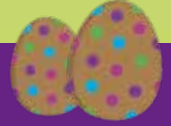




Plympton Academy

REVIEW

EASTER EDITION 2021



Year 11 Chicago Assessment

Students wow with performance of hit Broadway musical

FIND MORE EXCITING NEWS INSIDE!



Bebras Challenge

The Bebras Challenge is an annual competition, aimed at raising awareness of Computer Science in a fun and rewarding way. Computational Thinking involves using a set of problem-solving skills and techniques that software engineers use to write programs and apps. Examples of these techniques include the ability to break down complex tasks into simpler components, algorithm design, pattern recognition, pattern generalisation and abstraction.





Students have 40 minutes to complete a number of challenges as accurately as possible. The difficulty of the challenges increases the older the student; the challenge is open to students from Year 2 to Year 13. In November, Year 8 took part in the challenge as 'intermediates' (aged between 12 and 14).

Mr Kennedy, Head of Computing at Plympton Academy, will be including an example of an intermediate challenge in each issue... just so you can have a go at 'thinking computationally'. For this issue we will be looking at hamburgers...

Question

BeaverKingWay uses six types of fillings (A, B, C, D, E and F) to make a burger.

The following table shows some examples of their burgers and fillings. The fillings are not listed in any particular order.

Burger				
Fillings	C, F	A, B, E	B, E, F	B, C, D

Which of the burgers below has fillings A, E and F?



MESSAGE from the PRINCIPAL



Welcome to our Easter edition of the Plympton Academy Review.

It has been wonderful to welcome students back into the Academy over recent weeks and we are starting to feel that 'a little bit of normal' has returned.

This edition focuses, however, on some of the things that our students have been involved in during the period of lockdown.

As you will see our students have been keeping themselves very busy during lockdown and our Hot Chocolate Friday awards have continued - one week seeing us sending an impressive 76 hot chocolate packs home to individual students who had been nominated for going above and beyond.

Enjoy reading about students who, amongst other things, have travelled virtually from Lands' End to John O' Groats for charity, taken part on The Voice in Portugal, participated in Para-swimming or speedway competition racing or participated in a ballet workshop with Matthew Bourne's New Adventures touring troupe.

I wish you a restful Easter and we look forward to welcoming students back after the Easter break on Monday 19th April. ■

Lisa Boorman, Principal

Plympton Academy
REVIEW



Plympton Academy
Moorland Road
Plympton
Plymouth
PL7 2RS

telephone - 01752 338373

email - enquiries@plympton.academy

website - www.plympton.academy



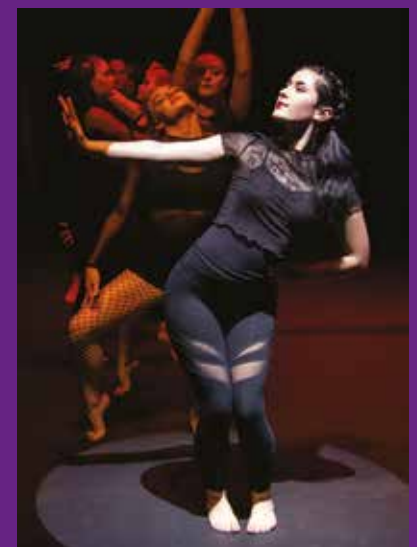
OPEN EVENING | **THURSDAY 24th JUNE**
4.00pm - 7.00pm (Additional Open Days TBC depending on Covid-19 restrictions)

Plympton Academy invites all parents and carers of Years 4 & 5

STUDENT MAKING WAVES WITH DANCE COMPANY -

Huge congratulations to our Year 11 student Joanna Hore (pictured below) for her recent acceptance onto EXIM Dance Company's Making Waves Project. The project involves working with young people towards performances and training qualifications in dance leadership, facilitating dance that offers the space and time to develop their creative voice. Joanna will get the opportunity to work alongside community artists and industry professionals with other students.

Joanna said, "I wanted to join EXIM as I wanted to continue dancing, even through lockdown. I also wanted to gain more independence and meet new people by joining a group (which I was very nervous about doing). I am excited to see how other establishments create dance and to meet other people who enjoy dance as much as I do!" ■



MAKING WAVES: Joanna Hore performing Chicago in her Year 11 Dance assessment

New library space for the Academy

Plans progressing well to provide a flexible space for students

Plans to provide a new library within the ground floor space of the new block are progressing well and below are images of one of the competitive designs we have sought. This is for illustration as a final decision on the actual design and supplier is still being taken but should show you the look and layout we are aiming for.

We are hoping to provide a flexible space that students can use in a variety of ways by providing areas for private study but also areas of soft seating for students to be more relaxed in and enjoy reading. We will also buy in movable shelving units so that the space can be used for a variety of other things, once we are able to do so under COVID restrictions.

Work on this has paused a little due to the pandemic and the increased cost of not using

‘We are hoping to provide a flexible space that students can use in a variety of ways by providing areas for private study but also areas of soft seating for students to be more relaxed in and enjoy reading’

some of the older library fittings and furniture from the previous library in what is now the main entrance to the Academy.

Governors have agreed that the full cost of providing a new library should be given priority and we will be ordering in shelving and seating ahead of the Easter break with the hope that the space will be fully fitted out in May. ■



New to team PA

A big welcome to Plympton Academy's new staff members

MRS PICKLES - PE TEACHER

My name is Mrs Pickles, I am new to the PE department. I have been teaching for 12 years and have taught in different parts of the country including, Tottenham in London and Bristol.



My passion is sport, but I have also taught Geography. I have two small boys and 2 dogs that take up most of my spare time at home and I love to be outdoors with them as much as possible. I enjoy keeping fit and more recently I have learnt how to weight lift. I love to cook and create new dishes for my family to try or host for friends. I am really excited to be a part of Plympton Academy.■

DR JAMISON - RELIGIOUS STUDIES

I'm Dr Jamison and I'm excited to be joining the Religious Studies team at Plympton.



It's a strange time to be joining a new school, and while I relish the challenge of using all the technology to support students, like everyone else I'm looking forward to getting back in the classroom and actually getting to know all the students I'll be working with in person.

I've been in teaching since the nineties and have worked in a number of schools in the South West and the Midlands, as well as leading an NGO education programme.

In my spare time you might find me cutting letters in stone or being towed around Mt Edgecumbe by a very large black dog!

I'm looking forward to being part of a vibrant educational community at Plympton, and to learning more about how I can be a better teacher.■

MISS BYRNE - PASTORAL MENTOR

My name is Amie, I'm from a little village in Co. Wicklow, Ireland and am a real home bird - I miss Ireland a lot! I've lived in the UK since 2015 when I moved to Dorset to work in a language school - I then moved to Plymouth in September with my partner and so am very new to the area and to Plympton Academy.



I really enjoy reading and watching movies and TV but I'm also a very sporty person; I've played Gaelic football and football from a young age and I'm a Man United supporter at heart - I'm very keen to join a team in Plymouth once COVID goes away!■

WANT TO JOIN OUR TEAM?

Check online at www.plympton.academy/page/?title=JOB+VACANCIES&pid=15 to see our regular job section.



MISS ROBERTS - SECLUSION MANAGER

I started at Plympton Academy in January, being employed as Seclusion Manager. Before working here I lived in Cambridgeshire



and worked in a SEMH school. Outside of work I enjoy going on long walks, spending time with friends and family (when not in lockdown) and persuading my partner to get a dog!

