

## News this week from the Executive Principal

### Welcome back to the Spring 2 term!

I hope that everyone had a really safe and restful half term break. Please read my letter at:

[www.mulberryacademyshoreditch.org/letters-to-parents](http://www.mulberryacademyshoreditch.org/letters-to-parents) for details about the reopening of the school.

We are looking forward to organizing welcome meetings for Year 6 parents and to organizing lots of lovely wellbeing activities or students and staff over the next months.



## Sixth Form Update

Sixth form students were happy to be back in lessons after a well deserved break as we now turn our focus towards preparing for student destinations in addition to their academic progression. To this end, year 12 and 13 students have been attending sessions with Into University to prepare them for University (year 13) and start looking at the application process ( year 12). This leads neatly into our careers drop down day on Tuesday where students will be given lots of activities, personalised to their needs and that will support them with choices. In addition to this, our year 12 enrichment activities continue with a debating session run by KPMG yesterday afternoon as well and the Sheriff's Challenge debating competition. Next week, we look forward to further presentations with Deutchesbank.

## Spotlight on Sixth Form

We are excited to announce that next half term all year 11 students will have the opportunity to attend taster sessions for the Sixth Form subjects they are looking to take next year. Students will be able to sample typical lessons and meet the teachers who they will be working with next year. Please see the flyer (right) for details.

**K. Frankum**  
Director of Sixth Form



# SIXTH FORM TASTER SESSIONS

DO YOU WANT AN IDEA OF WHAT LESSONS WILL BE LIKE NEXT YEAR?

DO YOU WANT TO MEET SOME OF YOUR SIXTH FORM TEACHERS?

**COME TO OUR SIXTH FORM TASTER SESSIONS IN MARCH TO SEE WHAT LIFE IN THE SIXTH FORM IS LIKE.**  
Each session will take place from 3.45 - 4.15 either on Teams or in school.

<b>Wednesday 3rd March</b>	<b>Maths, Spanish</b>
<b>Thursday 4th March</b>	<b>Computer Science, French, Law</b>
<b>Tuesday 16th March</b>	<b>Politics, Physics, Sociology</b>
<b>Wednesday 17th March</b>	<b>BTEC Business, BTEC Health &amp; Social Care, Geography, Further Maths</b>
<b>Thursday 18th March</b>	<b>BTEC IT, BTEC PE, Psychology</b>
<b>Tuesday 23rd March</b>	<b>Film Studies, Economics, Art</b>
<b>Wednesday 24th March</b>	<b>Business, Biology, English Literature</b>
<b>Thursday 25th March</b>	<b>History, Chemistry, RE</b>

**WE CAN'T WAIT TO SEE YOU THERE!**



## English Creative writing

This half-term Year 11 have been working on their skills for their English Language GCSE. As part of their study, they have produced some truly magnificent descriptions and short stories. We recently held a creative writing competition for the year group, and are pleased to announce the winners from each class:

- Anisa Ahmed
- Ayman Sheikh
- Sarah Noor
- Hamza Khan
- Muhsina Al-Khalq
- Maisha Mahjabeen
- Umayya Rahman

All winners will receive a book of their choice.



### An extract from Umayya's description, inspired by the picture below left:

It was silent. Not a blissful tranquillity, but the kind of silence that mars every sound, every whisper into a weak echo, that drowns you in the nothingness of deafening silence. The breeze was a mocking whisper and like a sly fox, darted stealthily between the trees and softly teased the grey grass. The looming pitch-black shadows of the trees stretched over and up towards the sky, attempting to cloak the forest with its sparsely covered limbs. And the fog. It wasn't that the fog was particularly dense; it was that there was so little of anything else that all one could focus on was the fog. The ashy grey fog that carelessly draped itself over the trees, that slowly forced its way into every corner and coated every single leaf in a rotting, grey but iridescent gleam. It effortlessly smothered the vanilla-coloured rays of light that half-heartedly had attempted to penetrate through. And it enveloped me, hiding me away. It was not always like this. It was once described as a lavish heaven, with emerald shards of

