



# The Newman

Your College Newsletter Issue 22 Easter Edition 2020

Dear Parents/Carers,

Never, in our wildest dreams could we possibly have imagined the term ending in this fashion. School was going so well. The mood was positive, the pupils (as always) cheerful and good humoured. Spring was in the air. The Year 11 and 13 students were studiously preparing for their exams. We were all looking forward to the Easter vacation....

The closure of England's schools on March 20th was the correct course of action for the government to take given the scale of the national crisis. Sadness at saying goodbye to our community was tempered only by the fact that multitudes of people across the country will suffer more and experience sadness on an altogether greater level.

The government has now announced measures to ensure that all young people who were due to sit public examinations will now receive grades based upon teacher assessment. Teachers will begin this process after the holiday. Our school has now moved the vast majority of its teaching to an online basis. Feedback from staff and students after two weeks has been generally very positive. This will of course develop, mature and improve as the months pass.

Crucially the school has remained open for children of key workers and those deemed to be vulnerable. We have 50 pupils who fall into this category and they are being looked after by volunteer staff. This arrangement will continue for as long as there is a need. We are proud that NCC is playing its role at this time to support those who are on the front line in fighting the virus. We salute and thank those parents and carers who are engaged in these life saving activities. We know who you are and will never forget the bravery, compassion and professionalism that you are displaying. You are the best of us.

I will finish by thanking the entire staff at NCC for displaying determination, resilience and as always a stratospheric collective intellect. Our unity is our strength.

Remember as, Seamus Heaney stated :

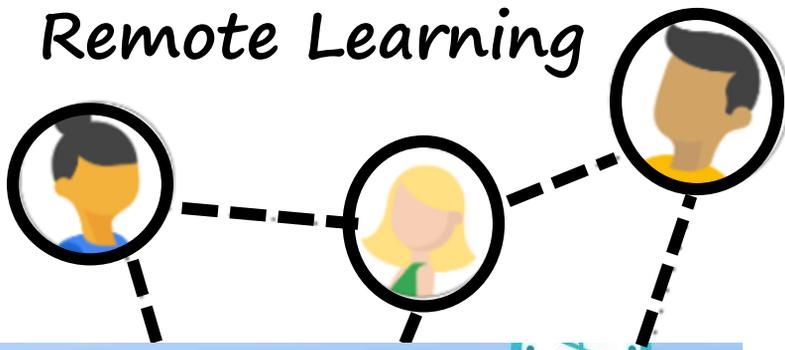
“If we winter this one out, we can summer anywhere “

Stay strong and safe.

D.P. Coyle.



# Remote Learning



During this time of COVID 19, we have moved to new ways of teaching. We have a Remote learning tab on our website [www.ncc.brent.sch.uk](http://www.ncc.brent.sch.uk)



In this area of the website there are subject specific links to support your child's learning during this time of school

**Google Classroom will be used by staff to...**

- Set classwork or homework
- Assist in home study
- Upload lesson materials
- Upload assignments and assessments
- Access links to subject and qualification videos, documents or materials
- Provide wider insight and activities to deepen learning



<https://www.google.com/> Log in to Google Classroom.

<https://www.gcsepod.com/> Log in to GCSE Pod

## Some useful websites

<http://www.amazingeducationalresources.com/>

<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>

<https://www.brent.gov.uk/services-for-residents/libraries/elibrary/>

Brent e-library. This will give students access to ebooks, egraphic novels, newspapers and emagazines if they are a member of the local library. Students can also access the non-fiction section for research.

Khan Academy <https://www.khanacademy.org>

Especially good for maths and computing for all ages but other subjects at Secondary level.

Futurelearn <https://www.futurelearn.com>

Free to access 100s of courses, only pay to upgrade if you need a certificate in your name (own account from age 14+ but younger learners can use a parent account).

<https://www.bbc.co.uk/bitesize>

# Chaplain's Report



"God has created me to do Him some definite service. I have my mission. He has committed to me some work which He has not committed to another. I am a link in a chain, a bond of connection between people. He has not created me for nothing. I shall do good; I shall do His work."



Prayer of Cardinal Newman

May the Almighty support me all day long,  
Till the shadows lengthen and the evening comes,  
Till the busy world is hushed,  
The fever of life is over, and my work is done.  
Then in His loving mercy may He give us  
a safe lodging, a holy rest, and peace at  
that lasts. Amen.



St John Henry Newman,  
Pray for us.



Exploring the Word of God.  
"Speak Lord, ..."

Matthew's Gospel

NRSV

On 29<sup>th</sup> March, Christians were asked to rededicate ourselves and family to Mary, the dowry of England. King Richard ii in 1381 made a vow in Westminster Abbey, asking Our Lady for her protection.



Twitter: @CchaplainNc





**Weekly Masses:** A Form class from Year 7 or 8 walk to The Shrine every Wednesday to join with the local parish community for the 10am Eucharist. A different Form each week. Pupils in each form volunteer to read the first reading and the psalm for the Masses. Bravely they stand up in front of the church to read. This is a good learning opportunity and builds their confidence & speaking in public. Where it would be great to have every pupil do this, nerves and personal beliefs hamper this.

Every Friday, during the 4<sup>th</sup> period, there is a year group Mass. This is a great opportunity for the students to celebrate together in thanksgiving and unity. The themes of the mass vary depending on the needs of the school, the Church - the feast days and big events happening around us. The Liturgy group from each year group meet to discuss and prepare for the Friday Masses.

These groups sort out the readings and the readers. The prayers of the faithful are drafted by the group following a discussion about the readings and the theme for the Mass. Each Friday Fr Albert celebrate the Eucharist but if he is not available then the phone round begins. Thank God that Fr Marcelin (Romanian priest) or Fr Adam B (Polish Jesuit) are able to fill the gaps. Music for the masses, the hymns are presented on the screen so as to encourage singing. Mr Osborne and the music Dept. provide the backing music when possible. The hymns lift the celebrations and makes it a prayerful occasion.

**Liturgical Music:** The chaplain is working with the Music Department to develop the Liturgical Music in our celebrations and assemblies. This includes new hymns and mass settings as well as encouraging more pupils to join the school bands. The music teacher and the chaplain attended a workshop on Liturgical music in Vaughan House, Westminster. The pupils playing in the bands are much appreciated and enhance the occasion. All pupils are singers. Now is time to let those talents shine.



Liturgy Group: A group from each form and every year choose 2 representatives to work with me on the school's liturgy. Looking at the reading for the day, etc. and the theme to prepare masses and organising the readers and the servers when they return to their form class. These practice their role in the chapel. For large whole school events the groups merge and work across the years and the forms. All pupils are able to apply for the liturgy group. A willing heart and an open mind are the basic requirements. "Heart speaks to heart", the school logo is echoed in "the Lord will provide".



**Faith in Action:** The college supports 2 foodbanks and is actively collecting for charities and good causes. What is more deserving than the poor and the hungry. There is a weekly food collection for each year group. Pupils and staff are asked to contribute something to the bank, a tin of tomatoes, soup, shampoo and a packet of penne, etc. Everything is welcome. The Newman pupils help the Chaplain to deliver the food and occasionally clothing. If you are able to, give more regularly. They support all communities. The Chaplain at Newman is the school referral person to contact if you and your family are in need.



**Newman @ Vaughan:** The 1<sup>st</sup> day in the Spring term is a teachers day. This year it was held at Cardinal Vaughan School. Newman staff and other representatives from 6 Catholic schools gathered to discuss teaching and learning in RC settings. How is the faith reflected in the life of each others working place. Staff heard from JP Morrison (Diocesan director of Westminster Education services) and lead in prayer by Canon Stuart Wilson.



A week later, Vaughan and Newman joined together for the Y7 Mass. Vaughan School welcomed the staff and pupils having time to make new acquaintances. Pupils read the Bible reading and prayers. Afterward there was time for refreshments and to get to know each other. Vaughan's schola choir sang during the mass. Next Year it will be in ours: Newman.



**Retreats:** During the season of Lent all the pupils in Year 7 will be able to make a retreat day at Kairos Spiritual Centre, Roehampton. The theme is the God who speaks, listening to and for God in our lives. A directed retreat day going one form at a time. Pupils learn how to listen during silence. A challenge in the era of social media 24/7 and where headphones and air pods drown out the surrounding world. When on retreat they have an opportunity to withdraw from the busy hustle of daily life. Using the Sacred Scriptures to pray, to hear God speak to each one. A God who tries to get his message across and sometimes uses words. Pupils were shown how to explore a Bible story by imagining they were in the story. Walking in the heat of the Egyptian desert, hearing the wind blowing and hearing what God is saying to you. This is an Ignatian spiritual method of meditation and prayer. A practice developed by St. Ignatius Loyola to help people deepen their relationship with God. Retreats are a fun learning time based on finding the God who speaks to us. "Heart speaks onto heart"



*"Too late have I loved you! You were within me but I was outside myself, and there I sought you!" St. Augustine of Hippo*



**Ash Wednesday and Lent:** During the week leading up to Lent the Chaplain lead all the assemblies bases on Ash Wednesday and the season of Lent. The message was to take up something for the good of others. We looked at the works of charities e.g. The Leprosy Mission. Pupils were asked if they could give from their own pocket to the charity. By not buying that bag of crisps the money goes to curing those with a greater need. The Faith in action alive in Newman.



Fr Andrew celebrating our Ash Wednesday mass.



**Gardening Enrichment:** As the warmth of Spring approaches the gardening group are enjoying working in the great outdoors. The chance to tidy up the bit of winter and to plant afresh, bringing colour and cheer to the school entrance and the public areas of the college. The hour spent each week builds skills that might encourage pupils to take up a great appreciation for the environment as well as getting out into the garden at home or in their future lives. It's a mindfulness hobby.



**Covid19:** As this term was moving towards our Easter Celebrations, the school, churches and the country “closed down”. Social distancing and remote learning became the norm. This time of enforced retreat allowing all of us the time to take stock of our blessings: family, friends and freedoms not to mention health and wellbeing. Work continued albeit online and from a distance. We thank God for our health, our family and our educators. St. John Henry Newman, pray for us. Our Lady of Willesden, pray for us.