I am really looking forward to starting my new role and spending my time as a Pastoral Mentor for Year 7's and thoroughly enjoying it. I can't wait to meet more of the team and get settled in, in the near future.■

MALACHI GEORGE - SPORTS CENTRE ASSISTANT

Since joining the sport staff I have been made to feel welcomed by everyone. I have also been made to feel safe despite the pandemic and have enjoyed



every second of my job. I'm looking forward to the new experience of working with the football teams and the opening of the gym to gain more experience.■

Life in Lockdown

Year 7 students impress with working from home

We are so impressed with how well Year 7 students made the transition to working from home or attending Educare. Students received hot chocolate awards for their effort with remote learning. Every week students were achieving bronze and silver certificates to mark their success in the number of class charts points received. Below is a sample of some highlights of students' experiences of life during lockdown.

Some students had lockdown birthdays, several spent time on trampolines, loads of you said enjoyed spending time with family, others said about enjoying being with their pets, one student said they even made 'TikTok' videos with their Guinea Pigs! I have also seen some new pets, including an Italian Greyhound called Bella. Amazing!

We have had lots of walks with family, bike rides, swimming, jogs; one student in particular doing the 'Couch to 5K', basketball, table tennis and my favourite sport during lockdown - Nerf Gun Battles with my brother. It won't shock you to hear that I also took part in that particular activity with my sons Rowan and Adair!

Building also seems to have been popular with Lego, fort building, model making, jigsaw puzzles being the most popular options as well as gaming, both traditional and online. I do love a good board game. And finally, baking. Lots and lots of baking! Yum Yum.

All in all it's quite clear - you guys have been busy during lockdown and well done for making sure that was the case. The work you completed was superb, we are really proud of you, Year 7. Our motor is Successful Seven and you certainly made sure of that.

LANDS' END TO JOHN O'GROATS

It brings me great pleasure to celebrate two



students in Year 7 who have successfully completed a virtual bike ride from Lands' End to John O' Groats. Taylor Hardy (pictured above) and Daniel French. Both students have ridden 603 miles to raise money for charity. Taylor raised money for Plymouth based charity 'Friends and Family' and Dan for 'St Luke's Hospice in Plymouth'. We are so incredibly proud of both boys for what they have done and wish them luck with their fundraising goals. It's no easy task to cover that distance and to do so in support of these charities life changing work really shows how these boys are making a difference.

STUDENT SUCCESS ON THE VOICE KIDS PORTUGAL

We have a star in the making and her name is Yasmin De Sousa.

Yasmin (pictured right) went through the blind audition stages of The Voice Kids Portugal last year and hopes to follow in the footsteps of her father, who is also a singer.



Yasmin picked Marisa, one of the judges, as her mentor and everyone at Plympton Academy can't wait to see how she will do.

You can see her performance by typing the link here www.youtube.com/watch?v=bVHjVwC8GIE or by searching Yasmin De Sousa 'This is me' blind audition on YouTube. ■

Year 9 student makes a splash

In Year 9 we have a wealth of talent from footballers to artists, linguists to actors. We wanted to share Rachel's story about her journey into Para-swimming.

My journey into Para-swimming began back in 2016 when I was spotted by an instructor at the Plymouth Life Centre Sam was that instructor and specialised with disabilities at a special swimming club called the Hub club. This club is set up by swim England where you receive coaching and advice to improve your swimming with other disability swimmers. From there I was encouraged to join a mainstream club to progress further, so in June 2019 I joined Devonport Royals swimming club to swim in any competition as a para-swimmer I needed to be classified. This is where your times will be compared to other swimmers in the classification group you are in. On February 23rd 2020 I attended the south west para-swimming regional training session at Mount Kelly College Tavistock consisting of a land training session covering key aspects of pre -post pool work and then followed by a pool session covering key aquatic skills.

I required an initial skills observation which was carried out by the England para-swimming talent coach. He observed me swimming in an observation lane and assessed me on my different strokes. Once satisfied he agreed to sign my form and advised us on the classification application process. This means I will be invited to attend a classification assessment which will be based on the degree of my ability and level of physical impairment.

Athletes competing in Paralympic sports have an impairment that leads to a competitive disadvantage in sport. Consequently a system has to be put in place to minimize the impact of impairments on sport performance and to



ensure the success of an athlete is determined by skill, fitness, power, endurance, tactical ability and mental focus. This system is called classification. There are three types of classification physical (S1-S10), visual (S11-S13) and intellectual (S14).

The nature of my impairment -particularly in the physical side, could mean that I may have more ability to swim one stroke than another. The process will involve a physical test technical test and observation in competition during which time my classification will be determined. I will be looking to receive a classification status based on my disability between a S8 to a S10. In the meantime, while I am on the waiting list for classification, I can now attend regional competitions on a temporary classification of S99 which indicates to the events organisers I am waiting for classification. This has been delayed significantly by the COVID-19 pandemic, but I am really looking forward to getting back in the pool sometime soon and competing. I hope one day I can make the GB Paralympic team, but who knows?■

YEAR 8 EXCELLENCE AT HOME! -

Despite the challenges of having to work at home this term, Year 8 have yet again demonstrated excellence in all they do. Whilst in school, students in Year 8 are challenged to try their best in every lesson, with a particular focus on the presentation of bookwork. Teachers are constantly on the lookout to spot excellent work which is then displayed on our **'Catch me being excellent'** display, in the Year 8 zone.

An example of the excellent work can be seen by Dani P. Dani was so proud of her Cubism and Derek Myers line drawing Art pieces, she wanted everyone to see them too!

Year 8 have also excelled in achieving lots of positive points since the school closure; with currently over 11000 points! Well done Year 8!■



We are PROUD and KIND

Year 10 students continue to demonstrate being kind and proud learners within the academy and beyond

Year 10 students are continuing to demonstrate their kindness while also being proud learners - in the academy and beyond in the community.

We have seen a rise in students achieving the Hot Chocolate Friday awards for their many achievements with their learning and the amount of positive points on ClassCharts has been super impressive.

As we find ourselves in uncertain times with a lot of change we have worked together to continue our journey through Year 10 and develop as resilient and conscientious individuals.

The latest data drop has also shown we have some outstanding academics who are on the pathway to achieving some amazing results in their GCSE's.

One particular student, Ben Trigger, has taken it upon himself to enter a once in a lifetime chance of winning a complete speedway bike plus a whole lot more to go with it.

The competition is open to any up and coming rider who has the will and ambition to make it as a professional in the sport of speedway.

Basic rules of the competition are to promote speedway, promote yourself, show hard work and dedication, eat healthy and get fit and to generally try and lift your personal profile, to try and engage as many people as possible on social media platforms.

To kick off his quest for glory in this competition, Ben decided he would undertake



QUEST FOR GLORY: Ben Trigger cycles for once in a lifetime opportunity

'We have seen a rise in students achieving the Hot Chocolate Friday awards for their many achievements with their learning and the amount of positive points on ClassCharts has been super impressive'

an 800 mile cycle challenge. The 800 miles represents the distance from Ben's hometown

speedway club the Plymouth Gladiators to his 2021 Northern Junior League club, the Newcastle Sapphires, and back again.

He set this challenge of 800 miles to be covered over a 28 day period, covering a daily minimum of 15 miles each.

Ben started the challenge on New Year's Day. Ben has done a Vlog every day which is posted on his Ben Trigger Racing page on Facebook followed with a write up by Ben with some photos posted later each evening.

Along with completing all his school work Ben has taken this challenge on board with 100% commitment on both accounts. He has had to plan his rides and routes around his school curriculum and live lessons, also factoring in what daylight hours are available around his school commitments to ride his 15 miles a day. Ben has also had the support of Jarrod Irving who volunteered to ride the miles as well.