grass layering the ground like a thick rug, encrusted with the vibrant jewels of flowers. Once upon a time, there was the sweet chattering of squirrels that leapt from tree to tree and the soothing melody of the larks' song. Rustling trees wore their feathery leaves proudly against their mahogany arms and filled the forest with a rich, woody fragrance. The sun reigned high above and glowed, dipping the trees in a sticky honey colour. And the cottage did not even exist. In its place, was a majestic oak tree that bestowed weary travellers the comfort of shade from the cheerful golden glow from the sun. Sometimes, it would even provide shelter from the rain. The glorious rain, each drop swollen with the cobalt blue of the light it captured before it clumsily splashed against a scarlet flower or an amber-coloured leaf of the vast oak tree. Each drop crashed like glass against every leaf, so the forest was bursting with the echoes of tinkling glass, mixing together to form a soft ringing like silver fairy bells.



## Important information from the Bangla Covid-19 Advice Project

For important information about the Covid-19 vaccination roll-out, please read the leaflet [here](#) and watch the information video at <https://youtu.be/XQ37ueZcwQk>



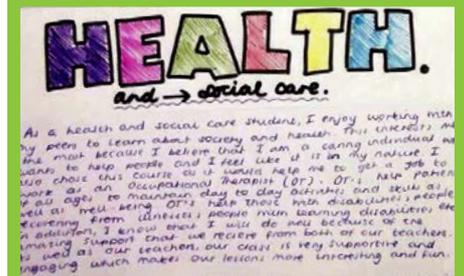
## Science

Here's a great piece of work by Mohammed Saif Uddin, in 8A

Explain, using your knowledge of forces, the speed of a sky diver, from the start of their jump, to the finish

When a skydiver begins their descent, they are at a constant acceleration. This is because the resultant force that culminates from their descent is downwards due to the force of gravity being stronger than the air resistance. Then, they begin to accelerate at a slower pace as the air resistance is increasing, so the resultant force is decreasing as the force of gravity is the same. Soon, the skydiver will reach their top speed (so they cannot accelerate) and hit their terminal velocity due to the air resistance and gravity being balanced. When they eventually open their parachute, the air resistance will increase, causing them to slow down as the resultant force is upwards, and they will begin to decelerate. Soon, they will hit the floor, which ends their jump.

## Why choose Health and Social Care



Health and Social Care is a front facing programme providing lots of opportunities to interact with local health and social services, universities and training providers.

### Wellbeing tip of the week Have you taken a walk today??

The body needs to be active in order for it to function well - discover a physical activity that fits in with your mobility and current fitness levels. There is so many activities you can do, the key is to find one you really enjoy!!

# Mulberry STEM Academy

## MULBERRY STEM ACADEMY

IN PARTNERSHIP WITH  
MERCEDES-BENZ GRAND PRIX

The following students were asked to represent the school at a very important STEM project meeting on Monday 22nd February – Habib Ali, Valentin Lita, Israq Maleque, Joseph Parker, Radid Sarker, Khadija Bint Hussain, Zaqwan Choudhury, Ehsanul Haque, Zeeshan Islam and Yusra Mohammed.

These are some of the things they said...

### Yusra Mohammed (Year 10)

I'm looking forward to gaining valuable experience which students cannot receive in the average classroom and seeing the impact of STEM that has on my future career.

I want to see a different approach adopted to teaching the next generation about work in STEM. To have ground-breaking results, more hands-on experience is needed, which the STEM Academy will provide. This will be a bright beginning to our futures and I am grateful to be part of this partnership.

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The project is inspiring as I personally believe that STEM subjects will shape the future.

### Khadija Bint Hussain (Year 10)

The thing that inspires me the most about STEM is that the field is dominated primarily by men and I would like to be a positive role model for young girls to change this. The design and engineering behind a motor sport car is incredible and I am fascinated by how an engine of small car can be so powerful and am intrigued by the mechanics behind it!

This is an amazing opportunity and one that doesn't come around often. I feel so fortunate to be part of it.

### Habib Ali (Year 12)

As a STEM scholar, I am looking forward to the programming course to help me develop my computer science skills and also the Green Power project as it will give me a more hands on experience.

STEM is integral to making the world run, and helping it become a better place, so I am very grateful for this experience which will prepare me for my future in the field of STEM.

