



the bbg bulletin

More exciting sports and activities to share with you this week. We are delighted to share the success of two students at each end of the academy, Mia Wilby in Year 7 and Alex Horsman in Year 11.

Both Mia and Alex this week have enjoyed taking part in the Junior Octopush Nationals in Newport, South Wales.

Octopush is underwater hockey and is a supreme aerobic game. It was invented in the early 1950s by sub-aqua divers in Southsea who reportedly got bored of just swimming up and down pool lanes to get fit. The game is now played worldwide. Players wear the basic equipment of a mask, snorkel, fins, and water polo hat. They hold a small stick, about the size of a spatula, in a gloved hand. The idea of the game is to use the stick to push the 1.2 kilogramme puck into the opposing team's goal, which consists of a three-metre tray at the opposing end of a 25-metre pool. Underwater hockey is fast, furious, and fun but you have to hold your breath for such a long time!

All other sports allow the participants to breathe as they play. But in underwater hockey, players breathe through their snorkels on the top of the water before diving down to do battle with their opponents. Some players can stay down for a long time indeed, but the real skill of the game is judging when to dive. It can take just a few seconds to tackle an opponent and pass the puck to a teammate, and then return to the surface for a well-earned breath!

There are usually 10 people in a team, but only six are allowed in the water at one time. This results in fast substitutions which resemble tag wrestling. The idea is to work quickly, and then get out to recover. This increases the speed and exhilaration of the game. Alex's team which he captained... on his birthday... placed second in the regionals with only 6 players while all of the other teams in their age group had 10 players, giving them lots of substitution breaks. Despite this considerable disadvantage they only let in 4 goals in the 6 games they played and scored 24. Alex scored 7 goals playing full back and was the 5th highest goal scorer in the entire tournament. Pretty impressive, and a wonderful way to spend a birthday. The icing on the cake was the Silver Medal.



It was actually Mia's tournament debut in Newport, competing in the Junior Nationals in the U12s category. An incredible achievement and a huge competition to be involved in. Mia was delighted to come home with a bronze medal and her first big competition under her belt.



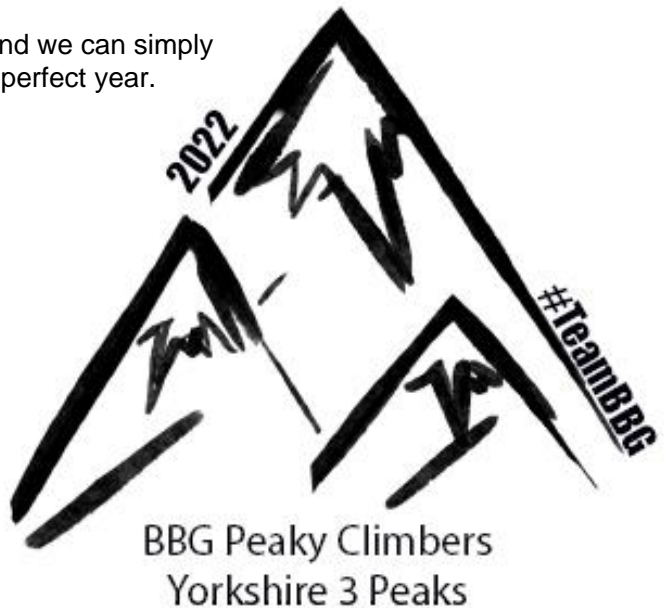
Very well done to both Mia and Alex, we can't wait to hear about your future endeavours.

UKRAINE HUMANITARIAN APPEAL



The Team of 13 students and 4 colleagues are in training to complete the Yorkshire three peaks in two weeks time. The challenge, not for the faint hearted is completed each year by a team of BBG colleagues but never before have we set ourselves a student and colleague challenge.

The past two years have shown us that we are resilient and we can simply tackle anything that is thrown at us, so it seemed like the perfect year.



The Three Peaks of Pen-y-ghent, Ingleborough and Whernside are among the best-known hills in the Yorkshire Dales National Park. Every year thousands come to reach the top of at least one or to conquer all three in one go.

The classic 24 mile circular walk takes in all three peaks and spectacular scenery but make no mistake – this is a tough challenge with over 1600m of ascent, 39.2 km in distance... and we are aiming to finish in just 12 hours!

We are completing the challenge for the Ukraine humanitarian Appeal through Disasters Emergency Committee, a charity we all feel passionate about supporting. Do you know just £1 from every family in our school would help us make a big difference?

UKRAINE HUMANITARIAN APPEAL

DONATE NOW AT **DEC.ORG.UK**



Photo: Michael Kappeler / dpa



The UK Government will match pound-for-pound up to £20 million donated by the public to this appeal.

We would be so grateful if you could sponsor us, even just a small amount if you can. We expect our day to be tough, but nowhere near as tough as the days Ukrainian families have faced and are facing. Any support would be greatly received. You can donate by via our donation page [Saira Luffman is fundraising for Disasters Emergency Committee \(justgiving.com\)](https://www.justgiving.com/SairaLuffman)

I am sure you will join me in wishing our Peaky Climbers all the very best for their upcoming challenge.



Now that we are starting to gear up to the GCSEs, we'll continue to talk about revision and how it can be felt by everyone in the household. It's a good way to remind ourselves of what works, and also give us ideas on how to support our #BBGGalaxy through the next most difficult period – the lead up to the exams!

Subjects YOU Struggled With

Information for parents and carers



Research suggests that parents are critical to how well children perform at school. Children need to feel secure and happy so they are ready to learn. If children are feeling stressed, intimidated or if something has upset them, they will not be in any state to learn anything.

Studies have shown that parents' negative attitudes or beliefs have the potential to negatively influence their children. Negative attitudes can impact on the subjects which your children succeed at. The learning attitude that you or your child has can directly improve their performance.

When children struggle with subjects it can make them have feelings of anxiety, helplessness, fear and guilt. Your child's potential can easily be developed and nurtured through simple everyday attitudes passed down from parents and family.

What can you do?



- Listen to your child about subjects they are interested in or may struggle with. Share thoughts with each other about how they may succeed and what they enjoy about different subjects. Try not to be openly negative about subjects which you didn't enjoy or struggled with yourself.
- Give your child the best advice you can and teach them that failure is a stepping stone to success. Give your children examples of things you have failed at but have overcome in your life. Explain your experiences and highlight that some subjects are challenging but are also fun to learn.
- Positively encourage your child and take an interest in their learning. The key is to support

them to develop a positive mindset and passion for learning. Even if you found a subject difficult at school, it doesn't mean that they will. Instead of saying 'I'm no good at this, you could say:

- It's a long time since I've done this, so you need to remind me...
- I remember doing this at school, tell me more...
- This work is interesting, which is the best bit...
- I was really determined in...

BBG GALAXY



WELL DONE!

A hearty well done to Mr Stevens' group – who took the lead in the first two weeks with an AMAZING average of 103 stamps over the fortnight!

Stevens' Satellites



**Jessica
Teagan
Evie
Harvey
Oliver
Alex**

**Bairstow
Bennett
Gray
Hardill
Holdsworth
White**



And other, also hearty, kudos should be given to the TOP TEN INDIVIDUAL stamp earners! These students showed resilience and demonstrated their efforts both in and outside of lessons to achieve them!

Olivia	Rowley	Dixon's Dimensions	157
Megan	Taylor	Jones' Geocentrics	154
Lily	Trotter	Luffman's Light-Years	148
Evie	Gray	Stevens' Satellites	137
Demi-Leigh	Renshaw	Eyes' Energies	135
Ellis	Miah	Morland's Mandalas	131
Harvey	Hardill	Stevens' Satellites	131
Taylor	Kehoe	Binns' Bosons	130
Harry	Kelly	Hayes' Heliospheres	130
Lily	Watson	Blackburn's Beryllii	129

**YOU DID
GREAT!**



BBG GALAXY - PROGRESS CHAMPIONSHIP 2022 WEEKS 1 & 2 AVERAGES



Weeks 1&2 Ranking	Captain & Group Name	Avg.	Weeks 1&2 Ranking	Captain & Group Name	Avg.
1	Stevens' Satellites	103	17	Fitzsimons' Firmaments	79.8
2	Luffman's Light-Years	98	18	Jones' Geocentrics	79.2
3	Eyes' Energies	96.8	19	Smith's Subatoms	78.8
4	Aindow's Asteroids	95.8	20	Slack's Singularities	78.4
5	Andre's Aethers	94.2	21	Sanderson's Sputniks	77.6
6	Blackburn's Beryllii	91.8	22	Brack's Brunos	76.8
6	Morland's Mandalas	91.8	23	Taylor's Terras	75.2
8	Backhouse's Baades	91.6	24	Lord's Luminosities	75
9	Shannon's Supernovas	89.8	25	Stephenson's Solars	72.4
10	Suggitt's Stellars	89.2	26	Dixon's Dimensions	71.2
11	Binns' Bosons	87.6	27	Brazier's Bodes	69.8
11	Elcock's Eclipses	87.6	28	Bettney's Baryons	69.2
13	Hayes' Heliospheres	84.6	29	Cattley's Quarks	61.8
14	Grace's Gravities	84.2	30	Roumelioti's Relativities	58.6
14	Sanford's Systems	84.2	31	Shahid's Spheres	55.4
16	Cracknell's Cosmics	80.6	32	Wootton's Wheelers	55.4

VIRTUAL PERSONAL TUTORING



KEY STAGE 4

Students studying for a Grade 4 or 5

SUBJECT	DAY	TIME
ENGLISH	MONDAY	15:30 – 17:00
SCIENCE	TUESDAY	15:30 – 17:00
MATHS	WEDNESDAY	15:30 – 17:00

Students studying for a Grade 5 to 7

SUBJECT	DAY	TIME
SCIENCE	WEDNESDAY	19:00 – 20:30
ENGLISH	THURSDAY	17:15 – 18:45
MATHS	SUNDAY	14:00 – 15:30

Students studying for a Grade 7 to 9

SUBJECT	DAY	TIME
MATHS	TUESDAY	17:15 – 18:45
ENGLISH	FRIDAY	17:15 – 18:45
SCIENCE	FRIDAY	19:00 – 20:30

KEY STAGE 3

SUBJECT	DAY	TIME
SCIENCE	MONDAY	5:45 – 6:45PM
MATHS	WEDNESDAY	5:05 – 6:05PM
ENGLISH	THURSDAY	6:50 – 7:50PM



BBG ACADEMY
SFSC
STUDENTS FOR SOCIAL CHANGE
' ' | ' ' | | ' ' .

Mother's day 2022 is on the 27th March!

**Mother's day isn't just about buying things
but it's about appreciating mothers and all they do
for us, as well
as spending time with them**



How are you celebrating mother's day?

**Mother's day is also about
celebrating mothers of all kinds!
Single mothers, nurse mothers, two mothers
mothers who stay
at home, mothers who
work, foster mothers,
step parents and many more!
But even if you don't celebrate
mother's day due to not having a good
relationship with your mother
or if she isn't here right now,
remember that's okay too <3**

STUDENT ACHIEVEMENTS



Lily and her achievements are often celebrated in the Bulletin and we have before reported on her rugby success. This week however is a real highlight for Lily and for women's rugby, as Lily not only made her first start for Yorkshire U18 (at the age of 16) but she scored a try in their festival in Pocklington last week.

What you may not know about Lily is that she is not only fiercely competitive, (and you really need to be on a rugby field), but she is also passionate about women's sport and equity. It was Lily that ensured girls had the same opportunity to be part of the rugby academy at BBG and she was the very reason behind our first ever girls rugby academy two years ago.

Lily, who regularly plays for Cleckheaton Rugby Club, was selected for Yorkshire earlier this year and has gone from strength to strength.

The festival, which was held at Pocklington School saw a strong Yorkshire performance against Cheshire and narrow loss to Lancashire.

Yorkshire did well against the Lancashire side which had drawn in a number of the Sale Centre of Excellence playing squad, whilst Yorkshire had elected to limit their own numbers of Centre of Excellence players to give more players in the county the opportunity for representative rugby. Lily certainly didn't disappoint, showing incredible talent and resilience.

Only narrowly losing to Lancashire was a great example not only of the depth of talent in the county but the true Yorkshire team spirit.

We could not be more proud of Lily, her determination and her true grit. We wish her all the success for the future and look forward to being on the sidelines supporting her going forwards (let's hope the sun shines like it did on Sunday).



