

# Newsletter - 8th February 2021

Dear Parent/ Carer

Welcome to our weekly newsletter.

The amount of content seems to get bigger each week. The reason for this is the amount of fantastic work being completed by our students. As you read this week's edition, I am sure, like me you will be mightily impressed. Lockdown has brought many challenges, but it has not stopped our students working hard and producing excellent pieces of work. This is impressive and will support them on their return to school. I would like to take this opportunity to thank students for working hard and thank their parents and teachers for providing the learning and structure that enables them to succeed. It really is impressive!

In addition, I would like to remind you about our remote extra-curricular provision. There are a variety of fun activities that students can participate in during the week after school. The feedback we have received is that students have really valued these opportunities and it supports our drive in developing an education with character.

As you will be aware, we break up for half term on Friday 12<sup>th</sup> February. During half term school will be closed for all students. On Monday 22<sup>nd</sup> February school will open for those students who have been attending during lockdown and live lessons will resume for all other students.

This term has been tough. Lockdown has brought many challenges but as a school community we have achieved some great things. I am proud of how we have come together and put our students first in everything we have done. Hopefully we will hear some news soon regarding when schools return. As soon as we do, I can assure you that we will contact you as soon as possible with our plans.

I will be holding a online Town Hall meeting for parents on Wednesday 10<sup>th</sup> February at 6pm, you can access the link via our website at <https://www.sheffieldsprings-academy.org/students/home-learning> the meeting will allow you to ask any questions you have about learning from home.

I hope you have a restful half term and stay safe.

Thank you as ever for your support.

Mr Shipman

## Careers



### What is Work Experience?

Back again with another career update and discussion on a topic that often comes up when we start making applications for 'Work Experience'.

Work experience has changed massively as technology and the labour market has developed; this is especially true due to the current pandemic.

Work experience is defined as 'A period of temporary employment undertaken by a student' but this does not capture what employers are actually looking for when they ask about work experience.

When employers ask about work experience, they are actually looking to see if a person has examples of experiences in a work environment and examples of work-based skills. If you have had a part-time job, actively volunteered or taken part in an activity where you have practiced skills and gained experience in a work like environment, this can be classed as justified work experience; however, you need to be able to present so that they highlight the lessons you have learnt.

As you know school normally run ACE days and when possible, we ask employers, employees and others to share their experience or to do tasks and activities that some companies or employees would face. Even though these are not classic work experience they can be really important and useful points to discuss in applications if you have not undertaken work experience as described above.

For our Y11 it is important to note that when you apply, you may have limited examples of work experience which is normal. In this case it is important to link the subjects that you undertake or the extra-curricular activities you have undertaken to the work experience role that you are applying for or to specific skills that an employer, apprenticeship or college/sixth form is looking for.

I will be talking about amount how different skills and writing CV in later articles.

If you have any questions, please contact school or email [Edward.Cramphorn@sheffieldsprings.org](mailto:Edward.Cramphorn@sheffieldsprings.org)

# Subject Updates

## Music

### Updates:

Y7, 8 and 9 - Please make sure you have downloaded a virtual keyboard for your live lessons with Mr Walker:

App store – The Piano Keyboard

Google play - Perfect Piano

Laptop/Chromebook/ Computer browser - <https://www.musicca.com/piano>

### Clubs: Open to all!

Tuesday - Keyboard Club – a new piece to learn every week. No keyboard? No problem!

Download a virtual keyboard or keep your eye out for a 2<sup>nd</sup> hand bargain on eBay/ Facebook marketplace.



Wednesday – Show up (and sing!) – Join Miss Durham for a virtual choir rehearsal every week 3:30-4:15. We are working on our #shantytok this half term for our next virtual concert.

Thursday – Banging Beats – Can you beat Mr Walker's amazing rhythm skills? Join the team to complete the weekly rhythm challenges.

### Music—Shout Outs

- Y7 – Leo B and Taneisha N for their efforts in live lessons.
- Y8 – Reece S and Jameel K for their positive attitude and excellent answers in lessons.
- Y9 – Jamie C and Elisha A for their effort in live lessons and returning their work so quickly.
- Y10 – Caitlen W, Emma-Andrea N and Tiffany TP for their efforts in their lessons this week, excellent answers and participation.
- Y11 - Lewis O and Ruby G for their continued effort and participation this week in online learning.

## PE

- Join club 'E in PE' – Team PE will be setting weekly challenges for those that attend. Currently we have an under-arm and over-arm challenge that is aimed to develop these basic but imperative skills and techniques.
- Y10 and 11 Core PE – you have 3 options, however **ALL** students must click on the live lesson link to receive an attendance mark.
  - \* Option 1: Mr Law and Newtons Circuit Session – Live Lesson link
  - \* Option 2: NETFLEX – virtual workout resources
  - \* Option 3: 3-week Personal Training Programme (this will increase if/when lockdown increases).



## Sheffield Get Moving!

**Lockdown Challenge**



**What is it?**  
Sheffield Springs Academy challenge you to get involved in the **Sheffield Get Moving! Lockdown Challenge**. This 'stay active' campaign has been started for all **STUDENTS PARENTS** and **STAFF** to be physically active together. Register for FREE and pledge to be physically active in either time or distance between now and Feb half term.

*"Let's get the Sheffield Springs Academy community active together!!"*

**What do we do?**  
Being active can include cycling, running and walking plus any other form of physical activity or active lesson. Anyone who signs up must keep a record using trackers such as Fitbit, Garmin, Apple Watch, phone app (like Strava or Nike Running) or any other similar recording device; you can also use websites such as mapmyrun.com. Or simply keep track on paper or via activity trackers. You have until Feb 12<sup>th</sup> to submit evidence.

**Then what should we do?**  
All you need to do is click the link [Home | Sheffield Get Moving](#) or visit [www.sheffieldgetmoving.co.uk](http://www.sheffieldgetmoving.co.uk) register, follow the guidance and get active!  
Once all submissions are in, school totals are announced...Get active with SSA! #SheffieldGetMoving  
Good luck!!