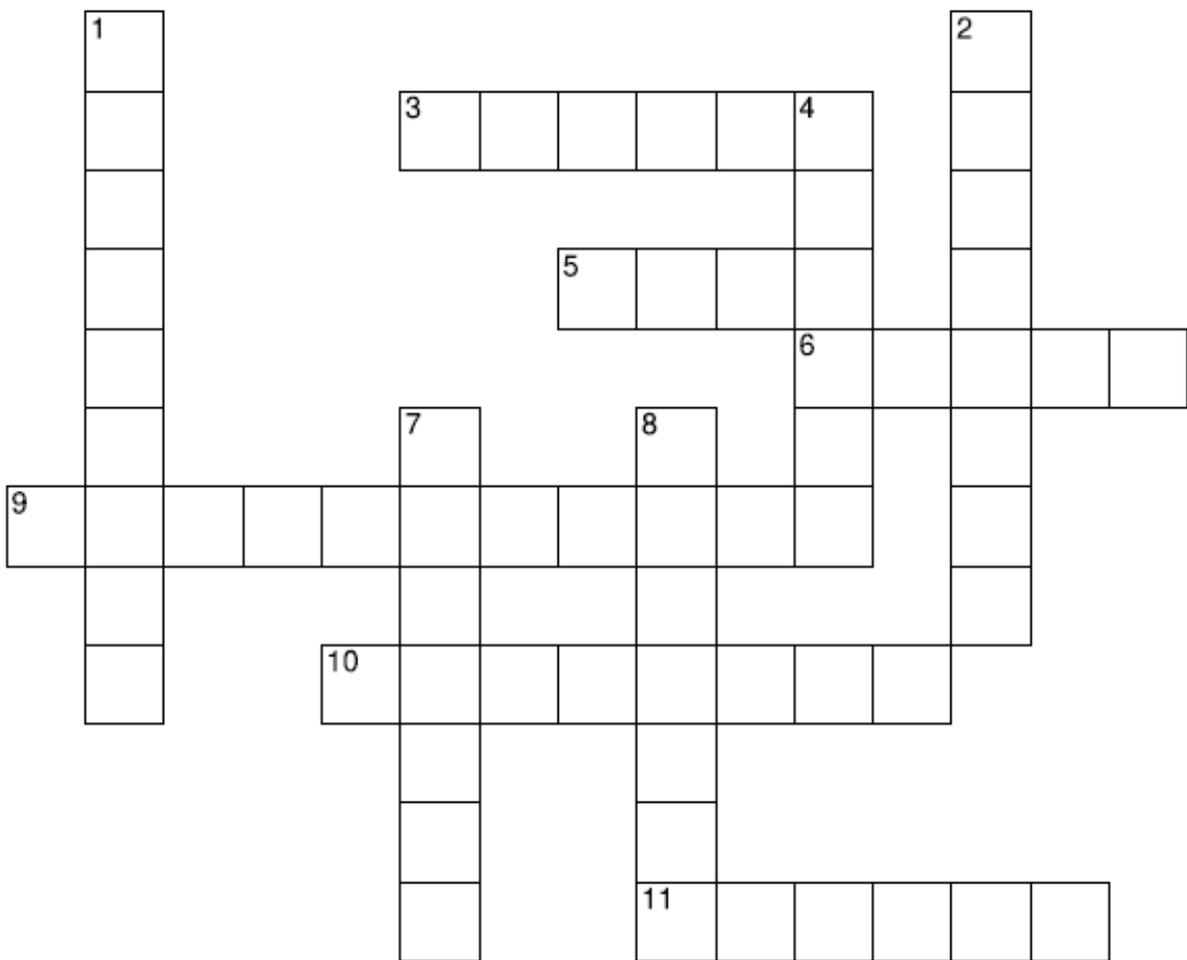
**The God who Speaks:** Following on from last year’s focus of the Church in England and Wales on the Eucharist, the bishops have dedicated this year to the Word of God – the Bible. Newman has taken up this request and have placed a greater on Scripture in life and in the school. Pupils and especially in the Liturgy groups are able to deep dive into the word, looking at the message and what God might be saying through this passage. The classes who were able to go on retreat to Kairos in early March, had a day of knowing that God speaks in many ways. That when he talks to us we are not always listening. “Speak Lord, your child is listening.” 1 Samuel 3:10

Before the ending of the day,  
 Creator of the world, we pray  
 That you, with steadfast love,  
 would keep Your watch around  
 us while we sleep.  
 Tonight we pray especially  
 for (names family or friends who are affected by  
 Coronavirus) and the people of (country  
 or place which is affected by Coronavirus).  
 Please give skill and wisdom to  
 all who are caring for them.  
 Amen.

**Preach the Gospel  
 at all times and  
 when necessary,  
 use words.**

*St. Francis of Assisi*





## ACROSS

- 3** After His Resurrection, Jesus appeared to two disciples on the road to this town.
- 5** He was the only Apostle at the foot of the Cross.
- 6** On Good Friday, we remember Jesus' \_\_\_\_.
- 9** We celebrate \_\_\_\_ Sunday the week after the Feast of the Resurrection.
- 10** When Jesus spoke to Mary Magdalen after His Resurrection, she thought He was the \_\_\_\_.
- 11** Jesus celebrated the Last \_\_\_\_ on Holy Thursday.

## DOWN

- 1** The Most Blessed Sacrament; Jesus instituted this sacrament the night before He died.
- 2** Mary \_\_\_\_, who had been a sinner, was at the foot of the Cross.
- 4** Jesus rose from the dead on this day of the week.
- 7** Jesus instituted this sacrament, also known as Confession, on the day He rose from the dead.
- 8** Jesus made the Apostles \_\_\_\_ when He said, "Do this in remembrance of Me."

**Easter:** This year Easter will be celebrated and enjoyed but it will be an Easter with a difference. It is unlikely that Churches will be open for Holy Week. But be 100% assured that God is with us and that just like the Apostles who awaited the Light of the World to return, we too are waiting for Jesus' victory to come into our hearts and souls. Whether at home or somewhere else we can walk the journey of Jesus' last days. Read Matthew Chapter 26 & 27 during the week.



## This is an article of what I have been studying in Year 7

RE otherwise known as Religious Education has taught me many things. I'm currently learning about the Miracle of Nain where Jesus sees a woman crying over her dead son while she leads a group of men to her son's grave then Jesus appeared he touched the woman's shoulder and said don't cry! He then touched the coffin and said WAKE UP! When I first heard this I thought to myself how could Jesus say such a thing? But then suddenly the boy woke up, Jesus helped him down and gave him to his mother it's a lovely story but also I have learnt about over things such as: The Good Samaritan this is a story Jesus told to his village he wanted people to love their neighbour so he told this story about a man is walking home when they are suddenly beaten by 3 robbers and they left him half dead after a few minutes a priest came by and left the man on the floor and walked passed him then another priest walks by but this time stops helps the half dead man on the floor up to his feet he then heals his wounds and gets a donkey to carry the man over to safety so he can heal his wounds properly.

Usually, I think RE is boring because my parents believe in Jesus but I only believe in Jesus because my parents that would make me an atheist but since I joined Newman Miss Mullahy, my RE teacher has made me feel more comfortable with Jesus including Mr Roche and I recently had a retreat it was very religious but that made me believe more in Jesus and I'm happy to be able to have this opportunity to believe in Jesus.

**By Jovani 7J**

At Newman Catholic College there is a wide variety of things to learn and 1 of the subjects is :

RE

In the RE department of Newman Catholic College we have learnt about many things that have been done by Jesus in the bible such as :

THE GOOD SAMARITAN etc...

**By Shane 7J**



## Why is RE important?

*Religious Studies is intellectually exciting because it provides access to the mystery of the other. Religious Studies provides the opportunity to understand, with depth and nuance, the many beliefs and rituals that move persons to appreciate the alternative world of the religious reality.*

In my opinion, this means that the more religious you are the more you'll like religious education, because if you're Christian you'll be going to church and in church and you will learn about the Lord and you also probably read the bible, so when the teacher is talking about someone in the bible, for example: Moses, so when the teacher tells you to talk about Moses you'll know what to write.. **By Aleks 7J**

Since we've joined Newman Catholic College we have learned many things during my time here. We didn't know much about religious education at the start of the year. Throughout our time in Newman we have learned many topics such as the story of David and Goliath. The story is about a young boy who had faith in God which then gave him super strength to be able to beat Goliath with his slingshot and rocks. Also we have learnt the story of the Widow in Nain. It is about the death of a widow's son and Jesus arriving to revive the dead boy. And we have learnt many more about religious education.

We have also learnt the tragic story about the boy who got killed right outside of the baker. The boy was called Jimmy Mizen he was casually walking to get some bread for his parents then a guy in a bad mood stabbed him with a glass shard and unfortunately killed Jimmy Mizen.

**By John Ray and Kaeden**



### Why is RE important?

RE is important because you learn about variety of religions, you experience what they do for place of worship and all sorts of interesting true facts!

RE isn't just about learning about other religions, it's also about taking time of and praying or having peace. You can worship others in RE and learn about God the creator of the world.

I have learnt about Ten Commandments from Jesus and also about the miracle in Naim about a man getting revived from the death from Jesus. This taught me that Jesus had the light of God which he is considered "holy" and he is a very kind hearted-man that helps anyone without even committing a sin!

Other recent things we learnt were about an man getting robbed by bandits and an Samaritan who the man robbed was his enemy, he still helped him and took care of him when the other people before the Samaritan passed by even one was a priest. This showed us even if the person is your enemy you should help them no matter what because God is watching from above and he wants us as a family and peaceful with a holy heart.

**By Baron 7J**

### Why is RE important?

RE is important because it lets people find out more about the religion Christianity. What we learnt so far in RE is Jesus turning water into wine and how in the wedding of Cana he was able to do it without using anything instead of his hands.

We also learnt about the Good Samaritan and how two men who were religious people left a man who was half dead to keep dying but a kind and loving Samaritan took the man even though they dislike each other he still helped the half dead man and he ended up living another day.

We also learnt about the 5000, The Miracle of Nain and more.

**By Nathaniel**

# RELIGIOUS EDUCATION

### R.E (Religious Education)

In R.E, I have learnt that God loves us and He created us (including the world). God had a son called Jesus ,who created peace in the world. Jesus told us a story called The Good Samaritan, this story was about helping others and to respect each other.

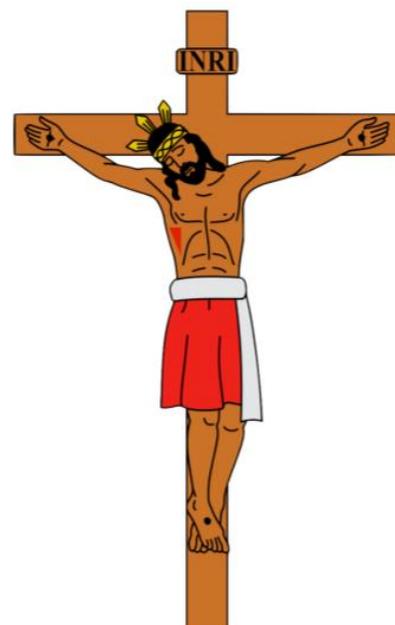
### What's hard about R.E for me?

R.E is a great lesson, but every time I hear the words HELL & HEAVEN, it makes me think, how do we know if heaven or hell exists?

### Why R.E is important?

R.E is important to people who are religious because people want to feel safe and protected, among other things.

**By Moleteng 7J**





# RELIGIOUS EDUCATION

## Year 7 RE by Davin

*"The reason why RE is important because RE provides space for young people to reflect on their own ideas and develop their thoughts about questions of meaning and ethics. By having access to good RE in schools, young people are equipped to handle issues in their lives, preparing them for the workplace and adult life."* This means to me that we learn about RE because it is important to learn about what our God did before in BC (which means before Christ). He did miracles even now would be breath-taking. There are hundreds of amazing tales and miracles in the Bible, whether you look at the Old or the New Testament.. Perhaps the most popular of all the stories of miracle in Bible are those about Jesus. The following list shows some of the most interesting and amazing miracles in the Bible concerning Jesus.

## Miracles of Jesus in the Bible

### 1. Exorcising the Legion

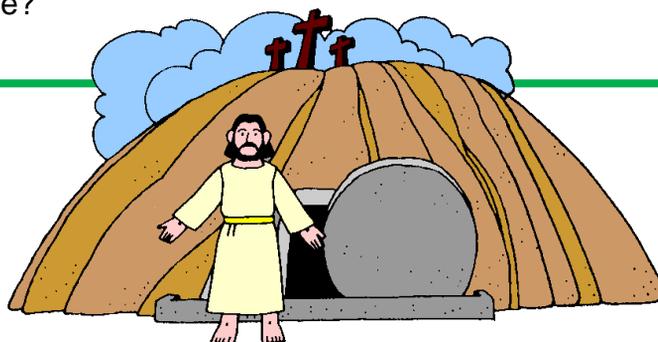
The Legion was one man who was possessed by a demon and thought there were many people or things within him. The Legion was terrified of Jesus, who told those people within Legion to leave him alone and gave them the permission to enter a field with a herd of pigs. However, the herd went insane, swarming off the hillside and drowning in the sea. This demon-possessed man also ran wild through the hills, broke chains, and cut himself using stone until Jesus exorcised him.

### 2. Walking on Water

The thing that Jesus walked on water is perhaps one of the most well-known miracles in the Bible and it showed his Disciples are able to do anything when they believe in themselves, just like walking on water to him. During one event, Jesus walked across the Sea of Galilee's northern tip, a distance of around three miles, to meet his Disciples in their boat before they reached the opposite shore.

### 3. Feeding the Five Thousand

The miracle of Jesus feeding five thousand people appears in all four of the Gospels. In Matthew 14:13 - 21, Jesus uses five loaves of bread and two fish to feed 5,000 men, plus their uncounted women and children, with his Disciples still able to collect 12 baskets of leftovers. This is repeated in Matthew and Mark, when Jesus uses seven loaves and a few fish to feed 4,000 men (plus women and children) and has 7 baskets of leftovers. All of these stories are the good deeds that our lord has done for us and now he has given us the power to do even more things that can help the people. We can change the future of the people on the streets today so what is your move?





