



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS

LETTER



Year 11 Pupils Have the Recipe for Success!

Year 11 pupils are working hard on their assessment activities and this week those studying Food Technology have produced an array of exceptional dishes, demonstrating great skill and creativity and impressive presentation skills. Ms George is rightly proud of their work!



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

JOIN US

We are an ambitious Sixth Form, and we invite all of our students to be ambitious too. Being ambitious means a great deal. Clearly it means to expect the best from ourselves. We set high targets at the Sixth Form because we want the best for our students. We are small enough to be able to ensure students have the coaching they need to achieve those targets. We know our students well enough as individuals to help them tackle the barriers that might prevent them making the best progress possible. Consequently, results achieved by our young people have improved year on year and are within the top ten percent of students nationally.

But being ambitious means more than just high targets for your exams. It means being ambitious for the future, for your next destinations – whether that be securing an offer from a Russell Group University or Oxbridge place – or a pathway to a career you are passionate about. We coach each young person through their application process to the next stage of their education and training – each student will have a named person who they can speak to and get advice from. This involves guiding students with their choice of course and personal statement and whether it be a dream to go into a career in medicine and healthcare, accountancy, or journalism, being ambitious means to tenaciously pursue the future that you want.

But being ambitious has more merit – it is more than just your next stages. It is part of the character and value that we build and encourage. It means taking chances and seizing opportunities. We offer a huge number of fantastic opportunities to our students, which will challenge your creativity, your passion, and fundamentally your willingness to seize opportunity that enable you to succeed.

That is ***being ambitious***, and that is what we encourage all of our students to aspire to.



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A place to **ENJOY LEARNING**

To apply for a place, complete our initial application form which can be found here:

APPLY HERE

Sixth Form Prospectus - Click Here



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The History specification gives students the opportunity to study a range of different historical periods and experience different disciplines within the subject, including British and European History.

In Year 12, students study Tsarist and Communist Russia, 1855 – 1964 which links well to the depth and world studies that students covered at GCSE level and gives students the opportunity to critically examine the history of one of the world's most intriguing powers. In Year 13, students study The Making of Modern Britain, 1951 – 2007. By being able to critically study Britain's very recent past, it allows students to be fully informed about the Britain that they are currently living in, and, as part of the next generation of voters, our History students are therefore able to fully make objective decisions during future election processes. Also, in Year 13, students produce their own university-style dissertation based on a topic area and question of their choice which forms 20% of their final exam grade. Students really become engrossed and invested in this third element of the A Level course as it allows them to have a degree of expertise in their chosen area of History and gives them ownership of one fifth of their A Level. When History students have gone on to University, they regularly cite this element of their A Level as being particularly useful in helping them to quickly adapt to both work expectations and standards that Higher

History

Education Institutions demand of them. History is highly regarded by universities as an entry subject and it is a useful and valued subject for the world of work. Historians are sought after for their "thinking skills" - their ability to analyse, evaluate and think critically - and are to be found in Law, Journalism, Politics, Finance, Business, Management, Education and Museum and Archive work. Your ability to think logically, organise data, to solve problems and to clearly explain and justify your opinions will be an asset to any employer.





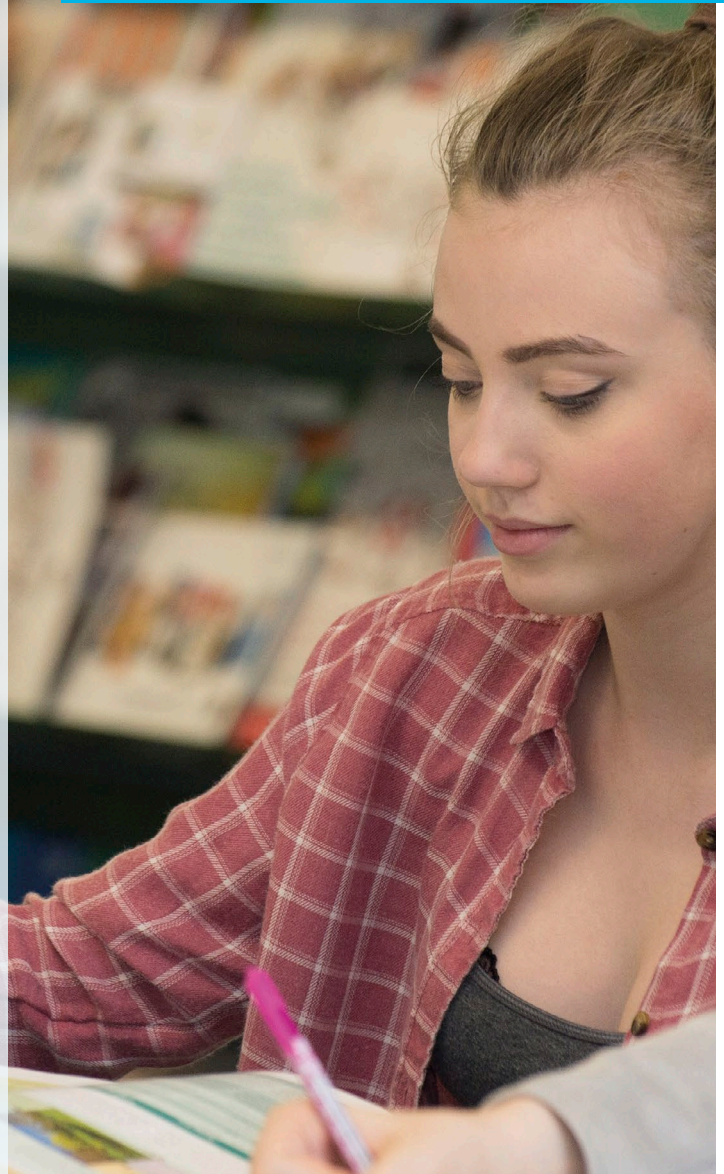
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An exciting opportunity to explore the culture, language and customs of not just Spain but the wider Spanish speaking world. You will learn Spanish to a level where you can communicate with Spanish speakers worldwide.

