

School Matters

May 2020 – Home Learning edition



Welcome to the Special Home-Learning edition of School Matters.

As we enter our 7th week of lockdown and subsequent home learning, we'd love to share some of the fantastic work we've received by students below.

Our Virtual Sports Day also took place on the 7 & 8 May and was a great success! It was wonderful to see the large number of entries we have received and to see students, parents, carers and staff all getting involved. More information on who took part and took home the trophy for the event is below.

As you know, the Government announced plans for re-opening schools for our younger students in Foundation Stage and Year 1 and for our Year 6 students. Planning is currently under way for this and we will be in constant contact with parents over the coming weeks

Regards,

David James
Principal

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Key Information

Principal's Update

Before we showcase some of the fantastic student work we have received I'd like to take the time to thank both students, parents and carers for your incredible perseverance as we work through this tough time together. I understand that as parents and carers it can be very difficult to manage your own workload as well as teach your children from home, so thank you again for your continued support.

As you will be aware, on 10 May, the COVID-19 recovery strategy was published by the Government. This strategy indicates a possible, partial re-opening of schools on 1 June 2020 for Foundation Stage, Year 1 and Year 6 pupils, followed by the Government's ambition for all primary pupils in other year groups to return for one month before the summer break.

Following this Government announcement, schools have now received further guidance in relation to how arrangements and safety measures should be implemented in the school environment. We are in the process of closely exploring and evaluating this guidance in relation to our own school environment and staffing resources, in preparation for 1st June.

The DfE has detailed their proposed actions for education and childcare settings to prepare for wider opening from 1 June:

"From 1 June we expect to be able to ask primary schools to welcome back children in nursery, Reception, year 1 and year 6. We will also ask secondary schools, sixth form and further education colleges to offer some face-to-face support before the summer holidays to supplement the remote education of year 10 and year 12 students who are due to take key exams next year.

Nurseries and other early years providers, including childminders, will also be asked to begin welcoming back children from 1 June. Existing arrangements for vulnerable children and the children of critical workers in all settings will continue, and we encourage all eligible children in these priority groups to attend."

Further guidance from the DfE can be found by [clicking here](#).



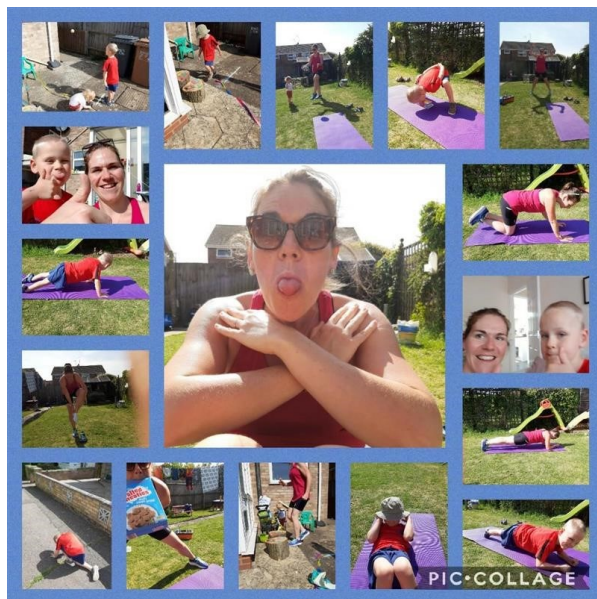
Virtual Sports Day

Our Virtual Sports Day took place on the 7 & 8 May and wow, what a response! The challenges were viewed 3,568 times and over 1,800 pieces of evidence were submitted. Thank you for all getting involved and your brilliant submissions.

Detailed points breakdown can be found below:

- 4th place with 240 points: Brisbane
- 3rd place with 260 points: Perth
- 2nd place with 270 points: Melbourne
- 1st place with 295 points: Sydney

As you can see, It was incredibly tight between all houses but the big winners were Sydney!



A brilliant effort from Mrs Howes!



Year 8 student T Knox practicing her keepy-ups!

To keep up to date with all things Sport and PE at school, and to see more photos of the challenges shared by staff, students and parents, why not follow our new Caroline Chisholm School PE Facebook page?



@CarolineChisholmSchoolPE



Updates

Celebrating our successes

This special edition issue is all about sharing the success and brilliant work of our students in these very trying times. We are very proud of the commitment shown by all of our students and are extremely impressed with some of the work being submitted. Whilst on lockdown, we would also like to continue to showcase the great feedback from parents and carers of students and staff at our school.

Staff

Praise for CCS and MFL teacher Mrs Howell,

"My daughter has enjoyed having the feedback and had a certificate today for the work she has done.

This is a great way to encourage along with the continuation of achievement points. Mrs Howell has been particularly active with contact and this has been a great support. She is honest and reflects the way everyone is feeling supporting not only the children's education but mental health, which is very important at this point."

"Firstly may I say you are above and beyond the most organised school when it comes to providing work to students. History has been excellent, Geography too."

"A big thank you and well done to all staff for your hard work"

Students

Although students are distance-learning, this has not stopped them completing incredible work and their nature to persevere during lockdown. Some of our students have celebrated achievement point milestones during this time and we'd like to say congratulations to all!

