



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



“It was amazing to win. The guest speaker was very inspiring.”

Contents

Headteacher's Welcome

Page 4

Lower School

Page 5

Sixth Form

Page 7

Teaching & Learning

Page 9

In Focus: Science

Page 12

Memory Lane

Page 16

The Friends' Corner

Page 18

Primary Pupil Visit

Page 19

Extra-Curricular Sport

Page 21

Library News

Page 22

A Wonderful Evening of Sporting Celebration

We were proud to host the School Sport Partnership Annual Awards at Longcroft – an inspiring and unforgettable evening of celebration.

The School Sport Partnership acts as a central support network for both primary and secondary schools in the East Riding of Yorkshire, providing participation and competitive events, professional development and specialised support from the partnership team of School Sport Coordinators. The Partnership annually holds its wonderful awards ceremony at Longcroft and the event is always a highlight of the year.

Pupils and their families were welcomed by Partnership Development Manager Angel Sanderson. Guest of Honour was former British bobsledder Nicola

CONT. OVER >



Minichiello. Nicola won two medals in the two-woman event at the FIBT World Championships and was a silver medallist in the 2005 FIBT World Championships before making history with a gold in 2009, partnering Gillian Cooke to become the first British female bobsleight driver to win a World Championships. A three-time Winter Olympian, Nicola earned her best finish of ninth in the two-woman event at Turin in 2006. This was also the best ever Olympic result by a GB women's bobsleight team.

Prior to competing in Bobsleigh Nicola was a top ranked Heptathlete, representing Great Britain for over eight years at a variety of events at European and World level.

In 2012 Nicola became the Head of Performance for the Netherlands Olympic Bobsleigh team, becoming the first woman to head a Winter Olympic sports organisation. In this role she coached Esmé Kamphuis and Judith Vis to fourth place in the two-woman event at the 2014 Winter Olympics.

Mrs Henderson combines her role as a member of our PE team with that of School Sport Coordinator. She said, "It was an amazing evening. Nicola Minichiello offered an inspirational speech to our guests about her journey through sport. Congratulations to all the winners on the evening, it is an achievement to be invited to the awards ceremony as there are so many amazing applications."

Head of PE Mr Martin said, "We are proud of all the pupils nominated and celebrated this evening – it has been a wonderful event."

Year 10 pupil Josh Collier won first place in the category 'Outstanding Individual Performance in Physical Education'.





Josh said, "I felt very proud of myself. I try everything and help out with most things. I like that PE is all-inclusive, and it's my favourite subject." Josh also found Nicola's speech inspiring. Ella Harris-Smith earned third place while Amelia Irvine was a runner up in the category. Amelia enjoyed listening to Nicola Minichiello. She said, "She was really nice. She congratulated everyone. She was really interesting and encouraging, with lots of good advice about not giving up and going outside your comfort zone."

Ella was also a runner up in the category 'Outstanding Commitment to Extra Curricular Clubs in School'. This category was won by Year 10 pupil Ben Shrimpton. Ben said, "It was amazing to win. The guest speaker Nicola was very inspiring." Mr Martin said, "Ben has been an important member of our successful Year 11 rugby team, playing alongside and against boys a year older and he has been very impressive."

Other Longcroft pupils recognised on the evening included athlete and National Champion Freya Vidal in the 'Outstanding Individual Performance in Sport' category and the Year 11 Rugby League Team who earned second place in the 'Outstanding School Team' category.

Year 11 pupils Lily and Chloe Wilson and Kasey Scott-Leak were rewarded for their commitment and loyalty in the 'Support in a Leadership/Volunteer Role'.

It was also nice to welcome pupils from local primary schools on the evening, many of whom have enjoyed School Sport Partnership events at Longcroft this year.



Keldmarsh, Molescroft, St Johns, St Nicholas, Swinemoor, Walkington and Wawne were all represented and saw their pupils rewarded across the categories.

Mr Baker said, "This has been an incredible year for sport at Longcroft and the PE team are fantastic. We have celebrated national champions and pupils representing their country in a range of sports. Pupils are playing with professional clubs including Hull City, Hull FC and Hull KR and teams have won local and regional competitions. I am also delighted to see that Longcroft pupils have been recognised for their leadership and volunteering and also their commitment to extra-curricular clubs." He added, "There are some exceptional junior and senior clubs in Beverley and the surrounding area and young people are fortunate to have such a range of opportunities available to them thanks to well-qualified and highly committed volunteers."

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	89,596
THOUGHT	374,658
VISION	363,636



**GRAND
TOTAL:
827,890**



Headteacher's Welcome



We have enjoyed a great opportunity this week to embrace and celebrate all that is unique about each and every individual in our community. Inclusion and celebration are principles that sit at the heart of our school and represent the values which underpin all that we do.