An A Level in a Modern Foreign Language is a very valuable part of any subject combination. You will start with an introductory phase, bridging the gap between GCSE and Advanced Study. This will lead on to the study of: Social issues and trends (e.g. 'cyberspace'), Artistic Culture (e.g. modern day idols), Grammar, and you will study one film or one literary text. In your second year you will build on the skills acquired during the Year 12 course and further extend your knowledge of a range of topics within Social issues and trends (e.g. Immigration), Political & Artistic Culture (e.g. today's youth, tomorrow's citizens) and Grammar. You will also study one film and one literary text, and you will carry out your own research project.

A thorough knowledge of Spanish can lead to many different careers as the world has become so interconnected. Spanish can be studied as a subject on its own or in combination with other subjects such as Business Studies, Law and Tourism. As well as teaching, translating and interpreting, Spanish is an important asset in many other spheres - commerce,

Spanish



industry, fashion, publishing and communications are some examples. Research shows that language graduates have extremely good employment prospects compared with graduates in other areas. Languages are the passport to anywhere you want to go!



Contact info

To visit our new Sixth Form site, read the prospectus, and watch our Sixth Form and subject videos:

Enter the Sixth Form Portal via the school website

www.longcroftschoool.co.uk

Or phone to speak to the Sixth Form Team

07423 568558



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Achieve your
**FULL
POTENTIAL**



Head of School's Welcome



This week I want to congratulate our pupils on their impressive efforts which have resulted in us reaching the total of over 400,000 ClassCharts reward points so far this academic year.

This is a great landmark to reach and it is particularly pleasing as each point is awarded for an act of great heart, thought or vision by an individual. As parents know, our rewards system is framed around our school values and reflect the kind of human beings we want Longcroft pupils to grow into.

- **Great Heart** is about the human qualities that define an individual. For example, demonstrating kindness, offering support or actively engaging with the wider community.
- **Great Thought** points are awarded for academic success or excellence. For example, the production of an outstanding piece of classwork, homework, an outstanding assessment outcome or an impressive piece of thinking in class.

- **Great Vision** rewards congratulate pupils for demonstrating readiness for the future by developing the skills and qualities that will lead to success in life beyond school. For example, these include good organisation, good timekeeping, great team work or acting on initiative.

In school, we believe that through formal recognition of achievements, positive attitude to learning or community-mindedness, pupils will work harder and take more pride in themselves and their community. In order to promote this and share our celebrations with parents and carers, we use the ClassCharts App, as we all want to create a highly positive and motivated atmosphere, within which pupils can take pride in what they do.

Very well done to all who have gained these 'reward' points in their subject areas, in extra-curricular activities and in their conduct and good manners around school or in the community.

We are proud of every individual pupil who demonstrates these qualities – we look forward to seeing you all collect more rewards as the year goes on and into the future.

Ms I Grant
Head of School

Reward Totals

So far this term our pupils have been awarded the following rewards for acting with Great Heart, Thought and Vision:



Acts of Great

HEART 38,536

THOUGHT 228,934

VISION 143,839

**GRAND
TOTAL:
411,312**



Executive Headteacher's Welcome



Over the last couple of weeks, we've focused on learning outside of the classroom, be it by becoming involved in fun activities that help us develop our interest in particular subjects, establishing routines for completing homework, or most importantly, taking ownership of our learning by revisiting lesson notes, accessing MyLearning and completing additional studies.

Those skills that allow us to successfully manage our own work as adults, do take time to develop in children. Some would argue that they are vitally important in ensuring we are effective in using our time and energies to best effect.

How to prioritise work?

As mentioned last week, the school planner is a wonderful tool for children to record key homework and to indicate when it is complete. As a parent, it is something we need to look at every week and although during COVID-19 our school is operating differently, we should still see homework being recorded. Unfortunately, though, the planner only focuses on recording work chronologically – in the order it was set. This for children can prove to be one of the first challenges. Often, as parents we advise our children to do the homework on the same evening it was set – a good approach, but as certain subjects set more demanding work running over several weeks, or subjects require more self-study if knowledge or skills are not coming easily, then we need to adapt. In fact, organising work is vital and most certainly useful, if we are not to feel overwhelmed. It provides a degree of control and gives us ownership.

Lists are a useful first step. It might seem obvious, but every week I will talk to children who try solely to use the school diary and cannot communicate what tasks they still have to complete. The beauty of this simple approach is you have all of your work in one place and can then systematically work through and cross off completed tasks. Online you can buy week planning pads or if you wish, why not create a page template with your child that they can print? Categorising these tasks then helps to introduce an order, beyond the simple deadline. Even categorising them high, middle or low, helps your child not only to consider the chronological order, but those tasks that might require more time due to their complexities or challenges with regard to the content. It is a nice task to do together at the same time every week, maybe at the start or end of the week – it will also, as a parent, help us to understand how our child is organising their tasks and potentially where our children are struggling.