# Schools of Sanctuary

A School of Sanctuary is a safe, welcoming place, especially for those seeking sanctuary. It is a school who welcomes asylum seeking and refugee families into their school community and fosters a culture of welcome and inclusion for all.

## GENERAL ENQUIRIES

If you need help with general enquiries including benefits, welfare support or council tax support, call **020 8937 1234**

## COMMUNITY SUPPORT

### ISOLATION SUPPORT

If you need help getting things like food or medicine delivered to you while you are in isolation, there are local Brent community groups who can help you, for more information call **020 3011 1690**

### VOLUNTEERING

If you want to offer your support through volunteering, we can help connect you with groups working to get help to the people who need it in Brent, just call **020 3011 1690**

For more information visit [www.brent.gov.uk/coronavirus](http://www.brent.gov.uk/coronavirus) If you have a question email [coronavirus@brent.gov.uk](mailto:coronavirus@brent.gov.uk) or call **020 8937 1234**.

Please stay at home, protect the NHS and help save lives. Visit [www.nhs.uk/coronavirus](http://www.nhs.uk/coronavirus) for the latest NHS advice.



## EMERGENCY SUPPORT

### ADULT SOCIAL CARE

If you or someone you know needs urgent help washing, feeding or dressing themselves but does not have any friends or family to support them, call **020 8937 6589**

### CHILDREN AT RISK

If you have any concerns about a child being harmed or at risk of harm, call Brent Family Front Door, on **020 8937 4300**

### DOMESTIC ABUSE

If you or someone you know is affected by domestic abuse, speak to Advance by calling **07398 454898**  
In an emergency, always call **999**

### EMERGENCY CHILDCARE

For emergency childcare (for vulnerable children or children of key workers), call **020 8937 3010**

### EMERGENCY FOOD SUPPORT

For emergency food support, we can connect you to a local food bank, call **020 8937 6792**

### HOUSING

If you are homeless, or threatened with homelessness, call **020 8937 2000**

If you are a private tenant, and you are being threatened with eviction, call **020 7874 8414**

### PERSON AT RISK

If you have any concerns about a person being harmed or at risk of abuse, call the Safeguarding Adults Team on **020 8937 4098**

We are a School of Sanctuary and in these uncertain times of Covid 19, we need to look out for our neighbours. There are support services here in Brent working tirelessly to make sure that everyone is fed and has the necessary items they need.



## DO YOU NEED HELP?

If you need help getting things like food or medicine but don't need urgent adult social care support, local Brent community groups may be able to help you.

Call **020 8937 1234**

This line is open Monday to Friday, 9am to 5pm.

If you are a self-isolating, vulnerable adult with urgent social care concerns such as washing, feeding and dressing yourself and you don't have support from family, friends or the community we can help.

Call **020 8937 6589**

This line is open from 10pm, seven days a week and is only for those who have NO other support. Please use this line wisely so we can help those most in need.



## Dawn Butler MP

Labour MP for Brent Central

[www.DawnButler.org.uk](http://www.DawnButler.org.uk) | @DawnButlerBrent

House of Commons, London SW1A 0AA | 020 7219 8591

Constituency Advice Line: 0208 451 6560



Ms S Grace

Assistant Headteacher

Newman Catholic College

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Office of Dawn Butler MP

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29 January 2020

Our Ref: ZA24326

Dear Ms Grace,

I am writing to congratulate you on becoming the first Secondary School in London to become a School of Sanctuary as part of the City of Sanctuary movement.

Through the hard work and dedication to community cohesion and safety, Newman Catholic College has provided a much valued welcoming space in Brent which is one of the most diverse boroughs in London and home to many who have sought sanctuary here.

As the MP for Brent Central, I am proud to support Newman Catholic College in its commitment to providing a safe and welcoming place for all, especially those seeking sanctuary.

It is my pleasure to write this letter in support of the great work of Newman Catholic College together with the Brent Multi Faith forum towards becoming a Borough of Sanctuary.

Congratulations again on your achievement.

Warm regards,

Dawn Butler MP

Labour Member of Parliament for Brent Central

We really appreciate the support of our local MP, Dawn Butler



<https://www.sufra-nwlonon.org.uk/our-services/food-bank/>



<https://brent.foodbank.org.uk/>



# NCC Students celebrate making Roundwood Park safer for the Harlesden Community



Over the past two years students and staff at Newman Catholic College have been campaigning to make their Harlesden neighbourhood safer for all, urging – and persuading -Brent Council to install more lights on Roundwood Park as a way to deter crime.

Many students at the College walk across Roundwood Park on the way to and from school each day. Students often didn't feel safe doing so, especially in the winter when it is already dark outside when they leave their After School Clubs and cross the Park to catch the bus home.

The students became the first secondary school children to speak at a full Council meeting and hold the Leader of the Council, Muhammed Butt, to account on a previous pledge made to them on the issue ahead of the 2018 local elections.

They did research on where the money to pay for the lights could come from within the Council's budget and earned the support of other groups and residents in Harlesden, as well as Brent Central MP Dawn Butler. A petition carried out by the students led to the Council running a wider public consultation on the issue, which showed support among Harlesden residents for improving the lighting in the Park.

Owen Freeman, a Year 10 student said: *"We're proud to finally see the lights on Roundwood Park switch on! The campaign started when one of our fellow students was robbed at knifepoint right here, just a few steps away from our school. Not only do we feel safer now, we feel heard and have learnt how to make a difference on the issues that matter to us"*

Mr King, Newman Catholic College leader with Brent Citizens said: *"Roundwood Park wouldn't be a safer place for the whole Harlesden community if it weren't for the leadership our students have shown. It's fantastic to celebrate this achievement with representatives from Brent Council. Our students can now point to these lights as a concrete example of what we can achieve when we take action together"*

Ms Susan Grace, Assistant Head, and leader with Brent Citizens said: *"As a school we are passionate about developing our young people into responsible and effective citizens who benefit their communities. This campaign win adds to our proud record of working with Brent Citizens to win change, from setting up the largest CitySafe Haven in London alongside local shopkeepers to becoming a Refugee Welcome School"*



# International Women's Day

On March 9<sup>th</sup>, we celebrated International Women's Day. We were treated to talks by two female entrepreneurs- Shaheena Rasool and Anita Whittaker. Shaheena told of her experiences as a project consultant and business analyst working in large corporate companies such as Lloyds, RBS as well as smaller FinTech companies. In 2018 Shaheena launched a start up business in the food industry.

Anita a long time friend of the school grew around Harlesden. Anita has a background in education and journalism. Family, Knowledge and Community are at the forefront of all her projects Anita undertakes Anita launched Only Boys and Tomboys, a family blog with a YouTube channel. In 2014, Anita's family became the family face of Vodafone, the very first real 'black' family to be featured in a U.K television. Her latest venture in 2020 Anita Whittaker & friends is a podcast talk show



Vrushali in 13 Paul designed our special logo for the day



On Tuesday 10<sup>th</sup> March, ten female students took part in the Brent Council International Women's Day celebrations. Students listened to a range of motivational guest speakers and had the opportunity to meet our Member of Parliament Dawn Butler, Deputy Mayor Lia Colacicco and Gail Tolley Strategic Director for Children and Young People



# Drop Down Days



Drop Down Days', are 'off-timetable' days ,which replace structured classroom lessons with activities used to strengthen students' practical application of skills and provide a deeper learning experience. Drop Down Days provide students with the ability to be equipped in valuable life skills which extend beyond the classroom context, serving to promote overall health and well-being.

We had three Drop Down Days. Year 10 and 12 Paul took part in workshops on Self Defence, Fatherhood, STIs, Speaking your mind and Prevent.

Year 7 took part in Your Life You Choose <https://www.ylycbrentbarnet.org.uk/> Your Life You Choose Brent delivers a multi-agency presentation day to deter young people from crime, raise awareness of the consequences of their choices and empower them to make better decisions and keep themselves safe. The project is led by magistrates in the North West London Justice Area. Students had workshops with Magistrates, the Police, a Paramedic, a Prison Officer and an ex offender.

The Sixth Form had workshops on Mental Health, Money Management, The Language of Love, Directions Project as well as an assembly with PC Weedon, our Safer Schools Officer on a range of issues such as sexting, drugs, knife crime and personal safety.



Brent is The Mayor's London Borough of Culture for 2020. The programme will explore the stories, art and emotions that hold life in Brent together, uncovering and celebrating its untold tales and unheard voices. This is a cultural programme exploring the past, present and future of this borough. The Brent 2020 programme has been shaped by the ideas and energy of Brent's young people in collaboration with educators, artists, filmmakers, musicians, writers, theatres, policymakers, community groups, journalists and community leaders.

Miss Beirne Francis is one of the Cultural Leads and she has been working on the ABC of Brent, a learning resource for schools and educational settings created by A New Direction and Brent educators for Brent 2020, London Borough of Culture and beyond. A is for Arts, B is for Brent, C is for Culture



**Rise** was the event to launch Brent's year as London Borough of Culture 2020. The show brought together theatre, dance and music to tell the story of Brent. Some of our performing arts students took part in the performance.



<https://www.brent2020.co.uk/>



# Sixth Form Enrichment

The Sixth Form Enrichment Programme offers the students an opportunity to develop and broaden their horizons through a range of activities both school based and based in the wider community. This term's activities have included – Gardening, Cooking, Sport, Muay Thai & Boxing, London Citizens, Primary School Mentoring (Thanks to St Joseph's Wembley, St Mary Magdalen's Willesden Green and Kenmont Primary Kensal Green) the New Millennium Day Centre, Dance, Hair & Beauty and Art & Craft

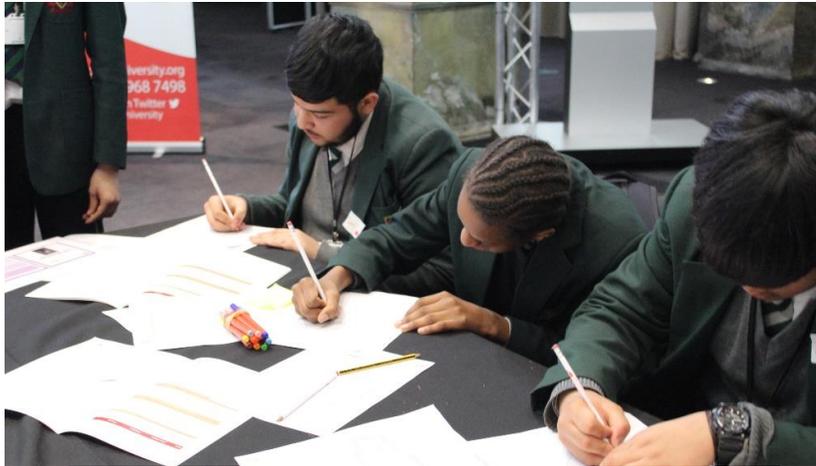
Our London Citizens students had the opportunity to work with students from University College London on the now postponed Mayoral Assembly campaign.



# IntoUniversity

## 'Business in Focus'

Year 9 students visited the Bank of America in St. Paul's and took part in an exciting, innovative workshop. The boys were divided into two teams and their task was to plan, create and present a music concert to raise money for a given charity. Once roles and responsibilities were delegated by the voted CEOs of the charities, the preparation began. The day involved meetings with trustees, Q&A sessions and press conferences. The boys wrote letters to convince Ed Sheeran and Stormzy to perform at their concerts with the promise of free food and drink! It was interesting to see the range of strengths the boys displayed. We witnessed leaders, creative artists, public speakers and so much more!



IntoUniversity 

*"My charity was called 'Family and the World' and our chief executive (CEO) was Alex. I was the social media manager, but helped the finance manager. We discussed the reasons we needed money for our charity and wrote letters to our donor Billie Eilish, to convince her to get involved. It was a good day!"* Yusuf Abdur-Rahman  
9Francis

*"Personally, I really enjoyed this day. My charity were called 'Trade Trust' and in my opinion, our team definitely had the best music concert! We had to use our social skills and practicing these in the workshop has helped me get a better idea of what university is like. It is a great program!"* Kye Owen  
9Benedict





# Student Newsletter

*Each week the Geography department will share ideas of ways you can extend your geographical learning and become even more fantastic geographers! Take your pick of recommended things to listen to, watch or read!*

## CONTINENT OF THE WEEK:

Use google maps to explore the continent of Europe.

