
WHAT'S THE LATEST FROM ST BEDE'S?

Home Learning!

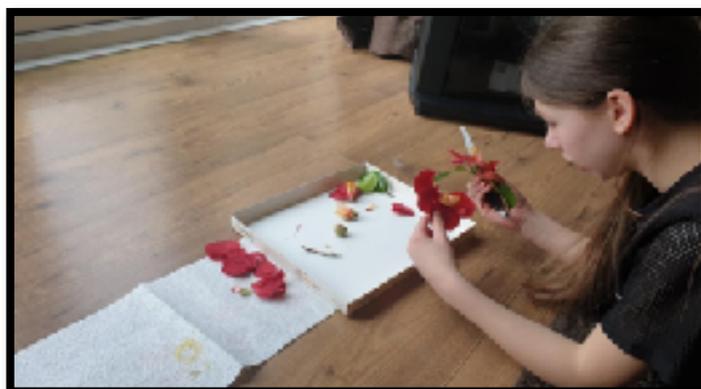
Welcome to another edition of our school blog. This edition is very different. We have lots of stories of great home learning and some information to help face the challenge that is home learning. Whatever you are doing with your children, make it fun and enjoy being together as a family. I have three young children and they have varying levels of enthusiasm for being taught by Dad at home! I hope you are finding time to enjoy being with each other more. As I said in my last letter home, we will never get this time back as our children grow older. They will certainly remember this time and be learning much more from you than you can teach from online resources. Whatever happens, we will be as determined as ever to ensure your children get the best possible education as soon as we are back at school. As ever, you can also keep up to date via our Twitter page (@stbedes1957).

Coronavirus update

As I write this, we have no further information on when we might be back at school. There is no secret flow of information to headteachers about a possible return date. All we can do is make the very best of the current situation and be there for each other. If you are enduring any hardship that we can help with, please just contact school (admin@sbchs.co.uk) and we will do our very best to help.

Scarlett gets stuck into her Science

Mr Basquill shared some great work that Scarlett Sutter of 7N1 has sent him. Scarlett sent in a few photographs of the flower dissection she did at home as part of her work on reproduction in animals and plants.



Incredible artist Amber creates masterpiece

Amber Wells has been creating a great piece of art work to represent the message of Pope Francis' 'Laudato Si'. The piece will be submitted to the Archdiocesan media competition. Amber's work is intricate, soulful and beautifully created.

Amber explained to me, "The model I have made represents both our environmental mission, and finding the courage as individuals to spread the 'Joy of the Gospel' in our communities and beyond. The tree is a symbol of the growth of our faith which as it matures, it becomes stronger and reaches out further to unite and support our world. The tree may take courage to climb but our faith and belief in Jesus will carry us upward, and the journey will reward us with hope and joy which we can share with others. Each branch is an extension of love and compassion to those who cross our path which flourishes and spreads the more it is shared. The tree's canopy reflects a safe place for people to shelter, like the Catholic Church. The cross above lights up the whole of creation, and is always present to inspire us to spread the 'Joy of the Gospel'."

Here is Amber's work:



Reflections from our Chaplain, Jacinta

I was a big fan of Seamus Heaney, and then I decided to write my dissertation on his work. Whilst in awe of his genius, it was quite clear to my twenty-something self that it's much nicer chatting about a poet than writing thousands of words analysing their work. Over the past couple of weeks, Seamus Heaney's words have been echoing in my head- again:

'The way we are living, timorous or bold, will have been our life.'

Timorous or bold . We decide. In light of the crisis we find ourselves in, these words seem to have even greater significance. The contemporary meaning of the word 'crisis' refers to times of difficulty or insecurity but the original meaning of the word, from the Greek 'krinein', is 'to decide'.

The corona virus offers each of us and society, the opportunity to decide what kind of people and therefore what kind of society we want to be. We can decide to act boldly with compassion, solidarity and love for our neighbour. In the face of this crisis, we are called to be living, bold examples of Gospel values, faith, hope and love. It has also created a sense of immediacy, we have to love 'now', share 'now', care 'now'.

In the face of crisis we might ask, "Where is God? What is he communicating to us?" God is here amongst us, in us. We are called to be God's hands on earth, His heart, His eyes, His feet on earth. God is here through the goodness of our actions.

It sounds so simple, but as Heaney said, the way we are living, will have been our life. Let us ask God to help us draw closer to each other, to remind us of the things that truly matter in our lives and to love.

Lenten Prayer - Time.

Time to make the desert journey
and renew our way to life.

Time for testing and time for changing.
Time to trust the word of God.

Time to recognise holy presence
and share Cyrene's work.

Time for forgiveness and for healing
and to repent our broken lives.

Time to build God's dwelling with us
and proclaim full life for all.

Time to watch and wait with Jesus
and to prepare the upper room.

Time to turn our lives again to God
and to transform our world with love.

Let us pray for those who have lost loved ones.
May God console them and grant them peace.

We pray for all care givers.
Grant them courage and strength.

Amen.

Holy Week resources

All Parents and carers can access Holy Week Resources to use at home on the school website, under the parent section of the website. This will be updated weekly with further resources. In light of Church closures, live Sunday Masses can be streamed from a variety of sources including:

www.Liverpoolcatholic.org.uk

YouTube: StAnne & St Bernard Liverpool UK

For Children's Liturgy: www.tentenresources.co.uk

Hannah's generosity.

Despite the upheaval and challenges of the last few weeks, Hannah Dykes, year 8, has yet again allowed her generous spirit and endeavour to shine through. Hannah has collected over 25 Easter eggs for the food bank and vulnerable people in the community. Hannah is an example to us all and a wonderful role model to all. Well done Hannah.

Would you like to get into teaching?

Wigan & West Lancashire
Catholic School Direct

We are still recruiting for September 2020!
Interviews are now online / remote.
Apply via UCAS – Provider code 27Q

Maths (2QR6)	Chemistry (2QRT)	Music (2V39)
Physics (2QQ9)	Biology (2QRW)	Religious Education (2QQR)
History (2QR8)	Geography (2QR9)	English (2QQF)
Computing (2QRQ)	MFL Spanish or French (2QR5 / 33VM)	Business (2Q9B)

More information at the website www.catholicisd.org.uk or email enquiries@catholicisd.org.uk

NHS appreciation by students in school

Miss Harris and some of our students have made some art work to thank the great work our NHS are doing. The work was completed by students who have been attending school as their

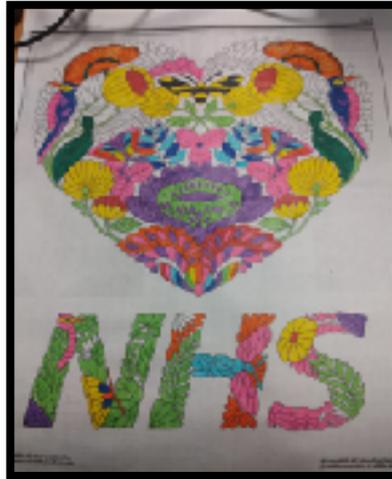
parents are keyworkers. We have had a very small number of students but we're happy to be able to help them.



14 Health Benefits of Singing



1. Reduces stress
2. Improves mood
3. Lowers blood pressure
4. Improves breathing
5. Reduces perceived pain
6. Boosts immune system
7. Improves sense of rhythm
8. Promotes learning in children
9. Forges comforting memories
10. Promotes communal bonding
11. Provides comfort
12. Motivates
13. Empowers people
14. Promotes well-being



Hannah shows love for the NHS in her window



Hannah Birkett has created an NHS appreciation window in her home. Hannah has been moved by the work our NHS workers are doing at this time and wanted to make a statement. We would encourage all of our students to do something similar. Hopefully, we will now have a generation of children that see the incredible worth of the nation's real 'key' workers.

Music to beat the corona virus blues

Music is amazing for well-being, both physically and mentally. A good tune boosts feeling of happiness and a dance around the kitchen helps to keep you fit.

