



Keeping in touch with

# ‘NON-CONTACT’

one small  
positive thought  
can change your  
whole day

RESPONSIBLE	AMBITIOUS	HARD WORKING	RESILIENT
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# Weekly Worship

## We are St Catherine's College

### St Catherine of Siena

St Catherine's feast day was last week. Here are a few reminders of our patron saint:

- Born 1347, died 1380
- Considered to be one of the greatest writers of the medieval church.
- She is patron saint of nurses; very appropriate at this challenging time.
- As a peace envoy, she had a considerable influence upon politics and leadership in Western Europe and with the Pope.



### What, where and when of College Worship

You'll find a brief worship and reflection on the home page of our website (under Latest News): <https://www.stcatherines.college/>

### Some quotes from St Catherine to include in your prayers or reflections

You must believe in truth. Cry out with a thousand tongues – I see the world is rotten because of silence.

Be who God meant you to be and you will set the world on fire.

Holy Spirit, come into my heart, and in your power draw it to you.



# LOCKDOWN LITERACY

While our students cannot be with us learning in school, they can be taken around the world, reading texts from across the globe.

Each week, on a Monday, you will be sent an extract to read and enjoy, via EduLink, with some multiple-choice questions to answer to show your child's understanding.

We will also send an answer sheet so you can keep track of your child's learning.

Happy reading!

If you have any questions or queries, please do not hesitate to contact Ms Simpson by email:  
[ssimpson@stcatherines.college](mailto:ssimpson@stcatherines.college)



# TOP TIPS FOR SUPPORTING YOUR CHILD'S READING

<b>Quality, not quantity</b>	Don't worry too much about the 'what' and the 'how' they are reading. All reading counts – from a novel, a magazine or a comic to instructions on how to make cupcakes – encourage quality reading, wherever your child finds it!
<b>Ask questions</b>	You don't need to interrogate them but 'sharing reading' has been proven to be invaluable, even with older children. Any of the 'Who', 'What', 'Where', 'When', 'Why' questions starters are great for getting the conversation going and promotes an understanding of what they have read.
<b>Make informed predictions</b>	Encourage them to be a modern-day Sherlock Holmes – look for clues and make informed predictions about what might happen. Use the front-page graphics or the blurb to prompt a discussion: 'Why do you think there may be a knife on the front cover?'
<b>Summarise what they have read</b>	This is a useful skill and it helps to promote a love of learning. Discuss what has happened in the extract or chapter they have read. Can they remember the key events and describe the most important ideas?
<b>Be creative using what they have read</b>	Encourage your child to create something based on what they have read. Some ideas could include drawing a key image from the text, or to write a newspaper article on a key event or write a diary entry as a character. It could be creating a poem or the next instalment of a story! Creativity is welcomed – please send any work to <a href="mailto:ssimpson@stcatherines.college">ssimpson@stcatherines.college</a> so it can be celebrated!
<b>Tell family and friends</b>	Celebrate their reading! When on a video call with a loved one, mention the reading they have been doing and get them to explain all about it. Discuss it at the dinner table and show you recognise their efforts.
<b>Maintain their motivation</b>	If your child really connects with a specific genre or writer, encourage them in this area. If you are unsure, please contact Ms S Simpson ( <a href="mailto:ssimpson@stcatherines.college">ssimpson@stcatherines.college</a> ) and she can point you in the right direction! Talk about the enjoyment of reading whenever you can and discuss what you have enjoyed reading with them. Your child is on a journey to becoming a reader and this will be an invaluable skill and massive asset for the future.



### KS3 POETRY COMPETITION

The English Department was amazed at the number of wonderful entries to the recent KS3 poetry competition. The themes for the poetry were hope, faith and strength in recognition of the many people suffering during the current global crisis.

Mrs Ward, Mrs Williams and Miss Elliott had great trouble reducing the winners in each year group category to just three but were incredibly proud to announce the following winners at the start of Term 5. Each first place winner received a £20 e-gift card, each second place winner received a £10 e-gift card and each third place winner received a £5 e-gift card.

Well done to the winners and to everybody who took part. Please enjoy reading, on the next three slides, these incredibly inspiring poems created by our young poets.