Learn the countries of Europe and test yourself on Sporcle. Can you name all 47 before the timer runs out?

<https://www.sporcle.com/games/g/europe>

## Europe



## GEOGRAPHY WORK FOR EACH YEAR GROUP

*Year 7 - Coastal Landscape*

*Year 8 – Antarctica*

*Year 9 –*

*Globalisation and Sport*

*Year 10 –*

*Development*

## WHAT TO WATCH?

**Mexico: Earth's Festival of Life** - BBC2 Sunday 14.05 – 15.05 (recommended for year 10 studying Development!)

**Arctic Academy** - BBC1 Monday 19.30 – 20.00 (recommended for year 8's working on their Arctic project!)

**Blue Planet Revisited** - BBC1 Sunday 17.35 – 18.35  
Catch up on any of the above on iPlayer!



## WHAT TO LISTEN TO?

**The Future of Corals – BBC Podcast**

(especially recommended for year 9 . You will be starting a new unit on environmental issues after Easter.!)

<https://www.bbc.co.uk/programmes/b04wtzz3>

Coral reefs are renowned for their beauty and diversity, and they provide us with a wondrous spectacle. But as the seas warm and become more acidic, will they survive?

**What if all the wasps disappeared? – BBC Ideas**

<https://www.bbc.co.uk/ideas/videos/what-if-all-the-wasps-disappeared/p085ltfr?playlist=sustainable-thinking>

Wasps... they're pretty annoying. But what would happen if all the wasps in the world just disappeared?

## WHAT TO READ?

Could you summarise what you have learnt from the articles in 3 bullet points?

[https://www.bbc.co.uk/news/science-environment-51944780?intlink from url=https://www.bbc.co.uk/news/science and environment&link location=live-reporting-story](https://www.bbc.co.uk/news/science-environment-51944780?intlink_from_url=https://www.bbc.co.uk/news/science-and-environment&link_location=live-reporting-story)

[https://www.bbc.co.uk/news/science-environment-51633560?intlink from url=https://www.bbc.co.uk/news/science and environment&link location=live-reporting-story](https://www.bbc.co.uk/news/science-environment-51633560?intlink from url=https://www.bbc.co.uk/news/science and environment&link_location=live-reporting-story)



# History

History means a lot of things: you can talk about the past, you can also express and dig deep into to the open world of history and why that happened. You can also take trip all around the world to learn about history, you can go to the walls of china to the statue of liberty. For history, you can learn about the wars or even revolutions that happened due to the cause of other revelations and wars making into protests. For information history is not all about the past, history is an expressive subject that can leave endless unsolved mysterious and problems. History is the study of everything and can lead to questions like, why did it happen? Who was that? If this happened can this lead to this? Well you can find an answer but never the solution. Well let's take about the history of history. So there was a wise man who is known as the father of history and it is none other than Herodotus. He wrote books about the Persian-Greek wars.



Year 7 Castles



Kieron 7F



Chicane 7F



## Easter History Quiz

**1. Two of Henry VIII's six wives were executed. Anne Boleyn was one. Who was the second?**

(a) Katherine Parr (b) Jane Seymour (c) Catherine Howard (d) Lady Jane Grey

**2. Who had his head chopped off in 1649?**

(a) James I (b) James II (c) Charles I (d) Charles II

**3. When was William Shakespeare born?**

(a) 1554 (b) 1564 (c) 1574 (d) 1584

**4. The Merry Wives of ...**

(a) Wandsworth (b) Wycombe (c) Walberswick (d) Windsor

**5. Approximately how long ago was Stonehenge built?**

- (a) 10,000 years (b) 7,000 years (c) 5,000 years (d) 3,000 years

**6. Who was English king at the time of the battle of Hastings?**

- (a) Harold I (b) Harold II (c) Harold III (d) Edward the Confessor

**7. It did not help the English army that it had just fought a battle before Hastings. That battle is now the name of a football ground. And no, Baverstock, I don't know why. Is it ...**

- (a) Stamford Bridge (b) Boleyn Ground (c) Bramall Lane (d) The Ricoh Arena

**8. How many years did the 30 Years War last?**

- (a) 28 (b) 29 (c) 30 (d) 31

**9. When did the French revolution begin?**

- (a) 1719 (b) 1739 (c) 1769 (d) 1789

**10. Hereward the ...**

- (a) Wolf (b) Wastrel (c) Wake (d) Watchful

**11. Where did King Cnut come from?**

- (a) Norway (b) Denmark (c) Sweden (d) Finland

**12. Who won the battle of Bannockburn in 1314?**

- (a) England (b) Scotland (c) No-score draw

**13. Who won the battle of Flodden Field in 1513?**

- (a) England (b) Scotland (c) No-score draw

**14. Who won the battle of Pinkie Cleugh in 1603?**

- (a) England (b) Scotland (c) None of the above

**15. How old was William Pitt the Younger when he became prime minister?**

- (a) 24 (b) 25 (c) 26 (d) 27

**16. How old was William Gladstone when he stepped down as prime minister?**

- (a) 64 (b) 74 (c) 84 (d) 94

**17. Who was Britain's longest serving PM?**

- (a) The Earl of Liverpool (b) The Marquess of Salisbury (c) Robert Walpole (d) Margaret Thatcher

**18. Who was the shortest serving prime minister?**

- (a) The Earl of Bute (b) Bonar Law (c) George Canning

**19. Only one British PM has been assassinated. Who was he?**

- (a) Henry Addington (b) Spencer Perceval (c) Neville Chamberlain (d) The Duke of Portland

**20. Who was the ringleader of the Gunpowder Plot of 1605?**

- (a) Guy Fawkes (b) Thomas Wintour (c) Sir Everard Digby (d) Robert Catesby

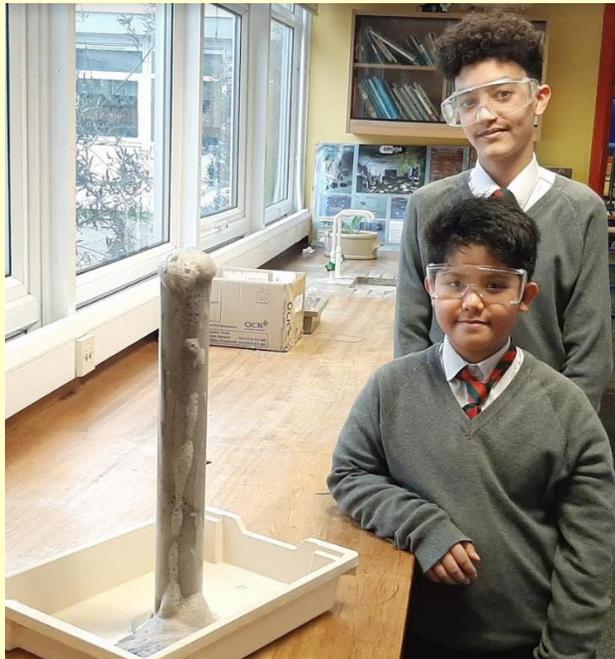
*History*

**Challenge- Can  
you complete  
The Easter  
History Quiz?**

# SCIENCE

## Science Fair

Our KS3 students have been preparing for the Science Fair (postponed). They have almost completed their fantastic displays and some have started their experiments!

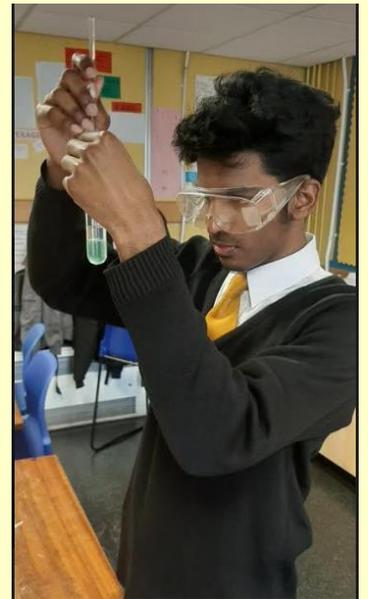


***Students from year 7 carrying out the Elephant Toothpaste demonstration in preparation for their science fair entry!***



# BTEC Applied Science

This term BTEC Science students have been busy in the lab doing their practical coursework from microscopic images to extracting DNA!



# Performing Arts Department



## Playing Shakespeare with Deutsche Bank



It is hard to believe that just a few weeks ago we had the happiest of afternoons, together on London Southbank watching Shakespeare as it was intended, outside at the Globe Theatre. The drama department took a large group, sixty in all, three drama classes and a year 11 form, 11 Joseph.

*"This was a psychological thriller examining the dangers of political ambition, full of loud and lively scenes with the witches planted in the audience and the king's trumpeters keeping the audience engaged throughout."*

- Aliya Salat, who played one of the witches in the school's production of Macbeth and researched the director's vision at the Globe, said the director was driven by speaking out and giving a voice to correct the ills in society and not letting tyranny prevail.

Reese Phillips, who played Banquo in the school's production of Macbeth was critical of the Globe's interpretation, as he felt it went too off the original premise of the script.

Enormous thanks to the staff and students for making this such a successful outing, a special thanks goes to Ms Curtain who took another group of students on the weekend.



As we strolled along the Southbank, in the beautiful spring sunshine, the students enjoying each other's company and looking at the architectural gems. The Cheese Grater, the Walkie Talkie, the Gherkin in the background realising we live in one of the most amazing cities in the world and that one day the students will work in these buildings.

# Performances at school this year

## Macbeth

There were plenty of performance opportunities for boys of all ages at Newman this year. Macbeth was performed in late February by our most senior students, the year 13 Extended diploma group. This was beautifully acted and very well received by staff and students alike



## Backstage tour at the Kiln theatre

Over the years, the Kiln Theatre, formerly known as the Tricycle have supported and encouraged our students providing them with evening workshops, where they can develop skills and confidence . In addition they offer subsidised tickets to their plays and backstage tours.

A group of year 12 students studying for an RSL qualification at level 3, took part in a recent backstage tour with the professionals who work behind the scenes. They had an opportunity to speak to lighting and sound engineers, prop makers, stage and events managers and costume designers.

This was one of the most engaging sessions with students learning that the theatre offers the most exciting and rewarding careers, several members of the backstage team trained initially as actors at drama schools like the Guildhall School of Music and Drama, and the Central School of Speech and Drama. They then transferred into theatre production as employment is more secure.

**Thanks to Juliet Styles, education and pathways manager, who organised the event for us.**



# Miss Tetley has kindly written the following piece documenting the incredible and growing heritage of Drama at Newman.



**NCC Drama**

## **Extended Diploma in Performing Arts – Year 13**

The second year of the Extended Diploma have been working on contemporary plays. This actually covers a very large period of time from the 1930s to today. Each student had to research, interpret and perform an extract from two contrasting plays.

The first performances were taken from Harold Pinter's *The Caretaker*, Rebecca Gilman's *Boy Gets Girl* and Joe Penhall's *Blue/Orange*. The students had to explore then inhabit the respective worlds of the plays: from a 1960s disused building in London, over to the sophisticated bars and restaurants of New York at the turn of the Millennium and back again to London but this time to a psychiatric hospital. Prahlad Chandrakant unleashed razor sharp comic timing as Davies, a homeless old man, who gratefully accepted a bed for the night from a kindly young man only to be abruptly awoken by his intimidating brother. Reece Phillips demonstrated characteristic energy, versatility and flair in a compelling interpretation of Christopher, a psychiatric patient who shows that those who treat him are, in many ways, less capable than he is.

Preparation for the second performances were well underway when we very sadly had to pause our practical work. In our last session the students were very fortunate to have actor Adrian Palmer, watch their work and give notes to improve their scenes. Rabia Wahid was producing stellar work on Dario Fo and Franca Rama's very challenging *A Woman Alone*, where she had to create the world of an Italian Woman talking to a woman in a neighbouring flat. Meanwhile Lucas De Souza was lucky enough to further explore his *Blood Brothers*' scene with a rather older 'Mickey' than he was used to: Adrian Palmer! Lucas continually pushes himself, closely observes and welcomes direction and was convincing as a 7-year old by the end of this session. Pavel Bogdan and Jayesh Harjivan were simultaneously developing their *True West* scene. This was becoming a truly impressive piece of work where the mounting tension between the 'brothers' in a hot and quiet mid-West town was palpable yet the scene was also very funny. Finally, Reece Phillips and Aliya Salat were focused on the creation of a lively yet complex scene from Wole Soyinka's *The Lion and the Jewel*. Here they were working with detail to realise the battle of wills between two confident and charismatic characters and in a scene that was promising to showcase the pulse, expression and energy of a traditional Nigerian village.

