



**Tilly in Year 12 has been carving sets of teeth  
out of bars of soap!**

**Find out why on page seven !**

# Executive Headteacher's Message

Dear students; parents / carers and staff,

As we approach the end of this term, it is a good time to reflect on all that has been achieved in January and February, some of which can be seen in this newsletter.

I feel extremely privileged to be able to lead three amazing schools, including both the teaching and non-teaching support teams that are so driven, determined and committed to ensuring our students are supported during this period of lockdown.



My main thanks however, for this term must go to our parents who are so supportive and who have been working hard at home to ensure 'home schooling' is working well. As a mum myself and working full time from one or other of our schools every day, I know the challenges and pressures that maintaining both home schooling and wellbeing support for your child / children can bring, so I would like to thank all our parents ... you are all doing an incredible job ... Thank You!

Although, the experience of home schooling may put the majority of our parents off ever having to undertake the task of educating children, I am certainly hoping that we may get a few parents who may now be considering teaching as a career? Working with young people in education is a privilege, no two days are ever the same and if lockdown has provided you with the time to think about a career change and working in a school setting, is something you would like to explore, please contact the school and we can give you the appropriate advice and guidance. This interest may come from being a teacher or member of the non-teaching support staff.

Despite schools being in lockdown, it is so positive that there is still so much going on, which you can see in this newsletter. Examples of outstanding events in this edition include:

- **Post 16 Aspiration:**

The front page story, which continues inside this edition, outlining the high success, commitment and drive of Tilly Szarawarski in Year 12. Tilly has always had the aspiration to study dentistry and during lockdown has seized on many opportunities that will help her to secure this future. We are all extremely proud of Tilly, she is an inspiration to us all!

- **E-Books:**

The announcement of the new E-Book library, so we can continue to engage our learners in regular virtual reading activities, despite not being able to visit an actual library.

- **UCAS:**

Students have successfully made their University applications during this lockdown, with some very aspirational places being sought this year.

- **Practical Subjects:**

It is fantastic to see our practical subjects still continuing even during lockdown, with some successful food projects and, being an Art teacher myself, it has been fantastic to see some high quality art work - my particular favourite has been the Pop Art projects, some of which can be viewed in this newsletter.

- **MFL:**

There is some outstanding work seen from all subject areas, and it is great to see that so many students have been recognised for their MFL achievements in this edition – well done!

As we look to returning to school after lockdown, which sadly we have no confirmed date for yet, I have been working with colleagues to look at how best to support our students as we re-engage with 'formal education' and I am pleased to share that we will be setting up three new curriculum departments, dedicated to: Careers; PSHE; Catch Up Support.

# Executive Headteacher's Message

I feel it is necessary to recognise these areas as discrete departments, led by staff with responsibility in each school. This is to support the future needs of our students due to the negative impact I fear this pandemic could have on their learning and future aspiration. Therefore, although we have always had these aspects of school life as high areas of focus, we will now have a new Lead or Head of Department in each school, who will work together in a Trust HUB, pulling our three schools and staff together to cover the following areas:

- **Careers:**

We know the career and job market will be significantly impacted by this pandemic for a number of years. It is therefore even more important to exceptional careers guidance, to ensure all our learners meet the next stage of their education or career journey. This department will be led by Libby Barber, who is also the HUB lead, working with Sam Grant at Spalding Academy; Leanne Myers at Giles Academy; with the Bourne Academy position still to be appointed.

- **PSHE:**

This subject has grown significantly in success within our Trust and from September we see the PSHE curriculum as being even more important due to the impact of COVID-19, including that there will be many aspects of additional wellbeing support delivered through this programme. This department will continue to be led by Sharleen Hirst, who is also the HUB lead, working with Laura Shepherd at Spalding Academy; Sally Brader at Giles Academy; with the Bourne Academy position still to be appointed.

- **Catch Up Support:**

As we return to school, we will be focussing on the gaps in student knowledge and how to bridge these gaps, in order for all our learners to achieve the success they deserve. This will include making sure the gaps between our disadvantaged students and other groups of students compared to all students nationally are closed. This department will be led by Kath Kilby, who is also the HUB lead, working with Gerry Cepelak at Spalding Academy; Matt Leonard at Bourne Academy; with the position at Giles Academy still to be appointed.

We expect next term to be extremely busy, with an announcement due about when we our students can return to school; guidance on what final Year 11 and 13 Centre Assessed Grades will look like; testing arrangements; continuation of remote learning, etc. I would like to take this opportunity to reassure parents / carers that we have been working on all of these areas since January and we will be ready with our responses to all aspects of returning to school.

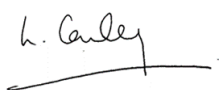
Finally, I would like to say that we are all very proud of the way that the students have conducted themselves during this period of lockdown, with the majority of our students being mature and committed to their learning. I would like to thank them again for their hard work and dedication and also that of the staff.

Please keep in contact with the school with any concerns that you may have, using the email link below:

- **Bourne Academy:** [StudentAbsence@bourneacademy.org](mailto:StudentAbsence@bourneacademy.org)

I wish all the families and staff linked to Bourne Academy all the best for the February half term break and look forward to the next term.

Kindest regards,



**Lucy Conley**  
Executive Headteacher

## Announcing Bourne Academy's new eBook Library!

We are delighted to tell you that we have invested in a new eBook library to support Year 7 and 8 students with their reading during the lockdown. It is completely free for students to access. When on the eBook site students can search for books in their ZPD for Accelerated Reader quickly and easily. Books can be read on the site or downloaded.

The library is separate from the main library in school, meaning that the collections of books are different. As with any library, books that students want to read can be borrowed, read and returned – but it is all done through the ePlatform.



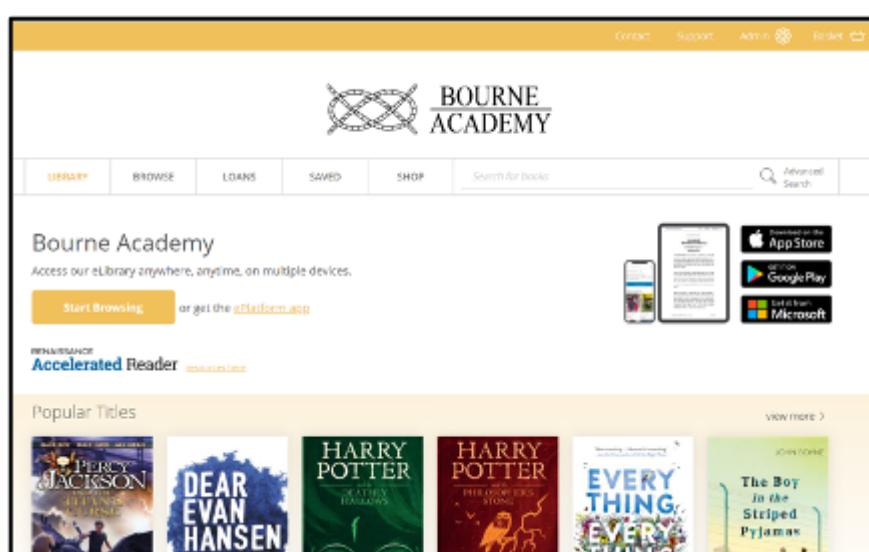
Year 7 and 8 students are now able to borrow eBooks from our exciting new eBook library, which can be found at: <https://bourneacademy.eplatform.co>

There is a link set up for students on the school website which will take them directly to the correct website. It can be found under the 'Academic' tab and then 'Literacy and Reading'. The website also has helpful videos which explain some of the features of the eBook platform in more detail. The link is: <https://www.bourneacademy.org/literacy/> Students will log on using their usual school log-in and password.