We'd also like to say a special well done to Year 8 student T Arion who celebrated 200 achievement points, what an incredible accomplishment.



Contact details

If you have recently changed address, names or contact details for your children please can we remind you to ensure you let us know in writing so that our systems can be kept up to date.

Please send these in to office@ccs.northants.sch.uk

Keep up to date!

As we enter a new month learning from home, we'd love to hear how our students have been getting on.

It'd be great to see your photos, videos and hear your stories!

Get in touch via minnes@ccs.northants.sch.uk with the chance to be featured on our social media page!

You can also stay up to date with key events, information and news on our Facebook and Twitter. Click on the icon below to follow us and stay updated! And feel free to share the links with your friends too:



@carolinechisholmschool



@CCS_UK



Showcasing our students fantastic work

Cameron Douglas

Cameron Douglas has been recognised for his incredible work in creating homemade PPE with his own 3D printer. After hearing Cameron's story, both the Northamptonshire and Wiltshire Police force came together to help transport the PPE to Cameron's grandmother who lives 70 miles away in a care home.

This is a truly incredible gesture from Cameron during this tough period of lockdown - we're all extremely proud! To read more of the story, please visit: <https://www.bbc.co.uk/news/uk-england-northamptonshire52634397>



© Northamptonshire Police



Foundation stage, KS1 & KS2 updates



Our Primary phase teachers have been missing you all!



Foundation stage, KS1 & KS2 updates

Flower competition

It has been fantastic to see all the creations for our Spring Summer Art Project in Primary phase.

There has been such a large variety in the different types of flowers that have been drawn and sent to us, the creativity from our pupils is truly brilliant!

This project is open to both pupils and staff and if you would like to get involved with the project, please email your submissions to: gmason@ccs.northants.sch.uk & aspedding@ccs.northants.sch.uk





We share below some of the fantastic drawings and paintings that have been sent in already, we have picked 1 from each year which was a tough choice with so many great drawings, so well done all!



Reception



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6



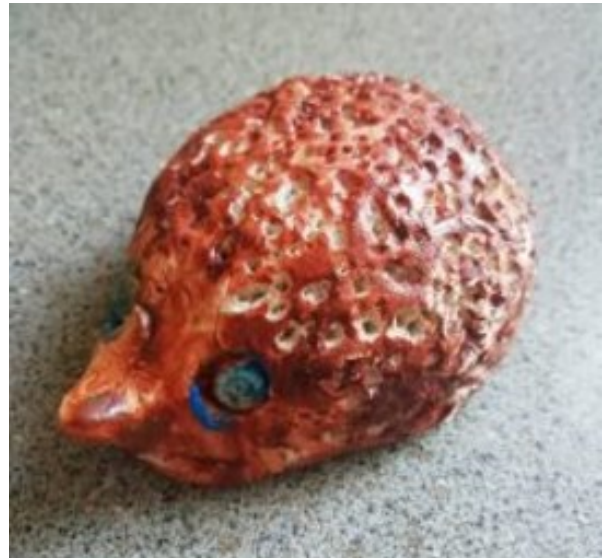
Home learning in Year 1

We have loved seeing all of your learning from home in Year 1! It has been great to see the fun activities you're taking part in including cooking, bike riding, making mud pies and much more.



Home learning in Year 2

Our Year 2 students have recently been tasked with creating their very own hedgehogs made out of salt dough, linking to their recent trip to Holdenby House where they used salt dough. Our pupils have created incredible designs (pictured below) well done all!





Home learning in Year 6

Thank you so much to all of the children and parents who have been emailing us with weekly learning updates. It is so lovely to hear about what you have been doing and see photos of your amazing work.

We'd also loved seeing your VE Day celebrations! If you haven't managed to get in touch yet, we really ask that you do. In these very strange times, it is important that we keep in touch with each other and that we (as teachers) can see your amazing



