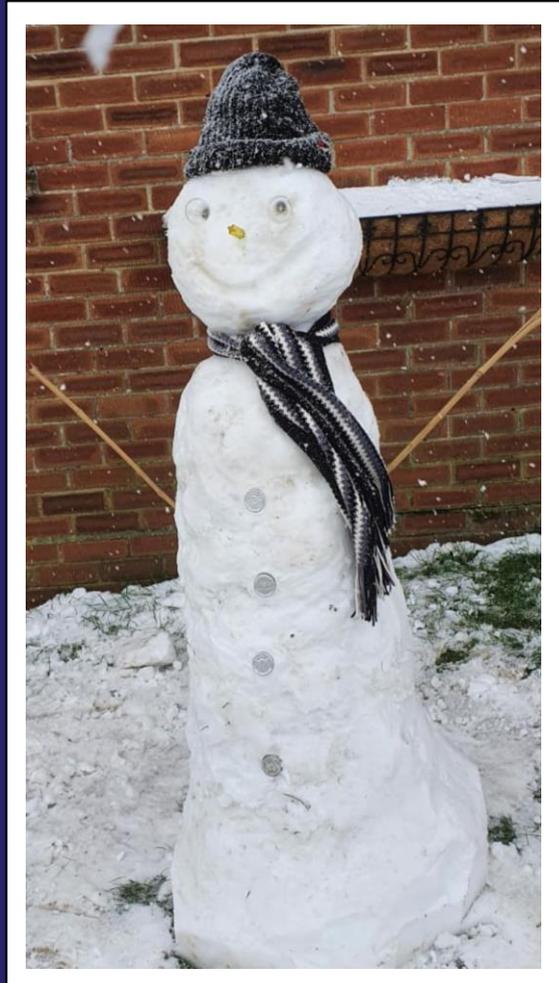




# SMITHDON HIGH SCHOOL

## HUNSTANTON



### Newsletter

**Issue: 6 | February 2021**

**STRENGTH**

-

**INTEGRITY**

-

**EXCELLENCE**

# Welcome

Dear Parents and Guardians,

I hope everyone is keeping well and managing to cope with the demands of this third lockdown and second school closure as best as you can. Hopefully, we will be back in school by the 8 March and we can start to build back a sense of normality.

After speaking to the teachers and support staff at Smithdon, I can only report back that we are so impressed with how our students are attending and working in this new online world. Although it is not perfect by any stretch of the imagination, teachers are managing to cover the curriculum and students are completing the work asked of them. We hope we have the balance correct and are thankful for the many kind comments received but have also taken on board the suggestions from parents in the recent parental survey about how we could improve further. I would also like to identify our fantastic Year 11 for specific praise, who, after having their exams removed, have continued to work as hard and as focused on academic success as they were before lockdown. I would also like to thank our teachers, who picked up the baton immediately and ran hard with it, producing live lesson after live lesson, despite having little training - and dealing with their own domestic arrangements at this time.

As ever, despite lockdowns and school closure, there is still a lot going on which fills the pages of this newsletter: challenges from Maths; Geography competitions; stunning Artwork and immense, university-level Science awards being handed out. Members of our Duke of Edinburgh Award Scheme have been interviewing explorers, whilst students in the PE department have been raising money during Red January. There is our final goodbye to last year's Year 11 and some advice, alongside competition winners, on how to use the new Knowledge Organisers for our current KS3 students. Not forgetting of course – and featuring on our cover – the many happy and smiling snowmen of the past few days.

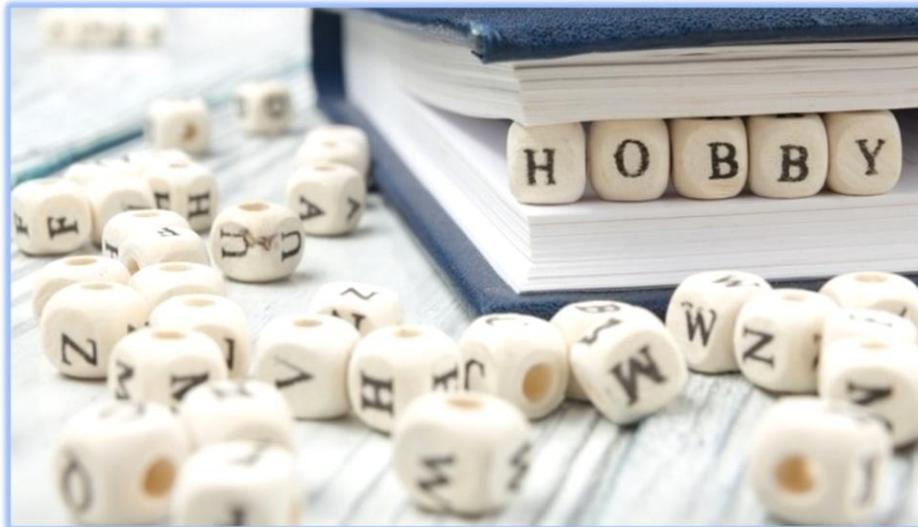
I hope you enjoy this half term's newsletter and we hope to see you back in school soon, when hopefully we can at least start to think about creating some memories, should we be permitted to go further than the school gates.

J Hirst

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## *#somethingshappeninginlockdown*

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HAVE YOU TAKEN UP OR LEARNT A NEW HOBBY DURING THIS 3<sup>RD</sup> LOCKDOWN? MAYBE LEARNT TO SEW, COOK OR EVEN ACHIEVE SOMETHING YOU COULDN'T DO BEFORE? LET US KNOW AND SEND IN PICTURES TO YOUR FORM TUTORS AND WE CAN POST THEM ON TWITTER AND INTO OUR NEWSLETTER.

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*Follow us on Twitter for daily updates and photos of what's happening @Smithdon\_High*

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# Interesting Article -

## K2 Conquered



### Nepalese Mountaineers Conquer K2 for the First Time in Winter.

On 16 January 2021 at 5pm, a group of Nepalese mountaineers completed a feat equivalent to climbing Everest for the first time or reaching one of the Poles: K2, the world's second highest mountain, had remained until now the only mountain over the height of 8000 metres not to have been summited (climbed to the top) in the winter.

K2 is regarded as being a very difficult and dangerous mountain to climb, earning its reputation as the "Savage Mountain". The team would have faced hurricane-force winds, very little oxygen and temperatures as low as -65C.

There have been 38 deaths on K2 since 2000; the most recent being Serge Mingote from Spain, who died on the same day the Nepalese team reached the summit. Nimsda Purja, a 38 year former Gurkha and British Special Forces Soldier, led the team and was the first to reach the summit.

**When talking about the height of mountains,** like in all exam questions, we have to be careful when reading the question.

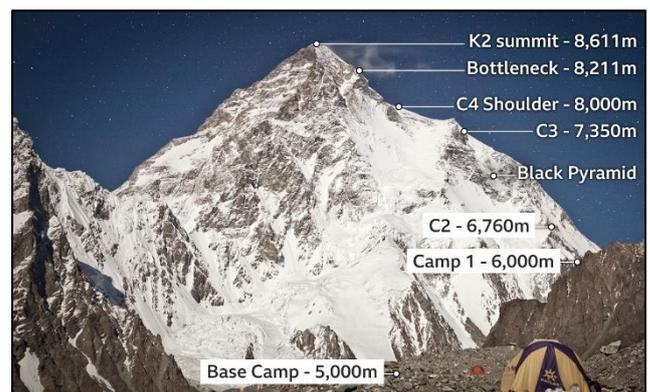
For example: *where is the highest mountain known to man?* A simple enough question with most people answering Mount Everest in Nepal and Tibet. That answer would be incorrect however, the answer to the question is actually Mount Olympus on Mars, the highest Mountain in the Solar System reaching a height of 14 miles, dwarfing Everest.

If we narrowed down the question down to the *tallest mountain in the world*, it still would not be Everest. It would actually be Mauna Kea, which is the highest point on Hawaii; as Hawaii sits on the top of a 10,200m mountain, rising from the seabed – which is three quarters of a mile higher than Everest.

Everest is the *highest mountain in the world*, but rests upon a mountain range of other mountains, unlike Kilimanjaro in Tanzania, which rises from the African plain and so could claim to be the actual highest mountain.

If we really wanted to confuse matters, some argue that mountains should be measured from the centre of the Earth, but as the Earth is a slightly squashed sphere, meaning the Equator is 13 miles further from the centre of the Earth than the North and South pole, this makes measuring difficult. Using this measurement, even the beaches in Ecuador would be "higher" than the Himalayas!

So: always read the question carefully and be careful climbing big mountains!



# KS3 MFL Lockdown Challenge

## Calling Year 7, 8 and 9 students!

Why not get creative and have a go at one of the Spring Term projects for your year group? It could be a really exciting way to develop your language.

If you have a different idea of something you'd like to create in either French or German, please get in touch!

Excellent effort will be rewarded and photos of students' efforts will be shared.

### Modern Foreign Languages Year 7 – Spring Term Challenge!

Why not get creative and tackle one of these projects? Each project can be completed in either French, German or Spanish.

