

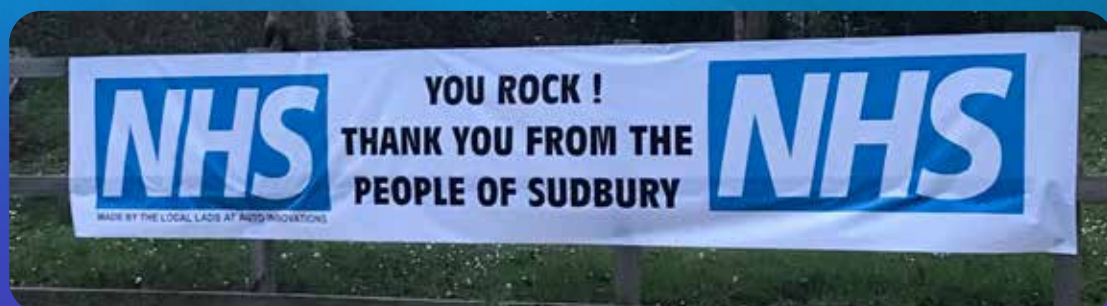


THOMAS
GAINSBOROUGH
SCHOOL

PORTRAIT

*We stayed home
We stayed safe
We helped our NHS*

WINNING PORTRAIT COVER
Honey Regan



ISSUE 30
MAY 2020

CONTENTS INCLUDE: PPE SUPPORT, HOUSE NEWS,
STUDENTS LEARNING FROM HOME & VE DAY



PPE SUPPORT

As a result of the high demand for PPE and support from Kitronik for the file to enable these to be produced, TGS have been making visors for Keyworkers/care homes with the materials we had available and distributing as best as we could. Many models have required the use of a 3D printer which the school does have. However, the new developed model from Kitronik only required a laser cutter to create these visors. In the Design & Technology department at TGS we created the visors and distributed them accordingly. Should you like to know more or participate in the support for these great causes regionally/nationally please find the links below (Please note if you have spare materials which could be of use BT are coordinating a regional making and disruption network which you can contact via the link or direct at computerscience@bt.com):

<https://www.kitronik.co.uk/blog/kitronik-make-nhs-frontline-ppe-visors/>

<https://newsroom.bt.com/bts-adastral-park-co-ordinating-major-effort-to-create-thousands-of-protective-visors-for-nhs-workers/>

Mr C Ellis



HM Government

NHS

**STAY HOME
PROTECT
THE NHS
SAVE LIVES**

HOUSE NEWS HOUSE NEWS

Introduction from all the Heads of House

We are certainly living in strange and unusual times - there seems to be a whole load of words that we have hardly, if ever, used before that have suddenly become very common:

Unprecedented
Furloughed
Key Worker
Social Distancing
Remote Learning
Google "Hangouts"

It is also true to say that what was considered "normal" or even "necessary" has changed a lot too. Such times challenge us in many ways and some people thrive under such conditions and some find them more of a struggle.

As Heads of House, it is fair to say we have struggled not spending time every day with the students and tutors who we see as "ours," supporting their learning and celebrating their successes. We thought for this edition of Portrait we would share some of the things we have been doing in "lockdown" and also get the perspective of some students as well to life in these unprecedented (!) times.

HOUGHTON HOUSE

I've been at home since 19th March as I have to "shield" myself because of a long term health condition I have. This means that I cannot leave the house and the rest of my family have to be extremely careful about things too. This is very challenging, but I have very much enjoyed supporting my students with their online study and also learning how to do a Google MeetHangout so that I can teach some of my classes face to face, although it is definitely not the same as a classroom and I am missing the interactivity of the classroom environment a lot, especially the feeling that happens when a class really understands a new concept and the sometimes intense debates that can happen when discussing issues in History and Humanities lessons.

I have also spent a lot of time reading (and I would absolutely encourage you to get stuck into the TGS 50 during this time), growing vegetables in my garden and listening to my 400 CDs in alphabetical order

(!) I am really missing my passion of cricket and the weather being so good recently has added to this frustration.

To conclude, I am really proud of just how well Houghton students are adjusting to our new "normal" and I look forward to seeing everyone back in school as soon as it is safe to do so. In the meantime, stay safe, keep working hard and get involved in those House competitions - we have a Chelsworth Trophy to regain!



Mr M Gibson

PEYTON HOUSE

The transition to distance learning has affected me in both directions. Setting work for students and keeping my own children working as effectively as possible. We have managed to get a good system going where we all work together at a table, which has both benefits and drawbacks, but we are making the best of it and have a decent routine.

Outside of these times I have been keen to try to help in my local community as much as I can, so have volunteered to be part of a group helping to look after people who are self isolating. I have collected medication and food for people unable to get to the shops, witnessed signatures on legal documents and even cut the grass in areas around our village as the council work seems to have been paused for the moment.

I have also found time - as I can't go out in the evening or at weekends :(- to be able to carve some wooden signs for the nature reserve in Acton. I have made bird boxes and bird feeders too. This is a new skill to me but I am slowly getting the hang of it, and I still have all my fingers! It is great to have the time to try something new and that is very different from how I usually spend my time either working or

playing sports.

I truly look forward to hearing how you have coped with the changes once we get back to school.



Mr W Ponsford

ABBAS HOUSE



Well done Abbas! You won the Chelsworth Trophy again! I hope that you have managed to watch WPO deliver the assembly despite not having an audience. As soon as school is open again I will endeavour to ask Phoebe and Jacob in for a quick photo with the trophy, a long standing hall of Abbas fame that they need to join. I have been coming into school (apart from the Easter holidays) to help with our Key Worker provision and to work on possible opportunities for Year 6 Transition. I know that I am lucky to have that routine and structure to my day. I have improved a little with my IT skills and have started to use Google Meet for my Year 10 and 12 lessons. I have to say I can't wait for my classroom to be full again rather than just me and a laptop! I am really pleased to see so much effort being put into our online learning, I have marked some excellent exam questions on Edward Jenner and Florence Nightingale so far and have seen great work on the British Empire from Year 8 and life in Nazi Germany from Year 9. I have added plenty of merits already because those reward trips will happen at some point. Well done to all, and do keep it going. It is so important to be ready for when school is open again. When at home I have been making the most of the lovely weather and getting outside. I did plenty of gardening in the Easter holidays, although I have had to use Whatsapp to show my parents pictures of plants to check whether they need pruning or pulling up! All of the garden waste bags and compost bins are full so this hobby is now on hold. I have walked miles with my dog, Arthur.





As you can see, the bluebells in our local woods have really put on a spectacular display again this year. It is lovely to use the extra daylight hours now and take a proper walk after work, not a dash in the dark. I have also tried to use up all of the odds and ends in the kitchen cupboard. I didn't even attempt to check the date on the chocolate stars for this cake!

It is really good to see those competition entries rolling in, there is as always, something for everyone to have a go at. Don't forget to check the quiz when JPA sends it out too. Please let me know where you have been meeting our school values during this time, it would be great to share some of those ideas. Keep safe and well, I can't wait to see you all again soon, best wishes.

Mrs N Wilby

My dear Tollemache House. I hope this edition of the school magazine gives you a little smile in these strange times. I would like to start by saying thank you to Mr Ponsford for the end of term assembly. It was amazing to see that all your hard work paid off! Second is fantastic but I'm sure we would all really like to come first?! So let's give it our all to win the cup in the summer term. Remember, keep gathering up those merits from your teachers, keep working on those house competitions and joining in on the quizzes with Mr Partrick.

During the course of the school year we often talk about the values of Thomas Gainsborough School and how we demonstrate them. Celebrating your successes through celebration assemblies, cream teas, certificates for your record of achievements and house points. Recognising the importance of applying those values has been very poignant through this spring. Here's how I have applied the values in my life since the lockdown began.

Positivity – Making a list of jobs and producing a timetable with deadlines to complete the work by. This gives me a sense of achievement and a positive feeling at the end of a very busy day.

Confidence - I have found the confidence to learn new ways of communicating with my students and colleagues through technology such as Google Meet

Resilience – Trying to stay focused on one job at a time and not to get distracted by home comforts. Watching Captain Tom raise millions for charity- I found his grit and determination inspiring!

Happiness – Seeing the work you have achieved at home, makes me very happy. I look forward to banging a pan with a wooden spoon on a Thursday evening cheering for the NHS. My family look forward to meeting up on the Zoom app for Sunday lunch.

Honesty - Being honest with myself, if I am feeling gloomy. Talking to friends, family, school about my fears really does help me to put things in perspective and move forwards.

Respect – Helping out in my community, watching out for my neighbours who are vulnerable.

What values have you applied lately? Have you hung out with your family and watched a movie? Played board games with your siblings? Concocted a delicious meal from things found at the back of the larder? Joined Joe Wicks PE lesson? Read a book or two?

This is the time to keep up with your studies, have some special family time and keep safe.

Mrs F Raleigh

CHAMBERLAIN HOUSE

Chamberlain house, I hope you are all keeping well and being considerate to those people around you. It is definitely an odd time for us all. To those of you living with relatives; you are now seeing the same faces virtually 24 hours a day, 7 days a week, and I know from growing up with siblings myself how frustrating this can be. Please remember that you are all in the same position, and to be kind and supportive to each other. And for others who are living life in near solitude at the moment, it is incredibly challenging to feel so isolated. Hopefully you can find comfort in talking to friends via the numerous online apps that we are now using. This situation will not go on forever, and we will see each other again at some point soon.

Recapping last term, I don't know about you Chamberlain, but I was somewhat disappointed with our placing in the battle to win the Chelsworth Cup. The reason behind this is because I do not feel it to be a true reflection on the talent we have in our house, as well as the effort that you all apply to your studies and to your competition entries. This upcoming term, let's really focus on collecting those merits, as our merit total is the biggest disadvantage we face when fighting the other houses for the Chelsworth Cup. Enter those competitions, read TGS 50, complete the weekly online quiz, collect evidence for your ROAs and ask your teachers for merits. These are all simple things every single one of us can do to work towards winning the cup for the summer term - Remember we won the cup last summer!

I trust you are all adapting to online learning well, as I have seen some fabulous examples of work Chamberlain students have been completing. It makes me so very proud to know that you are applying the same gusto and effort to your online studies that you would in your school studies. I am not ashamed to admit that I am finding online teaching extremely challenging and stressful. This forced school closure has highlighted to me that my ICT skills need improving, so I am setting myself a challenge to achieve this before school is resumed. When I have not been struggling with ICT (however this has been much of the time!) and working from

either home or school, I have ensured that I complete my daily exercise quota. This has frequently been in the form of walking my dog, Charlie. Charlie is also struggling to adapt to me working from home, he is getting increasingly annoyed he never gets any alone time to sleep, however he sneaks a nap in occasionally as you can see from the photo!



I am looking forward to seeing you all again soon, and hearing all about your lockdown experiences. Maybe you have learnt something new? Maybe you have been helping the vulnerable or helping within the community? Remember we are always here at the end of our emails if we can help in any way. Don't forget about those merits, they hold the key to our success!

I will see you all again soon.

Miss A Alston



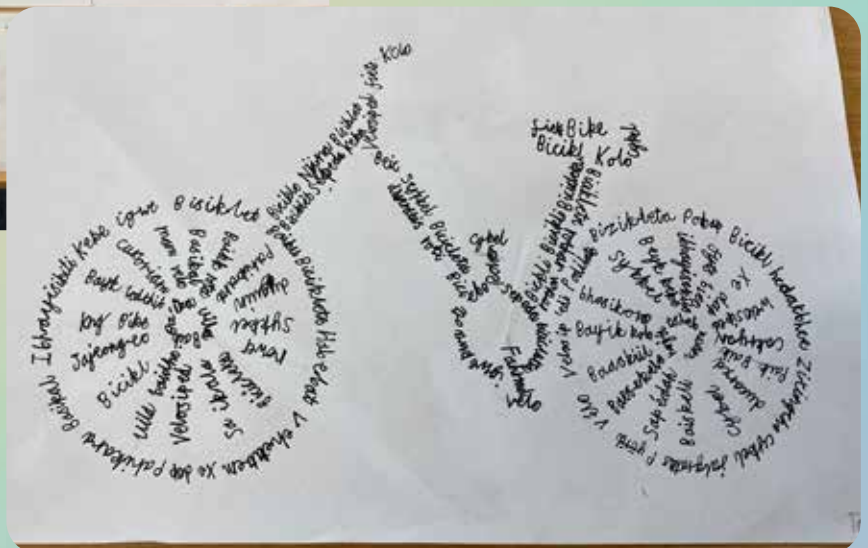
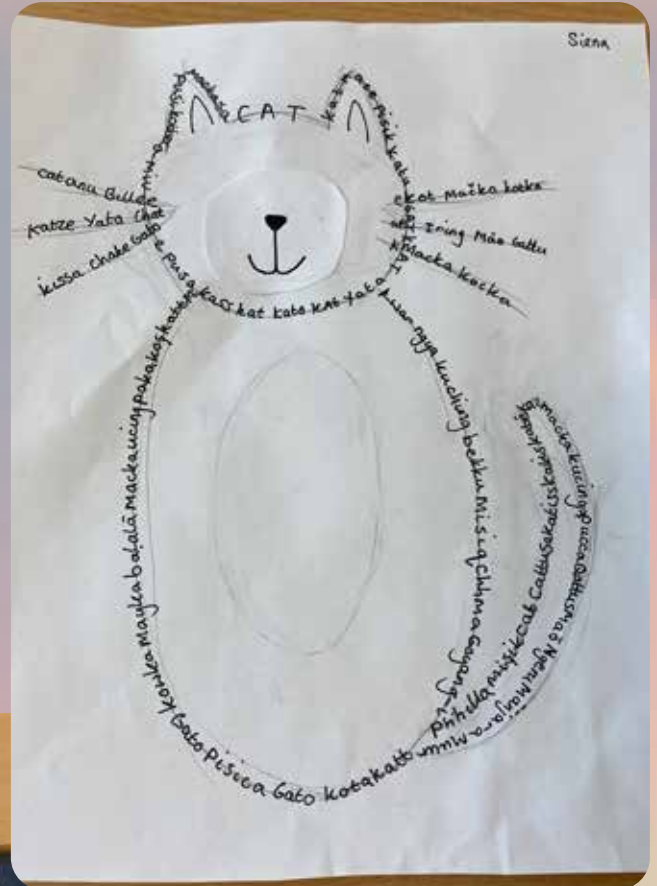