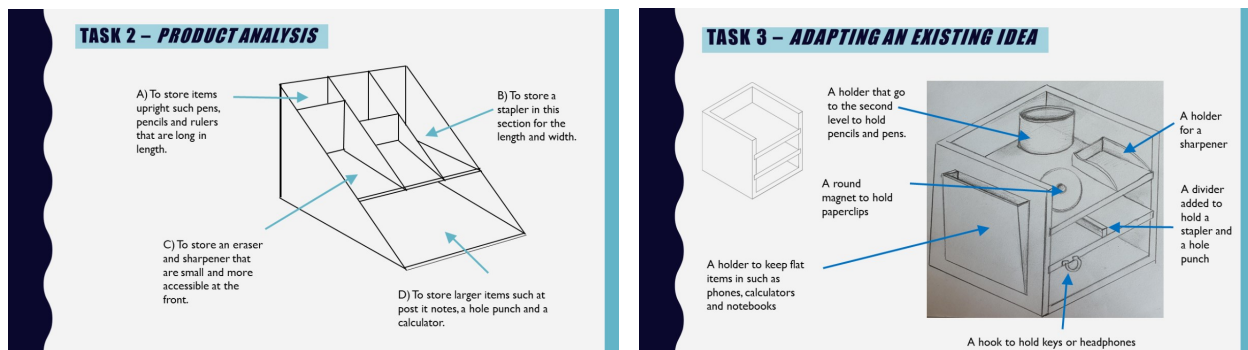


Art & Design Technology

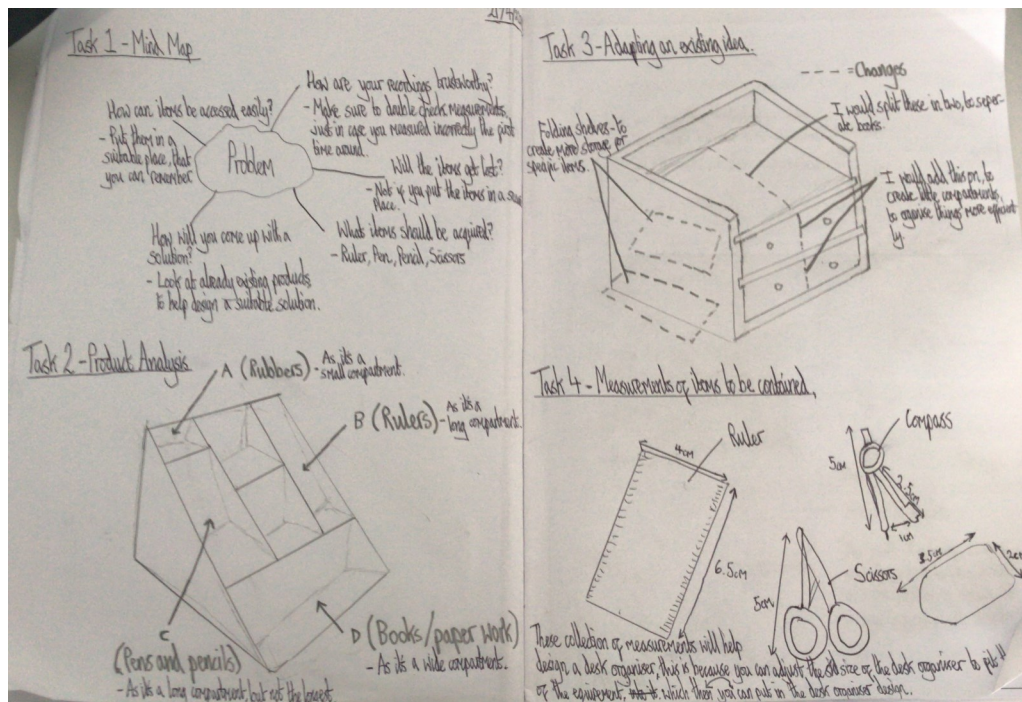
Designing a desk organiser

Our Year 9 pupils have done some brilliant work in Product Design for their designing a desk organiser project.

T Stephenson completed a whole presentation of how to create a desk organiser, including a mind map, measurements and adapted drawings. Please see below his work on the use of his desk organiser.



Work by T Stephenson



Work by M Stacey



Art – studying the work of Jean Arp

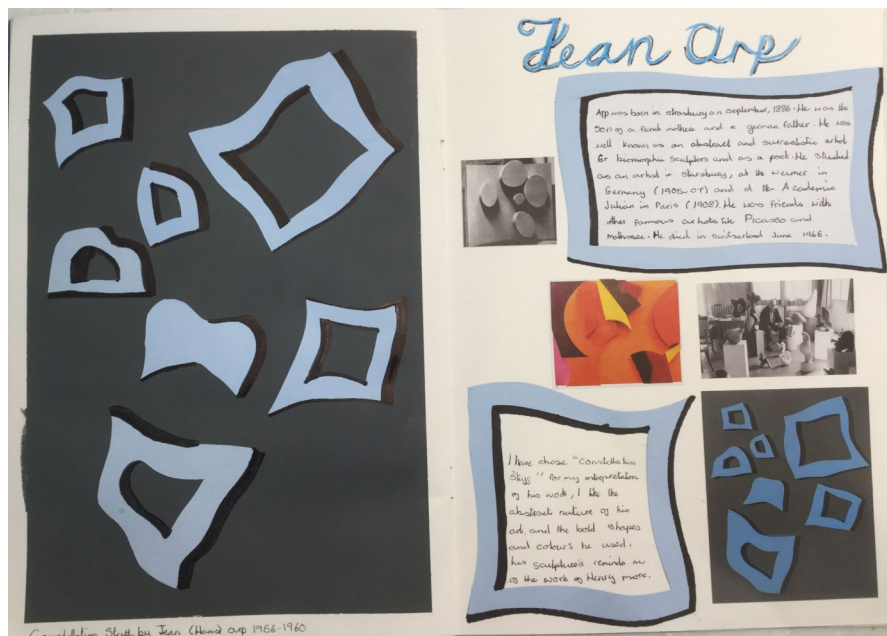
Our Year 7 student L Owen has created an incredible sculpture for her recent Art task.

Students had to look at the artist Jean Arp which links to the formal element of shape and form.

Students had to create a research page on the artist and then produce their own response. This could have been through a drawing, 2D or 3D sculpture. L Owen decided to make her own 3D sculpture and it is pictured right.