CONT. OVER >



Routines, therefore, remain critical as well. Advise your child to consider the 80:20 rule; 80 percent of work contributes to less than 20 per cent of its value, so focus on the most important 20 percent first. As for many adults, including myself, the number of emails, texts and phone calls could dominate all I do – the critical planning and improvement work needs time allocating and we need, like our children, the confidence to turn down the volume so we can carve out the time needed.

Finally, once the list is complete, and we have reviewed the deadlines, set our priorities and allocated time, the final step is about our approach. Agree to set time aside with your child, carve out the hour or more to do the work set, plus allowing time for additional independent study, as we mentioned last week, but also ensuring that this is quality time. Speak to any child today and multitasking is nearly the norm – focusing on one sole purpose, one piece of work, for the time set is critical. It is not a race to complete the homework, neither are we seeking to get to the bottom of the list ahead of schedule, we are about investing the time to produce a good outcome.

Obvious I know, but don't underestimate how powerful time management and the prioritisation of work can be, in helping your child manage their workload, so they can be successful academically while also helping them manage the inevitable pressures that will keep them both mentally and physically well.

Do have a good weekend.

Mr J Britton
Executive Headteacher



LOWER SCHOOL



Mr Worthington writes:

Our Lower School pupils have made a fantastic start to this summer term, and pupils in all three year groups are going out of their way to contribute to school life. Our Lower School pupils have already earned over 33,000 rewards this half term!

On the morning of Friday 30th April, we held our most recent reward event - a 'Champion's Breakfast' in the school canteen.

Pupils with the highest number of rewards were invited to a free breakfast, joined by their Care and Achievement Co-ordinator. The Champion's Breakfast is held during every half term, and recognises and celebrates those pupils who best embody the school ethos - for acting with Great Heart, Thought and Vision.

Year 7 Winners

Group 1:

Charlotte Britt
Anika Matta

Group 2:

Amy Bruton
Ameerah-Grace Rumford

Group 3:

Lily Pepper
Elise Forster

Group 4:

Abigail Mavindidze
Callum Tuke

Group 5:

Orlaith Brown
Casie-Mae Clegg
Take care,

Mr Worthington
Head of Lower School





UPPER SCHOOL



Mr Colepio writes:

Year 11 Parents' Consultation Evening

I would like to thank families and staff who joined with the Year 11 Parents' Consultation Evening during the last two weeks. We know how useful it is for you to have those conversations with staff about the best ways of supporting your child in the coming weeks. We wish all pupils the very best for the upcoming Final Assessment Activities.

Year 10 Mock Revision Booklet (Example below)

Subject – Geography

Mock - What will the mock consist of?

Paper 1 – Global Geographical Issues

- Section A – Hazardous Earth
- Section B – Development Dynamics

Paper 2 – UK Geographical Issues

- Section B – UK's Evolving Human Landscape

Above sections will be tested as one paper of 90 minutes

CONT. OVER >



What do I need to revise?

Paper 1

Section A: Hazardous Earth

- Interpreting climate graphs
- Pressure belts causing arid and high rainfall areas
- How to measure the impact of tropical storms
- Why the economic cost of tropical storms vary
- Calculate ratios
- The reasons why projected sea level varies
- How historical records are used to measure climate change
- Different types of plate boundaries
- Characteristics of different volcanoes
- Primary and secondary impacts of an earthquake in a developing country

Section B: Development Dynamics

- Economic development and how it is measured
- Disadvantages and advantages of choropleth maps
- How different systems of governance cause inequalities
- Interpreting population pyramids
- Disadvantages and advantages of intermediate technology
- How Foreign Direct Investment (FDI) can benefit a country
- The impact of economic development on different age groups
- How economic development has changed the international role of an emerging country

Paper 2

Section B: The UK's Evolving Human Landscape

- Why age structures vary between areas in the UK
- Calculate percentages
- Positive and negative effects of regeneration in a named UK city
- How migration has changed the population of a named UK city
- Reasons for the pattern of graduate movement within the UK and effects

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Date w/c	Homework Topic	Activity and suggested strategy	Revision guide pages/My Learning / other specified resource	Additional revision (optional) GCSE Pod	Parent signature
You will need to show evidence of revision to your teacher in the first 5 minutes of the lesson					
May 3rd	Atmospheric Circulation high rainfall and arid areas	Use pages 2 and 3 of the CGP revision guide to complete the following tasks: 1. Describe the climate of an arid area and a high rainfall area. 2. Explain how global atmospheric circulation influences the climate of these two areas.	Pages 2 and 3 of the CGP Revision Guide	GCSE Pod: Global Atmospheric Circulation	
May 10th	Plate Boundaries Convergent, divergent, and conservative plate boundaries	Use page 14 of the CGP revision guide to complete the following tasks: 1. Explain processes that occur at the three types of boundaries. 2. Outline a locational example of each type of plate boundary and the type of landforms that are created there.	Page 14 of the CGP Revision Guide	GCSE Pod: Divergent and Conservative Plate Margins Destructive Plate Margins	
May 17th	Population Pyramids To interpret and compare population pyramids	Use page 22 of the CGP revision guide to complete the following tasks: 1. Sketch the three population pyramids shown on page 22. 2. Compare the pyramids and explain why the population changes as a country develops.	Page 22 of the CGP Revision Guide	GCSE Pod: Different Levels of Development	
May 24th	Migration in London How has migration changed the population of London?	Use page 78 of the CGP revision guide to complete the following task: 1. With reference to London and boroughs of London, explain how age and population structure have been influenced by migration.	Page 78 of the CGP Revision Guide	GCSE Pod: London Case Study London: Migration	
31st May	Regeneration of London London Docklands	Use Pg. 80 of the revision guide to complete the following tasks: 1. Create a table summarising the positive and negative impacts of the London Docklands regeneration. 2. Explain if you think the regeneration project was successful or not.	Page 80 of the CGP Revision Guide	GCSE Pod: London Case Study London: Urban Regeneration and the Olympics	

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Staff have been busy with the preparations for the Year 10 Mock Exams. They have prepared individual subject summaries, detailing the topic areas that will be covered in the exams starting on the 7th June. There are homework tasks to be completed each week, as well as suggested activities to support your child's understanding. These must be completed and brought into school as evidence of work done.