We are very proud of what this group of students have achieved over the past year and a half and strongly encourage them to keep working on the vital research and evaluative aspects of their remaining units to give them every chance to meet their potential.

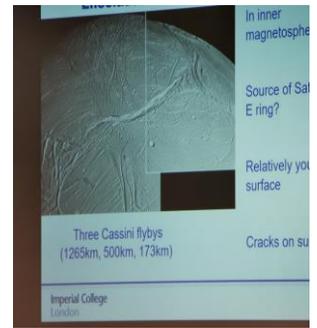
## **Extended Diploma in Creative and Performing Arts – Year 12**

The first year Extended Diploma students, who are in the first cohort of a challenging new qualification, are currently refining their techniques in Shakespearean acting. For an Elizabethan and Jacobean Theatre unit, the class have had to introduce and perform a monologue from one of Shakespeare's plays and then start to prepare a duologue from the same era. Monologues carry heavy performance demands. Instead of being able to react to other characters on the stage, the performer must rely on internal stimuli and their imagination. Becoming familiar with Shakespearean language is a steep learning curve for those of us whose first language is English, I have to remind myself that all of this class with the exception of one student, speak English as an Additional language. This group are not being put off by this and instead, many were responding with sensitivity and dynamism. One student told me she had found an Arabic version of *Othello*. While it is frustrating that this practical work cannot continue for now in the same manner, I am very confident that when we resume work performances will be smoothly picked up and developed after a period of reflection. I very much look forward to seeing this work being revisited.

# University and Drama Schools

All going well in the Autumn, our Year 13 students are off to university and drama schools. Once again we've had offers from top universities and drama schools including, the Rose Burford College, Southampton Solent and Middlesex University.

Having completed their extended diploma in Performing Arts, some of our students are studying law, cyber security, film studies and of course a BA in acting. Throughout their time at Newman they have been supported by some of London's finest drama practitioners like Endy McKaye and Jake Harders professional actors who work with the Central School of Speech and Drama and the Guildhall. We would like to thank the Central School of Speech and Drama for sending us their highly talented and hardworking students, who on their second year placement assist our students with script reading and audition preparation



## One door closes another door opens

On the Friday we closed the school, we said goodbye to one of our wonderful students who returned to Poland with his family. Oscar Laurer was a wonderful team player and a brilliant student, we wish him every success in his future. Oscar taught himself how to play the piano and entertained us by playing songs from Elvis Presley before he left.



# International day of Girls and Women in Science



Fifteen girls studying drama attended the International day of girls and women in science at Imperial College. Ten female scientists presented.

One of the inspirational speakers was Professor Michele Doughery, Head of Physics at Imperial. She was responsible for the launch of the Cassini spacecraft to Saturn. She spoke about the mission and shared incredible photos from 3 Cassini flybys, showing craters and water on Saturn's surface.

This talk was followed by Ruth Davis on Geoscience, "Are rocks the answer to the climate emergency"?

This PHD student discussed the chemical makeup of shale and the location and how these factors influence where we should drill for gas, she also spoke about Carbon Neutral fuels. She really engaged the audience talking about her travels all over the world with her research.

One of the most pressing problems facing us in 2020 is depression, with 350 million people suffering worldwide. The next speaker was Dr Clorilde Cucinolta, who spoke to us about the difficulties in trying to find a cure and new technologies that will make a difference to treating depression. The brain is a very fragile organ. To mention but a few, professor Fay Dowker spoke about infection and how infection spreads. She educated us about how water can be treated to stop the spread. This was particularly interesting as she spoke about the possibility of the Coronavirus spreading.

The conference was opened and closed by Professor Sara Rankin who spoke to inspire women on how to pursue a career in science. There is a lot of catching up to do, seeing that women were only allowed into Cambridge in 1947. Professor Stephen Hawking was dyslexic as is James Dyson so she encouraged us all to think differently and learn science at any age. Her own area of research is using drugs to kick stem cells into action and heal bones.

This was an enlightening and deeply empowering account from the top female students undertaking ground breaking research and also dispelling the myths about gender and science. What was really encouraging was at least five of the top scientists were highly creative at school excelling in art and drama. All students on this out were drama students who at some point in the future would like to study science to become nurses and doctors. No trip to South Kensington would be complete without a quick visit to the V & A. the girls were so proud to be able to show me art from their parts of the world. It would be unforgivable to walk by Harrods without popping in, so that was our last call. We walked through the most famous department stores in the world and also the most expensive. We didn't buy anything on this occasion, we ran out of time!! Serena Balfour and the US trust funded this visit and treated the girls to lunch at Imperial College.



C Beirne Francis.

# Broadcasting and Journalism workshops



Anita Whittaker, broadcaster and journalist used her wealth of experience and training to teach Year 13 how to prepare a live broadcast. Reese Phillips was the anchor-man and the programme was called “Mirror News.” As well as teaching the technical side, Anita encouraged our students to study journalism and broadcasting for a rewarding career in the media.

Paval Bogdan year 13 – “ I learned to work to a tight deadline and was taught how to be critical in the research I did, the story I covered was the British public’s reaction to Harry and Megan leaving the Royal duties”



Jayesh Harjivan – “ I covered dance as I dance professionally outside of school and I informed Newman of the various dance clubs and classes taking place in Brent over the next few months. I am so excited that Newman Catholic College has a new dance studio and that dance will be part of the future at Newman.”



Our sincere thanks to Serena Balfour of the US Charitable Trust, who organised these workshops and partly funded them.

## Dance, Dance wherever you may be!



**We have a new state of the art dance studio at Newman Catholic College!!**

It gives me great pleasure to announce to our school community that we now have a fully equipped dance studio. Work began in January and the studio was handed over to us in March, it was formerly an old music room and is now a wonderful performance space. We are fortunate to have a fully qualified dance teacher in our department, Mr Kourmoulakis. Dance lessons have already begun and we look forward to the launch in September! Our sincere thanks to Lockett Somerville who was the project manager and master builder, his team, to Serena Balfour for her advice and support, the governors and the Diocese for the funding of this project, and to Mr Coyle our head teacher, who values and supports the arts.





# Lord of The Flies



In February our Year 10 students performed in one of our most energetic performances when they took on the play adaptation of William Golding's novel "Lord of The Flies".

The two casts performed over two nights on the 12th and 13th of February. It was a dynamic, energetic and raw performance that captured the challenging themes of Golding's original novel.

The cast went through a long and rigorous process from audition to rehearsal to the final performance that spanned 6 months. Over this period the cast learnt skills including Physical Theatre, Costume and Set Design, Prop Making as well their Performance skills.



## How the Plane was made

When designing the aeroplane crash scene, we first had to decide what method would be best given the space on the stage. After a few conversations with Mr Jalil, he sent over some reference images for us to use as inspiration.

We started off by building the frames to act as the shell of the plane, and one wing + turbine that would create the effect. After building the structures we added chicken wire for flexibility and durability of the structure. We then wrapped in newspaper and masking tape to act as base layer for the ModRoc plaster to be added on top.

After each individual piece was plastered and dried, we could start to add a white paint layer to create the colour of a plane. One more round of drying and we then started to add finer details for example 'Airways' written in blue on the plane side and black, grey and tears on the side to expose the under layers.

During the process of drying this was the perfect opportunity to find raw and disused materials on the streets of our local area ( examples - scrap wood, plastic, debris etc. ), this allowed us to be able to create a realistic final result which would act as a plane crash illusion. - **Joe Barnatt, Set Designer**



# Maths Department News



## NSPCC Number Day

The mathematics department have had a busy but fun week fundraising for NSPCC by supporting their Number Day initiative. The NSPCC is an important UK charity that runs Childline and aims to improve the lives of children through education and campaigning for law changes. If you'd like to find out more about their work visit [www.nspcc.org.uk](http://www.nspcc.org.uk)

Throughout the week we ran events at lunchtime. Mr Lopes had great fun playing board games such as chess, top trumps and dominoes, developing students' logical thinking and strategic planning. Ms Vitamore worked with budding computer scientists, breaking codes and discussing the application of mathematics to banking security. Mr De Khems ran a sporting competition, revealing to students the connection of maths to sports. Ms Joseph held a countdown tournament, helping students to improve their mental arithmetic skills. Ms Palmer and Mr Kimani organised a small maths fair with lots of prizes to win by participating in probability games, estimating and puzzle solving. There was also a number hunt on Friday that exposed students to different types of numbers including irrational, perfect and imaginary numbers. Overall, it was an excellent week, creating a great buzz amongst the students and allowing everybody to see the joy in maths.



As well as seeing maths from a different perspective, we also took the time to discuss more serious issues during specially planned lessons. All students in years 7-9 had the opportunity to explore how to stay safe online using NSPCC's Online Safety Quiz and this opened up a safe space for students to express their own concerns. We also looked at different types of inequality around the world with the support of resources from the Young Lives project in conjunction with Oxfam. The students were able to use the Palma ratio to compare wealth inequality within countries. For more information about their research visit [www.younglives.org.uk/](http://www.younglives.org.uk/)

Thank you to all students who took part and all parents who supported with donations. We raised a grand total of £638.90 for NSPCC.

# Maths Department News



## UKMT Maths Challenge:

This year the Maths department has been excited to continue its involvement with the UKMT Maths Challenge programme. Already this year we have participated in the Team Challenge as well as the Individual Intermediate Challenge. In the Summer Term year 7 and 8 will be taking part in the Individual Junior Challenge .

This term a group of year 8 and 9 students competed against a range of schools at the UKMT Team Maths Challenge Regional Final which included four rounds: group round, crossnumber, shuttle and relay. They really enjoyed the day and were able to improve their position on the team from last year by 7 places – well done!

In addition, students from Year 9 and 10 took part in this year's UKMT Intermediate Maths Challenge. Over 250 000 students around the UK sat the paper and only students scoring in the top 40% received certificates. We are very proud to announce that Adam Chahi, Alex Dragonov, Dillon Donnelly, Justin Evora, Musa Ahmed, Othman Alaoui, Thierry Halgand are all certificate winners. A special congratulations goes to Zeal Jani who was not only awarded a gold certificate but has also been invited to compete in the next round, the Pink Kangaroo.

Maths  
in ACTION

## Maths in Action

For the first time this year we took 30 year 9 and year 10 students to the Maths in Action conference. Students had the opportunity to hear from a range of speakers on how they use maths in their jobs, covering everything from crowd flow to email encryption to the media. It was an enlightening experience for students as it showed them some real world applications of mathematics that related to what they have been studying in lessons, for example, different types of graphs, averages and trigonometry.

# Newman students shine at **Blenheim Palace**, while taking part in the **Winston Churchill Public Speaking Competition!**



Blenheim Palace holds the annual Churchill Public Speaking Competition to **promote love and passion for speaking** and to learn the skills of great speechmaking, writing, developing, and delivering a speech at **Sir Churchill's birthplace**.



The US Trust team took ten KS3 (Y7&8) students to Blenheim Palace to compete in the annual competition. The topic was 'a passion of yours' and the debate club students decided to focus on **Gender Stereotypes** and what a **21<sup>st</sup> century man** really is!



The students and the US Trust teacher lead (Miss Hardy) spent the night in **Combe, Oxfordshire** ahead of the early start and the students had a wonderful time; **team building, tending and feeding the farm animals, playing and practising**.

A judge on the panel said, "Newman Catholic College **presented with energy, clarity and powerful gestures**. The team had a **clear passion** and it **commanded the audience** to stop, listen and make changes".



The NCC team were approached by a competitor and **congratulated** on their '**confident, brave and striking**' attitudes towards gender stereotypes! The teacher concluded "You've come all the way from London to deliver a **message everyone needs to hear**".