You may have read our Mission Statement on the school's website, or perhaps displayed around our school site if you have recently visited. It is a declaration that is purposefully being made increasingly visible and which includes the following lines:

'We provide a caring, safe and inclusive environment where every child is known and valued. Every member of our community has high expectations of each other and recognises the important part they play in ensuring we live out our mission together.'

Starting on Monday 20th June, and as part of Pride month, we have joined primary and secondary schools across the UK to celebrate 'Diversity Week'. This particular national event, one of several designed to promote diversity and inclusion through the year, is designed to raise awareness of LGBT+ equality and is championed by the charity Just Like Us. It has been heart warming to read pupils responses to our 'Diversi-tree', the leaves of which are made up of the hand prints of every pupil in school. In the palm of each individual hand print, pupils and students were asked to document why they think diversity is important, and their answers have been simply superb.

We routinely talk to pupils about our values, and seek opportunities to celebrate the many good examples our community provide each and every day. This week has provided a particularly powerful platform for us to see the very best of our young peoples' Great Heart and Great Vision, and we are incredibly proud of them.

Mr Perry
Headteacher



LOWER SCHOOL

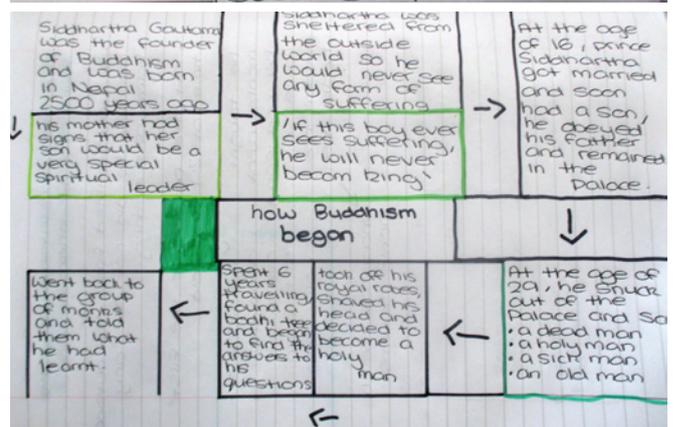
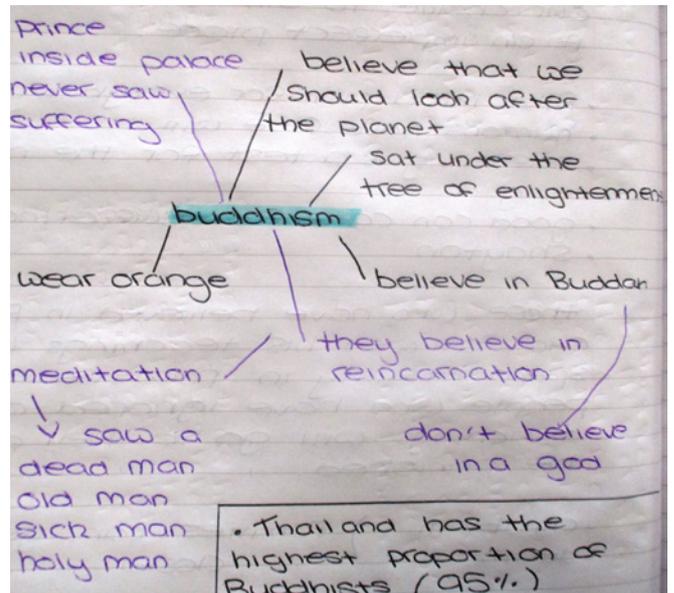


Mr Worthington writes:

Educating children in diversity increases creativity, encourages open-mindedness and provides a wealth of opportunities. It lays down the foundations for an inclusive society that embraces differences. Pupils who learn about different cultures during their education feel more comfortable and safer with these differences later in life. Belonging in the classroom means ensuring that all children feel welcomed, comfortable, and part of the school family. In order to learn, pupils need to feel safe, cared for, and emotionally connected to their teachers and each other. Feeling a sense of belonging at school can increase student emotional and physical wellbeing, and help children to achieve.

At Longcroft we recognise the many different aspects of diversity, whether that be gender, race, sexuality, faith or any other aspect that makes us who we are. This is reflected in our school values of Great Heart, Great Thought and Great Vision. It takes Great Heart to reflect on the world, caring for one another and striving to make it a better place.

Diversity is weaved through our curriculum; we have clubs where our pupils meet during lunchtime to discuss many different experiences of day-to-day life and work together





to constantly improve our community. This week I have had the pleasure of watching the pupils participate in one of our Religious Education lessons. Religious Education has never been more relevant, engaging or challenging as religion and religious issues are in the news every day. RE helps to promote respect for yourself and for other people and contributes to a greater understanding of history and culture.