Your support with this will be invaluable. There will also be a section for parents / carers to sign that work has been completed. When work is handed in, it will also be an opportunity for pupils to ask for clarification of any areas that may have found difficult.

We know, despite all the events of the past year, that your child's commitment to their learning and the resilience that they show each day will carry them through the coming weeks and months leading up to Year 11.

It is important that you follow a well-planned revision program to supplement the work that will be done in your lessons. As Bill Shankly once said – "Have a plan; even a bad plan is better than no plan". If you revise little and often, you have a better chance of covering all the key areas, as well as remembering them well.

Your revision plan will also be the homework set. This will give you clear direction on what to revise and when. Or you can make a fresh plan but keep it simple and try to stick to it. Include timings and what exactly you are planning to revise. Use the topic areas that you have been given by your teachers. If at the end of the first week, your plan has not worked then make slight adjustments and start again but you must keep going. The work will be there, the key skills, knowledge and understanding must be grasped, and the success and sense of achievement is there for the taking!

As Frank Peretti says:

'Don't worry about getting perfect, just keep getting better'.

Please see below for a made up exemplar timetable.

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
Revision Session 1 (30 mins)	Math (Algebra)	Timetabled Homework	English	Option 3 History	Chemistry (Atomic Structure)
Revision Session 2 (30 mins)	Physics (Energy)	Option 1 Art	Biology	Option 4 Spanish	Timetabled Homework
Revision Session 3 (30 mins)	Timetabled Homework	Option 2 Drama	Timetabled Homework	Timetabled Homework	Celebrate if all ticked

Mr Colepio
Head of Upper School



SIXTH FORM



Mr Henderson writes:

We have a very busy and exciting period ahead. While Year 13 will leave us, we are finalising taster sessions for the current Year 11. We also have the Mock timetable that our Year 12 students are planning for. Students have revision plans from teachers which structure their revision; these will be published next week.

I have had some fantastic conversations with Year 11 pupils this week regarding options with more choosing to continue their study of Art with us. Our Art department gets fantastic results, and follow the Art and Design Fine Art option. This course is intended to introduce you to a wide range of art processes and materials, giving you the ability to develop your knowledge and skills allowing you to develop your own individual way of working. Throughout the course you will be working to develop your recording and research skills whilst being introduced to a wide range of historical, local and contemporary artists.

Students will need to have studied Art GCSE and achieved a pass at Grade 4 to be able to progress to study A Level Art and Design. Many of our students go on to university to study Art and Design, Architecture, Interior Design, Jewellery Design, Photography, Textiles or Wallpaper Design while others use their time in Art A Level to assist them in their chosen field of work, examples including floristry, hairdressing, window display and garden design.

Within the first year you will be working towards a given theme developing your artistic practices and research skills while being introduced to a wide selection of both historical and contemporary artists whose work relates to the course topic.

CONT. OVER >



Sixth Form

Mrs Winter

07423 568558

joanne.winter@longcroft.eriding.net



The emphasis within the second year will be on independent study to enhance or develop your own personal work and students are supported through this section of the A Level. The externally set assignment is released in February by the exam board and takes the form of an overriding theme and a given set of starting points to assist with development of the exam project. Students are supported with identifying their own personal responses to the theme. Thank you to Year 12 student Tegan and Ariel who is joining us in September.

Mr Henderson
Head of Sixth Form





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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9am - 12pm	B		Art	E	Normal Timetable
Lunch					
1 - 4pm	D	A	C		

All subjects in a block will sit the Mocks at the same time. (Except BTEC courses)

Mocks for each subject can be anywhere up to 3hrs long.

Mocks will take place under exam conditions but in our area. Final rooms still to be decided.

The normal Year 12 timetable for this week will be disbanded until Friday where lessons will carry on as normal.

Timings for Monday to Thursday will be changed so that 9-12am will be morning exam time,
and 1-4pm will be the afternoon exam time.

Block A	Block B	Block C	Block D	Block E
Criminology	Government	Art	Business	Chemistry
Geography	Physics	Biology	English Literature	English Language
Health & Social Care	Psychology	Dance	Maths	French
Music	Theatre Studies	History	PE	Media Studies
				Sociology
				Spanish



Mr Rogers writes:

I often write about how we can stay healthy, mentally and physically. One factor to help equip us to manage all those things is being well rested for the day ahead. Life can get busy, hectic and stressful and we can often ignore our need to sleep better.

Sleep is an essential function that allows your body and mind to recharge, leaving you refreshed and alert when you wake up. Healthy sleep also helps the body remain healthy and stave off diseases. Without enough sleep, the brain cannot function properly. This can impair your abilities to concentrate, think clearly, and process memories.

Most adults require between seven and nine hours of nightly sleep. Children and teenagers need substantially more sleep, particularly if they are younger than five years of age. Work schedules, day-to-day stressors, a disruptive bedroom environment, and medical conditions can all prevent us from receiving enough sleep. A healthy diet and positive lifestyle habits can help ensure an adequate amount of sleep each night – but for some, chronic lack of sleep may be the first sign of a sleep disorder.