STUDENT ACHIEVEMENTS



It is always wonderful to hear about students' achievements outside school, and this week we have had a flourish of martial arts news.

Daniel Baniak of Year 8 was graded at the weekend for his black belt in kickboxing, and passed with flying colours. Daniel has been kickboxing at the Chuldow Family Martial Arts Centre in Morley since 2016, and has quickly progressed through the grades. He even managed to be assessed for his brown belt during lockdown in 2020, after training on Zoom with his coach.

Daniel's black belt assessment lasted for two hours, and he had to demonstrate his stamina, strength, competence and ability. Now he is starting to work towards his black belt, second dan, which will take a couple of years of intense training and preparation. With Daniel's track record though there is no doubt at all that he will achieve success in this too!

Well done Daniel! Such a great achievement!



Our other black belt news comes from Tabitha Smith and Max Wragg of Year 7, who both graded in Mixed Martial Arts last weekend.

Tabitha has been doing martial arts since the age of 4, and she attends KFMA (K Family Martial Arts) in Birstall. She took her first grading soon after starting, and has progressed through the grades up to black belt.

Max attends the same martial arts club, and started at the age of 7. He also progressed quickly through the belts, and after four years was ready for his black belt grading.

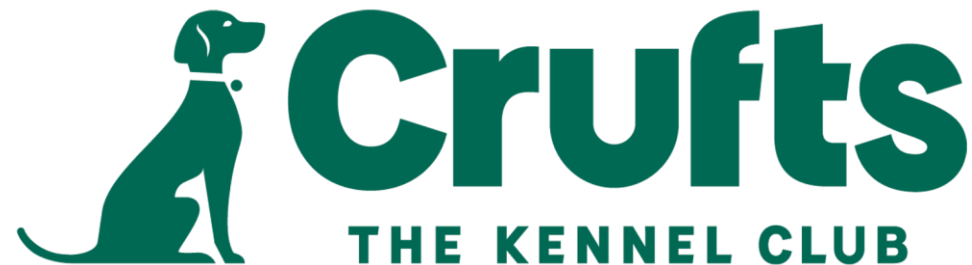
Both Tabitha and Max will now continue to work hard, towards the next level of achievement.



For the grading the students had to perform a number of combinations of moves, bas rutten (combinations to a beat), and demonstrate a number of moves and rudiments. The assessment lasted for four and a half hours, so was very intense, but Tabitha and Max both really enjoyed it and had a great sense of achievement when it was all over. They were struggling to walk the next day, however!

Well done to Daniel, Max and Tabitha on such a fantastic achievement!

STUDENT ACHIEVEMENTS



Interview with Charlotte Robertshaw 2nd place winner in BASC Junior Handling



Tell me about your dog/s name, age and breed.

The dog I showed is named Herbie and he is a 9-year-old Golden Retriever. He lives with my Grandad along with our other male Golden Retrievers Olaf and Isaac. Herbie's sister Holly lives with me, and Holly's daughter Ana has just had a litter of puppies.

How long have you been dog training?

I have been training dogs for around six years, I started when I was 6 or 7 years old. I went to my first ever dog show when I was two years old, and I just thought "this is amazing".

Have you been to Crufts before?

I have gone to dog shows and Crufts all my life, but I have entered four times.

What made you decide to enter?

My Grandad and Mum have always taken part in Crufts, and I always loved seeing their relationship with the dogs. Everyone knows everyone at the shows. My mum can walk round and say hi to everyone. It is like a little community. Everyone also knows me because I have been going since I was a baby. I just love the environment.

Did you compete in any other category?

No, but my mum entered with Ana's son Wilson.

What is the Junior Handler category and what did you have to do?

There is usually between 10-15 people taking part and it is extremely competitive. You must know stacking, showing the dog's bite and the anatomy of the dog, including what the dog was bred for.

Junior Handling is about how to present the dog, how to present yourself, how to address a judge with respect, eye contact and posture. In Junior Handling, you must be able to present your dog to the judge for hands-on examination. The judge will want you to show her the dog's bite which should be an overbite not a level bite.

You also need to run the dog so the judges can check its movements and walk it around the ring so they can get a good look at the outline of the dog. BASC looks at your relationship and bond with the dog.



How did it feel to win 2nd Place in the Junior Handler category?

Pretty cool. I have been doing it a few years now and I came third before. It is nice, the 6–14-year-old group. The girl who won was a couple of years older than me.

It is a lot to take in the shows are just so big which can be really overwhelming but its lots of fun.

What was your favourite thing about your Crufts experience this year?

The environment. Just being around so many experienced people, some who have being it for decades – I just love it! It is so much to take in but after 20 minutes or so the stress kind of kicks in and you cannot believe what you are about to do. Once you have done your show though you can relax. There are plenty of shops about and you can go look at all the different dogs.

Are you planning to enter Crufts in 2023? If so, what are you competing in?

Yes! I will probably enter the same category as this year but I may also enter a Breed Class or one of the more experienced BASC Classes.

We have already been thinking about what shows to go to for training for Crufts.

What advice would you give to anyone wanting to compete in Crufts?

Practice, lots, and lots of practise. You need to be repetitive with your dog. You need to make sure your dog is comfortable otherwise it won't work.

Do lots of research and watch as many videos as you can – it takes years to learn how to do this. And if you do want to start competing in Crufts, try it with a younger dog as older dogs have already learnt ways of doing things and it may be difficult to change how they do things.



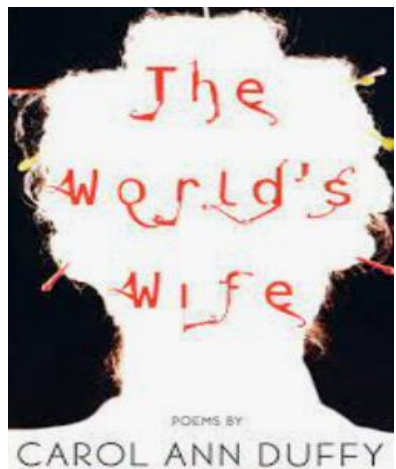
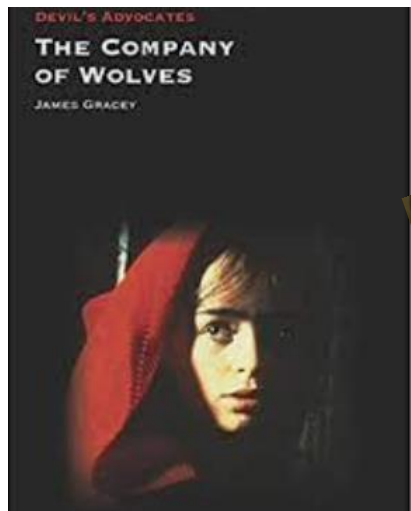
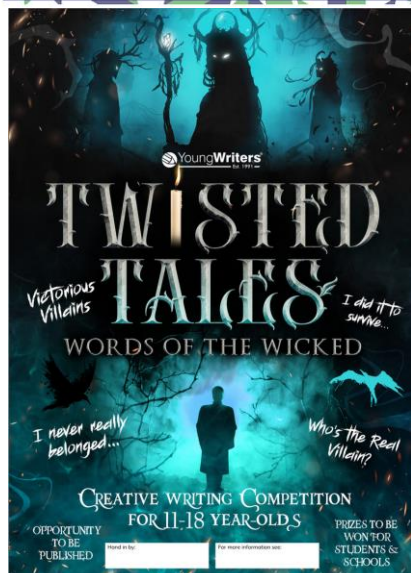


Year 8 Art students have been getting creative with their mask projects. We have been working on how to come up with ideas based on research as well as card modelling. Students have also enjoyed learning about how they can present work effectively in a sketchbook.



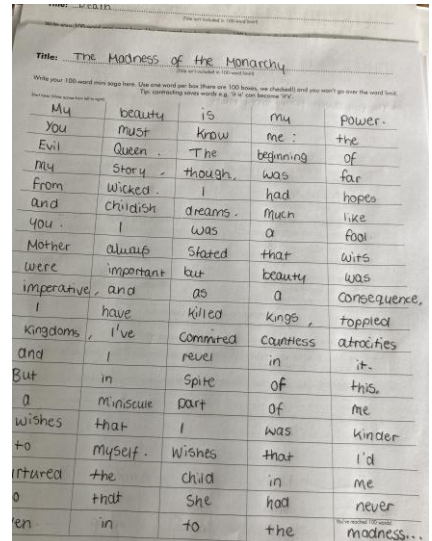
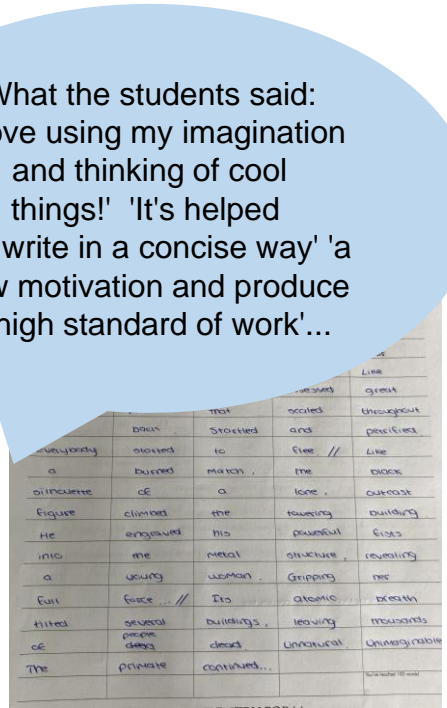
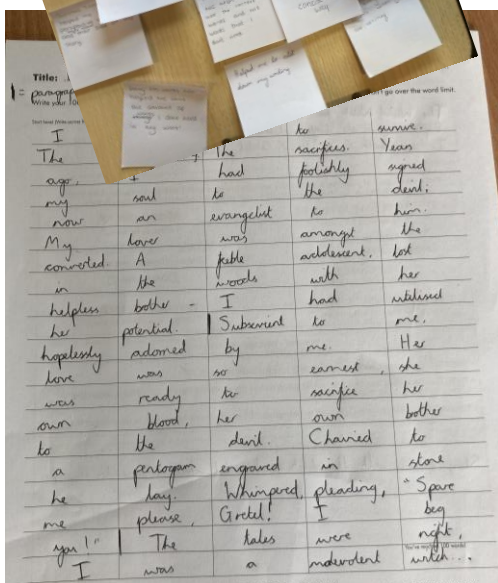
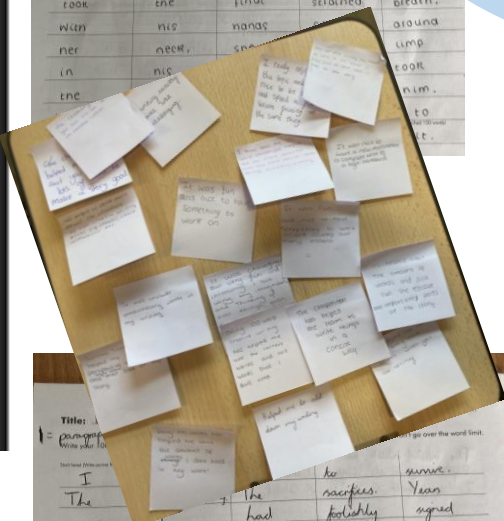
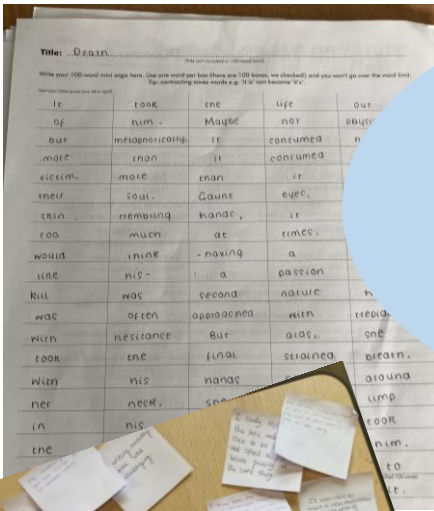


Year 9 Design students have almost completed their 'Atomic' clock project. A brilliant job they have made of them too! Lots of resilience shown in creating an excellent finish on those edges. Some really lovely designs that will enhance a few of our students' homes very soon! Well done!