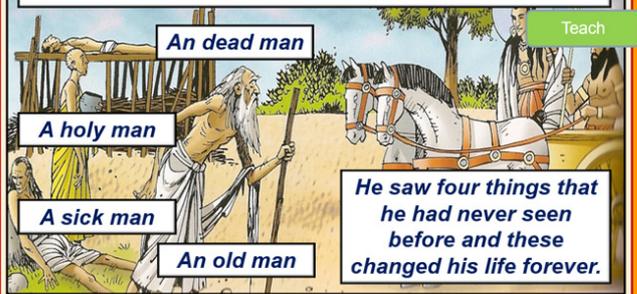
Enhancing pupils' understanding of global affairs and culture, Year 9 are currently looking at different faiths and focusing on Buddhism. I enjoyed discussing the story of Siddhartha Gautama, and how he came to found the religion over two millennia ago. Tasha said "I like this topic and I'm looking forward to comparing other religions to each other, not just looking at Christianity, but looking at others like Islam too."

I am proud of our pupils and feel that RE is a great platform to allow them to develop tolerance and respect for other people's beliefs.

Mr Worthington
Head of Lower School

THE FOUR SIGNS

Prince Siddhartha grew frustrated over the years and when he was 29 years old, he sneaked out of the place for the first time ever.



BECOMING THE BUDDHA

He came across a Bodhi tree and sat underneath it to meditate. He stayed there for 46 days, paying no attention to what was happening around him.

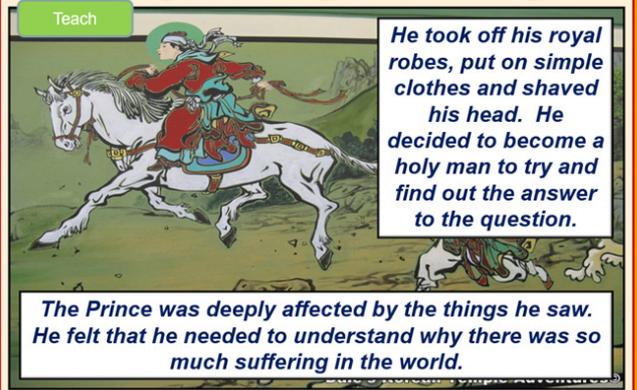
Teach



As he sat meditating under the tree, he found that he understood the answer to his question. He became enlightened. He became the Buddha (the enlightened one).

LEAVING HIS FAMILY

Teach





SIXTH FORM



Mr Henderson writes:

The East Yorkshire Sixth Form Students visit the University of Hull

The East Yorkshire Sixth Form's Year 12 students have been visiting the University of Hull this week to support their planning for the future. On Monday, they attended the 'This is Hull – Uni Life' event where they sampled university style lectures and teaching linked to their current subjects as well as visiting the fabulous new campus accommodation.



On Tuesday our students went back to the university for the 'UCAS Discovery Day'. This second event was aimed at giving students the information they need to select their short list of universities and courses and then to make a successful UCAS application. In total, 68 universities attended the event including all of the universities from Yorkshire and the North that have become popular with our students. Russell Group members York, Leeds, Liverpool, Durham, Manchester, Birmingham, Nottingham, Newcastle, Sheffield, Imperial College London, Southampton, Queen's University Belfast, Cambridge and Oxford were all present to offer advice on entry requirements. Rua was interested in finding out about degrees in Animation and managed to find three universities offering a course that appealed to him. James wants a career in Policing and found out about a fully funded 'Policing, Criminology and Law' residential summer school at Edge Hill University near Liverpool.



Along with the opportunity to meet with students from UK universities, there was an extensive programme of talks and seminars. Ciaran joined the Politics seminar and commented, "It was opinionated, but then politics is!"

Isabelle, Matthew, James, Tom, Evie, Georgia, Mya and Hollie all joined Mr Wilson in a seminar titled "Secrets to a Powerful Personal Statement", picking up some very useful tips.

Mr Wilson and Mrs Ellis also joined a seminar titled "Student Finance Made Easy", so that they can help guide our students, their parents and carers through this often-challenging process.

As our Year 12 students move into the final weeks of the year they are well placed to go on and make informed decisions about their futures, be it applying to a UK University, gaining an apprenticeship or beginning a career. Next week they will begin their end of year mock exams and the feedback that then follows will help them turn their plans and dreams into reality. We will of course be there to support them along their journey.

Mr Henderson
Head of Sixth Form



TEACHING & LEARNING



Mr Taylor writes:

Learner engagement

Learner engagement is a measure that reflects the quantity and quality of a learner's participation in their courses and every other aspect of their educational programme. Also, it echoes a learner's interaction and cooperation with co-learners and teachers. In other words, learner engagement is the measure of a potentially successful learning experience for everyone concerned.

