event that takes place earlier than expected which foreshadows an upcoming scene: the way Utterson finds out who is Mr Hyde. By putting the noun "twilight" and the adjective "premature" together, the writer created a sense of uncontrollability as it can be inferred that Mr Jekyll's shifting to Mr Hyde is not under his control and it is switching between his characters just like the nature does with its course of time. Scientifically if something gets born prematurely it means that it's not physically and mentally developed so this can be another way of seeing Mr Jekyll's secret, Mr Hyde and how he was created, too soon to be able to act normally and be physically healthy, so that's Mr Jekyll's way of escaping its tragedy and its personality changing. This can then link to Darwin's theory of biological evolution that was developed in the Victorian era, when he believed that there was a "descent with modification" meaning that every species changes during a period of time, so that's how Stevenson shows how Dr Jekyll is changing into Mr Hyde and he is starting to have no power over it.



## Health and Social Care News

**WELL  
DONE!**

Emma Foxton, Year 11, has been working hard on preparation for a Nutrition assignment regarding factors that influence people's diet.

- Mrs Saunders

### LO2: Be able to create dietary plans for specific dietary needs

#### *The factors that influence diet:*

Many factors can impact and affect people's diet and what food they consume. Some factors can be controlled but some of them cannot be controlled by people. Some factors are shown and described below:



#### *Income:*

Due to the amount of money that people earn and get, this will have a big impact on the amount of food and the calories that they consume. For example, if a family has a higher income and get paid a higher amount, they will consume a higher amount of calories than a family who doesn't earn much or get a high income. Also, the families who earn a higher wage or salary will be able to purchase better foods and foods of higher quality, or foods that meet certain needs or requirements for certain family members. Research studies have taken place over time and have shown that people with lesser income and a lower wage will be more likely to eat more fatty foods with higher sugar content, but people with a higher income and a higher wage will be more likely to spend their money on healthier foods with

## Religious Education News

**WELL  
DONE!**

Sajjid Ahmed, Year 9, has been working through Saul's conversion to Paul in Christianity.

- Mrs Saunders

Date: Thursday 14<sup>th</sup> January

Title: Saul or Paul?

Starter:

What do you think these keywords mean?

- Mission – the vocation or calling of a religious organization, especially a Christian one, to go out into the world and spread its faith.
- Conversion - the fact of changing one's religion or beliefs or the action of persuading someone else to change theirs.

Task 1:

1. Saul was did not see Jesus and despised him. Saul gather Christians women and men and chained leading them to Jerusalem. As they were arriving there a shot of light came from the sky and it was Jesus. He asked Saul saying, "Why are you persecuting me". Saul was astonished and became blind (a punishment from God). He was task to meet a man called Saul to regain his sight once again. When he arrived, he realised how much he been doing wrong and converted to the name Paul (due to him as being a Christian).
2. Conversion - the fact of changing one's religion or beliefs or the action of persuading someone else to change theirs.
3. Saul may have decided to name his self-Paul due how he has changed through his religion and his life. He must have truly understood the power of Jesus and God.
4. Paul's conversion tells us that God's nature is as powerful as anything.



## WELL DONE!

Ivana Golic, Year 7, has been looking at ways to support good mental health and well-being.

– Mrs Saunders

### How can we look after our mental health?

Learning Objective: To understand what a “normal” mental health.

#### Task 1:

Just like **physical** health, we all have mental health. It's our **feelings**, thinking and emotions and **moods**. It's a normal part of life to have negative feelings like being sad, **angry** or moody, just like it's **normal** to have positive emotions, like feeling happy, **confident** and care-free. Our feelings depend on what's going on around us. Good mental health is both positive and negative emotions - It's not always about being **happy**.

## Safeguarding Update



We understand that lockdown has been difficult for children and families. Along with our support in school, we have a list of external support you can access. This ranges from bereavement, to mental health and much more. Please use the links below to take you to our website.

#### Mental health resources and further information

<https://www.samworth.tgacademy.org.uk/safeguarding/mental-health/resources-and-further-information/>

#### Support services for students and parents/carers

<https://www.samworth.tgacademy.org.uk/remote-learning/support-services-for-students-and-parents-carers/other-support-services/>

– Miss Tobolkiewicz (Designated Safeguarding lead)



We use the National online Safety platform for everything e-safety. This has useful guides on social media, online gaming and online challenges.

Please use the link below to sign up for full access to the guides and webinars available.

