



NEWSLETTER

Regular news updates from All Saints School, Lessingham

KEY DIARY DATES

We will be in touch

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Message from Ms Dangerfield
Important contact numbers
Headteacher Awards
Student Achievements

Message from the Headteacher

I want to start by applauding you all. We have been clapping for the NHS and key workers on a Thursday evening but parents and carers across the world are heroes for doing all you can for your children and your families.

It is a difficult time for all and so please continue to do what you can with your children's learning; however, my main message is: **look after yourselves and your wellbeing, please talk to us if you think we can help in anyway.** We are trying not to overload you with all the information we are receiving, but where we have felt it will be useful, we are passing it on to you. There is a section below on helpful numbers should you need them.

Whilst school continues to be closed for the majority of our student's we want to stay connected to each and every one of you and showcase the amazing things you are getting up to. We will continue to send regular newsletters, so please share all that you are doing whilst at home.

Message to our amazing students

Our main message to you all is that WE MISS YOU! We are all thinking about you every day.

Your learning is really important but everyone's health and wellbeing is what matters most so look after yourselves and be helpful, be kind and be considerate to the people in your life. Continue to care for one another, be creative and challenge yourself to be the best that you can be.

Everyone at school will carry on planning learning activities for you to do at home. Keep working hard and share your learning with us; because all the adults at school really enjoy seeing and hearing about what you are doing out of school.

I am not sure what is going to happen about returning back to school but as soon as we can get you safely back we will, as we want, as much as you do, to return to All Saints and to go back to working and helping each other together.

Numbers to contact for help

Miss Paffett: 07733 417296

Ms Dangerfield: 07552 710316

Norfolk children's support line:

Text 07480 635060 or call 0344 800 8029

Childline online or by phone:

Anytime: 0800 1111

Headteacher Awards

I am delighted to give online awards to the following students for amazing work / fabulous achievements:

Juniors: Thomas, Tristen, Rio, Lily, Rebecca

Year 7: Grace, Paige

Year 8: Jessica, Naomh

Year 9: Lulu

Year 10: Charlie, Luke

Year 11: Imarni

Year 11

Exams:

Please could we ask for all year 11 to keep the following work safe at home as all will be used as pieces of evidence to calculate your final exam grade.

- Art coursework - all portfolios and final pieces
- PSE units – including all teacher feedback/original marking

Mock papers that have been marked by your teachers

Results day is still scheduled for Thursday 20th August – further information and guidance to follow.

College:

Please continue to forward any correspondence you receive to Miss King.

Any updates school receive will be sent directly to you.

Student Achievement

Grace in Year 7 has been selected again to represent the Eastern Region at the Special Olympics National games being held in Liverpool summer 2021!

Congratulations Grace, we look forward to following your progress.

By Grace, Year 7

Change

A poem by Paige, Year 7

Before Coronavirus, life was cool
I saw my friends and went to school
Weekly visits to see my nan
Then Covid-19 came and lockdown began

No more shopping, no new things
Everyone jumps as the phone rings
Can't have friends in my room
Instead we have to settle for Zoom

No more McDonalds, not even 1 chip
No Starbucks lattes, not even 1 sip
No days out, not even to the beach
Instead cleaning everything with bleach

Still get school work, lots to do
Online classes and meetings too
Every Thursday we go outside
And clap for those who fill us with pride

But at least we are safe so we shouldn't complain
But I wonder - will anything ever be the same again?

nature is everywhere
everything that lives
and grows its nature
SMALL or big
nature is life
nature is wonderful,
beautiful and we
need to care for so
listen and look after
nature forever