What does an engaged learner look like?

An engaged learner looks:

- Active in their learning
- Eager to participate
- Willing to expend effort
- Motivated
- Inspired

How does all that manifest in practice though? To put it simply, if our learners all complete their assignments on time, produce excellent results, and participate in collaborative spaces like discussions, we can confidently say that they are engaged.

CONT. OVER >



On the other hand, if they only complete assignments, but neglect other activities like answering oral questions, and their results are below target, then they probably lack in engagement.

If a learner is having fun, does this mean they are engaged?

You might have noticed that “entertained” is not among the features listed under the learner engagement definition. More often than not, it is assumed that the answer to the question “what is learner engagement?” is “having fun”. While learning can definitely be fun, that is by no means an accurate or helpful definition of learner engagement.

Amusing graphics, flashy scenarios, and funny videos can all add to the “fun quotient” of a course, without really affecting engagement. Learners who are only on board for the fun videos and leaderboards experience engagement at a superficial level.

In contrast, learners who are truly engaged not only enjoy these fun features, but also feel more motivated to acquire new knowledge and skills from the course.

The 3 dimensions of engagement

To better understand what does work when it comes to improving engagement, we’ll dive deeper into its three main facets.

■ *Engagement is not like a switch that’s either on or off. Rather, it occurs simultaneously on multiple levels.*

When a learner is engaged on one level, but not on the others, their performance and knowledge retention are bound to suffer.



1. The cognitive level

Cognitive engagement means taking an active, committed approach to coming up with learning strategies. But what is that exactly?

Well, imagine someone who devises their own mnemonics to remember content that is complex. Or someone who draws mind maps to organize newly acquired information. These learners take the initiative to represent what they learn in their own context and employ diverse learning strategies to absorb information as efficiently as possible and improve their performance.

Cognitive engagement requires learners to feel good about their work and their ability to master new knowledge.

2. The emotional level

What is learner engagement on an emotional level? It's when, during lessons, someone feels connected to others (as well as the lesson content itself), feels committed to learning, and experiences low levels of anxiety.

However, sometimes learners can feel isolated during their learning journey and, therefore, emotionally disengaged.

If a learner is given sufficient explanation of why their learning is important to them they are more likely to engage with the content emotionally.

3. The behavioural level

Behavioural engagement is very easy to observe. Behaviourally engaged learners always complete their tasks.

The catch is that behavioural engagement is also the shallowest form of engagement. Simply completing activities and working through content is not the same as retaining or applying new knowledge. In fact, behavioural engagement can still be quite passive, despite the learner doing whatever is required of them.

Without enough cognitive and emotional engagement, learners might complete a whole course without having improved their skills and knowledge at all.



Mr Taylor
Head of Teaching and Practitioner Development



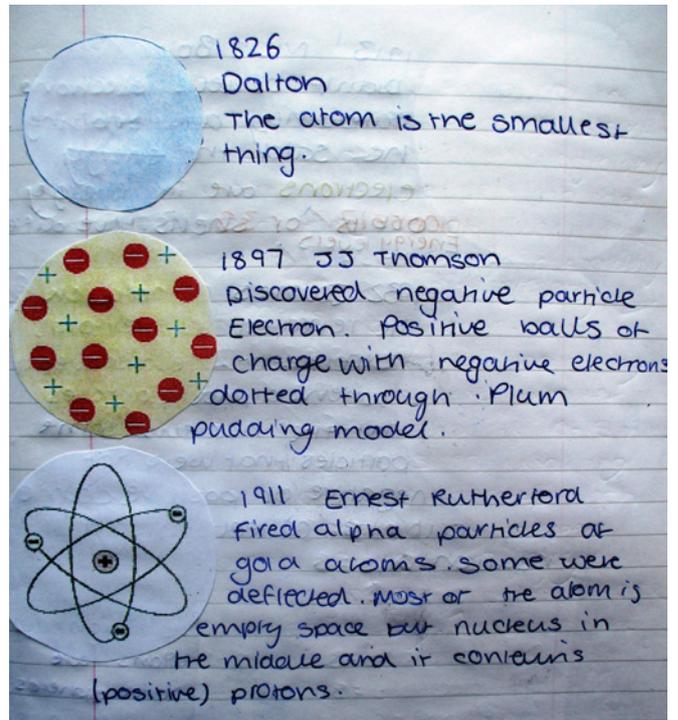
IN FOCUS

SCIENCE

Pupils in Year 9 have been studying Atomic Structure and the Periodic Table.