We have age rated the books which means your children can only read books that are age appropriate. There are also settings that can be customised to enlarge the text, change fonts and have different coloured screens, all supporting students with dyslexia, but also available to any student who wants to use them. Students can have 2 books out on loan at any one time, and they will automatically return after 2 weeks, or children can return them early in order to loan a new book.

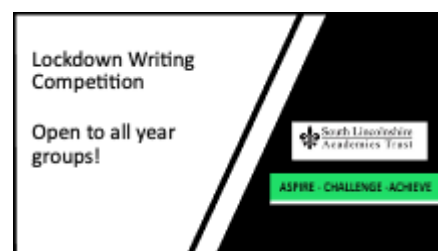
The eBooks can be read on a computer, laptop, or through the free App on your tablets or smartphones. Full details of how to access the eBook library are available here: <https://bourneacademy.eplatform.co/help/apps/eplatform-app>

**It may take a little while to get everyone up and running with the eBook platform so thank you in advance for supporting us with the launch!!**



## 50 words creative writing competition – open to all years!


Term 3 saw the launch of the latest celebration of reading and literacy event – a 50 word Nature in Lockdown competition. We hope that students will enjoy taking part and will publish the winners in a later Newsletter.



There are prizes to

be won!

### What have I got to do?



- Write an observation of nature during lockdown in 50 words or less!
- You could describe something you have seen in your garden, on a walk or out of your window.
- Or you could even observe your pet cat or dog!
- If you prefer, you could use one of these pictures instead.

## Term 2 Literacy Award Winners

### Accelerated Reader

We have introduced termly awards for Literacy and Reading progress and are pleased to announce the winners of the Accelerated Reader STAR READER prizes from Term 2. Some of the winners are pictured below with well deserved certificates and reward vouchers!

### Star Reader Awards!



**Year 8**  
First place: Spencer Briggs  
Second place: Harrison Day  
For exceeding their reading target

**Well done**





### Star Reader Awards!



**Year 7**  
First place: Oliwia Krzysztof  
Second place: Daniel Bentley  
For exceeding their reading target

**Well done**

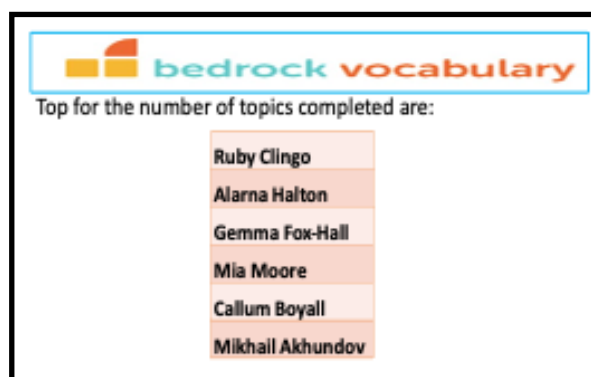




# Literacy and Reading

## More Term 2 Literacy Award Winners! Bedrock Vocabulary

We were pleased to announce the winners of the Bedrock reward points and prizes for Term 2 in an assembly just before Christmas. The top winners are pictured below with well deserved certificates and reward vouchers!



## Term Two Bookmark Competition!

The book mark competition was really difficult to judge as we had so many wonderful designs to choose from.

The winners provided both a front and a back for their designs which was part of the brief but our runners up were outstanding too! Lock down happened and unfortunately we did not have time to give out the prizes in assembly but we look forward to making presentations in the spring.

Congratulations to our two 1st prize winners of £10 each and to the runners up £5 each.

Winner: Isabella Thomas      Runner up: Phoebe Barker

Winner: Callum Davies      Runner up: Tovi Serino-Jordan

Well done to everyone who took part and thank you for all your hard work

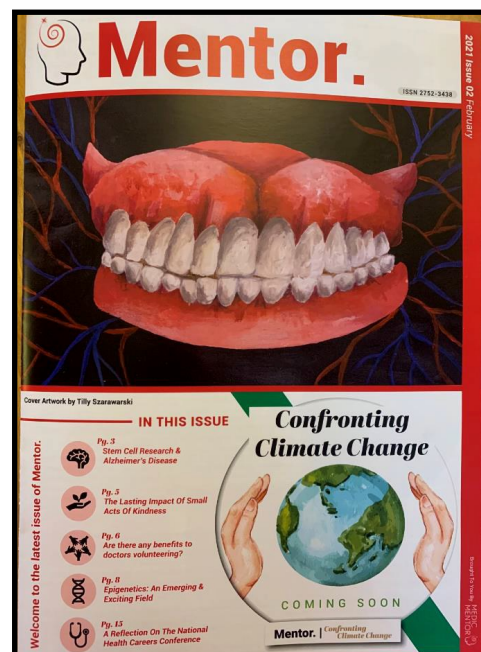


## Tilly Szarawarski— Carving teeth out of soap to having her work published!

Our Careers Lead Mrs Barber wanted to share Tilly's amazing success so far. Tilly aspires to become a Dentist and during all the lockdown time she has been using her time to immerse herself in to everything dental! She has worked extremely hard and has done everything she can possibly do to enhance her future application to study Dentistry at university.

Tilly joined a group called Medic Mentor who support students with applications for Medicine, Dentistry and Veterinary Medicine. She was accepted on their Gold Awards programme where she could be in running to be awarded a £12,000 scholarship to support her university studies. As a result of the time and effort she has already devoted to her future career, Medic Mentor invited her to write an article for their national publication 'Mentor'. The Mentor magazine is published to provide support to students who are seriously considering applying for these top courses. It contains wider reading which informs and inspires aspiring medical, dental, and veterinary students.

Tilly's first article 'The Toothbrush: Technological advancements in oral health' has been published in February's edition, along with some amazing artwork that she has produced to complement her written work - this artwork made the front cover!



Tilly has even carved her own set of teeth from a bar of soap to improve her manual dexterity skills in preparation for her future career as a Dentist!

In addition to this, Tilly has also accessed every possible virtual work experience opportunity she can to give her the most exposure to working in Dentistry and the NHS environment. Mrs Barber said 'I am so proud of Tilly and how hard she has worked over the past few months, I have supported her with this journey since the first lockdown last year, it is success stories like this that really make everything so worthwhile.'

Excellent work Tilly! We wish you all the success in your future Dentistry career!

## Welcome



Mrs Barber is the Careers and Aspirations Lead here at Bourne Academy.

The Careers Office is based in F11 and students can come at any time to find resources to support them make choices about their future. Students can also speak to her for advice on UCAS, job applications, apprenticeships, option choices or career pathways.

