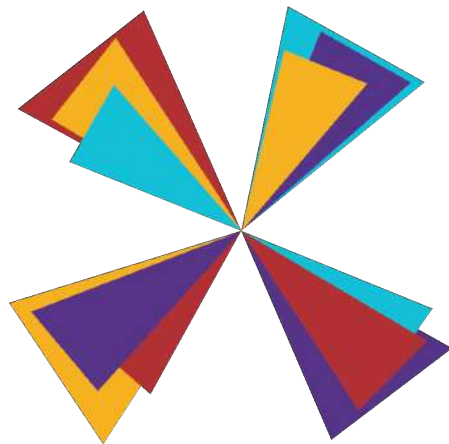


TEAM BLATCH



Online Learning Bulletin

Friday 12th June 2020



Online Learning Bulletin

Dear Team Blatch,

Welcome to our 10th edition of our online learning bulletin!

It's fantastic to see such a wide range of practical tasks that our students have been undertaking this week - showcasing the wide variety of work that students are completing at home. The creativity and originality that our students demonstrate week in, week out, is phenomenal.

We've also included some examples of our exciting new Padlet 'masterclasses' that have run in Science and English - a way for students to get some live feedback as they work.

Our staff, across the whole school, are continuing to work so hard to ensure all our students' are able to access their learning. They're also providing feedback to help students make progress and praise to keep motivating them.

Thank you too, to everyone in our wider Blatch community for your ongoing support, it makes a huge difference to us all.

We hope you enjoy reading this week's bulletin.



Year 7 Art



Ryan A



Leila A



Henry F



Padlet

This week at Blatch we have been trialling 'Padlet' - a new resource that provides a way for us to engage with students in a live forum without the need for live video. Using Padlet we can share audio and videos, run question and answers sessions, and also use quizzes to ensure that our students have absorbed the knowledge that is being shared.

This week, Mr Haque and Mr Breckenridge have been using Padlet to run live Science and English sessions. Take a look at some of the screenshots below to have a peak at how it all works and catch Mr Breckenridge wearing tinsel in June!

Master Class: Energy & Efficiency Live @ 11 - Taught by Mr. Haque (Head of Science - BMS)
This master class aims to teach and support you through the physics energy and efficiency topic.

WELCOME TO MASTER CLASS - Your Task:

1. WATCH TASK VIDEO FIRST linked to this post - it explains the system and will avoid unnecessary questions.
2. Watch 10 min Lesson Video Below.
3. Answer / Post Questions on the Wall (30 min)
4. Complete google quiz below.

Please remember:

1. Your comments only appear on the wall once I approve them
2. Your name will not be released publicly - Only I will know who you are
3. I will use the google quiz to take a register so make sure you have a go at it

STARTER QUESTIONS
I challenge you to answer these questions. If you already see the correct answer on the screen, try a different question

Simple Questions
These are memory recall questions based on the video

A. How do you calculate efficiency?
useful energy output divided by energy input

B. What is the unit for efficiency?

C. What does dissipate mean?
Spread throughout the environment to the point where it is no longer useful.

D. What energy would a light bulb dissipate to the environment?
light and heat. Light from the useful light which it emits. Heat from the waste energy.

E. Describe the energy transfers that occur in a mobile phone
chemical energy in the battery transfers electrically (?) into thermal energy and is transferred into the environment as heat and light energy

What does dissipate mean?
Spread throughout the environment to the point where it is no longer useful.

The Language of Energy

EXCELLENT RESPONSE

Master Class: Energy & Efficiency Live @ 11 - Taught by Mr. Haque (Head of Science - BMS)
This master class aims to teach and support you through the physics energy and efficiency topic.

COMPLEX QUESTIONS
More engaging questions with layers - have a go!

F. Can you explain the difference in efficiency between these light sources?

H. Can you describe the energy transfers involved in using a TV?
the chemical energy store in the tv transfers electrically to the light and sound energy store, thermal energy is dissipated

I. Can you describe the energy transfer in this video - where does it begin? where does it end? - I challenge you to describe the longest energy transfer trail you possibly can!

G. Is all waste energy heat?
no as it depends on the purpose and desired traits of a product.

EXCELLENT RESPONSE

Is all waste energy heat?
No.
Light, sound, gravitational wave are all other ways waste energy can be dissipated.

Language of Energy 2



Padlet

padlet

Qasim Haque • 22 • 2h

Atomic Structure Master Class - Live @ 11 taught by Mr. Haque (Head of Science at BMS)

Today I am here to teach and support you through the core idea of atomic structure

Welcome To Master Class

Task:

1. WATCH TASK DESCRIPTION VIDEO - linked to this post
2. Watch Lesson Video (17 min)
3. Post Questions / Answers on Wall (25 min)
4. Carry our Exit Quiz (Lower left corner)

Please Be Aware:

1. All posts have to be approved by me before they appear on screen publicly
2. You will name anonymous to all other students - only I will know who you are
3. Make sure you do the quiz as it is also a way of registering your attendance
4. Only sign in using your Blatchington Mill Email Address

Welcome - quick message for you

STOP!!!!
Amazing questions / responses - time to take the quiz

QUESTIONS

to answer the questions below

QUESTIONS

Recall from the video

three subatomic particles

B. State the charge on each sub-atomic Particle

C. State the mass of each sub-atomic Particle

most of an atom's mass

E. What does the electron configuration of an atom tell us about its structure?

F. How do we know how reactive an atom is?

Question D
Most of the atom's mass is found in the Nucleus.