The whole process was led by the students: the Y7 team focused on the **research**, which was **shaped and drafted** by the Y8 team, with Miss Hardy supporting and overseeing it. The students and Miss Hardy worked hard as an **ensemble** to ensure everyone was included, shared ideas and **felt heard**.



# Newman Catholic College welcomes Leopold Primary School for the Whole School Read celebration of the Creative Writing collaboration!

Newman has joined forces with Leopold Primary School to work on their **literacy skills** including; **reading and writing, plus their speaking and listening skills.**

The cover for the whole school read anthology was designed by **Lisa Pinto** in **9 Francis**



The students were put into groups and worked together weekly, over a 10 week span.

During this time they **read a novel together** and began to notice and analyse what they **needed to be a successful writer!**



The project included 30 students from KS3 with **60 Y5 primary school students.**



The celebration day commemorated the students' **handwork, dedication and imagination.** Students lead the celebration and a wide selection **presented and performed their work** in many different forms!



The students created a wide range of creative writing, from **poetry to short stories and scripts,** which was **published professionally** as a memento and given out at the Celebration Day.

Each and every student was invited up to collect their **certificate of achievement** alongside their very own copy of the **creative writing anthology - their own work in print!**



# English

The Writing Club is up and running again with some exciting new competitions for our students to enter. We are running our club mainly via Google classroom where students write in their own time and share their ideas with the teacher, who then provides suggestions. We are still participating as a school in the Young Writer's competitions; some fantastic news about this: Clive Vas from 8F was chosen out of 18199 entries nationwide as one of 5 winners! He won a money-prize and a book set.

We are currently awaiting the latest Young Writer's competition results. For all of our poets out there, we are looking for students who are interested in entering the Foyle Young Poet of the Year Award. Interested students: please find Ms Parry for details!

## MYTHS

By John Corcoran Year 8

**There are a lot of myths and legends that get passed from a generation to a generation. Some people think they are true, others think they are invented. Whatever the truth is, we know that everyone from us wants to believe in something magical and extraordinary. So let's familiarise ourselves with some of those myths.**



One of them is the myth about a mystical creature called the griffin. The griffin has the front half of an eagle and the back half of a lion. It is said to be a really smart creature, able to read and answer riddles.

Another mystical character is Hercules, who is said to be a demi-God with a human mother and a God father - Zeus. He was really strong and he had to do 12 labours as a challenge to prove himself and his strength. At one of them, he had to kill a lion. He was said to have helped a lot of innocent people and killed a lot of evil enemies.



Achilles was another mythological God. He was famous for taking part in the Trojan War and also for having only one weakness – his left heel. He got his weakness because his mum held him by his heel when dipping him in the water of river Scythe. He was a very good warrior and he won a lot of battles until getting stabbed on his heel killed him.

Medusa was described as a monster in Greek mythology. She was said to have wings and poisonous snakes instead of hair. Those who looked in her eyes were said to turn into a stone.



Poseidon was the God of the water, earthquakes, horses and he was one of the most powerful gods. He was separated from his brothers Zeus and Hades at creation. He was said to help stranded castaways or turn the ships of sailors that he didn't like.

Hades was the God of death and the king of the underworld and the brother of Poseidon and Zeus. It is said that when people die they go to him and if they have to pay for their sins they have done he tortures their souls.



Cronus was a titan and a monster, he was scary because he ate his own children but his brothers Hades, Zeus and Poseidon escaped from their father.

# Reading for Pleasure

Accelerated Reader is used to help students to choose books within their reading level. This term students have worked hard to exceed their personalised targets. Congratulations to the following students

## Year 7

Ismael Abdur Rahman, Gulled Ahmed, Gabriel Fagotto, Shrey Kumar, Milosz Kozlik, Riyad Madane, Mohammed Mahmoud, Jamali Mann, Nimanshu Shashikant,

## Year 8

Anas Ali Shire, Kennedy Andrade, Volodymyr Antoniv, Razvan Avram, George Ciuntu, Dhruv Dinesh, Victor Freisleben, Romeo Ilonka, Jaydev Jaydendrakumar, Sean Kane, Adrian Kozlowski, Malik Lar, Aleksander Lepecki, Benjamin Lingurar, Charlie McAveety, Essey Mehabab, Mohamed Osman, Chris Pinto, Rudra Rameshlal

## Year 9

Arre Aden, Othman Alaoui, Abdulsalam Alawadi, Jhay-L Antonio, Bogdan-Catalin Apetroaie, Doyle Bona, Ylli Bytyqi, Kayden Daley, Asher Dias, Ahmed El Gamal, Aelizio Fernandes, Musa Hassoun, Yousif Hussain, Godwin Jyan, Nitin Lalji, Benjamin Lola, Denilson Nwokoro, Lisa Pinto, Mohammed Shakib, David Shamon, Sergiu Stoica,

## Word Millionaires

**Students who have become word millionaires this term**

**Benjamin Lola, Lisa Pinto, Godwin Jyan, Charlie McAveety**

**Mohammed Mahmoud and Mohamed Osman have read 1 million words since September 2019**

**Doyle Bona has read 2 million words this term and 4 million since September 2019**

## Library future events

Celebrating Culture and History,  
Shakespeare on Screen,  
CILIP Carnegie Children's Book Award,  
Books on Screen

# Thrills at the Tower of London



The menagerie, an early zoo, had a wide range of animals until it was closed in 1835, including lions, an ostrich and even a polar bear. Arkshay and Pankit were the lions in the cages this time.

Our trip started with a walk from school to Willesden Junction station. From there we took the train to Tower Hill. The Tower of London is right beside the River Thames. It was a lovely sunny day and we enjoyed the walk. Immediately we saw the iconic spires of Tower Bridge, which is commonly mistaken for London Bridge. We saw the Tower of London on our left and the White Tower. Throughout its history the Tower has served many purposes. It housed the Royal Mint, a menagerie, a records office, an armoury and barracks for troops. Until the 17<sup>th</sup> Century it was used as a royal residence. Our students learned that the Tower of London protected the city for nearly 1000 years. Today it is largely a museum and a fascinating look into the past. Students enjoyed a variety of interactive games, saw an impressive collection of armour and the royal jewellery. We enjoyed every moment of our trip!

## EAL College

**Guided Reading takes place daily to support reading fluency and comprehension.**



### EAL Sponsored Read

EAL Pathway classes are taking part in a sponsored read! They are raising money to buy more books and create an EAL Library where they can find books that have interesting stories and are a lot of fun to read!



Fabian enjoys school, "I like the school because the students are polite and the teachers teach nicely!"



My favourite subject is DT because I like to cut the wood, and learn how to make different shapes from wood! There you can learn a lot of things that are useful in your home life!"

**"I like school because the teachers are nice and the students are polite."**

**On Wednesdays EAL Pathway students enjoy a dance club from 5pm to 6pm. The dance club is located in the new dance studio. "We put on our favourite music and enjoy dancing with our friends and teachers. All the boys and girls enjoy it and it not only allows young people to have fun, but it helps them be healthy," said Daniela.**

**"Some people dance, but some people just watch," added Nisar. "We try English dances and some Afghan people perform Afghani dances."**

### Enjoying PE

"We all need to do sport in our life, life without sport is not a healthy life," said Robert. EAL pathway classes were inspired by a PE assembly. They learned about staying healthy and keeping fit. Manisha said, "I like cricket because it is enjoyable and I like the PE lessons at school." Ankit likes football because it is fun.



### Creativity in Design and Technology

"DT allows us to practise our creativity through designing and making things. DT teaches us how to combine our skills with knowledge and understanding. We are designing and making things in our own way using our creativity. Students learn about the names of the tools and the materials they are using. We began by learning to use basic tools to cut out the shape from wood or plastic and use hand finishing and painting to have a successful and professional looking outcome," explains Menna.



### Creating delicious dishes

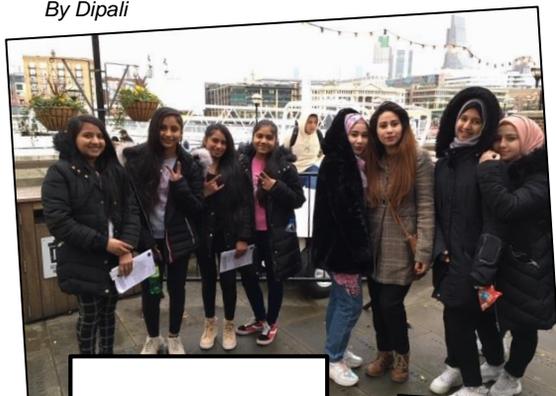
12/13 Hinsley enjoy learning how to cook and have been making a range of dishes this term. "In our cooking lesson we had to work in groups of four and make a noodle dish," explained Jaydip.



"First we put water on the hob and waited for the water to boil. Then we put the noodles in. Then we had to wait for the noodles to cook (the noodles took around five minutes to cook). When the noodles were ready we had to check the noodles. Then we ate them in class and the noodles were so tasty. We enjoyed the lesson."

# Macbeth at Shakespeare's Globe theatre

By Dipali



**"We really enjoyed it and learned so many things."**



The Globe Theatre is a theatre in London associated with William Shakespeare. It was built in 1599 by Shakespeare's playing company, the Lord Chamberlain's Men, on land owned by Thomas Brend and inherited by his son, Nicholas Brend and grandson Sir Matthew Brend. It was destroyed by fire on 29 June 1613. The second Globe Theatre was built on the same site in June 1614. The modern reconstruction of the Globe we now see, named Shakespeare's Globe, opened in 1997.

EAL students were given a wonderful opportunity to visit Shakespeare's Globe Theatre this term and to see a performance of Macbeth.

Macbeth is a spooky horror story set in Scotland. It is thought to have been first performed in 1606. Today, they show the performance about Macbeth to people and students from different schools and also offer free tickets. We really enjoyed the performance and we learned so many things, for example, new keywords and the themes of the play such as loyalty and ambition.

The actors were amazing. They are very confident on stage. Moreover, the theatre staff were very nice and helpful to us.

The trip to Shakespeare's Globe theatre was wonderful. We really enjoyed it and learned so many things that will help us in our GCSE English next year.

If you get the chance to go to Shakespeare's Globe theatre, just use that opportunity and visit the theatre. You will enjoy it there and learn some new things.

## FACT FILE: William Shakespeare

- William Shakespeare was born in 1564 in Stratford Upon Avon.
- He left school when he was 14 or 15.
- In around 1590 he left Stratford and went to London.
- He worked in London as an actor and then started writing plays.
- He wrote many famous plays including: Macbeth, Romeo and Juliet, Hamlet, Measure for Measure, Othello, The Tempest, A Midsummer Night's Dream, King Lear, The Merchant of Venice, Twelfth Night and Henry V.
- He helped build a new theatre called The Globe, which opened in 1599.
- He wrote at least 38 plays and he became very rich.
- He died in 1616.

## Shakespeare's Globe Theatre



Shakespeare's Globe was built as close to the site of the old Globe as possible. It was built in the same way as the original Globe, using the same materials that they used in 1599. The builders used the same kind of wood: green oak. They went out and chose the trees for the stage pillars. They used the same techniques and tools to shape them as carpenters did in Shakespeare's time. But they couldn't do everything in the same way. Safety regulations meant they had to use modern scaffolding and cranes to build the theatre and they had to line the thatch with fire-retardant material.

## "It was the best play I had ever watched"

By Hiba

On 29th February 2020 I went with my class to Shakespeare's Globe theatre to see one wonderful play called Macbeth.

It was the best play I have ever watched; it is a beautiful story, and I like the characters - Macbeth, Lady Macbeth, The Three Witches, King Duncan and others. I like all the characters. The story is about loyalty, ambition and guilt. Lady Macbeth urges her husband to kill King Duncan, but in the end she is driven mad by guilt and kills herself.

I like the movement of the actors in the scene, I felt like I was living the story because it was done in an interactive way.

What's more I like the end of the play which was wonderful in how they mixed the action between acting and dancing - that was fantastic.

# Inspired by colour

Students in KS3 Pathway were inspired by colour to write poetry this term. "Writing poetry was interesting and fun," said Nimanshu. Jaydev also liked learning about poetry, "I liked reading different poems.". Adrian added, "I think I have a new hobby!"