Their learning enables pupils to explain how the position of an element in the periodic table is related to the arrangement of electrons in its atoms and hence to its atomic number. Pupils have also studied the work of scientists such as Bohr and Chadwick.

Mrs Cadwaladr was very impressed with pupils' attitude towards their work. Marking Rocco Pulling's book she commented on his attempting the extension work. Work featured is from a range of pupils in 9SP1 and also from Tyla Keenan and Carmel Woodall who are in 9SQ2.



Na_{11}^{23} protons = 11 ✓ $23 - 11 = 12$
 electrons = 11 ✓
 neutrons = 12 ✓

Cl_{17}^{35} protons = 17 ✓ $35 - 17 = 18$
 electrons = 17 ✓
 neutrons = 18 ✓

U_{92}^{238} protons = 92 ✓ $238 - 92 = 146$
 electrons = 92 ✓
 neutrons = 146 ✓

O_8^{16} protons = 8 ✓ $16 - 8 = 8$
 electrons = 8 ✓
 neutrons = 8 ✓

O_8^{17} protons = 8 ✓ $17 - 8 = 9$
 electrons = 8 ✓
 neutrons = 9 ✓

O_8^{18} protons = 8 ✓
 electrons = 8 ✓
 neutrons = 10 ✓

They have different neutron values
They have the same electron/proton value

Writing Word Equations

- There is a general rule for the reactions of metals and water:

Metal + water → Metal hydroxide + hydrogen gas

$2M + 2H_2O \rightarrow 2MOH + H_2$

- Sodium + water → Sodium hydroxide + hydrogen gas
- Lithium + water → Lithium hydroxide + hydrogen gas
- Potassium + water → Potassium hydroxide + hydrogen gas

- $2\text{Na}_{(s)} + 2\text{H}_2\text{O}_{(l)} \rightarrow 2\text{NaOH}_{(aq)} + \text{H}_{2(g)}$ ✓
- $2\text{Li}_{(s)} + 2\text{H}_2\text{O}_{(l)} \rightarrow 2\text{LiOH}_{(aq)} + \text{H}_{2(g)}$ ✓
- $2\text{K}_{(s)} + 2\text{H}_2\text{O}_{(l)} \rightarrow 2\text{KOH}_{(aq)} + \text{H}_{2(g)}$ ✓

state symbols

- (l) = liquid
- (s) = solid
- (aq) = dissolved in a liquid
- (g) = gas

Metal + oxygen → metal oxide

$2M + \text{O}_2 \rightarrow 2MO$

Metal + chlorine → metal chloride

$2M + \text{Cl}_2 \rightarrow 2MCl$



wednesday 15th June

Internal structure of the atom

particle	charge	Mass
proton	+1	1
electron	-1	$\frac{1}{1850}$
Neutron	0	1

atomic mass

He $\begin{matrix} 4 \\ 2 \end{matrix}$ protons = 2 electrons = 2 neutrons = 2

Proton number

H ₁	protons = 1	electrons = 1	neutrons = 1-1 = 0 ✓
B ₅	protons = 5	electrons = 5	neutrons = 11-5 = 6 ✓
O ₈	protons = 8	electrons = 8	neutrons = 16-8 = 8 ✓
Na ₁₁	protons = 11	electrons = 11	neutrons = 23-11 = 12 ✓
Cl ₁₇	protons = 17	electrons = 17	neutrons = 35-17 = 18 ✓
U ₉₂	protons = 92	electrons = 92	neutrons = 238-92 = 146 ✓

isotopes

O ₈	protons = 8	electrons = 8	neutrons = 8 ✓
O ₈	protons = 8	electrons = 8	neutrons = 9 ✓
O ₈	protons = 8	electrons = 8	neutrons = 10 ✓

An **isotope** is an element which contains the same number of protons and electrons but different numbers of neutrons.

Mass numbers sometimes have decimals in them because you find the mean average ✓

1913

neils bahr

he was rutherford's student. He had found measurements of the energy of the electrons which are in energy stores rather than going around orbits randomly

James Chadwick

Repeated rutherford's experiment and found out that when the alpha particle hit the nucleus, some particles that were not negative or positive came out which he called neutrons

3p3 neutrons

More specific conclusions needed on work of Rutherford and Bohr

The Internal structure of the Atom

Particle	charge (+ or None)	Mass
Proton	+1	1
Electron	-1	$\frac{1}{1850}$ very tiny
Neutron	0	1

He₂

2 electrons
2 protons
2 neutrons = 6 in total

Atomic structure < Periodic Table L8

Atom structure

How do we arrange the particles?

