

# NEWSLETTER

Friday 26th February 2021



## DESIGN A SENSORY GARDEN

### Help us to convert The Quad into a Sensory Garden

With the help of the Sensory Trust at The Eden Project, we have a very exciting opportunity to turn an area of outdoor space at HCC into a wonderful Sensory Garden for everyone at College to enjoy and...

## WE NEED YOUR DESIGN INPUT!



The Quad is currently an enclosed garden area between the two corridors leading to Science. The space measures approximately 28 metres by 15 metres and has a flat walkway joining the two doors leading onto the quad.

We are looking for design ideas to transform this space and we really want to see yours!

The walkway needs to stay as it is and remain clear of any structures or planting. There is also a sloping area to one side that will also remain sloped.

The rest of the area can be flexible and is up to you!

There is a pond in the middle of the main quad area but this could be filled in, so you don't have to base your design around this pond.

What would you do with this space?



**Sensory gardens** include features, surfaces, objects and plants that stimulate our senses through touch, sight, scent, taste and hearing.

They are places that can be designed with many different purposes in mind. They can be calming with scented plants and restful seating, a community area for growing tasty food or wildlife friendly plants, a therapeutic space to support wellbeing, a learning zone full of exciting things to touch and smell or an accessible garden for people with additional physical needs.

**The possibilities are endless and that's what makes these gardens so exciting!**

We would like you to think about how you would use this space. Would you like to have somewhere to sit quietly? Somewhere to go with a small group of friends at lunch time? A creative space to find inspiration for art projects?

Do you have an interest in gardening or wildlife? Do you have ideas about how we could introduce an area such as a bug house or bird feeders? Perhaps a herb garden so you can pick fresh herbs for Food and Nutrition projects?

**Ways you could present your design ideas**

*Don't forget to label your design features*



*Think about textures*



*Include any colour choices*



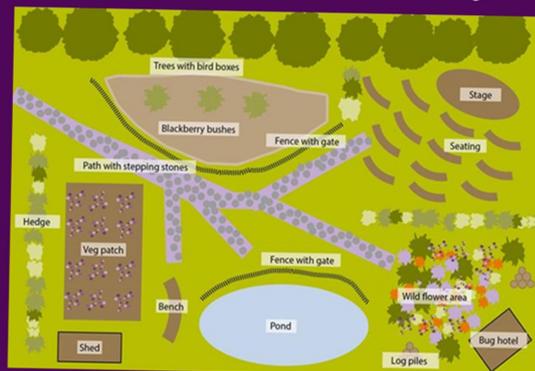
*Describe which materials you might use*



*Think about levels and heights*



*Explain your ideas if they're not obvious*



*Include planting ideas*

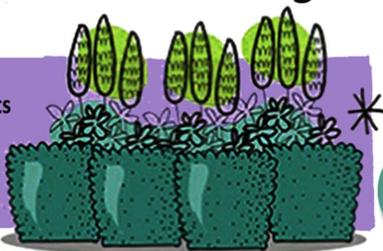
**We will be submitting a selection of your designs to the Sensory Trust at the Eden Project for them to include in the overall final design. We really want your input so this is a fantastic opportunity to have your say on turning this unused space into something both beautiful and functional for years to come!**



# Things to consider in your Garden Design

Sensory gardens include features, surfaces, objects and plants that stimulate our senses through touch, sight, scent, taste and hearing.

What features could you include to evoke all our senses?



Would your design include a permanent structure to provide all year round shelter?

Perhaps a sun shade for the Summer or maybe your design might include an area for outdoor performances?



What kind of seating might you include? Space for several students to sit together or 'buddy spaces' for just 2 at a time?

Think about everyone who might want to use the space and how they might use it; teachers, students, visitors ...



What might you include to encourage birds, butterflies and other pollinating insects? And would you keep the existing pond? If so, how could you enhance it and encourage new pond life?



How might your garden be used in lessons? Think about all the different HCC subjects that could potentially use this outdoor space. Maybe your design could include a herb garden for Food & Nutrition or feature some wild meadow flowers to draw during art lessons.



What would you plant, where and how? Would you have raised beds in your design or can you think of other clever or interesting ways of planting?



Will your design include a water feature? How could this be safely included into the design without the health and safety concerns that come with water?



You might like to carry out some research on specific plants that you think would belong in the garden - perhaps a tree, bamboo, grasses, colours? Remember to think about all your senses - including smell, touch and hearing.



Would you want to create an outdoor room? Will your design include the use of screening or shelving?

Think about the positioning of any structures or raised beds.

Design Deadline  
Tuesday  
16th of March

We can't wait to see what your Sensory Garden design ideas are!

You can include as much detail as you would like to. The main thing is, your ideas are clear and well thought out!

Designs can be submitted individually or they can be a group effort. Just remember to include all the names of students involved.

Please email your designs to Mrs Creed (Creative Arts Technician) by Tuesday the 16th of March.

[dcreed@honitoncollege.devon.sch.uk](mailto:dcreed@honitoncollege.devon.sch.uk)

For more details, please speak to Mrs Creed.

eden project



**REMINDER: THERE IS STILL TIME TO ENTER!**

MICROBIOLOGY IN SCHOOLS ADVISORY COMMITTEE

## **SCIENCE DEPARTMENT COMPETITION**

**– to win cash for yourself and HCC**

***Closing date 19<sup>th</sup> March 2021***

We invite students from Years 7-11 to take part in the annual MiSAC competition. This year it is to produce information for a social media website for teenagers about fungi and climate change called 'What you didn't know about climate change.' Entries will need to be hardcopy pages: 2 x single sided A4 (or one A3 split in half) either hand or computer drawn.

