On the 15th of January there was a break in at LIBRA school. Stacey’s room and the science room were broken into, with our laptops and our Xboxes stolen!

When the children came into school they were shocked at how trashed the rooms were! We decided that as a school we would try to find out the criminals.

The young people spent the morning inspecting the crime scenes looking for clues. We discussed how we could use the evidence to figure out who the criminals are. Some young people made some fantastic links between the objects and the potential suspects – showing great critical thinking skills!

Once we had inspected the crime scenes the young people went back to their English classes and create a detailed piece of writing about what they think had happened.
In GCSE Science we have been looking at Bonding. We have looked at Covalent and Ionic Bonding.

Covalent bonding is the sharing of electrons. An example of covalent bonding is $\text{CO}_2$.

Ionic bonding is the loss or gain of electrons.

An example of Ionic bonding is salt which has the chemical formula of NaCl. Lydon, Jay and Tom looked at salt crystals under the microscope.
**ATOMS AND ELEMENTS**

![Alien Character]

**WORD LIST**

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Local Councils

In Citizenship, we have been investigating the role of the local council and we have made up a song to the tune of Ghostbusters!!

When there’s something bad, in your neighbourhood,
Who you gonna call? The LOCAL COUNCIL!!

When the bins aren’t emptied, and it don’t look good,
Who you gonna call? The LOCAL COUNCIL!!

When the neighbours are loud, and keep you awake,
Who you gonna call? The LOCAL COUNCIL!!

When the streets look bad, the graffiti’s no fake
Who you gonna call? The LOCAL COUNCIL!!

Councils are responsible for lots of services in our local areas. If you want to live in clean, quiet streets where people get on with each other, have the rubbish collected regularly, and to walk and play in well-kept parks, it is the local council that can help make this happen.

Chloe / Brody / Callum / Luke / Louise / Billy / Kaleb / Camaron
Stacey's class!

In our class we have been doing all sorts of wonderful work! We have been looking at the country China. In Geography we have been studying map features of China, looking at the cities, rivers and the continent it belongs to. In Art we have been focussing on Chinese New Year, making models, using different materials and using our artistic skills. In cooking we have been exploring Chinese food as we have been focussing on following recipes and improving our technical cooking skills!

Here are some pictures of us creating our Chinese inspired crafts!
The Vikings

This term we have been thinking about the Vikings (800AD – 1066AD); their culture, heritage and the lasting impact they had through their notorious raids, or their decision to settle and prosper.

The topic has so far challenged our notion of the traditional Viking stereotype and encouraged us instead to look for the ‘truth’ through a variety of primary and secondary sources of historical evidence. This challenge has led us to appreciate how difficult it is to find out what actually happened at a given time or place; as all of the evidence available to us is technically flawed. We might not understand the situation where a historical item was to be originally used. We might overlook the biased opinion that a person records in their personal diary for example. This uncertainty has resulted in the group exercising their critical thinking skills - learning how to question the past and accept that there may be conflicting views, rather than one universally believed answer.

This technique has been particularly useful in analysing one of the prevailing stereotypes – that all Vikings were ‘bloodthirsty barbarian pagans’. As a group, we discovered that this ‘fact’ would have been responded to quite differently depending on where your allegiances lay. We looked closely at the impact of the Vikings during one of their first raids on Britain in 793AD as an example of this.

The island of Lindisfarne (now referred to as Holy Island) has gone down in history as the site of terror, bloodshed and ‘ungodly’ atrocities that were all inflicted by a Viking raid in 793AD. This was just the start of many raids on Britain and yet it stands out even today for its shocking violence. The Viking raiders descended on the island’s Christian monastery, slaughtered the monks and seized the treasure that they found there. To a Christian community, this was the work of pure evil and it was recorded as such by a number of Christian scholars, who denounced the act as the work of ‘pagans’ and ‘foreign heathens’.
As a class we appreciated that the Christian population at this time would condemn the attack and that this was the most likely reaction that we would find. However; it was interesting to consider what the opposing view point might be. What would a Viking make of such a raid?

We consulted a variety of information, from authentic Scandinavian drawings and art work that depicted Viking raiders in this era, to other accounts of Viking culture and the messages that children were brought up to believe. When adopting this view, we began to understand that a Viking perspective would most likely praise the raid on Lindisfarne. It was the opportunity to prove strength, masculine pride and the triumph of the Viking culture. It would also have brought wealth and prosperity back to the Viking homelands.