	YEAR 7	YEAR 8	YEAR 9
FIRST	Joshua Port	Georgia Pugh	Paige Curryer-Watts
SECOND	Afiya Howard	Andrew Jeanes	Ty Bewick
THIRD	Skyrah Webb	Charlotte Thomas	Abigail Jones





**FROM MY WINDOW by Joshua Port, Year 7**

I gazed from my window, to see the dark clouds gathering  
My heart felt anxious  
As if it would jump from my chest  
I watched and listened to the rumble in the distance –  
Wondering if I would be able to pass this test.  
I gazed from my window, the rain distorts my vision  
My head felt encumbered  
The pressure was almost too much.  
I contemplated life without true meaning  
How I'd cope with the absence of human touch.  
I gazed from my window, patiently waiting for the storm to settle  
My lungs tightened  
I try to steady my breathing  
I pressed my face against the glass, it felt cold and still  
Isolation and despair my mind starts deceiving.  
I gazed from my window, the orange, morning sun rose  
My senses are ignited  
Relief came over me like a wave across the shore  
I smiled, my soul felt alive for I had something to hold on to  
I had hope once more.



### HOPE by Georgia Pugh, Year 8

The world has changed outside  
And nothing is the same.  
It all seems a bit scary  
A virus is to blame.

It spread round the world so quickly  
Leaving death and sorrow behind.  
Taking our fun and freedom  
Making some food hard to find.

Words like pandemic and lockdown  
Are everyday on the news.  
People outside wearing gloves and masks  
And plastic covers on their shoes.

But you can see rainbows in the windows  
And hear clapping on Thursday night.  
For the keyworkers on the frontline  
And all the people in the gift.

The world is really dark right now  
But hope is in the air.  
There's light at the end of the rainbow  
Just as long as people care.



### JOURNEY by Paige Curryer-Watts, Year 9

Hope is seeing the finish line even when it's foggy  
Faith is trusting the boat you're in, even when it's rocky  
Strength is carrying on even when your hands are numb  
Faith is fighting for what you believe in even when others think it's dumb.

When the bridge is broken but because of hope you know it's not the only way  
When you know God's real because of what you feel instead of what people say  
When your friend gets mad but because of faith you know they're still your friend at the end of the day.

This may sound like a lie but once you've crossed the finish line you're usually not finished  
So stop saying no and start saying yes because that's when things will start to change,  
There are lots of journeys on this journey some are done slow and some are done fast  
But only one will be your last  
And that one is called life.



# ROYAL GEOGRAPHICAL SOCIETY YOUNG GEOGRAPHER OF THE YEAR COMPETITION

This year's Young Geographer of the Year competition gives young people the chance to explore the potential that geography holds. Although we might all be confined to our homes, and doing #geographyathome, we are asking young people to explore their wider geographical horizons by providing entries to our Young Geographer of the Year competition and explore the geography of **"The world beyond my window"**.

We are interested in entries that explore the human and physical geography of places that exist beyond a young person's window, be it locally, nationally or globally. We want to know how young people's lives are connected to, or influenced by, these places - be the connections physical, digital or emotional. We also want to understand how geographical processes in the physical and human worlds have created these places and might be changing them.

General entry criteria: KS3 and KS4 students will produce an A3 size entry. This can be hand-made (then sent in electronically via a scanned copy or photograph) or using PowerPoint, word, publisher or PDF, etc. All entries should address this year's theme and must meet the following criteria:

- Excellent attention to spelling, punctuation and grammar
- Use of accurate geographical terminology
- Clearly labelled and appropriately acknowledged sources, including diagrams, charts, maps or images
- Accurate use of symbols, scales and keys
- Describe three or more geographical ideas
- Use at least three annotated images, diagrams, charts or maps

If produced electronically, please use a minimum font size of point 10

The deadline for receipt of all entries is Monday 22 June 2020. Entries received after this time will not be accepted. Please send all entries to [epavey@stcatherines.college](mailto:epavey@stcatherines.college).

We will choose the best ten to send to the RGS. The winner is invited to an award ceremony in London - lets have a St Catherine's College winner! Good Luck, everyone!





# VE DAY BAKE OFF

Cook a dish to celebrate VE Day

**VE Day 75<sup>th</sup> Anniversary Celebrations are taking place on Friday 8 May. As we are in lock down our celebrations will be taking place at home.**

**Your task is to cook a dish that could be served at a stay at home street party!**

**Why not try baking either carrot scones or carrot cakes - popular wartime favourites. Recipes on the next slide.**



## WARTIME CARROT CAKE

### Ingredients

30g self-raising flour  
85g margarine or cooking fat  
85g sugar  
115g finely grated carrot  
55g sultanas  
1 egg  
A little milk or water

### Method

1. Preheat oven to 220°C/200°C fan/gas mark 7.
2. Sift the flour into a mixing bowl
3. Rub in the margarine or cooking fat.
4. Add sugar, carrot, sultanas and egg. Mix well and then add sufficient milk or water to make sticky.
5. Pour mixture into a lined baking tin.
6. Cook in the oven for 40-45 minutes or until golden in colour.