### Joseph Parker (Year 12)

I'm really looking forward to the STEM academy as I believe it will be a great way to advance my academic journey and the EPQ is an incredible way to do that.

The project is inspiring as I personally believe that STEM subjects will shape the future.

# Wellbeing

We are very much looking forward to the return of our students in person. It is incredibly important that we get straight back into our lessons establishing great learning habits. However, we know that wellbeing and achievement go hand in hand.

To support everyone's return to school we will be dedicating daily time to learn about and practise mindfulness.

Mindfulness helps us to be attentive to whatever is happening in the present moment: our breathing, other physical sensations, thoughts, emotions or even everyday activities like walking and eating. This awareness helps us to respond more skilfully to whatever happens in the present moment.

Every student will also complete a welfare questionnaire on their return, which will allow us to support every child's specific needs and circumstances. Students can look forward to a number of activities, some of these follow; taking part in Year Group Sports Days, reward trips, an opportunity to go boating on the Thames and outward-bound camping trips in the Summer term.

## GEOGRAPHY Competition WINNERS

**1st** Tayha Reyad  
(Year 9)

**2nd** Inaaya Haque  
Chowdhury  
(Year 8)

**3rd** Agit Abaci  
(Year 7)

★ Please check your emails for your Amazon vouchers

## Science: Stem Opportunities

Explore the Mulberry Learn Science page to find out the more details on the opportunities listed below:

- Y13** 1 year work placement with JP Morgan in Asset Management
- Y12** Work experience programme with Imperial College
- Y11** STEM Challenge with Imperial College
- Y11** Medical Summer School with Imperial College
- Y10** Insights into Science and Engineering Summer School with Imperial College
- Y9** Girls Engineering Summer School with Imperial College

*The deadlines for the Imperial College opportunities are on Wednesday 3rd March so get your applications in quickly!*

# STEM

# IntoUniversity workshops

IntoUniversity partners with **Mulberry Academy Shoreditch** to offer a bespoke, tailored programme of **Secondary FOCUS workshops** which allows students the chance to develop **important transferable skills alongside learning about careers and university, providing them with the knowledge and confidence to fulfil their aspirations.**

On Tuesday and Wednesday Y7, 8 and 10 had a virtual workshop with IntoUniversity.

## Year 7 - Choosing Success

Understanding the skills required to make a successful transition into secondary school and setting personal development targets.

## Year 8 - Maximising Memory: Revision & Learning Techniques

Exploring a number of engaging learning and revision techniques to improve student confidence with lesson content.

## Year 10 - Communication in the Workplace

Practice different methods of communication to boost employability including application writing and interview techniques. I really enjoyed the Into University workshop, they taught us new methods for revising and how we should explore different techniques to find the one that helps us the most. We went through 2 techniques: chaining and chunking. I found chunking most helpful to me because it allows you to group things in sections and that helps break it down. I think I could use it to group information in lesson such as

English and History so I can read and understand it better. In this workshop I enjoyed the quiz partly because I won but also because it allows you to use the method and see what you remember. If you find that you didn't remember, then it means that you should try a different method until you find one that helps you the most.

## Maimunah 8B

This workshop has additionally bettered my understanding of how University and work life would be like. What I have learnt at this workshop was that I know how to arrange myself for future preparation for exams. IntoUniversity enabled me to increase my knowledge on how to update your revision techniques. For example, the chunking method (create different words within the list you are making and put them in different categories, after you have done that, draw out another grid and do not look at the words

you have written and place them back in the same categories).

## Jennifer Uddin 8C

The into university workshop was really fun today as we learnt about the different skills that could help us succeed in life. As well as that we learnt how to improve them even more. It was different to what we usually do because we normally don't think about what skills could help us in the future and how important it is to develop them but in the workshop we were talking about how much they would help us. It was also very good to do something different in lockdown and I can't wait to do more workshops with them.

## Millie Oldham 7D

I found the workshop really amazing, I loved it so much. It has taught me to never give up and always try. It has also taught me to always be confident and I look forward to more of these workshops.