Briefly you'll have to: explain the concept of climate change and its effects, how the activities of fungi affect climate change and how fungi themselves are influenced by climate change.

HCC can submit up to 10 entries from Years 7-9, and up to 10 entries from Years 10-11.

***First prize is £100 for the winning student, and £250 for the college, more prizes are available. Entries will be judged on scientific merit, do not copy and paste things from the internet, research is highly recommended! If you don't win... you still get a certificate.***

Although you can work in groups of up to 4 – *currently we encourage you to work on your own*, unless you are able to work on the same electronic copy and email it to each other.

For more details including the rules, prizes, what to include in your work, and useful websites for research please visit the poster page:

<http://www.misac.org.uk/PDFs/Misac-competition-2021.pdf>

And here is the main website address: <http://www.misac.org.uk/competition.html>

If you are unable to access the materials online, please contact Mrs. Shorter.

***If you would like to take part, need help or further information, email Mrs Shorter***

[RShorter@honitoncollege.devon.sch.uk](mailto:RShorter@honitoncollege.devon.sch.uk)

- Please don't be put off by any scientific words you may not understand – ask for guidance. A reminder about the deadline will be sent out nearer the closing date, and all entries will be made through the College.

WORLD  
**BOOK  
DAY**

4 MARCH 2021



WORLD  
**BOOK  
DAY**

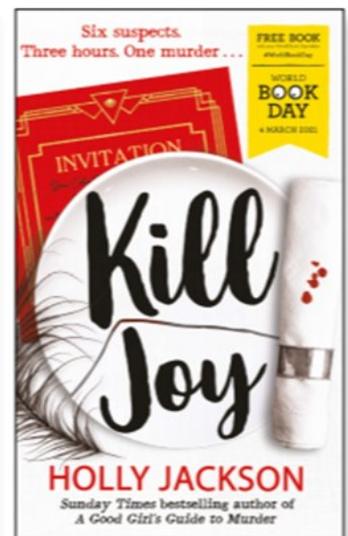
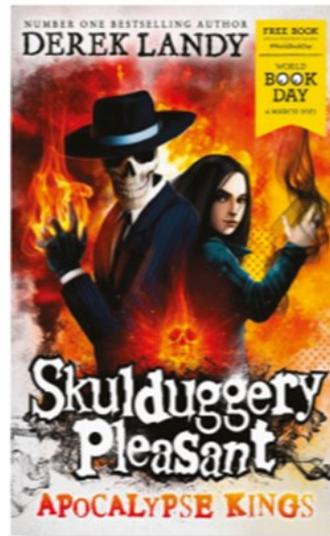
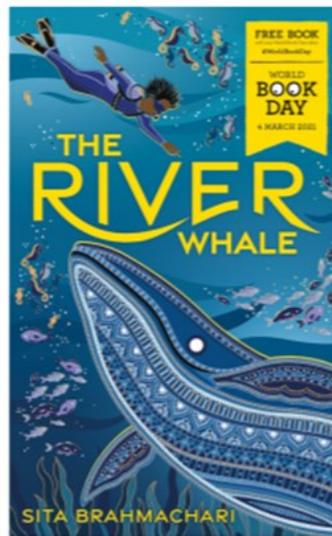
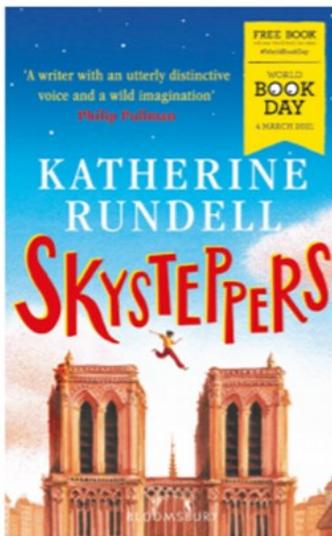
4 MARCH 2021

## World Book Day 4<sup>th</sup> March 2021

World Book Day will look a little different this year as we are not in college to celebrate the event together. However, that doesn't mean that the fun needs to stop!

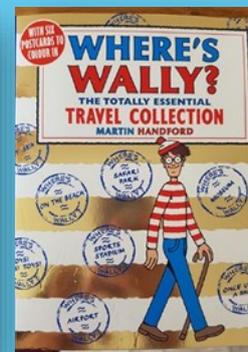
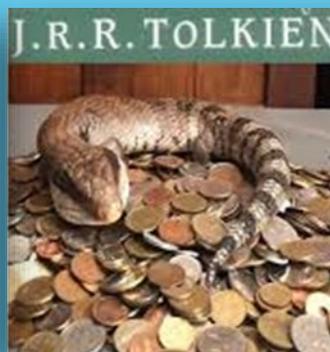
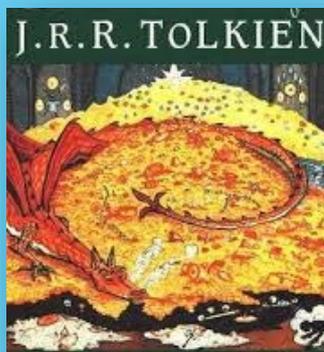
Your £1 book token for World Book Day will be waiting for you at college when you return. This can be used to get £1 off the price of a book or audiobook at participating retailers, or can be swapped for one of the special World Book Day £1 books below:

## PROUDLY INTRODUCING OUR 2021 £1 BOOKS



### Book Cover Competition:

The English Department would like to see your best attempt at recreating book covers. Choose an image of an existing book cover and then create your own version. Here are some examples to give you inspiration:



### There are three different categories:

- Years 7, 8 and 9: Submit your entry to your English teacher by Friday 5th March.
- Years 10 and 11: Submit your entry to your English teacher by Friday 5th March.
- Sixth form students and staff entries: Submit your entry to [klane@honitoncollege.devon.sch.uk](mailto:klane@honitoncollege.devon.sch.uk) by Friday 5th March.