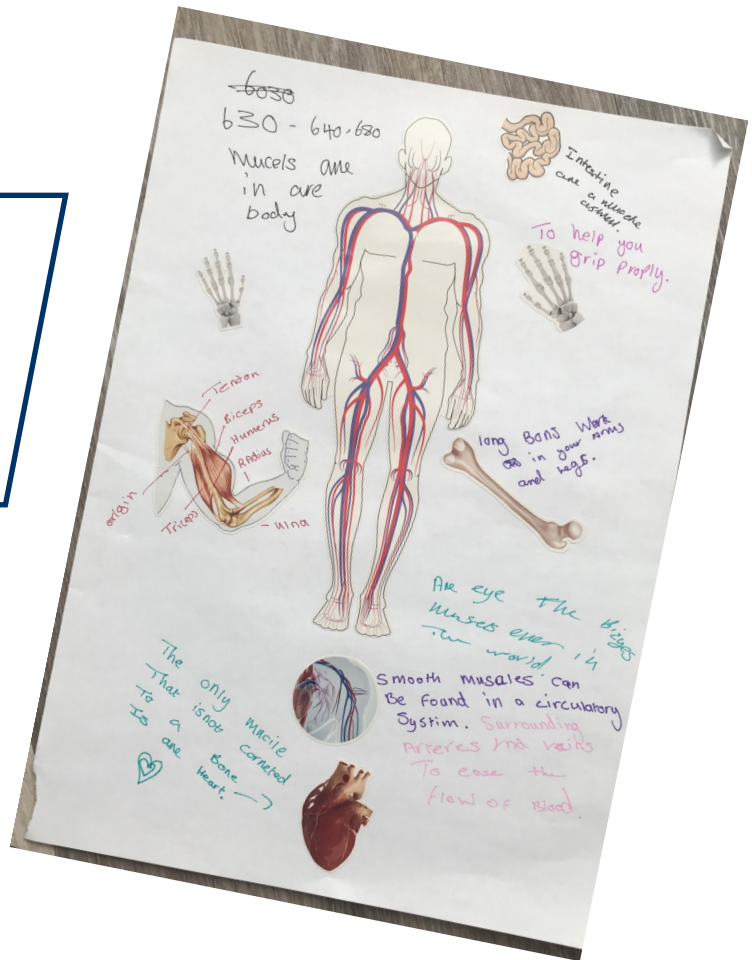
Creative work by Head Girl, Imarni, Year 11