CALLIGRAMME POEMS

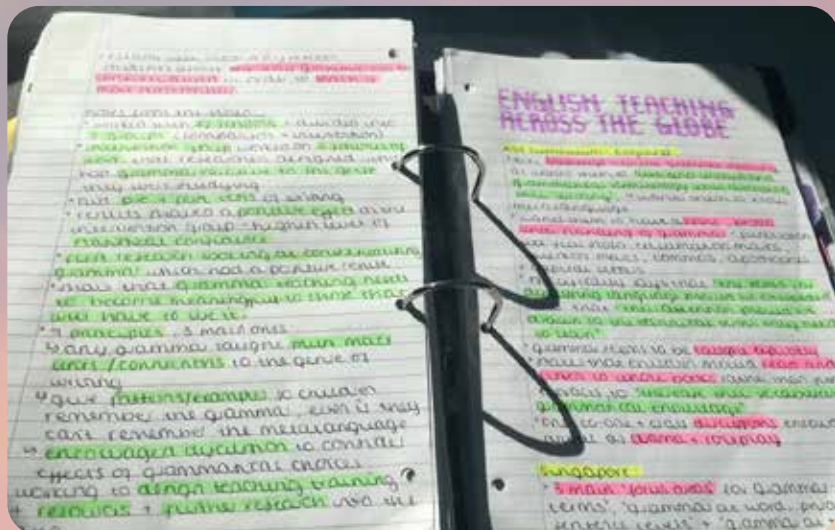
MFL

In MFL lessons students have been learning about Guillaume Apollinaire, one of the most important literary figures of the early twentieth century. He was renowned for his stylistic innovations, one of which was the Calligramme - an object made up of text (concrete poetry). After completing some initial research, students then used Apollinaire's work to inspire their own designs and they are fabulous!

Mrs H Frid

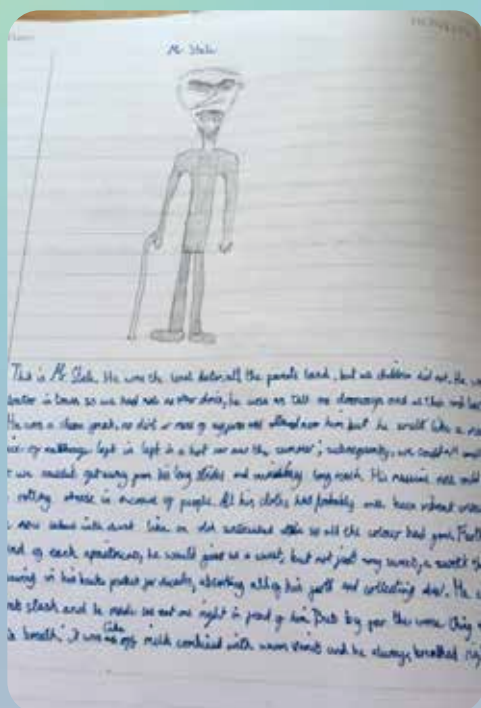
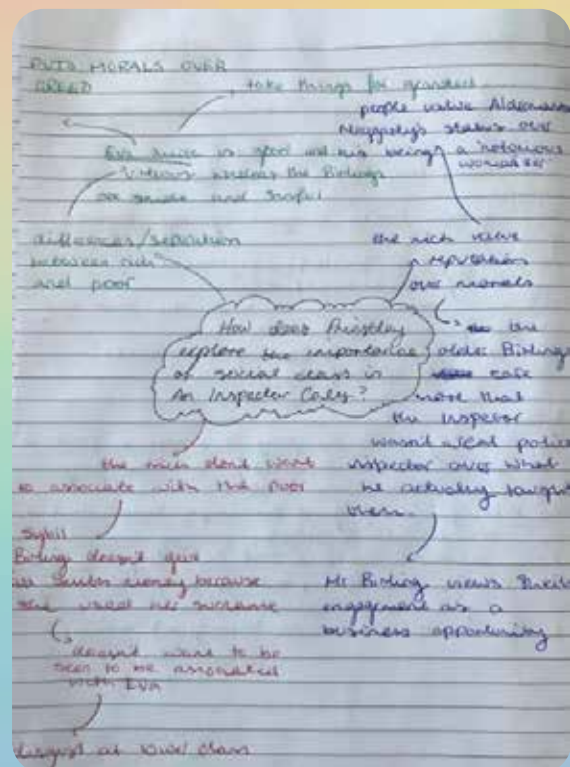
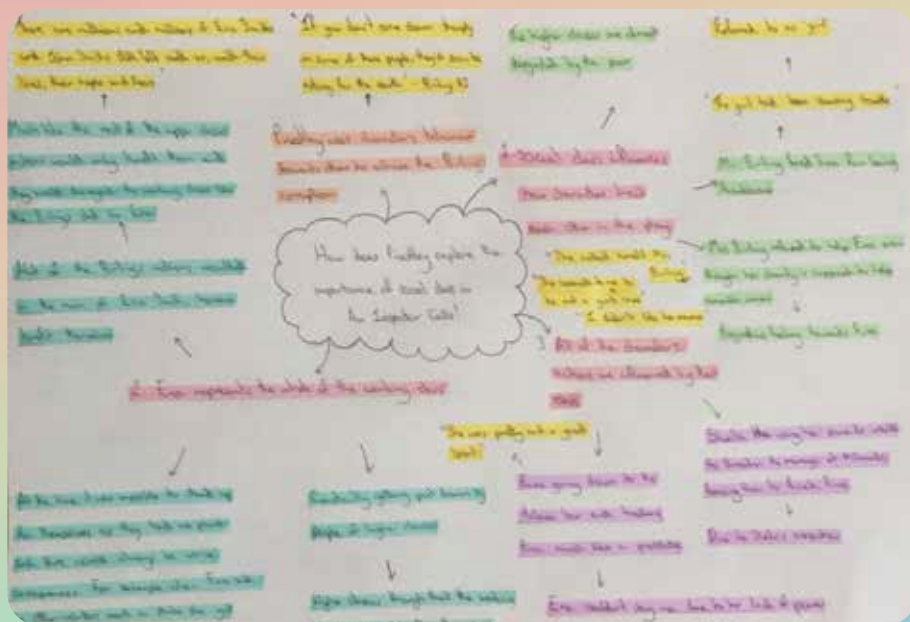


ENGLISH *at Home*



Here is a selection of some of the work we have been doing in English: from character descriptions with 7S1 to essay planning with 10D1 and all the way to analysing child language acquisition in Year 12 English Language. Well done to all!

Mrs R Furey



STUDENTS during *Lockdown*

James Bunting used his home learning to create a bench during his time at home.

‘Using my online maths I built a bench. When I built the bench I used maths to fine the strongest angle and the legs of the bench are different lengths so I had to find the difference so the seat is level.’

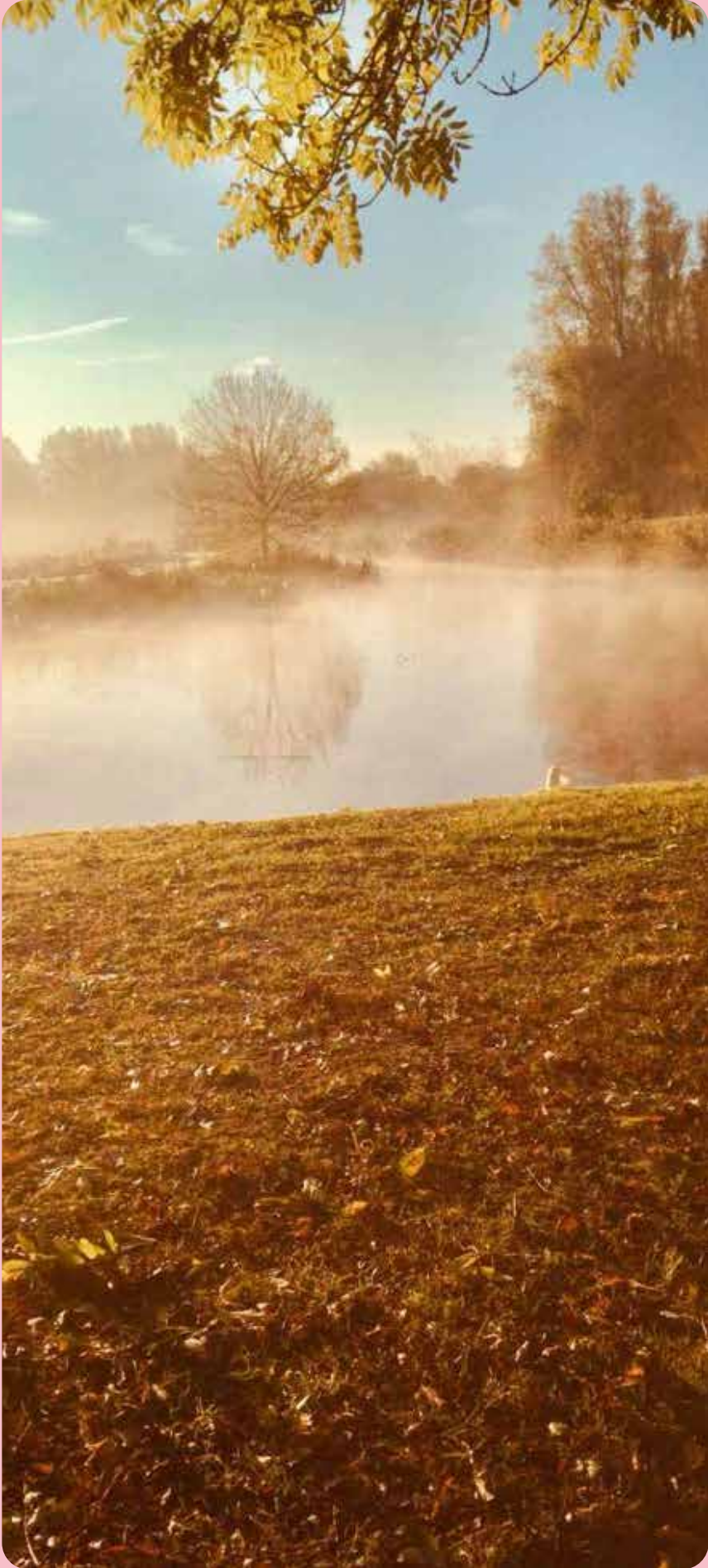


Evelyn Barker has been keen to finish her maths home learning as well as drawing and photography.

She draws on her ipad which has a drawing app with an apple pencil.



Liliana Fryer has taken up a new hobby of photography. She has entered a competition to have her photos included in a local calander.



STUDENTS during *Lockdown*

Jonny Hawley

Unlike most people I've spoken to, I'm fortunate enough to enjoy my own company, largely due to the fact that I'm the only one of my siblings still living in a country village with my parents. As a result, I'm very relaxed about the new state of affairs and after the first couple of days I've managed to get into a routine so school work hasn't got on top of me. Despite this, I do miss seeing my wider family and friends, but I suppose for now my cat's company will have to do! Me and my friends have started playing Dungeons and Dragons more seriously online to pass our free time and to stay in touch which I'm enjoying. Overall things aren't too bad for me, although I will be glad when everything begins to return to relative normality.



Wishing everybody well!



Jake Cutmore

Over lockdown I have been fixing up an Edison Phonograph, which is a Music playing machine in which music and voices were recorded on a large cylinder made of wax. This invention was popular in the early 1900s and predates any other form of recorded sound (records, tapes, CDs) etc. I love restoring these old machines back to how they were when they were new. I find all the clockwork and mechanics fascinating like how they managed to play music without electricity and how Queen Victoria actually recorded her voice on one of these machines. I also love how I am helping to rediscover some of Britain's earliest forms of musical entertainment and the stories behind them.

Emma Harris

Started her ventriloquists Puppet by creating this foot made of clay which has been cooked, painted and had fur added!



Felix Dark, 7B2

Health and Safety Board Game Mood Board & Plan

Aim of the game

2-4 players age 6+ are stuck in detention and they must get out of the technology workshop safely. Unfortunately, someone has left the classroom in a complete mess and tables are blocking your escape. On the floor there are good and bad items which either give you advantages or disadvantages. On the tables there are questions however and if you land on the question mark icon you must answer a question on a question card. If you get the question right, you take a shortcut. If you get it wrong you go the long way round. You win by getting out of the class room first.