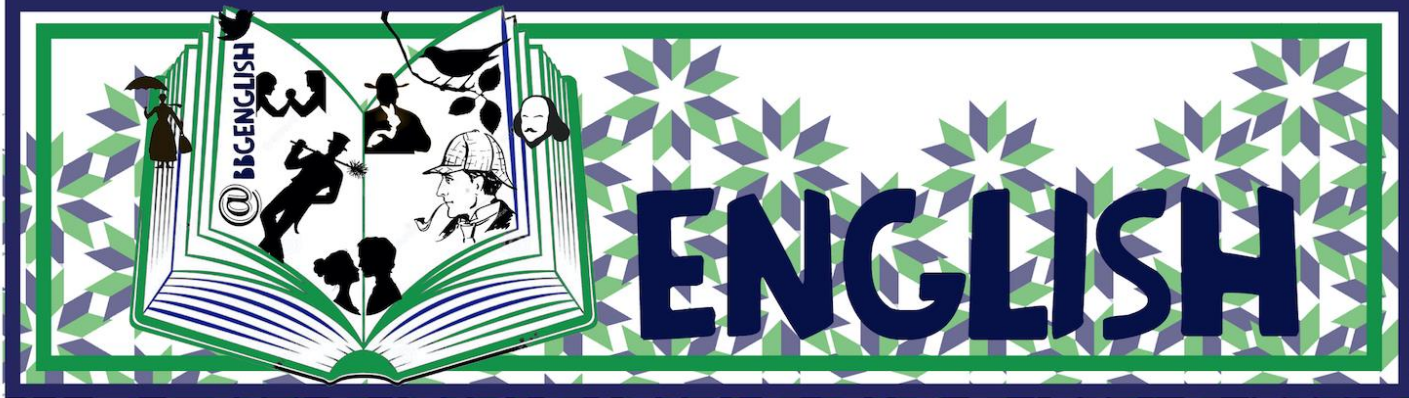


Words of the wicked!

9Q1 have entered the Young Writer's Competition: Twisted Tales. Students looked at two texts to inspire creativity: Angela Carter's 'The Company of Wolves' and 'Medusa' by Carol Ann Duffy. The challenge asked them to tell the story of a famous villain in their own mini saga of 100 words. Villains could be created or found in literature, technology, fairy tales, legends and so on.



What the students said:
 'I love using my imagination and thinking of cool things!' 'It's helped me write in a concise way' 'a new motivation and produce a high standard of work'...



Superstars this week have made more than 50% progress since starting to use Bedrock in January – wow! Well done, and keep up the good work!

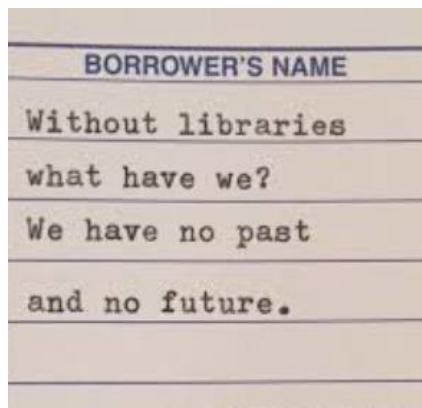
Harry Goulding	184%
Riley Valentine	174%
Toseef Ali	162%
Bailey Gammell	133%
Subhaan Ali	118%
Lucas Barrett	109%
Olivia Cunningham	104%
Robert Lowe	87%
Harvey Jones	86%
Ellie Mae Mundy	77%
Elissa Kilburn	73%
Trev Fewster	67%
Coby Sayer	66%
George Taylor	66%
Sam Lingard	66%
Matilda Skelly Steward	65%
Holly Wilkinson	64%
Cody Earnshaw	62%
Jaiden Robinson	55%
Jamie Worsnop	54%
Megan Walker	53%
Amber Smith	53%
Ruby Woodcock	52%
Paige Davis	51%

Library Launch Competition

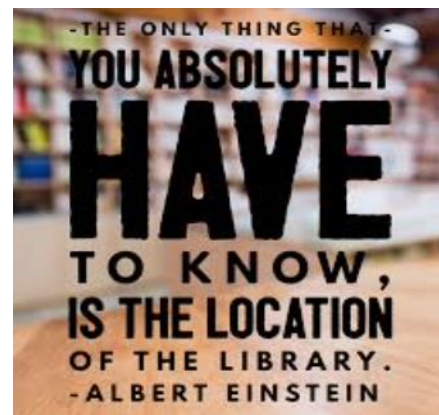
Next month sees the long-awaited launch of BBG's new library...a team of students have redesigned the space, ordered new books and been trained up to be library leaders. The space will be BBG's 'Brain Space' where students can lose themselves in a great book from the fiction or non-fiction sections, whether it be one of the great classics or a new manga graphic novel.

We would like you to write or suggest a short quote or phrase, paragraph even, that sums up the ethos of our new 'Brain Space'...this could be a famous quotation from your favourite book or author, or it could be your own powerful words to inspire future generations.

The entries will be short listed and then judged by a selected panel. The winning entry will be displayed on the library windows as part of the new design.



Please email your entries to Mr Smith ssmith@bbgacademy by Friday 1st of April. Shortlisted entries will also receive a prize.



Year 11 Spoken Language Assessments

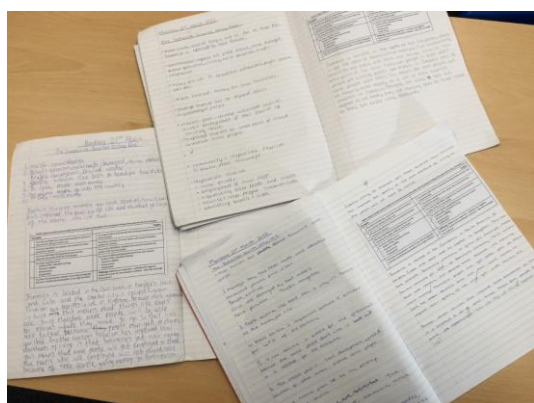
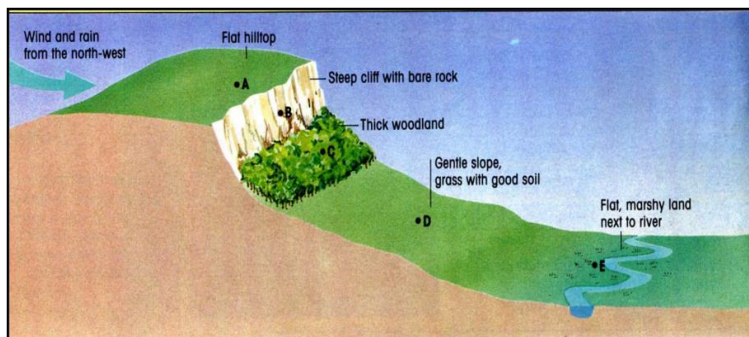
Students will be invited into the academy for a ten minute slot between the 11th-13th April to complete their assessment. Teachers have given them their appointment this week. Alternatively students are permitted to record and email in their presentations – the deadline for this is Friday 8th April.

Geography

A decorative header for the Geography subject. It features the word 'Geography' in a large, black, serif font. The letter 'o' is replaced by a small globe. To the left of the word, a pair of hands holds an open map with a red location pin and the letters 'BBG'. A magnifying glass is positioned over the map. To the right of the word, a pencil is drawn horizontally. The background is a repeating pattern of small globes and star-like floral motifs.

Year 7

We are leaving the freezing temperatures and scientists behind in Antarctica, and moving our learning focus onto the human topic of urban settlements. This week students are investigating what site factors were most important to earlier settlers, including a source of fresh water and wood for fuel. Year 7 have been developing their evaluation skills, justifying the best site location for a settlement. The students have worked hard to identify the advantages and disadvantages of different site locations – some sites put us more at risk of enemy invasion or flooding!



Year 9

Last week we had a virtual school trip to Blackpool, this week we are virtually travelling a little bit further to the Caribbean... the island of Jamaica! This is a low-income country which experiences an economic boost from mass tourism. Students learned how package deals and charter flights by holiday companies has helped Jamaica grow as a popular exotic long-haul destination. After identifying economic positive and negative impacts of tourism in Jamaica, students then showed off their skills in developing explanation, linking the economic positives to improvements local Jamaicans have experienced in their quality of life (how healthy, comfortable and happy they are) and their standard of living (how wealthy they are).

Year 10

Continuing our new topic of the Living World, students have begun to focus on global Tropical Rainforests and the characteristics of this biome. Students learned that there are 80 inches of rainfall in the rainforest, with average temperatures of 29 degrees Celsius and these areas only cover 6-7% of the Earth's surface – yet they account for half of all biodiversity on our planet. Amazing! Students then looked at the structure of the Tropical Rainforest, noting that although the tallest layer of trees are known as the emergent layer, it is the canopy layer which is most dense, the leafy layer prevents 98% of sunlight reaching the shrub layer below!



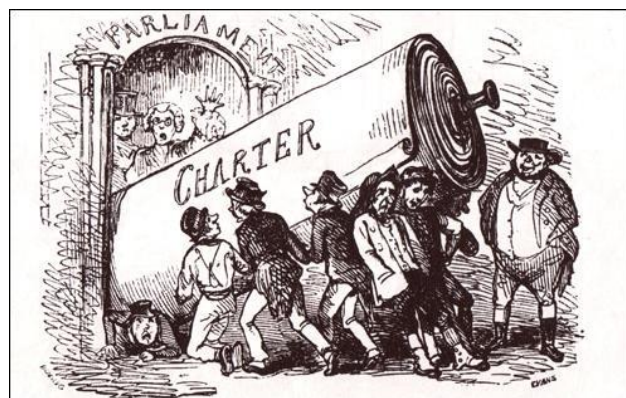
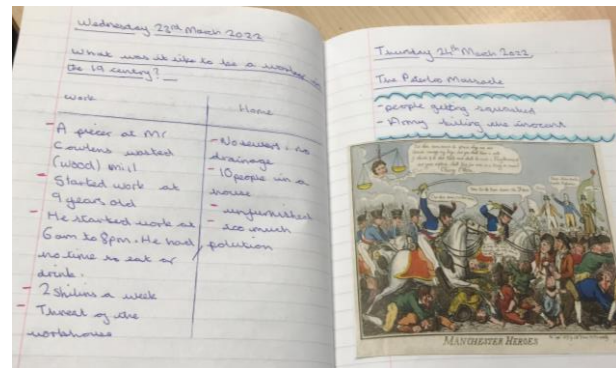
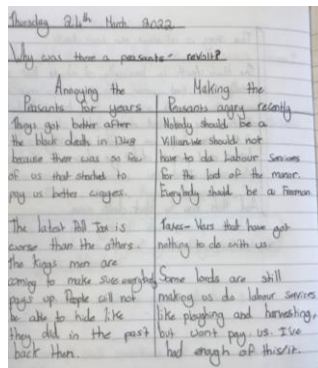
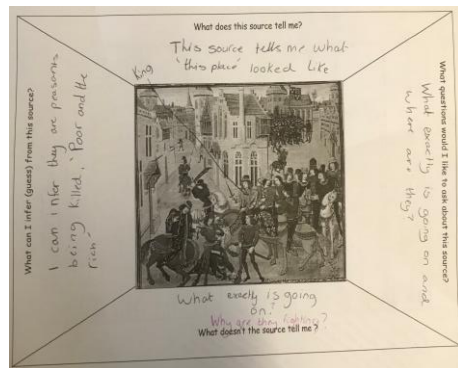
Year 11

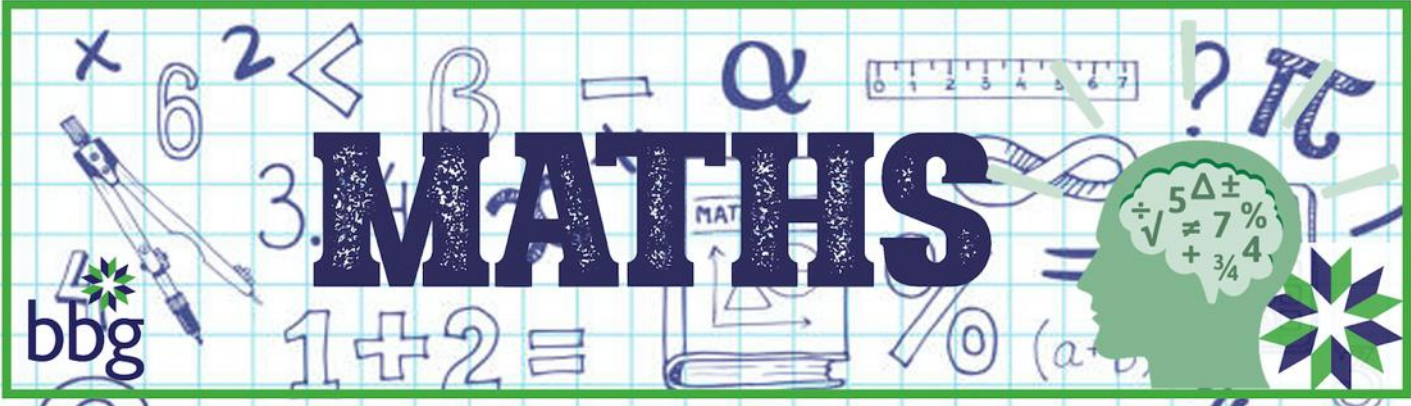
This week, students have returned to the classroom retrieving their knowledge of Physical Landscapes in the UK – Rivers. Having looked at river processes and river landforms of erosion and deposition, students then refreshed their minds about the flood management case study, the River Ouse flooding in York, 2015. On Friday this week, students will attempt exam style questions to assess how well they have understood the content and whether there are individual revision activities needed. Only 60 days to go until the final Paper 1 exam!