D Barnwell chose to create her display in 2D format and has done a brilliant job! (Pictured below)



Art teacher Miss Bailey also noted, "What's especially lovely about this one, is that she often finds art more challenging, but her dad is rather good at it. They spent time together and he showed her how to perfect the shadows using lines... love the family bonding and the awesome work achieved as a result!"



Design Technology from home!

Year 9 student E Pinney was keen to showcase some of his DIY work around the house over the lockdown period, he had been helping his dad to build a decking area in his garden and even said "I have been helping my dad build for past few days a little bit like a tech lesson"

It's fantastic to see how students have been linking their work in school to at-home activities.





Art – studying towers

Year 8 student, M Alluvada, has put together an incredible piece of editing for his recent Towers project.

Students had to choose their favourite tower to research and then recreate using any material of their choice. He was clever enough to use cups and create a wonderful video exploring his ideas and the process. The editing of the project is done very well and is quite ingenious!

Please click on the image below to view the video:



Year 8 student T Scanlon has also been extremely creative for his recent Towers homework for Art.

He was inspired by the leaning tower of Pisa and made the effort of drawing the tower and attaching it to a fan to make it lean.

What a brilliant idea and extremely creative, well done!





Performing Arts

Drama – script writing

Our drama students have created some fantastic scripts as part of their recent project and we would like to share some of their work with you:

[Year 8 script by S Ecran](#)

[Year 8 script by A Doyle](#)

Year 7 student D Eze has also put together an incredible 7-page script about the consequences of Cyber Bullying. You can download and read the full script [here](#).

Year 7 Drama

Year 7 Drama students had to read scenes 1-4 of a comedy 'Redd' for homework, then complete a quiz and summarise the scenes in a storyboard. J Bull and E Voice produced some really good work (pictured below) and captured the humour in the script really well in their storyboards.



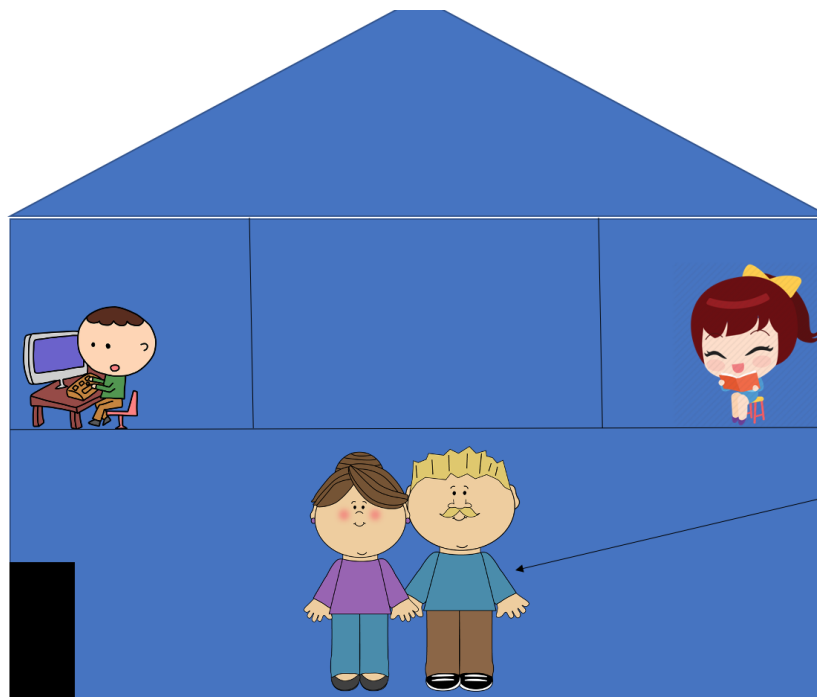
| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| | | |
| <p>Postman is delivering a copy of Wow Magazine for Brenda. The front cover says <i>Wow! The only magazine you need to read to keep up to date with the glamorous lives of the rich and famous</i></p> | <p>Brenda is upstairs getting ready where she always spends a lot of time getting ready.</p> | <p>Brenda comes downstairs and takes the magazine from Father. Mother wants her to take the cake to Grandma's house.</p> |

Comic strip by E Voice



Pre-scene 1

Robin on his computer games!