EXCELLENT ANSWERS

Q. F
If an atom has a complete outer shell, it's completely unreactive. But the closer an atom gets to gaining an outer shell the more reactive it gets.

Question D.
In the nucleus

Someone has done their research!

Question C
The relative mass of each subatomic particle is:
Proton: 1
Neutron: 1
Electron: 1/1835

Question A.
Electrons
Neutron
Protons

Question F
We know how reactive an atom is by seeing how close the outer shell is from completing. If the outer shell is complete it means the atom isn't very reactive, whilst if the atom only needs one more/less electron so the outer shell becomes completed, it will be very reactive.

Atomic Structure task description
02:43 video
padlet drive

LESSON VIDEO - ATOMIC STRUCTURE

Atomic Structure

Atomic Number - Getting it the right way round

Has an atomic number of 5, mass number of 11, 6 electrons, and 6 neutrons.

Don't forget protons

Atomic Number - Getting it the...
00:45 audio
padlet drive

Excellent Answer

Don't forget protons
00:22 audio
padlet drive

Excellent Question - please listen to response

Problem
When you have given us some feedback. Should we change our answers to make them better?

Because we are always slightly away from it and we feel like we are touching it from a

Question K
you never really touch atoms or anything because the electrons in your hand and in the atoms repel each other meaning you don't touch it

Because the little number of space there is evenly spread out so there

J
Nuclear Fusion is really difficult on earth because the extreme conditions that is occurs at takes more energy to make than the amount of energy we get from it. The amount of Hydrogen needed as fuel is also hard to supply. we could overcome this by setting up the reactor somewhere already really extreme like really deep under the ground where the pressure and heat is high. this means less work

I
Because the electrons on the outside of the atoms repel each other as they both have a negative charge, so they can't pass through.

H
You take away the atomic number (the amount of protons in the nucleus) from the element number, in this case 11 - 5 to get 6 which is the amount of neutrons.

Question I
We can touch objects without passing through them because the negative charges of electrons repel each other. This applies to protons too.

Well done - leave colour coding to me

Why do they repel though?

It's all about charge!

question
How do you know how many electrons are in each shell?

Counting Electrons

Question I & K
Despite this fact, we are still able to 'touch' objects without ever even touching them. The atoms in our hand repel the atoms on the surface of the object just enough so that we have the feeling of touching something while having a minuscule distance between them.



English Masterclass - A Christmas Carol

What do you need to look over to get ready for next lesson's test?

Today's Lesson

... is intended to help you prepare for next lesson's written test on A Christmas Carol. Look at the four headings hanging on the tree, and read the questions below each one. How confident do you feel about answering these? If the answer is 'not very' use the resources to help you revise, so you can.

I would like you to post any questions you have on the wall if you are stuck with anything at all about ACC, and I will answer them for you, either by typing or using audio. I will have to approve each question first and I will know who is asking them! Your name will not be revealed!



Video 02:03 video padlet drive

The Big Ideas

How well do you know the themes and the context?

- 1 Why was Christmas important to the Victorians?
- 2 Why did Dickens write it in the first place?
- 3 What attitude does the book show towards poverty?
- 4 What were workhouses?
- 5 Who was Dickens writing for?
- 6 Who was Thomas Malthus and why was he important?

STRETCH
7 Find a definition of 'Utilitarianism'. Is it an idea that Dickens would have approved of? Use these 2 videos and the slides to help you - make notes as you go

Help with context



A Christmas Carol by mrbuff YouTube

Help with Malthus



A Christmas Carol by EnglishWithMrH YouTube

Context Quiz

Retake it by clicking on the circle.

Knowing the Novella Well

How well do you know the characters, the plot and key quotes?

- 8 Who is Bob Cratchit?
- 9 Who is Fred?
- 10 What about Belle?
- 11 Name two things the ghost of Christmas Past showed Scrooge?
- 12 Who said 'The boy is ignorance, the girl is want'?
- 13 'Another' — has displaced me. fill the gap.

PLEASE WATCH! THANKS FOR ALL THE INPUT SO FAR!



video 01:00 video padlet drive

Click on the circle and retake the quiz.

Vocabulary & Terminology

- 14 What does 'poverty' mean?
- 15 What is a diatribe?
- 16 What is an intrusive narrator?
- 17 What about 'allegory' or 'antithesis'?

Retake the vocab Quiz



Using evidence to answer a question.