Year 7 and Year 8 History Students Predict A Riot!

Having been introduced to the 'Whig History' story of how Britain became a democracy, Year 8 have now examined the Marxist view of how the working class secured the vote. This incorporated local history when we examined the life of Benjamin Gomersal, in order to understand the reasons why many demanded change despite the suppression of their protest, exemplified in the Peterloo massacre. Students discovered that with persistence and the efforts of groups such as the Chartists, working class men gained the vote in the 1867 Reform Act. We will look next at the question of votes for women and the feminist interpretation of this story. Meanwhile, Year 7 have studied the Black Death and discovered that the surviving peasants initially benefitted from the scale of death, when a labour shortage enabled them to improve their pay. The seigniorial reaction to this was to pass laws that reverted their pay back that of 1346. Year 7 agreed that this would contribute to the reasons for a Peasant's Revolt, as they predicted a riot in our next lesson!





Year 10 Cross Number Maths Challenge

This week in Mrs Hammond's lesson, year 10 were given the task of completing a team challenge cross number from UKMT.

In teams of four, two pairs face each other, one pair works of the across questions and the other pair works on the down questions. As in a crossword, the across questions will rely on answers to the down questions and vice versa. At first, some of the groups didn't know where to start but as they continued with the task and showed some resilience and determination, all the teams scored well.

The team that won were Ali Shah, Joshua Rhodes, Harry Swift & Thomas Holland.
The runners-up were Gabrielle Hall, Kiera Voyce, Gemma Davies-Carr & Lucy Morton.

Well done!

TEAM MATHS CHALLENGE 2019 REGIONAL FINAL

CROSSNUMBER

United Kingdom
Mathematics Trust

ACROSS

1. The remainder when 11 Down is divided by 19 ACROSS (3)
3. The mean of 25 ACROSS and 10 DOWN (4)
5. The product of 16 ACROSS and the difference between 1 DOWN and 20 DOWN (2)
6. Three less than 4 DOWN (3)
7. The number of digits in $25^{55} \times 1024^{11}$ (3)
9. A power of 2 (3)
12. A cube (3)
14. A prime number that is the sum of the first few consecutive prime numbers (2)
16. A factor of 10 DOWN that is a multiple of a square greater than 1 (2)
17. A multiple of 18 DOWN (3)
19. The square of a prime number, with digits in descending order (3)
21. A Fibonacci number where all adjacent digits differ by one (3)
23. 23 DOWN increased by 1130% (3)
24. A number with an odd number of factors (2)
25. The product of the first five prime numbers (4)
26. $4x + 14$ where $x = \frac{10 \text{ DOWN}}{22} - 15 \text{ DOWN}$ (3)

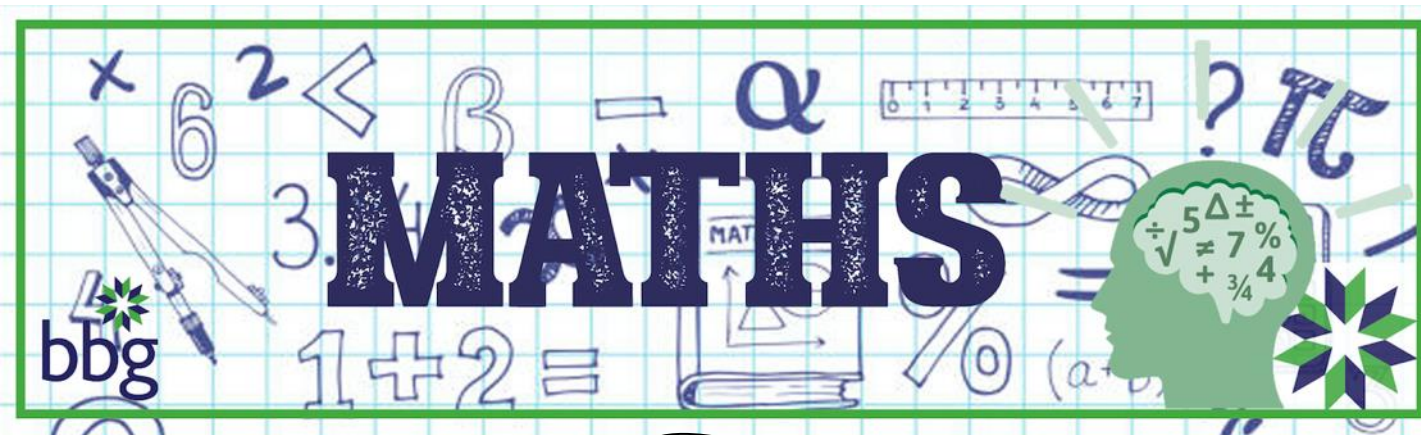
TEAM MATHS CHALLENGE 2019 REGIONAL FINAL

CROSSNUMBER

United Kingdom
Mathematics Trust

DOWN

1. A multiple of 8 DOWN (3)
2. The sum of two squares (3)
3. The sum of the first five prime numbers (2)
4. Three more than 6 ACROSS (3)
8. A factor of 1 DOWN (2)
9. A Fibonacci number divisible by 11 (2)
10. The mean of 25 ACROSS and 11 DOWN (4)
11. This number is reversed if you multiply it by 4 (4)
13. A cube (2)
15. The remainder when 21 ACROSS is divided by 9 DOWN (2)
17. An odd number that is a fourth power (2)
18. The product of two triangular numbers that is not itself a triangular number (2)
20. The number of degrees in a rhombus plus 23 ACROSS (3)
21. The difference between 21 ACROSS and 9 DOWN (3)
22. x where $\frac{25 \text{ ACROSS}}{3 \text{ ACROSS} - \frac{25 \text{ ACROSS}}{30}} = 3x - 2$ (3)
23. The number of digits in $2 \times 125^3 \times 4^4$ (2)



Advance Information for 2022 GCSE Maths

As you may know, the exam board has released some advanced information topic lists for the Summer 2022 exams.

The year 11 students have copies of these topic lists which are separated into the 3 papers. They also have the corresponding Hegarty clips and a link to the Mathsgenie revision sheets.

Here are the lists and Hegarty numbers for the Paper 1's. The other lists will be in the next two week's bulletins.

Paper 1 Foundation



Number	Topics	Clip Number
Arithmetic	Money Negative number	743 – 754 37 – 44
Fractions	Order fractions, decimals, percentages Fraction of an amount Fraction arithmetic	52, 55, 73 – 76, 82, 83, 149 77 65 – 70, 80
Properties	Place value Product of prime factors	13, 45 29, 30, 32, 35
Standard form	Conversion Calculation	122, 123, 124 125, 126, 127
Approximation and Estimation	Estimation	131
Algebra	Topics	Clip Number
Manipulation	Simplification Substitute values	156 – 159, 173, 174 155, 278, 780 – 783
Equations and inequalities	Linear inequality Quadratic equation	265 – 272 230, 234
Graphs	Quadratic graph	251 – 255
Sequences	Linear sequence	196, 197, 198
Ratio, proportion	Topics	Clip Number
Conversion	Length	692, 693, 694, 705, 706
Percentages	Percentage of an amount Percentage increase	84, 85, 86 88, 91, 92, 94, 97, 98
Ratio	Write as a ratio Share in a ratio	328, 329 332 – 335
Proportion	Direct proportion	339, 340, 341, 343, 344, 345, 348, 739 – 742
Compound Measures	Speed Density	716 – 724 725 – 729, 731
Geometry	Topics	Clip Number
Shape	Reflection Plan and elevation	639, 640, 641 837 – 844
Angles	Angles in a polygon	560 – 565
Length, area, and volume	Volume of a cube Volume of a cylinder	568, 569 572, 573, 574
Pythagoras's Theorem and Trigonometry	Exact trigonometric values	845
Probability	Topics	Clip Number
Probability	Probability Frequency tree	349 – 363 368, 369
Statistics	Topics	Clip Number
Diagrams	Pictogram Bar chart Stem and leaf diagram	426 425 430 – 433

Paper 1 Higher

Number	Topics	Clip Number
Fractions	Fraction of an amount Fraction arithmetic Recurring decimal to fraction	77 65 – 70, 80 53, 54
Properties	Product of prime factors Negative and fractional indices	29, 30, 32, 35 104 – 110
Powers and roots	Simplification of surds	113 – 119
Standard form	Conversion Calculation	122, 123, 124 125, 126, 127
Algebra	Topics	Clip Number
Manipulation	Simplification Expansion of brackets Algebraic fractions Linear inequality Form an equation Quadratic equation Equation of a tangent to a circle	156 – 159, 173, 174, 175 160 – 166 159, 170, 172, 229 265 – 272 176 230 – 234, 238 – 242, 244, 245 320
Equations and inequalities	Quadratic equation Speed-time graph Gradients of parallel and perpendicular lines Gradient of a curve	230 – 234, 238 – 242, 244, 245 320 251 – 257, 260 880 – 886 214, 215 887 – 890
Graphs	Quadratic graph Speed-time graph Gradients of parallel and perpendicular lines Gradient of a curve	251 – 257, 260 880 – 886 214, 215 887 – 890
Ratio, proportion	Topics	Clip Number
Percentages	Percentage of an amount	84, 85, 86
Ratio	Write as a ratio Use of ratio Share in a ratio Ratio to fraction	328, 329 335 – 338 332 – 335 330
Proportion	Equations of proportion	343 – 347
Compound Measures	Density	725 – 733
Geometry	Topics	Clip Number
Angles	Angles in a polygon	560 – 565
Length, area and volume	Area of a triangle Volume of a cube Surface area of a cuboid Area of a sector	557, 558 568, 569, 583 584, 589, 590 546, 547
Pythagoras's Theorem and Trigonometry	Pythagoras's Theorem Exact trigonometric values	497 – 507 845
Vectors	Vector geometry	628 – 636
Probability	Topics	Clip Number
Probability	Probability Independent combined events	351 – 359 360 – 363
Statistics	Topics	Clip Number
Diagrams	Cumulative frequency graph	437 – 440
Measures	Mean Inter-quartile range	405 – 408, 417 – 421 412



IT'S COMPETITION TIME!

Multiculturalism is part of diversity, focusing on the culture of **promoting inclusiveness, respect, and identifying inequality.**

Sunday 20 March is *la Journée internationale de la Francophonie* – set up to celebrate cooperation between French-speaking countries around the world. Let's do a Francophone fact sheet, adapted from Teachit Languages website. It is the perfect **KS3** introduction to la Francophonie; it features a list of French-speaking countries arranged by continent, and helpful sentence starters for writing research-based overviews.

TASK:

- Imagine that BBG Academy would like to organise a trip to a Francophone (French speaking) country that is not France! You decide on the best destination.
- Choose one of the Francophone countries from the list below to research.
- You will need to research the location, flag, capital city, currency, official language(s) and population as well as transport and activities in French.
- Using the example on the next page for ideas, create your own A4 poster about the country. You can complete and adapt the example French sentences provided, but do not include any English translations.
- Add your own information or images to make the layout attractive.

WE WILL CHOOSE OUR 4 FAVOURITE POSTERS PER YEAR GROUP.