What you need:

- Playing board
- Counters
- Dice
- Question cards
- Lab coat cards

How to play

The youngest goes first because they did not do a bad crime to get into the detention. You start at the teachers' desk and you finish at the exit. The winner is the first person to negotiate the classroom maze and make it to the exit.

Everyone has a counter and they roll a dice to move the corresponding number of places. If you come to a desk blocking your way you have to stop and answer a question card. If you answer correctly you can continue your go the short way round. If you answer incorrectly, you have to go the long way round. As you go round there are workshop items that determine what you do:

If you land on a saw = you have cut your foot, go to student services (back to the beginning)

Hammer = you have hurt your thumb, go back 3 places

Superglue = you are stuck, miss a go

If you come to a desk or land on a place with a question mark you have to answer a question card. Eg.

1. What is this item called (pictures of technology equipment, eg a coping saw)

DETENTION



Felix Dark

Has created a game as part of his home learning technology subject.

2. Why should you be careful when using a vice? (with other cards asking about other workshop equipment)
3. Explain how you would saw a piece of wood (or any other processes)

Then there are good items:

If you land on a pair of goggles – well done for remembering your essential safety equipment, have another go



Lab coat = excellent choice – a 'Get out of jail



free card' that you can use to protect you from a dangerous item so you can continue you

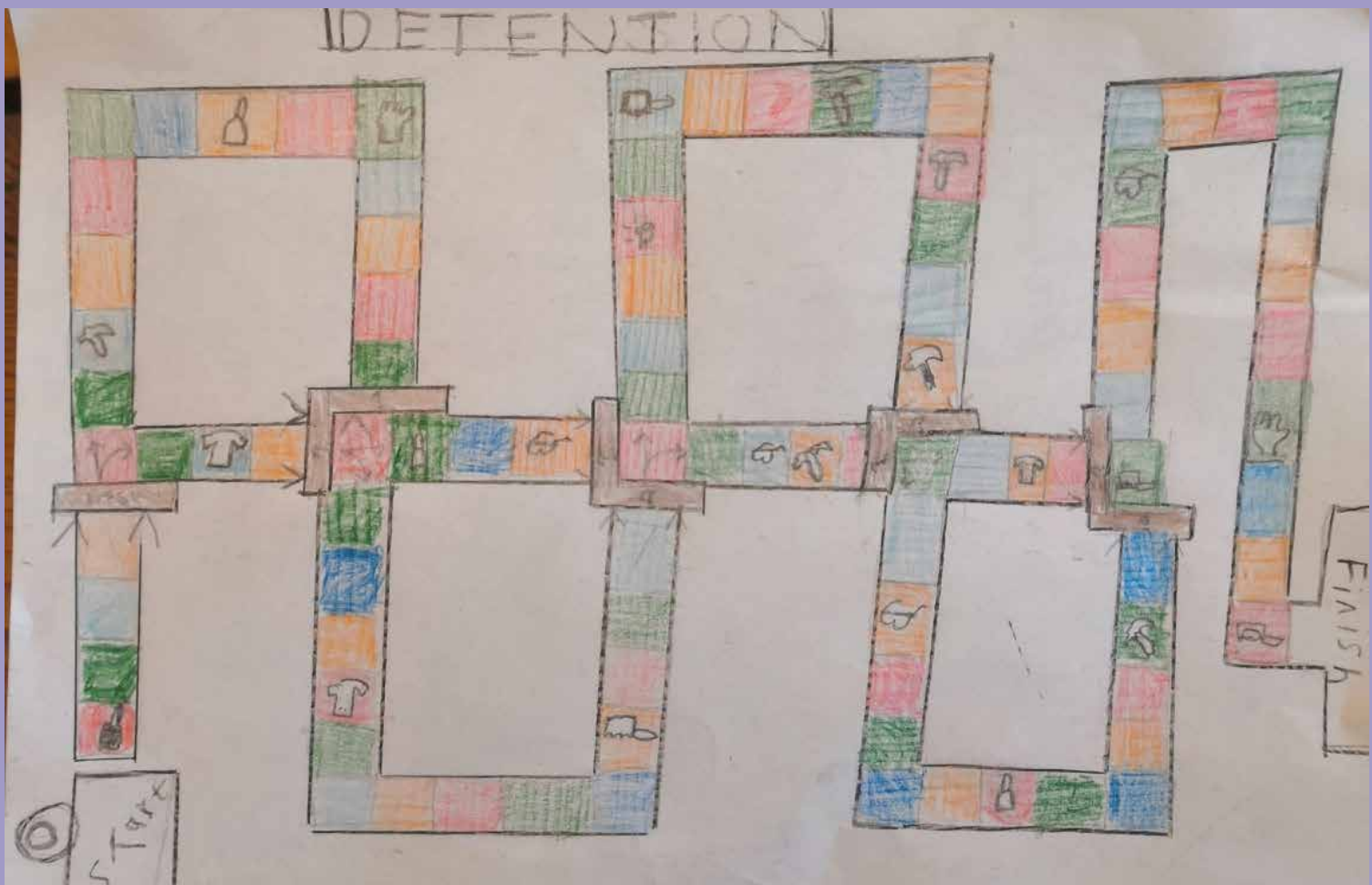


on your way.

Gloves = go forward 3 places



Detention!



STUDENTS during *Lockdown*

As Billy Joel said “I think music in itself is healing. It’s an explosive expression of humanity. It’s something we are all touched by. No matter what culture we’re from, everyone loves music.”

It has been amazing during this lockdown to have many students show the music department their resilience and determination by sending in videos and audio clips of them playing their instruments or singing. We have even had some sent to us by staff!

Jacob Wood in Year 7 showed us a fantastic piano piece called ‘Spies on a mission’, Khia Cooper in Year 9 learnt and sung a song in French, Holly Cundelan in Year 7 sung the pop song ‘7 Years’, Rachel Stewart in Year 9 started to learn how to play ‘Location’ by Khalid on the piano, Rory Rendall in Year 8 played us a piece on guitar demonstrating excellent chordal playing, James Quin in Year 12 showed us some really complex guitar techniques and Megan Hannan in Year 8 rewrote the lyrics to ‘Rise Up’ by Andra Day and sung it beautifully to show thanks to our NHS service during this difficult period.

Special mention goes to Mr Partrick for sending in audio clips of him playing two pieces on the piano and also to Mr Everitt for sending in a song that he wrote and recorded.

A massive well done and thanks to those who have sent clips in. All of you have been awarded merits for your hard work.

Keep on playing!

Mrs A Davies



Megan Hannan



Jacob Wood

Composition Competition

1 winner from each year group

Compose a piece of music using BandLab. Be as inventive as you like but ensure you have the following things

1. Start
2. Middle
3. End
4. More than one track

Try to write your own music rather than only using their 'loops'

First, you need to join the correct BandLab Classroom

Go to edu.bandlab.com

Year 7 - JQUQFZI

Year 8 - QHWYQBW

Year 9 - HYJMG9I

Deadline 20th June - Submitted through BandLab



James Quin

STUDENTS during *Lockdown*



The Prince said "I've had enough – the next person who kicks off will be killed"



Romeo Montague decided to turn up to a Capulet party! He meets Juliet Capulet and falls in love. Friar Lawrence marries them in secret.



Romeo is at the wedding party with his mates Mercutio and Benvolio. Guess what? Tybalt's off and Tybalt's cousin kills Mercutio!



So what does Romeo do? He kills Tybalt!!



The prince said, "you are a very bad boy – you are banished!" Poor Romeo and Juliet are devastated.



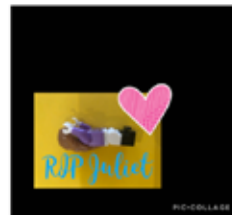
Juliet's father said she should marry Paris. "I may not marry him," she said and parents are the mean. Paris says, "She's mine up to me and I will do her in the end." With her Romeo.



So Juliet fakes dying and lies there waiting for Romeo. But Romeo didn't get the right message. He goes to see her and thinks she really dead. So he decides to kill himself!



When Juliet wakes up from faking her death, she is so upset she kills herself!

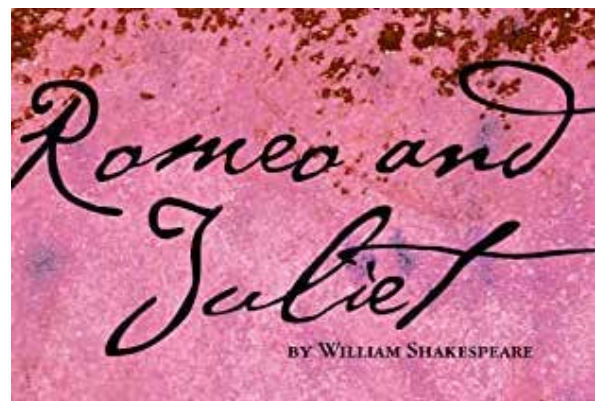


The Capulets and Montague families make up and promise no more fighting.



Students were asked to summarise the plot of Romeo and Juliet. Charlie Reed of KFR did this using Lego.

Mrs K French



THE ACCESS LINK



Thomas Gainsborough School

3/25/2019

SPECIAL EDITION

After schools shut their gates on Friday afternoon, they will remain closed...until further notice – Boris Johnson

These are words that none of us ever thought we would hear. Words, that we know, have put such pressure on parents, students and teachers alike. Therefore, I thought that it would be a wonderful idea for us, to work together as a community and share ways we are bringing our children's education to life! Here are a few to start the creative ideas flowing!



Creative ways to bring your child's classroom learning to life

Cooking – Make some of your favourite recipes together. To make it more of a challenge, adapt the recipe's ingredients to serve more or less people, or create your very own dish. [Maths, Chemistry, English, Food Technology, Different cultures](#)

Gardening – Grow some vegetable seeds. Keep a diary or draw the plant weekly and annotate with key terms. Decorate tired old plant pots, using old tester paints. By giving our pots a new lease of life we can really show off the wonderful plants you've grown. [Biology, Art](#)

Learning new skills – Do you have a musical instrument hidden away in a corner and gathering dust? If so why not get it out, dust it off and search on YouTube how to play. Not got any instruments. Make your own using a variety of different sized pots and pans for drums, or a hollow piece of wood with holes cut out as a recorder [Music, Research](#)

Ever wondered about why the sky is blue? How an engine works? Why rainbows appear and have so many colours? What did the Roman's ever do for us?! Well now this the time to find out! Maybe you could ask other members of your family what questions they would like answers to and send them a lovely leaflet, created by you, with the answers! [English and research](#)

Impress your family and friends with new talents. Anything you've thought WOW, wish I could do that, now's the time to try! Magic tricks for example. There are so many ways we can impress our family and friends and put a smile on their faces. [All subjects depending on chosen talent!](#)

Create your own play script that you and your family can act out. It could be your own creation, or based on a favourite TV show or song. One of your family could video it and send it to help put a smile and lighten up the days of family members not with you. Great fun can be had creating props too! [English, Media, Drama](#)

Help at home – Be active in helping your family through this difficult time. Offer to make tea, wash up, Hoover, clean; anything you can think of to put a smile on someone else's face. If you've got younger brothers and sisters, why not keep them occupied by doing some art and craft with them, puzzles or help them with their homework. This will give your parents/carers a much needed break. Most of all, one key tip during this difficult time is ALWAYS be kind to one another! [Social skills and key skills for independence.](#)

