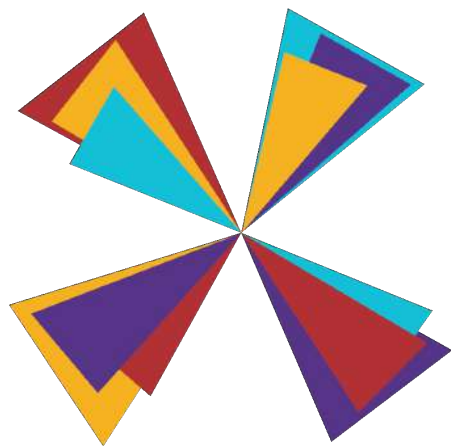


# TEAM BLATCH



Online Learning Bulletin

Friday 19th June 2020



# Online Learning Bulletin

Dear Team Blatch,

Welcome to our latest edition of our online learning bulletin.

Yet again it is evident in all the work shown what a wonderful effort our students are making to complete their work to an exceptionally high standard - we are so proud of them all!

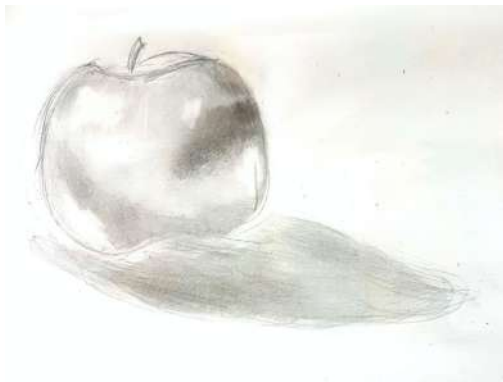
Our staff, as you can see, are setting a wide range of work and every day it is a huge pleasure for us to hear about how many achievement points they've been able to give students. It's also brilliant to hear how well so many of our students are responding to feedback, working hard to improve their learning.

The support that we continue to receive from our wider Blatch community is also hugely valuable to us all in helping us to make sure our students are able to maintain such a high standard of achievement whilst working remotely.

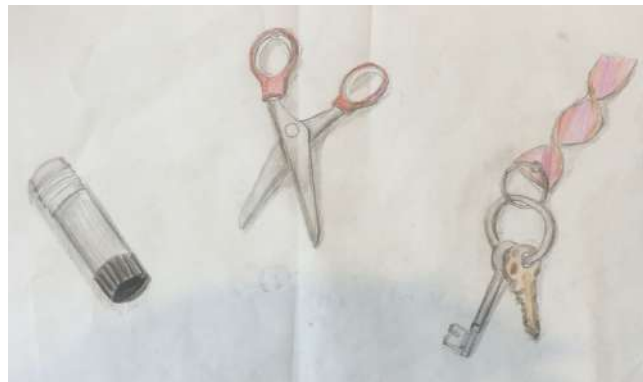
We hope you enjoy reading this week's bulletin.