- 18 How well can I choose short quotes well and write about effects?
- 19 Am I happy about choosing appropriate quotations?
- 20 Can I zoom out and link to themes well?
- 21 How can I make sure I stay focused on the question?

Question 7: Utilitarianism is the idea that actions are right if they are useful or beneficial to the majority of people.

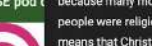
Exactly - Was Dickens a fan of this idea do you think?

I think Dickens might have been a fan of the idea because it aims to help the majority of people and during the 1800s there was a lot of poverty, especially in London. However it doesn't specifically benefit the poor.

A Good Paragraph Explained 02:39 video padlet drive

A Good Paragraph Explained 02:39 video padlet drive

big Ideas 1 because many more people were religious, this means that Christmas meant a lot to them



Login by Soundbite Learning goaspad

Further explanation of Malthus and his importance.

the big ideas - 1 Christmas was important to the Victorians because it was a time for celebration and coming together as a family which

the big ideas - 2 Dickens was determined to change the way society was and in particular it being separated based on class. He was appalled by the way poor people living in poverty were treated just based on these qualities.

the big ideas - 3

who is Bob Cratchit? He works for Scrooge and

he experienced poverty so knew what it was like to live a

The Context Slides - revise and take the quiz ...

Do you think ACC is too sentimental?

government or the upper/middle classes?

What do you reckon Dickens's view was on Malthus? And Scrooge's?

I think that Dickens wouldn't have agreed with Malthus because he didn't think that poor people were disposable or a chore. I think Scrooge would have agreed with Malthus in 'stave 1' as he thought poor people were lazy. Scrooge was an unlikely character so by Dickens making him agree with Malthus, it could be making the audience disagree.

the whole novella is intended as a morality tale about ignoring poverty and turning a blind eye to problems when you have money to spare. The use of a diatribe to middle class and upper is aimed as they are the people who "would have money spare".

dickens uses a diatribe throughout the whole book to expose the government

6 Malthus was a man who believed that there were too many people and the population needed to be controlled. This is what Scrooge's opening statement was about the poor. He's important because even 50 years after his statement about the poor, people still believed it and treated the poor as he'd described with the surplus population.

Why use ghosts in the novella?

Ghost stories were very popular with Victorian readers and so Dickens would reach more readers if he included something that people enjoyed. Perhaps Dickens uses ghosts and supernatural images to deliver these moral messages because he wanted to shock his readers into action.

Yes! Ghost stories were very popular so widens his audience/message. Similarly, Priestley used the 'whodunnit'. How does he use them more specifically?

in the novella, Dickens just uses women as plot devices and to make the men have a reaction. All of the women characters are not developed and are very one dimensional, like Belle is only used to show Scrooge what his life could have been like

What do you think about Dickens's presentation of women in the novella?

Dickens had very traditional views about women.

Agreed! Look at the presentation of the 'plump sister' in 'Stave 4' as well. Many criticise CD for his presentation of women

Agreed - what are they, as presented in the

16 An intrusive narrator is a narrator who interrupts the story. They were quite common in 18th and 19th century novels.

True! Why do you think Dickens uses one?

16 further To challenge the views of society in the voice of the narrator

14. Poverty have to live. 15. Disagree. 16. An usually. 17. All agree.

5 The book was towards the change their towards the make a difference the social di

7 Utilitarianism action is just useful or the people agree. He wouldn't because if n agree with a doesn't need it's right.

15 A forceful an attack on so

1 +



This week, our PSHE students have been reflecting on the Black Lives Matter movement and have shared their thoughts on what we could do at a local level at Blatch to support the cause. Here are some of their ideas that we'll be taking into consideration.

**What we need is acceptance.
Acceptance is not being bigoted and not
hating other people for aspects of
themselves that they cannot change.**

**We could make an equality
club where we discuss feelings
about equal rights or as an art
class we could use the
language of creativity to
understand more about
equality and acceptance.**

**Every individual needs to
be held accountable for
their actions we need to
think about our own
preconceptions, we need
to educate ourselves on
issues we don't
understand such as police
brutality.**

**To make a change at Blatch we need not
just the majority of people but ALL
people to actively stop racism. And if
anyone at Blatch does see anyone being
racist they must do whatever they can to
stop it.**

**Everyone needs to
challenge racist comments.
A lot more BAME role
models.**

**If we see someone being racist we
should challenge it and help the person
who is being mistreated.**

**At Blatchington Mill to make a change we
could create information leaflets about
Black Lives Matter. This will make people
understand the situation.**

**I've never seen any
racism at Blatch but if I
do, I'll call it out.**



Food and Nutrition

Mr Mootealoo's students have been busy in the kitchen this week! Here are some of their creations!

My dish: Sachertorte Name: Ciara



What I did at this stage was melt the chocolate and then add it the the ground almonds, flour, sugar, egg yolks, vanilla extract and butter.



What I did at this stage was grease the tin and line it with parchment paper and then pour the cake mix into the cake tin ready to go into the oven.