## More opportunities to get involved:



Visit the World Book Day Social page to find out more about events and activities for your age group. From podcasts to online author events, you can find out more here:

<https://www.worldbookdaysocial.com/>

For the budding artists among you, you can submit your entries to the 'Design a National Book Token Competition'.

# ON YOUR BOOKMARKS, GET SET, DRAW!

## DESIGN A NATIONAL BOOK TOKEN COMPETITION 2021

NATIONAL  
BOOK  
tokens



You, your students and your school could win HUNDREDS of pounds worth of books with our fantastic National Book Tokens **DESIGN A BOOK TOKEN** competition.

One lucky winner's design will be made into a real life National Book Tokens gift card, to be distributed across bookshops nationwide in time for Christmas! And there are National Book Tokens galore to be won too – just imagine all those beautiful new books for your school's bookshelves.

It's a great home-school activity to set so encourage your pupils to take part. They simply have to make their mark on the template and design a brand new National Book Tokens gift card.

A panel of judges will select a winner and runner-up in each of three age categories: **up to 8 years, 9-12 years and 13-16 years.**



2020's  
winner

by Samia,  
aged 10

2019's  
winner

by Molly,  
aged 14

### FIRST PRIZE

in each age range wins:

- £250 National Book Tokens for the school
- £100 National Book Tokens for the pupil
- £100 National Book Tokens for the teacher

### SECOND PRIZE

in each age range wins:

- £150 National Book Tokens for the school
- £50 National Book Tokens for the pupil
- £50 National Book Tokens for the teacher

## Entries must be submitted on the official entry form here:

<https://www.worldbookday.com/wp-content/uploads/2021/01/NBT-comp-2021.pdf> and given to your

English teacher by **Friday 26<sup>th</sup> March**. You can also enter the competition independently of the school or complete an online entry by following the entry instructions

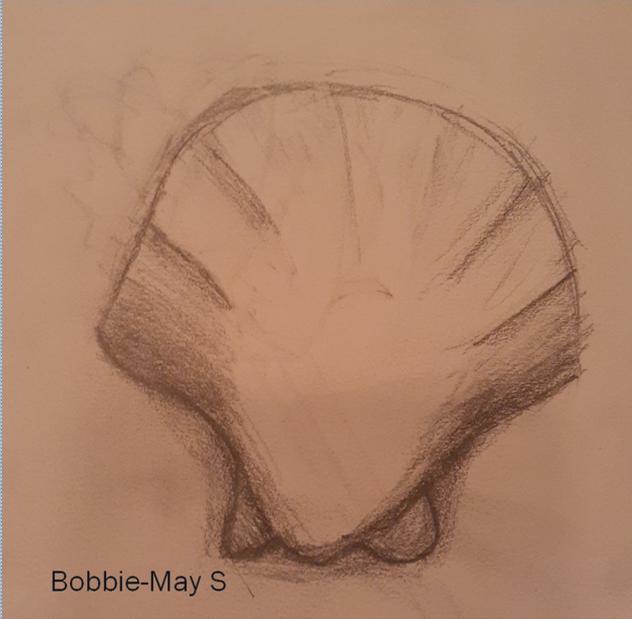
<https://www.worldbookday.com/competitions/design-a-national-book-token-2021/>

The English department will be incorporating some World Book Day activities into the remote learning tasks set for key stage three students next week, so get ready for some quizzes and competitions