What an unbelievable and crazy time we are having at the moment. I went from a full on mad life; leaving for work at 7.15am, full day teaching, choir every lunch time, after school meetings, running my daughters about every night to dancing, music lessons, making dinner, planning and marking work and then trying to fit in a few hours sleep, before it all started again.

I didn't realise how brilliant all that was until it stopped!

I miss the friendly faces in the staff room, the laughs with 11 More at form time when I give out the daily presents of makeup wipes, the smiles of all of my pupils when they come to music (especially when I'm welcoming them singing '*good morning, good morning, we've slept the whole night through, good morning, good morning to you and you and you and you!!!!*'), break time tea and toast, hundreds of pupils asking me if they can use the 3 practice rooms to rehearse, congregation in the music area (even though it's out of bounds and Sarah and I pretend we haven't seen them! 😂), trying to eat lunch at the same time as rehearsing (now that's a challenge), different choirs every lunch time (Monday - Year 7, Tuesday - Boys and Band, Wednesday-Chamber Choir, Thursday - Disney Choir, Friday - Senior Choir). Friday choir is the craziest by far!!!! Cramming 80+ pupils in my classroom, all of them trying to sneak in lunches and thinking they can hide full plates of fish, chips and beans and a chocolate brownie. Then at 1.25 we eventually start to rehearse after I've managed to get them all quiet at last...we call that one 'Crazy Choir' now instead of 'Senior Choir'.

So, let's keep music alive through all of this.... I'm suggesting that:

Every week pupils, parents and staff create a playlist of upbeat, happy songs which we will share with you all. Please send any shout-outs and/or pictures of you singing/dancing along to the music, to a.mcmurray@sbchs.co.uk

All of the choirs can log on to our choir link at <http://tinyurl.com/stbedeschoir>

You should click on St Bede's Chamber Choir then Hushabye. You will find all the sound files for the 3 parts for you to rehearse. Put headphones in to hear your part clearly in your right ear.

Send any video files or pictures of you rehearsing the whole song and we will try to put it together as a virtual choir

Send any Tik Toks of you and friends to a.mcmurray@sbchs.co.uk

Send a photo/video of you practising any kind of music (playing piano, flute, guitar, singing etc) and we can all be part of our virtual music community.

(GCSE pupils should definitely be sending me these photos as evidence you are practising



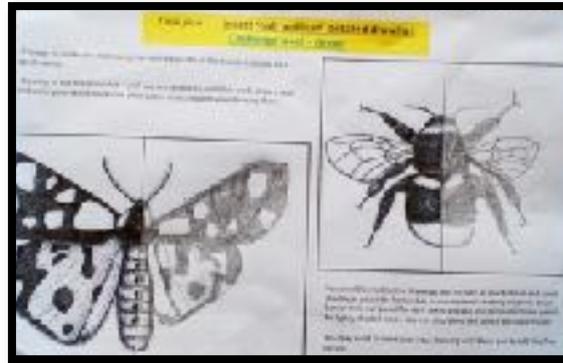
So, take care, look after yourself and keep 'musicing' (not a real word) as part of our contribution to help reset the community's equilibrium.

Keep those pictures and videos coming in!!

Mrs McMurray

Art work continues to flourish at St Bede's

Year 7 have been working on their Insects project. They have been developing their observational drawing skills and practising using tone and texture.



Harry Copeland



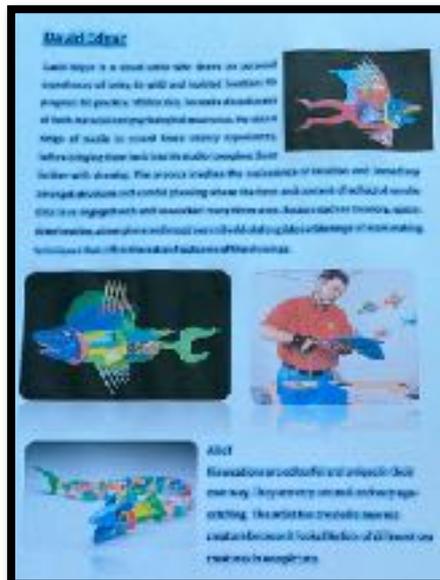
Mae Hills

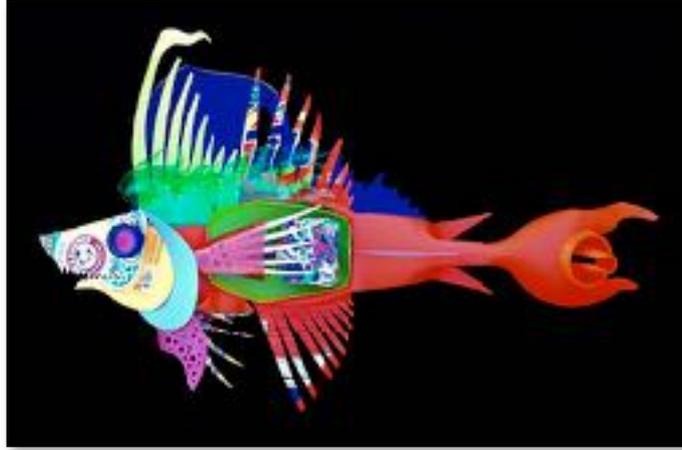


Brayden Bailey

Year 8 have been researching the artist David Edgar. Edgar uses recycled materials to create pieces of art. Here is a video clip of him making a fish. Have a watch and then give it a go yourself. I can't wait to see your creations.

<https://contemporarycraft.org/meet-a-maker-david-edgar/>





Year 9 have been looking at the artwork of Loui Jover. Jover takes photos of famous people, breaks them up and then adds patterns, shapes and colours to them. Here are a few colourful creations.



Will Jackson



Lily Copeland



Bethany McClusky

Things to do at home... and remember the hashtag #creativitybeatscorona and tag the Art Instagram account sbchs.art

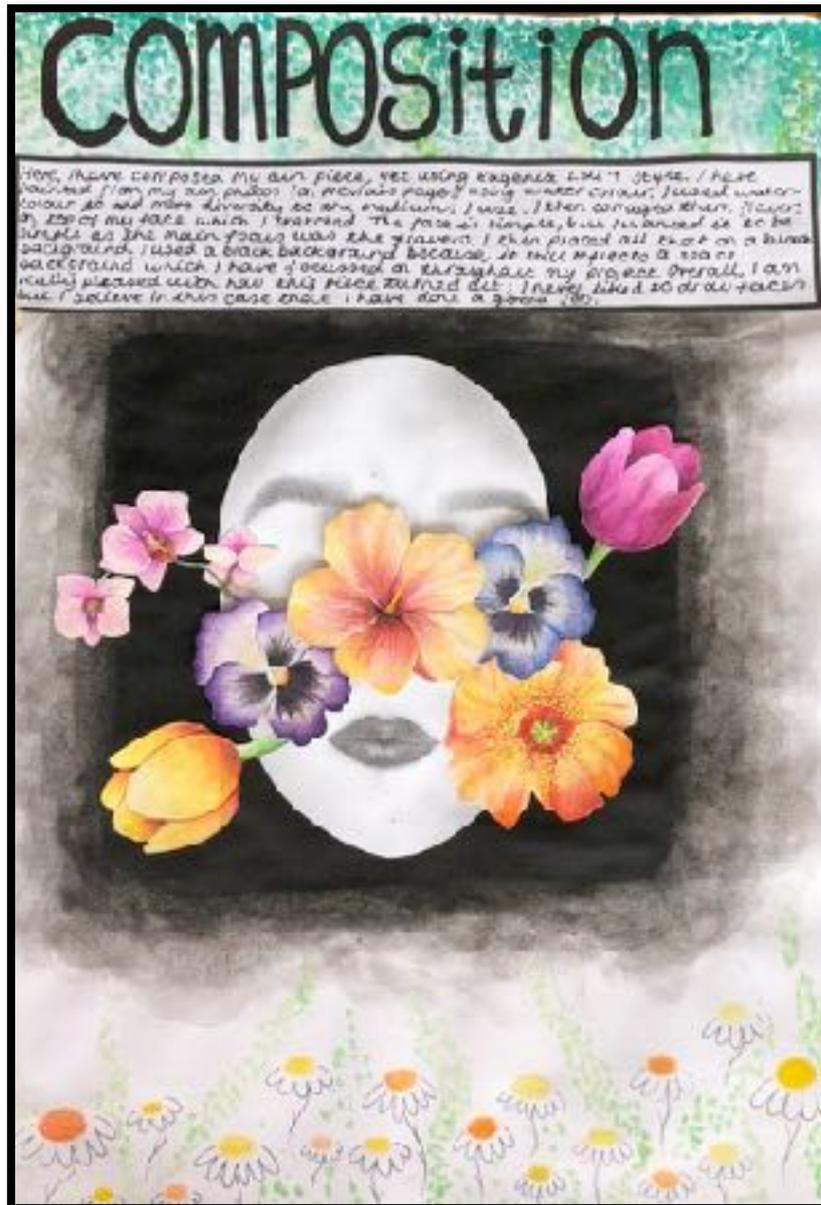
- Secrets of the Museum, BBC iPlayer - Take a look behind the scenes at the V&A where you can meet Frankenstein's monster, discover the real Alice in Wonderland, see the Star Wars costumes and much more...
- Have a go at some drawing tutorials, this is really good! <http://www.robbiddulph.com/draw-with-rob>
- Watch short video clips from artist interviews to curator-led tours of exhibitions, The Royal Academy <https://www.royalacademy.org.uk/articles/tag/videos>
- Ever wanted to paint like Kandinsky? Check this out! <https://www.tate.org.uk/art/artworks/kandinsky-cossacks-n04948/how-paint-kandinsky> There are loads of other tutorials on here too.
- There are so many activities on the Tate website. <https://www.tate.org.uk/kids/make/paint-draw/make-marbled-paper-foam> have a go at marbled paper, make a chocolate art work or make a doodle Gif.