# Subject Updates

## Science

A reminder that you are challenged to take part in the extra-curricular activity at home and upload your pictures to the science ECA page. Please check out the video of the practical Making a Lava Lamp on the ECA teams page. Look out for your wonderful work in next week's newsletter.



## SCIENCE SENECA STARS

These students have the highest recent learning time on the science homework platform SENECA. Well done!!!

**Y7**

- Lillie B
- Shahad B
- Henry S

**Y8**

- Syed M
- Elisha A
- Anita B
- 

**Y9**

- Lacey-May D
- Danielle S
- Saron T

**Y10**

- Jessica A
- Katie G
- Laila A

**Y11**

- Nardos K
- Kiarna R
- Abraham A

## English

### Year 9 English Superstars!

- Esther G - consistently working above and beyond what is asked in lessons. Esther created additional work and resources to help her understanding while studying Of Mice and Men. Amazing work ethic, Esther.
- Ruqayah Mashadani - always striving to improve in English lessons. Ruqayah asks lots of thoughtful questions to further develop her understanding. Continue to be inquisitive, Ruqayah, it will get you far! Well done.
- The following students have submitted exceptional work surrounding their study of the novella, Of Mice and Men:
  - \* Lucy W
  - \* Lacey D
  - \* Gisele K
  - \* Ruqayah M
  - \* Esther G
  - \* Amber H

# Subject Updates

## Maths

Hegarty Maths	
Top 3 learners in each year group!	
Student	Year Group
Laia LFC	8
Rylan D	8
Joshua W	8
Kyle M	9
Horthugues M	9
Jamie C	9
Harvey F	10
Jessica A	10
Helen A	10
Kieron C	11
Narcio M	11
Manzal A	11

Hegarty Maths		
Top 5 learners who have completed the most hours this term!		
Student	Year Group	Total Hours of Learning
Manzal A	11	64.2
Callum H	11	21.7
Joshua W	8	13
Rylan D	8	6.4
Jamie C	9	6

SPARX		
Top 5 learners this week!		
Student	Year Group	Total XP (Last 7 days)
Dylan B	7	3390
Chloe S	7	1834
Ellie H	7	1380
Tyresha S	7	1349
Lillie B	7	1285



If your child has any problems logging in or any issues with their online homework, please ensure they **contact their teacher on MS teams** or if you have any queries please see <https://www.sheffieldsprings-academy.org/parents/maths-homework>

## English

Year 7, 8 and 9 students should complete at least two Bedrock Vocabulary lessons per week. Students can log-in through this web address: <https://app.bedrocklearning.org/>

Guardians can also see what progress students are marking by logging in using their access code, available from students' English teachers.

**Make sure you check out the newsletter next week for the first Bedrock leader board! Will your name be on it?**

# Subject Updates

## History & RE

### KS 3 - Year 7

HT3 - Anglo Saxons and Noman England

<https://www.bbc.co.uk/bitesize/topics/zshtyrd>

### KS 3 – Year 8

HT3 – Tudors and Stuarts

<https://www.bbc.co.uk/bitesize/topics/zynp34j>

### KS 3 – Year 9

HT3 – World War 2

<https://www.bbc.co.uk/bitesize/topics/zk94jxs>

### KS 4 – Y10/11

HT 3 – SENECA – Superpower Relations and the Cold War

<https://app.senecalearning.com/classroom/course/4cb62f70-25d5-11e8-997c-45e9415ece8c/section/8a08bb90-25d5-11e8-997c-45e9415ece8c/session>

## RELIGIOUS EDUCATION

KS 3

<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

## Shout outs

- Y7 - For great Q&A contributions and constant engagement in lessons, Leo B, Jacob R, Kieran W, Taniesha N, Harrison M, Finlay M, Safa A, Ruth D and Emmanuel A.
- Y8 - Libby B - Asking questions others are not confident enough to ask in History. Ella P - brilliant answers shared in RE with the class and getting to grips with using OneNote. Aishah S - brilliant answers shared in RE with the class and getting the grips with using OneNote.
- Y9 – For Outstanding contributions on Q&A—Omer O, Jamie C, Estelle U, Gisele K, Amber H, Mayon K, Morgana F and Jafar A - and for setting high standards with OneNote Lacey D & Esther G
- **KS 3 History and RE ★ of the Week – Libby B Y8 for excellent submissions in both History and RE over the last week and great use of OneNote - Fantastic effort Libby!!**

## History and RE through Hollywood - Fact or Fiction?

Great films!

Thought-provoking debate!

No previous knowledge  
necessary

All years welcome!

Find the link on your **History  
& RE Teams Page** every  
Monday!

**3.30pm Every Tuesday**



**This Term's Film Continues 16th Feb:**  
**The Boy in the Striped Pajamas**

*Through the innocent eyes of Bruno, the eight-year-old son of the commandant at a German concentration camp forms a forbidden friendship with a Jewish boy on the other side of the wire.*

## History & RE Shout Outs

This week has seen MS OneNote being trialled across the Department to help pupils collate previous work online, make notes and complete tasks during live lessons. This is a fantastic application which enables teachers to review the work pupils are creating in real time allowing for instant feedback where necessary. Some of the work pupils have been creating both on and off line continue to impress staff across the Department, examples are included in this newsletter. Keep up the hard work!!

# Bedrock Vocabulary Learning

**\*\*Exciting News\*\***

We have our first ever leaderboards for Bedrock Vocabulary!