## Year 8 Art



May I



Evie B

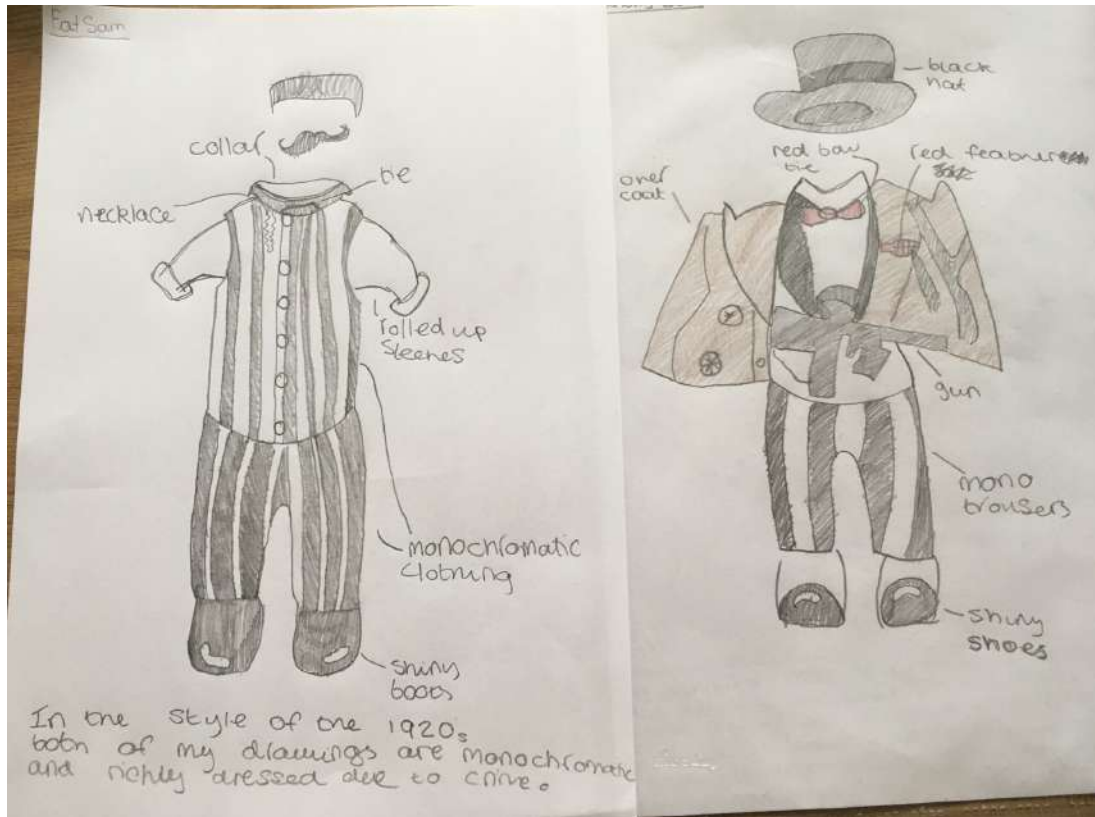


Marla W



# Drama

Our Drama students have been working hard this week on designing sets and costumes for a production of Bugsy Malone. Here are just a couple of examples of their excellent work.



Matty T



Aliyah C



This week is Refugee Week. In PSHE, students were asked to write film reviews based on a selection of short refugee films. Here are a selection of responses from year 7!

### Review: Space Refugees

The story is that the grandfather and granddaughter have escaped their ruined planet and have sought safety and comfort on Earth. Only three time places would be suitable, and they check each of them out in turn. In every one, there was always a person that hated diversity (intolerant) and foreigners, but nobody challenged them, except in London 2018 AD, where one had empathy. The whole moral is that sadly at the moment there always is going to be someone not wanting refugees to come in, but if we help refugees coming in (and be the majority, and change even more minds away from intolerance and towards the inclusive side) they can feel welcomed in the new place. I also watched 'Dear Habib' which gave insight into real events and feelings, and I thought both presentations used animation well to portray the feelings in different ways and make people think. His experiences are really distressing, but he believes in goodwill so he doesn't stay down, and helps other people himself. I know it must be so hard to move from a place and never come back.

Callum 7JE

### Reiew: Dear Habib

I felt this film really showed the hardships people go through and how privileged we are because we have a roof over our head, an education and so much more. This really shows the importance of being kind and the effect it can have on other people as we don't know what they have gone through. It also shows us that even though people may be able to create a new future in the uk, it doesn't mean that they are provided with nice things or even opportunities which really outlines again the privileges we have and must be grateful for . This therefore also outlines how horrible us as humans can be to other people even if they have had such a traumatic past. There is also one more strong message that this video shows ; if you work hard you will achieve. Even if you have had such a traumatic past , if you work hard with the right attitude you can achieve greatness: for instance in the video Habib had received an award for being a great learner.

Lily 7RR



## Review: What You Know About Patience

This poem really captures the pain and suffering refugees and asylum seekers have to go through when they are forced to leave their country because it is unsafe to live there. It describes the long journey that they go through as they leave and go in search of a new home in a new country. It captures the anxiety and grief it causes to individuals and families as they struggle with entering a country, all the waiting around, being treated as if they are nothing. They have no belongings or a place to live. Often put up in rooms with lots of people they don't know or put in refugee camps at the borders. They don't have money for food or shelter. They cannot work if they are even allowed to enter a country. They are already scared and then get treated unkindly and people shout things like 'go back to your home'. That must feel very unwelcoming and unkind.