Optimizing Your Sleep Schedule

Taking control of your daily sleep schedule is a powerful step toward getting better sleep. To start harnessing your schedule for your benefit, try implementing these four strategies:

- **Set a Fixed Wake-Up Time:** It's close to impossible for your body to get accustomed to a healthy sleep routine if you're constantly waking up at different times. Pick a wake-up time and stick with it, even on weekends or other days when you would otherwise be tempted to sleep in.
- **Budget Time for Sleep:** If you want to make sure that you're getting the recommended amount of sleep each night, then you need to build that time into your schedule. Considering your fixed wake-up time, work backwards and identify a target bedtime. Whenever possible, give yourself extra time before bed to wind down and get ready for sleep.

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Crafting a Pre-Bed Routine

If you have a hard time falling asleep, it's natural to think that the problem starts when you lie down in bed. In reality, though, the lead-up to bedtime plays a crucial role in preparing you to fall asleep quickly and effortlessly.

Poor pre-bed habits are a major contributor to insomnia and other sleep problems. Changing these habits can take time, but the effort can pay off by making you more relaxed and ready to fall asleep when bedtime rolls around.

As much as possible, try to create a consistent routine that you follow each night because this helps reinforce healthy habits and signals to mind and body that bedtime is approaching. As part of that routine, incorporate these three tips:

- **Wind down for at least 30 minutes:** It's much easier to doze off smoothly if you are at-ease. Quiet reading, low-impact stretching, listening to soothing music, and relaxation exercises are examples of ways to get into the right frame of mind for sleep.
- **Lower the lights:** Avoiding bright light can help you transition to bedtime and contribute to your body's production of melatonin, a hormone that promotes sleep.
- **Disconnect from devices:** Tablets, phones and laptops can keep your brain wired, making it hard to truly wind down. The light from these devices can also suppress your natural production of melatonin. As much as possible, try to disconnect for 30 minutes or more before going to bed.

How Much Sleep Do Humans Need?

The right amount of sleep largely depends on your age. The National Sleep Foundation recommends the following daily sleep allotment for different age groups.

Age Group	Age Range	Recommended Amount of Sleep per Day
Newborn	0-3 months	14-17 hours
Infant	4-11 months	12-15 hours
Toddler	1-2 years	11-14 hours
Preschool	3-5 years	10-13 hours
School-age	6-13 years	9-11 hours
Teen	14-17 years	8-10 hours
Young Adult	18-25 years	7-9 hours
Adult	26-64 years	7-9 hours
Older Adult	65 years or older	7-8 hours

Mr Rogers
Deputy Headteacher
Head of Care and Achievement



TEACHING AND LEARNING



Mr Taylor writes:

Hello again. I was always brought up with books around me. My parents understood the value of books and I was encouraged to read for my own pleasure from an early age.

I still remember the joy I found as a youngster in the "Busy Town" books of Richard Scarry, Herge's Adventures Of Tintin and the Ladybird books of the time (the 70's I hate to admit!). This progressed onto authors such as Sir Arthur Conan Doyle and Charles Dickens. I would spend many an hour on our weekly visit sat in the Library in Beverley engrossed in a book while my parents chose which Mills and Boon, or Sven Hassel novel they would be taking home that week. It never bored me. The books gave me a whole world of incredible stories and information to discover.

Reading regularly and exploring books both at home and school can be so important when a child is developing their reading, but how can parents and carers support their child in reading?

Reading shouldn't be a chore. Daily family life can be extremely busy or complex and time to sit and read can be forgotten or difficult to manage.

Take a look below at some different ideas and tips for promoting reading, there may be an idea for you...

More than just books:

Reading doesn't just have to be about books. Words are everywhere! Encourage your child to read whilst out and about; this can be less daunting than sitting down with a book and also address the issue of finding time. Possibly look at a magazine together, read information leaflets about places or information boards on daytrips. You could set your child a 'reading whilst out and about' or 'reading around the home' homework task such as 'record 5 places you spotted the letter "e"'.



On-line:

E-books can provide a different way for parents and carers to engage with reading; some people may feel more comfortable with a digital device than a physical book. Many e-books are available for free, some school reading schemes also have e-books available online.

Authors:

Author websites can also be available on-line, and parents and children may enjoy exploring their favourite authors.

Libraries:

The school and local library (when COVID-19 allows) can be an invaluable resource that is often under used. Promote the library and encourage your child to discover this free resource. Going to the library can be a fun way to spend a few hours on the weekend and dedicate some time to reading. Most libraries have a wide variety of books to explore and a cosy environment. Libraries usually have free internet access to explore e-books or author websites too. They may have audio books that can be borrowed or listened to also.

I hope maybe you too can create that same fascination in reading that my parents instilled in me.

Have a good weekend

Mr Taylor

Head of Teaching and Practitioner Development



Memory Lane

This week we feature two of our girls' teams from 1976/77.

The 4th Year Netball Team is pictured with Mrs Freear, herself a noted netball player who represented her native Ireland. During the 1990's her sons Matthew and Nicky, both outstanding games players, represented Longcroft in a range of sports and earned their Sports Ties – Full School Colours.



Back row:

Tina Leason; Lynne Garside; Susan Devine;
Linda Watson and Hilary Jump.

Front row:

Karen Merritt; Helen Sumner; Julia
Campejohn; Lesley Verity and Mrs Freear.