Overall, the class are continuing to appreciate the wealth of information that is accessible to us today and that we have the opportunity to question our understanding, even concerning issues that others might find particularly unnerving!
During the Autumn term, Holly’s English group were studying different poems and we learnt about different poetic techniques which make them successful. These included:

Personification
Similes
Alliteration
Metaphor
Use of adjectives
High level punctuation

Have a read of some amazing poems created based on the seasons and weather...

**Red Roses Die as Autumn Arrives**

Whistling birds talk to their friends, wearing fluffy, furry jumpers to keep warm.

The rain danced to the ground and made the grass as slippery as a bar of soap.

The leaves are riding a rollercoaster to the floor.
Small, swinging baskets sway in the wind like a cradle.

The stones crunch like a crisp packet.

Red roses hide away their beautiful faces as autumn arrives...

By Chloe
Winters rampage.

winter was on a rampage; ransacking autumn and taking its life...

The birds are singing like a choir; in tune and joyful.
The trees are shaved by winter wearing a frost aftershave.
The fog is as white as snow.

Winter breathes its freezing AIR onto trees to make them bare.

Pretty ponds and puddles are being iced.

As the night falls, it sheds fear into the hearts of mother nature.

By Callum

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The Autumn Games

Lonely leaves loathing the cold weather.

Flowers falling to their graves.

The bare trees are cold; they’ve lost their jumpers.

The green grass is a like a slippery slug.

The lily pads are like a game of twister; a frog’s favourite thing to do.

Wind whistles wildly through the trees.

The leaves play a game of hide and seek.

By Luke age 11
The End and the Beginning

The trees are skeletons all lonely and sad.
The leaves are like red flames riding down the stream.
The fierce, ferocious fire; burning in the night.
The snow is as cold as dry ice.
The mud mutters sadly as it is trod on.
Robins tweeting happily, high up in the trees.
The grave yard is as silent as the night.
As the day begins, autumn takes over from summer...

By Brody

We then performed these outside in the school grounds where we used expression and tone to create suspense for the listener.
Shrove Tuesday otherwise known as Pancake Day is fast approaching. It is a well known fact that this day always falls 47 days before Easter Sunday, the date varies from year to year and falls between February 3rd and March 9th. In 2018, Shrove Tuesday will fall on the 13th February. So below you will find a popular recipe the students have been using here in school, to celebrate Pancake Day!

For a classic pancake recipe (makes 12 small) you will need:

**140g plain flour, 200ml of whole milk, 2 eggs, 25g unsalted butter**

**Equipment:** weighing scales, measuring jug, bowl, whisk, label, fish slice, frying pan, plate

Sift the flour with a pinch of salt into a medium-size bowl and make a well in the middle. Mix the milk and 100ml of water together. Break the eggs into the well and start whisking slowly. Add the milk and water in a steady stream, whisking constantly and gradually incorporating the flour as you do so.

Whisk until smooth and allow to rest for 30 minutes. Heat the pan over a medium heat. Very lightly grease the pan with a little oil.

Using a ladle, pour roughly 2 tbsp of batter into the pan and swirl it around so the bottom of the pan is evenly coated. You want to use just enough batter to make a delicate, lacy pancake. Cook the pancake for about 45 secs on one side until golden and then using a palette knife or fish slice, flip the pancake over and cook the other side for about 30 seconds until it freckles.

Slide the pancake out of the pan and either serve immediately or stack on a plate with baking parchment in between. Continue until all the batter is used up.

**Topping suggestions:** Maple Syrup, Golden Syrup, Sliced Banana, Sugar & Lemon, Fruit Jam, ice cream and many more!

Serve with your favourite toppings!

Todays lesson involved Matthew testing out a recipe with several toppings.

We discovered that Golden Syrup and a sprinkling of Ginger gave a wonderful sweet spicy flavour!
Fresh Pasta Project

During this term, the children will be learning about how to make fresh pasta and how we go on and make yummy dishes with their amazing fresh pasta.

Pasta can play an important part of our daily diet, it’s a good source of carbohydrates and can be used in a variety of dishes, as it can be made into many different shapes and sizes.

One Pan Spaghetti Puttanesca

**Ingredients**

- ¼ cup extra-virgin olive oil
- 6 cloves of garlic, minced
- 4 anchovy fillets
- 1½ tsp dried oregano
- ¾ tsp crushed red pepper
- 4 cups chicken broth (or vegetable broth if vegetarian)
- 12 oz spaghetti

**Total time:** 25 minutes  
**Prep time:** 10 minutes  
**Cook time:** 15 minutes

**Directions:**

1. Heat a large, deep sauté pan over medium heat.

2. Add oil to pan; swirl to coat. Add garlic, anchovies, oregano, and red pepper; cook 2 minutes, stirring to break up anchovies.