If you have any questions then please contact Mrs Barber via email on [BarberL@bourneacademy.org](mailto:BarberL@bourneacademy.org)

## WORKS EXPERIENCE GOES.....

# Virtual

As part of our Careers education program, students in Year 12 usually have the opportunity to take part in work experience to give them a taste of working life, in a profession they are considering pursuing in the future. Sadly, due to the Covid-19 pandemic, this has not been possible, however, all is not lost! Many businesses and online platforms are now offering virtual work experience programs which many more students can access.

Students from Year 10 upwards have been given the opportunity to take part in virtual work experience in various business sectors from marketing, construction, NHS allied health professions, law, to name but a few.

Taking part in these opportunities really gives students the chance to enhance and develop their knowledge and skills, and when it comes to them applying for university placements or apprenticeships, it gives students something to talk about on their personal statements and shows prospective employers that they are being proactive about developing themselves professionally.

All virtual work experience opportunities are shared with students on Show My Homework, so keep an eye out for anything that might interest you!

## Business Links and Contacts

At Bourne Academy we are always looking for new ways to support young people to make informed choices about their future by encouraging greater collaboration between education and employers.

Currently we are wanting to develop our database of local/regional links with employers/employees and industry and wondered if staff may be able to help?



Do you have any contacts with local business or people who could help with things such as:

- **offering work placements or work place visits**
- **support with Mock Interviews or CV guidance**
- **delivering assemblies or talks to small groups of interested students**
- **attending Careers Fairs**

If you think you have a contact be it friends or family who may be able to help could you help us develop a link by:

- **email us their contact details if appropriate**
- **or pass on our contact details**
- **ask if they are interested**
- **or ask them to link with the academy via LinkedIn.**



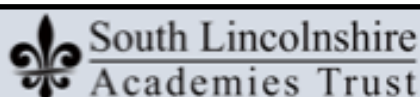
## UCAS Applications



The UCAS university application cycle for this year has now closed. 63 students have decided to apply to university are eagerly awaiting to receive their offers. This is an increase in applications on last year, which is encouraging to see considering the uncertain landscape that the Covid-19 pandemic has put education in.

Students have applied for a variety of degree courses including Veterinary Medicine, History and Politics, Business, Paramedic Science, Psychology, Law, Midwifery, Mental Health Nursing to name but a few.

I wish all of our students well with their applications.



Careers Education

**JOB**  
OF THE WEEK

Aspire | Challenge | Achieve

Every week on Show My Homework, we share with students our 'Job of the Week'.

This has proven to be extremely popular with students across all year groups.

The aim of sharing this information is to make students aware of the different variety of job roles and professions that are available, to inspire them and get them thinking about different jobs they could potentially aspire to. A range of jobs are covered including vocational roles such as nursing, carpentry, actor, plumbing, financial adviser and bricklaying.

The information included details what the job role entails, the necessary skills required, routes in to that profession, working conditions, salary range etc.

Labour market information is also included to give students some comparative information about similar roles.

Links to websites and videos are also included so students can carry out further research if they wish to.

Students are also asked to suggest any particular job roles they are interested in.

### Job of the Week – Palaeontologist

|   |  |  |  |
|---|--|--|--|
| <b>WHAT YOU DO</b><br>If this role you could be:<br>• collecting data and samples on fieldtrips<br>• managing volunteers on fieldtrips<br>• examining and testing samples in the lab<br>• doing research and publishing your findings<br>• planning and delivering lectures, developing courses and materials<br>• recording and classifying samples and collections<br>• giving talks and managing displays and exhibitions<br>• writing articles for scientific websites and magazines<br>• providing expert advice for broadcast or on programmes<br>• carrying out jobs in study conditions, or working outdoors in all weather and daylight  | <b>WHAT YOU WEAR</b><br>This depends on your location. You may be required to dress smartly in office wear, a lab coat or outdoor clothes and maybe PPE. | <b>WORKING CONDITIONS</b><br>You could be working in an office or in a museum, at a university or in a laboratory. This working environment is often cold, draughty and noisy. | <b>ANNUAL LEAVE</b><br>28 days<br>Depending on nature of your job role and contract. |
| <b>SKILLS REQUIRED</b><br>You will need:<br>• maths knowledge<br>• knowledge of geography<br>• analytical thinking skills<br>• excellent verbal communication skills<br>• science skills<br>• excellent written communication skills<br>• knowledge of physics<br>• knowledge of chemistry, also safe use and disposal of chemicals<br>• to be confident with a computer and main software packages   |  | <b>WORKING HOURS</b><br>39-41<br>Including evenings, weekends, bank holidays, away from home.  | <b>ANNUAL INCOME</b><br>Starter £20,000<br>Experienced £80,000                       |
| <b>EDUCATION &amp; EXPERIENCE</b><br>You will need the following to become a Palaeontologist:<br>• 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English, maths and science<br>• 2 or 3 A levels, or equivalent, including a science, for a degree<br>• a degree for postgraduate study (biology, earth sciences, geology, palaeontology, zoology)<br>Some employers, like museums or oil and gas companies, may ask for a postgraduate qualification such as a MSc, before an interview.<br>Other employers, like universities or research institutions, will expect you to have completed, or be working towards, a PhD in your specialist area of interest.<br><b>Progression</b><br>• You could work as a geological surveyor, a consultant in mining and mineral exploration, or in the oil and gas industry.<br>• You could move into university teaching and research.<br>• The skills you gain are also valued in the scientific industry, to assist the financial sector. |  |  |  |

### Job of the Week

Our Job of the week this week is a  
**Carpenter**

At the request of students, we are in the process of adding all the historic Job of the Week presentations to the Careers pages of the school website.

Which can be found here:

[Careers – Bourne Academy](#)

## A virtual encounter with Tim Peake

On Thursday 21 January, students had the opportunity to virtually meet and listen to Tim Peake who was the first British astronaut to visit the International Space Station. In this virtual session Tim talked about his adventures as an astronaut, space, the space industry and STEM careers. He focused on talking about his education, career journey and the key skills he has learnt during his life to become the astronaut he is today.

Around 20 students across the Trust took part in this talk, here is what some of them had to say...