My evaluation

Taste/ Texture was amazing and very gooey inside.

What went well was the icing decoration which when it set was lovely and creamy.

Even better if I had folded in the egg whites instead of mixing it which made it lack some height I think

My family's comments

My mum said it was lovely and very creamy.

My dad said it was a rich spongy chocolate cake, very enjoyable.

My brother said it was very sickly and pure chocolate, not too much was perfect.

My sister said it was a perfect chocolate cake texture and a great pudding.

My dish: Pizza Name: Karina



In this stage I made the dough of the pizza. 450g of flour, 1 level tsp sugar, 1 level tsp salt, 1 sachet easy- blend dried yeast and 300ml luke warm water.



In this stage I made the sauce for my pizza. 1 tinned tomato can, 1/2 onion, 1 clove of garlic, mixed herbs, salt and pepper and 1 tbsp tomato paste.



My evaluation

I really liked the taste if my pizza, I liked how I added herbs. The texture of the dough was perfectly soft. WWW: The sauce of my pizza was very nice. EBI: Next time I won't spill as much stuff.

My family's comments

Sister: " It was very nice"

Mum: " 8/10 because there was no dessert."

Dad: " Lovely airy base, tasty herby tomato sauce. Great choice of toppings (olives and pepper) they really complimented each other."

Name: HOMEMADE VEGGIE PIZZA



WHAT I DID AT THIS STAGE.... I USED 800G OF STRONG BREAD FLOUR 200G OF TAPIOCA FLOUR THEN I MADE A WELL AND PUT A MIXTURE OF LUKEWARM WATER MIXED WITH YEAST AND A TEASPOON OF SUGAR THEN BEAT THE DOUGH AND LEAVE IT TO RISE



WHAT I DID AT THIS STAGE.... I HAVE MADE THE TOMATO SAUCE, THE FIRST THING I DID WAS PUT 2 TINS OF CHOPPED TOMATOES WITH SALT, PEPPER AND THYME WITH 2-3 CLOVES OF GARLIC AND THEN LEAVE TO BOIL DOWN.



My evaluation

IT CAME OUT REALLY WELL AND IT WAS TIMED WELL AND THE PREPARATION WORKED WELL

My family's comments

"IT WAS DELICIOUS"

"THE FLAVOURS WERE AMAZING"

THE DOUGH WAS WELL MADE SO WAS THE SAUCE"



Food and Nutrition

My dish: Thai red curry.

Name: Tae Mendel



Add photo

What I did at this stage....

I am cutting the vegetables.



Add photo

My evaluation

Taste/ Texture: the taste had a hint of spice with a creamy sauce. The tofu had a nice meaty texture to complete the dish.

WWW: i cooked it perfectly. I was organised.

Even better if: more rice was added.



Add photo

What I did at this stage....

Frying up the food before i add the the tomato puree and red curry sauce.

My family's comments

From my mum:

Delicious! Tastes fresh and full of goodness! I enjoyed the vegetables and the tofu was cooked well. Better than the restaurants in my humble opinion :) My son is a great chef!

My dish: West indian sweet potato curry

Name: Matilda Whisker



What I did at this stage....

This was me boiling the rice- in the water with the rice was thyme leaves and vegetable bouillon.



My evaluation

Taste/ Texture- Very mild, thick and smooth.

What went well- The vegetables tasted very nice together and was very healthy and filling.

Even better if- I had added a more spicy curry powder as it didn't have much of a kick.



What I did at this stage...

This was me cooking the sweet potatoes, tomatoes, red onions, red peppers with some water and coconut milk, also with some curry powder and thyme leaves for flavouring..

My family's comments

Mum- "It was tasty and very healthy!"

Dad- "Sauce was great but the rice was slightly sticky!"

rice, stockcube, chicken, tomatoes, garlic, tomato puree, ground turmeric, garam masala, onion, sultanas

chicken curry

First I added a knob of butter and melted it. I added the rice and ground turmeric and cooked it for 50 seconds. This gives the rice a yellow colour.

Next, I added cold water and sultanas. Once boiling, reduce the heat and cook for 10-15 minutes.

Then I chopped the tomatoes.

After the onion softened, I added the chicken and cooked for a further 2 minutes.

Then I added the tomato puree and garam masala. Cook this for another minute.

Crumble in the stockcube and boiled water, with a sprinkle of sugar and bring to a boil over high heat.

Once boiling, reduce the heat and cook for a further 3-6 minutes. Once done, add your clotted cream or soured cream.