This challenge has been great for both Ben's physical and mental health, keeping himself focused on the challenge and his school work too. This challenge has also been endured in some awful weather conditions that 2021 has dealt us, but with Ben's challenge there was no option to have a day off.

This challenge has been picked up and published by the world's leading speedway magazine the Speedway Star and also has been picked up by a Polish online speedway website who also have published Ben's story.

Well done Ben and Jarrod - we are very proud of you. ■

Safer Internet Day

Year 11 Pastoral Team share their top 10 tips for safer internet use

TIP 1 - STRANGER DANGER - MRS PICHER

No one is who they say they are on the internet. Keep yourself safe by not sharing personal details that could help someone identify you. Keep yourself safe; if you feel unsafe, and believe that someone is not who they say they are, tell an adult and ask for support.

TIP 2 - CHECK YOUR PRIVACY SETTINGS - MR LANGMEAD

Your privacy settings on any social media platform decide how much information of yours is shared. It is important that you regularly update and check your privacy settings. Be aware keeping your privacy setting open means that anyone from the public can access you, your posts and possibly pictures.

TIP 3 - REMEMBER POSTING IS PERMANENT - MR TAYLOR

Everything that is online leaves a digital footprint. Remember what you post is permanent. Even apps with information and images that disappear can be screenshot, recorded and shared. Think carefully about if what you are posting would be appropriate for a future employer to see.

TIP 4 - CREATE STRONG PASSWORDS - MRS PULESTON

Creating a strong password is important to protect your personal data. A strong password should contain at least 15 characters, it should consist of both numbers, letters and special symbols. Do not use the names of your families, friends or pets. Do not use postcodes, house numbers, phone numbers, birthdates, ID card numbers, social security numbers, etc.

TIP 5 - NEVER REVEAL PERSONAL INFORMATION - MRS JONES

You should never reveal personal information online, as giving your personal information could lead to identity theft.

Personal information includes a broad range of information, or an opinion, that could identify an individual... For example, personal information may include: an individual's name, signature, address, phone number or date of birth, school, email address, etc.

TIP 6 - BE AWARE OF FAKE NEWS - MISS TREVORROW

Not everything that you read online is true. Fake news is false or misleading information presented as news. It often has the aim of damaging the reputation of a person or entity, or making money through advertising revenue. Think carefully about the sources the information is coming from and whether this is a trusted source. Use known trusted sites to check facts and report suspected fake news to your platform provider.

TIP 7 - BE RESPECTFUL TO OTHERS - MRS BURROWS

The internet has changed the way we communicate. It has many positive values but has also allowed hateful content to spread to a broader audience, without editorial control and often behind a veil of anonymity.

Negative behaviours online can have a lasting impact on others. Treat others the way you want to be treated yourself.

TIP 8 - SOCIAL MEDIA ISN'T THE FULL STORY - MRS WILLS

Much has been said about social media's pitfalls: people tend to post 'highlight reels' of life, featuring only the happy and special moments rather than the full picture. Then



they compare their real lives with others' highlight reels, leading them to feel isolated or that their lives are lacking. Keep this in mind when looking at social media content.

TIP 9 - KNOW HOW TO BLOCK AND REPORT CONTENT - MRS TURNER

It is really important to report and block online content that causes you to feel uncomfortable, worried, upsets you or you believe to be fake news or a scam. Make sure that you go to the help centre for the social media platform you are using and use the report button and add details of your concern. If it is a person who has contacted you that is causing you issues, use the block function to prevent further contact. Make sure you share this information with parents or carers, a close friend or teacher so they can offer you support and help you deal with this problem.

TIP 10 - KNOW WHEN TO LOG OFF - MISS HAWKSHAW

Our phones allow us to connect with others and to stay in touch, however they can absorb your time and are not always supportive to our mental health or sleep. A good habit to develop is taking a break from your device for a period of time, this may help you reconnect with friends and family, or enjoy a creative activity or take a break from the pressure of social media. It is always important to put your device down an hour before bed to enable you to relax and prepare for sleep. ■

The Journey

By Ellie James

We sit in ordered rows, shoulder to shoulder, boys in the front, girls in the back. A lonely cobalt flyer flails frantically in the dry western wind. I cannot read, but I recognise the powerful incantations scrawled across it in thick black ink. They pollute the camp, leaving behind only shadows of our men and thick, dark clouds of devastation. They hang daringly in every building and unoccupied tent. They are calls of loyalty, urging our young men to leave their families and to fight for us, to save us, to die for us.

I glance up at the chalkboard, where a woman - lean and poised - stands fixated, rapidly scrawling jumbled numbers in a strange pattern across the stridulous charcoal slat. Her pale moonlight skin beams ethereally against the tranquil obscurity. I am mesmerized by her beauty. Her name is Emilia, but everyone calls her 'kado'. It means 'gift' in sudanese - my people believe that the gods sent her here to watch over us. She speaks in a strange accent and talks of a faraway land where they do not live in fear of war, and where children play freely with their friends in the street whilst their mothers and fathers chatter warmly with equally jovial neighbours. She is the most beautiful girl in the camp. All the girls wish to be her and all the boys wish to marry her.

My attention is drawn back to the cobalt flyer. The tinny whine of the school bell reverberates against every corner of my mind. I have been here for many years, heard many bells. This time, when the bell rang, it was different. My mind wanders to a place of freedom, a place of hope. As I gaze around the classroom, I see the faces of children who are yet unaware of the cruelty of this world. I envy their naivety.

I pick up my notebook and trod begrudgingly down the barren, sandy pathway towards my tent. I don't look back. That will only make it harder.

I have been here for as long as I can remember; it is my home. I live in a small sepia tent on the edge of the camp with my mother and another family like ours. It is not much but it is my home. My Father and brother are off fighting in the war. I do not know if they will ever return, but even if they do, I will not see them again.

As soon as I return home, mother is in a frantic rage. A panicked air hangs in the tent. It suffocates me; my lungs begin to collapse. I am breathing but the air won't go in, like my throat is constricted by the hands of fear. Next comes the rising panic, the dizzy feeling and the need to get low to the ground. I know what is coming. I close my eyes and pray that when I wake it's all over, that the world has moved on around me. A girl on the side of the street is nothing here, just another body to step over.

"Pack your bags," she says "we leave at dusk".

I do not hesitate. I do not moan or whine. I open up my bed sheet and place my few most valuable belongings inside: a small pocket watch of my father's, a photo of my family, a notebook, a pen and a copy of the Qur'an. It is scarcely an ample package, but it is all I have. I fall to my knees and place my lips on the floor. It tastes of memories.

Dusk arrives like a cunning steed. We follow a group of other families, arching in swathes across a deserted wasteland. I hold on tightly to my mother's hand, longing to go back, knowing it is impossible. We walk until the moon is high above us and the stars brighten the path ahead. We walk until we feel we are safe, they say. I fear we may never stop walking.

I stop for a moment to catch my breath, turning towards the moonlight. In the distance ghastly plumes of dense obsidian smoke rise viciously from a raging pit of destruction. The

fire below roars, roaming freely, engulfing any sign of hope, glowing like liquid gold. In every direction men, women and children scream powerlessly as everything they've ever known is burned to the ground.

Fear crawls beneath my skin - a parasite slowly taking over my mind and body. I don't know what's hit me until it's too late. I am sick. Insomnia visits me every evening, softly calling my name, luring me to her. She stays with me, nursing me as if I am her child. She brings her friends, fatigue and anxiety - a wretched team - to accompany me when the sun stands high between thick black clouds. With each day she gets stronger: changing, mutating, growing. She is no longer a parasite but an infection. She intoxicates me with her fear, slowly rotting my insides until there is nothing left of the happy girl that I used to know. And I am afraid. I am afraid that if I can't get her out soon then my body will no longer be of use to her, and she will dispose of me like the frail child I am.