Consider the atom of Potassium:

K₃₉ Potassium has 19 electrons
19 These are arranged in shells

The 1st shell has 2 electrons
The 2nd shell has 8 electrons
The 3rd shell has 8 electrons
The 4th shell has 1 electron

19 electrons

the electronic configuration is 2, 8, 8, 1

Do

23	P-11 ✓
Na	E-11 ✓
11	N-12 ✓

EC = 2, 8, 1

wednesday 15th June 2022

The internal structure of the Atom

- proton ~ positive
- electron ~ negative
- neutron ~ neutral

The sub-atomic particles

Particle	Charge	Mass
Proton	+1	1
Electron	-1	$\frac{1}{1850}$ or very tiny
Neutron	0	1

number of electrons is the same as the number of protons.

number of protons is the same as the proton number.

Protons - 2
Neutrons - 2
Electrons 2

H₁

Protons - 1 ✓
Electrons - 1 ✓
Neutrons - 0 ✓



B_{5}^{11} Protons - 5 ✓
Electrons - 5 ✓
Neutrons - 6 ✓

O_{8}^{16} Protons - 8 ✓
Electrons - 8 ✓
Neutrons - 8 ✓

Na_{11}^{23} Protons - 11 ✓
Electrons - 11 ✓
Neutrons - 12 ✓

Cl_{17}^{35} Protons - 17 ✓
Electrons - 17 ✓
Neutrons - 18 ✓

U_{92}^{238} Protons - 92 ✓
Electrons - 92 ✓
Neutrons - 146 ✓

Since most of the particles went through, most of the atom would be empty space.

1913 - Niels Bohr
• He didn't agree with Rutherford's idea that the negative electrons orbited the positive nucleus in the center of the atom. He believed the orbit was more arranged. He measured the energy of the electrons and found that they are in energy orbits or energy shells.

1932 - Sir James Chadwick
• He repeated Rutherford's method experiment and found that when Alpha particles hit the nucleus, some particles that aren't protons or electrons came out. He called this particle a neutron and discovered that it lives/is found in the nucleus with the proton.

→ potassium is the most reactive and is more reactive than lithium because as it's trying to become more stable and lose the 1 on the outer shell. It's easier for the potassium to do this because the positive pull from the nucleus is weaker as it's further away and also, the other electrons on the surrounding shells might end up getting in the way of the pull and therefore cut off the pull ~~etc~~ all together and the one electron on the outer shell will drop off leaving it to be more reactive.

22

Wednesday 15th June

The internal structure of the atom

Proton = +1 charge → mass = 1
Electron = -1 charge → mass = $\frac{1}{1850}$ (very tiny)
Neutron = 0 charge → mass = 1

4	P = 2
He	E = 2
2	N = 2

Top number = number of protons + neutrons (mass number)
 Bottom number = proton number
 amount of **protons** = amount of **electrons**.

1	P = 1
H	E = 1
1	N = 1 - 1 = 0 ✓

11	P = 5
B	E = 5
5	N = 11 - 5 = 6 ✓

16	P = 8
O	E = 8
8	N = 16 - 8 = 8 ✓



John Dalton
Atoms are the smallest particles and can't be divided any further - 1826

Ernest Rutherford 1871-1937
The electrons orbit a large ball of positive concentrated mass called the 'nucleus' - positive protons. } 1911

JJ Thomson
Atoms are positive balls of charge with electrons dotted through. - 1857

JJ Thomson, 1856-1940 Discovered a negative particle called an **electron**.

Niels Bohr
The electrons orbit in different energy shells around the nucleus. } 1913
1885-1962

Sir James Chadwick
In the nucleus, as well as protons, there are particles called '**neutrons**' } 1932

Friday 27th May 2022

Atoms, Isotopes.

Isotopes.

${}^{16}_8\text{O}$ } 8 Neutrons ✓
 ${}^{17}_8\text{O}$ } 9 Neutrons ✓
 ${}^{18}_8\text{O}$ } 10 Neutrons ✓

An isotope is an element which contains the same number of **protons** and **electrons** but different numbers of **neutrons**.

Niels Bohr
The electrons orbit in different energy shells around the nucleus. } 1913
1885-1962

atomic structure and periodic table.

starter:

(1 type) **Element** → consists of atoms of one type only. ✓
lots of different elements.

(mixed) **compound** → consists of bonded (diff) elements.

(1/sep) **mixture** → can be separated. consists of 2 or more diff elements (not chemically bonded) ✓

element is a substance made of one type of atom.

- carbon
- helium
- copper

23	P=11
Na	E=11
11	N=23-11=12 ✓

35	P=17
Cl	E=17
17	N=35-17=18 ✓

6/6

isotopes

16	17	18
O	O	O
8	8	8
P=8 ✓	P=8 ✓	P=8 ✓
E=8 ✓	E=8 ✓	E=8 ✓
N=16-8=8 ✓	N=17-8=9 ✓	N=18-8=10 ✓

All have the **same** number of protons and electrons, but **different** numbers of neutrons.