Larissa Holmes

This is now ready to be served

chicken curry

This is my mild chicken curry with sultana rice

comments

I like it but not the sultana - my sister, 6 yrs

nice flavor and liked the rice, but more spicy - parents

Larissa Holmes

evaluation

www

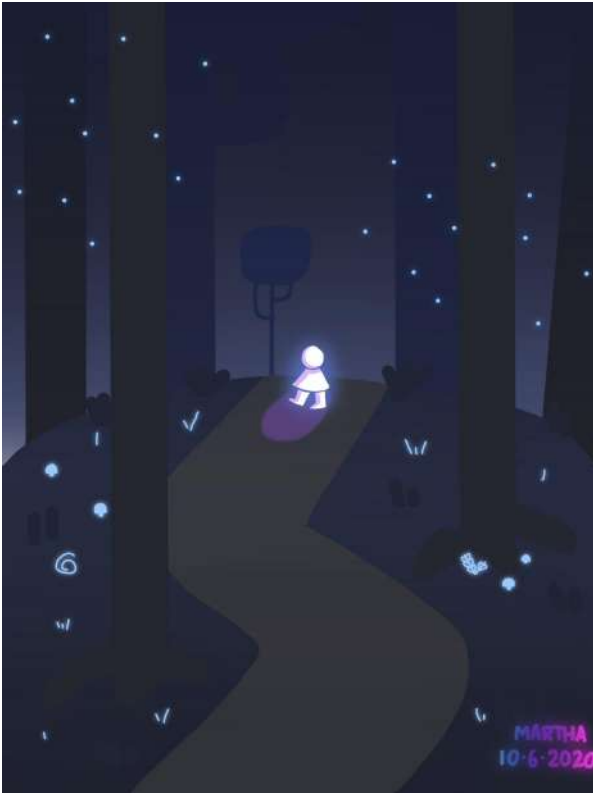
this was a nice and easy recipe with a different way to have your rice which I personally thought was nice, I didn't give any food poisoning so I would say a success etc

I think next time I should add more spices and maybe managed my time a bit better, so cutting up the onion before it needed to go in the pan.



English

Our year 7 English students have been creating art inspired by imagery from Shakespeare this week. Here are some great examples!



Where oxlips and the nodding violet grows...

There sleeps Titania sometime of the night,

Lulled in these flowers with dances and delight."

I chose this phrase because i thought i could create a really cool picture from it and this is what i made (i like digital art)

Martha G



"I found him under a tree like a dropped acorn"

- Shakespeare - *As You Like It*

Emily N



English



'Let the forest judge.' from As You Like It

By Jens P



'Let the forest judge' from
As You Like It

By Ella J-C



English

Also in English, students in Mr Breckenridge's year 8 class have been writing some fabulous odes! Here are a few Mr Breckenridge picked out.

Ode to... My Cats

O thou art splendid balls of fluff
Soft and attention seeking, always hungry
O magnificent beasts of pure laziness
Cosy and warm, your life is curled up in elegant slumber
Or howling for us to replenish your everlasting hunger
One brother dark brown, the other silver grey
Marvellous twin markings down your beauteous backs
O fierce predators stalking through the grass
Thou cautiously creep up to your prey
Ferociously killing a floating leaf, like a tiger in the wild
Before retreating back to the duvet for the remainder of the day

Sam O

O rolling beaches hail!
Thy soft sand melts through my hand like a pillow
does to head,
Your soft waves, divinely blue, and lustrous with a
cooling wash which paints on the sand,
The moonlight makes it glow,
Sand glints like glitter saved from a joyful day;
Your divine spirit shall tend to me and we will be
as one;
Ocean calls out to me as I sink into lucid visions
of electric colours and majestic senses,
Freedom. Comfort. Breathe,
We shall be together again;
After a reminiscent day in the glowing sun, at last,
I am home.

Olivia H



Ode to Betty!

O! My very best beauteous friend,
Thy fur is fluffy, luscious and grey,
and thy bushy tail waves in the air like a
banner,
Showing off your resplendent manner!
I could never be without thou by my side.

O! Betty, my goddess, the first time I saw
thou, I fell in love,
A big bundle of sumptuous fluff with
gloriously big white furry ears,
And a magnificent meow to let me know,
I was the one to become thy cat mum!

O! Betty, thou are my nocturnal creeper,
and mouse eater!
Thou pounce like an exquisite lion in the
dead of night,
And wake me up with such a fright.

Thou are stubborn like an ox,
And thou can be spectacularly grumpy,
Although just one look at thy face melts my
heart.
Thou are marvellously gorgeous and
bewitching!

Thank thou dear Betty,
For the dazzling love that thou gives me,
And for allowing me to love thou too!

Libby R

Ode to Silent Presence

O slithering silence, thou bestoe peace,
tranquility and darkness on us, thy
silence brings forward nothing but the
cold bewitching comfort of its hands, it
swifts in and out of ears without
presence and fills the absence of light
with silent darkness,

No empty room ever lay empty, but filled
with the presence of silence, omnipotent
and ghostly, dazzling and sharp, silence
brings forth all senses, the resounding
echoes of heartbeats, the tempo of
breathes, the prevail of the mind,

O slithering silence, thou bestoe
emptiness, intelligence and frosty
darkness on us, thy silence brings
forward everything but the warmth of
angelic light, it sways in the air and
emphasizes the radiance of hope.