Present a weather forecast. You can either describe the weather in the UK or abroad.



Create your own Lego character and describe it. Add as much detail as you can.

Record your own podcast of your daily routine. You could also create a cartoon of this if you would rather.



Write and record your own song about activities linked with technology.

Create a fashion show using language linked with clothing and accessories.



Follow a recipe and email a photo of your culinary masterpiece.

### Modern Foreign Languages Year 9 – Spring Term Challenge!

Why not get creative and tackle one of these projects? Each project can be completed in either French, German or Spanish.

Create a leaflet or a podcast about how we can protect the environment.



Follow a French, German or Spanish recipe and email through a photo of your culinary dish.

Create your own cartoon or comic strip on how to keep healthy.



Make your own 'Mr Potato Head' and label the body parts.

Write and record your own song about free time activities. It would be great if you could play an instrument too!



### Modern Foreign Languages Year 8 – Spring Term Challenge!

Why not get creative and tackle one of these projects? Each project can be completed in either French, German or Spanish.

Write a holiday diary. It could either be a dream or disastrous holiday.



Create your own market stall or ice cream parlour. You can draw this or create a 3D model.

Make a leaflet about things to do in your local area or in your favourite place to visit.



Make a video or create a comic strip of jobs you can do around the house.

Write a song or a podcast about your hobbies, favourite film and what you like to watch on television.



Follow a recipe and email a photo of your culinary masterpiece.

# Mastering the Online Curriculum

Nobody wanted schools to close and we were so proud of the progress Smithdon students had made after returning to school in September, after that very long summer break. That does seem to be a long time ago now as we write this in mid-winter! Not only because the temperature has changed, but also our expectations. We had plans in place for a short lockdown or a “circuit break” (in current language) but recognised that this would simply not be good enough if the lockdown and school closure would be any longer than a couple of weeks.

Many teachers, being parents themselves, understand that students need structure and contact with their classroom teacher. So, with this in mind, all students now follow their normal school day, with tutor time and normal lessons, breaks and lunchtimes. All lessons are live, where teachers can set expectations, check on the progress of students and, most importantly, keep in contact with the students. Judging by the comments we have had parents and students are appreciating the work Smithdon High School has put in place to support our students at this time.

Attendance is very good, and teachers are reporting back some of the excellent work students are completing. The ability for teachers and students to communicate once again has brought an element of normality to home learning with both parties having to adapt very quickly to the new way of working. Students are enjoying their lessons and it is great to see routine re-established. We know it is not perfect, but we do think it is making the best out of a very poor situation.

We also understand that staring at a screen all day is not the healthiest of exercises. So how to stay healthy? Have breaks away from the screen, make sure some of the work is completed on paper. Keep the phone away during a lesson. Eat healthily and keep hydrated. Ensure you get outside for fresh air and some exercise. And, if you are worried about the work, then talk to your teacher or let them know and they will help you to sort out the issue.

## Year 11 and GCSEs

We know that exams have been cancelled this year and GCSE grades will be awarded by schools and teachers. Exactly what evidence, other than a “broad range”, we do not know currently. As soon as we do know, then we will inform Year 11. In the meantime, a “broad range” of evidence needs to be collected. Therefore, Year 11 students have to take on board the following (but in the knowledge that all teachers are looking for the best outcomes for their students and have the desire for them to go on and do great things):

- Stay calm – you have this. You can do it!
- Attend all live lessons according to your timetable.
- Upload work so that you can receive and act on valuable feedback.
- Talk to your tutors. Is Smithdon aware of any barriers you have?
- Make use of revision guides if you have them.
- Take time out to read - it really improves vocabulary.
- Make sure you exercise and stay hydrated.

Remember, although we have not seen as much of you as we would like, we are extremely proud of what you are doing.

## Moved on - but certainly not forgotten!

It has now become clear that we are unable to hold our annual Smithdon High School Awards Evening to celebrate the GCSE success of our Year 11 cohort from the 2019-2020 academic year.

However, it would be wrong to let this fantastic group of students move on without acknowledging their efforts and commitment – a year group that have brought about the school's best academic results in recent years.

It was, without a doubt, a year that will never be forgotten for many different reasons, and we want to ensure that those Year 11 students (with their focus and effort) are appropriately recognised for their good work and personal achievements. As we were unable to celebrate in person, all awards have been sent home. Students have been awarded for a variety of achievements, including those who achieved the highest grades and those who had made the most progress. Heads of Department also awarded those students who they felt had excelled in their particular subject area.

We remain proud of the success of this year group and we know that so many have continued to thrive in their post-16 settings.



It goes without saying that we wish them all every success in the future and look forward to hearing about their achievements as they continue their journeys.

**Congratulations to the Class of 2020!**

# The Smithdon Library



*The new Computer Suite in the Library*

So, over the past couple of weeks, we have rearranged some of the furniture to create spaces where whole classes can be taught. There is an independent study area and a place where students can relax and read a good book. New comfortable library furniture will arrive at the end of the year.

In addition, we have also added a completely new computer suite, big enough for a whole class to be taught. So, we now have a fantastic library which is a very flexible learning space, a fifth computer suite and a library restocked with hundreds more of the latest titles. We are looking forward to you all coming back to school soon so you can use it.

We have been really pleased with the changes and improvements at the school over the past couple of years. We are always looking at what we can do better and make better and one area we cherish is the Library.

Already we are a Champion school for Accelerated Reader and our library is stocked with thousands of books. With the students away at the moment, we had a little closer look at it and realised we could make it much better by utilising the space and adding extra resources. The library is a fantastic space but, over the years, it has evolved – and not always in the way we may want it to.



*Miss Wright and Mrs Gibbins are overjoyed with the refurbishment.*

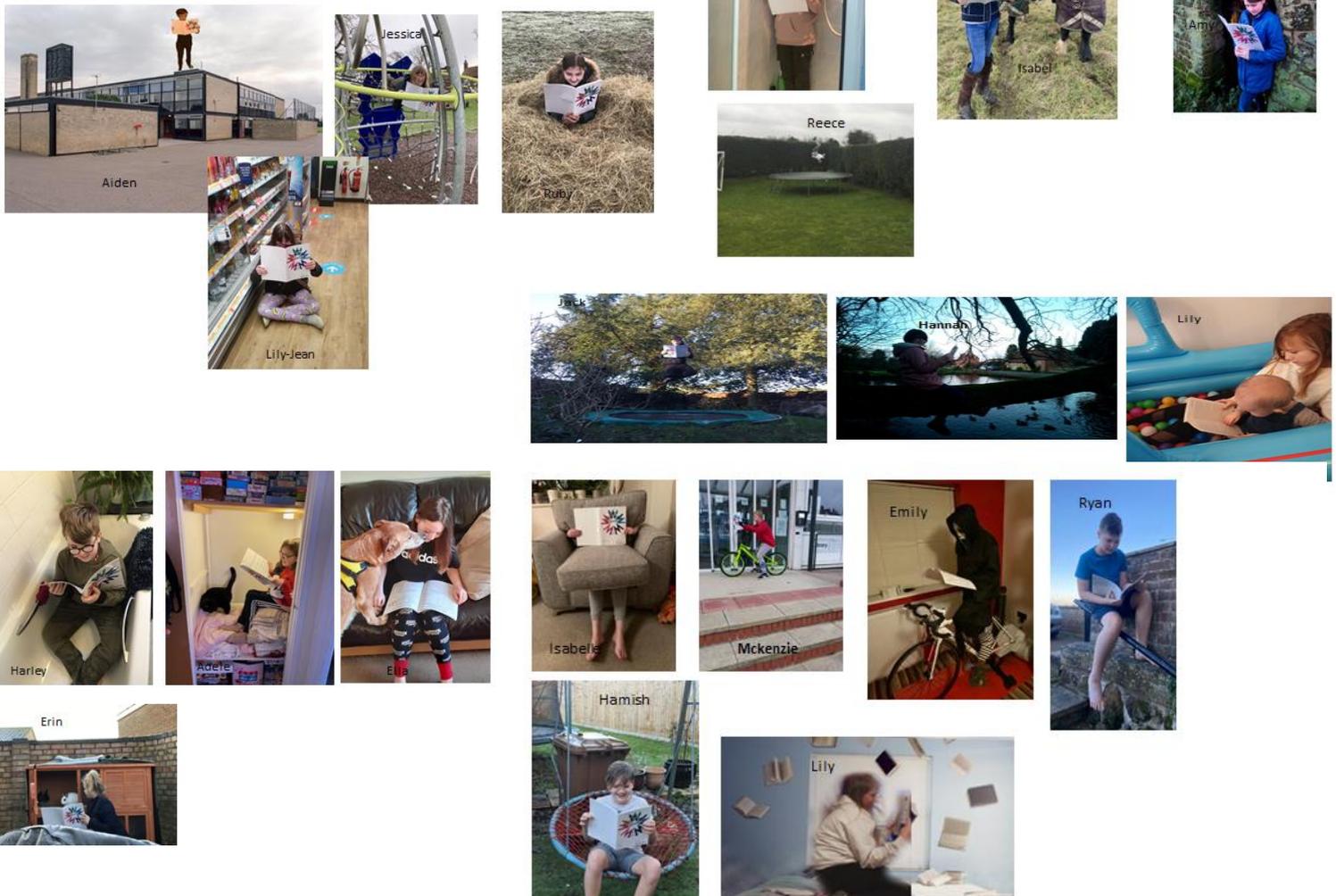
# Key Stage 3 Knowledge Organisers

I am sure that by now all our Year 7, 8 and 9 parents will have seen the new Knowledge Organisers, published for the Spring Term. You will notice that this term they are bigger, glossier, more colourful and filled with all the most powerful knowledge your child needs for each subject this term.