Red is anger because someone says something bad.  
Blue is like shiny fish and we like eating fish.  
White is a cloud on a sunny day.  
Black is like the crow that is big and black.  
Yellow is like the very hot sun.  
Green is silence and people like silence.  
Silver is a coin shining in my hand.

*By Jaydev (KS3 Pathway)*

Pink is my sister with a pink scooter.  
Blue is my sadness because my mobile phone is broken.  
Black is like a dark night.  
Red is anger because my friend deleted a photograph on my phone.  
Green is my happiness because my mum bought me a laptop.  
Purple is the calm sea.  
White is the exam paper I see on my desk.  
Silver is the picture of the Eiffel Tower I see on the classroom wall.

*By Nimanshu (KS3 Pathway)*

Red is an important colour.  
I don't like pink because girls like pink.  
White is an amazing colour and I like drawing on white paper.  
Black makes me remember the ink in my pen.  
Blue is everywhere, in the sea and sky.  
My favourite colour is yellow, it's bright and sunny.  
If you like orange then you will not be sad.  
Gold is my beautiful car.  
But brown is the best, like a big brown bear.

*By Nitin (KS3 Pathway)*

Red is when the house is burning, as red as a bird.  
Black makes me remember when I lost my pen, as sad as a lion.  
White makes me remember to do my homework, as fast as I can.  
Yellow makes me think of Snapchat, as yellow as the sun.  
Green is when the tree is growing up, as fast as it can.  
Blue makes me remember my lovely flag, as happy as everyone.  
Brown is the colour of the tiger, it is sitting on a tree and very happy.

*By Osman (KS3 Pathway)*

**EAL College**

## Seasons

### Spring

Spring is beautiful  
Green nature  
Everyone having fun  
and looking at the clouds.

### Summer

Summer is beautiful  
Bright colours  
The sun is yellow  
Green grass and corn  
are ready. Then it's time  
for a long day  
and everyone is spending  
it outdoors or sleeping.

### Autumn

Autumn is very different  
Colours are blue, green  
It's even purple.  
It's mushroom time  
Rainy days and  
everyone is walking.

### Winter

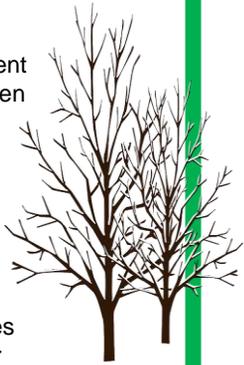
Winter is white  
Nothing is on the trees  
The nights are longer  
and it is dark everywhere  
Christmas Eve  
in the family home  
Warm holidays end  
and the next season comes  
Everyone is happy  
because the frost is leaving.

*By Adrian (KS3 Pathway)*

Gold is a special medal that you might get.  
Blue is very rare.  
Red is the fireball that gives us heat.  
Green is lots of things, like trees, grass and plants.  
Turquoise is the most beautiful colour in the world.

*By Razvan (KS3 Pathway)*

Additional reporting by the EAL Editorial Team: Menna (PNB), Daniela (PMA), Adrian (8Q), Ahmed (KS3 Pathway), Nisar (PMB), Robert (PNA) and Jaydip (12/13 Hinsley). Special thanks to Jaydev and Nitin for photography.





## Educational Online Activities for the Easter Holiday

With the UK lockdown for coronavirus, it is important to keep active and occupied during the Easter Holiday. Here is a list of free online activities and we hope you can find one that suits your interest.

### **Fitness with Fitbit Coach**

You don't need to own a fitbit tracker to install the free app and follow the different workout videos.

<https://coach.fitbit.com/>

### **Virtual visits to world famous sights**

The link below provides you link to 22 famous museums, national parks, zoos worldwide.

<https://www.insider.com/museums-theme-parks-offer-virtual-tours-ideal-for-social-distancing-2020-3>

### **Create an animation**

Think of a story and create a short animation using this free animation app and share with your friends.

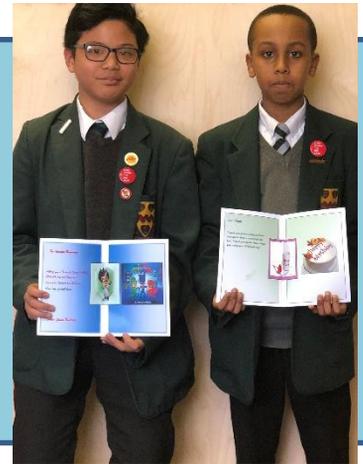
<https://app.animaker.com/>

### **Create music**

Try creating different styles of music. **Garageband** is a easy to use app but only available in iOS. If you don't have an Apple device, try **Walkband** on Android.

Do make sure that you balance online activities with offline activities such as reading, drawing and writing. Also, do help your parents with chores at home such as cooking, cleaning and laundry. Keep safe and enjoy your holidays.

## Year 7 DT - Graphics



Year 7 boys proudly displaying their Pop-Up Birthday Cards .

## Year 7 DT – Resistant Materials



Year 7 boys displaying the final outcomes of their creative pewter keyrings.

**Year 8 DT – Resistant Materials**



**Year 9 DT – Resistant Materials**



# CATERING NEWS



Tobi , in Year 7 looking pleased with himself...he made 'Strawberry Smoothies', hand-decorated



Huda....in the Sixth Form....made a lovely selection of muffins....including dried fruit and desiccated coconut!

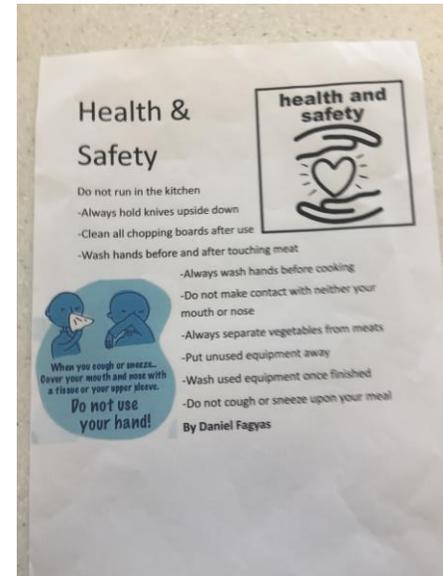


Julia and friend....from the Project class 12Z....showing off their 'shortbread biscuits', made using the 'gingerbread men' cutters....

Daniel Fagyas, Year 8 devised his own Health and Safety poster....



Carrying on with the 70's theme.....Robbie and his Rockin' Rock Cakes....! Year 9



We made some dishes with a 70's theme! e.g. Denilson in Year 9 made cheese straws!



Swiss Roll Making



Pancakes for Shrove Tuesday

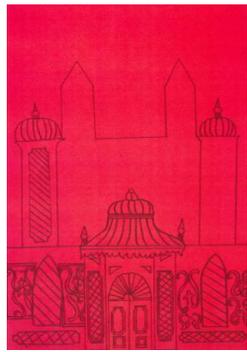
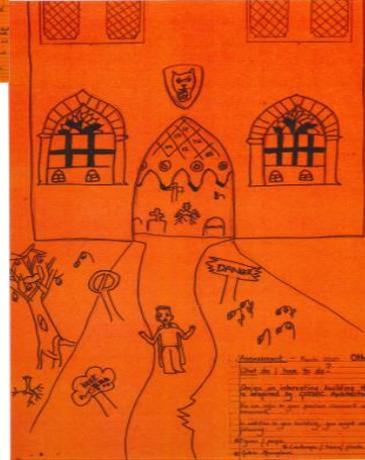




**Gothic Architecture is a style that flourished during the high and late Medieval period. It originated in 12th Century France and lasted into the 16th Century.**

**Its distinguishing features are elaborate stone vaulted roofs, pointed arches, large windows, clustered columns, gargoyles and other rich stone carvings.**

**Here, Year 9 have imaginatively designed buildings with a Gothic influence.**



**Year 10 Students proudly show off their self portraits which depict their country of origin and their interests**



### Student Awards

**Samuel Year 11-** for his overcoming adversity and challenges with dignity and a smile and travelling many miles daily to ensure he gets the best out of his education and also is willingness to support others.

**Meanwell Year 10** - awarded for creating a club to help support students in his year group. The students who nominated him felt he is always going under the radar but deserves to be noticed for his dedication to helping others.

**Kadeam 6<sup>th</sup> Form** - for generally being an all rounder, helping with coaching after school, supporting the music department and events where he would play for the school. Generally helping out younger students consistently. A lovely young man that is a credit to the school.

**Pralad 6<sup>th</sup> Form** was awarded for being supportive in many events externally with the school, always very diplomatic and respectful at all times. He was quoted to be ' an outstanding young man a real credit to the school.

**Reece Year 10** was nominated by his athletics group **Track Academy** for his outstanding ethic and being a supportive member to the team.

**Daniel Year 10** for always attending school with a positive attitude and excellent work ethic whilst being a young carer at home. A real credit to his family and a positive role model for students who have similar circumstances.

**Reece 6<sup>th</sup> Form, Dillon Year 10, and Khalid 6<sup>th</sup> Form** received awards for their involvement with **The US Charitable Trust**.

All these students have shown that with a positive attitude and prove that whatever limitations or struggles you face, you can make a difference.

### Staff Awards

**Miss Hardy-** For all her hard work and dedication going above and beyond with many students and giving her own time to help study skills after school clubs and Shakespeare rehearsals, the students all felt so lucky to have a teacher that will always go that extra mile.

**Mr Albert-** For his hard work and commitment to ensuring that the NCC Sixth Form runs smoothly and that students feel supported



## for every child

On Friday 6<sup>th</sup> March 2020 students from Newman joined Mr Connors at UNICEF's headquarters in Stratford for a fascinating workshop titled 'The Science of Persuasion Project -Understanding How Food Marketing Influences our Choices'

The workshop was focused on the science behind food marketing and the sometimes underhanded tactics used by the food industry to ensure that people are being exposed and effected by their adverts without even knowing it!

Digital platforms use targeting and persuasive design. This means that food marketing can infringe multiple rights under the United Nations Convention on the Rights of the Child. This is something we here at Newman are passionate about and as a Gold Standard Rights respecting school we were keen to get involved.

Below is an Article written by Chris in 8 Joseph telling you about his experiences of the day:

A group of us took part in a UNICEF workshop, looking at the science behind Food advertising .We went to Stratford by train. We walked through Westfield Shopping Centre, it was amazing. The building was huge and there were a lot of outlets such as Primark. The building was fully lit up and looked very stylish!

The UNICEF building was very impressive, with views over London. We could even see the Olympic Stadium, it was a very tall building with lots of floors and really nice offices.

One thing that I learnt was that in some adverts they use a syringe to make the food look better, but injecting it with different things. It made me feel a bit weird because I haven't seen people using a syringe for food. My favourite part of the day was when we talked about different types of advertisements and how many people would have got attracted to it. It really made me think about how powerful some adverts can be.



# Raising Aspirations

## Skills@ncc

The skills@ncc group is a club run by students for students. It got off to a great start this term. Students were working on coming up with a charity, logo and advertising campaign for their charity to raise money.

They also held a successful bake sale! Well done!

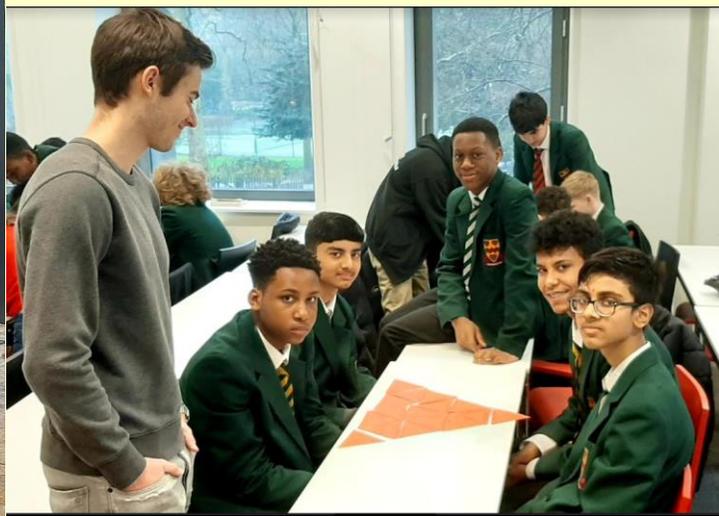


# Raising Aspirations

## Visiting LSE

Since January, 26 students across year 9 and 10 have taken part in a mentoring programme. This consisted of LSE students and graduates mentoring our students on a range of skills including higher education opportunities, public speaking and revision skills.