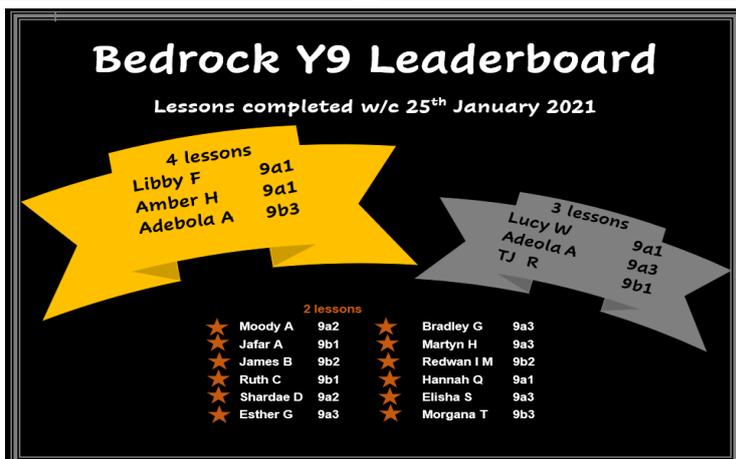
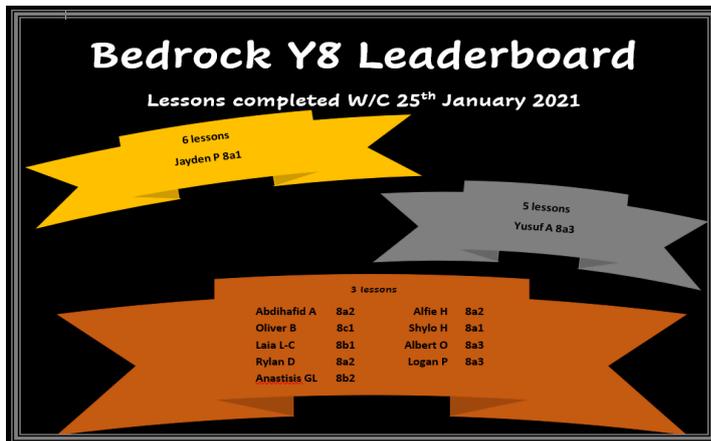
Have you made the leaderboard this week?

Remember to log on to <https://app.bedrocklearning.org/> and complete your 2 lessons per week!

## Lessons Completed Leaderboards:

Students are expected to complete a minimum of two Bedrock Vocabulary lessons per week. They can complete more! The more lessons they complete the better their vocabulary will be.

**Congratulations to our Bedrock Champions this week:**



## Progress Leaderboards:

Below we can see the amazing progress students have made since starting their Bedrock lessons.



# Pupil Work



James B—Y9—has been busy making these delicious looking meringues for the scouts. Good work James we want to try some when we are all back at school!

## Week 5 work

Monday, February 2, 2022 3:33 PM

### What was the Berlin blockade

Expansionism means to spread economic and political influence.  
Containment means to stop the spread of economic or political influence  
Blockade- the stopping of goods or people entering a particular area  
Flashpoint- a place or time where tension flares up

Berlin and the early cold war  
1945- Germany and Berlin divided into 4 zones.  
1947-48- Western zones merge  
1948- Marshall plan  
1948-49 Berlin blockade, airlift  
1949- GDR and FRG are created

War-time conferences  
Tension and rivalry  
Ideology  
Aims of the grand alliance

1-4  
2- USSR- controlled the Eastern zone  
3- East

Soviet zone  
Land routes  
Air corridors  
Soldiers and checkpoints

True  
True  
False  
False

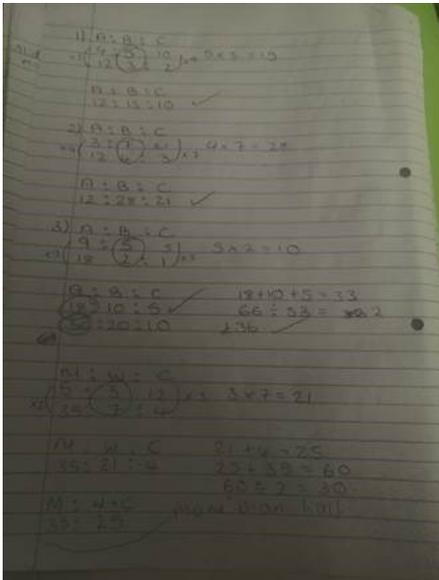
1920/19  
January 1947  
Stalin's fear  
Tension  
March 1948  
Currency reform

The creation of Stalin led to the Berlin blockade because it caused fear for Stalin because he was worried that the West might create one.

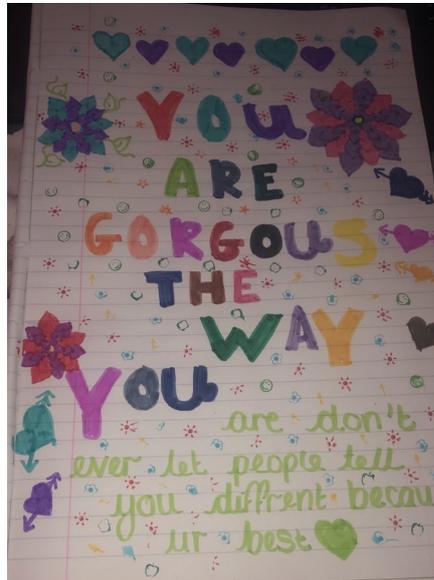
24<sup>th</sup> June 1948  
Airlift  
13<sup>th</sup> May 1949  
Propaganda victory

Stalin and Stalin wrote the notes that Germany was split into  
The Deutschemark caused the Berlin Blockade because it caused fear for Stalin and caused him to become really angry resulting in him blocking off the access to West Berlin  
On March 24<sup>th</sup> 1948 Stalin blocked off west Berlin from Stalin  
The Western allies launched an airlift in response to him blocking off West Berlin from Stalin.

Ellie R—Y11— Great use of OneNote to collate notes for GCSE Evidence during lockdown!



Ellie R—Y11— outstanding quality of work produced in maths live lessons, keep up the hard work Ellie you're amazing!



Lily-Mai C—Y7— for this very colourful and creative art competition submission, what a lovely message!