Mylo 7JH

## Review: What You Know About Patience

I watched the 'what you know about patience' film. This person is trying to tell people how long they have waited to have a proper, safe life. They are saying how patient they have been to wait for everything they have needs and how much stress, sadness and anxiety they must have gone through. They are saying that people who have not been through what refugees and migrants have been through aren't patient and they don't understand as much as someone who has experienced this might have done. They don't want to be called 'refugee' because they have come to a country where they want to live freely, happily and safely and they don't want to be called anything other than maybe their real name etc. I thought this poem was very powerful and it really made me think about how scared they must have been and how much they would want to have a life like one of ours.

Anoushka 7JH

## Review: Dear Habib

My thoughts on 'Dear Habib' are that it is really sad how you have to make a decision that could change your life forever. I was happy for Habib when he was granted permission to stay in the UK because he took a massive risk in his life which turned out to benefit him. I found it very melancholy that he just had to leave his dear brother behind, not knowing what will happen to him or if he will ever see him again. Overall, this film touched me, and I can finally imagine how extremely crucial it is for a refugee to leave and find safety. I have learnt how hard it is to leave everything you loved and cared about behind because you just don't feel safe.

Dom 7RR





# PE

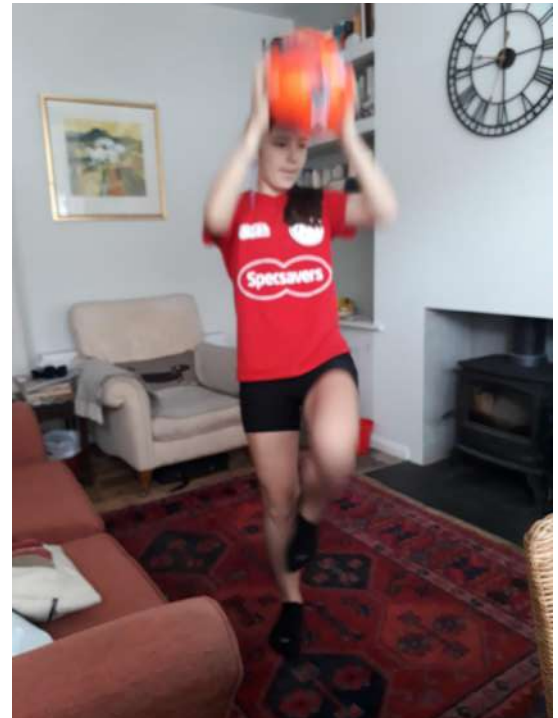
In PE this week, our students have continuing with the Sussex School Games skills challenges as part of their PE work. Blatch is delighted to have consistently been top of the leaderboard for participation - well done Team Blatch!



Kaiden W



Toby T



Eva Z-D



PE

Also in PE, Zoe C in year 9 completed Miss Edmed's '2, 4, 6, 8, 10 Workout'. Check out how well she did below!

### Finisher Challenge - Squat Hold

Today's 'Finisher Challenge' was a 60 second squat hold.

Did you hold for the full 60 seconds? - No

Which medal did you achieve? - Silver



**BRONZE - 15-30 seconds**  
**SILVER - 30-45 seconds**  
**GOLD - 45-60 seconds**

### Section 1 Questions: The Warm Up

Why is a warm up so important before starting a workout?  
What **2 reasons** did Miss Edmed mention in the video?

1. Make sure your heart is pumping lots of blood around your body
2. Loosen muscles to avoid injury

Name **two pulse raising activities** included in today's warm up:

1. Star jumps
2. Jogging

### Section 2 Questions: Lower Body

Which **4 exercises** made up the *Lower Body 2,4,6,8,10* workout?

1. Squats
2. Reverse lunge
3. Speed skaters
4. Squat to knee tuck

Name **4 lower body (leg) muscles that were used** during this workout?