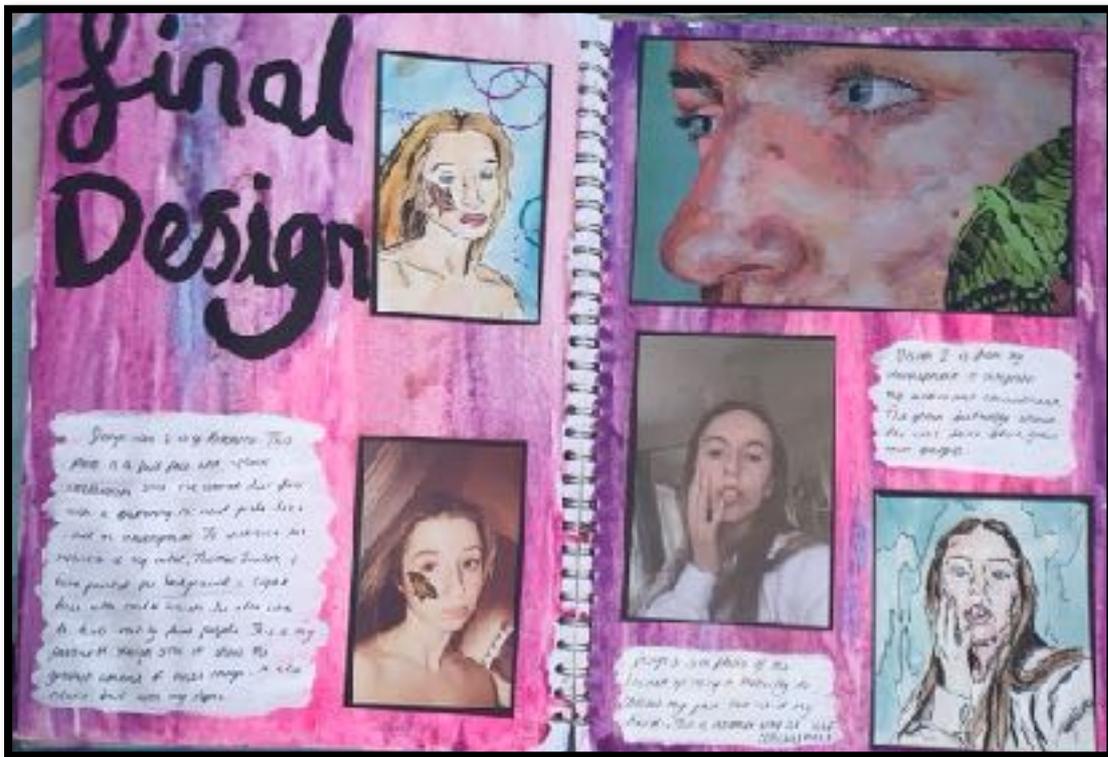
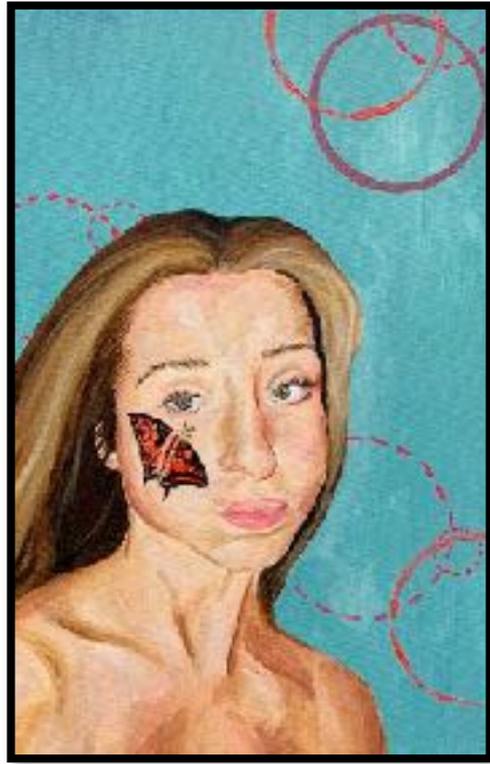
The Art and English department are recreating famous paintings, only using items from home. Take a look at what we've been doing and have a go yourself. Send your photos to the Instagram account sbchs.art





Year 11 have been extremely dedicated and are continuing to work on their exam project. Here are a few pictures they've sent us:







Poetry and love of language in English

Year 7 Poets

This term, Year 7 have been studying poetry and are now trying their hand at writing some of their own. Rose Jackson wrote this incredible poem which really strikes a chord with the current climate:

Monday 30th March 2020

Rose Jackson-7W1

Year 7 – Poetry and reading composition.

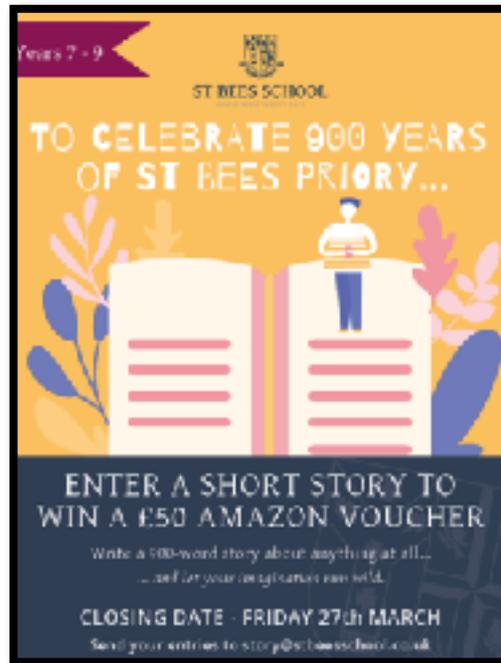
If you hope, there won't be fear,
 For within hope, there are no tears.
 Hope shines out, a beacon for others,
 It calls us to it, as sisters and brothers.
 Hope is magnet, radiant and free,
 And all evil before it will turn and flee.
 Without hope the doors remain shut,
 The love and care are therefore stuck.
 Hope is the sun, rising high,
 And when it sets beyond the sky,
 We are the ones all through the night,
 Who carry it's burning candle of light.