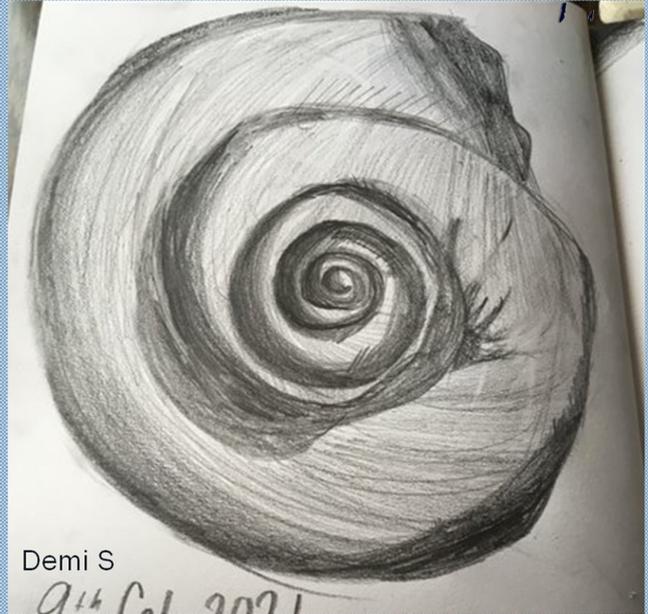
*English Department*

# ART

CreATE  
@HCC



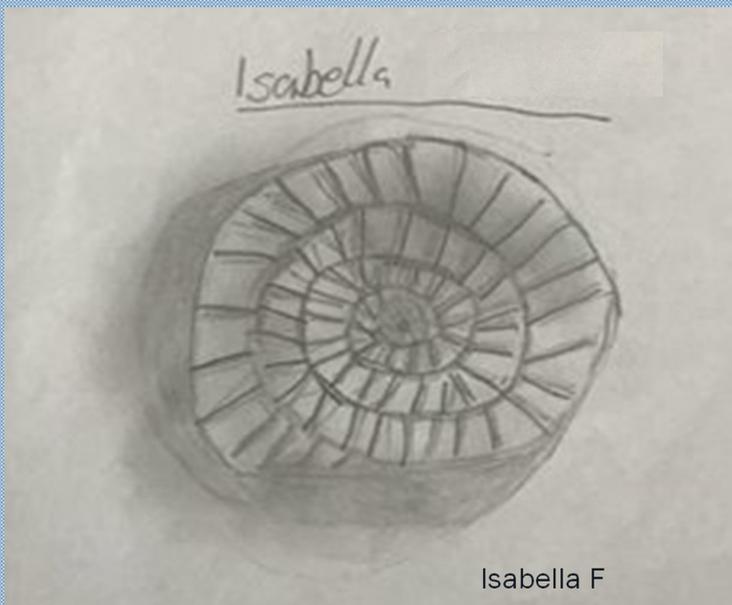
Bobbie-May S



Demi S

## Year 7

Here are some more of the year 7 observational drawings of natural forms using graduated tone, well done to these students for observing carefully and starting to use tone throughout their drawings leaving white paper only for the lightest highlights.