SUBMISSIONS IN BY 28 March 2022.

Winners announced on 31 March 2022 – There will be prizes for each entry!

Francophone countries in Africa

Algeria	Benin	Burkina Faso
Burundi	Cameroon	Central African Republic
Chad	Comoros	Côte d'Ivoire
Democratic Republic of the Congo	Equatorial Guinea	Gabon
Guinea	Madagascar	Mali
Mauritius	Morocco	Niger
Rwanda	Senegal	Seychelles
Togo	Tunisia	

Francophone countries in the Americas and the Caribbean

Canada	French Guiana	Guadeloupe
Haiti	Martinique	

Francophone countries in Australia and the Pacific

French Polynesia	New Caledonia	Vanuatu
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IT'S COMPETITION TIME!

Focus on multiculturalism and diversity

**Add a map of your
chosen country here**

**Add the
country's flag
here**

On pourrait aller en/au/aux ...	We could go to ... (fem/masc/plural country)
Ce pays est situé en / près de ...	This country is located in/near ...
On pourrait voyager en ...	We could travel by ...
Le voyage dure environ ... heures.	The journey lasts about ... hours.
Pendant le voyage on peut ... (+ activities).	During the journey you can ... (+ activities).
Ce serait ... (+ opinions).	It would be ... (+ opinions).
La capitale est ...	The capital city is ...
Le drapeau national est (+ colours).	The national flag is (+ colours).
Il y a ... habitants.	The population is ...
La langue officielle est ...	The main language is ...
Les langues officielles / Les autres langues sont...	The main/other languages are ...
La monnaie est ...	The currency is ...
Il faut absolument voir/visiter ...	We really must see/visit ...
On pourrait goûter ... (+ local foods).	We could try ... (+ local foods).
Je voudrais y aller parce que ...	I would like to go there because ...

**Add other information or images
here.**





After weeks of uncertainty due to the pandemic the postponed Angoulême International Comic Art Festival – France’s annual destination comics event, where professionals, fans and enthusiasts gather from across the globe – finally took place last week.

The **Angoulême International Comics Festival** is the second largest comic festival in Europe after the Lucca Comics and Games in Italy, and the third biggest in the world after Lucca Comics and Games of Italy and the Comiket of Japan. It has occurred every year since 1974 in Angoulême, France, in January. The Angoulême International Comics Festival was founded by French writers and editors Francis Groux and Jean Mardikian, and comics writer and scholar Claude Moliterni.

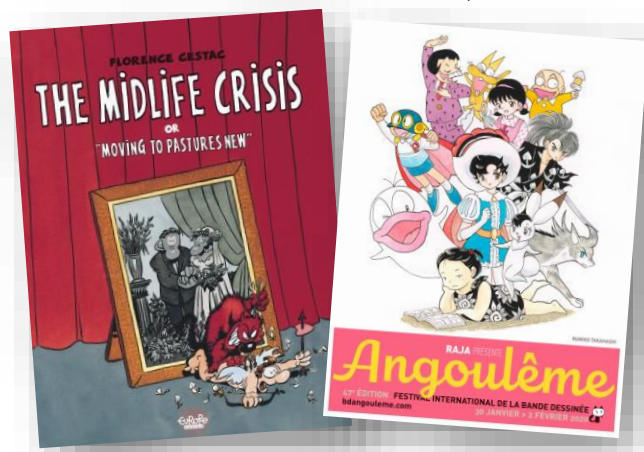
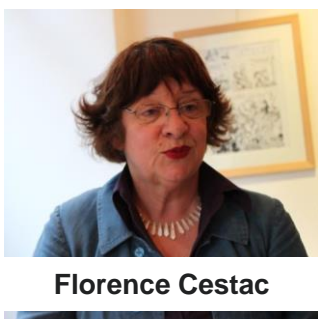
More than 200,000 visitors come each year to the fair, including between 6,000 and 7,000 professionals and 800 journalists. The attendance is generally difficult to estimate because the festival takes place all over the town.

Official prizes

The four-day festival is notable for awarding several prestigious industry prizes in cartooning. The awards at Angoulême were originally called the **Alfred** awards. Since 2003, they are now simply called "The Official Awards of the International Comics Festival" (*le Palmarès Officiel du Festival international de la bande dessinée*).

In 2007, Lewis Trondheim (2006 Grand Prix winner) created a mascot for the festival, *Le Fauve* (The Wildcat), and since 2008 the prize winners have received wildcat statuettes, with the Best Album statuette coated in gold. Since then, the award is called the *fauve* and the best album, the *fauve d'or*.

Additionally, the grand Prix de la ville d’ Angoulême is awarded each year to a living creator honouring his/her lifetime achievement, and the Grand Prix winner becomes president of the next year’s festival. Traditionally, the president heads the prize jury of the next year’s festival, illustrates the festival poster, and is given an exhibition of his or her work. (So far, only two women, **Florence Cestac** and **Rumiko Takahashi**, have ever won the Grand Prix.)



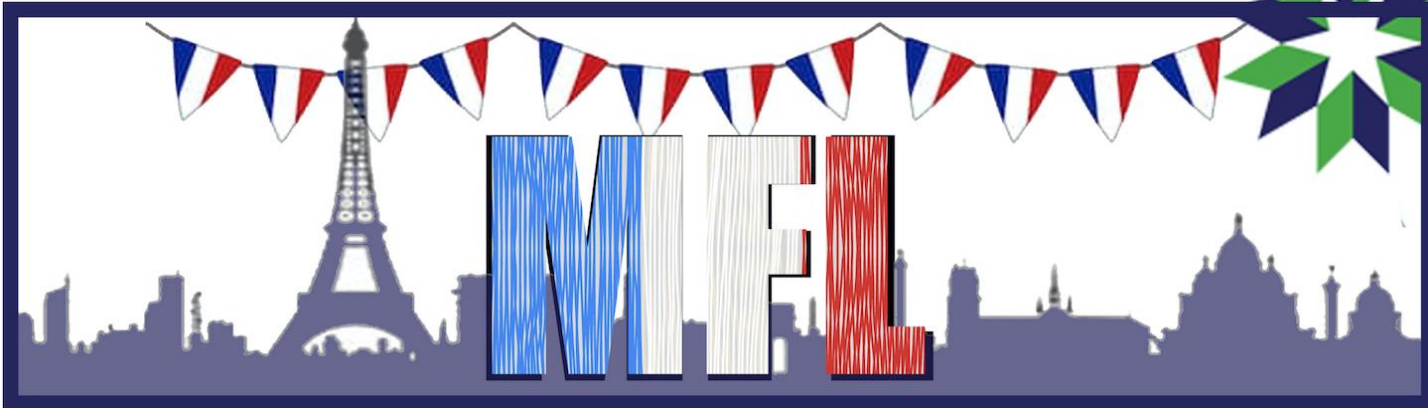


TABLEAU D'HONNEUR

Teacher: Mme Djokovic

Joseph Colling (Y7) – for improved participation and attitude in French
Harrison Taylor-Mell (Y7) – for showing enthusiasm and working hard to do well in French

Teacher: Mrs Clough

Finley Supple (Y8) - for improved effort and desire to progress
Robert Lowe (Y8) - for increased participation and confidence in lessons and desire to progress



Teacher: Ms Jones

Grace Charlton-Brown and Jamie Worsnop (Y7) - Well done, very nice work this week!

Teacher: Mrs Santry

Oliver Laurenson (Y7) and Mia English (Y7) - demonstrating good subject knowledge when doing the bubble translation



Bravo!

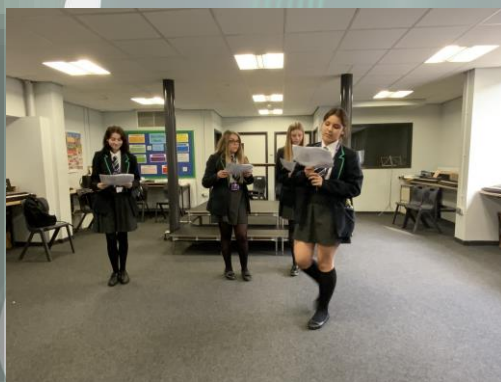
Performing Arts

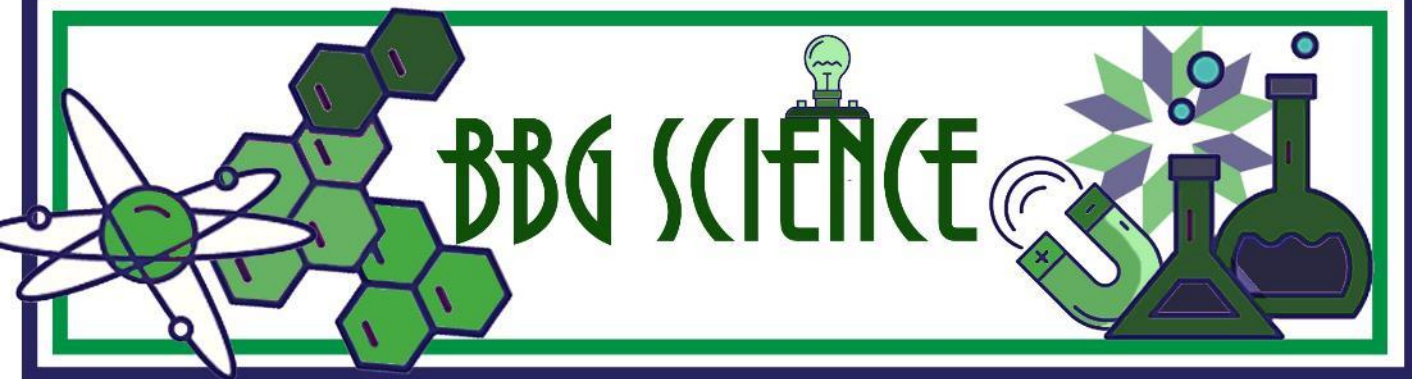
Sometimes starting a new performance in drama can be a really frustrating experience. Getting to know your new group, agreeing on a combined artistic vision, and compromising on character and staging can all lead to a very challenging time. The group featured below are a prime example of this. They are four students who have never worked together before, who may not even actually be friends outside of the drama classroom, and have been pushed to work together by their teacher who has a vision for them that they might not share!!

It is, therefore, incredibly rewarding for the students and for their teacher when a plan comes together, and this group, consisting of Hannah Peace, Sophie Barrow, Emel Riley and Evie Quinn, have absolutely worked their socks off this week and put together an outstanding performance of their extract from *Girls Like That*.

They have each created their character: Sophie is the shy goody two-shoes; Emel is the bolshy ring leader; Hannah is torn between both camps and wants to be liked; Evie is the sheep, who just follows whatever Emel's character does.

This performance is going to be excellent, and all that is missing is the line-learning and finishing touches. I'm so proud of how hard they have worked.





The role of Scientists is often to provide information that supports public health. This week we are doing just that as we look at vaping.

What's the harm for young people?

There is a perception that vaping / e-cigs are safe for young people, however, they have not been around long enough for us to do any long-term studies to measure the impacts.

What we do know is that nicotine does have negative impacts on brain development. Therefore, young people should avoid intake of nicotine.