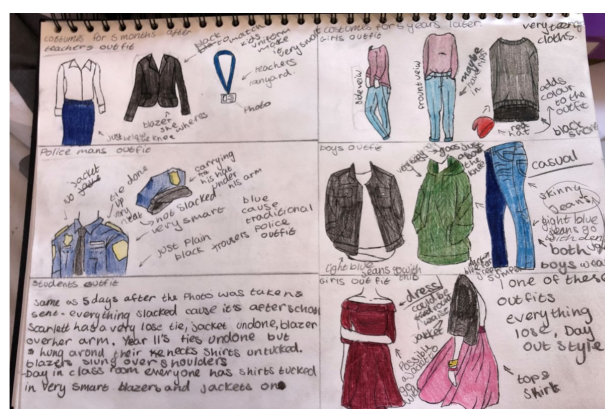
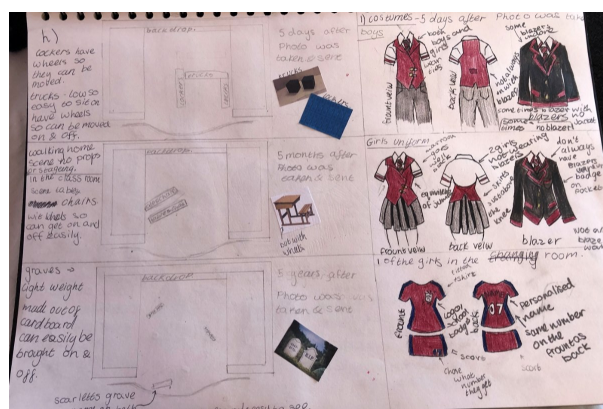
Brenda reading her 'Wow' Magazines!

Their mum and dad

Comic strip by R Cauchi

Drama—research, design and creative writing project

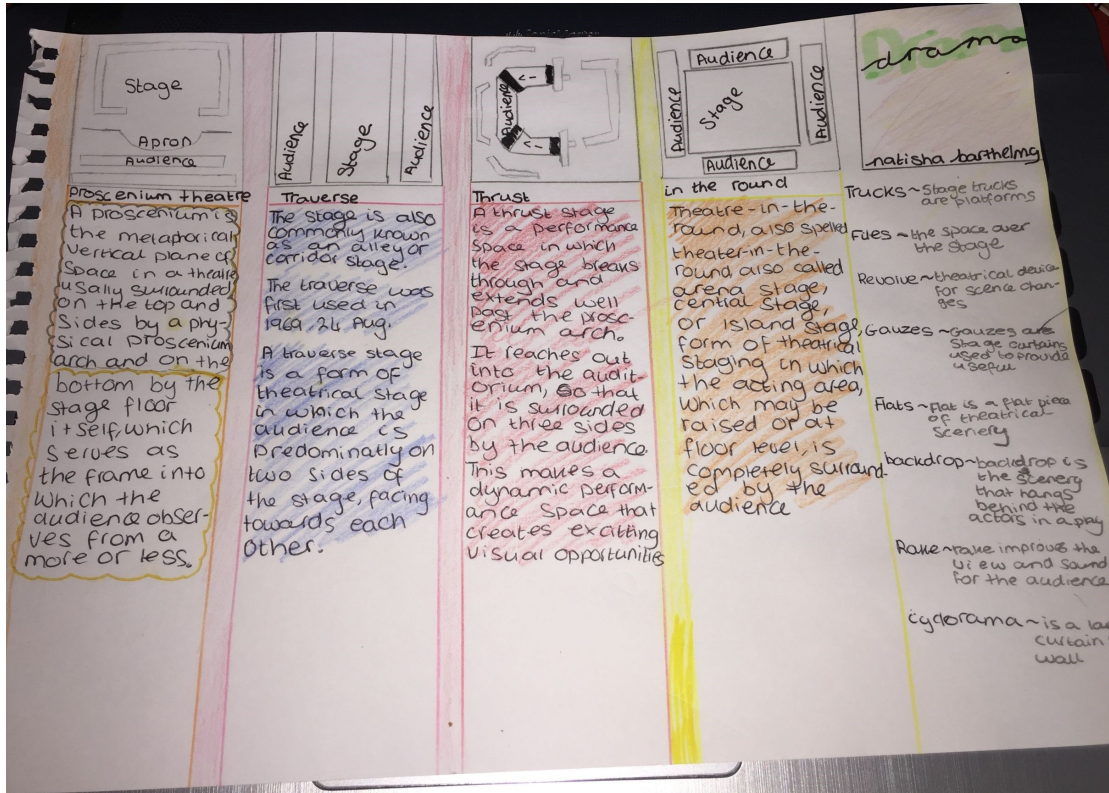
Our Year 9 pupils were tasked with a research, design and creative writing project for their drama [lesson]. Student G Shelley has been extremely creative in her own design called "Girls Like That", she has researched and designed various stage seating plans, set designs and prop equipment, a full script and has even designed an array of costumes for each scene in the play. This is truly a fantastic effort - well done! Please see below some of the brilliant work she has put together:





Year 9 – Drama

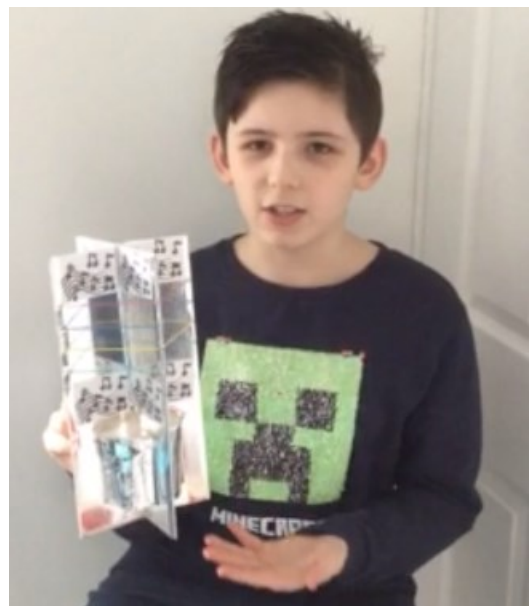
Our Year 9 students were tasked with researching and presenting the different stage elements for Drama, student N Barthelmy has created some brilliant displays we'd love to share with you:



Music

Year 7 pupil J Ayres demonstrating his home-made instrument for our unit on Experimental music.