Varat S



Design

Mr Carbis was particularly impressed by Cecily C's Alessi project this week. Here is her excellent research.

Alessi Project Lesson 2

Cecily Callard

Stainless Steel

Properties

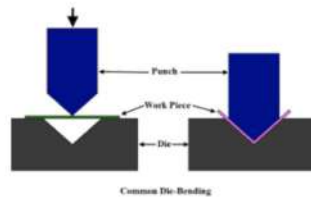
- Wide range temperature resistant
- Strong
- Easy to clean



Mami - Alessi

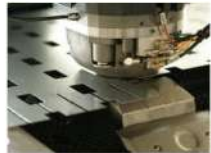
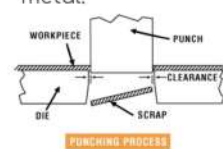
Metal Pressing

the process of placing flat sheet metal into a stamping press where a tool forms the metal into a net shape.



Metal Punching

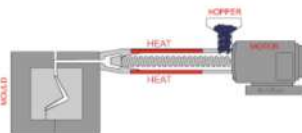
The process of forcing a shaped punch through a sheet of metal, leaving a punch's shaped hole in the metal.



Different to metal pressing, this makes a hole in the metal, pressing changes its shape.

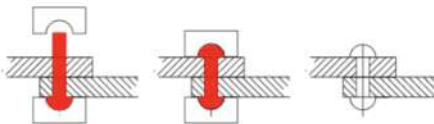
Injection Moulding

The substance is heated in a 3 zoned screw, where it is then injected into a mould. When it cools, it hardens and is removed from the mould.



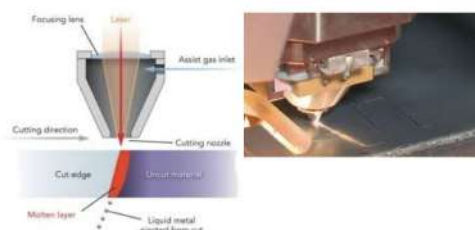
Riveting

The process that may be used to join parts together by way of a metal part called a rivet. The rivet acts to join the parts by a straight metal piece.



Laser Cutting metal

The laser beam simply melts the material. The head moves above the metal sheet, cutting clean lines.

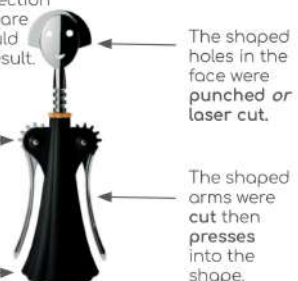


Alessi Anna G corkscrew

Most of the components could have been injection moulded, but these are different ways it could achieve the same result.

The 'shoulders' were attached by riveting

The base is injection moulded.





Dance

Mrs Brushwood's Dance students have been studying Wayne McGregor's 2008 dance 'Infra'.

Infra (McGregor, 2008)

Learning Intentions:

- To remember the stimulus and choreographic intention of Infra
- To describe a movement motif



Infra

Choreographer: Wayne McGregor

Aural Setting: Music composed by Max Richter, sounds by Chris Ekers

Company: The Royal Ballet

Dancers: 12: 6 male, 6 female (and brief appearance of a crowd who cross the stage)

Dance style: contemporary ballet

Stimulus (Starting points)

- The title *Infra* comes from the Latin word for 'below' and the work presents a portrait of **life beneath the surface of the city**. This abstract ballet delves beneath the surface to present a moving meditation on human interactions.
- Line from the poem: "*Under the brown fog of a winter dawn, / A crowd flowed over London Bridge, so many.*" T.S. Eliot: *The Wasteland*.



Infra: Choreographic Intent

- Seeing below the surface of things
- The dancers' human bodies and interactions
- Audience draws their own conclusion about different human relationships



Motif: Opening male solo (Paul Kay)

1st minute of dance.

Actions: **turn, arm gestures, travel, stretch, reach**

Dynamics: **sharp, sustained, sudden, with urgency**

Space: **diagonal pathways, different directions, change in levels**



Section 1: Logic

Relationships: **contrast, accumulation, minimal contact, canon, group of three**