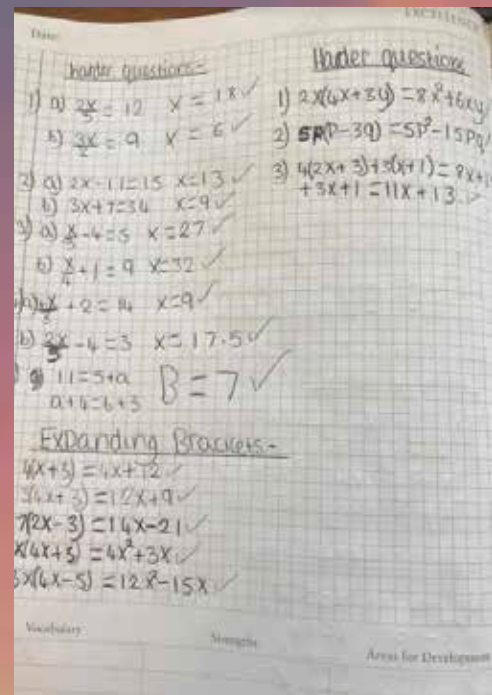
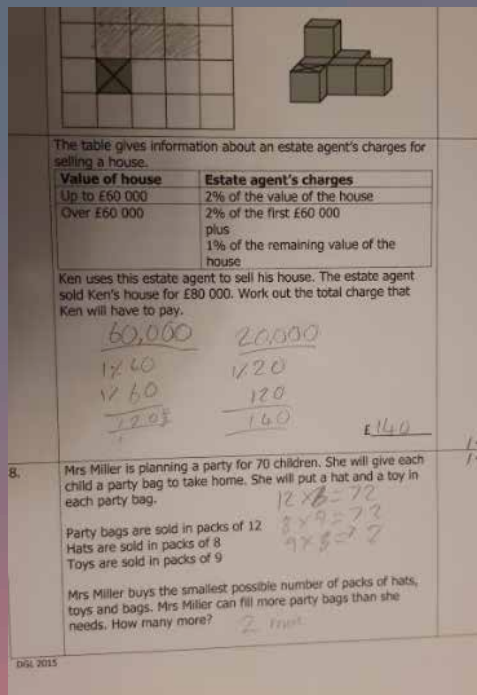
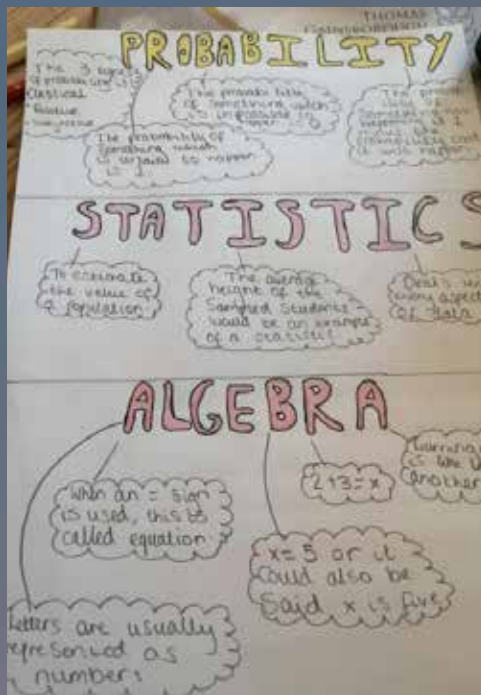
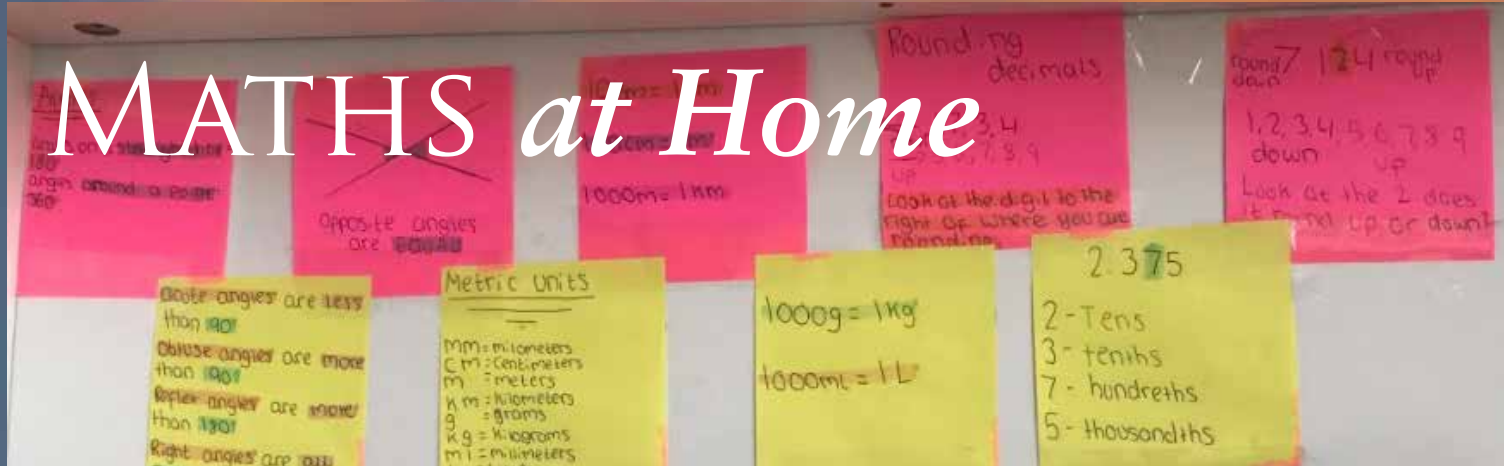
This edition of the Access Link focuses on creative ways you can learn from home. As you will see, we've shown how different activities put your sons/daughters learning at school into play. This is essential, as it really helps them to remember the key skills they have learnt.

We would however, like your help! This is just a small example of different activities, and we would love it if you could share all the wonderful things that you're achieving at home, on a day to day basis! I know of one student who is applying a wealth of subject knowledge and skills by building a house in the garden for one of their siblings! By celebrating and sharing your achievements on the TGS facebook or Twitter page, you are also supporting others in your community by putting a smile on their faces, but also you will provide some amazing inspiration for things to do to help them through this unusual time.

Stay safe and have fun!

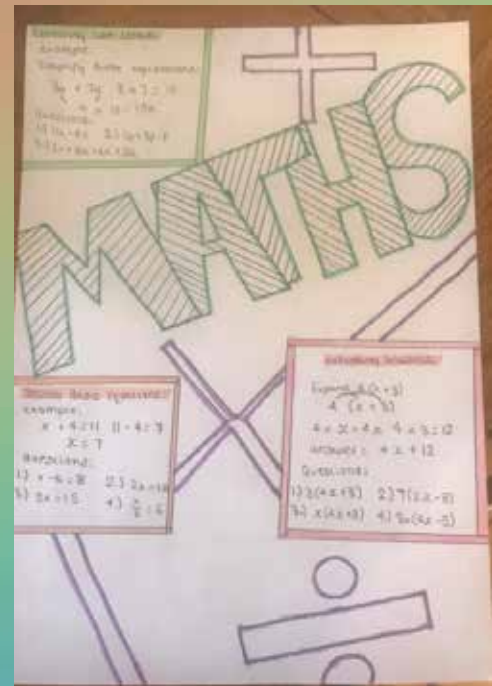
Mrs L Hempel

MATHS at Home



Year 7, 8 and 9 students have been working hard from home and produced some fantastic pieces of work. Every student has a 20 question skills check set each week to complete along with a key topic. Topics that they have worked on include making and drawing nets, algebra - solving and expanding brackets, area of shapes, individual revision of three key topics following on from their PUMA tests sat on the last week of school and also some problem solving tasks.

Mrs S Wade



COOKING AT TGS AND *at Home*



Students in and out of school have been embracing the art of cooking!

Students in Access have been studying World War 2. They have covered VE Day, D Day, code breaking and evacuees.

As part of studying rationing they have been making bread rolls and cookies using the ingredients that were available during the war.

Mrs R Canham

SCIENCE *at Home*

Investigating acids and copper coins

Harry Pettit

Method

I found 5 2p coins that were similar in colour and appearance. I placed 1 of them in vinegar, 1 in lemon juice, 1 in cola zero, 1 in water and 1 in nothing to compare. I left them in there for 2 hours.



Results

At first, I noticed bubbles around the coin that was in cola zero. After 1 hour, I noticed the coin in the vinegar appeared cleaner. After 2 hours, I noticed the coins in the vinegar, the lemon juice, and the cola zero were all cleaner. The coin in the water didn't change at all.

After 2 hours...



Conclusion

In conclusion, I have learnt that acids like vinegar, lemon juice and cola zero react with copper. The acids have reacted with the copper oxide that was on the coins.

This picture compares the coin that was in vinegar (left) to the coin that was left in the air (right).





The Year 7 students have been doing some "kitchen chemistry" at home. In one investigation they got samples of different household liquids that they thought might be acidic. By placing tarnished copper coins into the liquids and leaving them for several hours, the pupils could assess the effect of the liquid on removing the tarnish (copper oxide) from the surface of the coins. From this they could deduce which liquid was the strongest acid. In science we encourage careful observation of the world around us, seeking out explanations for what you see and evaluating evidence - all valuable life skills. I hope they all enjoyed doing some practical science at home and that they all helped to do the washing up afterwards!

Ms Ambrose



Noah Crisell, Year 7, testing the pH of substances at home

Test the pH of substances using universal indicator

127. Use the method below to complete the table

Substance	pH	Description e.g. Strong acid	What colour would it turn red/blue litmus?
Vinegar	3	Strong acid	red/orange
Washing up liquid	8	Weak alkali	green
Lemon juice	2	Strong acid	red/orange
Toothpaste	7	Neutral	green/yellow
Paper max	5	Weak acid	yellow/red
Tap water	8/7	Neutral	green/yellow
Baking soda	8	Neutral/weak alkali	green
Washing powder	13	Strong alkali	purple/black

128. Complete the structure strip below for the testing pH experiment.

COMPETITIONS

What a term! Well done Abbas for winning back the Chelsworth Cup – a great effort in so many competitions. Even in lockdown your merits and competition entries still count and we hope you enjoyed our first ever digital End of Term Assembly.

Science Competitions:

We managed to complete and judge the Energy Efficient House poster just before lockdown. We had such a range of entries from models to detailed posters.

A huge well done to Grace Mills in Chamberlain for her model and well done to our other house winners: Kaitlyn Anderson, Matthew Hoyer, Layla-May Mackender and Leo Dover.

Our second Science competition was very relevant today – students needed to create a poster about a chosen disease with information about how it effects the immune system and how the vaccination works to fight against it.

Well done to Peyton for a winning joint entry from Emily Binstead and Alisha Jacobs – a very informative and colourful poster. Other house winners were: Lorin Grogan, Lottie Alleston, Toby Hogger and Jack Evans.

Our Science of Flight Competition has just finished and is now waiting to be judged and we have just launched our latest Science competition – make a 3D cell model with labelled parts.

Well done to everyone who took part in one of our competitions, your certificates are ready for you when we return.

Current Competitions:

There are still several other competitions running for you to enter:

KS3 Music Composition deadline 20th June

Share the Positivity – see some examples on the next pages – this competition is on-going

Creative writing for the Young Walter Scott Prize – deadline 3rd July

The Art of Being 2m Apart – deadline 3rd July

Remember you can still enter the weekly form time quiz by completing the questionnaire sent to you each week – all of these points will count towards your house in the Summer Term Chelsworth Cup.

Miss J Hilson





UNITY TTRockSTARS TOURNAMENTS

Recently TGS facilitated 3 trust wide tournaments between Year 7, Year 8 and our primary schools.

The primary school results are:

The Year 7 tournament results are:

1st place	Newmarket Academy
2nd place	Samuel Ward Academy
3rd place	Thomas Gainsborough school

Well done Year 7!

The Year 8 tournament results are:

1st place	Newmarket Academy
2nd place	Castle Manor Academy
3rd place	Sybil Andrews Academy

1st place	Abbots Green Primary School
2nd place	Burton End Primary Academy
3rd place	Westfield Primary Academy

A special well done must also go to Abbots Green Primary School who answered nearly 1 million correct answers between them.

Well done to everyone who took part!

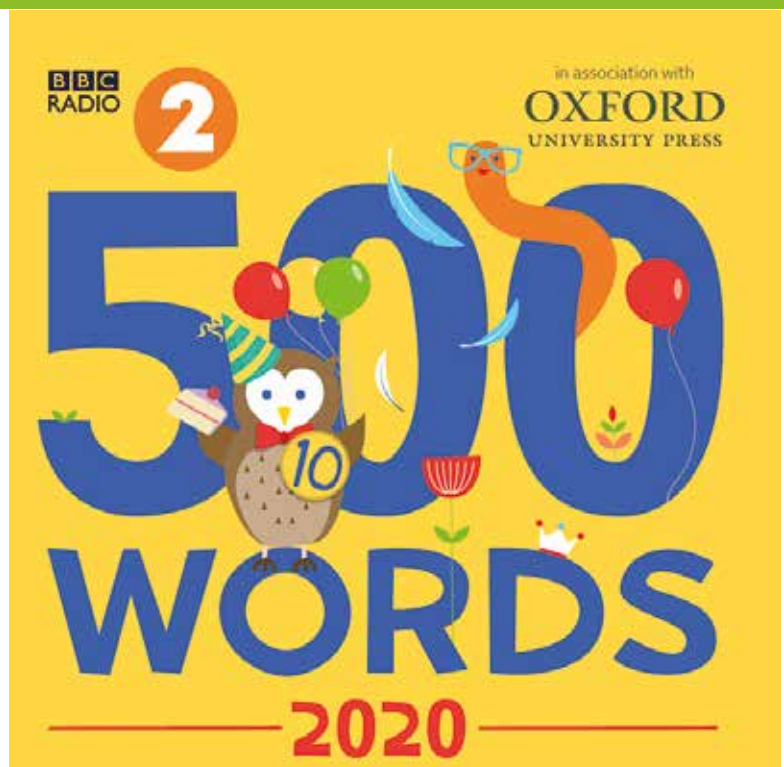
Ms R McAndrews

BBC 500 Word Short Story Competition

A big congratulations to Sam Moore (7S1), who has made it to the next round of the BBC 500 Word Short Story Competition. There were over 135,000 entries and Sam's story 'My Saving Grace' has made it into the next round of 5000 short stories which is a fantastic achievement. The English department is very proud of him - let's keep our fingers crossed that his story makes it all the way through to the final!

Well done, Sam!