These are proving to be a vital support in remote learning: students are able to use these for pre-reading before a lesson; as a supportive resource during the lesson, and as a tool to consolidate their learning afterwards. There are three pages of advice at the front of the booklet, with ideas and techniques to help students get the most out of them.

During lockdown Mrs Robinson is posting weekly tutorials focussing on each of the techniques and launching a weekly competition. We had lots of entries for our competition to send in a picture of students reading their knowledge organiser in an unusual place: the winner and two runners up are shown below. They are all great but, for sheer imagination, Aiden comes in first and Isabelle, for making us laugh, and Ryan, for wearing T-shirt and shorts in the middle of winter, are both runners up in a very tight race.

If you have any questions about the knowledge organisers, please watch the introductory video on our website or get in touch with us.





**Mr Hirst's favourite winter joke, of course...**

What did one snowman say to the other...?

Can you smell carrots?



## Snow Days

Everyone gets excited when the snow starts to fall. This year it has been a little bit different, as the (always difficult) decision to close schools if conditions are hazardous only affected a few, as the majority of students are at home participating in online lessons.

However, teachers did give a little leeway in lessons so pupils could get outside and enjoy the snow!

Above are some of the fruits of their labours.

# Smithdon's Spring Term 1 Celebrations

At Smithdon, we are proud that Rewards are central to our behaviour policy and lockdown makes no difference to this - if anything it makes them even more important: enabling us to acknowledge the efforts our students are making in spite of the difficulties they face with remote learning.

Well done to the following students, who have achieved the most rewards points so far this term (since 4 January):

Year 7	Ella (AMo)
Year 8	Lily-Jean (KTo)
Year 9	Gracie (JHo)
Year 10	Rory (KBr)
Year 11	Hugo (ACo)

We also continue to offer opportunities for our students to take part in challenges and competitions that have been running throughout the term. From English Pen of the Week, which continues for Year 11 with weekly awarding by Mr Hirst, who joins the live lessons on a Thursday or Friday, to the Geography competition for the best images (drawn or photographed) of geographical features spotted on lockdown walks, there is something to interest everyone.

By the end of term, staff had issued 10,399 Rewards Points since the start of term on 4 January, bringing the total since 7 September to 53, 029.

We have also sent home 803 postcards since 4 January, so this year's competition Postcard Prize Draw continues: to gain a complete set of 6 postcards - one for each half term - and be entered into the July draw and win. (Just a reminder that last year's prize was a brand new iPad).

Keep working hard to collect points and postcards - and watch out for next half term's competitions, including one to coincide with British Science Week (beginning on 5 March). Whichever competitions and challenges you choose to enter, good luck!

Mrs Gibbins



## Smithdon High School

### House Sport Competition – Red January

Year / House	House Positions			
	Moore	Redgrave	Ennis-Hill	Farrah
Year 7	147 4th	151 3rd	153 2nd	154 1st
Year 8	192 2nd	161 4th	330 1st	191 3rd
Year 9	166 2nd	73 4th	87 3rd	171 1st
Year 10	72 4th	100 2nd	154 1st	94 3rd
Year 11	149 2nd	170 1st	84 3rd	75 4th
<b>OVERALL TOTAL</b>	726 2nd	655 4th	808 1st	685 3rd

# English Pen of the Week

## Celebrating Year 11

By Ms Wright, Head of English

Every week or so, English teachers nominate a Year 11 student who is deserving of 'Pen of the Week'. The competition is fierce, with students in each English class vying for the coveted prize. Writing is carefully crafted, and students pore over their work, eager to submit a piece that will 'Wow' the judges --er-- their English teacher.

Shortly before Christmas, 'Pen of the Week' rebranded itself to the 'Immortal Instrument', proving once more that words are powerful. Those who wield the Immortal Instrument understand the immense influence of ink: words are permanent and poignant.

Delivered by Mr Hirst, the ceremony includes a short speech about the recipient, supportive applause and, on occasion, a gracious acceptance speech from the weekly winner. Despite the school closure, Pen of the Week continues to be cherished and celebrated at Smithdon. Although the usual echoes of applause in the corridors of the Shaw Building have been temporarily stifled, congratulations are shared in the Google classroom and pens are posted to champions.

So far this academic year, we have bestowed this accolade upon 35 deserving students. 2021 welcomes **Isla, Harry, Calum, Charlotte and Eryk** as the inaugural champions.

Oh, and just to be clear – there is no sharing of pens, Covid or not!





## **Smithdon High School Geography Competition**

**By Mr Duncan and Mr Haymes**

Geography is best when it is seen – you need to see it happening to understand it. Learning how volcanoes erupt is one thing, but to see one erupt for yourself allows an appreciation for how it works, as well as its power!

Therefore, a photograph competition seems only natural. Geography can be found everywhere we look, even if it is only out of the window. As we write, snowdrops are blooming after the invasive brambles above it have been removed. This shows the incredible resilience of the natural world and provides some hope as we face climate change.

It is also important for us to slow down and observe the natural world and really appreciate the processes all around us and how humans interact with the environment, especially given these trying times. It may not be easy to get out to the beach or go into cities to take pictures, but Geography can be found all around us!

In this competition we want you to submit either a photograph or a sketch (as an uploaded picture) of something geographical that you have seen in your garden or on your daily walk, with a paragraph describing and explaining what it shows. Entries can be uploaded to your Geography Google Classroom or emailed to your Geography teacher.

The competition is open to Years 7 to 11 with a closing date is Friday 26 February (any student in Years 10 or 11 who does not study Geography can email their entries to Mr Duncan).

There will be a winner in each year group. We are so excited to see everyone's entries!

Below are two example entries:

**Entry example: Mr Duncan**

*“A weird geographic feature, but there is a good reason. After laying down shingle and sand and even paving slabs, you can still see the plants growing through all of it!*

*What is more, they are surviving with very shallow roots. I have scraped and removed them all three times this year and they keep coming back! This is a great example of how powerful natural processes can be and why it is so important to understand them. If they can spoil my patio then imagine what else they can damage!”*



**Entry Example: Mr Haymes**

*“What looks like a very random photo from my office window, is a photo of a recently completed upmarket residential estate in my rural village. This shows how rapidly our population is expanding as the demand for housing grows.*

*There is also conflict that arises in this situation, from locals that did not want the new development built in the village. Yet they are now having to deal with what they deem the issues from it being built. This shows the complex issues that exist in human geography!”*

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## *A Monster Calls* by Patrick Ness

The first time I had heard of *A Monster Calls* was when it was released as a film a couple of years ago and a friend of mine said we needed to watch it... but we never did. Since then, I have heard many people talk about the book *and* the film, so I thought it was about time I gave it a go.

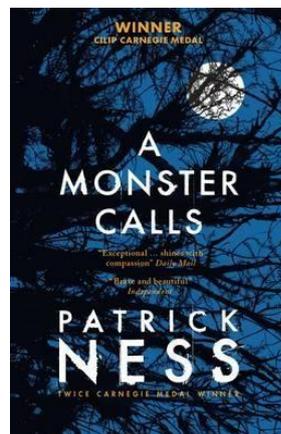
This is the story of Conor, who has had the same dream every night since he found out his mum was ill. On the night the book starts, he has a very unusual visitor. While Conor tries to deal with the trauma of his mum's illness, his overbearing grandmother taking over, and his dad unexpectedly visiting from America, this visitor returns to tell stories and in return, they want to hear Conor's story. A true story. A secret story.

But you'll have to read it to hear the visitor's stories and find out if Conor tells his.

In the first couple of chapters I was not sure if I was going to continue reading this book. It had not gripped me in any way, and to be honest I was a little bored at the end of chapter 2. But I gave it another go... and read the remaining 200 pages in one evening. I could not put it down! I know, as an English teacher, I tell students not to write that the author writes things "to make you want to read on" but that is EXACTLY what Patrick Ness did. He forced me to read it, to face up to Conor's truth, and he broke my heart in the process! (Anyone in my form will know that people's emotions in books are hard for me to deal with!) I would not say I enjoyed this book – and when you read it, you will understand why – but it's definitely a story that will stay with me a long time!

If you like books that focus on hard-hitting real life and can handle the emotional rollercoaster better than I can, then this is the book for you! The scene in the living room when the visitor persuades Conor to release his pent-up emotions is particularly raw – but please note that this is not me promoting the same approach!! Reaching out and speaking to someone is my advice. Stay safe.