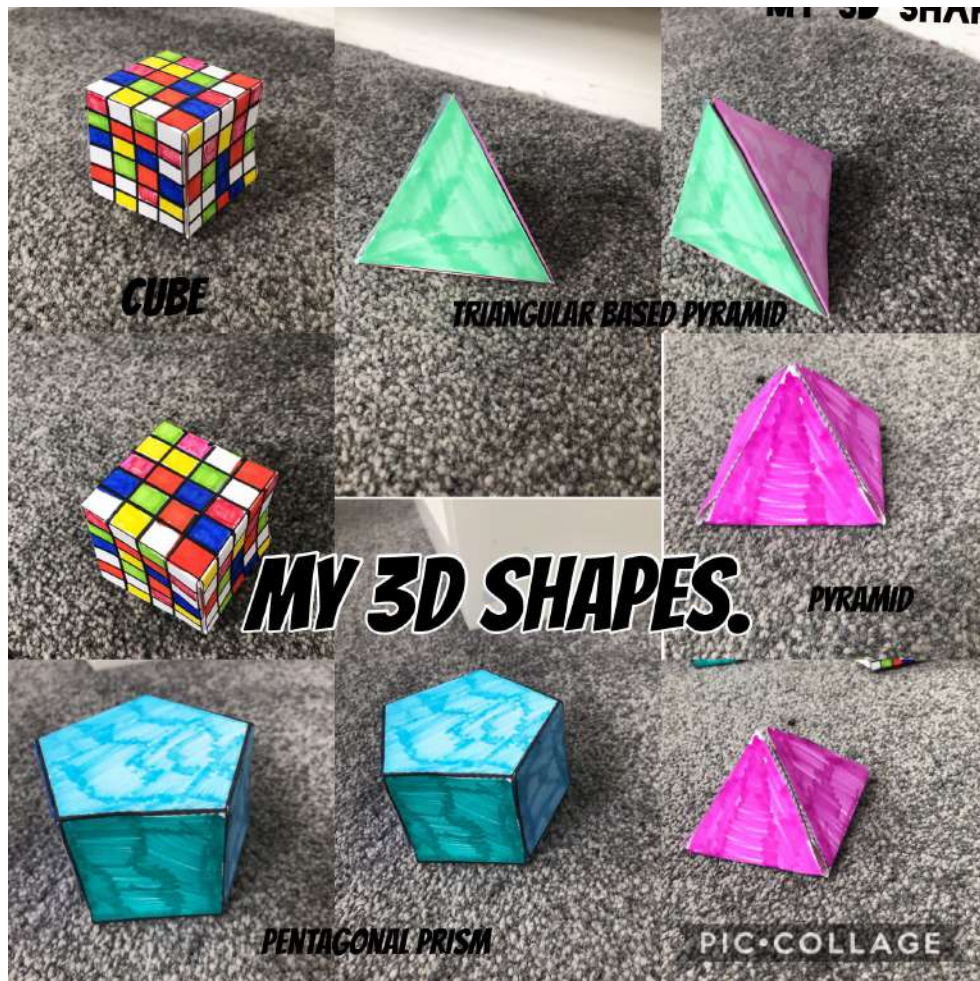
Watch up to 3 mins 41 seconds.

Give an example of movement that shows the choreographic intention/stimulus. **The contrast in movement between the dancers and the varied use of space reflects the choreographic intent of seeing below the surface of things. It is not your typical ballet sequence which is what McGregor wanted to convey.**



Maths

Mr Tapuska-Bisset was really impressed with Kaiden W's work on 3D shapes this week. See his brilliant work below!

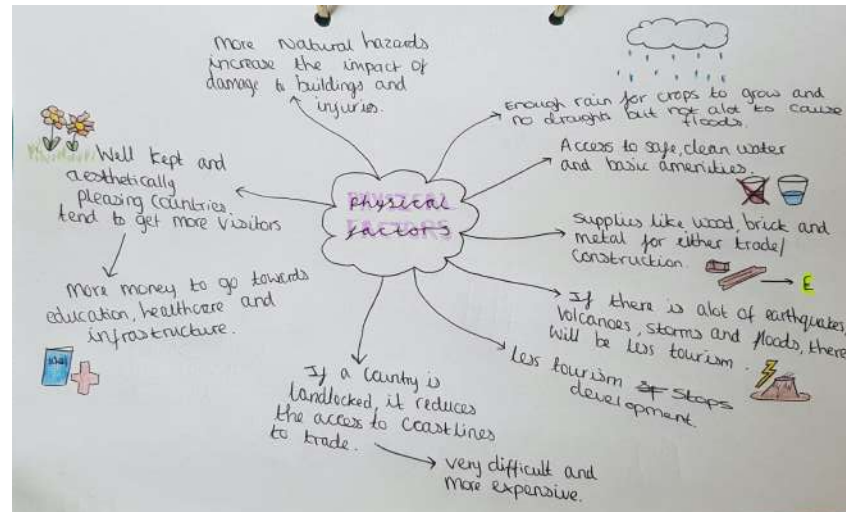
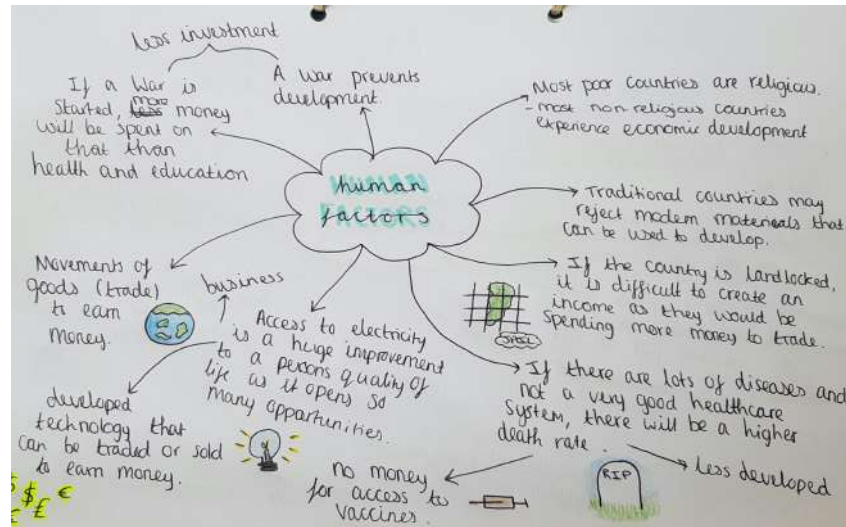