We walk for days. I begin to realise that I have not lost everything, that there is indeed hope for us still. We walk through cities and towns, the people there feed us and house us, treat us as their own. I ask mother why we can't stay here forever. She tells me I will understand when I am older. I don't think I want to be older. Eventually we reach the sea, it is a vast, expanseless, cerulean heaven. I have read about it in the Qur'an but my imagination has been exceeded.

We pile into the back of large white trucks. We sit in ordered rows, shoulder to shoulder, boys in the front, girls in the back. A lonely white flyer flails frantically in the cool sea breeze. I cannot read, I do not know what it says.

"We'll be home soon," my mother whispers to me softly. ■

A Secure Place

By Paige Gould

The patter of rain knocked against the misted glass of the shabby windows like the soft tapping of fingers on a coffee table. It added a certain ambiance to the evening that I wasn't quite able to place until things progressed.

I received the call at 2:45am, the soft jingle of my cellphone waking me from the light slumber I had slipped into an hour prior. I wasn't sure who I expected to be calling me at first but when I saw Syd pop up on the calling screen I knew it wasn't good.

And now we're here. 3:55 am on the sofa watching whatever late night movie the sci-fi channel decided to show at this time - it was some random storyline about aliens roaming the earth trying to extract information from important figures like the American president or some random prime minister with one of those stereotypical British names like Thomas or something. Not that I was really paying attention and I'm not so sure Syd was either. My eyes were continuously flickering from the screen to Syd, catching her features in the dim light of my room as the occasional bright flash from a plasma green explosion on the screen projected out and made harsh shadows on my bedroom wall.

Her delicate features looked worn down with worry, her jaw set - something was clearly on her mind but I knew for a fact she wouldn't say a word. There was only one other time I had seen her like this and it took months for her to finally say what it was. There was a glassy layer over her blue eyes that weren't really focusing on the screen and her hand was methodically fiddling with the knife she had caked in peanut butter - a comfort food I stockpiled specifically for her. I felt like saying something but I knew it wouldn't be welcomed or appreciated. Or only end up falling on deaf ears to be replied with only a half-smile in an attempt to hide the fact that if she spoke the crack in her voice would give it away and the walls would start to crumble.

I reached over, my warm hand moving some of the damp copper locks from her face. Whether it was an attempt to get her to look at me or a way to reach out and comfort her, I wasn't sure but Syd clearly did. To her it was both. Her eyes met mine, scanning my face as if to decide whether this situation was safe, whether it was okay, before she placed down the peanut butter and hugged me. Her small frame and skinny arms wrapped round my torso and gripped onto me like a koala bear to a eucalyptus tree and I gently rested my head atop of hers, her hair soft against my cheek.

We sat like this for a few moments more before her shoulders started to heave and I could hear muffled short sharp breaths, but only just over the robotic alien voice coming from the TV. I only hugged her tighter, not caring for the tears that made my shirt damp, or the remnants of peanut butter that clung to her freckled cheeks that would inevitably be transferred onto the soft fabric of my faded grey shirt. My hand trailed in gentle circles along her back in an attempt to calm her breathing. The crumpled fabric of a spare sports shirt I leant her ensured she had at least some warmth after she walked all that way in the rain. "I've got you..." I finally said once her breathing had calmed and she slowly lifted her head to look at me. "...You look terrible when you cry y'know," I added in an attempt to get her to smile.

Syd managed a smile and chuckled, shaking her head and wiping the corners of her eyes with the back of her bruised hand. The sight of her dimples when she smiled made me feel relieved and I wiped the remnants of the tears from her cheeks with part of my sleeve. "There." I tapped her reddened nose with my finger, smiling more at the result of a soft giggle and a light twinkle in her eyes. I scooped up one of the blankets close by and wrapped it around her shoulders to help her feel safer, then wrapped my arms around her to add to the security. ■

A POEM BY KONNOR GRILLS -

Rumbling
Mud tumbling
Engines grumbling
The metal beasts -
They move on
Guns fumbling
Screaming
Falling
The metal beast -
It moves on
Earth trembling
Sides cascading
No-one to our aid
The metal best -
It moves on
Crossing the trench
Jaws clench
Awaiting our doom
In gloom
The soldiers standing tall
They fall
The rest
They do not at all
Gawping in awe
There is no honour
In war
The metal beast -
It moves on

A POEM BY BEN WEST -

In life we breeze,
In the winds of forever change.
We entangle in the senses of material
value
Yet effortlessly, we continue to twist and
turn in the ever
Spreading wild fire that bestows before us
Never cease to stop and ponder,
We laugh but cry,
We live but die,
Never to be stopped,
In life, we breeze.

Studying Science at Plympton Academy Sixth Form

Providing high quality lessons and learning resources

Many students will be thinking of joining Plymouth Academy Sixth Form after GCSEs are completed in Year 11. We are proud of our Sixth Form which offers a wide range of courses with expert teachers providing high quality lessons and learning resources.

A Levels and Level 3 BTECs in Science or Science related subjects are amongst the most popular with employers and Higher Education, leading to jobs and careers in a huge range of areas, from medicine to manufacturing, engineering to economics. And we have an array of subjects on offer -

- BTEC Applied Science
- A Level Biology
- A Level Chemistry
- A Level Physics

And don't forget BTEC Engineering which includes elements of Maths and Physics too.

Here are the reflections of two of our students who started their A Levels in September and who, despite the restrictions of the pandemic, are thoroughly enjoying their studies.

KATIE ROUNCE - 12NCL

I am thoroughly enjoying studying Biology at A Level here at Plympton Academy Sixth Form. Staying on at Sixth Form has been the right decision for me and I appreciate being surrounded by people who share an interest in the subjects which I am studying. The atmosphere within



my classes is much more relaxed than I found it at GCSE level, with more interactive and engaging lessons. At Sixth Form I have more opportunity to take responsibility for my own learning whilst knowing I always have teachers available to provide any necessary support. Having free periods has been a great opportunity for me, with many accessible areas to go to - whether it is for a more relaxed break or quiet study. A great benefit of Sixth Form is being able to wear your own clothes, providing you with comfort which allows you to better focus on your work during lessons (not to mention being nice and warm in winter!)

MARCUS ELFORD - 12TBU

While A Level has been a wild ride since the start, I do not regret my decision to choose it. Starting work was hard, and still is - I've had to really up my game with revision, but it's worth it to have



'the click' as I call it, where something you don't understand you suddenly just get it. I've been able to have that more times than I thought possible these past few months, and it's an amazing feeling. My biggest help, yet enemy, of this was Physics. It gets so complicated at times, but it's worth the effort. My biggest thanks to the discovery of 'the click' was Dr Knight. He's put a lot of effort into helping me in Physics and has always been not only supportive but calm and kind when I mess up. And that's what you get in A Level. You mess up, but it's okay, it's all part

of being independent, and while corny to say, growing as a person. I hope you're happy with whatever you choose for the future, but I'd recommend A Level for a try.■

A Levels and Level 3 BTECs in Science or Science related subjects are amongst the most popular with employers and Higher Education, leading to jobs and careers in a huge range of areas, from medicine to manufacturing, engineering to economics'



Design and Engineering in Lockdown

Students have been using the recent Lockdown as an opportunity to refine their design and drawing techniques while not in the workshop.

In 3D Design Year 7 have been designing and creating their own packaging interpreting a design brief, with their designs including promoting Plymouth.

In Design Technology Year 7 have been examining aboriginal art to use as inspiration for a trinket box design that they are planning on making on the return to the workshop.