Mrs Carlton, English teacher



# The Tattooist of Auschwitz

by Heather Morris

The book 'The Tattooist of Auschwitz' by Heather Morris was published on the 11 January 2018. It tells the story of how Slovakian Jew, Lale Sokolov, who was imprisoned at Auschwitz in 1942, fell in love with a girl he was tattooing at the concentration camp. Soon into the story, Lale and Gita are separated and rarely see each other. However, Lale meets two workers and he uses gems in exchange for food and medicine as Gita soon falls ill. They both soon find a way to escape but struggle to find each other again. After a while they meet again and the first thing Lale says to Gita is "Will you marry me?"

In 2003, New Zealand native, the author Heather Morris, agreed to meet Lale, who was mourning the loss of his beloved wife, Gita, who he met in the concentration camp. He just kept saying to Morris, 'I need to be with Gita, hurry up and tell my story'.

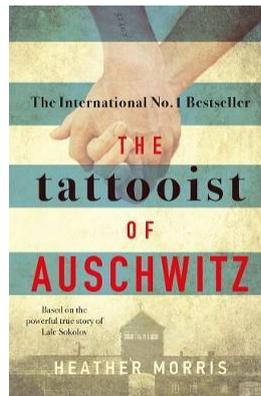
The part I liked most about the novel was when Lale was slowly realising that he was falling in love with Gita. This shows, no matter the circumstances, there is always a chance of love. As said in a book called 'The Truth About Forever', "There is never a time or place for true love. It happens accidentally, in a heartbeat, in a single flashing, throbbing moment." Which is exactly what happened to Lale and Gita.

The part I don't like about the book is the ending. I feel as though the writer drags on at the end and I became uninterested; the context was extensive as it didn't get to the point of Lale and Gita meeting again.

The novel shows the true horror of the German Holocaust, and how much of an impact it had on families and people who sacrificed themselves, such as Lale. It also gives the readers more information about the Holocaust. Nevertheless, the novel can also be a sensitive subject to some.

'The Tattooist of Auschwitz' is one of my favourite books that I have read as I have a deep interest in history, especially the holocaust. I would recommend the book to older readers rather than younger as the topics can be sensitive.

**Keira – Year 10**



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**EBOOKS TO DOWNLOAD AND READ**

Need your spirits lifted? Download some great [#shelfhelp](#) eBook titles for free via @OverDriveLibs or @LibbyApp

<https://norfolk.overdrive.com/collection/1073991>

Recommended by young people and health professionals alike. Also use the Libby App for great Fiction also available on Audio!

*Podcasts...*

**Podcast 86:** Life as a teenager in Lockdown – Teachertoolkit.co.uk

***Beyond today:** A spin off from BBC Radios 4 current affairs programme taking a news story or trending topic and explores how it affects the world around us*

**Tumble science:** Stories about science discoveries, with the help of scientists: sciencepodcastsforkids, apple podcasts, google play, Spotify, iTunes.

**Sports Squad:** Ideas to keep active at home with sporting guests: [funkidslive.com/podcast/sports-squad](http://funkidslive.com/podcast/sports-squad)

**Myths and Legends:** stories of myths, legends and folklore that have weaved their way into popular history – [podcasts.apple.com/us/podcast/myths-and-legends/id990897842](https://podcasts.apple.com/us/podcast/myths-and-legends/id990897842)

**You're Dead To Me:** A popular Radio 4 History programme with a leading historian and a stand up comedian. <https://www.bbc.co.uk/programmes/p095dkp7>

Useful websites for young adults and children's wellbeing

[www.healthforteens.co.uk](http://www.healthforteens.co.uk)

[www.nhs.uk/oneyou/every-mind-matters/youth-mental-health](http://www.nhs.uk/oneyou/every-mind-matters/youth-mental-health)

[www.nhs.uk/Livewell/youth-mental-health/Pages/Youth-mental-health-help.aspx](http://www.nhs.uk/Livewell/youth-mental-health/Pages/Youth-mental-health-help.aspx)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

[www.mind.org.uk/information-support/for-children-and-young-people/coronavirus/supporting-your-teens-wellbeing-during-coronavirus](http://www.mind.org.uk/information-support/for-children-and-young-people/coronavirus/supporting-your-teens-wellbeing-during-coronavirus)

[www.nurtureuk.org](http://www.nurtureuk.org)



# Maths

A lesson that counts

## JANUARY... A LITTLE BIT OF MATHS EVERY DAY

# JustMaths

1 What is $4,713 - 824$ ?	2 Calculate $\frac{63}{100} - \frac{57}{100}$	3 What is ? $\frac{4}{7} \div 4$	4 What is 35% of 250?	5 Whats the missing number? _____ - 500 = 2,073	6 At the start of December, Santa had 54 670 984 toys. During December, 67 896 more toy cars were made and Santa delivered 54 727 099 toys to children. How many toys does he have left?	7
8 Work out $0.3 \times 0.8$	9 Mel says that a cuboid has the same number of vertices as faces. Is Mel correct?	10 Put these numbers in size order (smallest first) 1.06 1.6 0.6 0.6078	11	12 Calculate $581 \div 7$	13 Round 82 766 to the nearest 10	14 Simplify $\frac{18}{45}$
15 Work out $167 \times 4$	16 What is $12 \div 0.25$ ?	17 Tazmine planted some seeds. For every 5 seeds Tazmine planted, only 4 seeds grew. Altogether, 24 seeds grew. How many seeds did Tazmine plant?	18	19 What is $0.04 \div 100$ ?	20 Rob buys a pack of 12 stickers for £10.28 Mike buys 12 single stickers for 99p each. How much more does Mike pay than Rob?	21
22 Calculate $30 \times 40$	23 Calculate $25 + (36 \div 6)$	24 What number is 10 times greater than 804?	25 What is 15% of 500?	26 Round 98 743 to the nearest 1000	27 What is? $\frac{3}{7}$ of 35	28 What is $28.76 \times 1000$ ?
29 How many cm in 3.35 metres?	30 Write 17% as a fraction	31 Calculate $120\ 000 \div 100$	REMEMBER: The best way to revise maths is to "do Maths"!			

# JANUARY... A LITTLE BIT OF MATHS EVERY DAY

# JustMaths

1 Calculate $3\frac{3}{7} - \frac{3}{5}$	2 Factorise: $4xy^2 + 2x^2y + 8xy$	3 Solve $\frac{2x + 6}{4} = 5$	4 Solve $3x + 5 > x + 17$	5 Work out 125% of £420	6 A garage has 50 cars for sale. 16 of the cars have air conditioning and ABS brakes. 32 of the cars have air conditioning. 18 of the cars have ABS brakes. Work out how many of the cars do not have air conditioning or ABS brakes.
8 Write down the ratio 400grams:1.2kilograms in its simplest form	9 The density of zinc is 7 g/cm <sup>3</sup> . Calculate the mass of a cube of zinc with side 0.5m.	10 The price of a washing machine is reduced by 17.5% if the reduced price is £264 what was the original price?	11 Calculate $1\frac{2}{7} + 0.25$	12 What is the area of a circle with a diameter of 15 cm?	13 The product of three numbers is 312. Two of the numbers are 3 and 13. What is the third number?
15 The length, L cm, of a line is measured as 16 cm correct to the nearest centimetre. What is the error interval?	16 Write 94 as a product of its prime factors.	17 Expand $3x(2x - x)$	18 What information must be given to describe a rotation?	19 What is the value of y when x = -3 in $y = x^2 + x - 4$	20 Christian saves 10p and 20p coins. He has three times as many 10p coins as 20p coins He has a total of £17 How many 10p coins does he have?
22 Madison and Vinnie share some money in the ratio 2:5. What fraction of the total does Vinnie have?	23 Write $164 \times 10^3$ in standard form	24 Make t the subject of: $s = 1 - 2t$	25 List the prime numbers between 30 and 50	26 What is the sum of 4th prime number and the 5th cube number?	27 A circle has a radius of 8 cm, what is its circumference?
29 The area of a rectangle is 100cm <sup>2</sup> The length of the rectangle is 4 times its width. Work out the width of the rectangle.	30 2 4 2 8 1 5 6 Mel says the range is 4. Is Mel correct?	31 <b>REMEMBER:</b> The best way to revise maths is to "do Maths"!			

LIFE IS A MATH EQUATION.  
IN ORDER TO GAIN THE MOST,  
YOU HAVE TO KNOW HOW TO  
CONVERT THE NEGATIVES  
INTO POSITIVES.



# FASCINATING SCIENCE FACTS

20% of Earth's oxygen comes from the Amazon rainforest

**Kash**

Astronauts use salt and pepper in liquid form because otherwise it would float away

**Ella**

If you get rid of all the empty space in our atoms, the entire human race could fit in a sugar cube

**Saskia**

There is enough DNA in the average person's body to stretch from the sun to Pluto and back 17 times

**Thomas**

## QUIZ QUESTIONS

*Some questions from the topic we have been studying this half term.*

1. What is Newton's first law of motion?
2. When is friction useful?
3. What is the unit and unit symbol for force?
4. What is drag?
5. In which direction does reaction force act?

If you got all of your blood vessels and put them in a line, it would go around earth 2.5 times

**Charlie**

Did you know Venus is the only planet that spins clockwise?