Mrs M Bull



Graphics Logo Competition

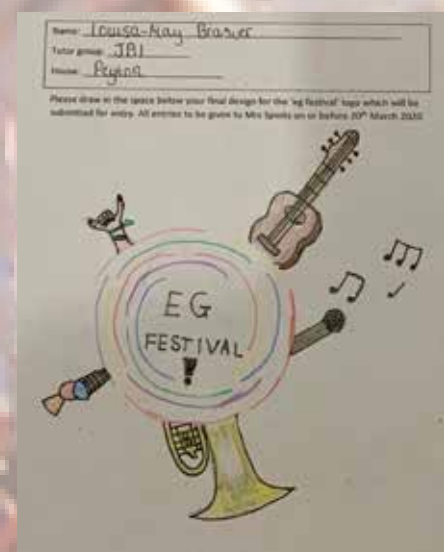
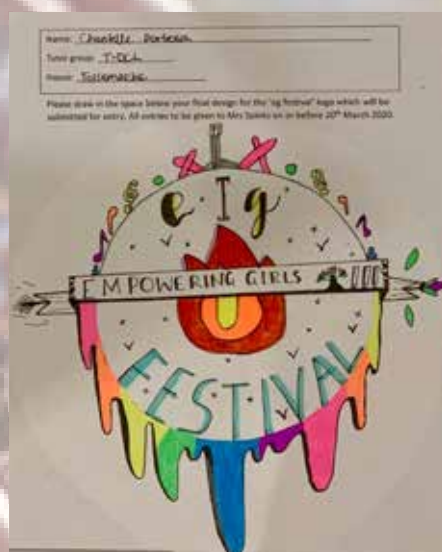
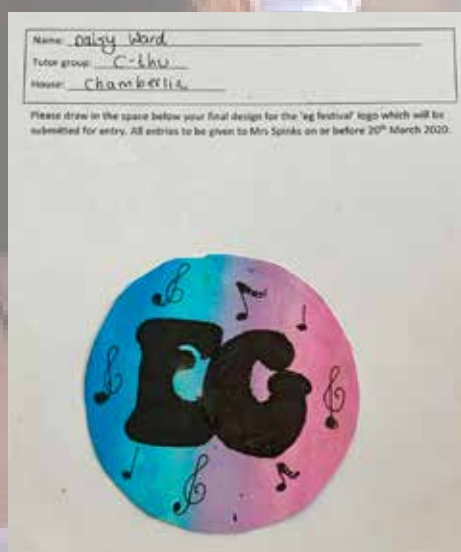
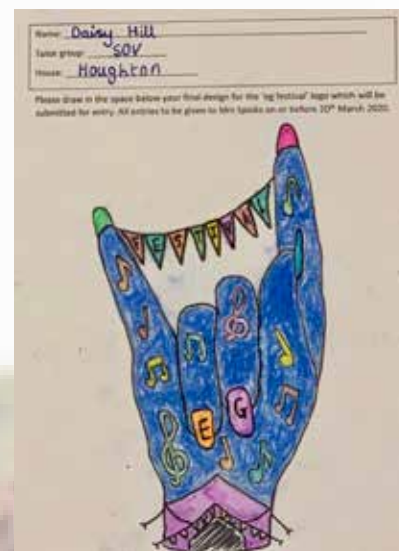
Since February, students were set a brief to design a logo for a festival called 'empowering girls' for a local company. The winning logo entry will be used on a variety of applications; such as wristbands, leaflets, banners and for advertising the festival on social media platforms. Students needed to consider the use of colour, composition and typefaces.

We had some fabulously creative entries from students across all houses using a range of different media. The client has now received all the top entries and we are still eagerly awaiting the results.

House winners were:

Claud Lewin (Abbas)
Daisy Ward (Chamberlain)
Daisy Hill (Houghton)
Louisa-May Brasier (Peyton)
Chantelle Portosa (Tollemache)

Well done! Mrs C Spinks



Portrait Cover Competition

Students were asked to design the cover of this edition of Portrait.

Using their imagination and graphics knowledge they produced a brilliant selection.

The winning entry was Honey Regan, whose design is on this edition.

1st	Honey Regan	Abbas
2nd	Kayleigh Bishop	Houghton
3rd	Lillie Ford	Chamberlain
4th	Joshua Cates	Peyton
5th	Tyler Griggs	Abbas

Special mention to Maisie Young of Chamberlain who was a late entry.

Well done to them all!

Miss M Claxton



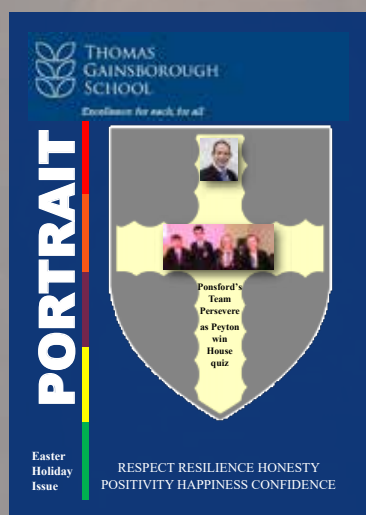
Honey Regan



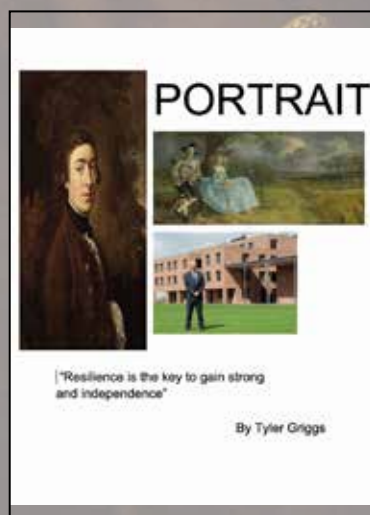
Kayleigh Bishop



Lillie Ford



Joshua Cates



Tyler Griggs



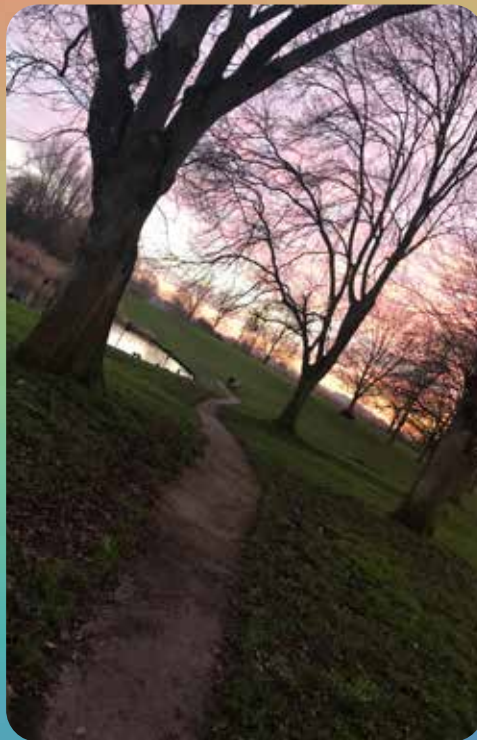
Maisie Young

SHARE THE POSITIVITY SHARE THE



SHARE THE POSITIVITY SHARE THE

POSITIVITY SHARE THE POSITIVITY



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INTERHOUSE QUIZ

Once again we witnessed a fantastic display of general knowledge in our termly Interhouse KS3 Quiz. The House teams consisted of some experienced quizzers having taken part in one of our previous quizzes mixed with some new participants.

Each round begins with a starter question, the house who buzzes in with the first correct answer are then given 3 topic based questions on which they can confer. These topics ranged from History to Disney, from Birds to Languages and the KS3 audience (along with the staff) were certainly impressed by the level of knowledge shown.

With Chamberlain missing their most experienced quiz member there was definitely a new level of competition in the air and we witnessed the lead change several times between Houghton, Peyton and Tollemache throughout the event.

Eventually it was Peyton who was victorious. In the last 10 minutes they had a flurry of correct answers securing them the win over Houghton.

As always it requires resilience and confidence for students to take part in these events under pressure in front of an audience so we would like to say a huge well done to all involved:

Abbas: Tayla Anderson, Oliver Bradbury, Olivia Cartwright and Russell Gonzales

Chamberlain: Jack Bentley, Jensen Cooper, Callie Millgate and Charlotte Turner

Houghton: Tommy Bentley, Joseph Bradley, Ashley Hart and Emily Martin

Peyton: Warren Dew, Siena Ricci, Joe Ward and Isabelle Wright

Tollemache: Anna Buthelezi, Lukus Granderson, Olivia Large and Henry Newman.

To give you an idea of how tough the questions were can you answer any of the following?

What is the capital city of the Czech Republic?

Which story by George Orwell begins: "It was a bright cold day in April and the clocks were striking thirteen."

In which country did the Chow Chow dogs originate?

Which Premier football team plays at Goodison Park?

On what date is All Saints day?

Well done Peyton!

Miss J Hilson

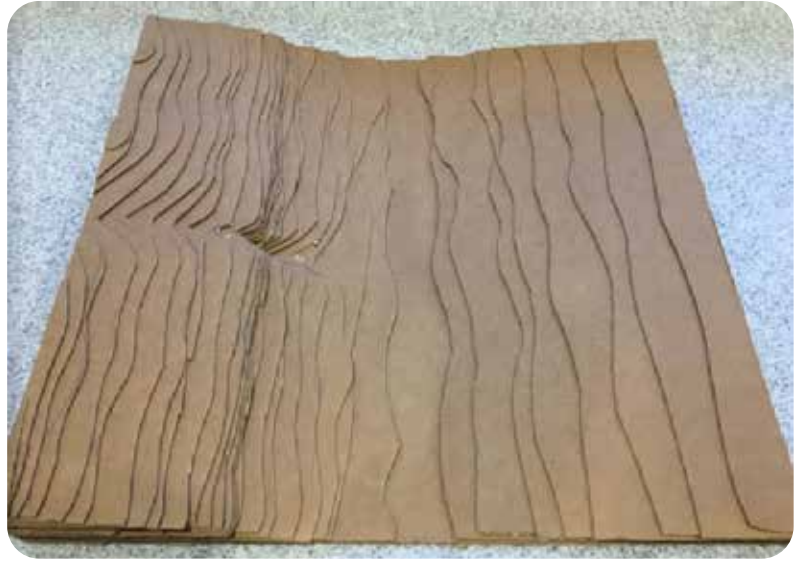


G E O G R A P H Y

Year 7 Geography contour modelling - eschool style

Just before the lockdown, students in Year 7 geography groups were challenged to make a 3D model of a landscape to illustrate the concept of contour lines. The best model as judged by Mr Watkins was made by Rebecca Reason from 7g1. The model was judged to be the best because of the high number of layers included and the impressive v-shaped valley and waterfall features incorporated into the design. Well done Rebecca!

Mr M Watkins



D R A M A

Last term, Year 10 and Year 12 drama students were fortunate enough to watch the fantastic theatre company Splendid at Ormiston Academy. Splendid is both a theatre company and an education company, creating innovative and engaging pieces of theatre for young people across the country. This particular production was of Christopher Marlowe's 'Dr Faustus', a story of a man who uses his intellect to summon the devil. The devil grants his every wish...but at a price... the price of his soul. You can decide whether that's a good deal or not! Students thoroughly enjoyed the play. It was really interactive and highly engaging.

Mrs J Arrow



VE (*Victory in Europe*) Day

8th May

1945



VE Day marked the end of World War Two in Europe. The war had lasted for nearly 6 years and had seen much hardship for both people in the armed services and civilians, who had been subject to bombing raids and rationing for much of the war. More than 300,000 British armed personnel died and nearly 70,000 civilians.

It is worth noting that VE Day did not mean the complete end of the war. Fighting continued in Asia for another 3 months until atomic bombs were dropped on the Japanese cities of Hiroshima and Nagasaki - the end of the war in Asia is marked by VJ (Victory in Japan) Day on 15th August. The fighting in Europe came to an end when the German army was surrounded by Allied troops from both the east and the west. US and British troops had invaded from the west after D-Day in June 1944 and Russian troops had pushed back from the east. Hitler committed suicide on 30th April and his generals surrendered a week later.

In Britain VE Day was marked by widespread celebration, despite the fact that rationing was still in place and many men were still away either fighting in Asia or

with units in Europe or at sea. Obviously, the measures in place to prevent the spread of COVID 19 prevented much of the planned celebrations for the 75th anniversary to take place although many communities did stage socially distanced garden parties to mark the occasion. The singer, Katherine Jenkins also recorded a concert at the Royal Albert Hall (with no audience) that was broadcast on 8th May.

Mr M Gibson



Connie Hall





Issac Jones playing 'The Last Post' during the 2 minutes silence.

These pictures are of my Great Grandma and Great Grandad. My great grandad was an RAF gunner and my great grandma was in the WAFFS in Flanders field canteen. She was a cook. They both survived the war but my great grandma died when I was 3 and a half from lung cancer and my great grandad passed away in 2019 from high blood pressure.