You can click the image right to view:





Drama—production of Macbeth

D Nemeti produced the amazing trailer below (she says it took her 3 hours!) for a production of Macbeth - thank you to Mrs A Wittich for helping her with the research. The end result is incredible! Please click on the image below to view:





Psychology

Year 12 students L Metcalf and C Bevan have created incredible posters detailing the Social Influence, Conformity, for their recent A-Level Assignment. This is outstanding work from both students - well done!

Please take a look at their posters below:



Conformity

Conformity: is a change in a persons behaviour or opinions, because of real or imagined pressure from surrounding (Elliot Aronson 2011)



Explanations for conformity

Deutsch and Gerard developed a two process theory, that shows there are two main reasons people conform. They are based on the needs to be *right* and *liked*.

Information social influence: this explanation is based on the need to be right, so it's about who has the better information. People follow a behaviour of the group because they believe that group is right. So we accept it because we want to be right.

It is most likely to happen in situation that are new to a person or the situation is ambiguous. This explanation of conformity may lead to internalisation.

Normative social influence: this explanation is about norms. People with agree with the behaviour or opinion of a group, because we want to be accepted; and gain social approval. People want to be liked and not rejected.

This explanation of conformity is most likely to occur in situations where the person feels concerned about being rejected. This may lead to compliance.

Evaluation

Research support for ISI: Lucas et al found there was greater conformity to incorrect answers when they were difficult rather than when they were easier ones.

Individual differences in ISI: Asch found that students were less conformist than other participants, this is supported by Perrin and Spencer.



Types of conformity

Internalisation: this occurs when a person genuinely accepts the group norms. This means that they also change their opinions/beliefs privately and in public. The opinions/behaviours also occur in the absence of the external influence i.e group members

Identification: this is when a person identifies with the group, because there is something that we value. This means there is a change our public view, even if we don't privately agree with everything.

Compliance: this means going along with others in public, however in private not changing personal opinions. This type of conformity means that once the group pressure stops so does that particular behaviour or opinion.