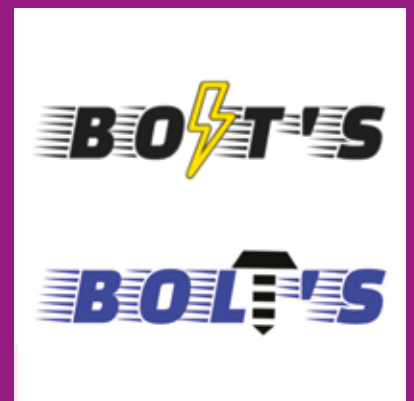
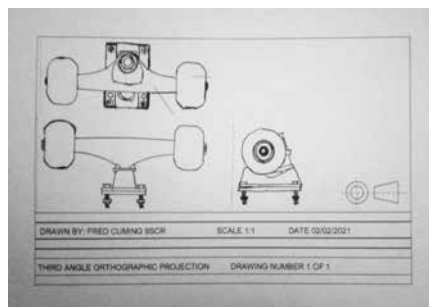
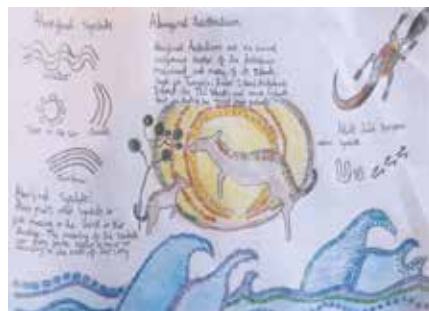
Year 10 Graphic Design has provided a considerable amount of quality outcomes. They have been exploring Graphic Design as part of their 3D Design course, developing logos around a Race Cafe theme applying

colour theory and selecting appropriate typefaces.

Year 10 3D design students have also been developing a series of drawings that they could use to create a sculpture based on the theme of movement, whilst also practicing their drawing and shading techniques, demonstrating tonal value.

Engineering students have also been busy investigating engineering processes and materials this term, drawing and analysing a Skateboard Truck.

Frederick Cuming's engineering drawing (pictured bottom right) is laid out in third angle orthographic projection developing his drawing skills to a professional standard that complies with the international drawing conventions of BS8888. ■



Plympton Academy goes to Antarctica

Year 7 student wins competition with flag design

At the end of last term, the Geography Department were holding the Antarctic Flag competition among the Year 7 students! The competition was in celebration of Antarctic Day and students were asked to create a flag to represent the continent. We were incredibly impressed by the creativity shown by our students and the Geography Department had an incredibly hard time choosing a winner.

A massive congratulations goes to Tilly McClland who won this year's competition. The flag was taken to the Rothera Research Station in Antarctica by BAS Doctor James Bowyer, where it was proudly displayed by

'The flag was taken to the Rothera Research Station in **Antarctica** by BAS Doctor James Bowyer, where it was proudly displayed by one of the team at the research station!'

one of the team at the research station!

Our thanks go to all those who sent in entries; we thoroughly enjoyed seeing all your efforts and The UK Polar Network for organising such an amazing opportunity for our students!■

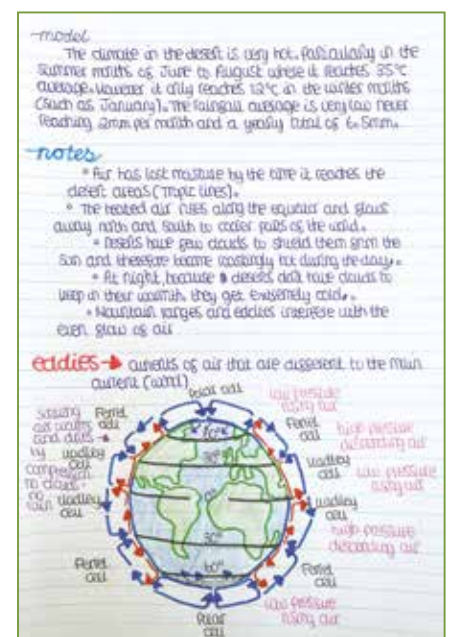
The Geography Team

GCSE EXCELLENCE -

When times have been difficult with school closures, national lockdowns, exam cancellations and a very imminent and uncertain future, as a Geography Department we could not be more proud of the continued and sustained effort by our fantastic GCSE cohort!

We'd like to take this opportunity to share some of the excellence we have received from Google Classroom.

A truly inspiring bunch of individuals we are proud to call Geographers.■



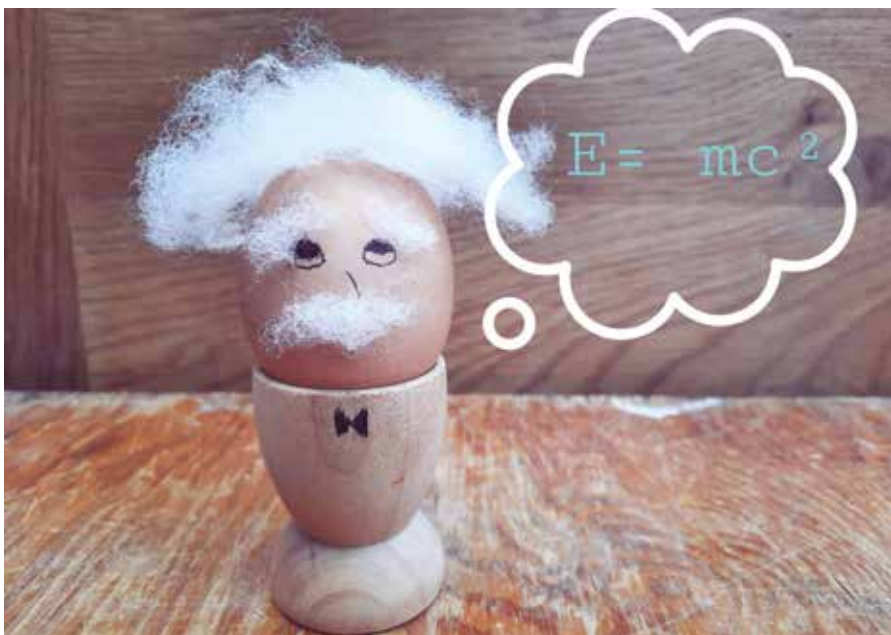
History's Eggciting Challenge

Students get creative with some eggcellent submissions

The History department just loves getting creative, so during lockdown we asked Year 7 students and some of Mrs Brake's tutor group in Year 8 to get involved in creating historical figures out of hard boiled eggs.

As History is full of bad eggs, we asked students if they could create their own - good or bad ones. We received some interesting submissions, from both year groups, with some even getting eaten afterwards!

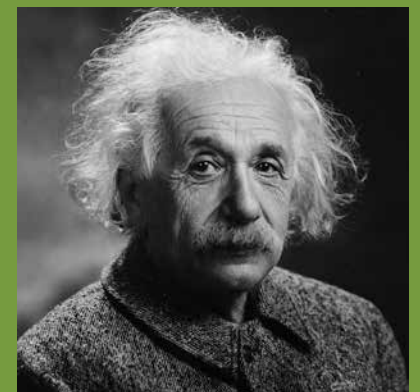
A few of our favourites were Daisy's Henry VIII and Anne Boleyn, George's Salvador Dali and Lewis's Einstein. They will all be receiving an Easter egg as their prize. ■



STUDENTS LOOK FORWARD WITH HISTORY! -

Alongside studying History in lessons, teachers have been working with students to show them how our subject is a facilitator of careers. We have been demonstrating to students how History not only gives an understanding of past events, but also develops vital skills required when in employment. Staff have highlighted how students are learning the skills needed to take in large amounts of written or visual information, analyse how and why things happened and showcase this in excellent written communication skills. Year 8 and Year 11 have considered how studying History can support further interests in sociology, psychology, law, business, economics, politics, art, drama and English Literature. Staff have been encouraging students to think about their aspirations and how we can support them in achieving these. We have discussed a different career choice in lesson each week across many fields including archaeology, creative media, journalism, broadcasting and tourism.