An isotope is an element which contains the same number of **protons** and **electrons** but different numbers of **neutrons**.

The mass could be a decimal because it is a **mean average** of several masses.

writing word equations

metal + water → metal hydroxide + hydrogen gas (group 1)

lithium + water → lithium hydroxide + hydrogen

sodium + water → sodium hydroxide + hydrogen

potassium + water → potassium hydroxide + hydrogen

$2\text{Li} + 2\text{H}_2\text{O} \rightarrow 2\text{LiOH} + \text{H}_2$

$2\text{Na} + 2\text{H}_2\text{O} \rightarrow 2\text{NaOH} + \text{H}_2$

$2\text{K} + 2\text{H}_2\text{O} \rightarrow 2\text{KOH} + \text{H}_2$



Memory Lane

This week we focus on the Sixth Form and feature two Year 13 tutor groups from 2012.

Mrs Lear is pictured with her tutor group – 13.3.



Back row:

*Steven Howe; Jack Howard; Michael Gray;
Jonni Gatenby; Mrs Lear; Dom Harrison;
Jack Howdle; Brandon Fuller
and Alex Galbraith.*

Front row:

*Ike Howard-Moses; Charlotte Huxley;
Alice Howell; Leanne Greenfield;
Rebecca Elvidge; Jess Holey; Josh Jackson
and Aled Hopkins.*





Mr Bull is pictured with 13.4.



Back row:

*Bethany Marshall; Lucy Johns; Amy Littlefield; Mr Bull; Emerald Marsh;
Annie Middleton and Eva Lawrence.*

Front row:

Tom Jackson; Rob Langthorp; George Mason and Ollie Roe.



Follow us on Twitter to
see more pictures from
Memory Lane

@SchoolLongcroft



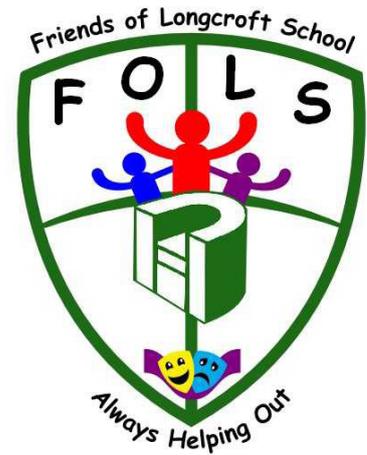
Find us on Facebook

Longcroft School &
Sixth Form College



The Friends' Corner

Year 6 Open Evening



fols@longcroft.eriding.net

Charity Reg No. 515674

If you are going to the Year 6 Open Evening, on Thursday 30th June, come and see us. We will be providing refreshments for the evening. Remember to bring cash!

Don't forget we need more members and would love you to get in touch if you have a few spare hours to help out at the next school event. Please email us on fols@longcroft.eriding.net

FOLS Cash Draw

Remember, Cash Draw numbers can be purchased through the School Parentpay app, or can be purchased direct from FOLS so you don't even need to be a parent! Members of staff, grandparents and our extended community can also join – just contact us at fols@longcroft.eriding.net for further information on how to pay.

Help us raise funds while you shop, and take advantage of the double donations this week.

DOUBLE DONATION WEEK

Ends 26th June

on selected retailers

amazon smile

easyfundraising feel good shopping



Hutton Cranswick's Pupils' Taste of Life at Longcroft

Miss Rushby, Miss Jones, Miss Sinclair and former student Jena Woolfitt visited Hutton Cranswick Primary School to deliver a Science transition session to their Year 6 pupils.

The first session involved testing the pH of water, lemon juice, milk and cola using universal indicator and exploring whether they were acidic, neutral or alkali.

After break a second session involved making lava lamps using the group's knowledge of density.

Miss Sinclair said, "We finished the morning session using light microscopes to view everyday objects such as newspaper, cotton thread, bird feather and insect wings on a micro-scale." She added, "The pupils were fantastic! I was really impressed with their prior science knowledge and behaviour during the session. We are excited to welcome some of them into Year 7 in September.

At the beginning of the session pupils were asked to draw a scientist, and some of their work is featured here.

Name: *Jerilna Bansa*
 Age: *11*
 School: *Hutton Cranswick Community Primary School*



ETHAN Age: *11*
Hutton Cranswick CP School



Matilda Reed
Yr6
Hutton Cranswick
CP School



Carys Stars in Welsh Victory

Having played her part in an improved Welsh performance in defeat against England, former Sixth Form student Carys Marsh started at hooker as Wales' Rugby League team sailed to victory on home turf against Italy in the European Championships on Sunday afternoon.