Long-standing Head of PE Miss Dewar's 4th Year Hockey Team is pictured with the prestigious East Riding Cup.



Back row:

*Pauline Harrison; Jayne Hodges;
Jayne Elvidge; Carol Owen; Karen Old;
Angela Taylor and Gillian Holdsworth.*

Front row:

*Leigh Hooper; Claire Agerskow; Anne Oxley;
Catherine Searle; Janette Armishaw;
Jane Lenton and Miss Dewar.*



Follow us on Twitter to
see more pictures from
Memory Lane

@SchoolLongcroft



Find us on Facebook

Longcroft School &
Sixth Form College



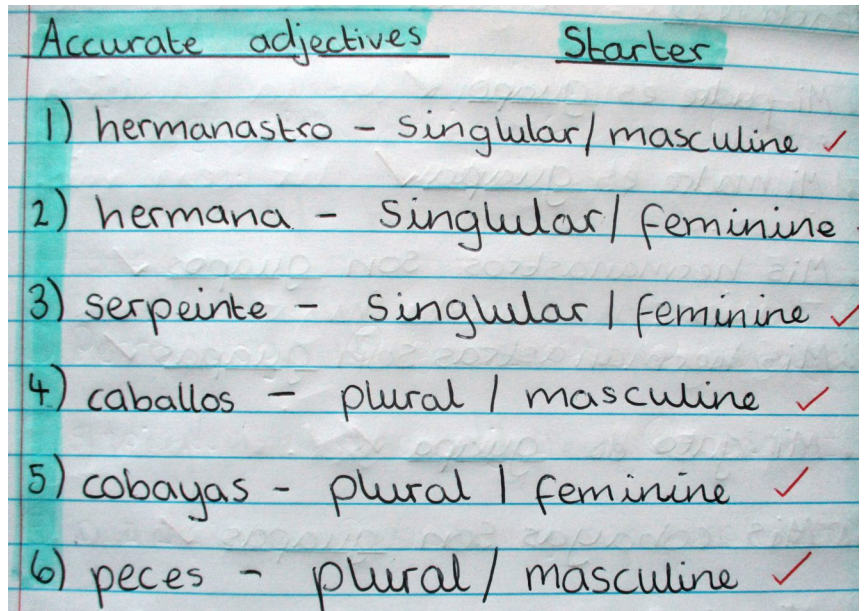
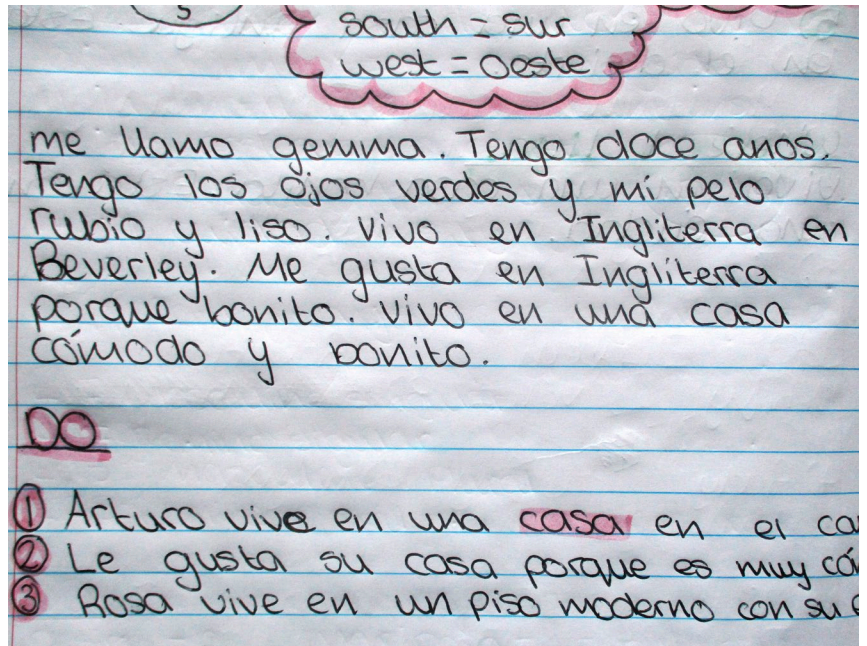
IN FOCUS

SPANISH

This week we feature one of our popular Modern Foreign Languages – Spanish.

The advantages of learning foreign languages are mushrooming as the world becomes increasingly globalised and bilingualism is now perhaps the most useful real world skill to ever exist. Foreign language study is all about learning how to truly communicate and connect with others—an incredibly important life skill that can only be cultivated by interacting with people.

It's no secret that learning a foreign language can improve your employment prospects. More companies than ever are doing business in several, often dozens, of countries around the world, but they can't do it without hiring people who have a grasp on at least one foreign language. Even in small, local companies, chances are that the ability to speak a second language will set someone apart from other applicants. With globalization in full swing, being able to communicate in other languages makes someone much more valuable to an employer. Year 7 pupil Anika said, "I like learning about different cultures." This is certainly extremely valuable.





While some pupils join us with significant experience of languages other than English, possibly even having lived in another country, for many their first opportunity to learn a foreign language is at Longcroft.

Year 7 pupils have been learning important vocabulary and phrases. Their impressive work, examples of which are pictured, demonstrates the enthusiasm with which pupils approach the subject and Mrs Shepherd, Mrs Drew and Mr Colepio have certainly enjoyed teaching them.