Kaiden also shared this photo with us and explained that he has been making fudge to cheer up family members during lockdown. Well done, Kaiden!

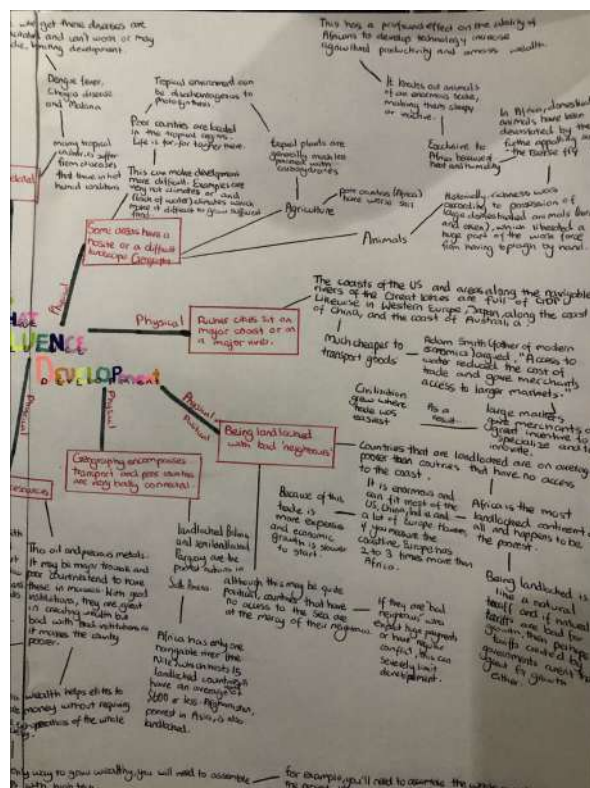




Miss Harrington's Geography students have been studying development this week. Here's some excellent mind maps they've created.



Ella D



Avrosina M



PE

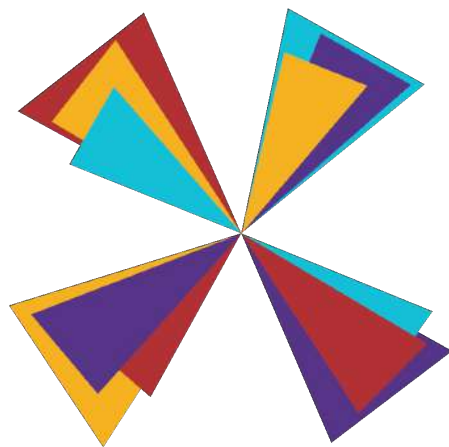
Our new GCSE PE year 9 students have kicked off their course by learning about the key components of fitness. Here's Oli C's brilliant explanation of the key terms they need to know.

	DEFINITION	
Health	A state of complete emotional, physical and social well being, and not merely the absence of disease and infirmity.	
Fitness	The ability to meet the demands of the environment.	
Exercise	A form of physical activity done to maintain or improve health and fitness ; it is not a competitive sport.	
Performance	The action of performing a task including sporting performance.	

	Health or Skill Component	DEFINITION
Agility	Skill	A measure of how quickly you can change your body position, while keeping your entire body under control.
Balance	Skill	Your ability to keep your body steady both when in a static position and when moving.
Coordination	Skill	The ability to move two or more body parts together, accurately and smoothly.
Speed	Skill	The rate at which your body or part of your <u>body</u> is able to perform a movement.
Power	Skill	The ability to combine strength with speed to perform a strong muscular contraction very quickly.

Reaction Time	Skill	The amount of time it takes you to respond to a stimulus.
Muscular Strength	Health	The amount of force a muscle can generate when it contracts to overcome resistance.
Flexibility	Health	The range of movement possible at a joint.
Body Composition	Health	The percentage of body weight that is fat, muscle and bone that make up your body.
Muscular Endurance	Health	The ability to use the voluntary muscles many times without getting tired.
Cardiovascular Fitness	Health	A measure of how efficiently you <u>body</u> can deliver oxygen and nutrients, such as <u>glucose</u> , to your working muscles during exercise, and also carry waste products, such as carbon dioxide and lactic acid.

Don't forget to share work, photos and
tips with us on Twitter [@blatchmill](https://twitter.com/blatchmill)



#TeamBlatch