**Angel**

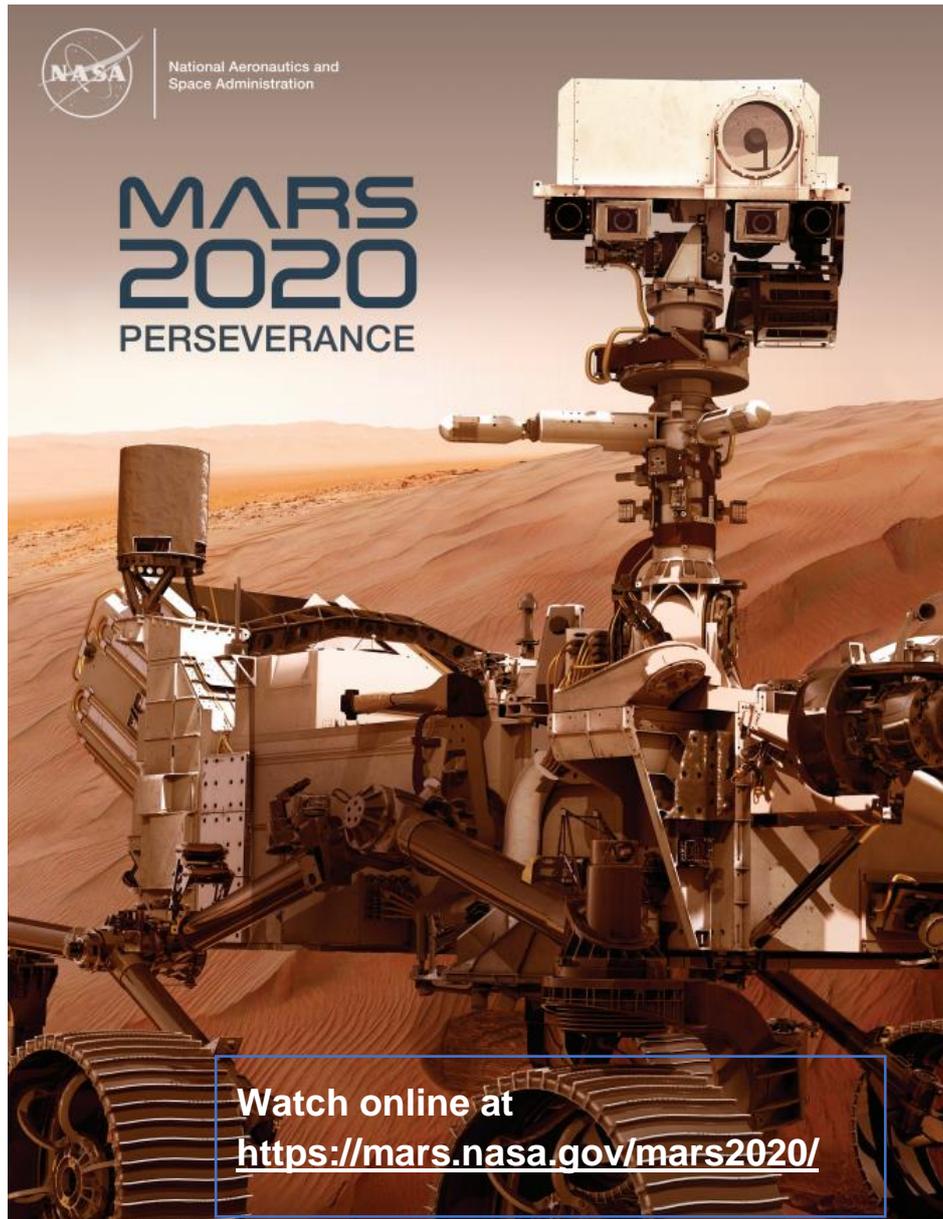
Blue Flames may vary between 1400-1650 degrees Celsius (2600-3000 degrees Fahrenheit)

**Harley**

In an entire lifetime, the average person walks the equivalent of five times around the world

**Darcey**

**We're watching...**



## Is There Life on Mars?

The Mars 2020 Perseverance Rover will search for signs of ancient microbial life, which will advance NASA's quest to explore the past habitability of Mars. The rover has a drill to collect core samples of Martian rock and soil, then store them in sealed tubes for pickup by a future mission that would ferry them back to Earth for detailed analysis.

Perseverance will also test technologies to help pave the way for future human exploration of Mars. Strapped to the rover's belly for the journey to Mars is a technology demonstration — the [Mars Helicopter](#), Ingenuity, may achieve a "Wright Brothers moment" by testing the first powered flight on the Red Planet.

Also on board the rover, attached to an aluminium plate, are names from NASA's "Send Your Name to Mars" campaign, stencilled by electron beam onto three fingernail-sized silicon chips, along with the essays of the 155 finalists in NASA's ["Name the Rover" contest](#). Mrs Gibbins, her husband and her dog's names are proudly amongst the 10.9million names – and she will be watching it land with anticipation.

# Love British Food

## Celebrate British Food



Year 9 are currently studying different cuisines and in particular British cuisine. They have created menus of dishes that fit in with traditional/typical British cuisine.

Here are a couple of pages of Shelby's creation of how her British Menu may look. We think it looks delicious. What would be on your menu? Send in suggestions and pictures of your favourite British dishes.

## MENU

### Breakfast

Served 7am to 11am

- Full English** - 2 Lancashire pork sausages, 2 locally sourced bacon rashers, beans, 2 free-range fried eggs, 1 grilled tomato, mushrooms, 2 slices of fried white bread. \* - £9.95
- Mega Full English** - 4 Lancashire pork sausages, 4 locally sourced bacon rashers, 4 free-range fried eggs, 2 grilled tomatoes, mushrooms, 2 slices of fried white bread. \* - £12.55
- Vegan Full English** - 2 vegan sausages, 2 vegan bacon rashers, beans, mushrooms, 2 grilled tomatoes, peas, mushrooms. V\* - £9.95
- Buffet** - a wide range of choices, from cereal, fruit and waffles, to yoghurt, toast and pancakes. - £6.80
- Mini hot drink and snack** - a tea or coffee, with a little snack, such as a portion of fruit or some scones. - £5.90
- Soup of the day** - our homemade soup of the day with a white or brown roll and local creamy butter. - £6.25

### Lunch



Baguette - £6.00 - with a choice of filling from:

- Tuna and sweetcorn - and any salad of your choice
- Ham and cheese - and any salad of your choice
- Cold meat (beef or pork) - and any salad of your choice
- BLT - and any salad of your choice
- Ploughmans - and any salad of your choice



Egg mayonnaise - and any salad of your choice

Salads - £5.40 - with a choice of:

- Chicken and bacon salad
- Superfood salad V
- Pasta salad
- Caesar salad
- Garden salad V



Jacket potato - £7.49 - with a choice of topping from:

- Tuna mayonnaise
- Chilli con carne
- Cheese and beans
- Coleslaw and cheese
- Prawns
- Just butter

### Dinner

- Sausages and mashed potatoes** - two of our local sausages, served with creamy mash and our homemade gravy. - £9.79
- Toad in the hole** - our local sausages, sat in a bed of our homemade pastry. - £9.29
- Cottage pie** - our local minced beef in a rich gravy, covered in mashed potatoes and baked until golden. - £9.90
- Yorkshire pudding bowl** - a large yorkshire pud, made with homemade batter, with sausages, mash, veg and gravy filling the inside. - £10.00
- Roast dinner** - your choice of pork, gammon, beef or all of them with roast potatoes, vegetables, pigs in blankets and our homemade gravy. - £11.49
- Vegan sausages and mashed potatoes** - two of our vegan sausages, served with creamy vegan mash and our homemade vegan gravy V - £9.79

### Afternoon tea

Served 12 noon to 3pm

- Cucumber sandwiches** - our cucumber sandwiches with the crusts carefully sliced off - £6.20
- Scones** - our scones with jam and/or cream for you to spread on how you like it - £5.60
- Mini quiche selection** - a platter with three of our homemade quiches lined up for you - £6.75
- Tea** - a small cup of hot tea - £3.20

### Dessert

- Jam roly poly** - our soft, spongy cake, wrapped up with our homemade raspberry jam, served with ice cream - £6.40
- Carrot cake** - a slice of our own carrot cake - £6.20
- Raspberry pavlova** - our crispy meringue, coated with raspberries and raspberry sauce, served with your choice of custard or double cream. - £7.55
- Toffee and pecan roulade** - our tasteful meringue rolled with fresh pecans and toffee and topped with sweet pecans and drizzled with toffee sauce, served with your choice of custard or double cream - £7.55