1. Quadriceps (front of leg)
2. Hamstrings (back of the thigh)
3. Gluteals (upper back thigh)
4. Gastrocnemius (back of calf)

## Miss Edmed's 2, 4, 6, 8, 10 **WORKOUT**

### Section 3 Questions: Core

Which **4 exercises** made up the *Core 2,4,6,8,10* workout?

1. Sit ups/crunch
2. Crab toe touch
3. Bicycle crunch
4. Mountain climbers

Did you give this extension activity a go? If so, how did you find it?  
Yes and I found this harder than the leg workout though as I don't have a very strong core.

Mark

16/16

Private comments

 Anthony Whittington  
18 Jun, 11:08

Thank you Zoe fabulous piece of work 100% answers correct and well done for doing the core workout and the squat hold. Hope you enjoyed it. Have a good rest of the day and weekend.



## English

Miss Ewbank's year 7 English class have been working hard on creating atmosphere using personification. Here are some of their excellent creative pieces.

Brightness shone through the still branches. The tranquil stream relaxing, gazing up at the peaceful blue sky. Bees humming and birds chirping in the far distance. Delicate bluebells were resting in the heat, while the vibrate poppies stood on their tip toes. Even if the plants could speak they wouldn't as they were far too listless. But the calm graceful grass would wave. Trees stood tall as if they were reaching for the sky, glistening in the pure sunlight. Fragile butterflies playfully hovering over the lazy violets. Everything so peaceful and quiet, you could hear a petal floating in the air.

Darcey H

It's sunrise on a clear and shiny new day. The sky is different hues of violet, orange and red, calming and magical. Through the dense canopy above the sun shines down covering the lush green fern leaves making the dew in them sparkle like diamonds. The breeze whispers through the maple trees sounding like a mother's lullaby and ringing the bells of blue. A gentle symphony of crickets chirping adds to the music of the forest. Crunching under foot of a leaf covered path are dancing, fallen red, orange and yellow stars. Who is going to make some magic with me?

Ben W

The sun was blinding causing everything to look like it was covered in glitter. Beams of light fell through the trees and the stream glistened. The sky was a bright magnificent blue with a cool breeze blowing the emerald green grass. The bluebells danced and the violets nodded. The path was winding down past the smiling rocks and waving trees. The humming and buzzing of birds could be heard in the distance far beyond the trees. The air smelled like lilies. It was springtime and all the leaves on the trees had grown back, a fresh shade of beautiful green.

Isabel L





The grand trees all around me seem to wink as I walk past. The brightly coloured flowers dance in the breeze which brings sweet music through the air. As I walk past the soft ferns, they bow down, as if they were worshipping me. Everywhere I glance, fireflies float past illuminating the night. Breathing in deeply, the beautiful smell of toasted bagels swirls around me. In the distance I hear large birds squawking a unique call, new to me. Underfoot, soft grass is blowing in the wind, springing under my feet. As the sweet breeze blows, it makes noises like music through the lush greenery.

Remy T

Fireflies drifted through the swaying trees, alighting on the stems of the shining bluebells. A crimson streak raced onwards, weaving around trunks with its white-tipped tail quivering in anticipation. The trees whispered to each other, sharing the secrets of the Earth. A light rain began to fall, brushing the enchanting petals after threading through the woven branches. Gleaming, the moon smiled down upon Bluebell Woods, gliding through the sparkling night. Birds whizzed over the forest, accompanying the moon on its age-old journey. Arcane symbols glowed in the undergrowth, lighting the area with a magical glow. It was a natural miracle.

Will W

The canopy was alive, the forest was filled with birdsong. The air smelled sweet like honey and thickets of bluebells grew among the roots of the willow trees. The undergrowth was untamed, ivy hugged every tree and moss stole every rock. The river flowed calmly, meandering its way through the wood. Down in the grass mushrooms grew with the daisies and the dandelions. Sycamore seeds glided like majestic fairies. Sunlight cascaded down from the canopy like an unstoppable waterfall and Wild roses riddled the grass. The birds and the beasts lived together as one in the forest. Wild and free.

Roni Y



# Science

Mrs Hamilton's Year 9 Science class have been learning about the history of atomic structure. Here's some of their great work.