## CARROT SCONES

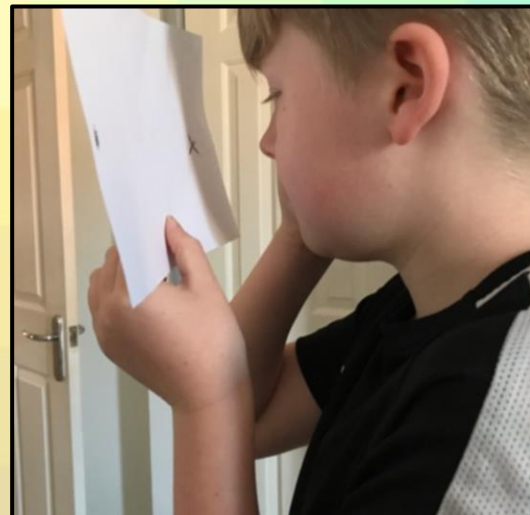
### Ingredients

12 tbsp self-raising flour and 1 teaspoon baking powder sifted together  
2 tbsp softened butter or margarine  
4 tbsp sugar  
8 tbsp finely grated carrot  
A few drops of vanilla flavouring essence

### Method

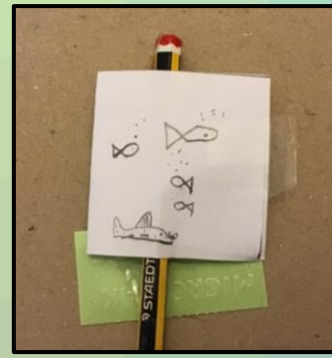
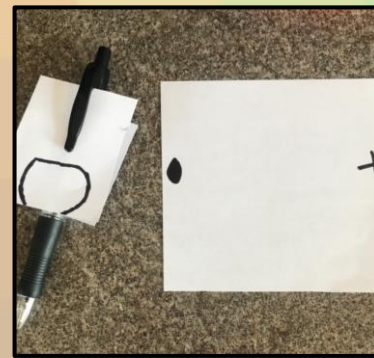
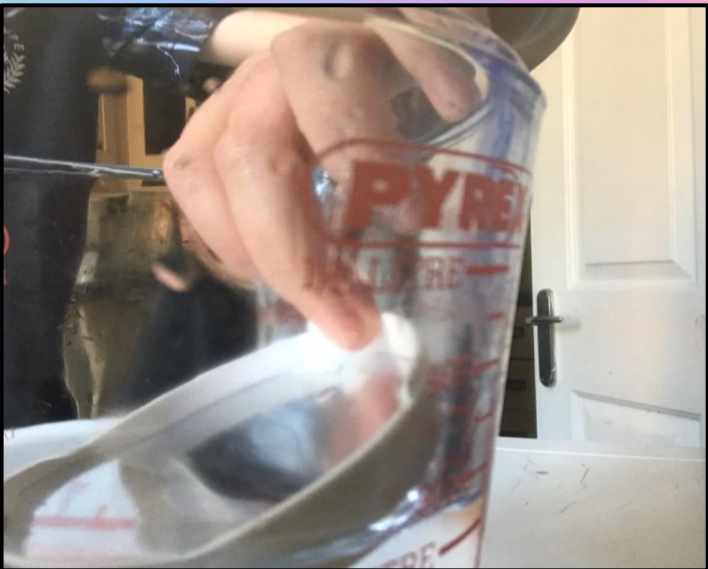
1. Preheat oven to 200°C/180°C fan/gas mark 6.
2. Grease a baking tray.
3. Mix the butter and sugar until light and creamy.
4. Add the grated carrot, a bit at a time, and then add the vanilla essence.
5. Slowly add the flour.
6. Pinch and roll the desired amount between your hands. You should get 12 scones from the mixture.
7. Place on a baking tray and sprinkle with a little sugar.
8. Cook in the centre of the oven for approximately 20 minutes.
9. Once firm on top and sides, they are done. Remove from oven.





## LIGHT SPECTRA EXPERIMENTS

Some of our Year 8 science students have been carrying out home experiments to investigate light spectra and how their eyes work.







Sedimentary rocks are made from particles of weathered and eroded rock that settle in layers on the seabed.

These rocks often contain fossils.

These models of sedimentary rocks were made at home by Year 7 science pupils.



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# FOOD, FOOD, and more FOOD!