Isabella F



Layla V

Year 7



Harmony T



Bethany S



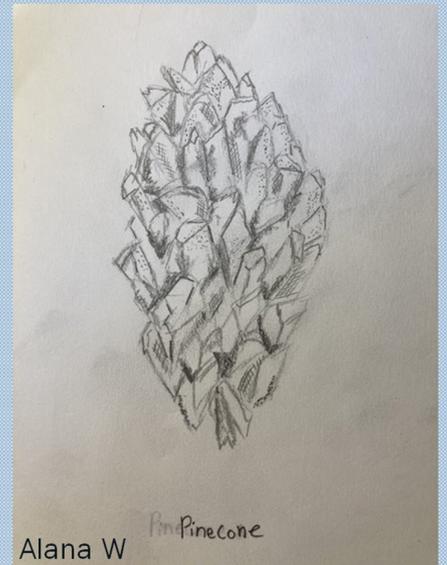
Dexter F



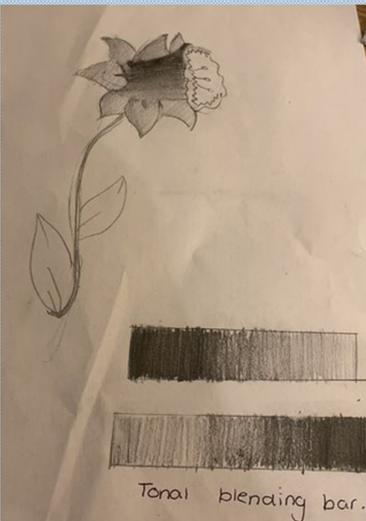
Ella S



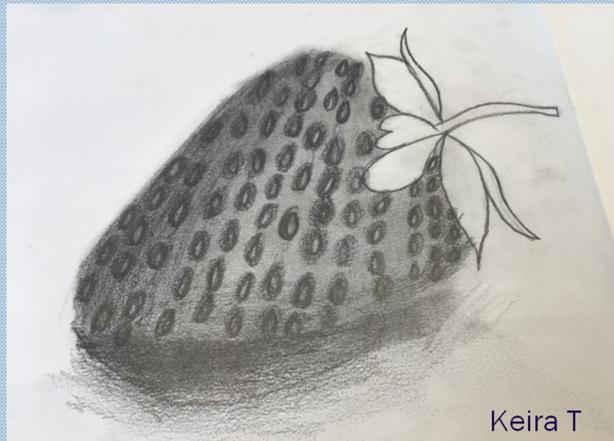
Emily S



Alana W  
Pinecone



Emily B



Keira T

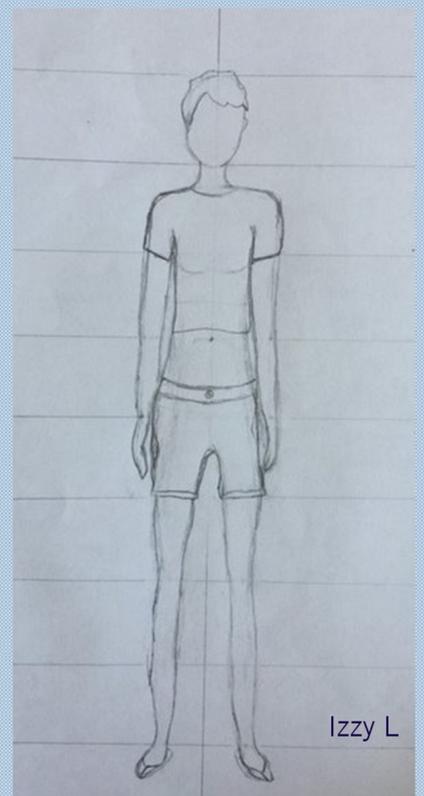
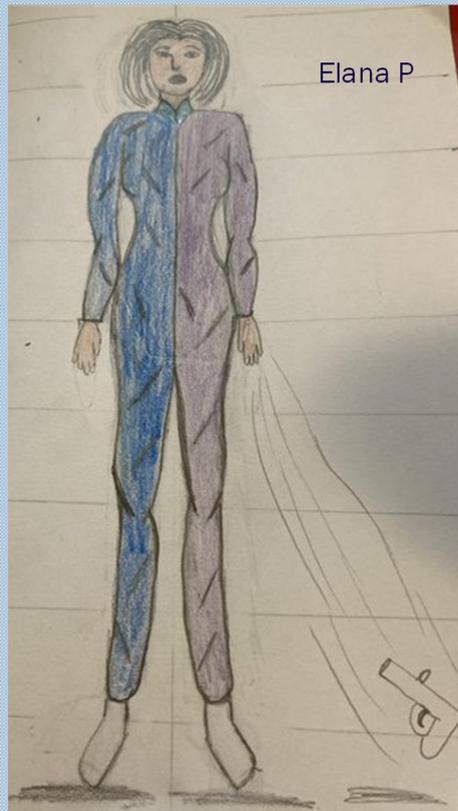
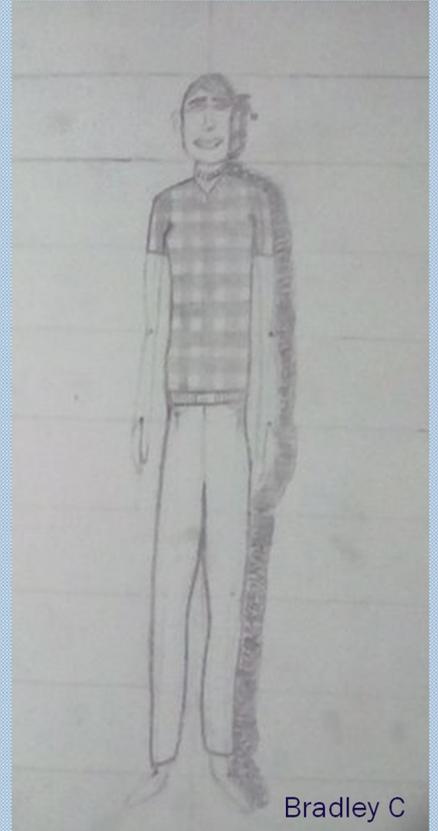
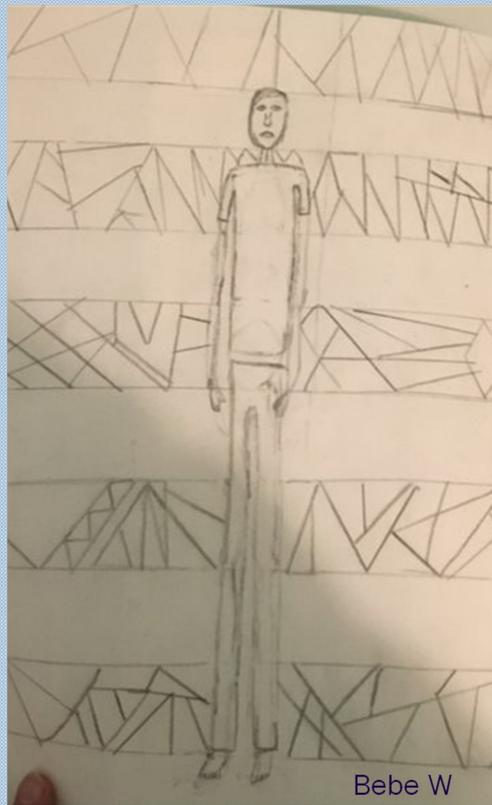


Sophia R

# Year 8

## Full Length Portraits

Year 8 have continued to work on their character development this time focusing on full figure human body proportion. We love the variety of characters created!