3. Add broth. Bring to a boil. Add spaghetti to pan, lower heat to medium and cook 8 minutes, stirring occasionally especially at first to keep spaghetti from sticking together.

4. Add tomatoes and tomato paste. Cook 2 to 3 minutes or until pasta is done.

**Have a go and test your pasta knowledge!**
Caroline’s Science groups have been finding out about reversible and irreversible changes.

**Reversible Changes**

A reversible change is a physical change that can be changed back. Melting, freezing, evaporating and dissolving are all examples of reversible changes. We separated mixtures using different methods, including sieving, filtering, evaporation and chromatography, and investigated which materials were soluble and insoluble.

**Irreversible changes**

An irreversible change is a chemical change that usually involves the production of a new material. We combined milk and vinegar to make a form of plastic called caesin, and blew up a balloon by mixing vinegar with bicarbonate of soda to produce carbon dioxide. But the best fun was mixing PVA glue with Borax to make slime! You had to add the borax solution really slowly - as the borax was added the glue began to stick together and turn into slime. We used food colouring to make our slime look more interesting. The slime forms because of cross-linking between the protein molecules of white glue and the borate ions of borax.
Amazing images!

For Geography, Caroline’s group have been looking at maps and satellite images. Can you guess what these pictures are of? (answers at the bottom of the page - you may be surprised!)

In Art we used some of the images to create paintings, making a view-finder to focus in on a small area and mixing colours, tints and tones to match the colours in the image.

We also used a satellite image of the school to draw our own maps and planned a Treasure Hunt using compass directions. Then we wrote the instructions for the Treasure Hunt during English.

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**Answers:**

All the images are of places on Earth, taken from the International Space Station by astronaut Chris Hadfield.

- The Eye of the Sahara in Mauritania, a landmark for astronauts.
- Fishing boats in the East China Sea.
- Defensores del Chaco National Park in Paraguay.
- The Empty Quarter - between Oman and Saudi Arabia, sand dunes and salt flats.

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Progressive Muscle Relaxation

Progressive Muscle Relaxation is a technique that we have been learning in Thrive this term. It teaches you how to relax your muscles through a two-step process. First, you tense particular muscle groups in your body, such as your neck and shoulders. Next, you release the tension and notice how your muscles feel when you relax them.

This exercise will help you to lower your overall tension and stress levels, and help you relax when you are feeling anxious. It can also help reduce physical problems such as stomach aches and headaches, as well as improve your sleep.

People with anxiety difficulties are often so tense throughout the day that they don’t even recognize what being relaxed feels like. Through practice you can learn to distinguish between the feelings of a tensed muscle and a completely relaxed muscle. Then, you can begin to “cue” this relaxed state at the first sign of the muscle tension that accompanies your feelings of anxiety. By tensing and releasing, you learn not only what relaxation feels like, but also to recognize when you are starting to get tense during the day.

On the next page, there is a script for you to try at home! You will need someone to read it to you. Here are some tips for you to bear in mind:

Allow yourself around 20 - 30 minutes to complete the exercise

Find yourself a comfy, quiet space where it is unlikely that you will be interrupted

Try to practice this exercise at least once a day

You do not need to be feeling anxious to practice this exercise. In fact, it is better to practice when you are feeling calm, as it will become easier to do when you are feeling anxious.
Script

Begin by finding a comfortable position sitting, standing, or lying down. You can change positions any time during the progressive muscle relaxation exercises to make yourself more comfortable as needed. Now focus on your breathing. Breathe in forcefully and deeply, and hold this breath. Hold it... hold it... and now release. Let all the air go out slowly, and release all the tension. Take another deep breath in. Hold it.... and then exhale slowly, allowing the tension to leave your body with the air.

Now breathe even more slowly and gently... breathe in... hold... out....
Breathe in... hold... out...
Continue to breathe slowly and gently. Allow your breathing to relax you.
Now we are going to begin to work on our muscles...

Start with the large muscles of your legs. Tighten all the muscles of your legs. Tense the muscles further. Hold onto this tension. Feel how tight and tensed the muscles in your legs are right now. Squeeze the muscles harder, tighter... Continue to hold this tension. Feel the muscles wanting to give up this tension. Hold it for a few moments more.... and now relax. Let all the tension go. Feel the muscles in your legs going limp, loose, and relaxed. Notice how relaxed the muscles feel now. Feel the difference between tension and relaxation. Enjoy the pleasant feeling of relaxation in your legs.