Learning from the scientists in the British Medical Journal

BMJ

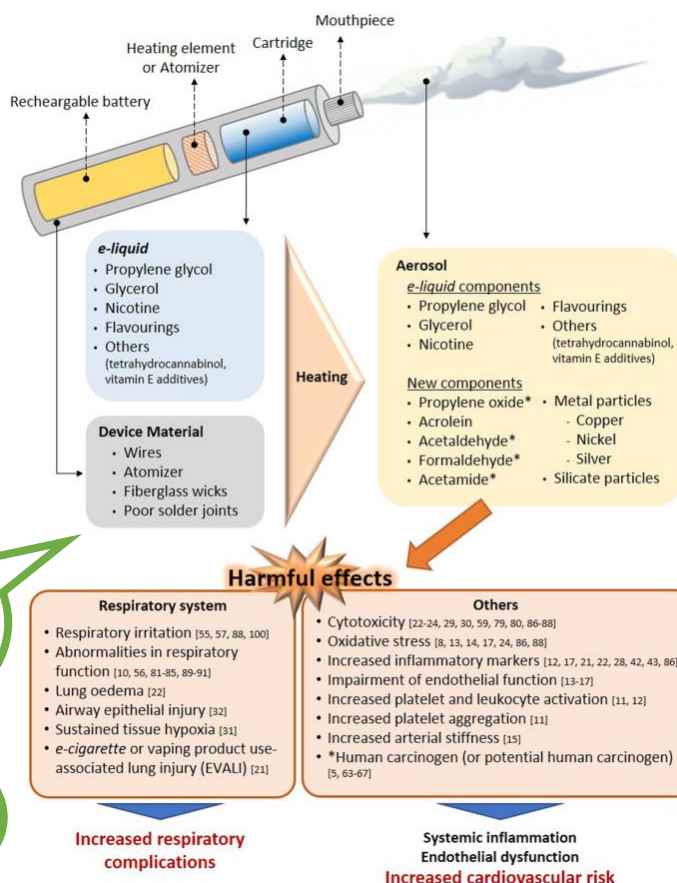
WHO WE ARE WHAT WE DO PRODUCTS & SERVICES NEWSROOM WORK AT BMJ CONTACT US

Life threatening lung inflammation linked to vaping in 16 year-old

BMJ / Newsroom / Newsroom / Life threatening lung inflammation linked to vaping in 16 year-old



- Inhibition of phagocytosis also suggests users may suffer from impaired bacterial clearance. **Phagocytes are a type blood cell that help defend your body from infection.**
- "We caution against the widely held opinion that e-cigarettes are safe."
- Public Health England (PHE) must stop promoting vaping as an alternative option to cigarettes, suggesting that is 95% safer than smoking, and instead respond to the actual health emergency in young people. Vaping and smoking are both much more dangerous than abstinence, which should be the message from all responsible bodies.
- Our findings illustrated that positively framed e-cigarette and vaping-related postings available without age restrictions on TikTok

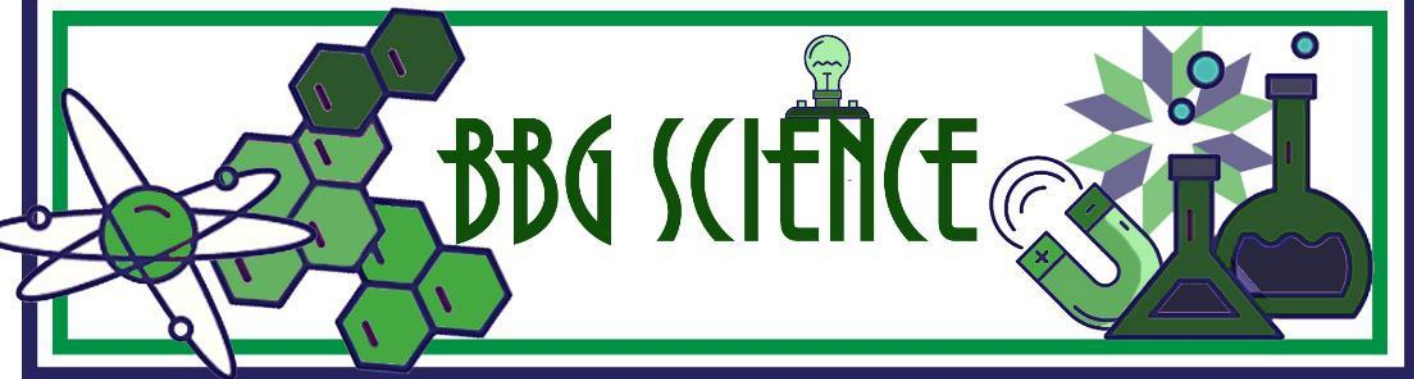


SAY NO TO VAPING

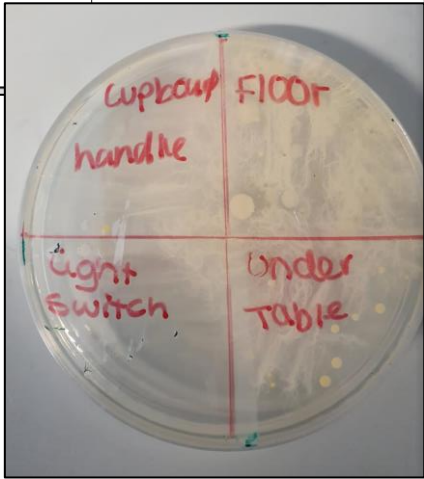
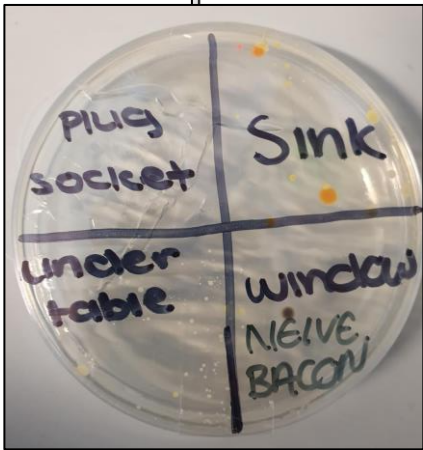
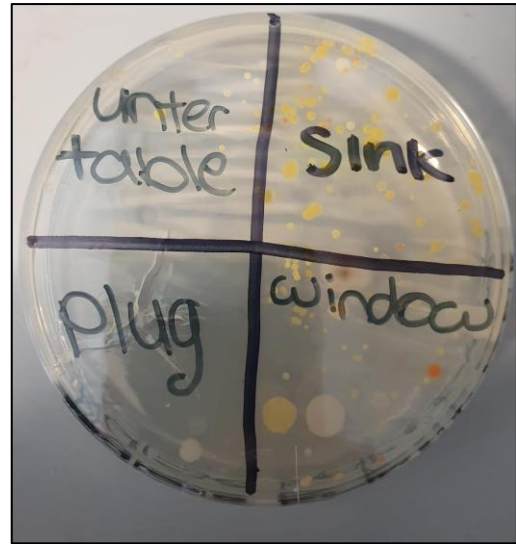
What are you putting in your body?!

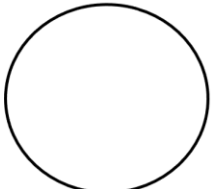
What does the law say?

As of May 2017, it is against the law for anyone under the age of 18 to purchase e-cigarettes / vaping liquid. Serious fines/penalties apply to those caught supplying minors with these products

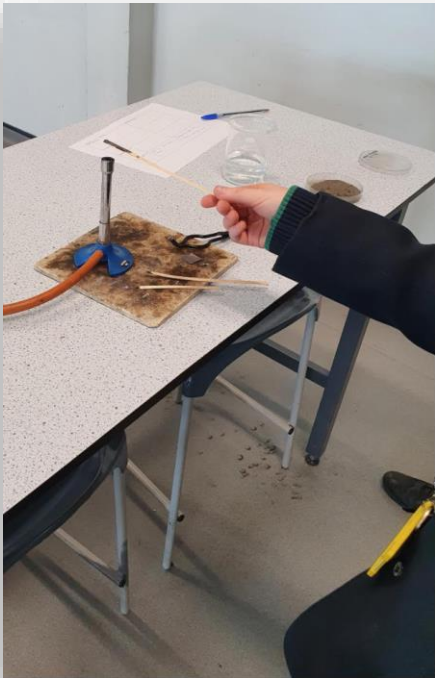


Last week Year 8 students set up an investigation looking at the best conditions for Bacterial growth, including food (nutrient medium) and temperature. This week students looked at the results of their study with some surprising results!



<p>List three safety considerations you had to consider:</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Results: Draw another diagram of your agar plate showing where there has been growth.</p> 
<p>Are there any changes you could make to this experiment to make it better/improve results?</p>	<p>Suggest any changes you could make to this experiment to make it better/improve results.</p>

In their new chemistry topic students in Year 7 have been looking at the reactions of metal with oxygen. Students observed each reaction by burning a sample of each metal (copper, iron and magnesium) over a blue Bunsen burner flame.



Travel & Tourism

Brilliant exam results! – showing impressive progress since the last mocks.



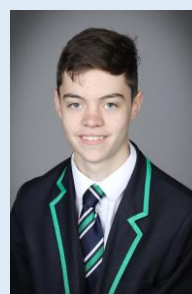
(l-r) Jake McVay, Isabella Thackray, Callum Savage, Sienna Coleman

For smashing their exam and achieving a Distinction.



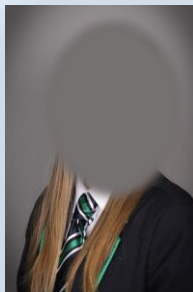
(l-r) Tida Gibba, Lilly Burley

For independent work on his itineraries



Rubin Ward

Great progress on their itinerary tasks



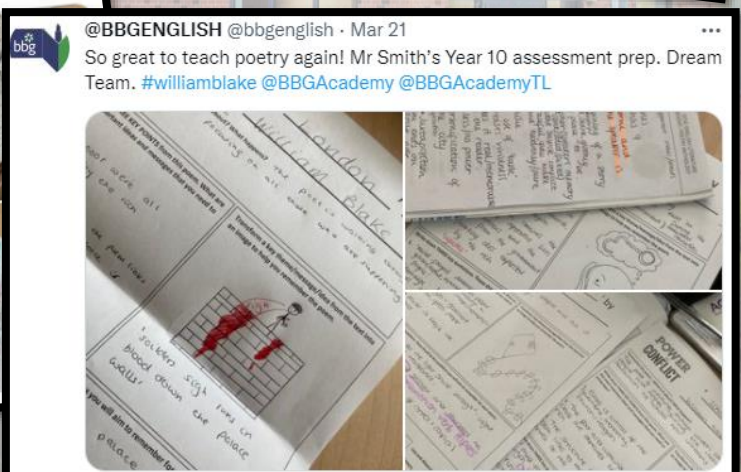
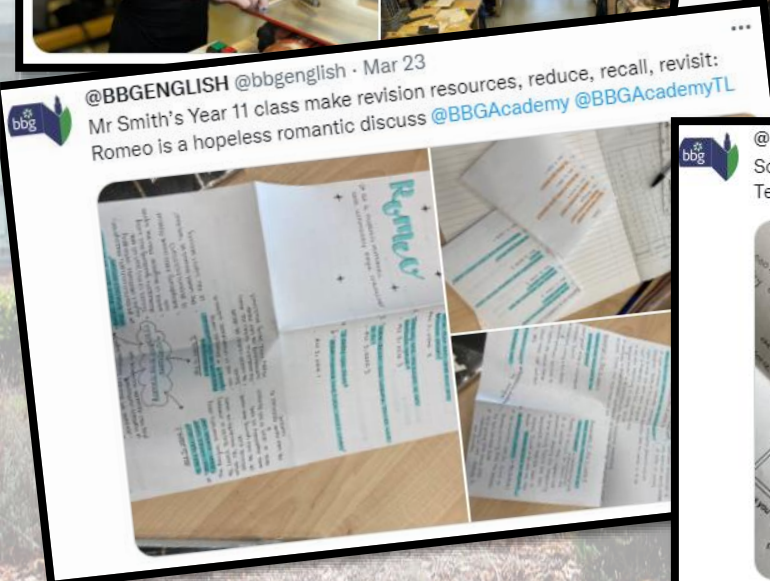
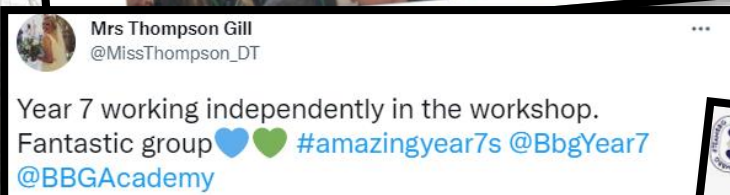
(l-r) Gemma Davis-Carr, Callum Charlton-Brown, Abi Taylor, Dylon Rider

For independent work on his itineraries



Cameron Burston

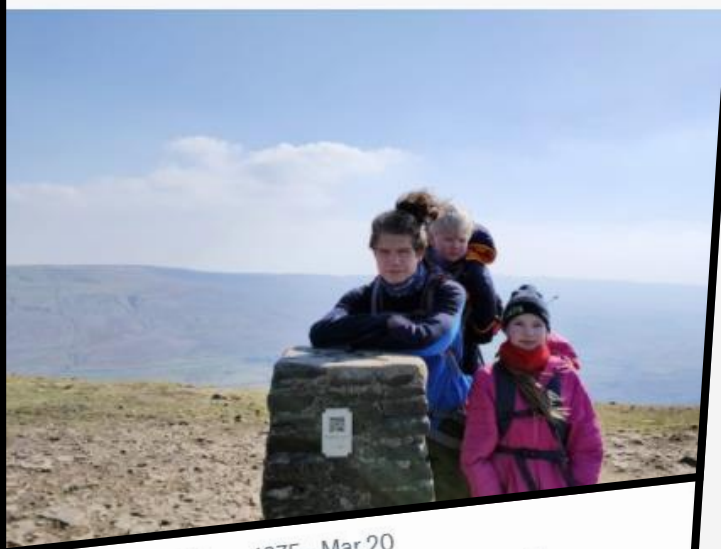
TWEETS of the WEEK




TWEETS of the WEEK

PEAKS

 **Michala Wood** @wood_michala · Mar 20
Few more miles in today @BBGAcademy



 **Heidi Rowan** @heidijones1975 · Mar 20
Practice walk up Whernside for Hudson today ready for the
@BBGAcademy @JimmyHRowan #peakyclimbers Yorkshire 3 peaks
challenge! There is still time to donate justgiving.com/fundraising/sa...