Looking beyond the classroom, our next aim is to work with businesses and organisations across the city, highlighting how a subject you're passionate about in school has viable career prospects. It seems we're echoing Einstein who said, 'If you want to know the future, look at the past!' ■



Visual Arts Department Update

Lockdown has not stopped our fantastic students getting creative and enjoying making artwork. It has been great to see a real range of media being used and students have been extremely resourceful, even painting with Ribena and coffee!

Year 7 have been exploring colour and are looking at beautiful, colourful insects as their inspiration. Year 8 are looking at the theme of moving figures, focusing on how we use lines and marks to represent movement. In Year 9 we have been producing personal responses to the theme of childhood memories and we have been really impressed with the varied and interesting, high quality outcomes produced. Year 10 students have made some beautiful zentangle designs using digital editing apps as well as focusing on man-made forms.

In Year 11, 12 and 13 our GCSE and A

'It has been great to see a real range of media being used and students have been extremely resourceful, even painting with Ribena and coffee!'

Level students have been busy responding to their chosen starting points showing resilience, independence and commitment to their artistic endeavours. We are so proud of the progress that has been made from home but we are really looking forward to getting back to school and carrying on the great work back in the classroom!

Our Year 9 Photographers have been working on still life projects and creatively experimenting with layout and presenting everyday objects like the wonderful shoe

photography produced by Toby L. Year 10 Photographers have continued their creative journey for their coursework by continuing to explore their project theme of Identity and have created some imaginative and playful self-portraits using colour, personal objects and focusing on creative compositions. The Year 11 Photographers are busy developing their personal responses to their project title of **'Structure'** and we have seen many students embracing new photographic techniques and editing methods using apps and camera phones to explore new capturing and experimenting with images. Year 12 and 13 Photographers are working on new sources of inspiration, looking at how other creatives have responded to lockdown and how Photographers are creatively expressing themselves and redefining their work within the confines of lockdown. ■



CREATIVE JOURNEY: Year 9 Photographers have been working on still life projects and creatively experimenting with layout and presenting everyday objects like the wonderful shoe photography (pictured left)

Couriers of Hope

Portraying a message of positivity through art and illustration

Many students have found that creating and making artwork throughout lockdown has helped them stay focused and feel more positive. Inspired by this concept, we launched a competition in February, asking students to create an illustration on an envelope that portrayed a message of hope or positivity.

Entrants had free rein over the theme and style of their designs. The miniature canvases could be a new envelope, a penned over one received in the post, an airmail sleeve or even a vintage postcard. Students were told they could use any media for their designs.

We had lots of great entries from Year 7 to 13 and we were thrilled that some of the Year 4 students from Egguckland Vale Primary School also submitted their rainbow designs. First prize went to Ellie M in Year 7, second prize was awarded to Lauren C in Year 13 and third prize went to Amelia H in Year 9.

Thank you to all our entrants for spreading hope and happiness with your artwork during these challenging times. ■



WINNING ENTRIES: First prize went to Ellie M in Year 7 (pictured above), second prize was awarded to Lauren C in Year 13 (pictured top far right) and third prize went to Amelia H in Year 9 (pictured below)



Year 11 Chicago Assessment

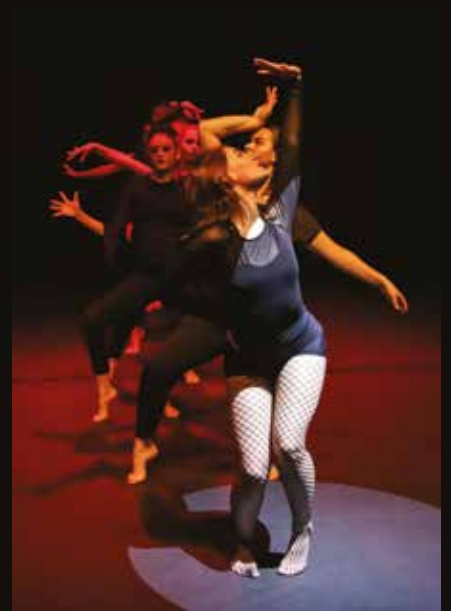
Students wow with performance of hit Broadway musical

Year 11 students learnt the repertoire from the Broadway hit *Chicago* and wowed staff and students in their performance of 'All That Jazz'. Students have been learning the routine in lessons and have also choreographed solos and duets within the piece keeping in the style of the production. It is an assessment which marks students on their technical and performance skills and it's safe to say that they brought all the sass vital to pull off Fosse's signature style.

Student Rachael Easterbrook said, "My proudest moment was definitely performing it in front of members of staff and hearing all their lovely positive feedback; it's such a confidence boost! What I enjoyed most

about learning the piece was definitely how bold the choreography was, in contrast to the lyrical and emotive pieces, because I found it to be an empowering piece to learn. When performing that dance, you feel like a whole other character; it's completely consuming as it provokes such confidence. I feel it's an achievement for me because it's the most successful group piece I've ever done and I played a part in teaching some of my peers."

Mrs Jenner added, "The Year 11 dancers performed to an exceptional standard. It's been wonderful to see them progress in their technical and performance skills as well as see them flourish with confidence and pride. I am immensely proud of them and it's been such a pleasure to see them thrive in dance." ■



Performance sharing with Kerry Biggin and Paul Smethurst

Year 9 and 10 dancers have been preparing their dance assessment pieces for submission and will be sending a video of their work to industry professionals in order to receive feedback.

Our Year 9 dancers are performing repertoire and choreographed motifs from *Swan Lake* and Year 10 dancers are performing their own version of *Cinderella*, including key sections from the New Adventures production. Both Kerry and Paul have danced for Matthew Bourne's New Adventures and now work for the company in assistant choreographer and dance captain roles.

KERRY BIGGIN

Kerry has assisted in staging various works for the company and has been resident tour director on *Sleeping Beauty*, *Edward Scissorhands* and *Nutcracker!* Kerry has also been rehearsal director for *Cinderella*, *Swan Lake* and previous NACA winner *James Cousins Company*. Her performing credits include: for New Adventures: Queen Eleanor in the original cast of *Sleeping Beauty*, *Town and Country* and *Infernal Galop* (Early Adventures 25th anniversary tour); the title role in *Cinderella*, the Girlfriend and the Spanish Princess in *Swan Lake*, Rita and Delores in *The Car Man*, Kim Boggs in original cast of *Edward Scissorhands*, the Sylph and Effie in *Highland Fling*, and Clara and Liquorice lady in *Nutcracker!*

PAUL SMETHURST

Paul joined New Adventures in 2005 and has worked for the company as a dancer, character principal, dance captain and rehearsal director. Paul is a Dancer in Residence (Choreographer and Project Manager, Sadlers