*Hello this is a report about an interview which astronaut Tim Peake did live on YouTube with Future Talent Group on 21<sup>st</sup> Jan 2021 in this report there will be facts and other interesting information about the astronaut.*

*The interview was presented by Tim Campbell unfortunately I didn't get to ask a question as they had already been pre-selected. However, the question I most wanted to know was asked by another child it was "what is it like to float around in space." Tim Peake's answer was very interesting he described it as strange his best example was imagining your shoulders floating up to your neck because there is no gravity pulling them down.*

*Tim Peake also discussed his book which is about his incredible life as a pilot in the military also as a British astronaut who has went to space. He lived and worked on the ISS for 185 days that is 6 and a half months also being a dad for the first time. This brings me to the next question which I found very funny. A viewer asked Tim Peake what has been the highlight of his life so far out of becoming a Dad, an astronaut or being in the military. Tim responded with "well really all of them are so good so I really can't decide". Tim then went on to describe how the highlights had happened at different points in his life such as clocking up his flying hours in the military. Going to space as an astronaut and now becoming a dad. The presenter said "I really need to learn some skills off you because you are a really good diplomat".*

*Another question that was asked. What languages do you need to learn to be an astronaut? Tim Peake said as a British or American astronaut you have to know Russian. However, Japanese astronauts have to learn both English and Russian. This is because the ISS is shared with Russian and Japanese cosmonauts and English and American astronauts.*

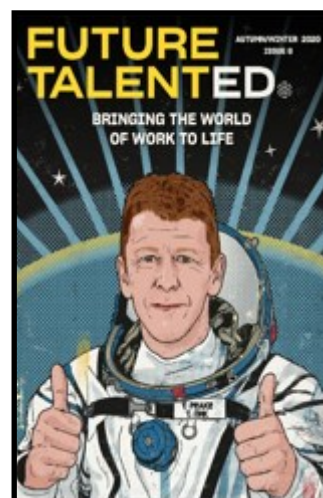
*Tim was the first British male astronaut in space and he was also the first British astronaut to walk in space. In 2009 Tim left the military after working there for 17 years of service and over 3000 hours of flying time in credit he also became a test pilot with Agusta Westland.*

*In conclusion, Tim is a wonder to society because he served in the military and is also an incredible astronaut and he is just great in general.*

*Jimmy Walsh  
(Year 7 Spalding Academy)*

*I found the talk very informative as the questions chosen were interesting and answered in a lot of detail. My favourite part of the talk was hearing about the different qualifications needed to be an astronaut and issues faced by astronauts when in space. I would tune in to something similar again as I enjoyed the talk a lot.*

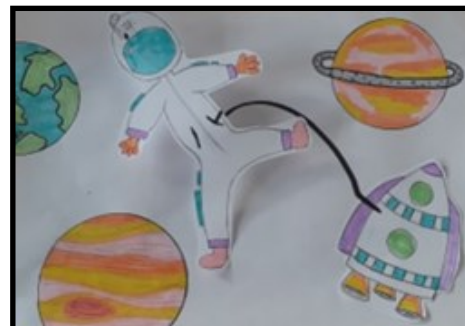
*Patrycja Garbacz (Year 10, Spalding Academy)*



## A virtual encounter with Tim Peake continued

*Tim Peake was fantastic to watch; he was very funny but also very informative with the answers he gave to the questions. It was really interesting to hear all about his life and work and adventures in space. I would definitely recommend watching him if he does another show in the future.*

Rebecca Wallace  
(Year 8 Spalding Academy)



*Today I took the opportunity to meet Tim Peake via a virtual live chat. Over 4,500 other people also joined the live YouTube video. Unfortunately, we were not able to use the live chat during the video due to the number of children watching. You could submit your questions before and the best ones were asked. I was really interested to watch this as I love the idea of astronauts and space. The most inspiring thing that Tim said was he actually didn't do all that well at school and only got a C, D and E at A level. He did not do a degree until he was 33. I found this inspiring because I do worry about doing well at school especially now when we are all learning from home and it just shows that as long as you keep trying you can achieve your dream, even if you are quite old by then!*

*He also talked about how much he loved cadets and that to join the European Space Program you fill in an application and that it's not just about education but clubs and activities too. I am not always the strongest in class but I do like lots of other activities outside of school which I hope to get back to soon.*

*It was really interesting to hear that you can have a degree in anything to join the space programme, but you do have to be able to speak Russian! Tim Peake was the first officially trained British astronaut to go to space but Patricia Sharman was the first woman, and the first British person, to go into space. She won a competition!*

*I really enjoyed listening to the live chat. The questions were good and the answers interesting. It really made me believe that if you keep on working, even when things don't go the way you plan, you can achieve your goals. I just need to learn Russian now!*

Millie Cummins  
(Year 7 Bourne Academy)

*I thought it was very good. It was informative and although this possibly isn't a career I would consider, I was keen to know what you have to do to become an astronaut and also because I wanted to know what it was like. I enjoyed it and thought they had done a good job despite the Covid pandemic and not being able to do it face to face. I would definitely watch another one or go to a convention when things get better from the current situation.*

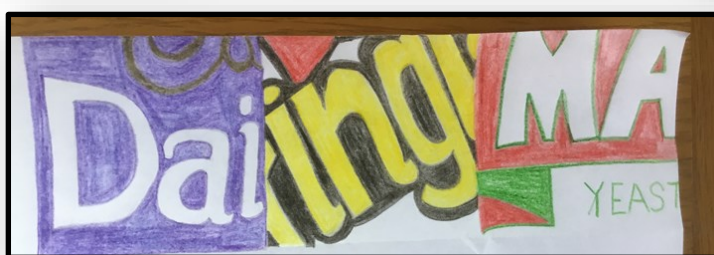
Peter Winfield  
(Year 10 Spalding Academy)





## Art Gallery

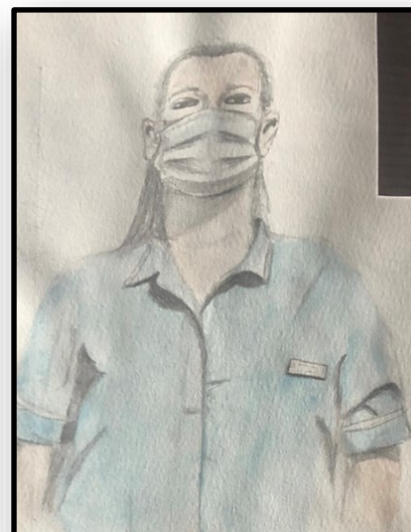
Once again we have seen some amazing pieces of artwork submitted this term. Mrs Wilson said "It has been great to see so much work photographed and submitted to us. The following is just a small selection of some of the fantastic artwork that was so hard to chose from!"



## Key Stage Three





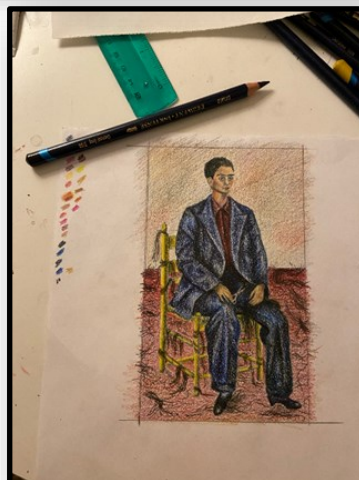
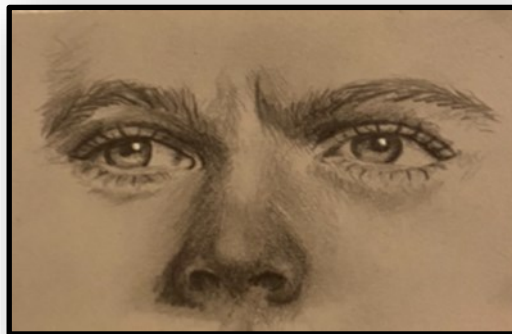