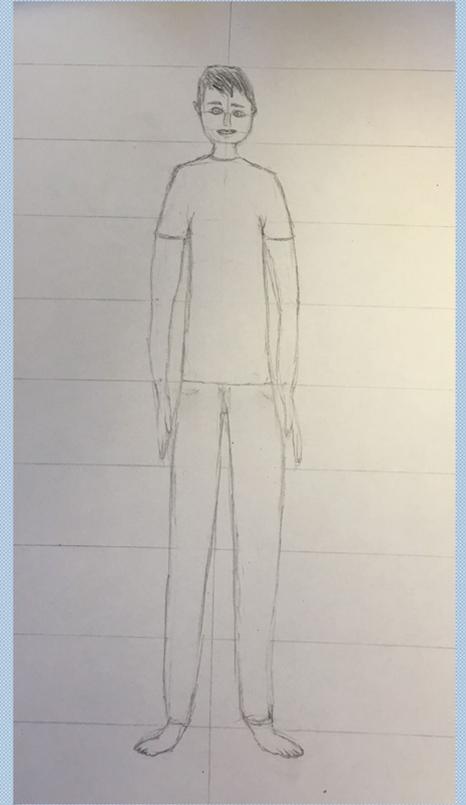


Gracie M



Kara G

Kornelia S



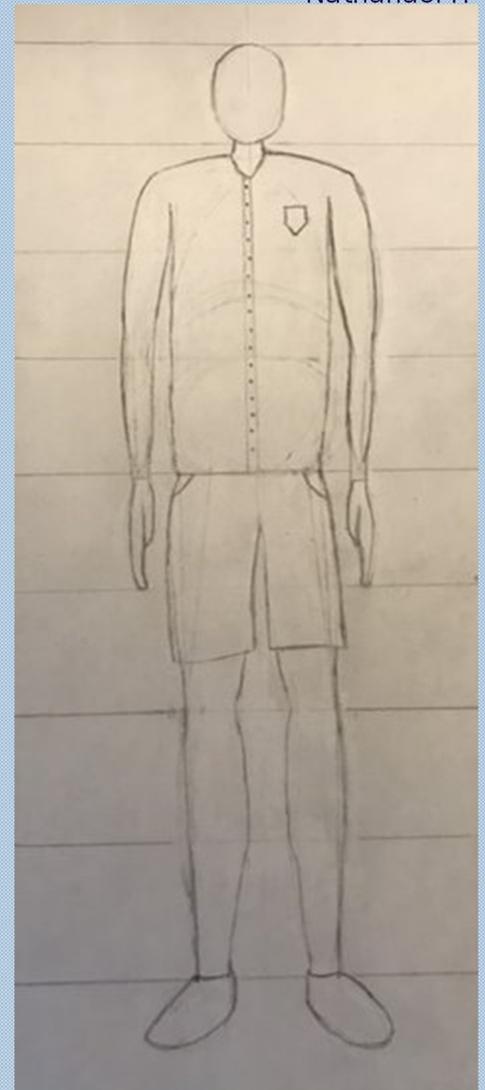
Nathanael H

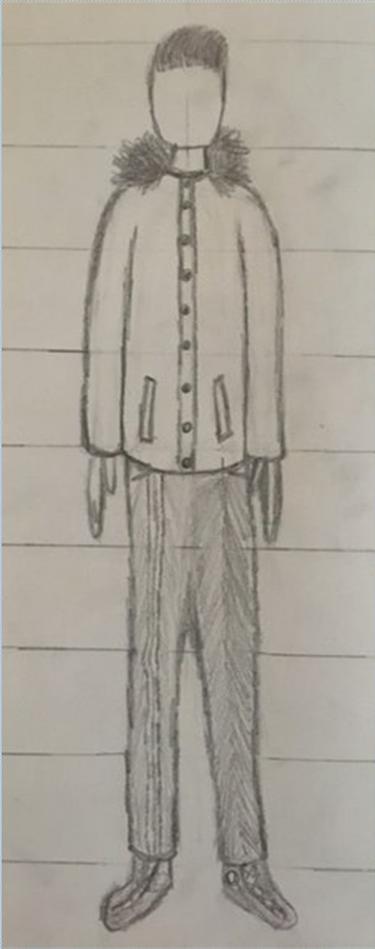


Lily McC

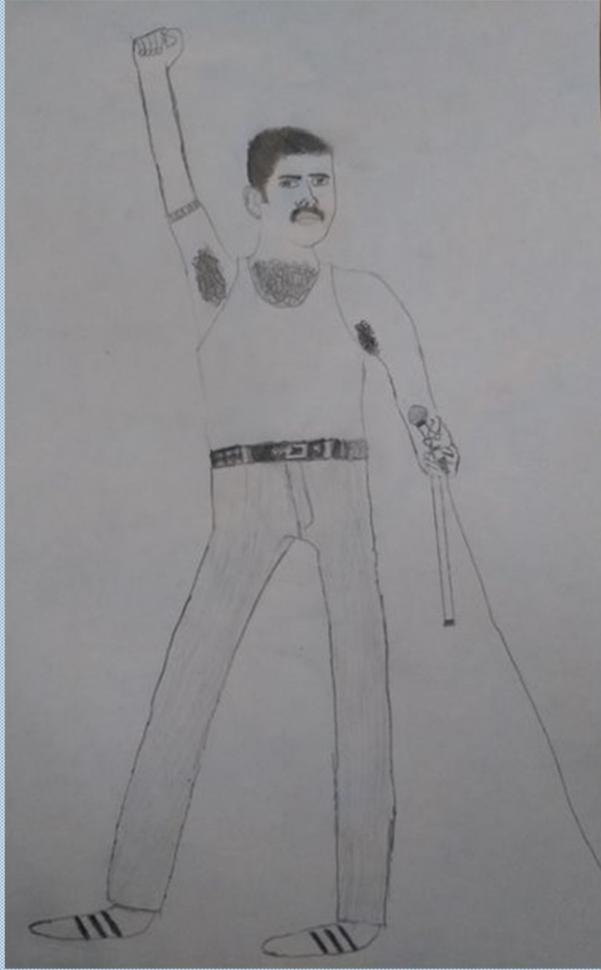


Michael L





Nikolas S



Samuel B



Robyn T



Tia W



Tyler S

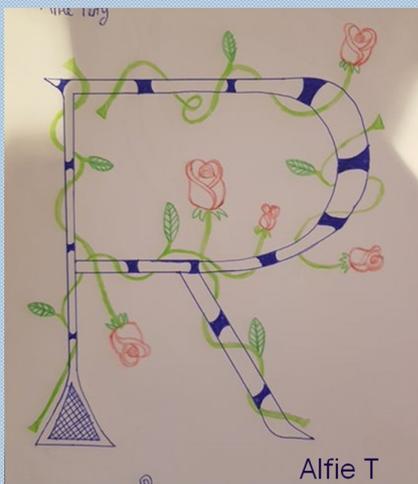
# Year 9

## Illuminated Letters

Some of our first illuminated letter designs are being handed in this week, here are some of the excellent decorated letters created by Year 9 artists so far.