Kaden Bailey



Madison Salter



Charlie Fitch



Emily Binstead



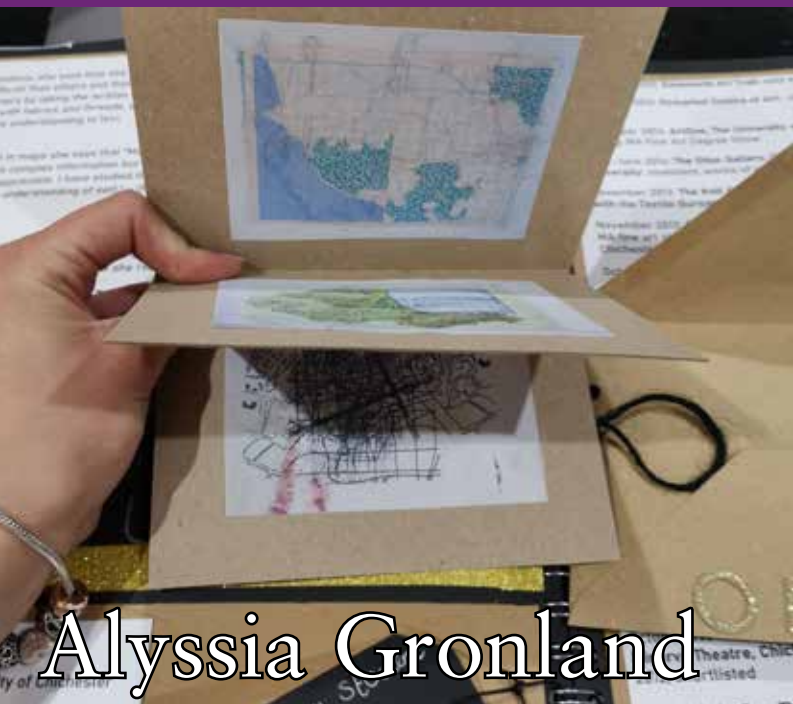
Year 10 Photography Class

The students have been recently being working on their coursework unit, which is worth 60% of their final grade. During the spring term the students have been working on a Photomontage project. The students researched the artist David Hockney and the photomontage technique. David Hockney perfected the technique in the late seventies. He found that by moving around an object and taking multiple photographs of the subject, his depth of field changed. This resulted in a range of subtle changes in colour and tone. David Hockney found this a pleasing process as it linked to cubism and the refraction of light. The Year 10 students were inspired by this research and experimented by taking photos of a chair, like Hockney's photograph titled The Luxembourg Chair. The students then edited the images on their phones using apps to refine their images. The students then printed the photos with drawings and collage. It has been uplifting to see how hard the students have worked during these strange times.

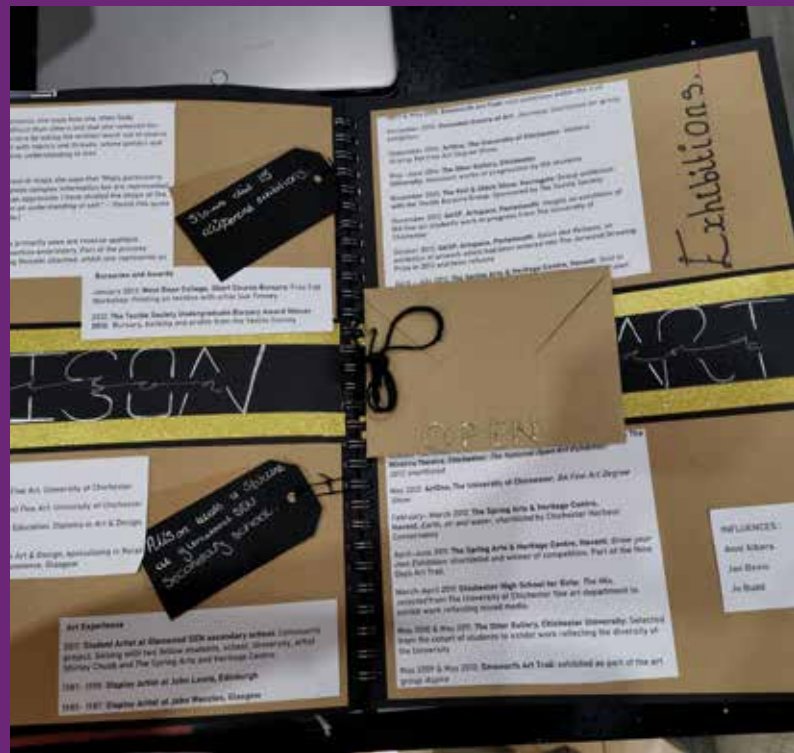
Mrs F Raleigh

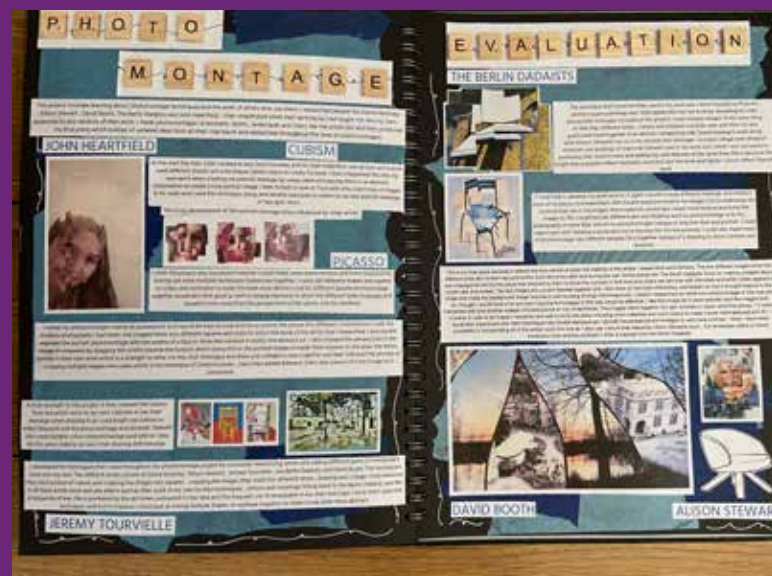
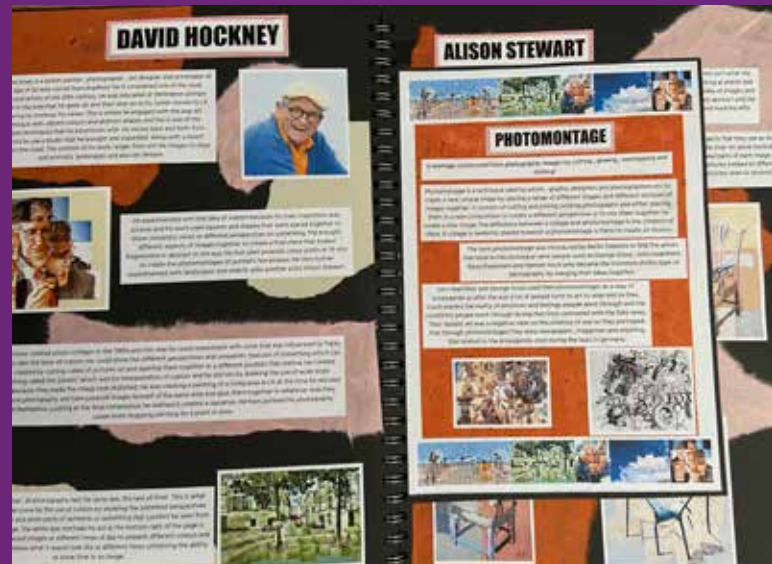
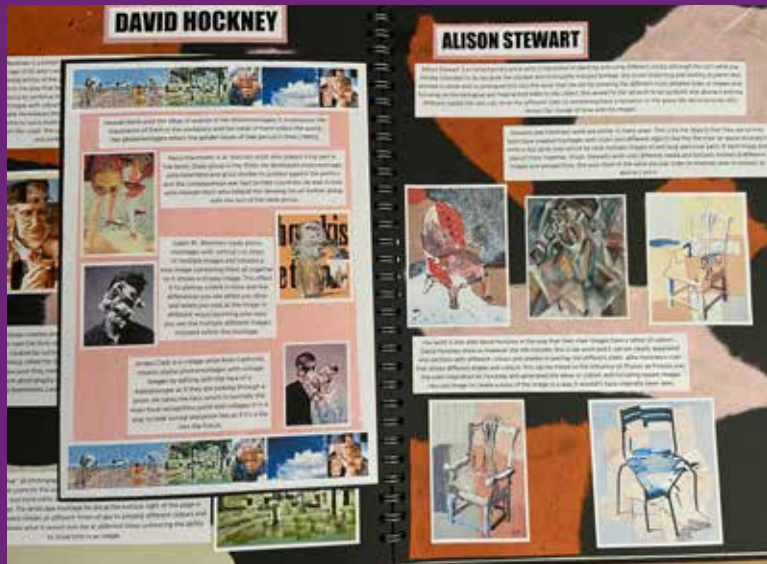


David Hockney's Luxembourg Chair



Alyssia Gronland





Lauren Martin



Isabelle Hand



Anwen Jones



Rebekah White



Alyssia Gronland



Jacob Perry



Anatasia Giusca



Kiera Hall



PDBe

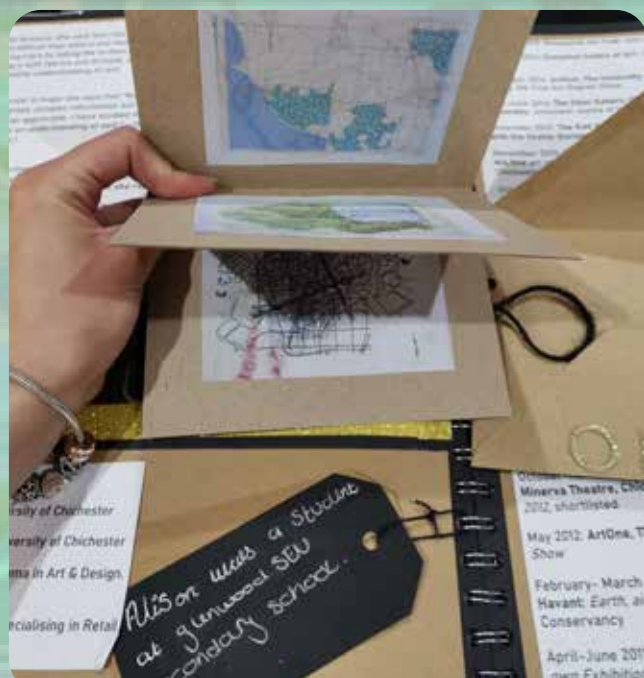
Protein Data Bank in Europe

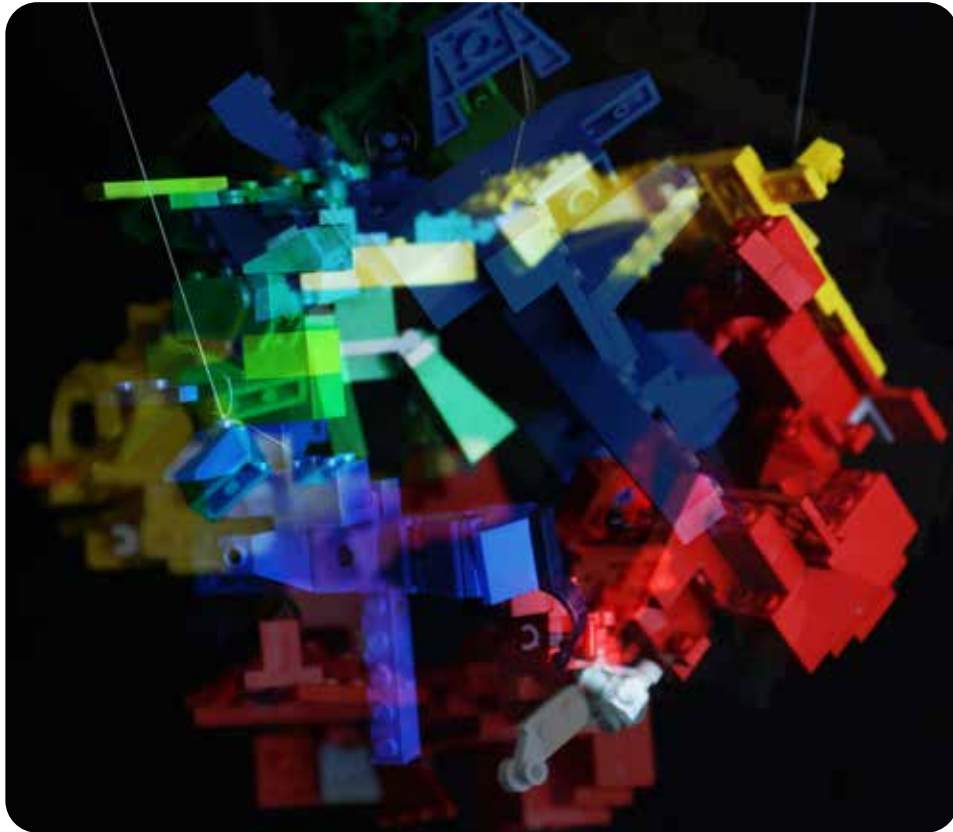
Over the past few months, the Art and Science departments have been delighted to take part in a collaborative project with the Protein Databank of Europe. The Protein Databank is one of four such groups across the globe which analyse and catalogue the work taking place on unique proteins from different species, currently housing over 5000 mapped proteins in the European Databank alone. Each protein can be freely searched on the Databank which is open to all, and can be viewed as a three dimensional model.