<http://nationalonlinesafety.com/enrol/tudor-grange-samworth-academy>

## ANTHEA BELL PRIZE FOR YOUNG TRANSLATORS

In the Spanish department we've been very busy with Enrichment Activities. First, we had the second session on creative translation organised by the Queen's College, University of Oxford. The Anthea Bell Prize for Young Translators is inspired by the life and work of the great translator Anthea Bell. It aims to promote language learning across the UK and to inspire creativity in the classroom to motivate more pupils to study modern foreign languages to GCSE, A Level and beyond. The main competition will take place in April and we are already seeing great work like the translation by Shanpreet below:

### Passage A

Estás apoyado contra la pared de la sala de espera, junto a la máquina de café, te has tomado dos capuchinos con chocolate, dos números diecisiete para ser exactos, y esperas a que tu madre salga de la habitación cerrada. A tu alrededor hay un montón de personas muy nerviosas, vestidos con ropa de entrevista de trabajo y pendientes de boda. Unos dicen que no saben nada y otros muestran una seguridad un poco falsa. Todos mienten. Tu madre está leyendo la oposición ante el tribunal, cada uno de los examinadores cobra cincuenta mil pesetas al día sólo por oírles, y los dos estáis solos en la ciudad. El resto de la familia sigue en el pueblo, tu abuela ha puesto una vela en la iglesia para que tu madre apruebe.

### Passage B

– Qué podemos comprarle a tu padre? –te pregunta tu madre. A tu padre le gusta mucho el toro, aunque el olor de la sangre le pone nervioso y ni siquiera come carne. Al final, le compráis una castañeta de torero. Tu madre busca una heladería por la orilla de sombra. Tiene mucha sed, le apetece un granizado de limón y a ti te apetece un helado de turrón y chocolate que tomabas con tu padre cuando eras niño. Os sentáis cerca de la ventana: afuera, unos ancianos hablan en los bancos de la plaza, las palomas picotean por el suelo. Un músico toca la guitarra en una esquina y los plataneros se mueven al son de una brisa suave.

You are leaning against the wall of the waiting room, next to the coffee machine you have had two cappuccinos with chocolate, two number 17s to be exact and you are waiting for you mom to leave the room. Around you there a lot of people dressed in job interview clothes, some don't know anything. They all lie. Your mother is reading the opposition before the court. Each examiner charges 50 000 a day just to listen to them and the 2 of you are alone in the city. The rest of the family is still in town, your grandmother has put a candle in church for your mother.

What can we buy your father? –Your mother asks you. Your father loves bullfighting, although the smell of blood makes him nervous and he doesn't even eat meat. In the end, you buy him a bullfighter's castanet. Your mother looks for an ice cream p along the shady shore. He's very thirsty, he wants a lemon slushy and you fancy a nougat and chocolate ice cream that you had with your father when you were a child. You sit near the window: outside, some old men are talking on the benches in the square, pigeons peck on the ground. A musician plays the guitar in a corner and the banana trees move to the sound of a gentle breeze.

Well done Shanpreet Singh (Year 9) for producing this excellent translation.

## THE UK LINGUISTICS OLYMPIAD (UKLO)

On top of this, we are organising The UK Linguistics Olympiad (UKLO) for the very first time at TGSA. This competition is supported by the British Academy, The Linguistics Association of Great Britain and many other well-known institutions. Unlike other competitions, competitors must solve linguistic data problems. Students have been practicing code breaking since the beginning of November taking a great variety of quizzes on Show My HomeWork. We had a total of 392 submissions, 330 belonging to KS3 students, 147 from Year 7 and 182 from Year 8. Well done to Mandela Koueni and Kartar Kaur for achieving the highest scores in Year 9 and Year 7 respectively.

**Q4.1.** Convert the following Ditema tsa Dinoko words into Roman script:

	Konarun
	Ipinast
	Itoin

**Q4.2.** Which of the following examples represents the words "Ditema tsa Dinoko" in Ditema Dinoko? Put 'X' in the first column to show which is the correct one.

X	

Some of Mandela Koueni's fantastic code breaking (Year 9)



Despite the short notice given to us by the government, I have been amazed by the standard of virtual learning in Years 5 and 6 this half term and how well we have been able to adapt. Both the staff and pupils have been fantastic and we would also like to say a huge thank you to our wonderful parents for the support you are offering to your children during this difficult time. I would also like to congratulate the staff onsite who have been running our small school ensuring that those pupils in our care are continuing to make progress.