## Key Stage Four





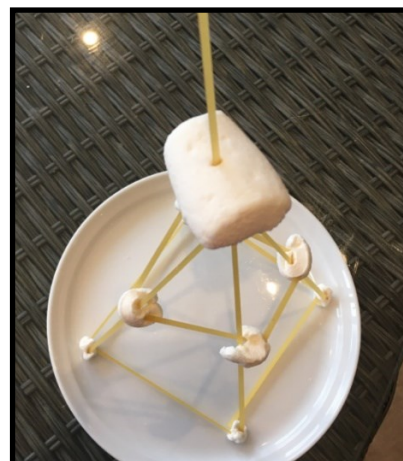
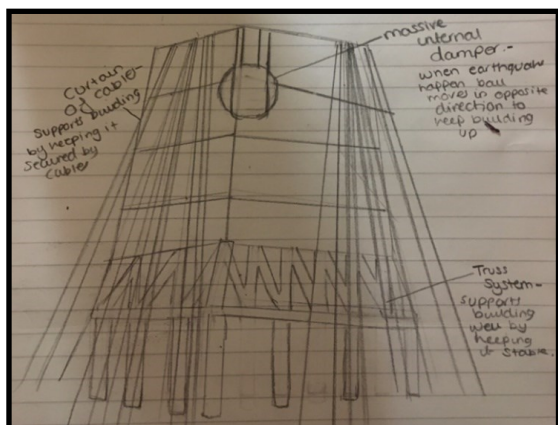
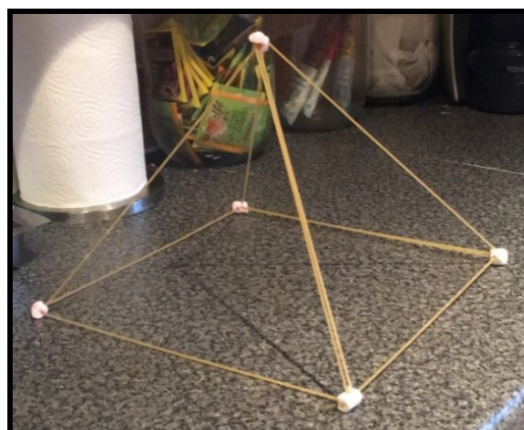
## Key Stage Five



## Geography

We would first like to thank all our wonderful students for their hard work this term. We have had some super work submitted and we have been impressed with the dedication of many in working through their tasks each lesson.

In Geography it has been all about Tectonic Hazards this term, with several year groups looking at earthquakes and volcanoes, their causes and impacts on people and the environment. We have tried to add in some practical elements to learning, with Year 9 being asked to design their own earthquake-proof building, either by drawing it or constructing one from spaghetti and marshmallows. We had a variety of designs, as you can see from the pictures, although we're not sure how many would have withstood a real earthquake!



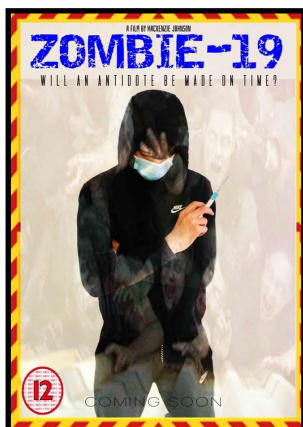
Although we are not able to travel at the moment, we thought that if we can't go and see the world, we'll bring the world to Bourne, so Year 7 have been learning about Fantastic Places, including the snowy Arctic world of Svalbard and the tropical Easter Islands. Year 8 have imagined life in a Tropical Rainforest and Year 10 have just started to consider the dynamic city of Rio de Janeiro.

The live TEAMS lessons are a great addition to our teaching, although we can't wait to see our students back in the classroom soon.

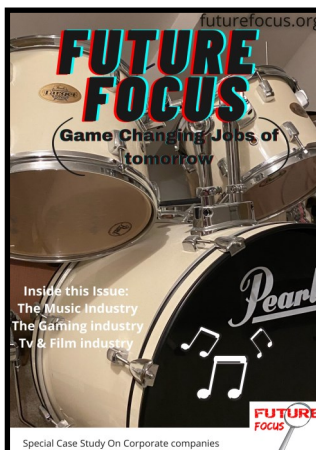
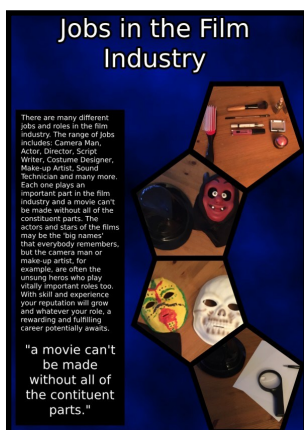


## Media Studies

This term Year 10 have continued their journey of action adventure in a quest find out how genre, narrative and representation are used to engage audiences and what representation the camera work and mise en scene creates for the audience. Using their learning of family favourites The Goonies and The Hunger Games, the students came up with their own ideas for their own action adventure film synopsis. They completed pre-production requirements for their film idea including story boards and then finished their project with a creative film poster using the free online photo editing software PhotoPea. I think you will agree that their finished media products are both creative and professional! Year 10 have now started Unit 2 – Magazine Production and are learning about the key conventions of magazine front covers and double page spreads for their course work.



Year 11 have been busy this term practising for their exam by completing a Walking Talking Mock on the creative industries where they have been developing their ideas and completing pre-production materials in response to a brief. The students have been asked by Future Focus careers magazine to produce a new magazine to inform 14- to 16-year-olds about one of the opportunities open to them in the creative industries. Ranging from photography to animation, the students have completed primary and secondary research, produced mood boards and comprehensive layouts of their design ideas. After Christmas, the students created their final media product. Have a look at some of their amazing media print-based production skills!



Year 12 have had a very busy term learning about media representations and theorists such as Laura Mulvey and the male gaze, as well as completing their pre-production documents for their future horror film trailer, such as story boards, scripts, budgeting and finance. More recently, the students have discussed the appeal of the horror genre, poster analysis and film techniques in horror films focusing on Alfred Hitchcock's Psycho to provide them with the knowledge and tools to create their practical film production in Year 13.

In Year 13, the students have been using their pre-production work from last year to create their thriller fiction film trailer. They have worked so hard, produced amazingly creative trailers and should feel very proud of their finished results!



## Media Studies

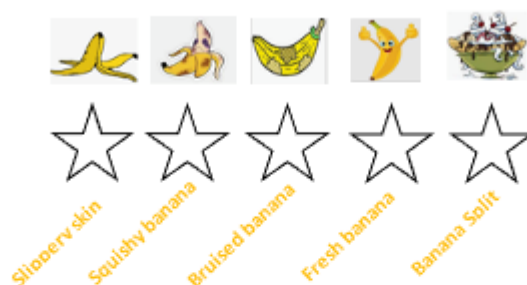
### Film Club

Each term we will be recommending 'feel-good' films for you to watch in your spare time. We would love for you to become our very own film critics! Watch one or more of our suggested films and write a review 'Rotten Tomatoes' style Rotten Tomatoes: Movies | TV Shows | Movie Trailers | Reviews - Rotten Tomatoes using our version...Squished Bananas, and give it a star rating! Your review will be included in next term's newsletter!