Atomic structure - lesson 1

Timeline: 5000 BC (Democritus), 1808 (John Dalton), 1897 (J.J. Thomson), 1904 (Rutherford), 1911 (Rutherford), 1913 (Bohr), 1926 (Schrödinger)

**1. Democritus**  
The idea that everything is made up of tiny particles.  
And couldn't be broken down any further.

**2. Solid spheres**  
Different for each element.  
Different.

**3. Plum pudding model**  
Through experiments they concluded it couldn't be solid spheres.  
They must contain negatively charged particles - electrons.

**4. Rutherford**  
Suggested that electrons orbit nucleus.  
Nucleus is made of protons and neutrons.

**5. Bohr**  
Suggested that electrons orbit nucleus in shells.

**6. Schrödinger**  
Suggested that electrons exist in clouds.

Cecily C

The history of the model of the atom 16/06/20

Timeline: 1808 (John Dalton), 1897 (J.J. Thomson), 1909 (Ernest Rutherford), 1913 (Niels Bohr)

**1808 John Dalton**  
Solid spheres  
Different types of spheres make up all different elements.

**1897 J.J. Thomson**  
Plum pudding model  
spread out of positive charge with negatively charged electrons.  
protons and neutrons are in the nucleus.

**1909 Ernest Rutherford**  
Nuclear model  
Alpha particles  
Alpha particles should pass through.  
If they are deflected and scattered so Thomson was wrong.  
Compact nucleus  
negative charge cloud  
nothing stopping it from collapsing inwards.

**1913 Niels Bohr**  
Bohr's model  
Electrons orbit nucleus in shells.

**Atomic mass**  
Relative atomic mass = Ar  
Ar of C = 12 → carbon is 12 times larger than hydrogen  
Ar of H = 1

Relative atomic mass: the mass of an element's atom when compared to that of carbon.

Isotopes = Atoms with the same number of protons but different number of neutrons (different atomic masses)  
eg  
C-10, C-12, C-14  
Legend: Protons (red), Neutrons (blue), Electrons (green)

Kaila M

History of Atomic Models

Atomic Theory

**Democritus (500 B.C)**  
Empty space

**John Dalton**  
Solid Spheres  
Different types of spheres

**J.J. Thomson**  
Plum pudding Model  
couldn't be solid spheres (positive contained negatively charged particles)

**Ernest Rutherford**  
Nuclear model  
negative charge nucleus (all the positive stuff)  
Thin sheet of gold

**Niels Bohr**  
shells  
protons of electrons present from co (lithium)

**Ernest Rutherford**  
Small discrete particles (protons)

**Jurgen Chadwick**  
Neutral particles (neutrons)

**General Ball of positive charge**  
Discrete Electrons

Maryam M

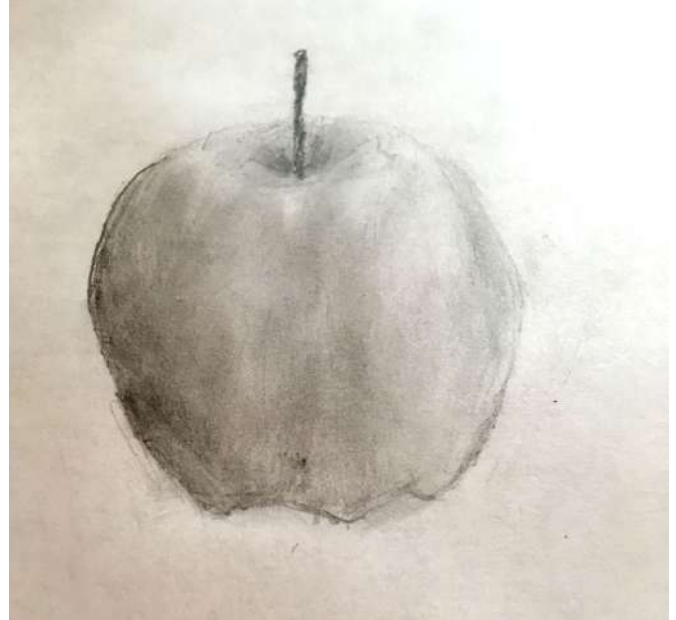


# Art

Year 8 have been working on observational drawings with particular focus on shadows. They've created some brilliant drawings!