### Drinks

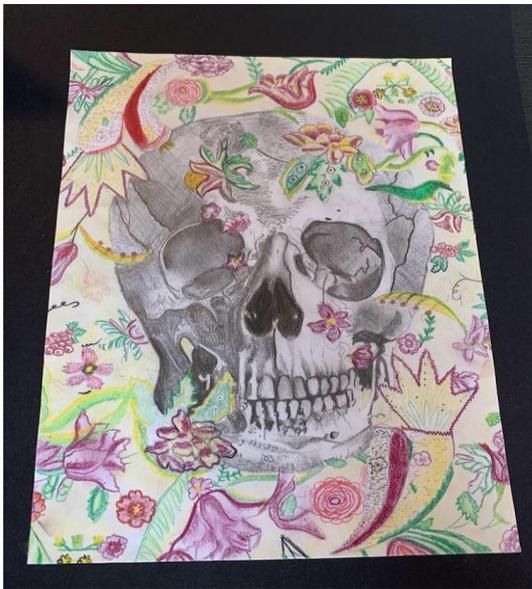


- Coke** - diet, zero, cherry or normal - £3.40
- Pepsi** - diet, max, cherry or normal - £3.40
- Appletiser** - £3.15
- Orange juice** - £2.69
- Apple juice** - £2.69
- Smoothie** - strawberry and banana, raspberry and kiwi or pineapple and mango - £4.10
- Milkshake** - strawberry, chocolate or vanilla - £4.20

### Sides

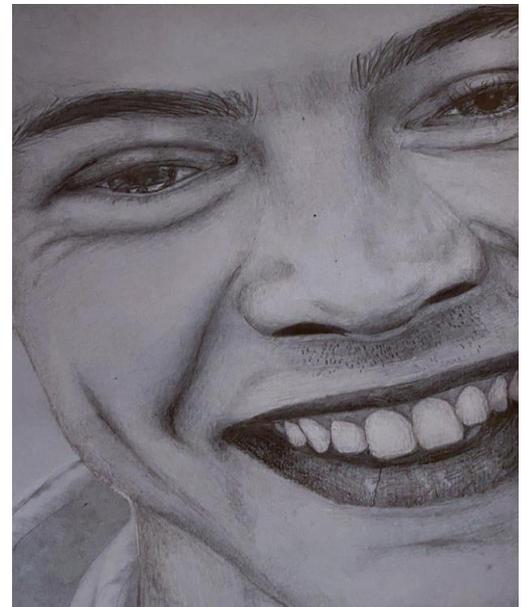
# ART @ SMITHDON

*The Art department at Smithdon is just getting better and better. The new rooms appear to be certainly having an impact on the quality of the work of our students as their talent is literally drawn out!*

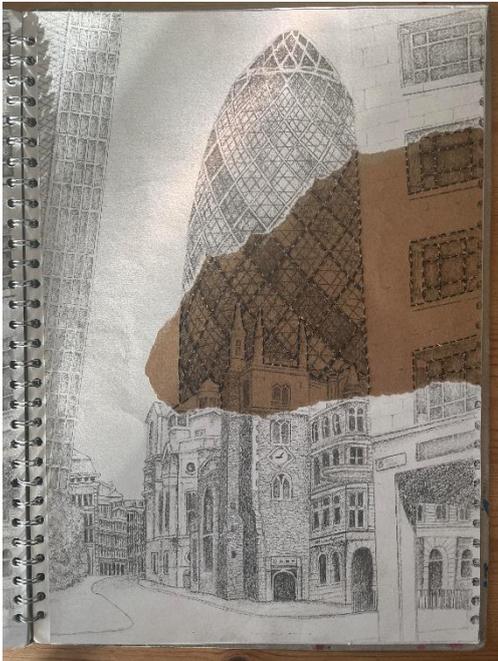


Our Year 9 student, Chloe, has produced this stunning Dan Hillier inspired piece of artwork. We love the hint of Spring colours that Chloe has used to make this picture pop!

Holly in Year 11 has created and shown her incredible talents with this pencil drawing. The detail is amazing. Well done!

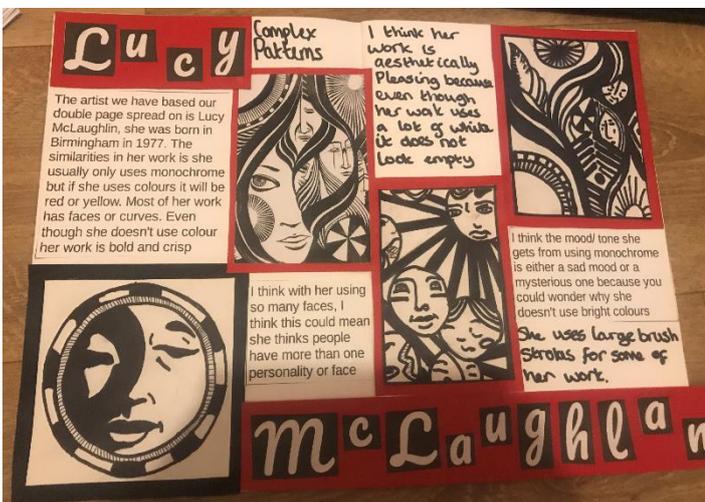


Emily in Year 11 has produced this watercolour based upon a primary source she has been working with to develop her portfolio for her GCSE Art.



Our GCSE student Alana has drawn this impressive, detailed piece of artwork of St Mary Axe (The Gherkin) for her coursework.

George in Year 9 has created this very striking piece of Art. Miss Tooze was very impressed.



Mollie has been studying the artist Lucy McLaughlan and has shown her Contemporary artistic skills with this piece.



## Red January@smithdon

Over the month of January, the PE department set students and staff the task of completing the Red January Challenge. This involved participating in some form of physical activity every day in January. Any form of physical activity counted – going for a family walk with the dog, doing a 5k run, going for a long cycle or completing any of the home YouTube workouts that the PE department shared for students. All of this was very important for our students' physical and mental health during this school closure period.

Reward points were on offer for all students completing the challenge, with 5 sessions earning students an R1, 10 sessions an R2, and completing over 15 sessions resulting in an R3 and a postcard home. Once the challenge had been completed, the PE staff were delighted to look through students' completed activity logs to see how active they had been. It was also interesting to see the wide range of physical activity tasks that they did to stay active. These ranged from regular runs, to axe throwing (!) and some trampolining.

The staff have sent out a large number of postcards to students in all year groups, but also Mrs Hernandez, Mrs Mandal, Mrs France, Ms Wright and Mrs S Robinson deserve a special mention, as they have all completed the Red January challenge. Mrs Robinson totalled 100km over the month!!

The Red January challenge raises money for the charity 'Sport in Mind' which uses sport and physical activity to help those who are suffering with poor mental health. Students were asked to try and do some fundraising if they could for this charity with Mr Ward setting a target of £200.

A special mention needs to go to Hannah and Ella (Yr11), Alfie and Chloe (Year 9) and Ella (Year 7) who have been fundraising and SMASHED Mr Ward's target by raising an astonishing £510. We are very proud of you and thanks to your family and friends for helping you fundraise.

Smithdon High School - Red January Challenge

Team fundraising for Sport in Mind

Event: RED January 2021, from January 1, 2021 to January 31, 2021

6 team members [Join the team](#)

Give your mental wellbeing a sporting chance this January.

254%

£510

raised of £200 target by 32 supporters

[Donate to a team member](#)

[Share on Facebook](#)

## Fitness February and the 'Race to Tokyo'

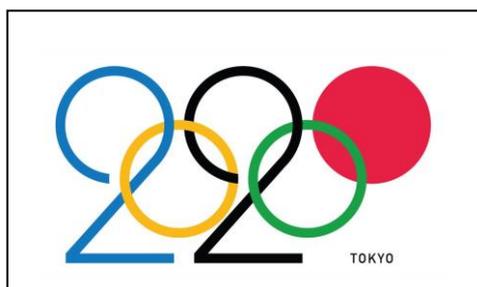
Now that January is over, the PE department has set the next challenge for February - The Fitness February Challenge and the Race to Tokyo. The aim is to continue being physically active every day. To do this the PE department have uploaded a Fitness February Timetable like the one below to each class on Google Classroom.