... so true and just in time for final weekend of training
#Yorkshire3Peaks #Peakyclimbers Thank you @BBGAcademy
#HappyPost



 **Leesa Bartle** @BartleLeesa · Mar 20
Last training session today for @BBGAcademy 3 Peaks! 16k in the
glorious Yorkshire sunshine ☀️ 🧗 🧗 🧗



 **Saira Luffman** @SairaLuffman · Mar 19
A fabulous day for our final Yorkshire 3 Peaks practice walk. Blencathra was
beautiful! Still time to sponsor #TeamBBG and donate to the Ukraine
Humanitarian Appeal if you can. justgiving.com/fundraising/Sa...



BBG Year



STARS OF THE WEEK



LEAH HALLAS
For facing her fears and
showing resilience



SKYE TOBIN
For being a supportive
and encouraging friend.



LAYLA LANE
Consistently good effort
and attitude in lessons



SAM HALEY
For being supportive of
other students

**CONGRATULATIONS
TO YOU ALL!**



DECLAN HAMMOND
For excellent
contributions to online
learning



SPENCER HARTLEY
For taking care of others
who struggle



CHLOE DRANSFIELD
For amazing
contributions in drama
club



CERTIFICATES AWARDED TO



**Charlotte
Robertshaw**

for a fantastic
achievement and being
placed 2nd at the Crufts



Danial Baniak

always comes in ready
for the day



Edward Baldwin

for good contributions to
Friday's character and
culture lesson



Maya Bull

For being quietly
awesome



Alara Yalcin

Great work in
Maths



Olivia Payne

consistently working
hard and contributing
positively to the school
community



MRS SULLIVAN'S

STAR OF THE WEEK



**GEORGE
TONNER**

Great work in History



**JACK
OLDCORN**

Making progress in his
subjects



**AIDAN
WOOD**

Great contributions in lessons

**RUBY
WOODCOCK**



For an excellent school report



**LUCY
ROGERSON**

100% in all her lessons



**OLIVER
WRIGHT**

Positive attitude in all lessons



**BLAKE
RENSHAW**

Fantastic contributions in
discussions



**RUBY
HAIGH**

Showing resilience in lessons,
especially sport



BBG Academy Year 10



Sophie Barrow

for her calm approach to everything, consistent stamps and rarely do we see a comment



Nominations by Miss Dixon

Olivia Tyson

for always contributing in RSE lessons and form time activities with enthusiasm and thought



Nicola Leadbeater

for always getting things right, never a comment, always here and always reliable





STARS OF THE WEEK

JUDE BAILEY AND ERIN MANSELL

Jude - for having a great attitude towards his studies and continuing to better himself in all subjects



Erin - for great work ethic towards revision, class work and exams in all subjects.



BBG SUPPORT

We want you to feel there is always someone to talk to.

We will always listen to you.



New email alert

Tellsomeone@bbgacademy.com

25 March 2022



THOUGHT OF THE WEEK

“

Diversity is the mix;
inclusion is making
the mix work.

- Andres T. Tapia



Discussion points

What might the above quote be referring to?

This week is neurodiversity week. The word neurodiversity refers to the diversity of all people, but it is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities. [What is neurodiversity? – YouTube](#) (Year 9) [What is Neurodiversity: A Video for Children – YouTube](#) (Years 7,8)

Sometimes we are not aware of a classmate's neurodiversity so having knowledge of how we can help can make that person feel accepted and part of the class without making them feel awkward. What knowledge can you take away to help you be an inclusive classmate?

**LOOK BEHIND THE
OBVIOUS**

EVENTS THIS WEEK

20 March – Spring Equinox

21 March – World Down's Syndrome Day

21-27 March – Neurodiversity Celebration Week

22 March – World Water Day

EVENTS HAPPENING THIS MONTH

- Ovarian Cancer Awareness Month
- Endometriosis Awareness Month
 - National Bed Month
 - Lent



Germany begins major offensive on the Western Front



Start an online careers platform, designed to connect 11-18 year olds with their future career potential.

Help your child to explore their future

As part of our commitment to prepare students for a rapidly changing world, we are delighted to announce that we are using an innovative online resource called **Start**.

Start will help your child to connect with their future career potential, develop their employability and help them to explore future career and study options at school or at home.

How should my child use it?

We have asked students to log on to their own account for **Start**, but it is accessible anytime on computers and compatible mobile and tablet devices.

Your child will personalise their profile on **Start** with details about their skills, qualities, interests and work preferences. This provides a starting point for them to explore information matched to their personal preferences and interests. As they update their profile, **Start** will personalise this information, helping them to navigate the thousands of jobs, courses, providers and opportunities available. **Start** will help students to understand where they are on their journey and what is important as they make their choices at GCSE, post-16 and post-18.

We encourage you to use **Start** with your child at home. Encourage them to rate jobs, qualifications, colleges or universities so that we can see their preferences in order to support them better.



How to Register: Parent Guide

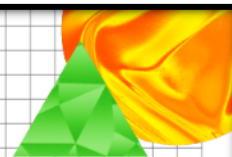
- Go to www.startprofile.com and click **Register**
- Enter your first name, surname, email address, postcode and gender
- **Tip:** if you forget your username or password we will use the email address you provide to send you a reminder
- Choose a memorable username and a secure password and click **Get Started**
- Click **Login** and enter your username and password. Click **Login**

The first time you log in you will be required to complete the following:

- Select "I am a Parent and would like to use Start with my children."

What if I want to use Start myself?

Parents can also use **Start** to find out more about jobs, training and study opportunities for yourself. Please do not log in using your child's user details and instead register yourself using the steps outlined above, creating your own username and password.



SEE WHAT YOUR FUTURE HOLDS



QUARRY HILL CAMPUS

- School of Creative Arts
- School of Social Science



PARK LANE CAMPUS

- School of Applied Science
- School of Events, Enterprise & Employability
- School of Sports Science & Exercise



PRINTWORKS CAMPUS

- School of Business - School of Digital & IT
- School of Engineering - School of Hair, Beauty & Media Makeup
- School of Land & Animal Sciences - School of Travel, Food & Drink

JOIN US AT AN OPEN EVENT

23 March 2022, 4-7pm | 24 May 2022, 4-7pm

Book now: leedscitycollege.ac.uk



KIRKLEES APPRENTICESHIP EVENT

for young people and their parents/carers

Wednesday 16 March 2022

4.00 - 8.00pm

at The John Smith's Stadium, Stadium Way, Huddersfield, HD1 6PG



Drop in and:

- + check out apprenticeship vacancies
- + talk to employers and training providers
- + chat to apprentices
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For further info email: events@kccareers.org.uk

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KIRKLEES COLLEGE

OPEN DAYS

ALL HUDDERSFIELD CENTRES

SATURDAY 6 NOVEMBER 2021

10.30AM - 1PM (LAST ENTRY 12.30PM)

SATURDAY 22 JANUARY 2022

10.30AM - 1PM (LAST ENTRY 12.30PM)

WEDNESDAY 16 MARCH 2022

5.30PM - 8PM (LAST ENTRY 7.30PM)

ALL DEWSBURY CENTRES

WEDNESDAY 10 NOVEMBER 2021

5.30PM - 7.30PM (LAST ENTRY 7PM)

WEDNESDAY 26 JANUARY 2022

5.30PM - 7.30PM (LAST ENTRY 7PM)

SATURDAY 19 MARCH 2022

10.30AM - 12.30PM (LAST ENTRY 12PM)



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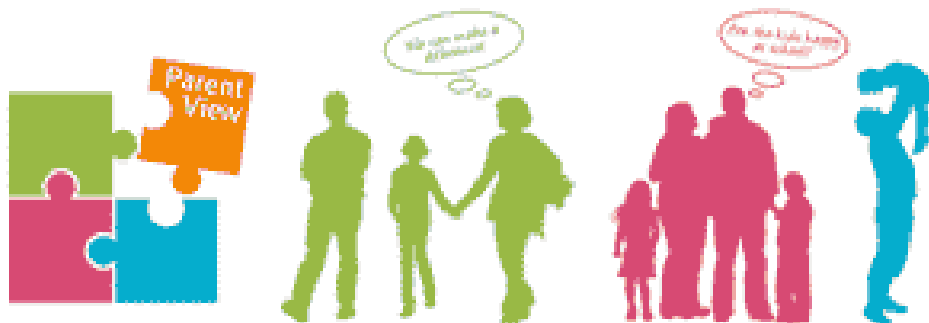
don't let hate win

A confidential 24-hour support service for
young people under 18 experiencing or
witnessing a Hate Crime

Call: 0808 801 0576

Text: 07717 989025

For other ways to contact us visit:
callhateout.org



Introduction

Ofsted Parent View is an online survey that allows parents to give their views about their child's school. Parents can complete the survey at any time. By 'parents', we mean any person with parental responsibility for a child at the school.

Ofsted Parent View is also the main mechanism for parents to give their views to inspectors at the time of a school inspection.

You can access the survey directly from the [Ofsted Parent View site](https://parentview.ofsted.gov.uk/) or from the homepage of [Ofsted website](https://www.ofsted.gov.uk/).

Schools can encourage parents to use Ofsted Parent View to give the views on a school either during an inspection or at any other time of the year.

<https://parentview.ofsted.gov.uk/>

Ofsted Parent View questions

My child is happy at this school	My child feels safe at this school
The school makes sure its students are well behaved	My child has been bullied and the school dealt with the bullying quickly and effectively
The school makes me aware of what my child will learn during the year	When I have raised concerns with the school they have been dealt with properly
Does your child have special educational needs and/or disabilities (SEND)?	The school has high expectations for my child
My child does well at this school	The school lets me know how my child is doing
There is a good range of subjects available to my child at this school	My child can take part in clubs and activities at this school
The school supports my child's wider personal development	I would recommend this school to another parent (yes or no)



**National
Online
Safety**

**Download your Free
Online Safety App for
Parents & Carers**



Be #OnlineSafetySavvy

Keep up with the latest apps games and tech your children are using, with the worlds most comprehensive online safety app for parents.

On the National Online Safety app you'll find:

- ✓ Hundreds of online safety guides on the topics you need to know about - from screen addiction, fake news and trolling to hacking, social media influencers and sexting;
- ✓ An online safety training course for parents - developed by our experts and delivered by online safety ambassador Mylene Klass;
- ✓ A user-friendly interface with increased functionality - find exactly what you need, when you need it;
- ✓ The option to get notifications to your phone as soon as new content becomes available - so you can stay up-to-date with the latest online crazes (and risks);
- ✓ An in-app voting system so you can help determine the subjects you'd like us to cover in future;
- ✓ The facility to personalise your content by favouriting key resources.

Download the free app today



Scan to download on
Apple App Store



Scan to download on
Google Play Store

or search for 'National Online Safety' in the store



**National
Online
Safety**

**Free online safety
resources and training
for parents**

Create an account to sign up online resources, weekly guides and free training at <http://nationalonlinesafety.com/enrol/bbg-academy> and complete your details. Once you're set up you'll be able to set 'parent/carer' as your user type.



**Presented by
Mylene Klass**



www.nationalonlinesafety.com Call: 0800 368 8061 Email: hello@nationalonlinesafety.com
Twitter: @nationalonlinesafety Facebook: /nationalonlinesafety Instagram: @nationalonlinesafety



TOO MUCH TECH TIME?