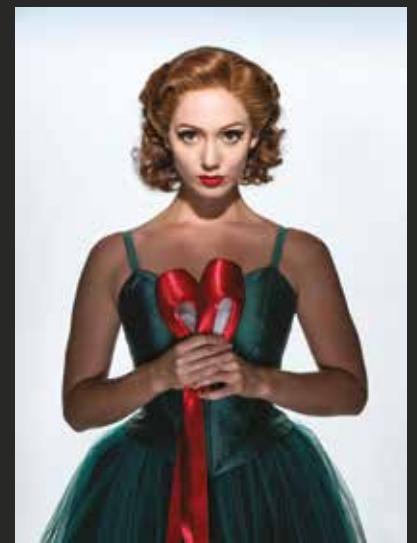
Wells Theatre); *Cinderella: A Museum Adventure* (Choreographer and Project Manager, IWM Duxford, North and London); *Family Lives* (Choreographer, Birmingham Hippodrome); *Our Hands* (Choreographer, Sadler's Wells Theatre) He has performed in Matthew Bourne's *Swan Lake* (Rehearsal Director and Character Principal); Matthew Bourne's *Cinderella* (Character Principal); Matthew Bourne's *Nutcracker!* (Ensemble); Matthew Bourne's *Christmas*, Channel 4 (Featured Dancer).■



WORKSHOP WITH ASHLEY SHAW -

Ashley is a principal dancer for Matthew Bourne's New Adventures and has performed in a range of productions including *Swan Lake* (2009-10); *Cinderella* in *Cinderella* (2010-11 and 2017-18); *Princess Sugar* in *Nutcracker!* (2011-12), *Aurora* in *Sleeping Beauty* (2012-13 and 2015-16), *Kim Boggs* in *Edward Scissorhands* (2014-15) and *Lana* in *The Car Man* (2015). Ashley originated the role of *Vicky Page* in the world premiere of *The Red Shoes* (2016-2017 UK and US Tour).

Some of our Year 10 dancers were invited to take part in an open company class with Ashley for a Christmas themed workshop which focused on ballet technique. The workshop was at a professional level and our students worked incredibly hard to keep up with the challenging steps and instructions. These opportunities for our dancers to continue working with industry professionals is vital especially at this time, the steps support with their assessment piece *Cinderella* and will have given them an insight into the training dancers do in order to prepare for such a complex repertoire.■



Mental Health during Lockdown

The effects of Coronavirus on people's mental health

Chloe Marcillino and Ciaran Blair are the Senior Head Students of Plympton Academy and have put together an article about the effects that Coronavirus has had on students' and many other people's mental health this year. People's lives have been stretched and squashed throughout this year, with many people finding it difficult to cope with all the restrictions. You may feel worried about your loved ones or people that are close to you such as friends.

Perhaps you are feeling frustrated, lonely or just not feeling it anymore. Firstly, know that it's okay to feel this way; everyone reacts differently to different things. Staying at home may be difficult, but you have to remember you're protecting all these people that you care about.

You may understandably be concerned or worried by what you see, read or hear in the news or online regarding Coronavirus. It's good to talk to someone about what's going through your head and to not ignore or shield them from what is going on in the world. Before we go any further this is a list of people who can help you if you ever feel down...

CONTACT INFORMATION

- The YoungMinds Crisis Messenger text service provides free, 24/7 crisis support across the UK. If you are experiencing a mental health crisis and need support, you can text YM to 85258.
- Childline hotline - 0800 1111 or you can contact the counselors through the website or use the ask sam notice board feature on the Childline website.
- Samaritans hotline is a charity that provides confidential support for people

experiencing feelings of distress or despair.
- 116 123 (24/7)

- NHS - 111
- Anxiety UK - 03444 775 774 (Monday - Friday 9:30 - 5:30)
- NSPCC - Children's charity dedicated to ending child abuse and child cruelty. Phone: 0800 1111 for Childline for children (24-hour helpline) 0808 800 5000 for adults concerned about a child (24-hour helpline)
- Cruse Bereavement Care - Phone: 0808 808 1677 (Monday to Friday, 9am to 5pm)

Within Plympton Academy we want to provide assurance and support for students who need it throughout the times, this is being done with teachers giving you a call and having a chat with you once a week.

However we understand that not everyone likes to speak about their problems. As alternatives, we have some suggestions of what you can do to help yourself if you are feeling low -

- When you're stressed, you can sometimes be carrying around loads of pressure and negative thoughts. Writing your thoughts down can help you to let out these feelings and think differently. Writing a diary, making notes or drawing can also help you work out what's making you stressed.
- Relaxation means doing something safe and enjoyable which helps you feel calm. And relaxing activities can help you feel more focussed and able to deal with stress and worries. You could relax by sitting

quietly, watching TV or having a bubble bath.

- Getting active can help manage stress. Doing something physical releases chemical endorphins into our bodies. These chemicals can help us cope with difficult feelings.
- You don't have to be really sporty or competitive. Exercise can include walking, swimming, yoga, skipping, skateboarding and dancing. Find what works for you. Try a few things to see what you enjoy.

Ultimately, it is important to remember that we are all in this together, you do not have to feel isolated when isolating. Make sure you connect with the people and services around you who can provide help.■



Sixth Form Alumni



ROSE WHITELEY -

I left Plympton Academy in the summer of 2020, having enjoyed studying double Performing Arts and Music at A Level, as my dream is to become a performer in musical theatre. I



got a place at the London College of Music to study musical theatre, which I started in October of 2020 and am absolutely loving it! I'm living in London, although since coming home at Christmas, I am having to work remotely during this January lockdown, but can't wait to get back to my flat in London, to attend my course and of course I am missing my University friends!

My fondest memories of Plympton Academy have to be the teachers and all of the school shows. I feel like I watched the Performing Arts Department grow since I was eleven and I wouldn't be where I am today without it! I was pushed to improve my skills and all of the Performing Arts teachers encouraged me to work hard and audition at a range of drama schools. They helped me with my repertoire and preparing dance solos/monologues; they put time and effort into everything I did. The support they gave me was endless.

My advice would be - work hard, believe in yourself and never give up on your dreams!

TEACHER COMMENTS

It has been a real pleasure teaching Rose over the last three years and watching her blossom into the fantastic performer that she is. Rose has a mature and focused work ethic which makes teaching her a pleasure. She was always up for a challenge and has never minded making a fool of herself in the process.

We are so proud of her and feel excited to see her go from strength to strength in the next chapter of her training. We miss her sense of humour and positivity. It was wonderful to have her as a founding member of our performing arts family! ■

BETH WATSON -

I studied A Level Religious Studies, Geography and Music at Plympton Academy Sixth Form, and for a long time, wasn't sure where these subjects would take me.



With the support and guidance of the teachers, my tutor and the Careers Advisor at Sixth Form, I realised that I actually had the potential to go to University and I found my love for Philosophy. In September 2020 I joined the University of Wales Trinity St. David in Lampeter, and am studying Philosophy. It really is a dream come true.

I think my fondest memory of Plympton Academy was being a part of the music groups and all of the shows and concerts. I particularly remember how close everyone became and how we all bonded as a group, being at rehearsals at the weekend all day. I really believe that being part of the shows gave me confidence and the belief that I can succeed.

TEACHER COMMENTS

Beth was the only person I have seen that can eat cake, crisps and popcorn with chopsticks! Her dry wit is hilarious, and her refusal to speak to any professional I brought into the room even more so. She has inspired younger students to learn the bass (the right way) and I am thankful for her becoming part of the music family. ■

RUNNING FOR YOUNG MINDS -

Year 13 student Fay Pearson, along with 25 other girls from Plymouth, recently took to the streets in order to raise awareness of mental health



issues of young people and to raise funds for the charity YoungMinds.

Fay, who came up with the idea, took on a mile stretch, with the other 25 girls each covering an individual mile to make up the total distance of a marathon.

Fay said, "I came up with the idea in order to not just raise money, but awareness for a charity that helps young people who are suffering from mental health. Hopefully, the money we raise will make some sort of difference in helping the YoungMinds charity to provide support for young people and receive the help they need."

The girls set an original target to raise £250, but so far they have surpassed that amount, with the total currently standing at over £3,500.