Short Story Competition

St. Bee's Priory School in Cumbria is running a 900 word story competition to mark their 900 year anniversary. The competition is open to years 7-9 and can be of any genre or topic you

like! There are prizes of £50 Amazon vouchers for winners. Send over stories to Miss Ferries at l.ferries@sbchs.co.uk. Please note that the deadline has been extended to the 29th May.

Here's an extract of an entry written by Harry Gell in year 7 entitled 'The Astronaut':



English Department Instagram Page

Many of you have already followed us at @stbedesenglish which was set up to provide regular updates, prompts, communication, revision guides on the story highlights, book recommendations and examples of great work done by our pupils during this period. Follow us to see what we are doing!

Book Reviews and Recommendations

We have a list of book recommendations for you on our St. Bede's English website at www.st-bedesenglish.weebly.com - scroll down towards the bottom of the homepage and click the pink box that says 'Recommended Reading'.

Our students have been keeping us updated with what they are reading at home which is fantastic. Please write book reviews whenever you finish a book and send them over to us to share with everyone so we can keep on reading!

Free Royal Shakespeare Productions to Watch Online

BBC's Culture in Quarantine have released six RSC Shakespeare productions to watch for free online. You can find them on BBC Four and BBC iPlayer.

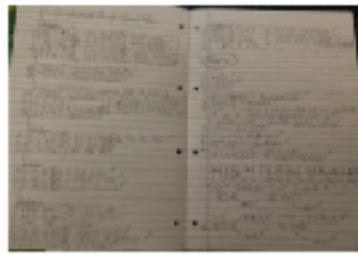
Celebrity Lessons Online

We all know PE lessons are being delivered by Joe Wicks online but did you know that there are English lessons with David Walliams, Food Technology with Jamie Oliver and several more? Check out this poster for times and links:



Keep up-to date with your maths work

Maths at home... Well done to all our pupils managing to engage in some maths at home – we know its difficult! Here's some fabulous examples of some work we've had emailed back to us...



Your maths teachers will have set a variety of tasks for you to have a go at – all the details will be on your classcharts and/or email. The tasks will involve you completing worksheets (no printing required), using your mathswatch account, methodmaths account, corbettmaths or other websites we've found for you. We've also set you up with a maths quiz account using the website www.eedi.com where you can login (same as mathswatch but substitute the @ between the number and st berles with another dash) and try the weekly quiz we've set you. Even if you can't do all the work just try some of it when you can and remember you can email your teacher for help if you need to. Keep up the good work folks!

MFL News

MFL News

Bonjour / Hallo!

How are you? Wie geht's? Comment allez vous? We in the MFL department are missing all our pupils and staff so much!



We hope you feel like we are keeping in touch. Every week, Fran Williams is sending out a learning bulletin and work for different groups to keep you busy. We are enjoying receiving your emails, and examples of the lovely efforts you have been making to keep on top of your language learning.

We have also set up a new INSTAGRAM page, where we regularly post examples of your work, fun language facts, and reminders. We would LOVE you to get in touch with us even more so we can see what you are doing at home to keep busy, and if you can make any funny videos of you and your family speaking French or German, that would be fantastic!

There are three competitions running which you may like to take part in:



1. Easter Egg Decoration

To mirror the German tradition of decorating the outdoors with hand painted eggs, we invite you to do the same. All you need is a hardboiled egg and some paint! Anyone who posts their design on Instagram will win a prize from us when we see you again.

2. Cake, bread or biscuit baking competition - with a twist

If you're a whizz in the kitchen, or even if you aren't, why not try your hand at baking a cake, some bread, or biscuits but with a French or German theme (an Eiffel Tower baguette, soy, or some cookies which spell out a word / phrase?). Again, post a photo of your finished design on Instagram (or you can email us, too) to win a prize!



FOLLOW US ON



Instagram

@stbedesormskirkmfl

CHECK THIS OUT!

1. A nationwide competition open to students of German
THIS IS AN EXCITING OPPORTUNITY FOR OUR Year 7 and 9 LEARNERS OF GERMAN IN SAINT BEDE'S!

British-German Association Youthbridge DEAKIN Awards - 2019-2020

For excellence in German

The British German Association is pleased to announce the opening of this year's Youthbridge Awards for German, presented annually to the winning three pupils in each participating school.

The aims of the Awards are to help raise the profile of German in your school. The winners are chosen by the Head of German at each school, taking into account:

- a) The pupil's enthusiasm for and ability in the German language
- b) The ability to motivate others to take up German and develop an interest in Germany
- c) The quality of their project

The project

Each project should be in German and on a topic concerning Germany. It might, for instance, explain a student's interest in or relationship to Germany, its culture (in the broadest sense of the word) or language. But it could equally be about one aspect: for instance, an artist, German music (Beethoven's 250th or Kraftwerk's 50th birthday, for example) history, sport, or travel.

The project could be an essay, or it could be something quite different: talk-to-camera, filmed interviews, voiceovers, a Powerpoint presentation, poetry...

Projects should be sent to your language teacher by mid-June 2020!

Please let us know within the next couple of days if you would like to be entered for this, as we need to let the competition organisers know.

The awards:

1st Prize: £50, plus the Eyewitness Guide to Germany*, and the Youthbridge Award certificate

2nd Prize: £30 plus the Eyewitness Guide to Germany*, and the Youthbridge Award certificate

3rd Prize: £20 plus the Eyewitness Guide to Germany*, and the Youthbridge Award certificate.

*A maximum of three copies of The Durling Kinderley "Eyewitness Guide to Germany" will be awarded per school.



Best wishes, and viel Glück! Please get in touch with Fran Williams, Madara Williams or Madara Gallagher if you have any further questions, or if you want to check things out for yourself, click on this link.

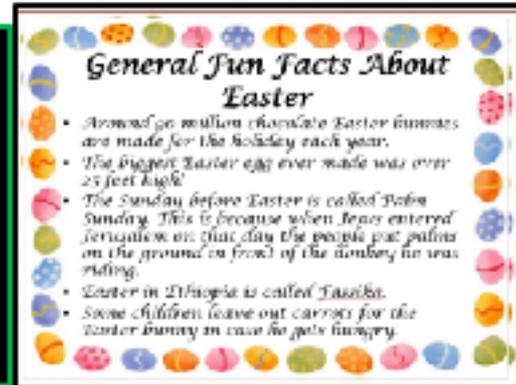
<https://www.britishgermanassociation.org/what-is-youthbridge/youthbridge-awards/>

Our email addresses are:

d.williams@shchs.co.uk, e.williams@shchs.co.uk, p.gallagher@shchs.co.uk

Here's a taste of some of the work you've been posting so far, and some of our efforts, too!

Pupil posts





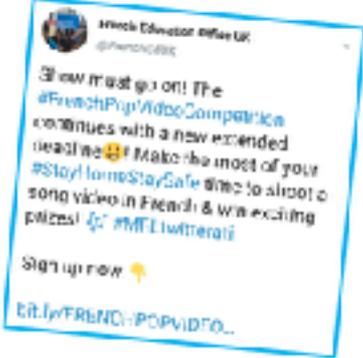
Stay Safe and Stay Fit posts



roule tes mains / roll your hands
à gauche / to the left

Hände waschen!

Consuelo Lizaso



French Education Office UK
@FrenchOfficeUK

Show must go on! The #FrenchPopVideoCompetition continues with a new extended deadline! 🎉 Make the most of your #StayHomeStaySafe time to shoot a song video in French & win exciting prizes! 🎁 #MFLTwitterati

Sign up now 📌

👉 bit.ly/FRENCH-POPVIDEO



If you're more of a coach parent but still want to brush up on your French or discover exciting stuff, try watching some foreign language films!

Tap on French and German films on Netflix!



All films mentioned below are suitable for children. Pupils may recognise some of them already!