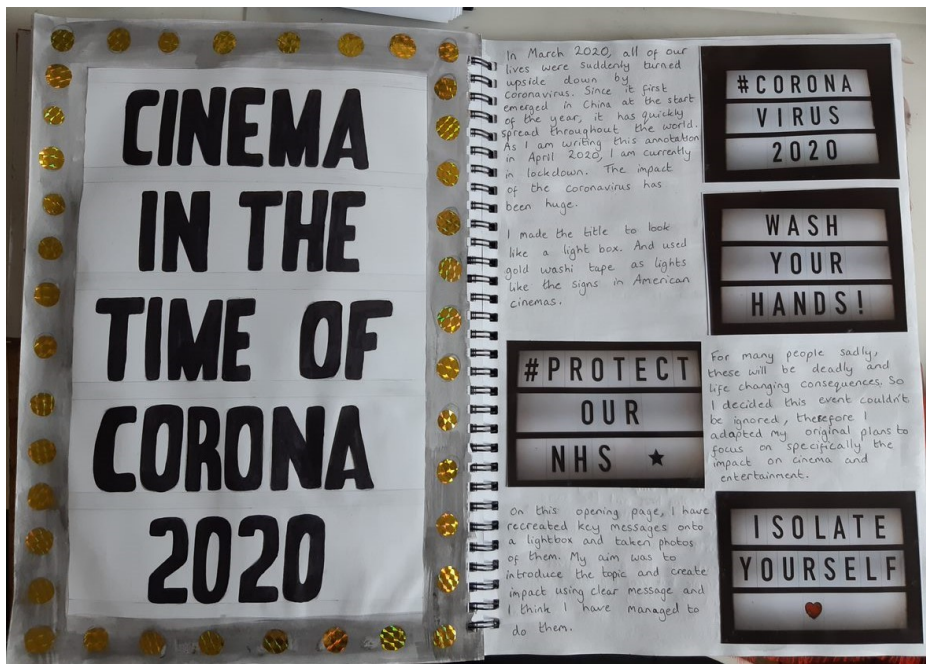


Charlie in Year 10

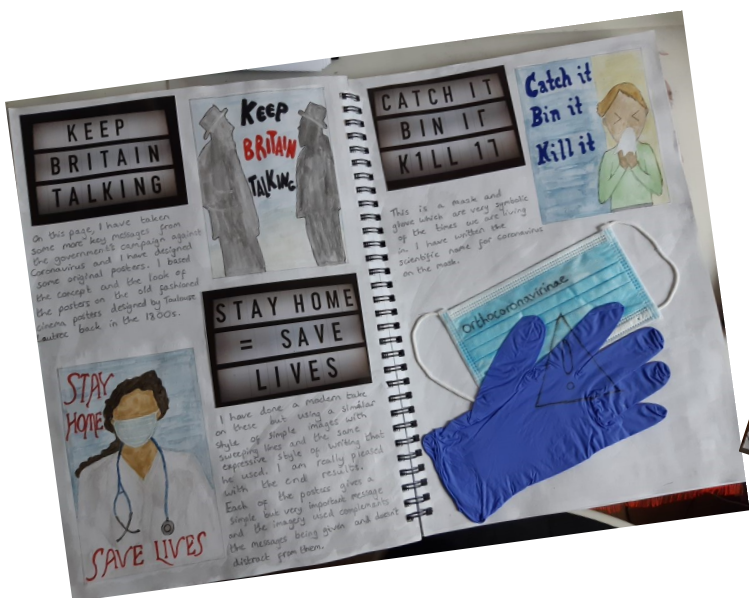
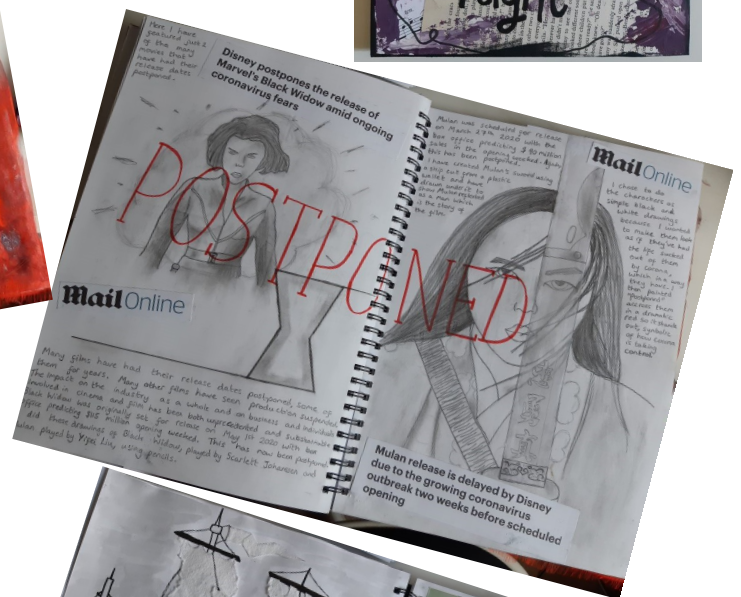
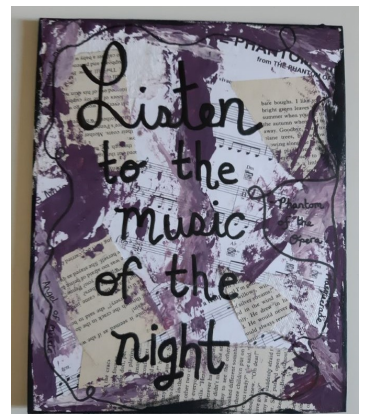


Science work by Grace, Year 7





A showcase of work from Caitlin, one of our GCSE Art students





An amazing version of 'Spice Girls' Monopoly created by Naomh in Year 8



Game set up

1. Open the gameboard and place it in the centre of the players.
2. Place your character on the starting line.
3. Find the 12 banknotes that have your character's name on them and place them in front of you.
4. Shuffle the 20 chance cards and place them face down on the chance card space.
5. Pick one player to be the banker, they are in charge of the money.
6. Depending on how many players there are, this is how much money to give to each player.
 - 2 players: £20 each
 - 3 players: £18 each
 - 4 players: £16 each
 - 5 players: £14 each

How to play!

1. The youngest player starts, then you continue to the left.
2. Roll the die and move your character.
3. Where did you land?
 - 1. If you land on an unowned space you can buy it.
 - 2. If you land on a owned space you must pay rent, the amount is rent to pay is written on the board.
 - 3. If you land on a space that is owned and the one right to it is the same colour owned by the same player, you pay them double rent.
 - 4. If you land on the 'Go to recording studios' space, go there and miss a go. Once you play again, pay £1 and have your go.
 - 5. If you land on the 'concert' space, you don't have to do anything, you can just rest!
4. Now it's the next player's go!

Winning!

1. If you don't have enough money to pay rent, buy properties or pay a chance card, then you are bankrupt.
2. The only player who has the most money, count all their money.
3. If there is a tie, count how much your properties are worth and add that onto your total wealth.