Now focus on the muscles in your arms. Tighten your shoulders, upper arms, lower arms, and hands. Squeeze your hands into tight fists. Tense the muscles in your arms and hands as tightly as you can. Squeeze harder... harder... hold the tension in your arms, shoulders, and hands. Feel the tension in these muscles. Hold it for a few moments more... and now release. Let the muscles of your shoulders, arms, and hands relax and go limp. Feel the relaxation as your shoulders lower into a comfortable position and your hands relax at your sides. Allow the muscles in your arms to relax completely.

Focus again on your breathing. Slow, even, regular breaths. Breathe in relaxation... and breathe out tension... in relaxation... and out tension... Continue to breathe slowly and rhythmically.

Tighten the muscles of your back now. Feel your back tightening, pulling your shoulders back and tensing the muscles along your spine. Arch your back slightly as you tighten these muscles. Hold... and relax. Let all the tension go. Feel your back comfortably relaxing into a good and healthy posture. Finally, tighten the muscles of your face. Scrunch your eyes shut tightly, wrinkle your nose, and tighten your cheeks and chin. Hold this tension in your face... and relax. Release all the tension. Feel how relaxed your face is.

Notice all of the muscles in your body... notice how relaxed your muscles feel. Allow any last bits of tension to drain away. Enjoy the relaxation you are experiencing. Notice your calm breathing... your relaxed muscles... Enjoy the relaxation for a few moments...

When you are ready to return to your usual level of alertness and awareness, slowly begin to re-awaken your body. Wiggle your toes and fingers. Swing your arms gently. Shrug your shoulders. You may now get on with the rest of your day, feeling calm and relaxed.
Throughout this (and last term), the level 3 English group has continued to work hard at developing their Speaking and Listening skills; they have performed in the Christmas nativity, read and discussed their acrostic poetry (which was created for Children and Need and performed these during the school assembly), read and discussed their favourite poetry to the class and designed and filmed TV adverts with background music and a catchy slogan!
THE ROMANS: THE PUBLIC BATHS

This term, one history group started exploring what life may have been like if they were living in the Roman Empire. We discovered how the empire expanded over time, how new territories were won and maintained and how the discipline of the Roman army contributed to the empire’s strength and overall success. Our most recent task was to consider the value the Romans placed on leisure time and what activities were considered appropriate for any respectable Roman to pursue. One of these was the attending and use of the public baths.

As a group, we looked at how the baths were arranged, the ritual of taking a bath and the social significance of being clean. We were interested to learn that the baths consisted largely of three different rooms that hosted a different stage of the bathing process.

The **Caldarium** was the hot room (rather like a sauna).

The **Tepidarium** was the warm room, where the process of ‘strigiling’ took place.

The **Frigidarium** was the cold room, which would effectively close the pores of the skin after they had been opened by the heat of the caldarium or the tepidarium.

Furthermore, the guest traditionally engaged in physical exercise prior to starting his or her cleansing regime. This was held in the **Palaestra**. It is important to note, that this was an advanced way of viewing cleanliness, especially since English society traditionally had a somewhat backward way of viewing public hygiene. This persisted well over a thousand years after the collapse of the Roman Empire! The Romans were strong supporters of regular bathing, if not daily and it was available to all members of society. In Tudor England for example, Queen Elizabeth I was considered unusual in that she bathed one a month and for the lower social classes, there were even less opportunities to maintain a personal hygiene routine.

By looking at this leisure time activity, our opinion of the Romans continued to change. We understood that the Romans valued external appearance and what it meant to maintain a favourable social standing.

We are looking forward to finding out more information about the Romans after half term.
Throughout terms 2 and 3 some of the pupils have focused on creating Artwork in the style of a famous Artist. For this we have researched and discussed the work of Alberto Giacometti (1901 – 1966), and looked at his exhibition in the Tate Modern. We have then created a pose in a similar style to Giacometti’s work and used this to create our own sculptures in a range of mediums (newspaper, foil, plastercine, clay and wire). We have solved problems including how to join different materials, how to balance and strengthen our structures, and evaluated our work throughout this project. We hope you enjoy looking at some of our work...

Practicing making a more complex pose balance, using Plastercine

Practicing strengthening a pose using playdough

‘The sitting man’ made of foil

Using a glue gun to attach components made of foil

Using a coiled technique to create a structure from soft wire.

‘Man pointing’ (1947) by Giacometti

If you would like to learn more about Giacometti’s work, please visit http://www.tate.org.uk/