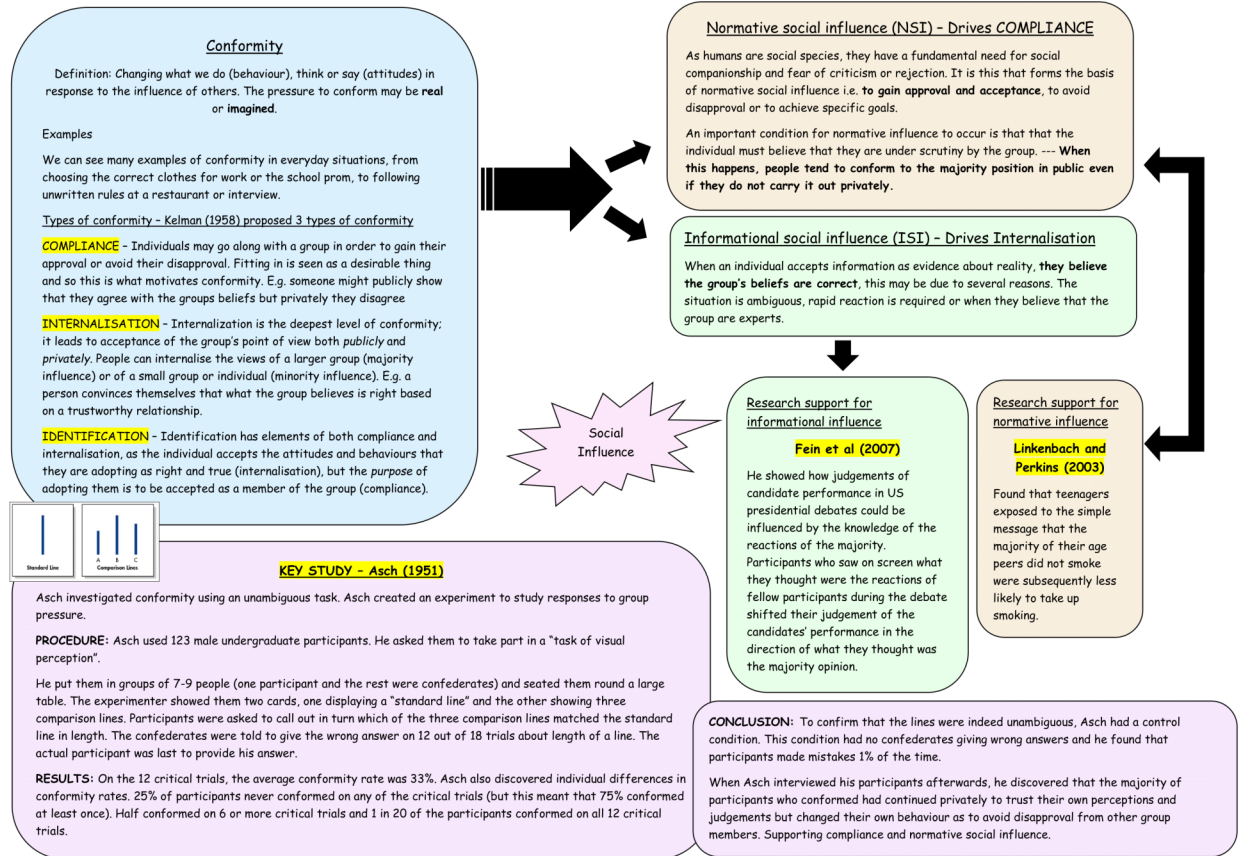


Examples

Information social influence: when you think you know an answer to a question in class. However most of the class agrees on one answer, so you accept that answer because you feel they are likely to be right.

Normative social influence: when your friends start to smoke, you feel the pressure to start otherwise you would feel rejected from the group; so you start

L Metcalf



C Bevan

Tutor work

Taking the initiative

Tutor group 8RCY recently were set the task to take the initiative at home and organise a group event for their household, this could be anything from baking, to gardening, playing a board-game or any group activity.

It was fantastic to see your home-baking creations and your descriptions of how you took initiative. Just in time for VE Day celebrations!

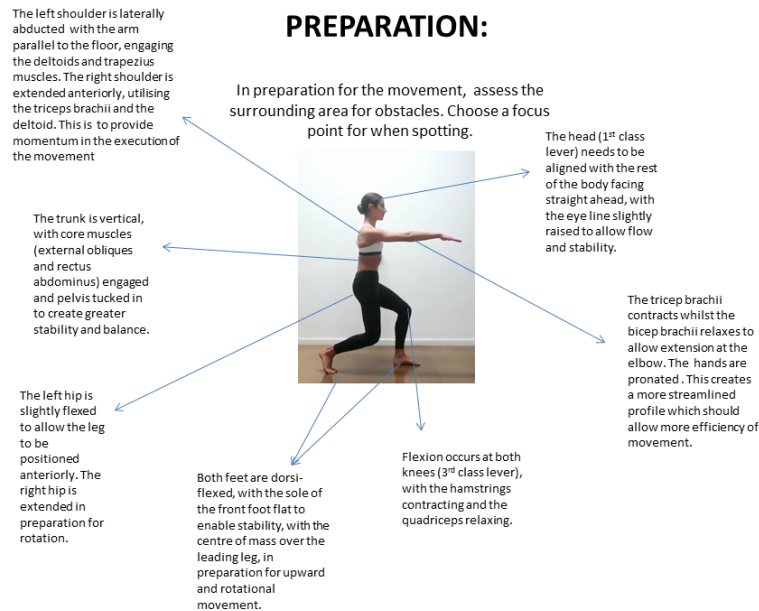




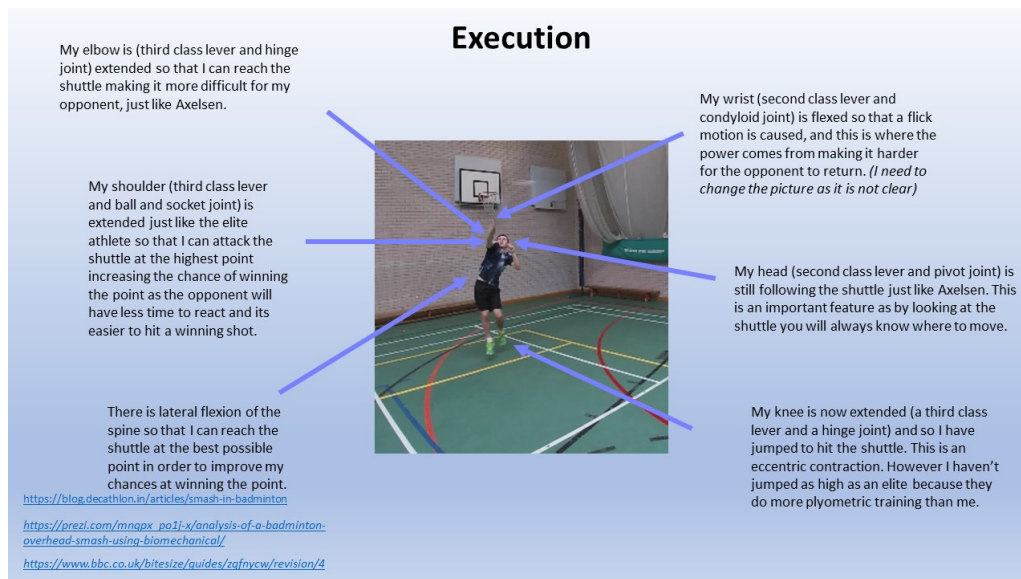
Sports

A-level technical analysis

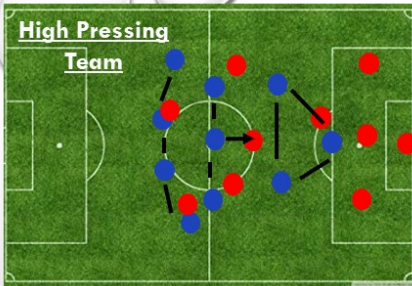
Our Year 12 students have recently been studying technical analysis as part of their coursework. We'd like to showcase below the incredible work from students: W Dean, Z Littlemore, S Walker and M Pashler.