All the details can be found on Fay's JustGiving page www.justgiving.com/fundraising/fay-pearson ■



Active Lifestyles

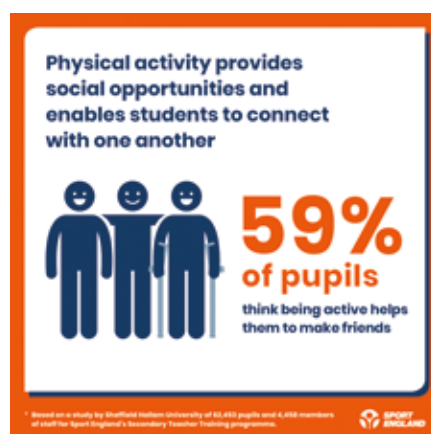
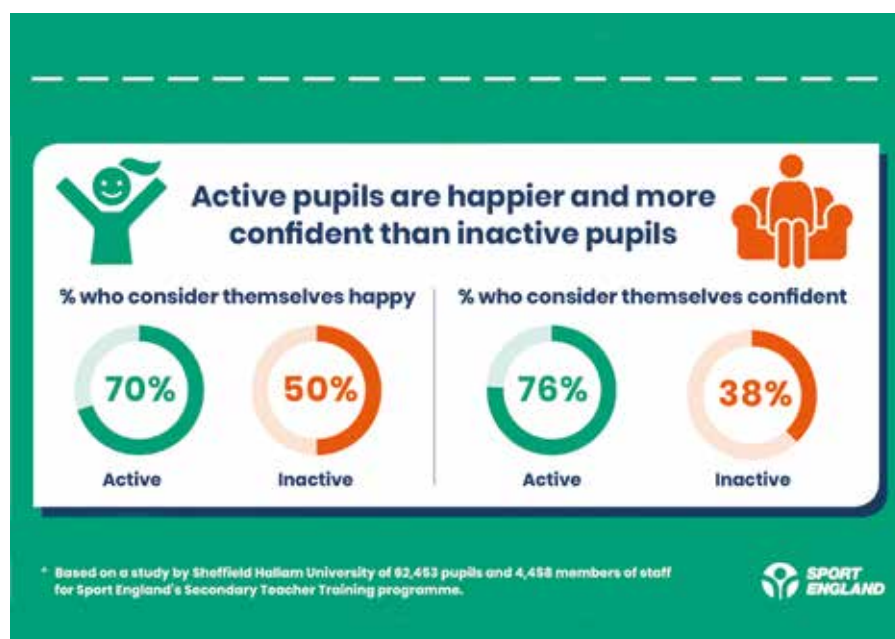
The heartbeat of the Academy

As staff at the Academy we know how important the Enrichment offer and opportunities are to our students. From the students who just enjoy being active with their friends to those who are motivated and passionate about their sports performance, at Plympton Academy we pride ourselves on being able to offer the chance to further these experiences through our in school and extra-curricular programme.

This year has presented the PE department with a few additional hurdles to cross but with a different approach to the extra-curricular club timetables, using year group bubble 'Sports Clubs' rather than specific sports clubs we have managed to give our students a wide range of opportunities to keep them active and healthy since our return in September. However, the success in the programmes we offer is always down to those who attend and as a department we cannot be more proud and grateful to all those students who have attended and shown commitment to taking part in the extra-curricular offer - you have all been OUTSTANDING.

It's widely known and agreed that physical activity has many benefits over and above those of just our physical fitness. However more than ever before, using physical activity to promote good mental health and general wellbeing in our students is of upmost importance during these challenging times. In a recent Sport England survey, completed remotely by a large number of students from Plympton Academy during the first lockdown period last summer, it showed that our students either equalled or surpassed the national averages for engagement and positive attitude towards school based PE and Sport activities.

So that we can celebrate the large



numbers of students who have shown commitment to extra-curricular activities so far this term the PE dept has sent a postcard to highlight how proud they are of your achievements.

Remember, if you've not had the chance to be a part so far it's NEVER too late to join. Check your tutor notice board for a copy of



the latest clubs list and come along, we'd love to see you there.

Keep an eye out on some NEW opportunities starting in the near future such as Trampoline and Mountain Biking to name but a few.

We look forward to seeing you soon. ■
Mr Taylor, Director of Sport

Coming back stronger!

New and improved Fitness Suite in Community Sports Centre

It's been a long time since we started the COVID journey and things at the Academy, as with everything in the world, have had the chance to take a moment to reinvent or rejuvenate themselves. This process can be seen clearly in our Community Sports Centre where we are excited about the new and improved Fitness Suite that we are looking forward to open in the New Year.

Plympton Community Sports Centre is a dual use centre that plays a huge part in both the Academy for our students and also for the community of Plympton, providing a wide range of activities and opportunities from 5pm - 10pm.

Due to the COVID restrictions and Government guidance the sports centre, led by Mr Cory our Sports Centre Manager, has had to adapt to the changing environment whilst still maintaining and focusing on developing a high quality offer for both the Academy and the Community. Whilst we have managed to reopen our outstanding all weather 3G pitch facility to our local clubs, restrictions allowing, as yet it has not been possible to reopen the fitness suite and indoor sport centre venues. However, this has not stopped Mr Cory and the Academy's Finance and Premises teams from working hard to secure our next phase of development which is to reopen a newly refurbished Fitness Suite containing all new state of the art equipment and stations. This amazing facility is now fully stocked with the very latest fitness equipment provided by one of the market leaders, Matrix Fitness, and we know this venue will be

'Plympton Community Sports Centre is a dual use centre that plays a huge part in both the Academy for our students and also for the community of Plympton'

enjoyed by our students, the public and the wider community. To find out how to access this amazing new facility keep an eye out for updates on the Academy's and Plympton Community Sports Centre websites and social media feeds or ask your PE teacher for more information.■



DYLAN COOK - SPORTS CENTRE ASSISTANT

Hello my name is Dylan, I have recently been employed by the school Sports Centre. I have really enjoyed undertaking this role as I see a different side



to the gym and the upkeep required of all the equipment, whilst learning new skills. I also really enjoy meeting new staff members and them giving me a clear understanding of what we need to do to make sure that the Sports Centre stays in a clean and good working environment for the general public and for the pupils that are at Plympton Academy.









I particularly like working at the school because it is a familiar environment to me and a great benefit when starting my first ever job. I take pride in the management of the 3G pitch and making sure it is well maintained using the sweeper, which I love driving around. I was very used to using the 3G pitch and took it for granted, whereas now I understand the time and effort that is needed to go in to making sure people are able to use it to its full potential. The 3G pitch is such a great asset to the School.

I have seen the development of the school over the years I have been here and it is getting better and better with the facilities on offer. I look forward to seeing all the local clubs using the sports hall when we can start opening up back to normal.



It will be great to see the local community using our Sports Centre and 3G pitch and I look forward to assisting in the bookings of the 3G pitch whilst managing the safe return of numbers into the gym in these continued challenging times.■

The Bebras Challenge Explanation

We can match letters and fillings by comparing the similarities in the burgers.

Compared Burgers		Common Letter	Common Filling
 C, F	 B, E, F	F	Green ' lettuce '
 C, F	 B, C, D	C	Brown ' meat '
 A, B, E	 B, C, D	B	Yellow ' cheese '
 B, E, F	 A, B, E	E	Orange ' chicken '

For each burger below, now that we already know all but one filling, the remaining one must be the unknown filling.

Burger	Common Letter	Common Filling
	A	Red ' tomato '
	D	White ' onion '

Therefore, the burger with the fillings A, E and F is -