Mrs Lear, Head of Modern Foreign Languages, is delighted with the progress pupils make as they continue their studies into Key Stage 4. Year 11 are preparing for their final assessments and have studied topics such as 'Technology in Everyday Life', 'Free Time Activities', 'Global Issues' and 'Travel and Tourism'. They can reflect with pride on their progress and work from a number of Year 11 pupils is also pictured.

This year four students are studying Spanish to A Level in our Sixth Form. Again, Mrs Lear is full of praise for these impressive students and the standard of their work. As well as learning increasingly complex vocabulary and grammar, at A Level students study social issues and trends, political and artistic culture and literary texts and films.

Year 12 student Ella Markille said,

"I really enjoy being able to speak a language other than English and the different culture and language appeals to me. Also the teachers are brilliant."

Conversation - Customs & festivals

Describe a Spanish festival - Describe una fiesta española

San Fermín se celebra en Pamplona entre el 6 y el 14 de julio. Hay una corrida de toros cada mañana a las 8 y lucha de toros cada noche. Para mí no me gusta esta fiesta porque creo que es peligroso.

¿Te gustaría correr delante de los

Do you want to run with the bulls in Pamplona? toros en Pamplona?

No me gustaría correr con los toros. En mi opinión corrida de toros es muy peligroso para la gente y los toros. Para mí no pienso que es divertido. Sin embargo entiendo por qué es divertido para algunas personas.

Jueves el 22 de abril 2021 Ciudad y campo

starter:

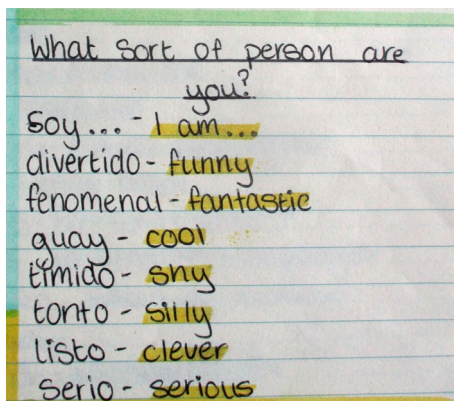
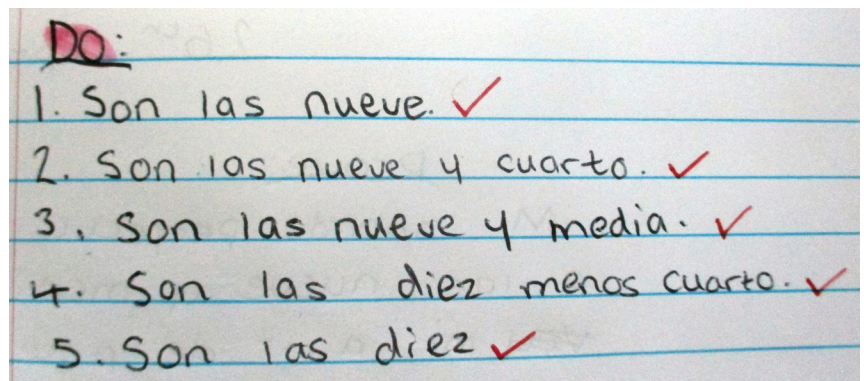
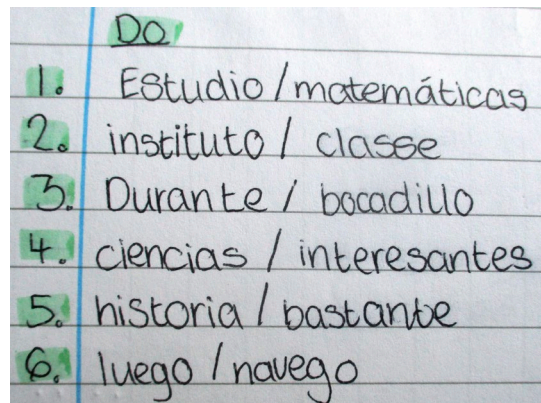
la ciudad	el campo
• una fábrica	• una granja
• ayuntamiento	• animales
• supermercado	• afueras
• polideportivos	• aire libre
• avenidas	• tranquilo
• teatros	• árboles
• restaurantes	• limpio
• hoteles	• chale
• ruidoso	• caballos
• tiendas	
• tráfico	
• grande	
• peligroso	

do.

1. Renata. "al sur de la Ciudad de México." and "vivo en una



Having graduated from the University of Sheffield in 2017 with a 2:1 BA degree in English Literature and Hispanic Studies, former student Amy Littlefield is passionate about the ability to use language in the most effective way and to use this to communicate efficiently and productively. Having studied A Level Spanish at Longcroft, Amy is working in the Spanish education system in Madrid as a language assistant. She said, "I'm helping students to learn English, improve their communication skills and understand British cultures and traditions. In 2014 I worked in Mexico over the summer teaching Mexican students how to speak English. I developed my communication skills not only in English but Spanish too." Amy is definitely enjoying the benefits of language learning as well as using her knowledge to help others.



Verónica: es el más utilizado para recibir al toro. El torero, sujetando el capote con las dos manos, cita al morlaco adelantando el capote y retrasando la pierna contraria para atraer la embestida. Al acabar, se adelanta la pierna que antes se retrasó, con lo que el torero queda colocado para la siguiente verónica.

Media verónica: variante de la verónica, en la cual el torero, apenas sobrepasado por el astado, recoge el capote de costado, y le hace girar a su alrededor. Suele ser la manera de rematar una serie de verónicas.

Largas : lances en los cuales el torero suelta el capote de una mano. Admite muchas variantes.