Aleisha O-H

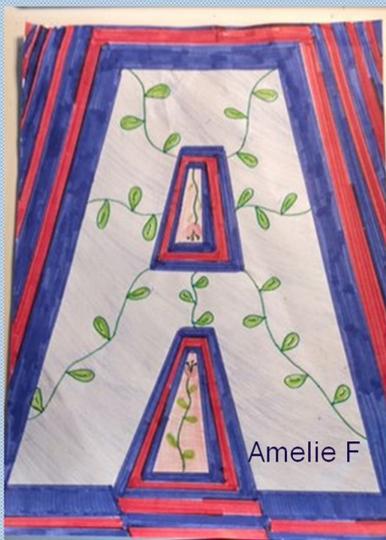


Alfie T



Benjamin

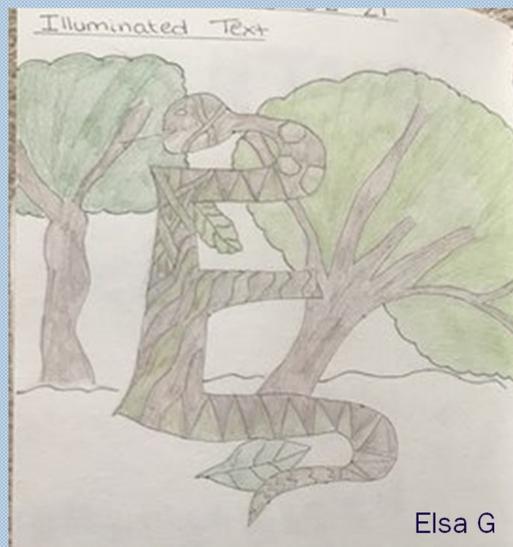
H



Amelie F



Ewan P-M



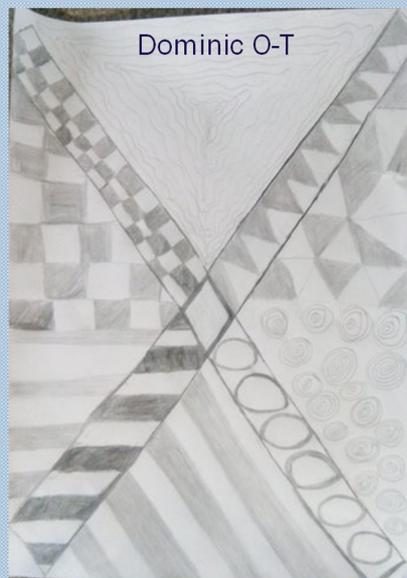
Elsa G



Emily G



Freya G



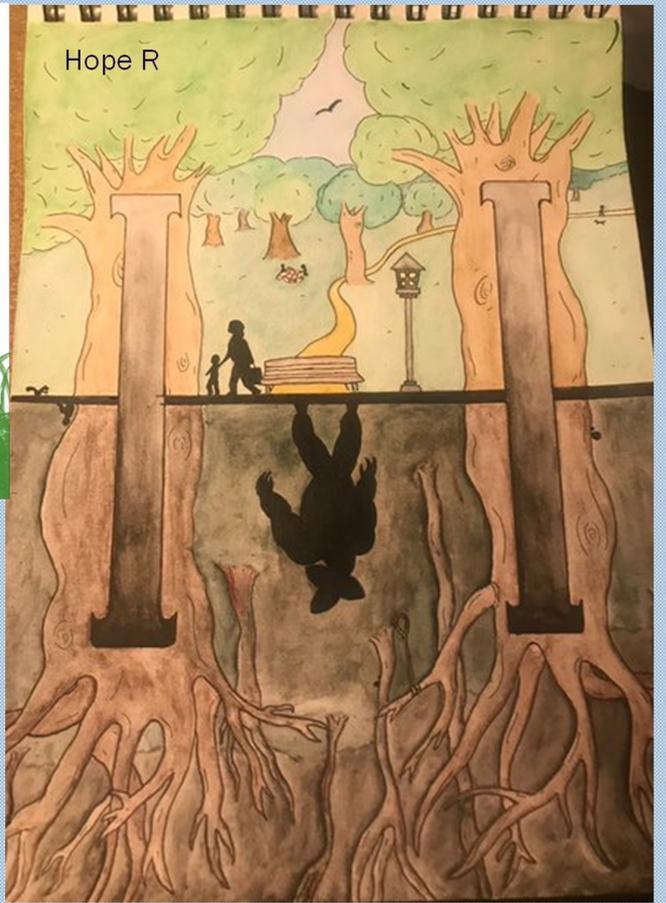
Dominic O-T



Hannah E



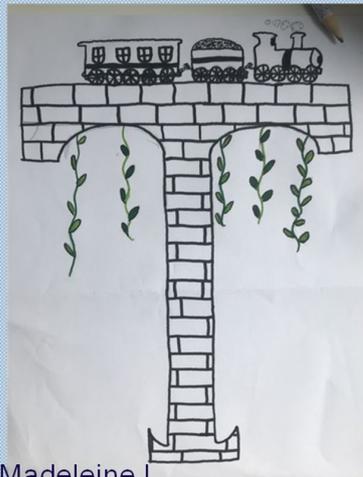
Oriana B



Hope R



Jess H



Madeleine L



Maicey B



Poppy C



Millicent M-H



Saffron D

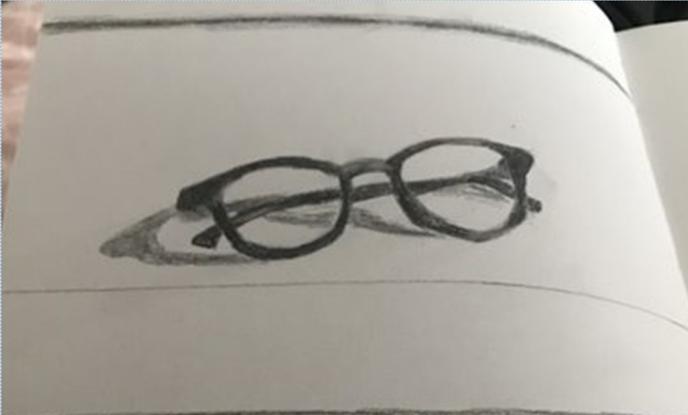
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## Year 10

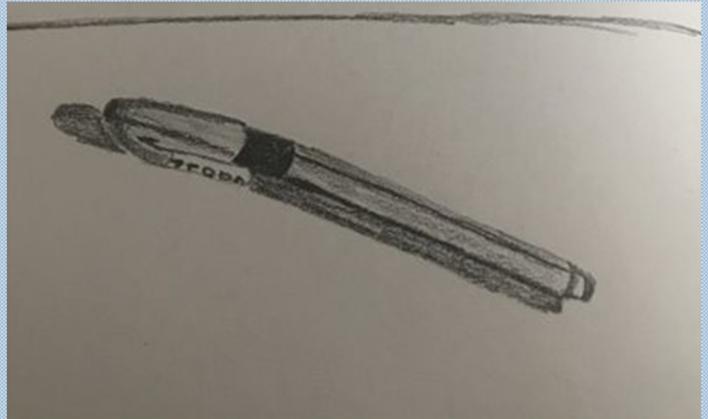
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### Observation and Imagination

Year 10 continue to practise their observational skills and develop practical drawing work for their coursework portfolios.



Olivia B



Connor V

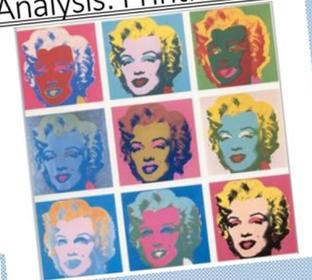
# Year 10

## Analysis

Our recent assignment has been developing a critical analysis of a piece of printmaking artwork. We are very pleased with the way students have presented their thoughts and research so they can come to an appreciative understanding of their selected artwork. Below extracts from students work.

The work I am describing is called Marilyn Monroe by Andy Warhol. The artist's work reminds me of those funky brightly coloured masks you get around Halloween. I particularly like how bright and colourful all the prints are. In my opinion, I feel that the artist could've used a wider range of colours like more orange and make it a little more "rainbow". Andy creates work that catches the audience's eye due to the brightness of the colours and the uniqueness of the art. This type of work is a series of screen prints. While looking at the work, I can see that there is enough detail to see who the art is of, without there being loads of detail. Initially I thought that some of the prints were of different people, because of the way the artists has used colours and prints. It makes me think about those polka dot pieces of art that use spots to fill spaces. This is because they are usually really colourful and eye-popping. I am drawn to the colours because it is so bright and the range of colours that are in this range of artworks.

Analysis: Printmaking