French films

1. A Monster in Paris (2011)
2. Tales of the Night (2011)
3. The Painting (2011)
4. The War of the Bretons (2011)
5. Azur and Astérix: The Princess' Quest (2006)
6. A Cat in Paris (2010)
7. The Rabbit's Cat (2011)
8. A Town Called Panic (2009)
9. Princes and Princesses (2000)
10. The Red Balloon (1956)

German films

1. The Man in the Moon (2012)
2. Lisa and the wild Emperor (2007)
3. The Adventures of Prince Arhine (1926)
4. The Adventures of Pico and Columbus (1992)
5. Ritter Bast (2013)
6. The Little Sandman (2015)
7. Laura's Star (2004)
8. The seventh Dwarf (2014)
9. Clara (2013)
10. Das Wunder von Bern (2014)

Calling ALL linguists

If you haven't already, sign up to one of the vocabulary learning websites suggested below. These can be downloaded as apps to use on portable devices, and are very popular, as learners can set their own recommended learning time per day (say 5 minutes).

Regular practice really will improve your understanding and acquisition of vocabulary, will improve pronunciation, listening and spelling. If you like the challenge of beating your peers, you will enjoy the MEMRISE leader board!



If you are unable to log on, email us so we can assist you! If you are below the age of 13 you will require parental permission to set up an account on either Quizlet or Memrise.



These websites are also excellent for adults wanting to learn a new language, or to brush up on existing language skills!

Here are the links depending on your year group

FOR ALL PUPILS:

www.atantot.com (lots of games)

username: bede1 password: 9938

www.language-gym.com (grammar exercises)

Year 10 and 11

French

<https://www.memrise.com/group/2722/>

<https://quizlet.com/join/RgKdt4nsN>

German

<https://www.memrise.com/group/2725/>

<https://quizlet.com/join/SvhBarz5p>

Year 9

French

<https://www.memrise.com/group/2731/>

<https://quizlet.com/join/HGuFNyCrU>

German

<https://www.memrise.com/group/4442/>

<https://quizlet.com/join/t3CbPn9e5>

Year 8

French

<https://www.memrise.com/group/4441/>

<https://quizlet.com/join/RowPZYroy>

Year 7

German

<https://www.memrise.com/group/2779/>

<https://quizlet.com/join/mw/c?m=WHRAA>

Year 9 Options

If you have chosen to take *MFL*, don't waste any time, sign up for special courses today ☺



French Group
www.memrise.com/group/2731/

German Group
www.memrise.com/group/4442/

Calling all year 9 linguists!
 Sign up/log in to MEMRISE app today, and get practising!

And finally

LAST CALL for Applications 2020 WORK SHADOWING IN SCHWÄBISCH HALL



Closing date 3rd April - Don't delay - apply today!!



As part of our status as Smart Choice: German School, we are delighted to invite our Key Stage 4 pupils to apply for a work shadowing week in Schwäbisch Hall, Germany, from 24 to 31 October 2020.

A number of companies and organisations in Schwäbisch Hall are happy to host students to introduce them to the world of work and help them understand the practical details of a profession. The students will have the opportunity to be part of a team in a small or medium sized company and use their language skills while taking part in the company's daily operations. Participants will go to the work placement in the mornings, where an expert will accompany them in their introduction to a profession. In the afternoons, a cultural programme will help the participants discover the local surroundings and dive into German culture.

This programme would be excellent for our Year 11 pupils who are thinking about doing A-Level German.

For more information, and to apply visit:
https://www.goethe.de/ins/uk/en/skn/inf/wwa/wwa.htm?five=seven&events_detail&event_id=21252132

Gail Chancel

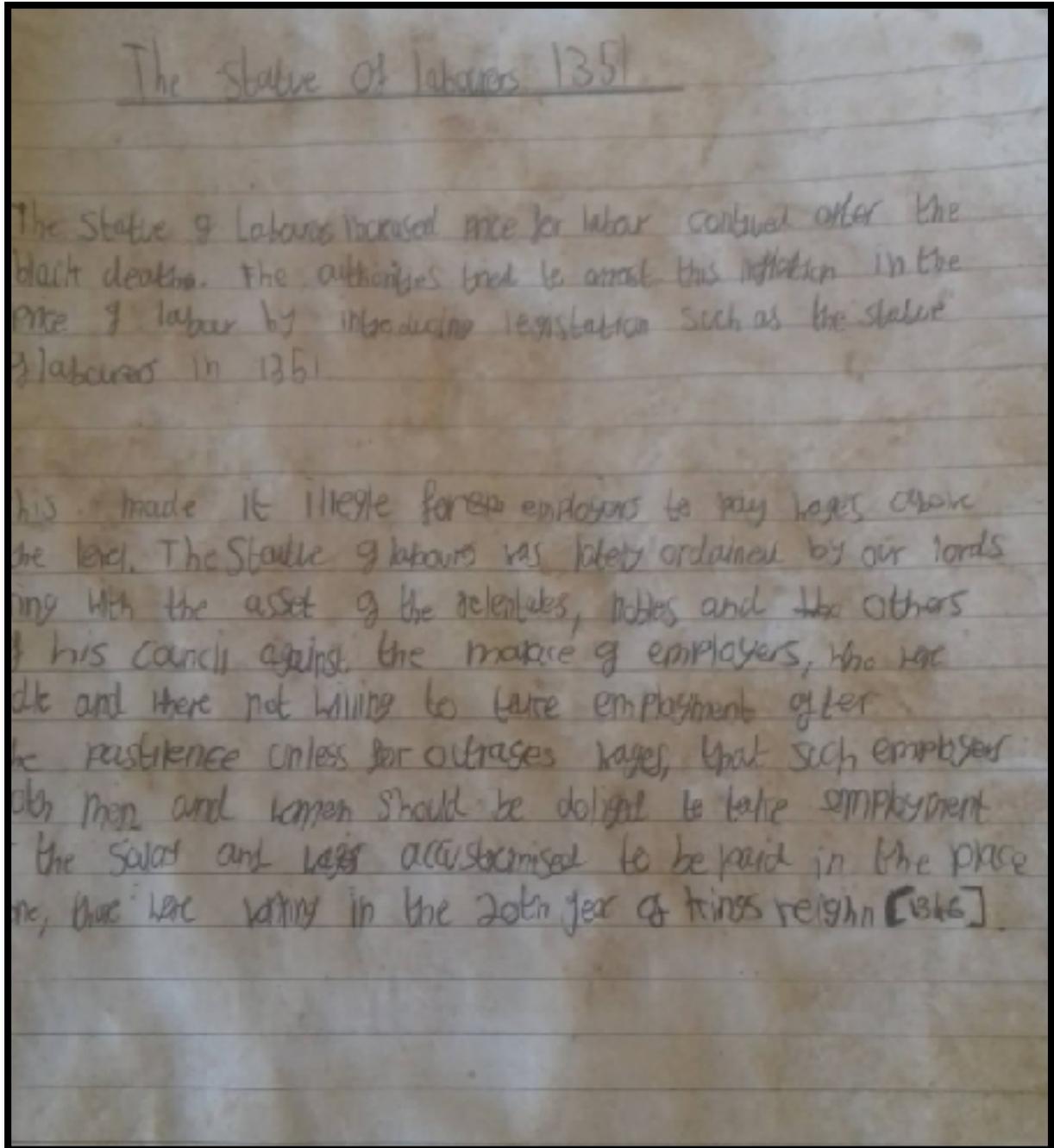
Electrons building up- making lightning!

We were looking at the structure of atoms and the three states of matters. A plasma ball creates the fourth state of matter, "plasma", using noble gases and a Tesla coil. Students love how interactive it is, this was our last lesson before we finished, quite sad.