Each year, the Protein Databank of Europe sponsors an art project and exhibition, eventually publishing a calendar of work created by students from a small group of schools in a calendar which is proudly displayed in laboratories around the world. This year, Mr Cameron has led a series of STEM lessons in key stage three based around the work of the protein data bank, along with Year 10 enrichment sessions (including a visit to the laboratory of molecular biology in Cambridge, where the proteins are sequenced), which have then been followed by art lessons developing outcomes based upon the theme. Year 12 Art and Textiles students have also submitted a selection of works for the project. A selection of work has been given to the Protein Databank for their exhibition, and we are delighted to announce that three pieces of work from TGS have been selected to feature in the next Protein Art calendar, to be published in January 2021.

We would like to congratulate everyone on their hard work and the quality of their outcomes. We look forward to seeing the selected pieces in the Protein Art calendar, and the work in the final exhibition when the arrangements can be made. Special thanks goes to Mr Cameron and Mrs Harris for their work on the project in school, and Doctor Deepti Gupta from the Protein Databank who has worked with Mr Clark to bring the Protein Art project to TGS.

Mr E Clark





Even though our Library is closed, we are still doing lots at Suffolk Libraries

The logo for Suffolk Libraries, featuring the words "Suffolk Libraries" in white sans-serif font on a purple rectangular background.

Using the library at home

eLibrary:

We have extended the range and availability of eBooks, audio, streaming and eMagazines and newspapers. You can access tens of thousands of titles, downloads and streams on your reader, phone, tablet, laptop, PC and TV. There are many of the TGS50 titles on the eLibrary such as J K Rowling's Harry Potter series, The Hunger Games trilogy, Life of Pi, Pride and Prejudice, Goodnight Mister Tom, The Secret Garden and more.

Need help setting this up? You can find instructions on our website.

Streamed and recorded events, activities and arts content:

We have recorded a range of artist interviews and wellbeing activities.

Ask a Librarian:

If you've got a more in depth question or want some advice on a subject, get in touch with one of our information professionals. They're on hand to answer questions like:

"Where do I get reliable information about coronavirus?"

"Which organisations can help my health or wellbeing?"

Ask a question

Charges, fines and reservations

While libraries are closed your account's charges have been frozen. Loans made after 1 February won't incur any charges at all until libraries re-open.

Help and questions

Our customer service line remains open 9-5 Mon to Fri for any questions you have about your account, using the eLibrary and any other queries.

Please note that we are operating an answering machine service due to lockdown. A member of our team will call you back when available.

Phone: 01473 351249

E-mail: help@suffolklibraries.co.uk

If you'd like to get more regular updates, sign up to our newsletter.

Check out the Suffolk Libraries website for lots of information including online Britannia online and reference materials to help with your studies.

Visit our website

I am also still available to help via email – hwelch@tgschool.net to answer any questions about the school Library. Please do not hesitate to contact me.

Mrs H Welch



DUKE OF EDINBURGH AWARD

Even though we are experiencing lockdown it is not stopping our students at TGS from working hard to achieve their award.

11 students have completed their awards in April which is 10% of the completions in Central England. This is a fantastic achievement.

Our participants are gathering evidence to count towards their award by learning new skills and making adjustments to existing activities. This has enabled them to continue to fulfil their goals in each of the sections.

One of these adjustments allows students to complete their volunteering by becoming mentors to their younger siblings, either by helping with school work or providing a craft or outside activity for them to undertake.

The physical section of the award has been adapted to allow daily exercise as set by government guidelines to be included.

Congratulations to all students who have completed their Bronze Duke of Edinburgh Award.

Poppy Curran - mentoring her younger siblings.

Mrs L Crawford



Since Lockdown in March, although the Careers Hub has been closed and sadly all work experience has been postponed until further notice, we are continuing to support all students online.

We have had a number of email enquiries from Years 11-13 about apprenticeships, university courses and pathways into different careers. Please continue to send us any questions you have, there are many ways in which we can continue to support you, for example helping you with CVs, mock phone interviews, liaising with further education colleges, looking for apprenticeships and helping you explore different avenues into work.

For Years 7-9 please continue to collect evidence for your Records of Achievement. If you are doing any kind of voluntary work, have been busy sewing, painting, knitting, gardening, cooking, taking part in the Alphabet fitness challenge or Joe Wicks PE sessions. Please take photos so that when school opens again you can add them to your folders for Sport or Creativity.

Teachers will be rewarding students who have responded well to remote learning, this will count towards your employability award as it shows adaptability and resilience and a great work ethic, all values employers look for. You can also use this time to try and read some of the TGS 50 books. Keep a record of the books you have read and write a short review of each book ready to show us on your return to school.

For Years 10 and 11 please use this time to explore and plan what you would like to achieve over the next few years. If you haven't already done so, think about the work experience you want to arrange that will be best suited to your skills and personality and also what you need to do in order to gain all of your ribbons by the end of Year 11. Please check your emails as you all have access to a shared Careers folder on Google Drive with lots of useful information and links to sites to help you navigate the many resources available to you.



TGS 50		
50 Books to read before you leave school		
1	Boy	Roald Dahl KS3
2	Charlie and the Chocolate Factory	Roald Dahl KS3
3	Face	Benjamin Zephaniah KS3
4	George's Marvellous Medicine	Roald Dahl KS3
5	Harry Potter Series	J K Rowling KS3
6	His Dark Materials Trilogy	Philip Pullman KS3
7	Kensuke's Kingdom	Michael Morpurgo KS3
8	Shelby	Davis Almond KS3
9	The Boy in the Striped Pyjamas	John Boyne KS3
10	The Diary of a Young Girl	Anne Frank KS3
11	The Fault in Our Stars	John Green KS3
12	The Graveyard Book	Neil Gaiman KS3
13	The Journey to the River Sea	Eva Robson KS3
14	The Lion the Witch and the Wardrobe	C S Lewis KS3
15	The Secret Garden	Frances Hodgson Burnett KS3
16	The Silver Sword	Ian Serrailler KS3
17	The Story of Tracy Beaker	Jacqueline Wilson KS3
18	War Horse	Michael Morpurgo KS3
19	Wonder	R J Palacio KS3
20	Animal Farm	George Orwell YA
21	Before I Die	Jenny Downham YA
22	Chico Walking series	Patrick Ness YA
23	Color with Rosie	Laurie Lee YA
24	Huckleberry Finn	Mark Twain YA
25	Lord of the Flies	William Golding YA
26	The Book Thief	Markus Zusak YA
27	The Catcher in the Rye	J D Salinger YA
28	The Colour of Magic	Terry Pratchett YA
29	The Curious Incident of the Dog in the Night-Time	Mark Haddon YA
30	The Hitchhiker's Guide to the Galaxy	Douglas Adams YA
31	The H.V.E. Series	Mark Wadden YA
32	The Hobbit	J R R Tolkien YA
33	The Hunger Games Trilogy	Suzanne Collins YA
34	The Life of Pi	Yann Martel YA
35	To Kill a Mockingbird	Harper Lee YA
36	Treasure Island	Robert Louis Stevenson YA
37	1984	George Orwell Adult
38	Ordinary	Benjamin Alire Saenz Adult
39	Fahrenheit 451	Ray Bradbury Adult
40	King Rat	James Clavell Adult
41	Of Mice and Men	John Steinbeck Adult
42	Oliver Twist	Charles Dickens Adult
43	Pride and Prejudice	Jane Austen Adult
44	The Hobbit	Kathryn Stockert Adult
45	The Hound of the Baskervilles	Sir Arthur Conan Doyle Adult
46	The Lord of the Rings Trilogy	J R R Tolkien Adult
47	The Mayor of Castlebridge	Thomas Hardy Adult
48	The Shadow in the Wind	Carlos Ruiz Zafon Adult
49	Wild Swans	Jung Chang Adult
50	Wuthering Heights	Emily Bronte Adult

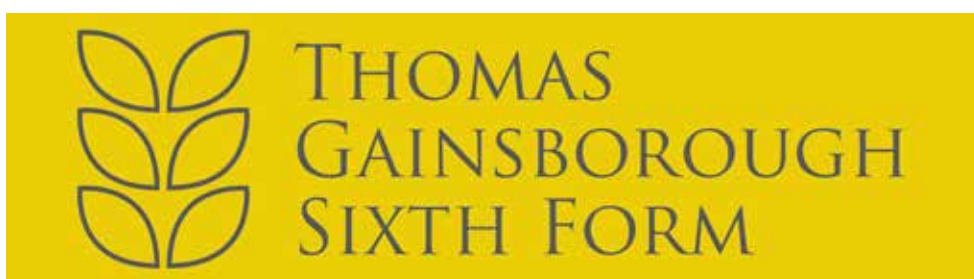


There have been some online virtual work experience opportunities offered by large corporates, emails with details have been forwarded to all relevant students. We have been looking at a great new free website called Startprofile which allows students to explore different careers and look into work most suited to their skills and character. Please create a login name and password and have a play, all feedback welcome.

We would really like ALL Year 11 students to complete their ribbons as it is an excellent record of achievement to show any future employer. For those of you who haven't yet completed their folder and been given the ribbons by Ms Perkins please upload all evidence to the files you have been given access to (please see email from Miss Canham). It is really important during this time of lockdown that students continue to check their emails regularly to ensure they do not miss any important communications.

We would like to remind parents and students to check our Careers page on the school website which has a host of information that will be useful to you when helping your child make decisions about their future. If you have any ideas about information you would like to see on that page that is missing currently please contact Mrs Osborne on kosborne@tgschool.net.

Mrs K Osborne



GOODBYE *and good*



We will miss you.....

luck Year 11.....



.Class of 2020

Information on how you can order/
receive your hoodies and Yearbook
will follow soon.

STEP UP FOR OUR NHS

STEP UP FOR OUR NHS fundraising challenge

The FXA PE department has recently launched a new challenge in the hope of raising some money for our amazing NHS. We would love to team up with other schools (Primary and Secondary) along with people in our local communities to achieve a huge target of 5 million steps using only staircase and different step up challenges. Our aim is to bring as many people together during this uncertain time for one common goal, and whether you join us for the day/days, a week or the duration it would be fantastic to have you with us on our journey.

How the challenge works:

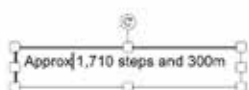
We have set up a JustGiving page that has more details about the challenge along with our story so far. As schools team up with us, whether it is for a day, a week or the duration we add them to the JustGiving story. Claydon High School are the first school to join us, which is brilliant and we really appreciate it. The link is below:

<https://www.justgiving.com/fundraising/joseph-cain3>

If you join us and feel it is appropriate, please feel free to share this link, as it would be great to raise as much money as possible for such a brilliant cause.

Examples of staircase challenges:

Eiffel tower - Paris



Empire State Building - New York



Approx 1,860 steps and 380m

The International Commerce Centre - Hong Kong



Approx 2,120 steps and 480m

Freedom Tower - New York



Approx 2,226 steps and 500m

Burj Khalifa - Dubai



Approx 2,909 steps and 800m

How do you calculate the steps you need to complete for staircase challenges?

Example

I completed the Eiffel Tower challenge on Monday so did the following:
I have 13 steps on my staircase.

$1,710 \text{ divided by } 13 = 131.5$

Steps both UP AND DOWN count.

Therefore, I divided 131.5 by 2 and had to go up and down my stairs 66 times.

Up and down = 1 and 26 steps travelled.

Other instructions

- You can complete these challenges individually or with family members.
- There is no time limit for challenges so you could complete them in stages across days/weeks.
- You can complete them as many times as you want.
- Participants can time challenges to create that bit of competition.

There are also daily/weekly step up challenges that participants can complete as well.

For these challenges steps up and down count as one. An example is the weekend 200+ step up challenge. Participants have to complete 200 or more step-ups over the weekend and can do this however they want. There are many, many more to come to ensure there is something for everyone and the emphasis is on every step counts.

How do we track steps?

- Google sheets shared with all students and staff via Google classroom.
- Alternatively, students and staff email me their challenges and times.
- I keep one master copy of all results. I add challenges as we go.
- I highlight any records achieved.
- I find this works well for us but completely understand that people will find their own way to track steps.

How would schools share steps with FXA?

Teaming up for the day/days:

- Email jcain@fxa.org.uk your schools total steps for the day/days.

Teaming up for the week:

- Email jcain@fxa.org.uk your schools total steps either on a day-by-day or weekly basis.

Teaming up for the duration:

- Email jcain@fxa.org.uk your schools total steps on a weekly/fortnightly basis if possible, but whatever works best for you time wise.

Twitter:

- Add steps completed on Twitter and Tag @FXA_PE

I will keep one master copy of all schools total steps.

How do we share challenges?

Staff:

- All staff emails

Students/parents/carers:

- Via Google Classroom

We are also using Twitter to share challenges along with our Facebook and JustGiving page in the update section.

If you team up with us, I will create an email group and share with you any new challenges. I also upload new challenges to our Twitter and JustGiving page.

How are we promoting the challenge?

- All staff emails
- Google Classroom
- School newspaper/newsletter
- Parent mail
- Twitter
- Facebook page
- Instagram
- Challenging local teams etc.
- Regular progress updates

It is a huge long shot but I have contacted some Ipswich Town FC players and Joe Wicks to try to get them involved but so far, I have not had any joy. I will continue to try though.

Prizes (individual schools)

- Best time for staircase challenges etc
- Most attempts for each challenge
- Most steps overall (Top 3)

Schools

- Which school can achieve the most steps in a day/a week etc?
- This might be quite a nice way of getting more people involved particularly with no fixtures at present.
- I will keep track of overall best times for each challenge when schools send records to me.