This term the students got the chance to visit LSE (top university for Social Science and ranked 2<sup>nd</sup> in the world) with some of their mentors. They were taken around the campus and shown the biggest social science library in the world also. They had Q&A sessions with undergraduates and they asked them some fantastic questions



## Visiting LSE

"I really enjoyed the campus trip, as I learned a lot from it, about the history of the university, the different buildings, what you would find in a certain building and the different activities that go on in the university. We visited the library, which is said to be the world biggest social-science library!" **Jayden D'Souza Year 9**



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■

"The trip to LSE interested me quite a bit and made me consider LSE as a university choice. This is because I am interested in psychology for college, and potentially in further education. When we went in, I was amazed by the amount of facilities they had in the campus, such as the gym, library, and more. The library is the largest social science library in Europe and it was very interesting. There was also a large array of learning resources for students." **Robbie Majewski Year 9**

"the trip encouraged me even more to get to university and all of the benefits of a higher education. I was educated on LSE and I learnt that LSE is based around social sciences and why I should consider LSE and social sciences in the future. The trip definitely made me consider LSE as a university that I'd like to attend in the future because of the high demands expected from students and how it is ranked 2nd in the world for social sciences and management- something I may consider to study." **Farhan Musa Year 10**

"I enjoyed the visit to LSE and am considering going there. I was particularly interested in some of the groups they held such photography or beekeeping. I also liked the design of the buildings that they had on campus. I found the statistics about LSE shown in the slideshow in the beginning interesting." **Dylan Anthony Parle Year 9**

## Brent 0-19 Children's Services

### Health Visitors & School Health Team Virtual Clinic



**Our Virtual Clinic Advice and Support line is open  
7 days a week 9am to 5pm (including bank holidays)**

**Please Phone 020 8102 4900 or  
email [clcht.brentadminhub@nhs.net](mailto:clcht.brentadminhub@nhs.net) or  
[clcht.brentinfantfeedingsupport@nhs.net](mailto:clcht.brentinfantfeedingsupport@nhs.net)**

**for a confidential telephone health advice and support**

- ⇒ **The Health Visiting team provide support on all aspects of child health, development and parenting including:**
  - **Infant Feeding / Introduction to Solids**
  - **Management of Minor Illness**
    - **Behaviour / Sleep**
- ⇒ **The School Nursing Team can offer health promotion advice on:**
  - **Allergies / Bedwetting**
  - **Nutrition / Growth and Development / Physical Activity**
  - **Behaviour / Relationships and more!**

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**Do continue to follow Government advice on Covid-19**

**(<https://www.gov.uk/coronavirus>) Please refer to the online 111 tool (<https://111.nhs.uk/covid-19>) if your child or anyone in your household shows symptoms**

# FREE SCHOOL MEAL APPLICATIONS

Newman Catholic College

Harlesden Road, Willesden  
London NW10 3RN

Tel: 0208 965 3947/8497

Fax: 0208 965 3430

E-mail: [office@ncc.brent.sch.uk](mailto:office@ncc.brent.sch.uk)

Website: [www.ncc.brent.sch.uk](http://www.ncc.brent.sch.uk)

Headteacher: Mr D P Coyle

Chair of Governors: Mr P O'Shea

The qualifying benefits are:

- Income Support (IS)
- Income-based Jobseekers Allowance (IBJSA)
- Income-related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual

Income, as assessed by HM Revenue and Customs (HMRC), that does not exceed £16,190

- The guaranteed element of State Pension Credit
- Working Tax Credit run-on-paid for four weeks after you stop qualifying for Working Tax Credit
- Universal Credit

## Apply for free school meals

If you meet the criteria you can apply by:

- [Download the application form](#) (.pdf, 1.41MB) and return to Children's Team, Brent Customer Services, PO Box 1057, Wembley, Middlesex HA9 1HJ
- Asking your child's school for an application form which you can return to them or us
- Contacting Brent Customer Services Team on 0208 937 3110 for a paper copy of the application form which they will post to you.

The application form is only for a child or young person who attends a school or nursery in the London borough of Brent.

We will ask for proof of Child Benefit to be provided if this is your first application for free school meals. Eligibility for free school meals will not be backdated, so ensure you apply as soon as possible.

Please note that providing us with an email address or mobile number (or both) will help to ensure we can regularly inform and update you on the progress of your application.

## Working Tax Credit exception

If you receive [Working Tax Credit](#) your children may be entitled to free school meals:

- for no longer than four weeks from the date you became unemployed (or reduced your working hours to less than 16 per week) and started receiving Working Tax Credit.

In this case you will need to provide evidence of your benefit. You need to make sure this information shows the date you became unemployed, or the date you reduced your hours, because free school meals are only available to parents on Working Tax Credit run-on-paid for four weeks after you stop qualifying for Working Tax Credit.

If you have been unemployed and receiving Working Tax Credit for longer than four weeks, then your children are not entitled to free school meals.

If your Working Tax Credit stops and you begin receiving a different benefit that is one of the qualifying criteria listed above, you will continue to be eligible after the four-week period. If you increase your hours or begin working and continue to receive Working Tax Credit your free school meal entitlement will stop.

# Remote Learning - A few examples

## Health and safety

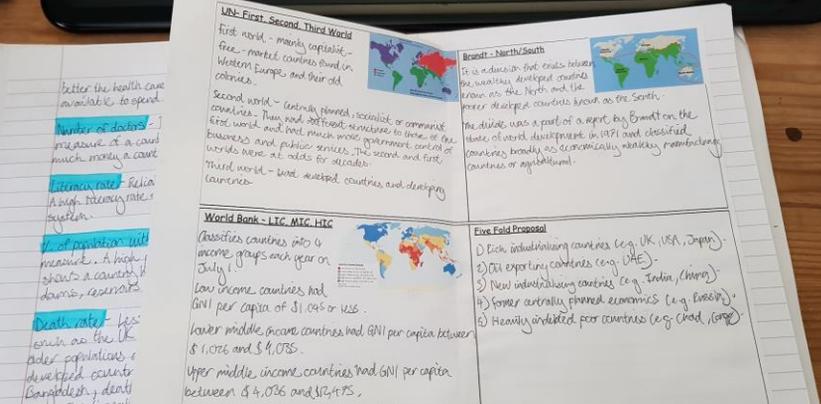


Tie up your hair when cooking

Don't play with knives

Keep veg and meat away from each other

Lucario Torres

**UNE - First, Second, Third World**  
 First world - mainly capitalist - free-market countries based in Western Europe and their old colonies.  
 Second world - centrally planned, socialist or communist countries. They had different economies to those of the business and public services. The second and first world were at odds for decades.  
 Third world - low developed countries and developing countries.

**World Bank - LIC, MIC, HIC**  
 Classifies countries into 4 income groups each year on July 1.  
 Low income countries had GNI per capita of \$1,045 or less.  
 Lower middle income countries had GNI per capita between \$1,026 and \$4,035.  
 Upper middle income countries had GNI per capita between \$4,036 and \$12,475.  
 High income countries had GNI per capita above

**Brundt - North/South**  
 It is a division that exists between the wealthy developed countries known as the North and the poorer developing countries known as the South.  
 The divide was a result of a report by Brundt on the state of world development in 1979 and classified countries broadly as economically advanced, intermediate, countries or agricultural.

**Five Fold Proposal**  
 1) Low industrialising countries (e.g. UK, USA, Japan).  
 2) All exporting countries (e.g. UAE).  
 3) New industrialising countries (e.g. India, China).  
 4) Former centrally planned economies (e.g. Russia).  
 5) Heavily indebted poor countries (e.g. Chad, Laos).



The London Bites

## Baking at Home



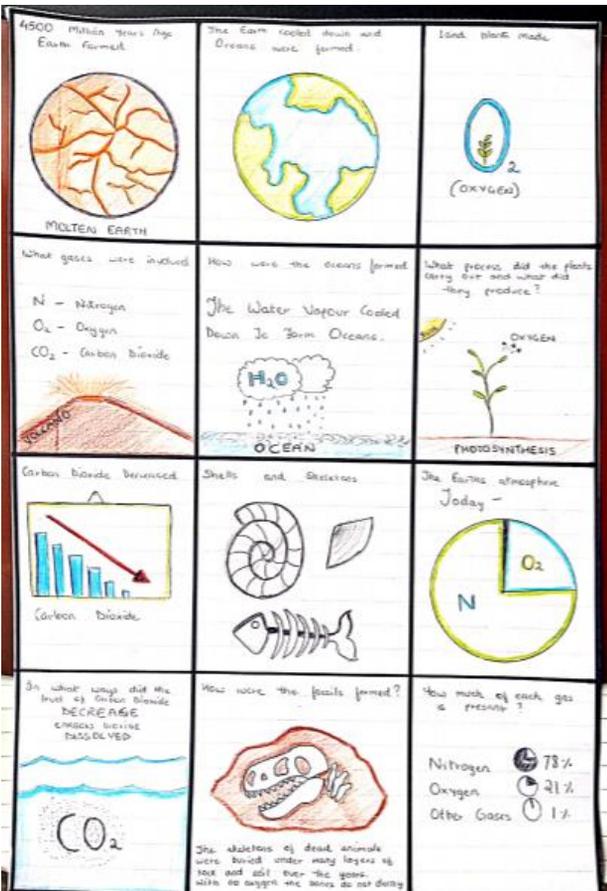
1kg of strong white bread flour.

21g yeast  
1 tablespoon salt  
2 tablespoons sugar.

**Ditching - the lightning war -** was the name given to the devastating German bombing attacks to which the United Kingdom was subjected from September 1940 until May 1941. The Bites as it became known in the British press was a sustained aerial attack, sending waves of bombs raining down onto British towns and cities. The attacks were carried out by the Luftwaffe and made up a larger campaign of attempting to destroy British infrastructure, cause devastation, destruction and lower morale. Across the UK, towns and cities were subjected to the German bomber raids which, over the course of eight months resulted in 43,500 deaths of innocent civilians. The planned campaign emerged from the failures of the German Luftwaffe during the Battle of Britain which played out in July 1940. The battle itself was a military campaign fought in the air whereby the Royal Air Force successfully defended the United Kingdom from Nazi air attacks. The appearance of German bombers in the skies over London during the afternoon of September 7, 1940 heralded a tactical shift in Hitler's attempt to subdue Great Britain. During the previous two months, the Luftwaffe had targeted RAF airfields and radar stations for destruction in preparation for the German invasion of the island. With invasion plans put on hold and eventually scrapped, Hitler turned his attention to destroying London in an attempt to demoralize the population and force the British to come to terms. At around 4:00 PM on that September day, 348 German



The Bites came to an effective close in May 1941 when Hitler decided to invade the Soviet Union. The Luftwaffe did not have sufficient resources to conduct a two-front war, and German aircraft were redeployed to the east. The Bites refers to the strategic bombing campaign conducted by the Germans against London and other cities in England from September of 1940 through May of 1941, targeting populated areas, factories and dock yards. The first German attack on London actually occurred by accident.



4500 Million years ago Earth formed.

The Earth cooled down and oceans were formed.

1st air blank made.

MOLTEN EARTH

What gases were included:  
 N - Nitrogen  
 O<sub>2</sub> - Oxygen  
 CO<sub>2</sub> - Carbon dioxide

How were the oceans formed:  
 The Water Vapour Cooled Down to form Oceans.

What gases did the plants bring out and what did they produce?  
 OXYGEN

PHOTOSYNTHESIS

Carbon dioxide decreased.

Shells and skeletons.

The Earth's atmosphere today -

Carbon dioxide

How were the fossils formed?  
 The skeletons of dead animals were buried under many layers of soil and ash over the years. With the oxygen the shells do not decay.

How much of each gas is present?  
 Nitrogen 78%  
 Oxygen 21%  
 Other Gases 1%



Photos by Todor Ostijic NW10 Photography