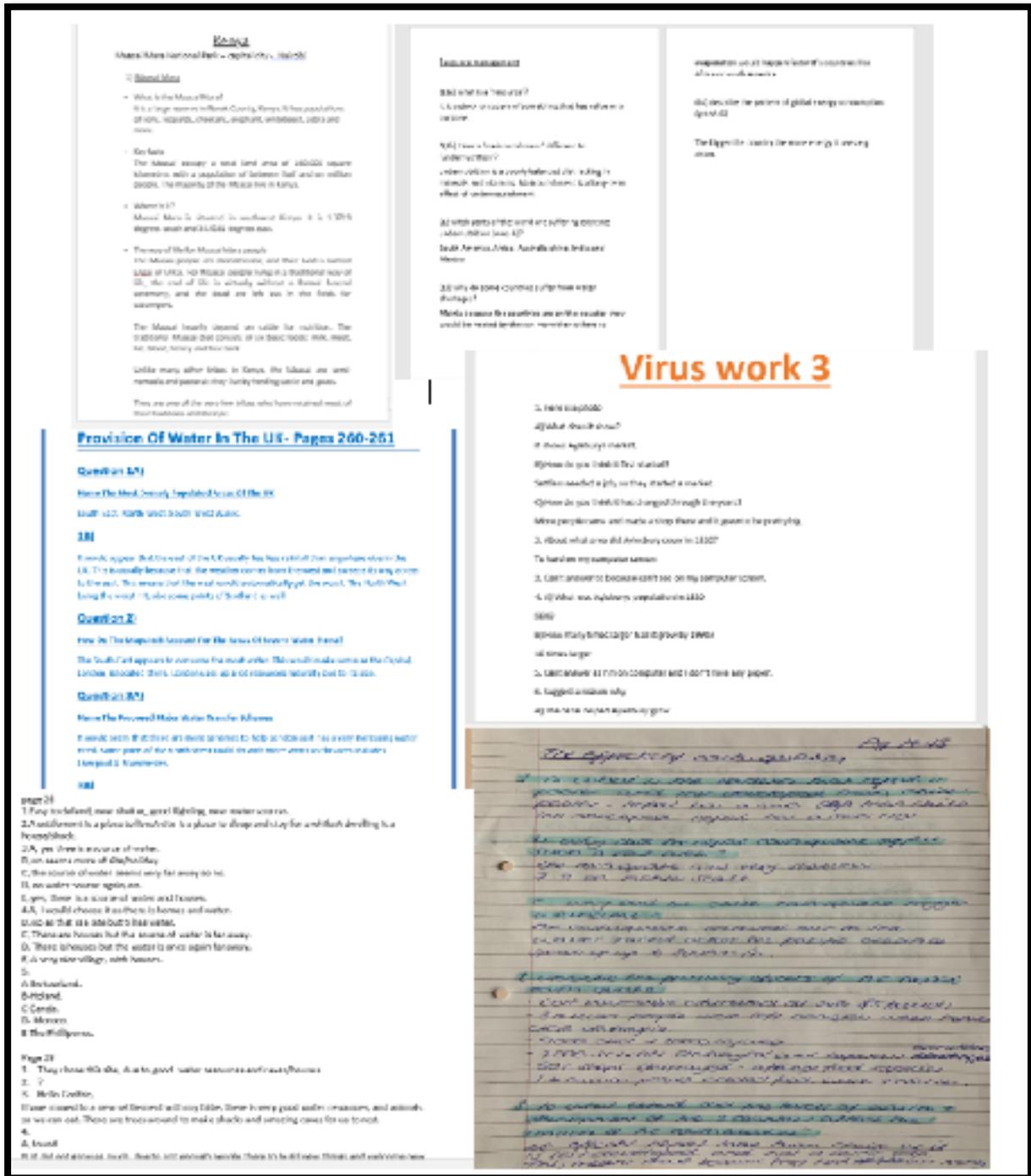


History maker Louisa!

Louisa Billington has been hard at work at home. Louisa has created a history paper with an aged look by using a tea bag. It is a great trick which you could all try at home while you're learning at home.



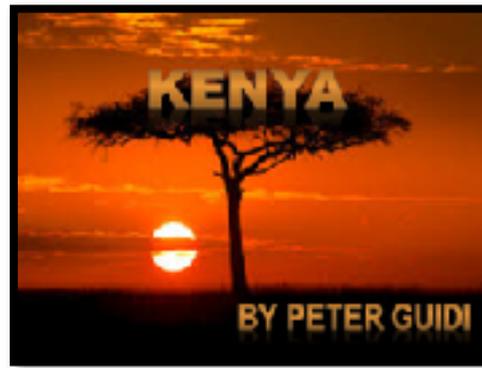
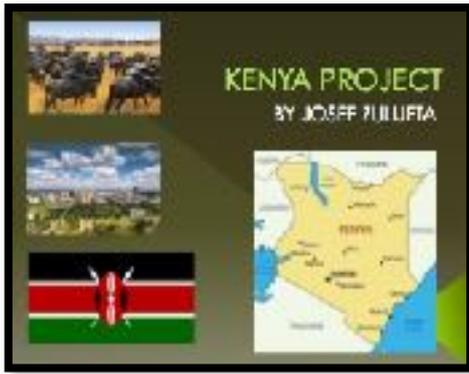
Great work from Mrs Turpin's class



Mrs Turpin wanted to say: Well done everyone! Keep working hard. Remember....do the work that is set each week making sure you write out the questions in full. I'm keeping track of all your work so make sure you read your emails!'

Year 8 – Africa topic work

Our Year 8 pupils have been busy working at home on their Kenya projects. Some fantastic work has been submitted on life in the Maasai Mara and Nairobi and how this way of life compares to life in the UK.



Year 10 Take Away Homework

Starters

- Quick Questions**
Write 3 questions unanswered based on the structure of the earth.
- Word**
Sum up your knowledge of an aspect of this topic in 30 characters. Don't forget your #.
- 1 Pic 1 Word**
Choose 1 picture that refers to a key word in this topic.
- Flash Cards**
Produce some flash cards with key words from natural hazards, include definitions and examples.
- Wordsearch**
Design a wordsearching key words about earthquakes.
- Hot Air Balloons**
Make an illustration and write about natural hazards on each flap.
- Music Time**
Follow the QR link and watch interviews of an earthquake. Describe how you would respond and suggest why.

Mains

- Newspaper Article**
Write an article about a famous volcanic eruption.
- Storyboard**
Create a storyboard with at least 5 images and descriptions of an volcano/ volcanic eruption.
- Envelope**
Make a volcano that shows the human impacts natural disasters.
- Music Maker**
Create a musical instrument to explain the life cycle about this topic. E.g. Paraboloidal, responses.
- Exit 911**
Create a volcano that shows the characteristics of a volcano or the structure of the earth.
- Design**
Make a model of a volcano that can be erupted.
- Construction**
Build a model to show earthquake proof building design. E.g. using straw.

Desserts

- Passport**
Create a passport using questions about natural hazards. Answers based on a natural hazard you have studied.
- Let's film Dolly**
Create a public information sounds of natural hazards. (include answers)
- Poem**
Write a poem to show your knowledge of a natural hazard.
- Commentary**
Write about a volcanic eruption in the form of a sporting commentary (you could film yourself doing this).
- Spot The Difference**
Using 2 pictures of a volcanic hazard create a spot the difference race.
- 1 in 100 Year**
Create a mindmap and show links between this topic and other areas of geography and other subjects in school.
- Interviews for Dummies (poster)**
Instructions for what to do in an earthquake.

Robinwood- another great success

The year 7s enjoyed an exciting, non-stop weekend at Dobroyd Castle this month doing many challenging activities at Robinwood. These activities ranged from zip wire, giant swing, caving, climbing and canoeing to name just a few.

The year 7s were a great bunch to take away and they were a credit to the school. Thank you to each and every one of them for making the weekend so enjoyable.

More photographs can be seen on the school's Facebook page and on the PE Instagram page - @stbedesormskirkpe.



English blog

Here is a collage of what the English dept are reading.



Can you guess whose is whose?