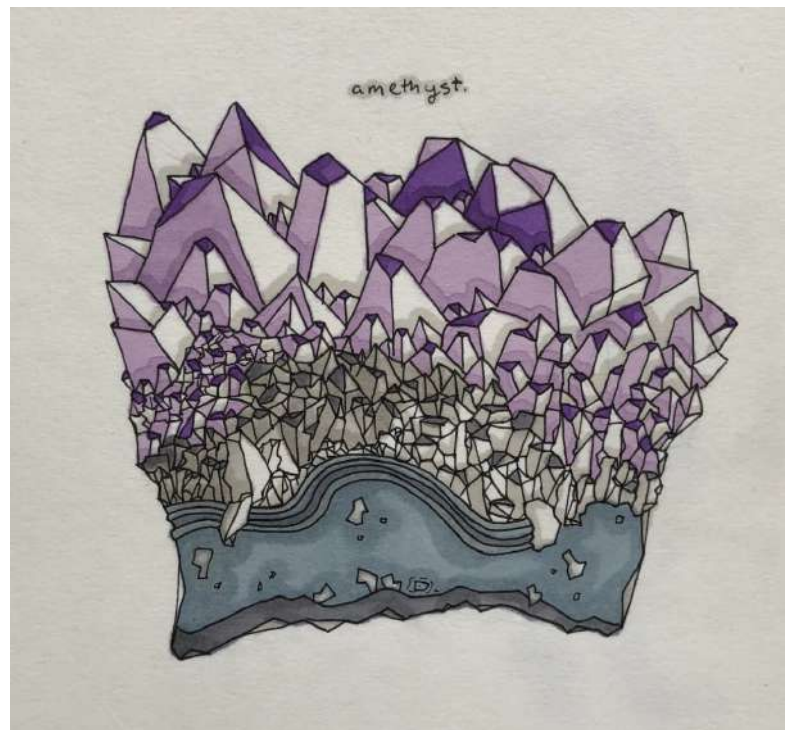
Fatima A



Eaben K



Bobby D



Peggy B





# Art



George W



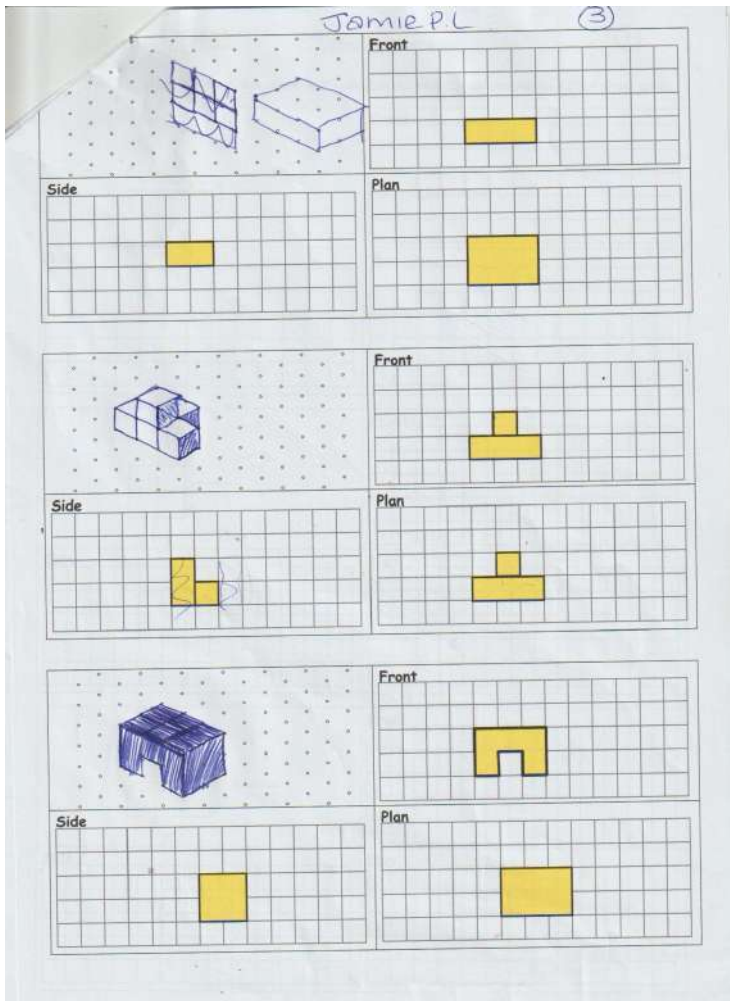
Lexy B