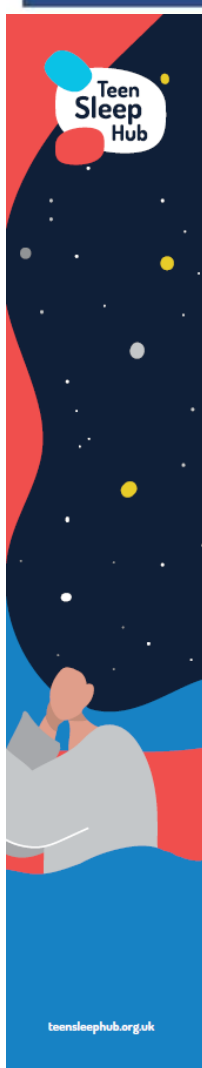
GUESS WHAT... IT'S IMPACTING YOUR SLEEP. WANT TO KNOW WHY?

JOIN THE CONVERSATION
TEENSLEEPHUB.ORG.UK

#TEENSLEPMATTERS



POWERED BY



teensleephub.org.uk

WELCOME

HOW TO IMPROVE THE SLEEP OF YOUR STUDENTS

In Autumn last year, we launched our new Teen Sleep Hub, as part of our Teen Sleep Matters campaign, and it has been an amazing success so far with so many of you getting involved in sharing the information we supplied. We have also had lots of support from the Mental Health Foundation and Royal Society for Public Health.

Covid-19 continues to impact on the health and wellbeing of young people, in particular around their sleep and mental health. Even with the return to school, we are still living in uncertain times and young people are still suffering with isolation, learning at home with bubble closures, out-of-school activities suspended and routines being altered dramatically, it has been, and remains, extremely challenging.

Since we last made contact we have been working hard to continue to push this campaign and we have now launched a Live Chat service on our **Teen Sleep Hub**. This facility is available on Tuesday and Thursdays from 6-8pm so young people can chat about any issues they are having with their sleep with one of our trained sleep practitioners. Please do direct your students to this and even inform parents of this service.

In this second pack you will find

- A selection of NEW posters promoting the Live Chat that can be emailed out to students and parents and, when normally resumes, can be printed and put up in classrooms, toilet facilities and other communal areas
- Social media graphics that you can use on your social channels and website to direct students and parents to the Teen Sleep Hub

As a reminder, the Teen Sleep Hub is a hive of information around sleep aimed at teens (not their parents) and includes a downloadable eBook and a series of top tips videos. We were supported on this project by our amazing Youth Advisory Panel, made up of young people aged between 13 and 19, across the country. It has been a great success so far with over **17,000 downloads of the eBook**, proving that young people want the knowledge to help them improve their sleep.

Thank you for your support. Please do get in touch if you have any questions or would like to know more.

Lisa Artis

Lisa Artis
Deputy CEO
The Sleep Charity

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What Parents & Carers Need to Know about PHONE SCAMS

In a three-month period during 2021, no fewer than 45 million people in the UK experienced a suspicious attempt at being contacted via their mobile. Phone scams are a common form of cyber-attack where fraudsters engage directly with their intended victim through their smartphone. As our phones carry so many sensitive (and therefore potentially valuable) details about us, it's vital that trusted adults are alert to the tactics that scammers use to get access to user accounts, personal data and private information for financial gain.

WHAT ARE THE RISKS?

SMISHING

SMS phishing, or 'smishing' is one of the most common forms of mobile-based cyber-attack. Smishing is when a scammer texts their target, pretending to be a reputable person or organisation. They aim to trick the victim into supplying sensitive data such as bank details and personal information, so that they can then access the target's bank accounts and remove money.

IMPERSONATION

Fraudsters often impersonate someone else to trick the victim into actually transferring money directly. They might claim, for example, to be a friend or relative using a different number who urgently needs funds. Other common cons include sending fake texts informing the target that they have a package which requires a fee to be delivered, or that they have an unpaid bill to settle.

NUMBER SPOOFING

Here, the scammer takes impersonation one step further by cloning the phone number of a genuine company. So when the target receives a call or text, their phone recognises the sender's number as legitimately belonging to Amazon, HMRC, the NHS or the DVLA (who have all been impersonated in these cons). This makes the scam far harder to spot and the victim much more inclined to comply.

FAKE TECH SUPPORT

Attackers contact a target, pretending to work for their employers' IT support team. They then advise them to download some software to fix 'a technical issue' with their device. In reality, however, the software grants the scammers access to the victim's private data and sensitive information. This con is more common on desktop and laptop devices, but is still possible to accomplish on mobiles.

SIM HIJACKING

SIM hijacking switches control of a phone account from the victim's SIM card to one in the scammers' possession. Criminals use personal details placed together from social media (birthdate, address, pet's name and so on) to pose as you, then instruct your phone network to transfer your number to their SIM - giving them access to all calls and texts meant for you, including one-time login passcodes.

Advice for Parents & Carers

DO SOME DIGGING

If you've received a call or text asking for specific information, research the caller's number. There are several websites that allow you to enter a phone number and will then display any relevant information about it - this usually includes feedback and comments from other people, so you can easily see if that particular number has been implicated in potential scams.

TRY A CALL BLOCKER

If a suspicious call comes through on your mobile, you can manually block the number if you believe it to be dubious or a nuisance caller. Alternatively, you could consider installing a call blocker service on your phone. They automatically stop calls getting through from numbers which have been reported as suspicious, halting potential scammers in their tracks before they can reach you.

VERIFY THE SOURCE

Never disclose confidential details to an individual or organisation you're unfamiliar with. If the caller claims to represent a company you trust but is still asking for personal information or payment on an outstanding charge, end the conversation. Then find the company's genuine number on a bill or on their website and call them directly to confirm if there really is an issue you need to address.

BREAK OUT THE TECH

Lots of anti-virus software now also protects mobiles. Some anti-virus apps can detect phishing links in text messages and alert you to the risk. When you're out and about, try not to use public WiFi for sensitive transactions: it's far less secure than your home WiFi network. Instead, you could consider installing a VPN (virtual private network), which encrypts all data travelling to and from your phone.

REPORT INCIDENTS

If you or a family member does give out confidential information to a caller you aren't sure about, contact the actual company mentioned to check if the call was genuine. If they confirm that the call was not made by their organisation, you should report it as a potential scam via the Action Fraud website and (depending on exactly what information was divulged) consider involving the police.

BE WARY OF LINKS

If you get a message from an unknown number asking you to click on a link, report it as spam and do not open the link. One recent example 'warned' victims they'd been exposed to the Omicron variant and needed to click a link to buy a special test - only to find they had paid their money to scammers. Links can also install malware onto your device, so always treat them with extreme caution.

Meet Our Expert

Formed in 2018, KryptoCloud provides cyber security and resilience solutions to its customers. With offices in the UK, the company offers managed service operational packages including cyber security monitoring and testing, risk audit, threat intelligence and incident response.



National Online Safety

#WakeUpWednesday

Sources: <https://www.actionfraud.gov.uk/news-centre/2021/45-million-people-targeted-by-scams/> <https://www.pressat.com/blog/news/phishing-new-uk-fraud-statistics-financial-scams-committed-every-5-seconds/> <https://www.bbc.com/news/technology-56888888>



SPORTS STAR OF THE WEEK



Olly Farrar

For showing lots of resilience throughout all the rugby academy training sessions.



Lydia Holdsworth

For her first ultimate frisbee lesson, showing great progress throughout the lesson.



Billy Blockley

Fantastic attitude towards handball and trampolining in PE. Billy always gives 100% and has a smile on his face.



Charlie Hoare

Charlie has a mature attitude towards PE, he is beginning to develop his verbal answers in pre-op and help others around him.



SPORTS STAR OF THE WEEK



Abbie Wilkinson

Brilliant effort in rugby
and handball



Ellie Watson

Great engagement in PE



Georgia Bolton

Fab attitude to rugby and
gymnastics



Mia English

Fab attitude to rugby and
gymnastics



SPORTS STAR OF THE WEEK



Lucas Stead

Supportive to other students in trampolining



Phoebe Shuttleworth

Great engagement with GCSE PE



Zaid Patel

Consistent great attitude to GCSE PE



Spencer Hartley

Excellent leadership and application of new skills in alternative sports



SPORTS STAR OF THE WEEK



Jack Wilson

Great engagement in
trampolining



Jack Jones

Great engagement in
trampolining



Matilda Finn

Consistent great attitude to
Pre Option PE



Gabriel Boselli

Showing great ability to
analyse performance and
provide feedback to help
his peers improve in
trampolining



HUDDERSFIELD GIANTS JUNIOR NETBALL CLUB



EASTER HOLIDAY FUN CAMPS

Huddersfield Giants Junior Netball Club are running a variety of Easter holiday open camps for girls in school years 3 to 11. All abilities are welcome!

All camps are 9am-4pm @
Huddersfield New College
Sports Barn

£20
per day!



YEARS 3-5- Friday 22nd April

YEARS 6 & 7- Friday 22nd April

YEARS 8 & 9- Weds 20th April

YEARS 10 & 11- Weds 20th April

Contact hgjncfrea@gmail.com to book
your place!



HUDDERSFIELD GIANTS JUNIOR NETBALL CLUB



EASTER HOLIDAY PERFORMANCE CAMPS

Huddersfield Giants Junior Netball Club are running an Easter Performance camp for anyone currently in a Performance squad or wishing to trial for a Performance squad in May.

£20
per day!

YEARS 7 - 9 (U14)
Thurs 21st April

YEARS 10 & 11 (U16)
Thurs 21st April

All camps are 9am-4pm @ Huddersfield
New College Sports Barn



Contact hgjncfrea@gmail.com
to book your place!

EXTRA CURRICULAR TIMETABLE**MONDAY**

Times	Club/Activity	Year Group	Teacher	Venue
2.30-3.30	Netball	Year 8-11	All PE colleagues	Changing room meet
2.30-3.30	Badminton	Year 7		
2.30-3.30	Table Tennis	Year 7-11		
2.30-3.30	KS3 Book Club	Years 7 - 9	Mrs. Fitzsimons	G55 (Twice per half term starting 20 th September)
2.30-3.30	KS3 Performing Arts	Year 7 - 9	Miss Sanderson/Miss Roumelioti	Drama Room G29
2.30 - 3.30	Art Club	Years 7 - 11	Mrs. Gill	Workshop
2.30 - 3.30	Chess Club	Years 7 - 8	Mrs. Luffman	Heart Space
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15

TUESDAY

2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Baking club	Year 7	Mrs. Denwood (Catering Manager)	Main school kitchen
2.30-3.30	Boxing Club	Girls	Training Cave	Gym
2.30-3.30	Prep	Year 11	Rotation	F15

WEDNESDAY

7:15-8:00	Netball Strength and Conditioning	Year 7 - 11	All PE colleagues	Changing room meet
2.30-3.30	Indoor Cricket nets	Year 7 - 11		
2.30-3.30	Boys Rugby	Year 7		
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Dance time	Year 7 - 11	Miss Taylor	Gym
2.30-3.30	Computer Club	Years 7 - 8	Mr. Suggitt	F13
2.30-3.30	Prep	Year 11	Rotation	F15

THURSDAY

2.30-3.30	Boys Football	Year 8 - 11	All PE colleagues	Changing room meet
2.30-3.30	Badminton	Year 8 - 11		
2.30-3.30	Trampolining	Year 8 - 10		
2.30-3.30	BBG Press	Years 7- 9	Mr. Smith	F13
2.30-3.30	Students for Social Change (SFSC)	Years 10-11	Miss Cracknell	G50
2.30-3.30	Science Club	Years 7 - 8	Science Colleagues	F34
2.30-3.30	French Speaking	Year 10 - 11	Mme Djokovic	G47
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15

FRIDAY

2.30-3.30	Basketball	Years 7-11	PE colleagues	Changing room meet
2.30-3.30	Boys' Football	Year 7		
2.30-3.30	Netball	Year 7		
2.30-3.30	Choir	Years 7 - 11	Miss Sanderson/Miss Roumelioti	Drama Room G29
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15
2.30-3.30	Boxing Club	Boys	Training Cave	Gym

* Please note there are number restrictions in these activities due to risk assessment/facility. Students will be placed on a rota if maximum numbers are exceeded.

* If students wish to attend more than one on the same day, they should inform the teachers and rotate alternate weeks.

* Further activities will be added throughout the term