Famous recreations

This week, Miss Ferries and Mrs Kenny recreated famous art works as part of the Getty Museum's challenge to recreate artworks using things you find in your own home. We would love for students and parents to take part by recreating their own famous images and tagging us on Instagram! @stbedesenglish

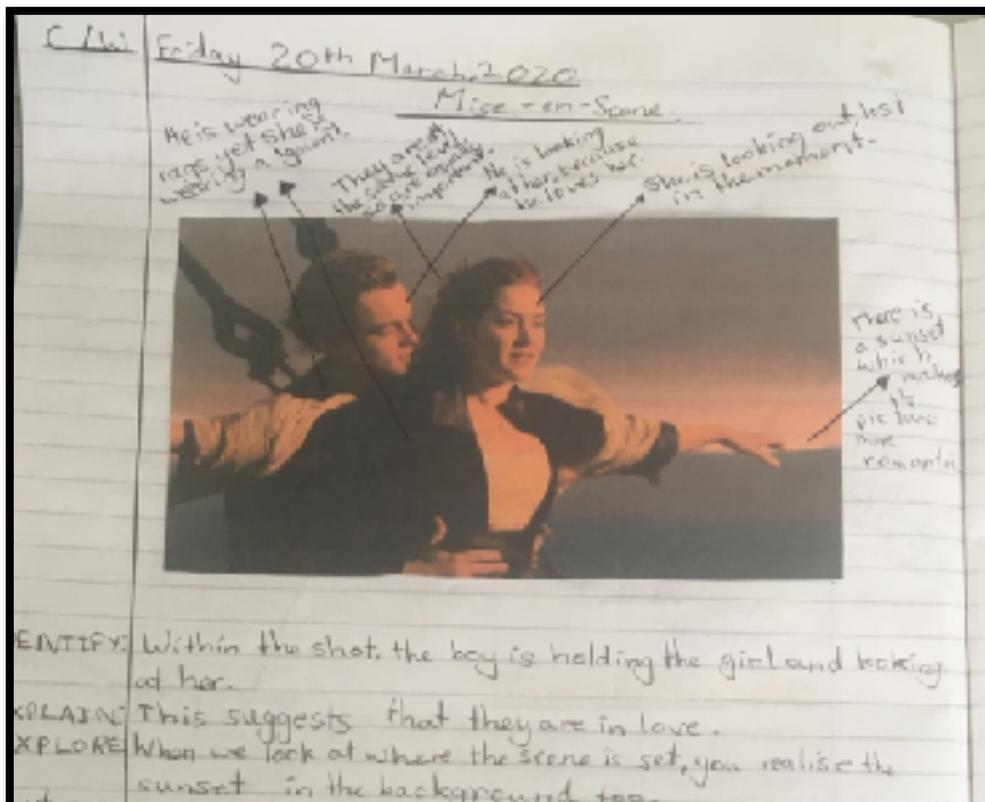
Here are our efforts!





Student work

There has been some excellent work from Sophie Orledge, analysing visual imagery in stills from films and planning her own short story.



Timed Storytelling -
The Flood

* There is a flood, people evacuate.
* ~~Someone gets left behind~~
* (starts in the middle of flood).

Problem	Rec. of Problem	Solution
* Someone gets left behind. * not sure * a kid is trapped upstairs and downstairs is completely flooded.	* People see the child at the window, shouting for help. * The mother realises, and is unsure of what to do.	* This flying super-pig comes and saves the day. * It rescues the child, hooray!
* The town gets knocked over by a giant foot - it was a game, and the baby bro came and destroyed it.		
* This plan took 5 mins to complete. To be completed in 3 mins.		

What a Huge Surprise!

This morning was very unusual, as I had to drop off my little sister. My parents left early for work, and they didn't talk to each other at all. They must have been in a rush is what I thought, but now I know the truth. I went to school as normal, and got home. My dad wasn't there, but he finishes work at 5. My mum usually gets home after me, because she picks up my little sister. I walked into the living room, and saw a note where my mum usually sits. ~~Curiously, I read it.~~ ^{I was staring at this} I immediately regretted it. It said... my dad had left us. My mum must have been devastated! I went to the kitchen to get a drink, bewildered, when I saw another note on the table. I wondered whether

Here is Keelan Nicholls' short story based on an image of a shipwreck. Mrs Kenny asked the students to use all the skills they have learned this term to write an engaging and entertaining story. Keelan succeeded!

CW	English	30.3.20
Story		
Day 1 – Stranded on a strange boat. 6pm		
<p>I have only just become conscious since what happened earlier. My head still throbs and my arms are still quivering and I don't know when it may end. From what I have seen so far, it is becoming dark so I have clearly slept for quite a while. The boat is swaying into a pattern like a blade of grass on a windy day. I hear the weather outside, slightly harsh but calm. Anyway, there are other people on this boat, but they have not awoken so far. They are my crew, my mates and friends, but we have all been scared, except for one. He decided to jump off rather than be forced on to this ship. It is rather cramped in here, as we have been lodged into tiny spaces with barely enough room for me to wriggle. I have also not seen any crew down here; I'm getting a peculiar feeling that something may happen to me. There is an eerie feeling in the air. A random thud in the boat keeps happening, which is beginning to irritate me. That is not the most important thing in my mind though. I will be sure to wriggle in here again if something happens.</p>		
Day 2 – This is getting weird. 2am		
<p>My slumber once again has been awoken to the stupid boat rocking back and forward. It is beginning to get unusual around here though... I am not able to get back to sleep so I might as well wriggle in here. Bash! There it goes again. I have noticed that since I last wrote in here that it is a lot noisier. A distant fog is covering the air surrounding me. I have also begun to hear random noises, something like a child screaming which has startled me. My crew are still asleep, but I can hear the crew on this ship above me chatting away. This may be a long night for me.</p> <p>It has been 8 hours since I last wrote, and I tell you I did not sleep well. The screaming and torture filled my ears, and I banged my head on the wall. I still have not been fed, and I am beginning to think that I'm gonna be starved down here. That makes more sense as there</p>		

This is Tom Stuart's music video analysis work to prepare for reading symbols in Romeo and Juliet. He has clearly grasped the concept of visual metaphor and gone into great depth with his analysis!

Look what you made me do- Taylor Swift



At the start of the video Taylor Swift is shown as a zombie, zombies have been dead and they come alive again. Using this logic it shows that Taylor Swift has buried her old self and that 'old self' is gone; now she's alive as something else. Also the title of the song 'Look what you made me do' shows that Taylor is blaming someone for all of this. The media has criticised her over the years and this is her way of showing them what they've caused - she's dead. On her coffin the words 'see how Taylor Swift's reputation' are inscribed, this once again shows that her old reputation is dead and buried.

Taylor Swift is also seen in a bathtub full of diamonds and jewellery, this shows that she has so many little things of value but they're worthless as her bathwater got old and dirty and goes down the drain, that's what will happen to all of her assets. In the bathtub there is only one dollar note however - which could show that all of that jewellery is the equivalent of one dollar to her. She's showing that she has more and it's worth more than those that are criticising her and the people that judge her for everything.

This is Holly Doran's Romeo and Juliet timeline piece that is now on the English website.

ROMEO AND JULIET

TIMELINE

ACT 1. SCENE 1

The play takes place in Verona, a city in Italy, and starts with two servants (Gregory and Sampson) from the **Capulet** house/family talking about the hatred the **Capulets** have for the **Montagues**, and, after they meet two servants (Abraham and Balthasar) from the house of **Montagues**, a fight breaks out. **Benvolio**, **Lord Montague's** nephew, tries to stop the fight (**Benvolio** serves as an unsuccessful peacemaker in the play, attempting to prevent violence between the **Capulet** and **Montague** families), but escalates when **Tybalt**, **Juliet's** short-tempered first cousin, arrives. The fight becomes so big there is a huge street brawl involving both **Lord Montague** and **Lord Capulet**, until Prince Escalus finally stops it. When it has ended, **Lord** and **Lady Montague** talk to **Benvolio** about their son **Romeo**, who has been missing all day. Upon finding him, **Romeo** reveals to **Benvolio** that he is in love with **Rosaline** – the niece of **Lord Capulet** – but she doesn't love him in return.



ACT 1. SCENE 2

Paris – a wealthy count and a relation of the prince – visits **Lord Capulet** to ask for **Juliet**, his daughter's hand in marriage, but **Lord Capulet** thinks she is too young.

QUICK NOTE: **Juliet** is only thirteen, which is shown in the line 'she hath not seen the change of fourteen years', and although **Romeo** is believed to be 16 in the play, Paris is usually portrayed in his late twenties/early thirties.

Despite this, **Lord Capulet** later encourages Paris to 'woo' **Juliet** at an upcoming masquerade ball the

What else have our students been learning at home?