Gaonera : pase que se realiza con el capote cogido por la espalda, con una mano puesta en la cintura y extendida la otra, que es la que lleva al toro.

Chicuelina : inventado por el maestro "Chicuelo", es uno de los pases más repetidos. El torero cita como para una verónica, pero cuando el toro embiste, el diestro gira en sentido contrario al del morlaco.

Gallego

Galicia se encuentra justo en la esquina occidental de España, justo encima de Portugal. Gallego es una lengua que habla la mayoría de los habitantes del noroeste de la península Ibérica. Es una lengua derivada como todas las lenguas romances del latín aunque al principio era una mezcla de Gallego-portugués pero cuando el reino de Portugal se separó de Galicia las dos lenguas tomaron caminos distintos y se formaron el gallego y el portugués.

Es hablado por alrededor de 2,4 millones de personas. 61 400 los habitantes catalanes que consideraban al gallego como primera lengua, 21 000 los que la consideraban lengua propia y 11 300 los que la consideraban lengua habitual.

martes el 23 de marzo los toros

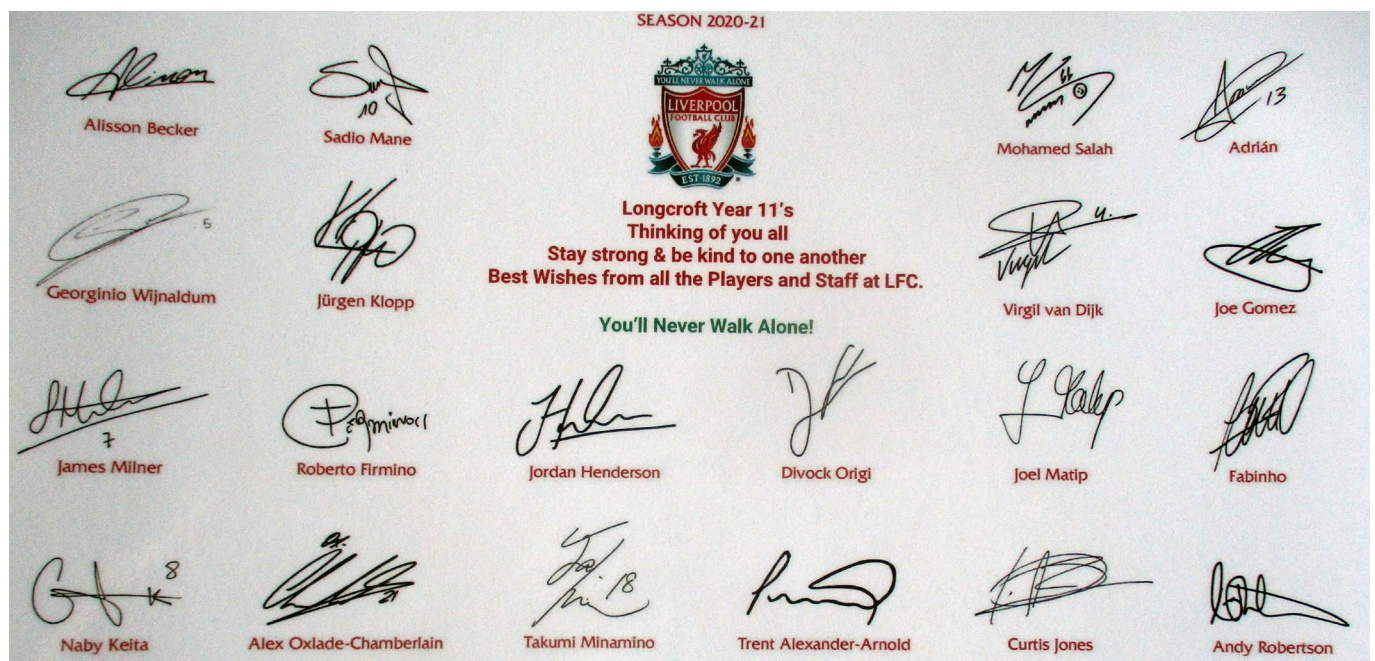
- **Challenge:** To understand the significance of bullfighting to Spanish culture and discuss the arguments for and against – with the ultimate question – does it and should it have a future?
- **Outcomes:**
- **Examine** the 'art' of bullfighting
- **Develop** arguments for and against the banning of the 'sport'
- **Defend** your own opinion



You'll Never Walk Alone

On Thursday 29th April many current and former pupils and staff joined the Ketley family in celebrating the life of Riley - a much loved young man. While COVID-19 restrictions limited the number able to enter St Nicholas' Church, many paid their respects outside the church or in school, where the service was streamed live.

As Riley was a Liverpool supporter, Mrs Brady contacted the club and was delighted to receive a personalised message for our pupils.





Care and Achievement Co-ordinators

Our Care and Achievement Co-ordinators work with a specific year group to ensure the welfare and progress of pupils and are the first point of contact for parents.

They work to care and support children to achieve academically by establishing a positive learning environment by visiting and working in lessons and supervising and supporting individuals and groups of pupils.

Our team, and their work mobile phone number which parents can use to contact them, are pictured below.



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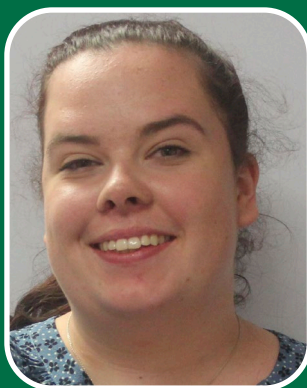


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