M Pashler



S Walker



TACTICAL

The primary objective in football is to score goals. This happens by having the possession of the ball and creating goal scoring chances. Therefore, the players actions need to be goal oriented, and that the goal should be to win the match.

There are many tactics used in football, each one is thoroughly planned and scrutinised depending on the opposition they're facing. The one I am focusing on is high pressing.

<https://www.youtube.com/watch?v=x2otXSTeDQ8>

The high line has been deployed by many team such as Barcelona, Liverpool, Ajax, Borussia Dortmund and Bayern Munich.

The most important factor of the high pressing game is that it's built from how the team plays off the ball, rather than on it.

The high pressing tactic achieves this objective as it is an attacking form of play employed by a team that sees the offensive players pressing high up the pitch and the defensive players holding a high line, whilst keeping a compact structure. The team's forwards are usually the main instigators of this tactic.



KEY:
Player movement ----->
Ball movement ----->

Z Littlemore

Arm action: Posterior deltoid, teres major and latissimus dorsi contracting to cause shoulder extension.

Preparation 2

Head carriage: I am focusing my sight on the end of the track, this will help me to stay in my lane



Leg action: Amortisation phase, elastic energy is stored in the Achilles tendon, ready to be used as an additional propulsive force, allowing for a longer stride.

Trunk: Abdominals stabilise my upper body, in order to prevent any unwanted movement. However, my upper body is slightly more leaned forward than Bolt's.

W Dean



Home workout

Our students have been busy creating their very own home workouts, including creating warm-up and cool down exercises and a variety of sets to target different body areas. It has been fantastic to see how creative you all have been in the displays for your home workout and the difference in exercises you have chosen. Below are some examples - a huge well done to all!



M Croft






A Wesson

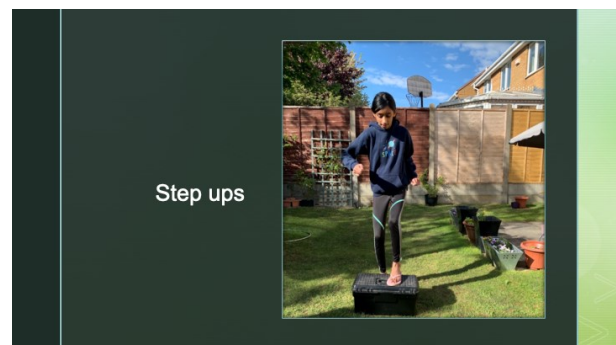
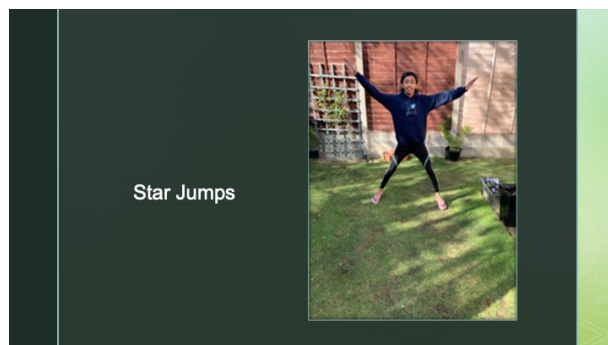


Set A

Repeat 3 to 5 times -1 min rest between sets

| Exercise | Reps | |
|-----------------|---------------|-------------------------------------------------------------------------------------|
| Squats | 15 |  |
| Push Ups | 10 |  |
| Single arm rows | 5 on each arm |  |

F Neal



M Khistria



Circuit / weight training

Warm up- stretches, running on the spot 30 seconds, lunges 10 each leg



1. Squat jumps 30 seconds

(Squat then jump up in the air in-between each squat)

2. Biceps curls 30 seconds (With 3kg weights)



3. Leg lifts 30 seconds

(Lay on the floor and lift your legs up and down)

4. Plank 2 minutes



5. Russian twists 30 seconds

(Have a weight in your hands. Sit down with your knees up and you twist your body and the weight. Keep feet are only a few centimetres above the ground)

6. Speed punch 30 seconds

(Punch the punching bag really fast where the opponent ribs would be. If you don't have a bag then shadow box)



7. Toe ups 30 seconds

(With weights in each hand lift up onto your toes and back down)

8. Toe reaches 30 seconds

(Lay on the ground and lift your legs and arms up so they meet above your head and slowly come back down)



9. Bicycle crunches 30 seconds

(Lay on the ground and with your hands cupped on your ears and bring one knees and elbow together left leg, right arm, then right leg, left arm)



10. Press-ups 35 push ups



This workout is repeated once you have finished all ten exercises.
It is done every day twice.

If the pictures or description of the exercises don't make sense tell me and I'll show you a video so you can understand it.

L Breen



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