A solid first half saw the Welsh side go 20-0 up, before they ran away with the game in the second half. Carys broke clear to score her first international try in the 74th minute to help Wales on their way to an emphatic 60-0 win.

The team must now wait until October for their next fixture when they take on Ireland but in the meantime Carys will continue to play a key role in Wigan Warriors' Super League season, returning to action against York this Sunday.





Extra-Curricular Sport

There is now a new way to register your attendance at an extra-curricular club.

All you have to do is scan the QR code on the display board in the Sports Hall with your phone and then put in your name, the date you are attending the club and which year group you are in.

Extracurricular clubs are an excellent way to improve and build on the skills that you learn in your lessons. They also give you the chance to meet new people, stay physically active and become more involved with life at Longcroft. Some clubs even offer you the opportunity to represent the school.



After school 15:10-16:10	
Monday	Tennis – Years 7 & 8 (Mrs Henderson)
Tuesday	Rounders Years 7 & 8 (Miss Rushby & Miss Calam) Cricket – All years (Mr Martin & Mr Cassidy)
Wednesday	Athletics – All years (Miss Calam & Mr Martin)
Thursday	Rounders- Years 9, 10 & 11 (Mrs Holt) Tennis – All years (Mr Cassidy)
Friday	Table Tennis – All years (Mr Henderson)

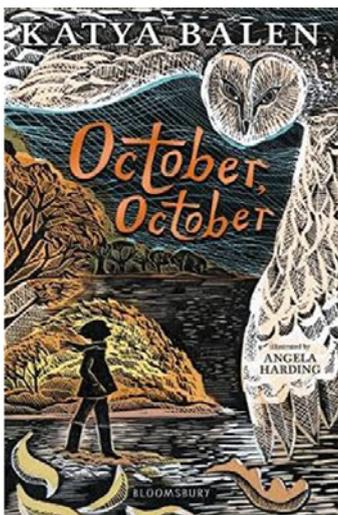


LIBRARY NEWS

October, October Wins the Yoto Carnegie Medal 2022

Whenever you read a good book, somewhere in the world a door opens to allow in more light.

—Vera Nazarian



October, October, Katya Balen's second novel, has won the coveted Yoto Carnegie Medal 2022. Winning the UK's longest running and best-loved book award for children will take October, October straight to the top of the bestseller list and also transform Balen's career.

So what's so special about this enchanting novel? Firstly, the narrative voice flows like a stream of consciousness. As you read, you inhabit October's psyche, feel her curiosity with nature, her struggles to fathom relationships and adapt her world from the wild woods to the busy metropolis. It's impossible not to empathise with her, sense her joy and confusion.

Initially, her life seems idyllic. October and her Dad live off the grid, in the house that Dad built them in the woods. They know the trees, the rocks, the lake and the stars like best friends. Balen's painterly description of the natural world explores what it means to be alive, in tune with your surroundings, and free.

On October's eleventh birthday life changes Dad falls out of the biggest tree in the woods and the woman who calls herself October's mother returns. How will this wild child of the woods learn to spread her wings and fly?

This is a breathtakingly beautiful book that explores themes of isolation, wilderness, family and urbanisation. Reading it is a unique experience, almost like someone is singing the most lyrical melody right into your ear. Copies are available in the Library.



St Nicholas Primary School visit Longcroft Library

It's always a joy to meet Year 6 pupils and show them around the Library in preparation for their transition to Longcroft in September. Last Friday a group of pupils from St Nicholas Primary were treated to a specially tailored library induction, exploratory themed quiz, and story time.

The pupils are currently studying WWII. After discussing the merits of reading they did a quiz to locate different resources in the Library and explore a WWII display including replica artefacts from the 1940s. They listened attentively to Chapter 1 of Chris Priestley's superb novella *Still Water*, about a young girl evacuated to the countryside, and then wrote about how they would feel if they were an evacuee.

Well done St Nicholas pupils. You were amazing and we can't wait for you to arrive in September.



The Larkin Centre for Poetry and Creative Writing at Hull University Launch Larkin Poetry Prize.



To celebrate the centenary in 2022 of the birth of Philip Larkin, the Larkin Centre has launched the Larkin Poetry Prize.

The prize is open to all 16-30 year olds and the closing date is 31st October 2022. A prize of £300 will be awarded to the writer of the best new single poem. The competition invites young poets to submit poems on the theme of, '*the everyday, now*' and particularly encourages entries that give voice to the full diversity of social, cultural, and geographical perspectives on this theme.

Further details can be found at <https://www.hull.ac.uk/special/larkin-prize#>

"Originality is being different from oneself, not others."

—Philip Larkin, *Philip Larkin: Letters to Monica*



Care and Achievement Co-ordinators

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

They support children to achieve academically by establishing a positive learning environment, 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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