## History Lesson 1 – Cold War



In the picture above, we can see two soldiers, one has an American flag behind him which shows strong signs that he is an American soldier, the other has the word "East" behind him which could mean he is an enemy to the American. The two men in the image are shaking each other's hand which shows mutual respect. This could mean that the two men do not actually want to fight, this then means that war is pointless, and it should not be happening in the world.

### TRUE OR FALSE

1. Stalin was the leader of the United States
2. The Soviet Union and the United States did join to fight against Germany in WWII
3. American and Soviet troops did greet each other when they met in Germany
4. Churchill had more in common with Roosevelt than Stalin.

The powers came together to fight against Nazi Germany

### Comprehension questions

1. Stalin was the leader of the Soviet Union during the second World War.
2. The press of the Soviet Union was government controlled.
3. The communist governments did not allow free votes or fair elections. This of course benefited the rich and did not benefit the poor as poor people did not have the income to vote whereas rich people did.
4. The government controlled the businesses.
5. The capitalist Americans and communist Soviets were not natural allies because they had different beliefs on how countries should be lead and it would not be good to have them working together due to all the disagreements.

Harvey N—Y11— Collating work in OneNote for GCSE Evidence – Excellent work!!

Hi mum! i'm made it to Mombasa! In case you didn't know Mombasa is in the south of Africa . It's in the southern hemisphere! It borders the Indian ocean so it's got a really pretty beach :) .It's really warm and beautiful . The people of Africa are all really nice! I was told that us Tourists bring in about \$5.3 billion each year so the people can live better lives. Tourists also opened 226,500 jobs in 2016! In fact 11.6% of Kenya's jobs rely on tourism ! However some tourists aren't exactly respectful of the environment. Some people trample the coral reefs meaning fish don't have homes and food. The roads of Mombasa are becoming fuller and fuller meaning that the locals can't go about their day and go to work because of traffic. Tourism is great for money.. but not so good for the locals and the environment. I hope this gets to you before i get home ! from Isobel :)

Isobel H —Y7— in geography pupils are writing postcards home from Mombasa (Kenya) explaining the opportunities and challenges that tourism presents for Kenya— amazing work!

### Uses of Ultrasound

Describe and explain how ultrasound is used to:

1. Calculate the depth of the ocean

Amber L:

Ultrasound can be used to calculate the depth of the ocean.

Doing this relies on the sound waves being reflected.

The ultrasound waves are sent to the sea and are reflected through the water.

The detector processes the time taken for the sound waves to come from different places in the sea which can then be used to calculate the distance from the sea bed to the source.

Nathan H:

The ultrasound can be used to calculate the depth of the ocean. The ultrasound rely on the sound waves reflecting from the bottom of the ocean. The sound waves are sent from the ship down to the bottom of the ocean (seabed) to be reflected. When the sound waves are sent down to the seabed it is measured to see how long it takes for the echo to be returned (reflected back to the ship). The faster it returns the shallower the ocean is.

2. Break up kidney stones

Lacey D:

Ultrasound waves can be used to break up kidney stones. This process relies on the fact that sound waves are reflected and produce vibrations. The doctor uses an ultrasound and the detector processes the time taken for an echo to be received from different points, to create a picture and pinpoint where the kidney stones are. Then high energy shock waves are aimed at the kidney stones, and the vibrations cause them to break apart.

3. Scan concrete or pipes for cracks

Horthugues M:

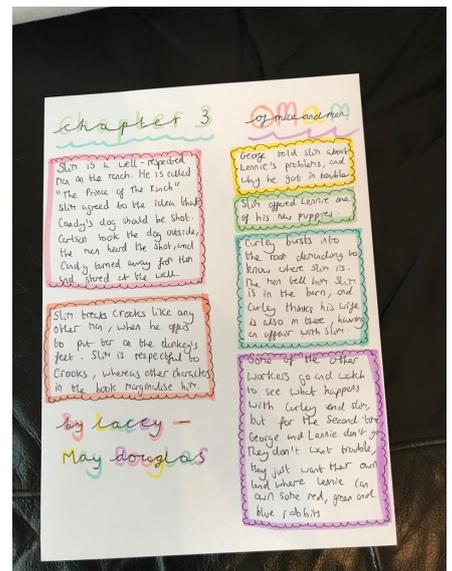
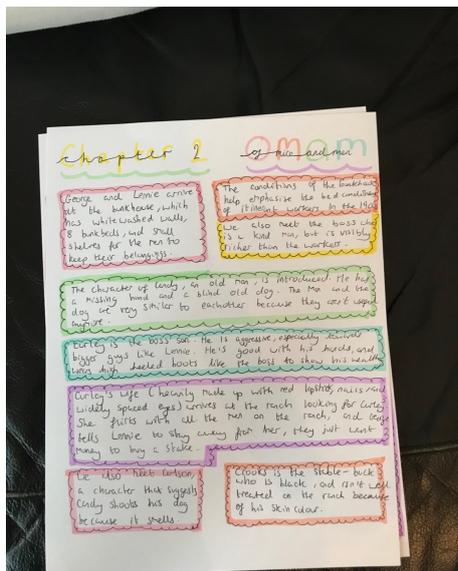
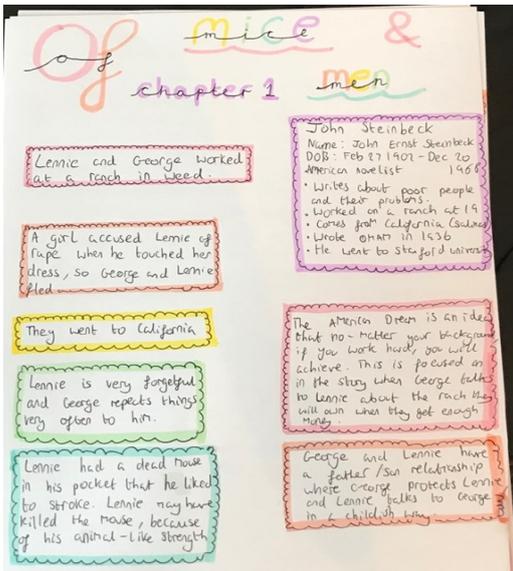
Ultrasound can be used to scan concrete or pipes for cracks. This relies on the fact that sound waves are reflected. The ultrasound waves are sent from the source to the crack and reflect back up to the detector. You multiply the time it took for the ultrasound waves to return to the detector after being reflected from the crack, by the speed of the ultrasound in the material under test. The answer you get should be your distance. However, since the sound had to travel down to the crack and back again the distance has to be divided by two to find the depth of the crack.