<div style="text-align: center;">  <h3 style="color: red; margin: 0;">Smithdon High School</h3> <h2 style="color: red; margin: 0;">Fitness February and Race to Tokyo Challenge</h2> </div>				
<b>Monday 1<sup>st</sup> February</b> <b>CV fitness Challenge</b> 2km Run or 30 Minute Walk/ Cycle (Track km walked or cycled)	<b>Tuesday 2<sup>nd</sup> February</b> <b>Squat challenge</b> How many Squats can you do in 30 seconds	<b>Wednesday 3<sup>rd</sup> February</b> <b>30 second Plank Challenge</b> Can you hold the Plank for 30seconds?	<b>Thursday 4<sup>th</sup> February</b> <b>Circuit with Mr Tilley</b> Complete the 8 station circuit with Mr Tilley Video on Google Classroom (Update Race to Tokyo Spreadsheet)	<b>Friday 5<sup>th</sup> February</b> <b>Teacher Sporting Challenge –</b> <b>Keep Up's Challenge</b> – Watch the video set by Mr Ward on Google Classroom <b>Press up Challenge</b> How many Press ups can you do in 30 seconds
<b>Monday 8<sup>th</sup> February</b> <b>Squat challenge</b> How many Squats can you do in 40 seconds	<b>Tuesday 9<sup>th</sup> February</b> <b>Wednesday 3<sup>rd</sup> February</b> <b>CV fitness Challenge</b> 2.5km Run or 35 Minute Walk/ Cycle (Track km walked or cycled)	<b>Wednesday 10<sup>th</sup> February</b> <b>HIIT Combat with Mr Tilley</b> Complete the High Intensity Interval Training session with Mr Tilley. Video on Google Classroom (Update Race to Tokyo Spreadsheet)	<b>Thursday 11<sup>th</sup> February</b> <b>40 second Plank Challenge</b> Can you hold the Plank for 40seconds?	<b>Friday 12<sup>th</sup> February</b> <b>Teacher Sporting Challenge –</b> <b>Basketball In the target</b> Challenge – Watch the video set by Mr Ward on Google Classroom 30 minute walk/ cycle (track km walked or cycled)
<b>Monday 15<sup>th</sup> February</b> <b>CV fitness Challenge</b> 3km Run or 40 Minute Walk/ Cycle (Track km walked or cycled)	<b>Tuesday 16<sup>th</sup> February</b> <b>Squat challenge</b> How many Squats can you do in 50 seconds	<b>Wednesday 17<sup>th</sup> February</b> <b>50 second Plank Challenge</b> Can you hold the Plank for 50seconds?	<b>Thursday 18<sup>th</sup> February</b> <b>CORE with Mr Tilley</b> Complete the CORE session with Mr Tilley. Video on Google Classroom (Update Race to Tokyo Spreadsheet)	<b>Friday 19<sup>th</sup> February</b> <b>Teacher Sporting Challenge –</b> <b>Hand eye coordination challenge</b> – Watch the video set by Mr Ward on Google Classroom <b>Press up Challenge</b> How many Press ups can you do in 45 seconds

Every day has a fitness challenge for you. In your PE lessons you will complete a CV Fitness or a Fitness class with Mr Tilley. On non-PE days there is a general fitness challenge. Also, look out for the Sporting challenges being set by Mr Ward on a Friday.

## Race to Tokyo.

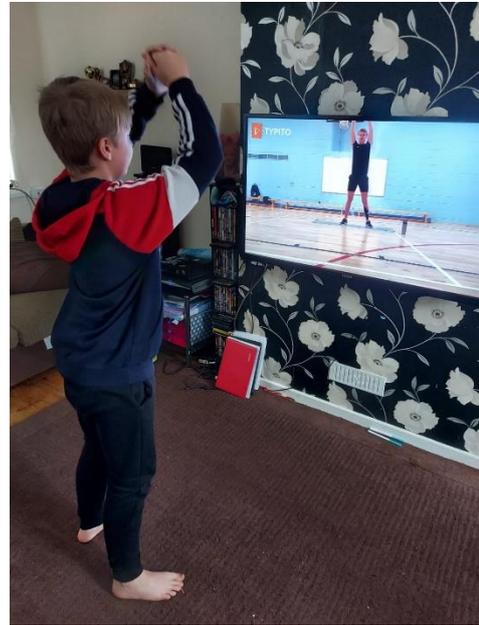
This year, the postponed Olympic Games are due to take place in Tokyo in the summer. The distance from Hunstanton to the Olympic Stadium in Tokyo is 9399km. There are about 650 students and staff at Smithdon High School. The challenge is to see if we can cover the distance from school to the Olympic stadium in Tokyo in the month of February. Each person will need to cover 15km this month. This can be completed with a walk, cycle, run or a swim. Track the number of Km you cover on a daily basis and update the spreadsheet in your PE lessons on Google Classroom.



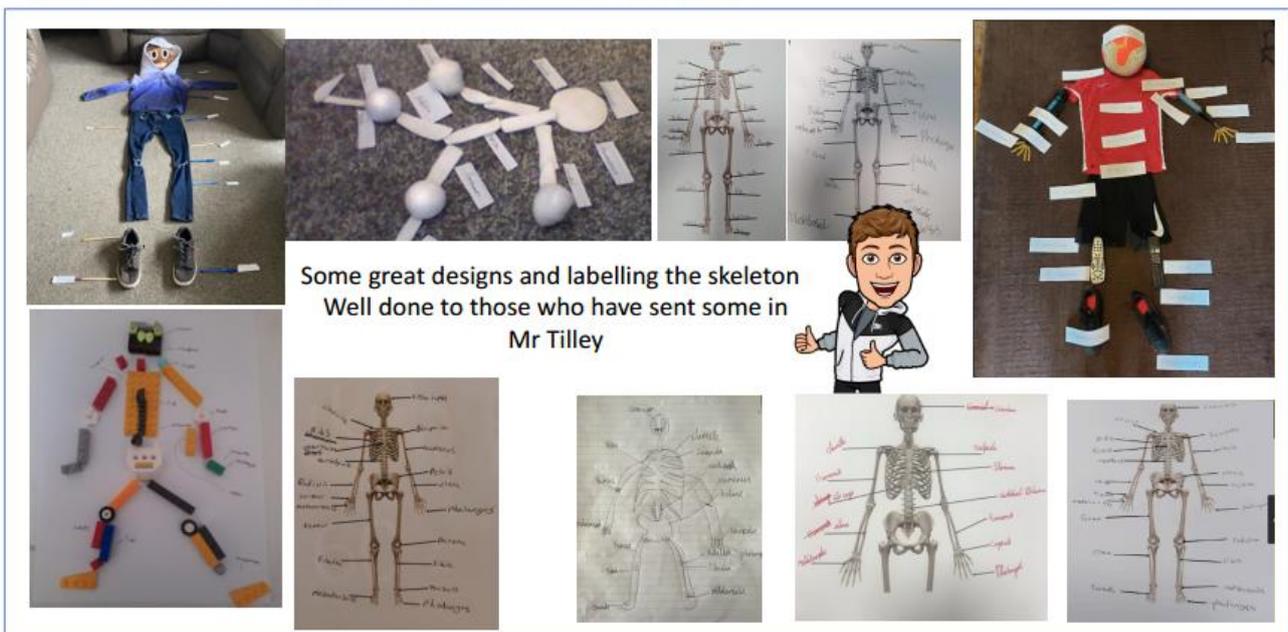
## Year 7 PE Curriculum – Anatomy and Physiology

Year 7 have been working on the identification of bones in their PE lessons recently. The department set the challenge of creating a skeleton at home during their live online PE lessons and using their Knowledge Organisers for the key information. The challenges also included the obligatory snowman, and Mr Tilley's fitness videos (Smithdon's very own Joe Wicks!)

The results are fantastic!



### Knowledge Organiser – Skeletal System – Naming bones in the body





# Drama Department

## Where the Arts grow!



Well, here we find ourselves again in a national lockdown, but I am pleased to report that this has not stopped the creativity of Smithdon students. Within our Drama lessons, Ms Brown and I have been trying to include a mixture of activities that range from practical exploration to theory, whilst we embark on our learning journey of new topics.

Year 7 are starting to find out about Theatre in Education and how Drama can be used as a learning tool. Many of our Year 7s were able to experience some T.I.E. at their previous schools, when GCSE students from Smithdon created, developed and shared work with them.

Year 8 are embarking on a pivotal point in their Drama education where we focus on the German practitioner Bertolt Brecht and how his Epic Theatre helped shape and change the way for much modern drama.

Year 9 are expanding on their knowledge of practitioners and genres this half term, with a focus on Absurdism and Gothic theatre. We have been looking at the distinguishable features of the two genres and then implementing these within our own work, as well as reading, sharing and performing scripts from famous texts at home.

Year 10 have begun a mock Component 1, where they are exploring the concepts and ideas of the practitioner, playwright and actor Steven Berkoff, which they are now beginning to apply to their own creative and imaginative work, which is very exciting!

Year 11 continue to improve Component 1 written elements, and are working feverishly hard on their revision of the Component 3 written exam.

The work and efforts of all students has been incredible, but Ms Brown and I would like to commend the following who have gone over and above in their commitment and dedication to their Drama studies:

- Year 11** Jack, Cameron and Chloe for diligence and effort.
- Year 10** Thomas for fabulous practical work.
- Year 9** Jake for his improvised video performance.  
Gracie and Molly for going above and beyond with their written work.
- Year 8** Advin for amazing written work and class effort.  
Angelina for great resilience, effort and taking enormous pride in her work.
- Year 7** Emmie also for great resilience, effort and taking enormous pride in her work.

Hoping that you all stay safe and well,

Mrs Proctor and Ms Brown,

Drama Department



## Music@Smithdon

The Music Department has been working with students from home to encourage and continue building performance skills. Leading up to Valentine's Day, all students have been offered the opportunity to send in a performance of themselves, performing a love song, that we have posted on to the school's Twitter feed each day this week. Do not forget to send in your videos to Miss Miller.

This Valentine's Day showcase was inspired by the success that we had with our Christmas Advent, where we posted a video daily throughout December in celebration of the festive season, whilst also working towards raising awareness of the Food bank.

We hope that you enjoyed a week of Love songs performed by our talented students. Amongst others, it will be worth looking out for Gracie, Tia and Isobel who will be performing songs such as *When We Were Young* by Adele and *1000 Years* by Christina Perri.