Next month is World Book Day, so in light of this, we would like you to watch and review the film of a Roald Dahl book using our Squished Bananas Film Review. Some suggestions for you are Charlie and the Chocolate Factory, Esio Trot, Matilda, The BFG and The Witches.



## Squished Bananas Film Review



Film Name:

What did you think of the film?



## Food

We have been so pleased with the practical work completed by year 9 and 10 who have been working so hard to continue their cooking at home during lockdown. They have been creating ginger biscuits, brownies, sausage pasta and Dutch Apples Cake amongst other recipes. We have attached a recipe for you to try if you wish.

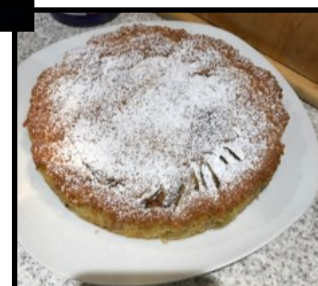
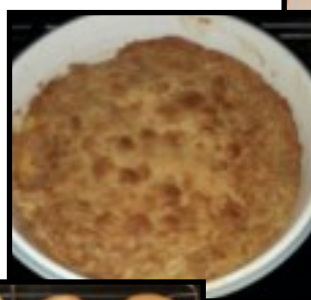
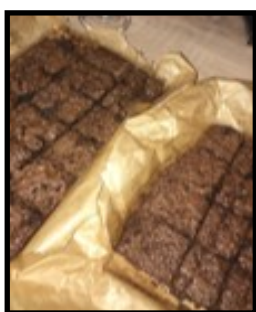
### Dutch Apple Cake

#### Ingredients

- 100g caster sugar
- 100g soft margarine
- 2 eggs
- 100g self raising flour
- 1 x 5ml spoon baking powder
- 1 eating apple
- 1 x 5ml spoon cinnamon
- 1 x 5ml spoon Demerara sugar

#### Method

1. Preheat the oven to 180°C or gas mark 4.
2. Grease and line the cake tin or foil trays.
3. Cream the sugar and margarine together, ideally using a electric hand whisk, until light and fluffy.
4. In a small bowl, beat the eggs with a fork.
5. Add the beaten egg, a little at a time, to the margarine and sugar.
6. Sieve the flour and baking powder into a bowl, or onto a plate or piece of greaseproof paper.
7. Fold the flour and baking powder into the mixture, a spoonful at a time.
8. Spread the mixture in the cake tin.
9. Core the apple and slice thinly.
10. Arrange the apple slices over the cake mix, and then sprinkle the cinnamon and sugar on top.
11. Place in the oven and bake for around 20 minutes, until golden brown and springy to the touch.
12. Remove from the oven and allow to cool.





## MFL Department



The following students have been recognised by their MFL teacher as being "Students of the Term."  
Congratulations!!!

### Year 7 –

Maddie Habbins, Fin Greenhalgh,, Natasha Gray, Oliver Fowkes, Lydia Goodbun, Gabriel Motias, Chloe Bostock, Charlie Taylor, Alife Timby, Yousaf LeCaplain, Lea Johns Mia Ward, Dominic Fry, Matilda Kelly, Charlie Fitzgerald, Archie Chester, Freddy Andrews, Honey McIvor, Jacob Edwards, Oscar Worrall and Rosie Clarke

### Year 8 –

Max Batty, Amelie Mason, Meredith Marsh, Emily Carey, Isobel Staite, Adi Odedara, Evie Benson, Samuel Wornham, Demi Cressey, Sophie Gildersleve, Kobe Wiles, Eva Kowalczyk, Olly Hand, Max Penny, Evelyn Dobson, Jake Wise, Freya Spriggs, Alfie Ball, Georgia Taylor, Edward Brackley, Jemima Welsh and Aiden Nicholls

### Year 9 –

Georgia Smith, Alexander Prill, Sammi Shell, Jess Ellis, Cameron Crooks, Emma Uglow, Alex Middlemiss, Sophia Ives, Alex Bunce, Millie Pike, Edith Richards, Ryan Pell, Lucy Beaton, Sophie Wells, Jothan Parker and Maddie Van der Drift.

### Year 10 –

Lena Mairs, Izzy Gurry, Emma Davis, Molly Salter

### Year 11 –

Neave Beardsmore, Neave Warcup, Ceri Jones, Ilka Spasojevic

### Year 12 –

Julliana Moitinho

### Key Information:

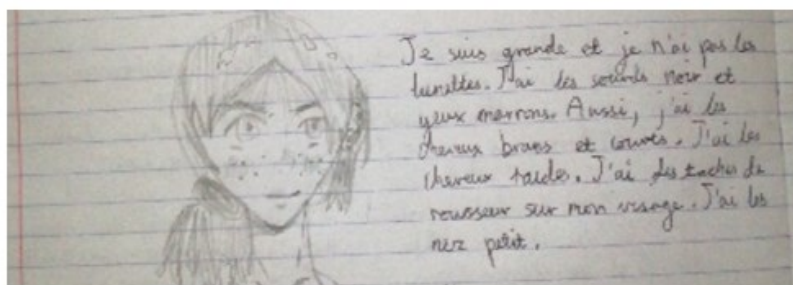


We are impressed with the student's work ethic and commitment during this current climate and would like to share some examples of outstanding work during term 3:



### Year 7

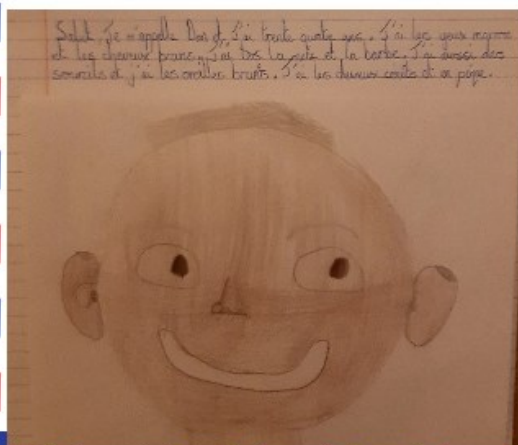
### Outstanding Lockdown Work



Ola Witkowska

Natasha Gray

Charlie Taylor



Mollie Clarke

Year 7



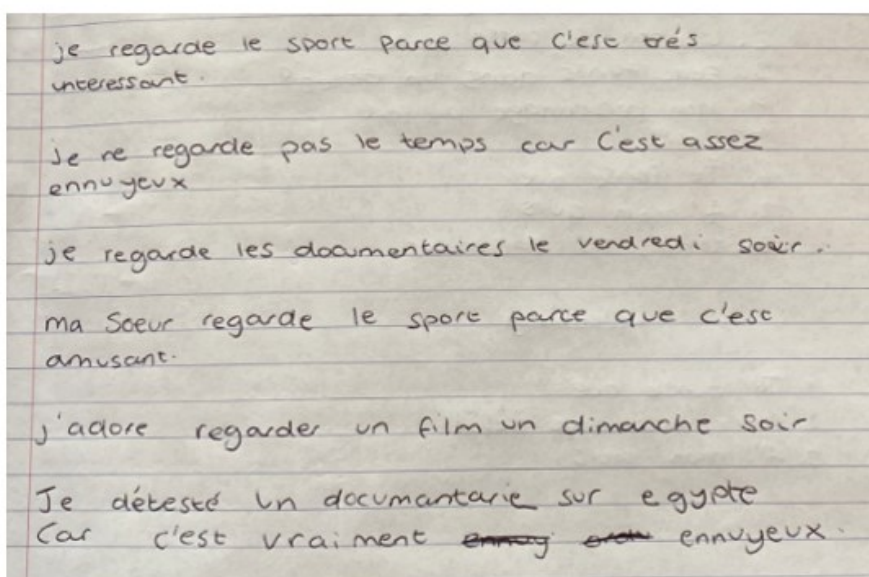
Gracie Wells

elle a les cheveux, roux et orange. elle a les yeux blanc. elle a le nez jaune. Elle s'appelle Gracie, et elle a 11 ans.