4. Clean jewellery

Steven H:

Ultrasound can be used to clean jewellery. To clean jewellery relies on the sound waves to vibrate. The sound waves hit each other in the air near the jewellery. The jewellery is placed on an ultrasonic bath where the rapid vibrations shake the dirt loose.

Amber L, Nathan H, Lacey D, Horthugues M, Steven H—Y9—some fantastic work for their first is assignment on the uses of ultrasound. Fantastic well structured answers keep up the good work!



Lacey D—Y9—has produced this well structured, well presented piece of work in English while studying Of Mice and Men this week, keep up the hard work!



Zainab A—Y10— for creating this great piece of work inspired by Bridget Riley for the art Art club challenge!

History- Crusades 5/2/21  
05 February 2021 08:05

**Key words.**  
Achieve - successfully bring about or reach by skill or practice

**Do Now**  
1 shelter.  
2 schooling.

**Notes about the achievements of Crusades**  
The crusades were a series of journeys and invasion of the Islamic-held holy land (middle east) by the Christian kings and princes of Europe. there were seven. crusades. by the Christian between 1095 and 1271. Only the first crusade of 1095 succeeded in capturing Jerusalem... most crusades ended in failure. for the Christians as the Muslim often had superior tactics.

**Task: Read the source and write two things that you can infer.**

**An account by a Muslim Soldier of Saladin The Merciful's army (Islamic Leader and warrior in 1187)**  
Oh Merciful Saladin allowed the Christians to retreat after battle. Our army was superior in both weapons and tactics in every way.  
For those of our Christian enemy we took prisoner we showed kindness by providing them with lemon water to drink. In this we demonstrated to the Christians not only mercy upon them but our superiority. Perhaps now they will leave the Holy Land - never to return.  
This shows that Muslims were smarter and better than the Christians... They also know how hard it is so that's why they gave the Christian enemy lemon water... They showed how nice they were even though Christians lost...

Emmanuel A—Y7—good lesson detail on OneNote, keep it up!

Marshall Plan

The marshal plan was a way to contain communist. Militarily / false  
The marshal plan was aimed to support war torn countries of Europe / true  
Marshal plan had little impact/ false  
➤ Marshal plan was offered to eastern Europe but in practice they did not benefit/ true

European countries were NOT re-building easily after WW2  
Truman addressed congress about Greece and TURKEY  
Marshal plan aid was a huge SUCCESS  
The Truman doctrine made Stalin feel MORE threatened and INCREASED TENSION in the cold war

1. What was the Truman doctrine and what did he say? It was a statement of US foreign policy saying the world had a choice between communism and capitalism
2. Why did Truman announce the Truman doctrine? He was scared that the communism might spread and containment would fail
3. What was the Marshall plan? A plan to provide economic aid to war torn countries in eastern Europe to stop them turning to communism
4. What kind of aid did Europe receive in the marshal plan? They received everything they needed to recover economically
5. Why did the Truman doctrine increase the tension between the superpowers? It divided Europe into two economic camps

L10 Stalingrad  
28 January 2021 22:35

**Keywords:**  
1. Stalingrad  
2. Von Paulus  
3. Soviet Union

**Big Question**  
• What were the significant events of WW2

**Keyword Definition:**  
• General Von Paulus: Commander of German VI army defeated at Stalingrad.

**Do Now**  
1. How many casualties did the US suffer at Pearl Harbour?  
2,4000  
2. How many ships did the US lose or were damaged?  
18

**NOTES:**  
Video:  
How many pieces of evidence can you collect?

Battle of Stalingrad: 23 August 1942-2<sup>nd</sup> February 1943  
"We will defend the city, or die in the attempt".  
Order 227 to stop people from retreating.  
A sniper in the Soviet Union had 225 confirmed kills.  
Romanian and Italian forces helped Germany -40 degrees in Russia  
Germans had no warm clothes - many froze or starved to death  
90,000 out of 300,000 Germans survived  
September 1942 Germans in Stalingrad  
Turning point in WW2  
After losing the Germans retreated  
Russians reached Berlin in April 1945

**DO IT NOW**  
VOLKSCHER BEIRAT  
Die deutsche Armee Deutschland heute  
Stalingrad  
28 August 1942 - 2<sup>nd</sup> february 1943

Lacey D —Y9—noting details from new knowledge on OneNote, keep it up!

Kaisha S —Y10—preparing for extended writing on OneNote, keep it up!

L9—Who was Oliver Cromwell?  
28 January 2021 16:33

**KEYWORDS:**  
1. Republic - A country with monarchy (king or queen)  
2. Oliver Cromwell - A Parliamentary Army General. He became leader of England following the death of Charles I and called himself 'Lord Protector'.

**DO NOW:**  
1. Charles I was executed on 30<sup>th</sup> January 1649  
2. The Puritans were a group of 'pure' protestants who believed colour, images and celebration were all a distraction from praying to God.

**NOTES AND TASKS:**  
**Who Was Oliver Cromwell?**  
Oliver Cromwell is one of the most controversial rulers in English history. Puritan farmer from Cambridgeshire, he was skilled army leader (general) during the Civil War. Leader of the Parliamentarians, England's only time in history as a republic (country without a king or queen).  
**As A Result:**  
He ruled England as 'Lord Protector' Improved the efficiency of births and death certificates Improved the army.  
**However:**  
He was a Puritan so he banned many festivals Attacked Catholics in Ireland- slaughtered people in Irish town of Drogheda in 1649.  
Cromwell's grave stone only gives the years 1658-1661 because 1658 was when he died and 1661 was when his body was dug up and displayed on spikes - an act done to traitors.  
• The group of people in 1653 were the army. Closed down Parliament.  
• Cromwell lived in Hampton Court Palace - Henry VIII old palace.  
• In 1661 the Stuart Royal Family - Charles II returned from France.