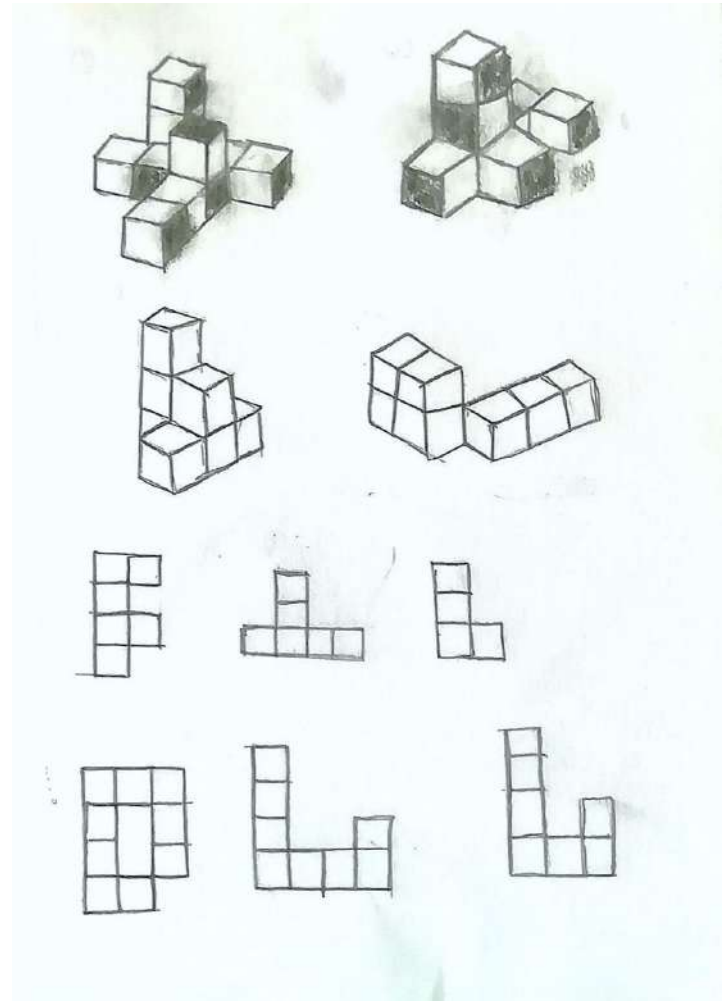


# Maths

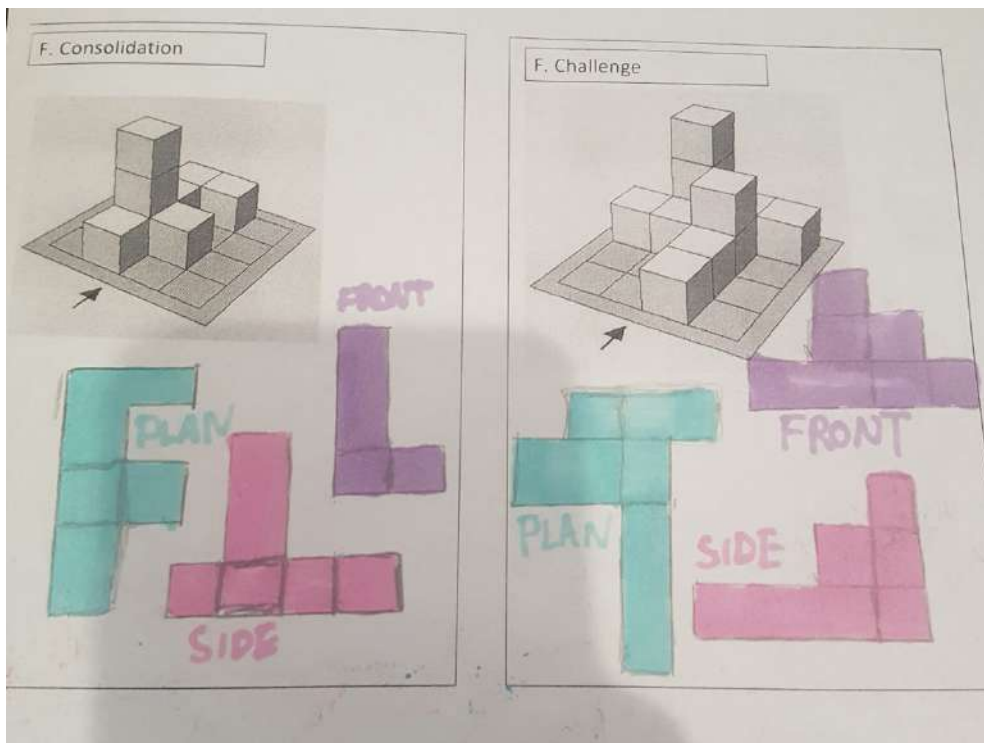
Mr Tapuska-Bisset's year 8 class have completed some great Maths work this week!