Jemima Welsh

Year 8







## Year 10

1) En mis ratos libres, me encanta ver películas y mis programas favoritos en la TV. Sin embargo, tengo que hacer mis deberes y no tengo mucho tiempo libre.

2) Si, soy adicto a la TV. Me chiflan las series en Netflix y veo muchas comedias y programas de drama en el fin de semana. Mi padre también es un adicto a la tele TV, le encantan los programas deportivos y ver el fútbol.

3) En mi opinión, prefiero ver las películas en el cine con mi familia o amigos porque el ambiente es estupendo. Además, la pantalla grande siempre muy emocionante es mejor para los gráficos.

4) Pienso que, mi películas favoritas son películas de acción aventura ya que son muy emocionantes y los efectos especiales son bastante impresionantes. Por otro lado, mi hermano prefiere las comedias porque son p pueden ser muy tontos y reírse entre ellos.

5) Mi música favorita es rock dado que es fuerte y me hace querer bailar. También disfruto la música pop porque es bastante relajante y escucho música pop de vez en cuando. No me gusta la música clásica. ¡Qué monótono!

6) Este fin de semana, un partido de fútbol voy a ver un partido de fútbol con mi hermano y mi padre. Suelo ir al cine el fin de semana y veo la última película pero las entradas fuese demasiado caras.

7) Mis padres me dan dinero cada semana si llavo el coche y paseo el perro. Con mi dinero, compro muchas ropas y a veces me el maquillaje.

8) Era bastante deportista ya que era miembro de un club. Hacía natación con mi amiga pero ya no hago natación y juego al netball o de vez en cuando, hockey.

9) La última vez que participé en un deporte fue hace meses porque no tengo mucho tiempo para entrenar y competir. El último deporte que jugué fue el fútbol con mi hermano y me gustó pero fue bastante difícil.

Sophia Fry

## Year 11

Natasha Liquorish

| TRIMESTRE | PRIMER | SEGUNDO | TERCER | CUARTO | QUINTO |
|-----------|--------|---------|--------|--------|--------|
| 1         | 1      | 2       | 3      | 4      | 5      |
| 2         | 6      | 7       | 8      | 9      | 10     |
| 3         | 11     | 12      | 13     | 14     | 15     |
| 4         | 16     | 17      | 18     | 19     | 20     |
| 5         | 21     | 22      | 23     | 24     | 25     |
| 6         | 26     | 27      | 28     | 29     | 30     |
| 7         | 31     | 32      | 33     | 34     | 35     |
| 8         | 36     | 37      | 38     | 39     | 40     |
| 9         | 41     | 42      | 43     | 44     | 45     |
| 10        | 46     | 47      | 48     | 49     | 50     |
| 11        | 51     | 52      | 53     | 54     | 55     |
| 12        | 56     | 57      | 58     | 59     | 60     |

En été passée dernière, j'ai un peu travaillé à la Supermarché, au Centre-ville. Ce n'est pas difficile, mais le travail était monotone. J'ai rempli les rayons et ce n'est pas un grand shopp. Cependant, je gagnais 5€ par heure et mes horaires étaient assez long.

Quand j'ai réussi mes examens, je voulais aller une année scolaire dans un pays étranger parce que je n'ai jamais voyagé à l'étranger. Si j'aime le pays, je ne habite, mais si je n'aime pas le pays, je travaille en Angleterre. Je ne sais pas si je veux faire mais je suis bon à la mathématiques et les sciences, aussi, je parle couramment le français. Je m'intéresse à la navigation, l'architecture et le job est très bien payer, ça l'a été amusant mais aussi, j'adore des monuments.

Jack Gillan



Julliana Moitinho

Year 12

Analiza el tema de la guerra en la película. ¿Cuáles son las técnicas que utiliza el director para evocar la época en la que transcurre la historia?

En este ensayo hablaré de las técnicas que el director – Guillermo Del Toro – utiliza para evocar la época en la que transcurre la historia. El laberinto del fauno tiene lugar en el año 1944, cinco años después de la guerra civil que dividió España entre los Fascistas y los Republicanos. El director utiliza la película para discretamente para criticar a Franco y a los Fascistas. (they were not una banda)

En primer lugar explicaré la forma en la que el director presenta el problema del machismo y la misoginia durante esta época. Se puede observar como tres de los pilares fundamentales de la historia son femininos; Carmen, Ofelia y Mercedes. El personaje, Carmen, juega un papel muy estereotípico de las mujeres en la época bajo Franco. Es bastante servil a su marido Vidal que le trata como si fuera basura. En la película Vidal dice al médico que cuida a Carmen que si tuviera que elegir entre salvar la vida del bebé o de la Mujer, "que salve al niño". Guillermo usa esta escena para destacar las características frías y despidadas del capitán que son similares al las de Franco. Con respecto a la heroína de la película, Ofelia, se nota que ella es el contraste de su madre. Desde el inicio de la película se ve que ella ni se lleva bien con Vidal o sus compañeros fascistas. Esto es visible con su manera "irrespetuosa" de saludar a Vidal. Casi insinuando al desarrollo de la paridad entre sexos (y la falta de obediencia). A mi modo de ver, Guillermo implementa el tema de misoginia muy claramente para criticar las actitudes contra las mujeres durante la época de la guerra y justo después.

Desde 1939 y hasta 1952 en España se suministraban cartillas de racionamiento para proveer y controlar los alimentos que se consumían. En la película se ve una escena donde los fascistas distribuyen alimentos para los que tienen cartillas. No me sorprende que distribuyan tan poca comida para los ciudadanos porque supondríamos que es debido a la guerra y la falta de recursos para obtener comida. Pero es chocante que en la escena del bodega que Vidal hospeda, haya un montón de comida para poca gente. Guillermo del Toro (he's not your friend) nos muestra lo imprudente que es el capitán. Similarmente con Franco que también no hacía caso a los demás. La escena de la distribución de alimentos es bastante emotiva porque demuestra la realidad de los efectos de la guerra: la hambre. En mi opinión fue muy juicioso lo que hizo Guillermo con esta escena.