A report from Mrs Matthews:

I just wanted to share with you some of the amazing dishes that our fantastic pupils are cooking whilst learning from home. For some of them, it is tasks I have set but for others, who are no longer on the rotation for food, they are just showing their growing passion for food which is so lovely to see.

If any pupils cook anything at home, I would love to see any photos of your final dishes.

Please email photos to [rmatthews@stcatherines.college](mailto:rmatthews@stcatherines.college)



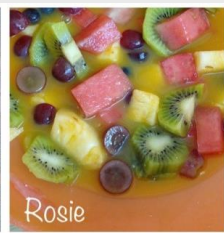
Oliver



Hollie



Sophie



Rosie



Dominic



Joshua



James



George



Emma



Bobby



Hollie



Micha



Lily



Eliza



Jess

PIC•COLLAGE



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# THE ST CATHERINE'S COLLEGE CHALLENGE

Choose ONE of the following three challenges:



**FAMILY TIK TOK**  
**COOK A MAIN MEAL**  
**SCULPTURE MADE FROM RECYCLED OBJECTS**

The student who produces the best of the above will win a  
£10 Amazon voucher.

For your chance to win, please send a picture or video of your creation to Mr Watts at [lwatts@stcatherines.college](mailto:lwatts@stcatherines.college). The winner will be announced in our next bulletin.



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And the winners of our last challenge are.....



Ludovica, Year 9



Cameron, Year 7

Due to the amazing work and amount of entries, we have two prize winners who will both receive a £10 Amazon voucher. The next slide shows some wonderful examples of the work produced. A huge well done to all those who took part!



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# MR WATTS' FITNESS CHALLENGE

## MAY THE FORCE BE WITH YOU JEDI TRAINING

### ODD NUMBER DAYS

- 20 JUMPING JACKS
- 10 CALF RAISES
- 20 PLANK JACKS
- 10 SQUAT JUMPS

- **Level 1 – YOUNGLING**  
Complete 2 rounds
- **Level 2 – PADAWAN**  
Complete 3 rounds
- **Level 3 – JEDI KNIGHT**  
Complete 4 rounds
- **Level 4 – JEDI MASTER**  
Complete 5 rounds

### EVEN NUMBER DAYS

- 10 BURPEES
- 10 SQUATS
- 20 MOUNTAIN CLIMBERS
- 20 PLANK KNEE TUCKS

Choose a level which is challenging for you. Try to advance your level throughout the month. The ultimate goal is to become a JEDI Master by the end of the challenge.



## MINDFUL MOMENTS

Looking after our mental well-being during this extraordinary time may not always be the first thing on our minds, but is as important as looking after our physical health. It can be done in a variety of ways and will be different for different people: exercising, specific mindfulness activities and the arts are all ways in which we can give ourselves a 'mental health' workout.

We hope that the Mindful Moments we have offered provide you with a way to pause, reflect and look after your mental health. Thank you so much for the positive feedback received already. We have included our whole school community of staff, students and parents/carers in the posts. For further support on mental health during this challenging time, please see the link below:

<https://www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/>





## 8 BENEFITS OF *Mindfulness*

1. It helps you slow down
2. It helps you know yourself better.
3. It helps you focus or concentrate.
4. It helps you ruminate/stress less.
5. It helps you change bad habits.
6. It helps us be more resilient.
7. It leads to self-acceptance and compassion for others.
8. It leads to a more enjoyable life.

## 10 REASONS TO EXERCISE FOR YOUR **Mental Health**

1. Reduce Stress
2. BOOST YOUR MOOD
3. Reduce Anxiety
4. IMPROVE YOUR SELF-ESTEEM
5. Increase Confidence
6. RELAX AND IMPROVE SLEEP
7. Relieve Tension
8. Keep your Mind Sharp
9. HELP MANAGE ADDICTION
10. Improve Focus and Memory

**HAPPINESS** can be  
found  
**EVEN**  
in the darkest times  
if one only REMEMBERS  
to turn  
on the **LIGHT**  
ALBUS DUMBLEDORE



## FINALLY, we will end on a lovely story ....

Just after the COVID-19 outbreak, the parent of Stevie Richards, Year 9 student, started a Facebook group as she saw that there was so much need for PPE. The group started with 25 seamstresses all making PPE. They now have over 1400 seamstresses making scrubs, hats, bags and hospital gowns. Stevie has been a vital member of this team. Not only has she been packing up orders to go to hospitals and consultants, but also installing love and positivity into children her age to help out. Mrs Richards has had many children enquiring how they can help as they know Stevie is involved. Mrs Richards and Stevie are so grateful to everyone who is involved, even Rolls-Royce are cutting fabric!