Jamie P-L



Malwina J



Amy C



# Spanish

Ms Fletcher's class have been working on some vocabulary skills while also practicing some Spanish cooking!

Week 5 - Lesson 2 - Friday 12th June  
30 minutes  
La Tortilla Española!



Year 7 Spanish students learnt vocabulary needed to understand a Spanish tortilla recipe, researched some other tapas and some even made their own tortilla! This is from Franceska [redacted].

## Task 2 - vocab practice - 5 mins

Copy the words in the purple box into the correct column.

For support check the quizlet set!



Ingredient - noun	Equipment - noun	Instruction - verb
Eg huevos Sal Cebolla Patatas Aceite de oliva	Sartén plato	Cocinar Cortar Cascar agregar
huevos      sartén	cortar      cebolla	cocinar      plato
Sal      cascar	aceite de oliva	agregar      patatas

## Task 3 - Grammar practice - ar verbs and "we" form 10 mins.



Spanish recipes often use the "we" form to give instructions.

Translate some instructions for making tortilla española into Spanish. Choose the correct infinitive from the purple box - remember to change the ending.

- we use a big pan eg **usamos un sartén grande**
- we need potatoes - necesitamos/ la cebolla
- we chop the onion - cortamos/ la cebolla
- we break the eggs - cascamos/ los huevos
- we add the salt - agregamos/ la sal
- we cook the tortilla - cocinamos/ la tortilla

cortar  
cascar  
agregar  
usar  
cocinar  
necesitar

For support see next slide

## Task 4 - listening practice - 5 mins

Click [here](#) to watch a video clip of how to make tortilla española in Spanish.

Can you pick out any key words or phrases?

Make a list here of any words or phrases you hear in Spanish :-


- eg preparar tortilla de patata
- aceite de oliva vergen extra
- cebolla
- patatas grandes
- sal



## Task 5 - Cultural Research - Tapas - 5 mins

Tapas are small portions of food eaten in bars as a snack. Tortilla española is a popular tapas.

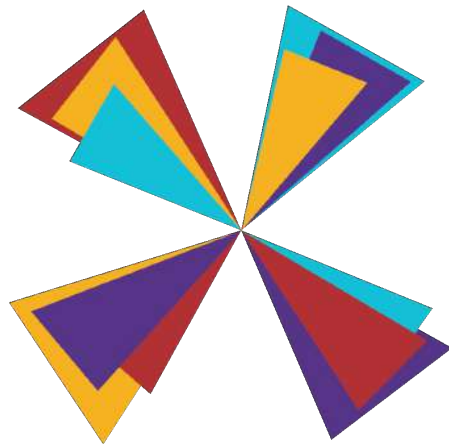
Research another popular tapas dish and complete this slide.

Name of tapas dish in Spanish	Description	Picture
chopitos	Battered and fried tiny squid, also known as puntillitas	

## Mi tortilla española!



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



#TeamBlatch