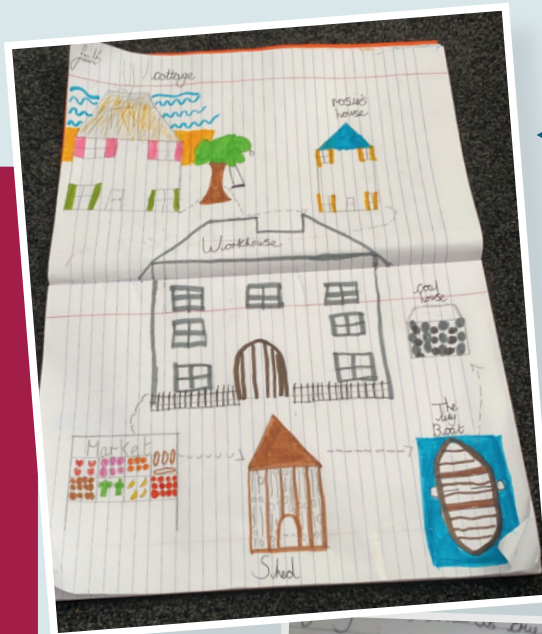
## Learning in Year 6

In English we have started to read *Holes* by Louis Sachar. This is a brilliant story set in the past and present and centres on the life of Stanley Yelnats who is sent to Camp Green Lake for a crime he didn't commit. What was his punishment? To dig a hole every day. Based on this book, we have done some fantastic writing including an information page on a mythical lizard, a plan to steal an object, letter writing and also a story in the style of western about a stage coach robbery. I have continued to be impressed with the pupil's imaginations!

During our maths sessions we have been recapping on fractions, decimals and percentages. We have looked at equivalences and also used them to find amounts of numbers and also a whole number. Our ability to use bar models has been essential this half term! At the end of the term, we moved on to using function machines and algebra.

## Learning in Year 5

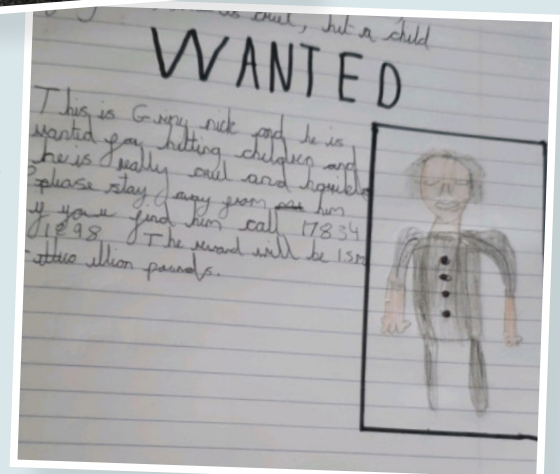
In English we have been reading *Street Child* by Berlie Doherty. This story is set during the Victorian times and is about a young boy called Jim Jarvis that was separated from his family and sent to the workhouse. The children have enjoyed learning about the life of street children and how they were treated. Based on this book, we have created some excellent pieces of writing including a setting description of the workhouse, a letter to Jim's good friend Shrimps and a comic book style sequel to the story. One of the children's favourite lessons included creating a story map of the journey that Jim went on throughout the book.



Work by:  
Megan  
Tuckley

WELL  
DONE!

Work by:  
Kai  
Bennett





## Learning in Year 5 (continued)

Our daily focus for quick mental recall during our Maths lessons has centred on metric conversions – instilling the facts that there are 100cm to a metre and 1,000g to a kilogram etc. For the first part of half-term we concentrated on refreshing our multiplication and division skills, multiplying and dividing 3 and 4 digit numbers: we also introduced the students to the formal method of long multiplication. In the latter part of the half term we have embarked on our fractions topic – we have refreshed and expanded our knowledge of equivalent fractions as well as comparing and ordering fractions with different denominators. The students from both classes have also been busy battling each other regularly on Times Table Rockstars.

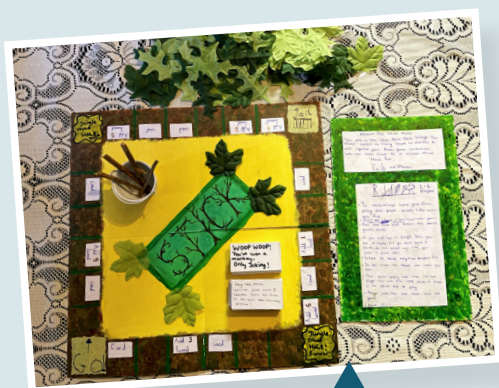
### Family Project



Work by:  
Charlotte Trigg

Work by:  
Charlotte  
Trigg

Sienna and Harvey  
Family trees



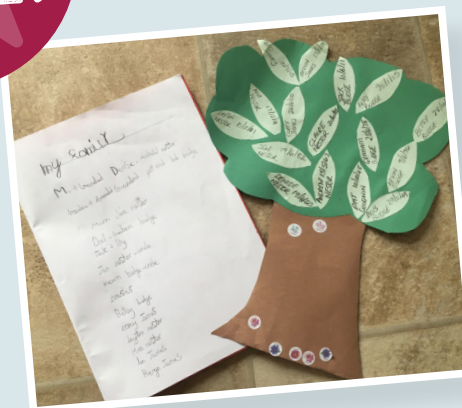
Work by:  
Emily Walton-Jarvis

WELL  
DONE!

Snowman  
competition  
entry by:  
Darsim Jabar



Work by:  
Mason  
and  
Morgan  
Warner



Work by:  
Jack  
Budge