Monopoly Spice Girls

Instruction Manual

Contents list on the back →

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Another great project by Naomh

NORFOLK CONSTABULARY
Our Priority is You

By Naomh

Equipment

In different countries, police officers carry different things - most of the time these will include:

- a gun/baton is used to injure a criminal if necessary
- pepper spray can blind someone for a short period of time
- hand cuffs are needed to prevent a criminal from doing certain things
- torches (flashlights) for investigating in the dark
- two way radios are used to send information to other officers, a call for backup and to call for help

Different areas of work:

Patrol officers
These officers are sent to travel around their area to see if there are any potential dangers. Their transport is usually a marked car with lights and sirens. Patrol officers run the local jail and can enforce traffic regulations

Detectives
Detectives will work on more complex investigations than patrol officers and are often called out to search after something has happened. Detectives usually work in the CID... (Criminal investigation department)

Fast and fun facts!

- The first ever organised police force was set up by Sir Robert Peel in 1829
- Until the 1990s a man had to be 5'8" tall and a woman had to be 5'4" tall to have a job in the force
- The best police forces are the ones with the least crime, not the ones with the most arrests

Powers:
Police officers are given certain powers to help them with their job, although these differ for each country, most officers can arrest, other powers include:

- Searching people or homes
- Using certain weapons on criminals

An officer is always given a certain area to patrol in. If they leave this area, they are not allowed to use their powers.

Transport that police sometimes use are a patrol car, van, motorbike, a horse and sometimes just walking around a town or city!

Gun crime is getting worse, most officers are trained to carry guns but in certain countries like New Zealand and the Republic of Ireland are being trained to carry them more often!

Types of Volcanoes

L.O: To identify the different types of volcano

Steep sided and cone shaped

Layers of ash and lava

- There are two types of volcano, composite and shield.
- Composite volcanoes are steep sided and cone shaped made up of layers of ash and lava.
- They contain sticky lava which doesn't flow very far.
- Mount Stm in Italy is a composite volcano.
- Shield volcanoes have gently sloping sides and runny lava that flows a wide area.
- Cranes escape very easily from shield volcanoes.
- Mauna Loa in Hawaii is a shield volcano.

Geography work on volcanos by Connor in Year 9

Volcanoes

L.O: To understand the structure of a volcano

- Magma chamber - large underground pool of magma
- Lava - magma, once it reaches the surface
- Crater - bowl shaped hole in the top of the volcano
- Vent - central hole which magma travels through
- Secondary vent - smaller hole which also may lead up to magma
- Ash, steam and gas - ejected from vent by the volcano
- Volcanic bombs - large material thrown out by the volcano
- Crater - explosion

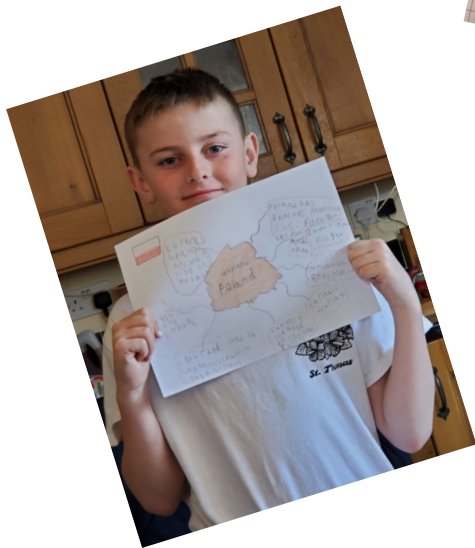
The Royal Shakespeare Company presents

ROMEO & JULIET

The World's Greatest Love Story

Team Capulet vs Team Montague

It is wonderful to see what our students have been getting up to. We are proud



End Child Labour In Mines*

- Child labour in mines has to end as it is putting very young lives at risk
- The children working in mines can be as young as 5 years old and could only live until age 25
- It is extremely dangerous as at any point the roof of the mine could collapse crushing everyone
- If the trapper doesn't do their job properly there would be a build of dangerous gases killing all the young bodies
- Many children have to crawl through the small tunnels underground leading to back pain and scratches from the stones and tools around them
- The children would turn very weak quickly and then be forced to push heavy carts of coal to the surface after working for many, many hours
- These children are our future and we are killing them before they even reach adult life, stop this now

*I set this poster in the time that child labour in mines that we were looking was happening, although I do think it is completely wrong for children of such young age to work in mines.