One thing I can infer is that he was a selfless leader and did what he did for God and his country. I know this as the source states 'for his actions were for God rather than for himself'.  
Another thing I can infer is that the author and England though he was a brave and loyal person - loyal to his country and to God. I know this as the source states 'he was the bravest of warriors and most gifted of councilors'.

Libby B—Y8—great inferences in OneNote, keep it up!

How far did early tension begin to show in the breakdown of the Grand Alliance?

**Ideology - A shared set of beliefs or way of thinking.**  
**Tension - strain or stress in a relationship.**  
**Arms race - When countries compete against each other to make powerful weapons.**  
**Deterrence - Discouraging and action or event through fear of the consequences.**  
**Expansionism - A policy of wanting to take over more land and spread economic or political influence.**  
**Containment - The policy of preventing the expansion of another country or influence.**  
**Iron curtain - An ideological barrier, dividing Communist Eastern Europe from Capitalist Western Europe.**  
**Satellite state - A country that is formally independent, but is under heavy political, economic, and military influence or control from another country.**

Tensions developed in the early Cold War because of:

- The change in leadership.
- The dropping of the atomic bomb on the first day of the Potsdam Conference in July-August 1945.
- The disagreements between the leaders over how Eastern Europe should be governed after the end of World War 2.

Fayodani A—Y10—good use of OneNote to prepare for extended writing!

# ★ Star of the Week ★

This week we have brought back Star of the Week for a very special student. Esther G in Y9 has attended every live lesson and she has produced excellent work consistently whilst working from home. Her work is always beautifully presented, colourful and she self-assesses her answers. She is a role model for every student who attends the Academy, she shows excellence, pride and ambition every single day! —Miss Firth!

Miss Firth and lots of other teachers in the academy are so proud of you, you are a credit to your year group and the academy. We have shared some of your amazing work below from your teachers. Keep up the hard work Esther you are truly an inspiration.

## Maths:

8.1 - 4.58 =  $\begin{array}{r} 8.1 \\ -4.58 \\ \hline 3.52 \end{array}$

20% OFF / Now £120  
100% = £150  
20% = £30  
80% = £120

PERIMETER:  $2 \times (12 + 14) = 52$

AREA:  $\frac{1}{2} \times 14 \times 9 = 63$

Q2)  $b=9$  and  $t=2$ :  $9b^3 + 2t^3$   
Q3)  $b=6$  and  $f=7$ :  $9b^2 + 3f^2$   
Q4)  $k=10$ :  $4k^2 - 11k + 3$   
Q5)  $c=9$  and  $k=9$ :  $8c^3 + 7k^3$   
Q6)  $v=3$  and  $c=8$ :  $9v^2 + 8c^3$

2)  $9b^3 + 2t^3 = 9 \times 9 \times 9 + 2 \times 2 \times 2 = 6561 + 8 = 6569$

3)  $9b^2 + 3f^2 = 9 \times 6 \times 6 + 3 \times 7 \times 7 = 324 + 147 = 471$

4)  $4k^2 - 11k + 3 = 4 \times 10 \times 10 - 11 \times 10 + 3 = 400 - 110 + 3 = 293$

5)  $8c^3 + 7k^3 = 8 \times 9 \times 9 \times 9 + 7 \times 9 \times 9 \times 9 = 5832 + 5103 = 10935$

6)  $9v^2 + 8c^3 = 9 \times 3 \times 3 + 8 \times 8 \times 8 \times 8 = 81 + 4096 = 4177$

$a=4, b=9$  and  $c=3$

a)  $3a - 4c = 3 \times 4 - 4 \times 3 = 12 - 12 = 0$

b)  $-3b - 4c = -3 \times 9 - 4 \times 3 = -27 - 12 = -39$

c)  $3b - 3c - 4c = 3 \times 9 - 3 \times 9 - 4 \times 3 = -27 - 12 = -39$

d)  $3b + 3a = 3 \times 9 + 3 \times 4 = 27 + 12 = 39$

$F = 1.8c + 3.2 = 50.4 + 32 = 82.4$

## - Science -

Thursday, 4<sup>th</sup> February 2024

**Key words:** Microphone - a device that turns sound waves into an electrical current.

### What is a MICROPHONE?

A microphone is a device that turns sound waves into an electrical current.

This electrical current can then flow to a loudspeaker where it is converted back into sound.

**HOW MICROPHONES WORK?**

The sound waves hit the diaphragm and it vibrates at the same frequency. This moves the coil of wire back and forth between the magnets. Then, the current flows in the wires.

### LOUDSPEAKERS:

Loudspeakers convert the electrical signal into vibrations which then produce sound waves.

- 1- Speaker (Loudspeaker)
- 2- Magnet and coil
- 3- Cone

## Geography:

### The Nile's Delta:

Do Now

- 1- Sahara / Namb
- 2- Atlas Mountains
- 3- True
- 4- Morocco
- 5- High

The confluence of the Blue Nile starts in the Lake Tana in Ethiopia and meets the Nile River in Khartoum, Sudan. The White Nile starts in the Lake Victoria, Uganda, and goes North until it meets the Nile River.

The Nile generally flows north through Africa from the confluence at Khartoum. The main channel of the Nile passes through Sudan and Egypt.

The Nile ends its journey where the mouth meets the Mediterranean Sea.

**Features of the Nile Delta:**

- 1- Green
- 2- Vegetation

The Nile Delta is the delta formed in Lower Egypt where the Nile River spreads out and drains into the Mediterranean Sea. It is one of the world's largest river deltas and covers 240 km of Mediterranean coastline and it is a rich agricultural region.