I hope this all makes sense and please let me know if you have any ideas, as I have never done anything like this before so would welcome any suggestions.

All the very, very best and stay safe and well. It really would be great to team up with you.

Best wishes

Joe Cain FXA PE Department



LOCKDOWN PE

During this uncertain time, keeping physically fit is important. However, physical activity does more than that: the mental benefits of taking part in physical activity are huge. It is a huge stress relief, it improves your concentration, which could ultimately improve your focus and learning of information, improves sleep as well as increasing your health and general fitness levels.

During this time, the PE Staff have been setting challenges for students to complete at home, individually or with the family. These challenges use little or no equipment and can be carried out in any room or outside, no excuses! Students have been asked to keep track of their activity levels and a huge number have which is brilliant.

Students are emailed these challenges weekly, they can also be found on the PE twitter feed, @TGS_PE_

Students who have been in TGS during this time have had an increased level of physical activity. 2 lessons per week, which is fantastic. Students have been taking part in a variety of activities, including tennis, badminton, athletics and rounders, all of

which followed the social distancing guidelines. It has been a different way of teaching, but the students have given their all and enjoyed every minute.

STEP UP FOR OUR NHS

TGS were invited to support Felixstowe Academy with their 'Step up for our NHS' charity challenge. We are trying to achieve the huge target of 5 million step ups. We have been joined by many other schools, including Castle Manor, Kesgrave High, Clayton High, Farlingaye High, and many more. We have even reached out to local sports professionals, Anthony Agogo and Matt Holland to name two.

Students/parents/carers and staff, have all been set daily challenges, but it's the number of step ups which count. Students receive a daily email relating to the challenges for the day.

Team PE achieved 4696 step ups in the staff/parents/carers v students challenge. A great achievement, I think it was safe to say staff/parents/carers won this challenge!

It is really pleasing to see and hear so many students and families getting involved in all the physical activity challenges we are offering as a PE department. Please keep the record sheets up to date, and keep emailing in to the PE team. Well done and keep safe!

A special mention should go to Connie Clasby-Myers, a Year 7 student, who has completed every challenge to a platinum level, fantastic, even getting her father involved in the most recent challenge. I hope you recover soon!

Connie has also completed the step up challenge, with the following :

Monday 27th April - Eiffel Tower 1710 steps

Tuesday 28th April - Empire State Building 1860 steps

Wednesday 29th April - ICC 2120 steps

Thursday 30th April - Freedom Tower 2226 steps

Friday 1st May - Burj Khalifa 2909 steps

Connie also got her family involved and they worked together and managed to step up 3052 times, for the challenge on Thursday 7th May, between the 3 of them and their dog! A great achievement and fantastic to see the whole family involved.

Also Jodie French, Year 10, and Josh Cates Year 8 have regularly updated me on their performances, both achieving huge amounts of steps and challenges. Josh even challenged me for the fitness challenge spell your name! Thank you.

Well done everybody!

Mr R Myhill

Joshua Cates

Alphabet fitness

HOW MANY WORDS CAN YOU COMPLETE?

Task:
To complete as many words from the grid below each day by performing the corresponding exercise for that letter.

The amount of words you complete **each day** will contribute to your score on the TGS grading criteria; bronze, silver, gold or platinum.

Example: Heart
H: 20 second side plank
E: 20 mountain climbers
A: 20 star jumps
R: 5 V sits
T: 20 sit ups

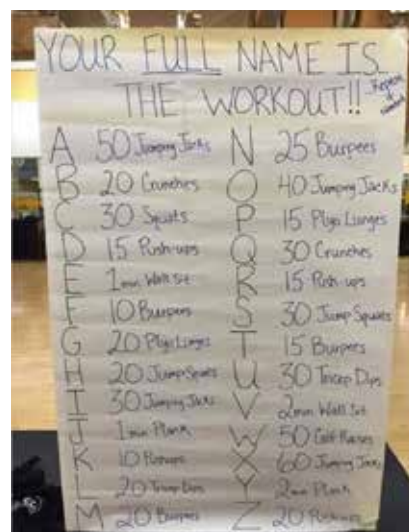
Challenges:

Bronze	To complete 3 words each day
Silver	To complete 4 words each day
Gold	To complete 5 words each day
Platinum	To complete all 6 words each day

Extension:
Discuss the words you are performing each day with others.
What does it mean? Can you put the word into a sentence?

Monday	Tuesday	Wednesday	Thursday	Friday
Thomas	Gainsborough	School	Physical	Education
Nutrition	Fitness	Exercise	Dedication	Motivation
Health	Flexibility	Agility	Cardiovascular endurance	Muscular endurance
Muscular strength	Speed	Power	Balance	Coordination
Reaction time	Warmup	Cooling down	Muscular system	Nervous system
Heart	Arteries	Veins	Capillaries	Respiration

A	20 star jumps	N	30 second plank
B	20 crunches	O	20 tricep dips (using a chair/bench)
C	30 squats	P	30 seconds of sprinting on the spot
D	50 press ups (on knees or toes)	Q	15 bicycle crunches
E	20 mountain climbers	R	5 V sits
F	30 burpees	S	15 arm circles
G	40 second wall sit	T	20 sit ups
H	20 second side plank (on each side)	U	20 wall raises
I	5 tuck jumps	V	10 bridges
J	20 high knees	W	30 mountain climbers
K	50 Russian twists	X	15 squats
L	30 jumping lunges	Y	10 squat jumps
M	20 step ups (find yourself a step)	Z	20 plank shoulder taps



Week 3: Stair Climb Challenge




Have fun, increase the amount of activity you do a day, and help your health...take the stair-climb challenge.

Keep a record of the number of flights you climb each day. Have you reached the top of your mountain?

If you miss your goal, don't stop. Think of ways to increase the number of steps you climb. If you reach your goal, challenge yourself to climb a higher mountain!

Good luck!

Challenge Level	Steps/Flights of stairs	Mountain
Bronze	5390 steps or 360 flights	Slieve Donard (Northern Ireland)
Silver	6180 steps or 412 flights	Scafell Pike (England)
Gold	7120 steps or 475 flights	Mount Snowdon (Wales)
Platinum	8810 steps or 587 flights	Ben Nevis (Scotland)

Name: _____						
Year group: _____						
Tutor group: _____						
						
Thomas Gainsborough School – Weekly fitness tracker						
Week:	Dates:	Weekly challenge:	Bronze:	Silver:	Gold:	Platinum:
Term 2B Week 5	23/03 – 27/03					
Term 2B Week 6	30/03 – 03/04					
Easter Holidays						
Term 3A Week 1	20/04 – 24/04					
Term 3A Week 2	27/04 – 01/05					
Term 3A Week 3	04/05 – 08/05					
Term 3A Week 4	11/05 – 15/05					
Term 3A Week 5	18/05 – 22/05					
May Half term						
Term 3B Week 1	01/06 – 05/06					
Term 3B Week 2	08/06 – 12/06					
Term 3B Week 3	15/06 – 19/06					
Term 3B Week 4	22/06 – 26/06					
Term 3B Week 5	29/06 – 03/07					
Term 3B Week 6	06/07 – 10/07					
Term 3B Week 7	13/07 – 17/07					

Physical activity for children and young people (5–18 Years)

 BUILDS CONFIDENCE & SOCIAL SKILLS

 DEVELOPS CO-ORDINATION

 IMPROVES CONCENTRATION & LEARNING

 STRENGTHENS MUSCLES & BONES

 IMPROVES HEALTH & FITNESS

 MAINTAINS HEALTHY WEIGHT

 IMPROVES SLEEP

 MAKES YOU FEEL GOOD



REMEMBER TO FOLLOW THE GOVERNMENTS GUIDELINES OF STAYING AT LEAST 2 METERS AWAY FROM OTHERS IF YOU CHOOSE TO EXERCISE OUT OF YOUR HOUSE

Links to online fitness videos and activities

Youth Sport Trust activities: <https://www.youthsporttrust.org/pe-home-learning>

Joe Wicks P.E. at home: <https://www.youtube.com/user/thebodycoach1> (subscribe to get a notification every morning when he is live at 9am).

Nutritional Guidance



A warm welcome from the Sixth Form Team. So even though our students are not in school, our very resourceful staff and support teams have ensured that lessons are still taking place via the magic of the web! Staff have been using a variety of different educational platforms to teach remotely. The feedback from the students, parents and guardians has been overwhelmingly positive as the staff have created innovative lessons to continue to facilitate Year 12's learning journey.

I am extremely proud that we have such positive and enthusiastic staff to lead our brilliant Sixth Form cohort.

Thank you to everyone for their continued resilience and excellent engagement throughout these difficult times.

Mr K Alexander



ALUMNI

David Day

Head Boy 2008-2009



I left GCUS and Sixth Form back in July 2009 having completed my A-Levels (Biology, History, Chemistry, Maths), and went on to complete a BSc in Chemistry at the University of Nottingham. While at University I joined the Army Reserves and went on a number of exercises throughout my time in Nottingham. I finished my degree with a 2:1 in July 2012, then went travelling for 4 months around South East Asia. On returning to the UK I had a number of part time and agency jobs around Nottingham throughout 2013, finishing up with a full time job at Experian. After 2 years work at Experian, I became a private contractor working for a project management team, contracting back into Experian for 10 months. In September 2016, I attended the Royal Military Academy Sandhurst and Commissioned into the Royal Engineers in December 2017. I then completed the 8 month long Royal

Engineers Troop Commanders course, and in August 2018 began my first posting at 36 Engineer Regiment in Maidstone, Kent. In my two years at the regiment I have: - led a 40 man troop on a four months deployment to the Falklands - led a 60 man troop on a two month construction exercise in the UK - Been paid to go on 2 skiing training expeditions - Supported the Construction of the Nightingale Hospital in London (I was not on site, I was working from Maidstone) - Been Promoted from 2nd Lieutenant, to Lieutenant, and on to Captain.



COMMITTEE LEADERS *for 2020/21*

After a rigorous application process the following students were appointed as committee leaders to the Sixth Form student leadership team. Welcome aboard and we look forward to working with you.

Community - Hannah Mcgrath Wells, Rosie Young

Mental Health group - Ashleigh Blowers

Social group - Nadja Bearn

Charity group - Olivia Roberts

Food group - Rosie Maguire

Eco group - Ben Lowe

Academic - James Hawkins, Daisie Houlden

Sport - Sydney Batt

Mr M Smith



ALUMNI

Patrick Bray

I joined TGS back in 2011 as a Year 9 pupil. Lots changed over the three years I was working towards my GCSEs, the biggest being a new school building. Having finished GCSEs I decided that the Sixth Form would be the best place for me to complete my A levels. My choices were based upon what I enjoyed as I didn't really know what I wanted to do after leaving school, so I decided on P.E, Geography and BTec P.E.



The P.E. department was amazing at being able to provide the course for me because at the time there were only two of us out of the entire Sixth Form on the course, so if they hadn't been so supportive I definitely would not be at university with the opportunities I have now. Whilst at Sixth Form all the staff were extremely helpful when it came to working around my sailing commitments; without that support I definitely would not have the opportunities that I'm lucky enough to have today. I really enjoyed the smaller 'close knit' feel of the Sixth Form and working in a really positive atmosphere.

Having finished my A-levels I was still unsure on what I wanted to do, so again I just stuck to what I enjoyed. For the next two years I was lucky enough to be selected for the British Keelboat Academy where I then went on to work in various professional racing teams across Europe in global campaigns like the Volvo Ocean Race whilst also competing in UK events.

Through these experiences I became more interested in Sports Science, so I applied to study Sports and Exercise Science (performance sailing) at the University of Chichester. The course is a standard Sports Science degree but with the benefit of being integrated with British sailing, so I am now fortunate enough to be taught by some of the best sports scientists in the world and lucky enough to have an active involvement in current projects such as the now delayed 2021 Tokyo Olympics.

When I started at University I was competing at an international level and had been fortunate enough to become a coach to the British



Keelboat Academy and the University have been extremely supportive throughout my time there. Outside of academia our sailing team became national champions and narrowly finished second at the youth nationals. This led to the opportunity to go to the Youth Match Racing world championships in Auckland NZ for Great Britain. This is where my academic life and my sporting campaign came together and all of the staff at the University did everything possible to help me on my way to the Worlds, from professional physiology and nutritional support to psychologists to S+C, all of which I'm extremely grateful for! The Worlds was an amazing opportunity, though disappointingly finishing 8th. I am, however, extremely proud of the team for the efforts we put in.

Getting to University is never something I thought I would be able to achieve; I believe a lot is owed to the brilliant support from all the staff at TGS Sixth Form who allowed me to continue my sporting endeavours and achieve academically during times which were challenging for myself, which have ultimately led to where I am today.

Going into my final year I'm still unsure as to exactly where I want to go. I'm fortunate to have plenty of options in Sports Science with the Olympics and America's Cup approaching or possibly even a masters, something I never ever thought I could consider. Alongside being able to compete, my next aim is to win the European championships.

Looking back at my time at TGS I am extremely grateful to everyone who helped me through my studies there. Without the support for both sport and academic studies I would never have got to where I'm lucky enough to be today.



GOODBYE *and good luck*

Year 13.....



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If you would like to visit us it would be our pleasure to show you around. Please contact us on 01787 375232