English 2020/2021

Have an opinion on the news - discuss the topic - write or draw the story

JAPAN HINS OLYMPICS COVID BE SCRAPPED

Japan could scrap the olympics because Canada is refusing to send athletes to the games in Japan, covid-19, Japan has said if some countries refuse to come it will over shadow the games there for it may not go ahead

Covid-19

3/22 Our Sources of energy

Principal Geography

To identify renewable and non-renewable energy sources

Renewable energy sources are resources that can be replenished or are natural they will never run out.

Non-renewable energy sources are resources which cannot be replaced

Video clip - sources of energy

1. Renewable energy sources

- Examples - water, solar energy, tidal energy, and wind energy
- Advantages - no harm on the environment, operating and is long and has carbon emission
- Disadvantages - can be noisy, expensive to build and not efficient in producing energy
- Maintenance costs - high maintenance costs
- Life or resources - infinite

2. Non-renewable energy sources

- Examples - coal, petrol, natural gas
- Advantages - cheap and easy to use, very efficient, produce a lot of energy in short
- Disadvantages - bad for the environment, will eventually run out
- Maintenance costs - low and compared to renewable sources
- Life of resources - will not last long and will vanish

Witchcraft

Aim: To identify attitudes to witches in 1600 and 2000.

In the early 16th people as all backgrounds believed in witches.

- Witches were believed to have a pact (contract) with the devil in return for special or magical powers.
- Witches were sometimes associated with domestic animals or insects e.g. cats, dogs, spiders.
- These creatures were referred to as the witches familiar which was the devil in the shape of an animal or insect that helped the witch do her evil work.
- By the 1700 attitudes towards witches were starting to change.

$\begin{array}{r} 10 \\ \times 11 \\ \hline 110 \end{array}$	$\begin{array}{r} 72 \\ \times 8 \\ \hline 576 \end{array}$	$\begin{array}{r} 20 \\ \times 10 \\ \hline 200 \end{array}$	$\begin{array}{r} 16 \\ \times 8 \\ \hline 128 \end{array}$	$\begin{array}{r} 99 \\ \times 9 \\ \hline 891 \end{array}$
$\begin{array}{r} 66 \\ \times 11 \\ \hline 726 \end{array}$	$\begin{array}{r} 12 \\ \times 6 \\ \hline 72 \end{array}$	$\begin{array}{r} 48 \\ \times 6 \\ \hline 288 \end{array}$	$\begin{array}{r} 8 \\ \times 2 \\ \hline 16 \end{array}$	$\begin{array}{r} 40 \\ \times 5 \\ \hline 200 \end{array}$
$\begin{array}{r} 24 \\ \times 8 \\ \hline 192 \end{array}$	$\begin{array}{r} 30 \\ \times 3 \\ \hline 90 \end{array}$	$\begin{array}{r} 40 \\ \times 10 \\ \hline 400 \end{array}$	$\begin{array}{r} 99 \\ \times 11 \\ \hline 1089 \end{array}$	$\begin{array}{r} 60 \\ \times 5 \\ \hline 300 \end{array}$
$\begin{array}{r} 96 \\ \times 8 \\ \hline 768 \end{array}$	$\begin{array}{r} 21 \\ \times 7 \\ \hline 147 \end{array}$	$\begin{array}{r} 70 \\ \times 7 \\ \hline 490 \end{array}$	$\begin{array}{r} 60 \\ \times 12 \\ \hline 720 \end{array}$	$\begin{array}{r} 24 \\ \times 12 \\ \hline 288 \end{array}$



- 1. I'm black and white.
- 2. I'm called a tabby.
- 3. I can climb up trees.
- 4. I'm very cool and I'm a cat.
- 5. I'm a cat.
- 6. I'm a cat.
- 7. I'm a cat.
- 8. I'm a cat.
- 9. I'm a cat.
- 10. I'm a cat.
- 11. I'm a cat.
- 12. I'm a cat.
- 13. I'm a cat.
- 14. I'm a cat.
- 15. I'm a cat.
- 16. I'm a cat.
- 17. I'm a cat.
- 18. I'm a cat.
- 19. I'm a cat.
- 20. I'm a cat.

Students have also spent some time relaxing