**DELTA:**

**Side view:** Deposition. River enters the sea. The river meets the calm sea at the river's mouth. It deposits its load into the sea. The deposited material builds up to form a flat low-lying delta, known as a river delta.

**Distributaries:** Form through the delta, so the river can still reach the sea.

## art:

EG

Red - aggression, anger, passion, love, warmth  
Yellow - ching and creative  
Green - calm and soothing  
Blue - coldness and sad

Complementary colors

## Work

### 9 Pearl Harbour Pt 2

28 January 2021 22:59

**Big Question:** What were the significant events of WW2?

**Keyword Definition:** Significance - something which is important - a meaningful impact.

**Do Now:**

1. US did what to Japan? Placed an economic embargo with them.
2. What date did the Japanese attack Pearl Harbor? 7<sup>th</sup> December 1941

**NOTES:**

The USA wasn't in war with Japan, that's why they didn't expect the attack.

On Sunday morning, 7<sup>th</sup> December 1941, the American Pacific Fleet lay peacefully at anchor in the Hawaiian Base in Pearl Harbor.

- > 18 Japanese bombers came to attack the unprepared US fleet.
- 18 US warships were sunk or damaged - however no aircraft carriers were damaged.
- The US would declare war the next day and bring the support of its economy, manpower and material.
- Over 2,400 US personnel and civilians died on 7<sup>th</sup> December.
- Although there were a number of casualties and ship sunk/damaged - The Japanese failed to destroy any US aircraft carriers.

The attack generated the US became angry and wanted revenge. As a result the US would enter the war and fight and use the atomic bomb.

Esther Gagne Y9. 02/02/2024

## "Of Mice and Men"

and

## Men

**CHARACTERS:**

- George: main character. Immigrant worker.
- Lennie: main character. Immigrant worker.
- Candy: the old "Swamper", who has an old dog.
- The Boss: the man who takes charge of the ranch.
- Curley: son of the Boss.
- Curley's wife.
- Slim: the jerk line swamper.
- Carlson.
- Crooks: the stable-buck and the only black man.

**CHAPTER**

The chapter starts with a marvellous description of the Salinas River, south of Soledad. Then we meet George and Lennie. Two immigrant workers. George is mature, small, quick and dark of face. Lennie is his opposite, Lennie is tall, strong, blonde and he is compared to a bear. George and Lennie talk about their dream of owning a farm one day. We can also see that George is like a father to Lennie. George is the one who takes care of Lennie, being George the paternal figure and the dominant one.

We find out that they are going to work in a ranch because the one they were working in used to be run out. This happened because Lennie

wanted to feel a girl's dress. The girl scared of Lennie's strength, screamed and thought she was being raped.

Lennie had in his pocket a dead mouse to "pet" it. His Aunt Clara used to give him mice. He always killed them. So George threw it away.

George tells Lennie to don't say a word when they arrive at the ranch, because if the Boss hears Lennie talk, they maybe won't get the job. He tells Lennie that if there is any problem to hide in the brush until he comes.

**CHAPTER**

George and Lennie arrive at the ranch and meet the "old swamper", Candy, and his old dog.

They meet the Boss who mentions Crooks, the stable-buck and the only black man in the ranch. Curley appears in the bunkhouse and picks up an Lennie because he doesn't like big guys. He was also a boxer and he's the son of the Boss.

Curley's wife comes and asks about Curley. He flirts with the men. George becomes even more worried about Lennie.

Slim appears and he shows us he is very respected and he's very nice.

In this chapter we can see the loneliness of that time.

**PRECAP OF CHAPTER 1, 2 and 3**

## CHAPTER THREE

George makes friends with Slim and they talk about Lennie. George tells Slim why they're run out of Weed.

Carlson finally convinces Candy convinces to shoot his dog, because everyone agreed with Carlson.

We discover more about the discrimination in the ranch towards Crooks (he's marginalised). Curley comes accusing Slim having an affair with his wife, which it's false.

**KEYWORDS:**

- **Immigrant:** travelling from place to place.
- **Paternal:** acting like a father towards something.
- **Dominant:** having power over something, someone or being in control of it.
- **Familial:** relating to, or having characteristics of a family.
- **Bunkhouse:** a building offering basic sleeping accommodation for workers.
- **Social hierarchy:** the order in which a society categorises its people into rankings of socioeconomic status based on factors like wealth, income, race, class, education and power.
- **Empowered:** to make a person or group more powerful or confident.
- **Disempowered:** to make a person or group less powerful or confident.
- **Marginalise:** to treat someone or something as if they are not important.
- **Coercive:** using force or threats to control a person or a group.

# Head of Year - Home Learning Shout-outs!!

## Y7

- **Excellence, Pride, Ambition** — a massive shout out to all the below students who have attended 100% of lessons, keep up the hard work we are very proud:  
Jacek K, Adedunni A, Mohamed A, Lauren G, Abdul RO, Leo I, Bailey C, Talal M, Bukhari HA, Ewan B, Ella B, Aiham G, Grace B, Amy S, Isobel H, Emmanuel A, Junior R, Enitisar A, Mia H, Grace T, Mortimer B-S, Harley S, Ruth D, Joshua S, Sahhel A, Maximillan L, Sara K, Moise I, Taneisha N, Rylan T, Tyler H, Safa A, Alicia N, Emmy W, Erin R-M, Ethan H, Fiza G, Lillie-Mai C, Moustafa A, Paschal A.
- **Excellence**—Kieran W—for contributing amazingly in geography, your work is that good Miss Firth has published some of your answers to help other students online.
- **Pride**—Isobel H—for her fantastic work in geography. We were writing postcards home from Mombasa (Kenya) explaining the opportunities and challenges that tourism presents for Kenya and the piece of work you created was amazing.
- **Ambition**—the following students have completed some excellent working in RE keep it up:  
Isobel H, Taneisha N, Fiza G, Kian P, Ella B, Enitisar A, Safa A, Finley M, Milka, Sadaf