## Jamil Ali

## Year 8 Spanish

Year 8 Spanish students created a storyboard about holidays

The Languages and Hospitality department have come together to launch our exciting new competition

## Multicultural Foods COOKING COMPETITION

**HOW TO ENTER**

- 1 Research an international dish (preferably french or Spanish but any country of your choice)
- 2 Write the recipe in french or Spanish or any language
- 3 Cook a nutritious and well-presented meal.
- 4 Write a review in french or Spanish or any language
- 5 Take a picture of it and upload your photo, recipe and review to teams

**Final Entry 1st March!**

Winner and runners up will get a prize

The best entries will have a special reward meal (tapas) once we are back in school and amazon vouchers



# Lockdown Bake-Off 2021

Our school caterers, Accent, have developed a "Lockdown Bake Off" challenge, so that you can show off your amazing cooking skills!

Over the next few weeks you can download a set of simple base recipes to use at home to develop new skills or simply have some fun in the kitchen.

This week, you can make some delicious biscuits! Visit: [www.mulberryacademyshoreditch.org/dininglunch-menu](http://www.mulberryacademyshoreditch.org/dininglunch-menu) to download your recipe pack.

Send a photograph of your delicious pancakes to Ms Pitts: [cpitts@mulberryschoolstrust.org](mailto:cpitts@mulberryschoolstrust.org)

Winners of each round will have a chance to win one of two prizes at the end of the Challenge.

Students can use their own recipes not just the ones in the pack.



**Get Baking** and send us your photos!

Visit: [www.mulberryacademyshoreditch.org/dininglunch-menu](http://www.mulberryacademyshoreditch.org/dininglunch-menu) for the biscuit recipe and other recipes you can try out!

WORLD BOOK DAY  
4 MARCH 2021

## (BOOK)MARK THE DATE

# WORLD BOOK DAY

## 4 MARCH 2021

## This week in Science

Mulberry Learn Science is live!! On this site you can find a selection of resources, interesting videos and podcasts, photos from past events and of student work as well as upcoming STEM opportunities to apply to!

### Coming up:

As we all know we are back to school on the 8th March, so we have taken the decision to move Science Week to May 17th so that everyone can take part without any disruptions! More updates will come closer to the time.



Mulberry Academy Shoreditch

# WORD OF THE WEEK

Wow!  
WORD OF THE WEEK!

## Evaluate

### DEFINITION

to judge how good, useful or successful something is and have an opinion on it.

### EXAMPLE

1. You should be able to evaluate your own work.
2. We need to evaluate the success of this event.
3. It was difficult to evaluate which source was the most reliable and factually correct given that the sources were Facebook and Twitter!

### SYNONYMS

Assess  
Appraise  
Judge

### ANTONYMS

Ignore  
Neglect  
disregard

### CHARACTERISTICS

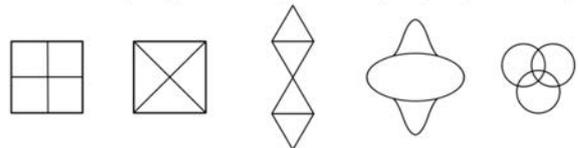
French verb 'évaluer' = to evaluate or assess. Notice the root within the word is from 'value'.

When NOT to use... Evaluate does NOT mean to review. For example, if you reviewed your work, you would look back over what you did. To evaluate would mean to weigh up and make a judgement on how well you did these things.

## MATHS PROBLEM OF THE WEEK

Did you manage to solve the maths problem this week?

Which of the five diagrams below could be drawn without taking the pen off the page and without drawing along a line already drawn? Can you explain your reasoning?



### Answer (Part 1)

For it to be possible to draw a figure without taking the pen off the paper and without drawing along an existing line, there must be either no points or exactly two points in the figure at which an odd number of lines meet.

To see why this must be the case, let us consider one point where lines meet and let us also suppose that we neither start nor end to draw the figure at that point. Since we are not allowed to draw along an existing line and as we 'enter' such a point from one direction, we need to leave it along a different line. So an even number of lines meet at such a point.



### Answer (Part 2)

If the starting and the end point coincide then this is also a point at which an even number of lines meet. Otherwise, both the starting and the end point are points at which an odd number of lines meet as we leave (enter) this point once without entering (leaving) the point.

We can now check that only the last picture satisfies these conditions and indeed, one can draw it without taking the pen off the paper and without drawing along an existing line.