## Pastoral Support

### Pastoral Support

Did you know that you can contact our Year Leads by email?

Year7@bourneacademy.org

Year8@bourneacademy.org

Year9@bourneacademy.org

Year10@bourneacademy.org

Year11@bourneacademy.org

Year12@bourneacademy.org

Year13@bourneacademy.org

Not sure who to contact then drop an email to office@bourneacademy.org and they will direct your email onto the right person. The Pastoral Team are here to support our students and their family during these unprecedented times.

# Emotional Support

|   |  |   |
|---|--|---|
|    | Looking after your mental health   | <a href="https://www.nhs.uk/oneyou/every-mind-matters/">https://www.nhs.uk/oneyou/every-mind-matters/</a> |
|    | 0800 1111<br>(free 24 hour)  | <a href="http://www.childline.org.uk">www.childline.org.uk</a>  |
|    | Online counselling service<br>(12pm-10pm Monday to Friday and<br>6pm-10pm Saturday and Sunday)                           | <a href="http://www.kooth.com">www.kooth.com</a>  |
|  Family Services Directory<br>& Local Offer              | Support for emotional wellbeing<br>and mental health   | <a href="http://www.lincolnshire.gov.uk/ewb">www.lincolnshire.gov.uk/ewb</a>                              |
|   | Mental health information and<br>guidance  | <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>  |
|  PAPYRUS<br>PREVENTION OF YOUNG SUICIDE                | PAPYRUS HOPELINEUK<br>0800 068 41 41   | <a href="http://www.papyrus-uk.org/hopelineuk/">www.papyrus-uk.org/hopelineuk/</a>                        |
|    | Advice and help for young people   | <a href="http://www.cwmt.org.uk">www.cwmt.org.uk</a>  |
|  YOUTH<br>ACCESS<br>Championing advice and counselling | Information, advice and counsel-<br>ling for young people  | <a href="http://www.youthaccess.org.uk">www.youthaccess.org.uk</a>  |
|  shout<br>for support in a crisis                      | Text 85258<br>Self-harm<br>Suicidal thoughts<br>Bullying<br>Relationship problems  | <a href="http://www.giveusashout.org/get-help">www.giveusashout.org/get-help</a>                          |
|    | Free 24-hour listening support<br><br>116 123<br><br>Whatever you're going through, a<br>Samaritan will face it with you | <a href="http://www.samaritans.org">www.samaritans.org</a>  |



## First Aid Room at Bourne Academy

Did you know here at Bourne Academy we have a fully staffed First Aid room run by our qualified First Aiders Mrs Inglis and Mrs Buckley. What do they do?



### *Illnesses and Accidents*

- \* If a student becomes ill, they should go to the First Aid Room to be assessed and our first aiders will contact parents if necessary.
- \* Some students may find themselves injured and may need a Movement Plan. The requirement for this should be discussed between the First Aiders, the parents and the student on the first day that the student is in school with the injury.

### *Medication*

- \* During the day some students require medication, and we ask that this is sent in, in the box you are given it in and with their prescription attached. A Medication Consent form will need to be signed by a parent or carer giving us permission to administer the medication. Students should not normally be carrying medication around in school.
- \* We also deal with Health Care Plans for any students with specific needs e.g. diabetics. If you feel your Child has a complex medical need please contact the school to discuss if a plan is needed.

### *School Nurse Visits*

During the school year, we also have the School Nurses visit.

- \* In Year 8 the female students will be invited to have their HPV injections.
- \* In Year 9, all students will be invited to have their Tetanus and Meningitis injections. These are now done through the school and students will not be able to routinely receive them through their doctors surgeries.

## Attendance

The Trust's attendance policy allows us to streamline the work that we do and helps us in supporting those that need further assistance.

### How to Report

Student absence should be reported on each morning of any absence by 8.30am. There are a number of ways of doing this:

- ♦ Calling the main school number and leaving a message (01778 422365 - option 1)
- ♦ Texting in 07860 095 499 (please be aware that, as with all mobiles, if the mobile system is down we may not receive these and you may receive an absence message)
- ♦ Email ([office@bourneacademy.org](mailto:office@bourneacademy.org))
- ♦ Letters re appointments (please send in copies of hospital/dental/orthodontic/doctor appointments for pre authorisation) Please bear in mind that as per the Academy's Attendance Policy, no appointments are authorised without medical evidence

Please note:

- ♦ Any absences not notified to the Academy that school day will be coded 'O – unauthorised absence' and will not be amended retrospectively.
- ♦ In support of student attendance, the school operates a monitor period after any absence of 4.5 days or more. Parents/carers will be notified of the start of this period by letter. Any further absence during this time could result in a Governor Panel meeting.
- ♦ Parents/carers will no longer be written to asking for reasons for previous absences.

## Bourne Academy Uniform Shop

### Opening Hours

(including half term)

Tuesdays 3.00pm – 6.00pm

Thursdays 8.00am –  
11.30am

**You can now order uniform  
online!**

**[www.parentmail.co.uk](http://www.parentmail.co.uk)**

**Students in receipt of Free  
School Meals receive a 50%  
discount on items.**

## Time for Road Safety



**Lincolnshire  
Road  
Safety  
Partnership**

The newsletter from the LRSP Education Team

### **Term 3 - Secondary Parents In Car Safety**

#### **Happy New Year**

Correctly worn seatbelts should be used for every journey, even short ones close to home. Vehicles do not need to be travelling very fast to have a collision causing serious injury. If a vehicle stops suddenly, anyone unrestrained will continue to travel forwards instead of being held safely in the seat.

Over a quarter (26%) of car occupants killed on UK's roads in 2018 were not wearing seatbelts (Department for Transport).

Despite the chance of a fine of up to £500, many people are happy to break the law and take the risk.

[Here](#) is the current advice and legislation on the use of seatbelts.

#### **Speeding**

According to [RAC research](#), during lockdown 1 in 2020 the government reported an increase in speeding vehicles due to the quieter roads.

Speeding offence increased the most on single carriageways from 10% to 17%, and 30mph roads, where offences rose from 56% to 63%, compared to the same period in 2019.

Even during lockdown roads have the same speed limits, and drivers can face the same penalties if they break the limit.

#### **School journeys**

During cold or adverse weather conditions more car journeys are made. This may increase congestion outside schools, affecting the safety of pupils.

Please remember to park safely within or near to schools with a consideration of all students.



#### **Winter driving**

Young drivers may be inexperienced driving in winter weather road conditions. They may need to plan more time into their journeys to avoid rushing.

The RAC have collated some comprehensive winter driving advice that could be shared with drivers of all ages [here](#).

In cold weather it is easy to avoid taking the time to clear windscreens and windows properly when in a rush. Any amount of snow, ice or condensation can create a blind spot.

#### **Car parks and driveways**

Every year people are injured or lose their lives due to being hit by a vehicle in a car park or on a driveway. Sadly the driver is often a family member or friend who has simply not seen the person next to the car. It's advisable to check all blind spots around a vehicle before moving off from a stationary position.

**Contact the Road Safety Education team on  
01522 805800.**

**Look out for the next newsletter in term 4.**