In the next issue of the Smithdon Newsletter we will give more details about the restarting of music lessons and the exciting news of the beginning of the new Smithdon Orchestra!





The  
Brilliant  
Club



Smithdon High School have been lucky enough to take part in this fantastic programme, where eight of our Year 9 students have had the opportunity to work with a PhD researcher to experience university style learning. This helps to develop the skills, knowledge and confidence to secure a place at a highly selective university.

Normally we would have gone along to the University of East Anglia in the Summer term of Year 8 for the launch of the programme. Unfortunately, due to the pandemic, this was unable to go ahead and the programme delayed until September of last year, still without the launch trip – which went online like so many things!

Luckily for us our PhD tutor Nathan Hughes was able to come into school and do live tutorials for the students right up until the November lock down. These took place once a week in the library where the students were given assignments to do, then given feedback by Nathan.

They then had to write their final assignment, title The Disease Detectives, all about Malaria. I was lucky enough to read some of the final assignments and I could clearly see how everyone had improved from the start of the process. The standard of the work was incredibly high, with full referencing and excellent information included. For the students there then came the wait for the results. Everyone found it very nerve wracking! Due to another lockdown, Nathan was unable to come into school to give the final feedback, instead we managed this over zoom! The students were all very nervous about getting their grades and feedback – but they had all done brilliantly!

An amazing achievement to everyone well done!

Our group of Year 8 students will take part in the Scholars Programme in the Summer term.

Mrs Pike

Student	Final Mark	Final Grade
Viktoria	71	1st
Olivia	97	1st
Gracie	87	1st
George	66	2.1
Elizabeth	90	1st
Caitlin	79	1st
Alesha	59	2.2
Edward	79	1st



# Interview with Darren Grigas

Darren classes himself as a regular guy, “a dad of two awesome kids who I adore, they’re my number one purpose for challenging myself to be the best role model I can, and hopefully inspire as many more people as I can.”

Darren’s turning point from his regular 9-5 job and average goals came following a car accident, which left permanent damage to his back, but fortunately not severe enough to hold him back. This triggered a desire to make the most of every day and he went on to pursue running, which led to more extreme adventures, starting with a race dubbed as the toughest footrace on Earth.

The notorious Marathon des Sables involved running 156 miles across the Sahara. This was also the start of Darren’s ongoing fundraising campaigns for local charity [Anna’s Hope](#), whom he is now a patron of. Darren has since gone on to run and hike across some of the most extreme environments on the planet: 100-mile frozen lakes at minus 50 degrees; eating around campfires whilst wolves howl from the treeline; sharing uncharted rain forests and never-before run desert crossings, passing through hunting grounds for leopards and cheetahs.

Darren helps advise and inspire others by sharing his stories and experiences across many platforms. He has written and featured in national magazines, been featured on ITV, BBC Radio and TV and has spoken across the country at schools, businesses and even Buckingham Palace.

Amelia and Theo (Silver DofE Participants) interviewed Darren virtually to find out more about his adventures and why he thinks the Duke of Edinburgh Award is so important. His website is <https://darrengrigas.com/>

## 1. What skills have you learnt from your adventures that you can or have applied to everyday life?

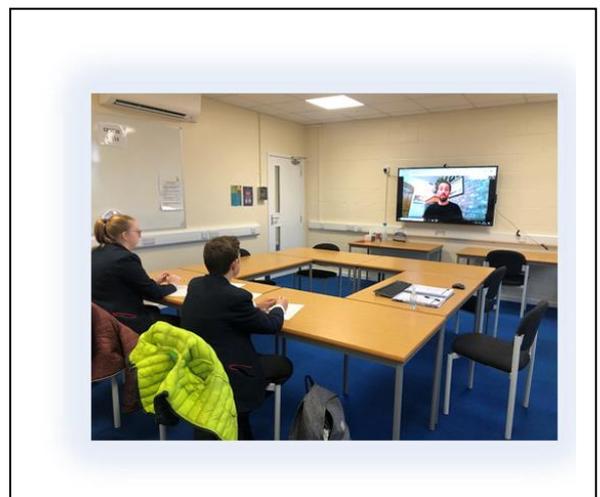
Darren said that he had learnt about how to ‘push boundaries’ with the correct ‘mindset and it is all about mind-power’ how you use it.

## 2. What will your next challenge or adventure be?

Darren said, ‘I am training for an ironman’ that he is going to complete in Bolton. He was also saying about how he’s going to take groups of people on challenges and adventures he goes on. He said this was hard because he was quite an independent person he has to be strategic with the team and who carries what and how far they go. He also said he like doing challenges that are world firsts.

## 3. What has been your favourite adventure so far?

‘It’s hard to choose just one’. He has done so many amazing tasks that it was a hard choice he said it was either running over the frozen lake or crossing the jungle. Both of which he has written about on his website.



## 4. During lockdown have you kept in touch with anyone you have met on challenges?

He has kept in touch with a campmate who crossed the Sahara with him. He said that doing these challenges makes life-long friends.

5. What has been your toughest challenge?

'The jungle challenge was tough because I did it in a group.' He said that he was one of the fitter members of the team but 'you're only as fast as the last person.' He said about how, as he was faster, he carried more weight to make it easier for the slower ones and to slow him down. He also said that he did an SAS challenge just like the one on TV but not televised. He said it was extremely challenging physically and mentally. He was one of only four people who finished the challenge. He said that it was all down to his mind power and mindset.

6. What kind of food do you take on your challenges?

When he crossed the desert, he had to take salt bocks and lots of sugary things to give him lots of energy and restore the salt he had lost while sweating.

7. What do you find most rewarding when doing challenges?

He said he loves that he inspires others to give things a go. He also said about how he loves the fund-raising aspect of it and earning money for charity.

8. Why are you interested in doing these kinds of challenges?

He said that after he had been in a serious car accident it gave him a wake-up call about how he should not live with regrets. He wanted to see places and fulfil life with as many experiences as possible.

9. Do you plan to do these challenges way in advance?

Some challenges he does plan ahead, but sometimes he is challenged to do them. If a friend calls up and suggests a challenge, he will give it his all.

10. How many more adventures do you plan on doing?

'For as long as possible.'

11. What was it like to run 100 miles in the cold and on ice?

Running in -47C was easier when wearing the right amount of clothes. Originally, he had put layers and layers on but by the time he was running he was so hot he had to take most of the layers off. The next day he only had on a t-shirt and coat which he found much better.

12. What was it like meeting the royals?

He said it was hard being on royal time. He was told to give a speech until Prince Edward arrived. He wasn't given a time really and so gave his speech but there was time left, so he had to fill time while waiting for Prince Edward to arrive. He was told how to act and what kind of things to say.

13. What was it like being in the hands of the special forces for 14 hours?

He said it was really tough. He said he wanted to be tested and this did it. He also said it was all about mind games and how strong your mind set is.

14. What other public speaking have you done?

He has spoken in Schools, in colleges and to the Women's Institute. Here his message was: 'it's never too late to set a goal'.

**Written by Amelia (Year 10)**



Throughout December the school, with the help of the staff and students' generous donations, were able to donate a huge number of essential items to the local Food Bank.

The school also held a 'Festive' non-school uniform day with students donating towards the Food Bank for this privilege. We raised £262 to go directly to the Food Bank to buy the essential items needed.

Please read the message below that we received from Rev. James Monro, chair of trustees at the Hunstanton and district food bank.

"I would like to thank you, the staff and the pupils on behalf of the Food bank for your kind support just when we needed it before Christmas. The school collected a massive 241Kg of donations!

We have been particularly busy during the coronavirus pandemic, but your generosity means that we can still be generous to needy people in this locality. With best wishes to you and everyone in the school for 2021. And hoping that we will be back to normal by next Christmas."



St Edmund's Church Hall  
Church Street  
Hunstanton  
Norfolk  
PE36 6BE



The Food bank is open on a Monday and Thursday, 1.30-2.30pm.

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

Pink orange is working in partnership with Norfolk County Council to provide ingredient kits for households with children across Norfolk that need a little support this winter.

<https://www.norfolk.gov.uk/care-support-and-health/support-for-living-independently/money-and-benefits/norfolk-assistance-scheme> or 0344 800 8020

NAS can help if you are experiencing financial hardship due to the pandemic by helping with the buying and arranging of food deliveries or buying essential supplies.

*Get in touch:*

Smithdon High School

Downs Road

Hunstanton

PE36 5HY

T: 01485 534541

E: [office@smithdonhigh.org.uk](mailto:office@smithdonhigh.org.uk)

W: [www.smithdonhigh.org.uk](http://www.smithdonhigh.org.uk)

Twitter: [@Smithdon\\_High](https://twitter.com/Smithdon_High)

We hope that you are all well and working hard and we are looking forward to seeing you back in school soon.

Thank you for taking the time to read our Newsletter.

If you would like to be involved, submit any work or produce any content, please contact: [n.carver@smithdonhigh.org.uk](mailto:n.carver@smithdonhigh.org.uk)

*Work hard, be kind and smile!*

**STRENGTH – INTEGRITY – EXCELLENCE**