Ethan Kumarajeewa has been learning how to bake and it looks like it's been going very well! Keep up the good work Ethan and bring some in when we get back!



Isobel Turnbull has been doing the same. Once again, don't forget to bring some in when school returns!



Elizabeth Mills has been baking cakes which have come out really well.



Grace Lamont has excelled herself with these beautiful cupcakes.



Leah Jones has whipped up some tasty rock cakes.



Lucy McCluskey has created some lovely fairy cakes.

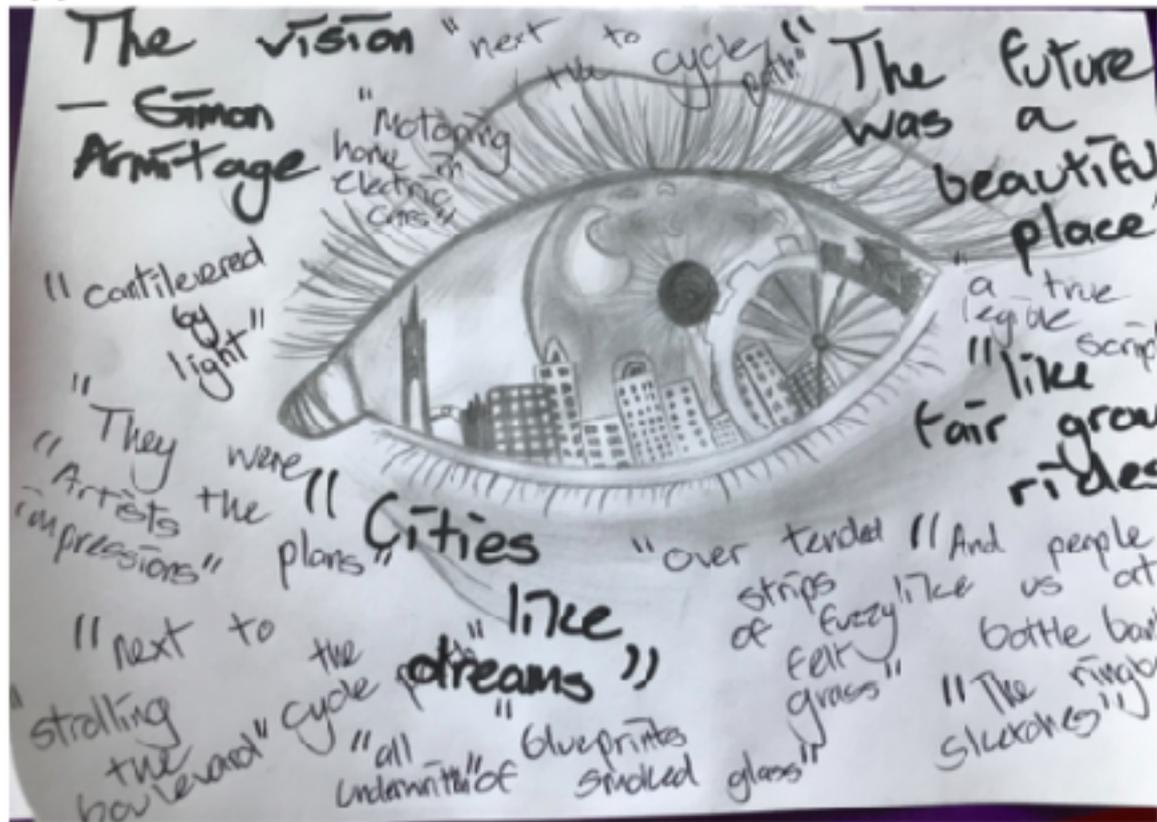


Finally, in the kitchen, Harriet Shepherd has made some very appealing Marble Cake!



Carys Rankin-Mills has been creating wonderful art to go alongside her beautiful poetry.

My poem based artwork



Grey and Opaque

My hair and clothes are stained grey
 My eyes too but they always were
 All the flowers that bloomed yellow
 Are either dead or grey

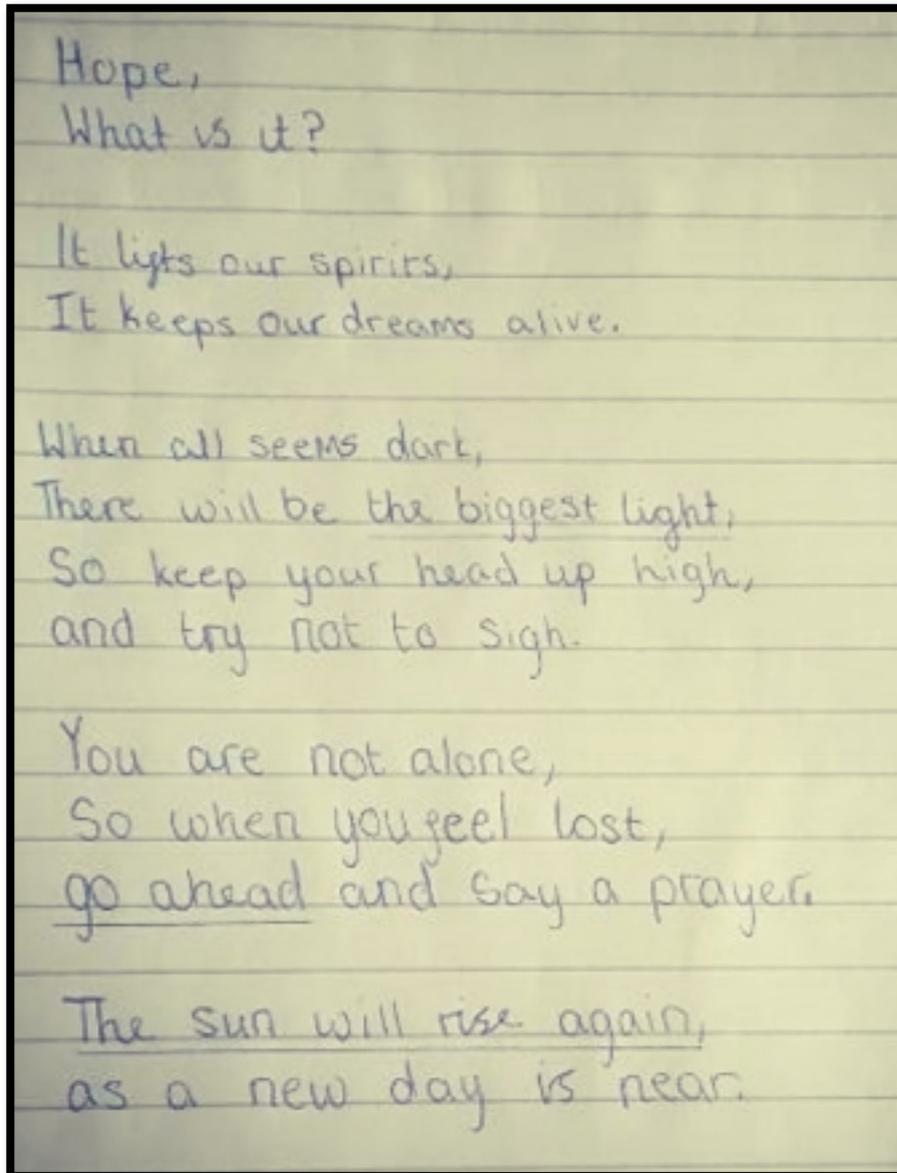
The sun it waxes but mockingly
 As I can not bathe in its yellow rays
 I can only touch what is grey
 And grey is me

I am as grey as the black and white film
 From long ago
 And no one speaks to those who are grey
 In fear of becoming grey themselves

And so the cycle goes on
 People who shine of orange
 Couples that shine of pink
 And me who is grey and opaque



St Bede's poem of hope for us all to consider



Let us know your news!

If you are involved in any exciting activities or you have stories of St Bede's from years gone by, please contact school and we can celebrate this in our fortnightly blog. Also if you have a relative or friend who you would like our school community to pray for let us know via admin@sbchs.co.uk.

God bless,

Mr P Denton, Headteacher