## Y8

- **Excellence, Pride, Ambition** — the following pupils for outstanding teacher comments for your amazing work during live lesson: Ala'a R, Hanar H, Mercia C, Daisy L, Joshua W, Ruby A, Max K, Kimarley S, Naysa S-M, Madiha H, Elisha A, Ella P, Paige G, Abdi A-A, Kartel C, Harry H, Anastasis G-L, Whitney W.
- **Excellence, Pride, Ambition** — for amazing attendance to live lessons all term: Huguette M, Libby B, Max K, Alaa R, Alife H, Ammara A, Elisha A, Gabriells H, Kaci F, Waad Osman, Albert Osagie, Ella P, Harry H, Olu Favour A, Riley OK, Syed H, Luca C, Chloe W, Chynae BW, Ethan B, Hanar H, Matthew B, Nell T, Bradley M, Chloe D, Michael P, Khadija S, Libbi S, Paris S, Weronika C, Leola H, Mollie A, Abdihafid AA, Chloe M, Kimarley S, Anastasis GL

## Y9

- **Excellence, Pride, Ambition** — Morgana, Mohamad, Amber H, Esther, Gisele, Grace L, Horthugues, Jafar, Katie, Nathan, Steven. These students are the absolute role models for Y9. They have attended every live lesson since we began our home learning and I am so proud of the effort they are putting into their home-schooling education. Well done! Keep up the fantastic work! Miss Firth

## Y10

- **Excellence** — Jorja R nominated by Mrs Biggs for her amazing use of scientific vocabulary and development of her explanations in Biology.
- **Excellence** — Kaisha S nominated by Mr Harris for fully engaging and providing valuable feedback.
- **Pride** — Jessica A nominated by Mr Church for her great contribution to Chemistry lessons and excellent quality of her answers.
- **Ambition**— Katie G nominated by Mr Nisar, Mrs Head and Mr Saville! Consistent hard work across a number of subjects.

Hi Y10. Well done for the big improvements in engagement in the last week (except snow day!). I know these last 5 weeks have seemed to be a big Deja Vu; same pattern, every day - but you are doing so well! if anyone wants to talk about how they're feeling or to discuss any concerns please let me know. I know it's easy to say, but after all this is done you will have built skills and characteristics that will stay with you for a long time. Skills such as resilience, self-motivation, time management, and even using Microsoft Teams! Don't forget to get out and do your daily exercise and take in some fresh air. And there's always the extra-curricular clubs to break up your afternoons. You make me so proud! Mrs Biggs ☺

# Head of Year - Home Learning Shout-outs!!

Y11

- **Excellence** — Paige H - has been incredible. Every task I've set since our first Live Lesson she has produced some amazing pieces of work for her Comp 3 Exam. Her determination to correct work and ambition to respond to the brief has been to a model standard, going that extra mile has put her in a confident position which she needs to be proud of. Her efforts won't go unnoticed. From the prep she has done, she will succeed. Mrs Head.
- **Excellence** — Abdul L— always working hard and producing some really good work in computing.
- **Pride** — Ellie R - for the outstanding quality of work produced from live lessons in Maths. Keep up the hard work!
- **Ambition**— Manzal A & Ali - both for outstanding engagement in live lessons, keep it up you are amazing!
- **Excellence, Pride, Ambition**— Charlotte R, Ali S, Danny R—for always engaging in English lessons and constantly sending answers across to myself. Their ideas are well written and they express a deep understanding of English and the intentions of the writer—Mr Briggs
- **Excellence, Pride, Ambition**—well done to the following students who have had 100% attendance to every online lesson from Wed 27th Jan to Wed 3rd February:

Thomas L, Ali S, Naomi B, Hayley D, Bradley F, Dominika L, Kieran H, Bailey S, Cerys W, Charlotte R, Mary C, Paige H, Haseeb R, Liliane A

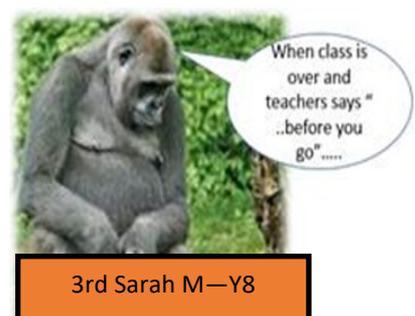
## Performing Arts @ Home every Tuesday—Join through MS Teams



1st Evie M—Y9



2nd Mason W—Y10



3rd Sarah M—Y8



**CAPTION THIS!**  
**SSA Performing Arts @ home**  
**The best meme goes to.....**



**STARS OF THE WEEK!**  
**ESTHER GASQUE Y9 & WHITNEY WILD Y8**



**Learning skills and audition processes through the drama strategy of Dramatic Monologues**

# Photography Competition

Each week we are running a staff and student photography competition - students will win a £10 Love to Shop voucher and be entered into the overall prize draw (1st, 2nd and 3rd place available) with prizes available for each one!

We have had some amazing entries this week, our running theme is 'THIS IS SHEFFIELD' - focussing on what make this city brilliant. The aim is for students to be able to get their daily exercise and find beauty in the local area too.

Photos need to be taken by our students themselves, and can then be emailed to me at [Victoria.Hall@sheffieldsprings.org](mailto:Victoria.Hall@sheffieldsprings.org) to enter the competition.

Winning photographs will be shared on twitter and on our website, and a selection of entries (winning or not!) will be shared in the newsletter each week. The winners each week will be printed onto canvas for a photography gallery when we all return fully to school to celebrate the talent we have.

Do join in! You don't need a camera - your phone will be just as good!

Enjoy a selection of entries from the first week below.

- Winning image: Oghenetejiri—Y10—Pond in the Sunlight
- Sara—Y7—Snow Topped Trees
- Manzal—Y11—School Panorama
- Zainab—Y10—Fountain
- Faith—Y9—Norfolk Park in the Snow
- Corey—Y10—Every cloud has a silver lining
- Evie—Y10—Sunset over the rooftops