The techniques the artist has used is layering the different colours by doing several different prints on top of each other. The artist would have started this piece by lightly sketching out the shape, before creating a stencil by cutting out all negative spaces. I think the artist has composed the image well because it lets the audience's eye move slowly around the art, and take everything in. I particularly like the fact that the artist has repeated the same image several times but using different colours to change them and make them look different from one another. In my own work, I would like to try this by maybe repeating one drawing but using different materials or colours to differentiate them.

Ami G

The Great Wave off Kanagawa by Hokusai  
Katsushik



Becky T

The Great Wave of Kanagawa is a famous woodcut print made by one of the best Japanese print makers of the 19<sup>th</sup> century; Hokusai Katsushik. This piece was created around 1830 and is part of a 36-piece series of the views of Mount Fuji. My first thoughts about this artwork are that the shapes created are really interesting. I particularly like that the

mountain is simultaneously very prominent but also blends into a wave seamlessly. Looking at the work you can see a series of crashing waves creating lots of sea foam and a mountain poking up at the back, in my opinion this is an interesting composition.

After researching into Hokusai Katsushik and his life around the time he created this piece the meaning and influences are still somewhat unclear, some say this piece represents the difficulties he faced towards the end of his life (His grandson forced him to enter poverty by gambling away all of Hokusai's money) but also around this time Hokusai struggled with the grief he felt for his wife, who had passed away which is another possible influence. Or he simple could have just been inspired by a beautiful view he saw of mount fuji. Either way his artwork creates a very calming effect, this is down to the subject matter, the thought of the sound of waves crashing and just being near the ocean brings a calming sense to me and this is definitely bought through in this image. This artwork was created as the first piece of Hokusai 36 views of mount fuji collection, so it obviously holds similarities to these pieces, his style of clear throughout and they are all connected by the shared feature of mount fuji which appears small or large in every image.

This work is called "A wooded landscape", by David Hockney in 1969. It shows the countryside, with lots of fields, and a farmhouse at the top of the hill. I particularly like how the use of different textures portrays the different fields. I was initially drawn to the work because I like the style, but also because it looks like the area that I grew up/live in. The type of printmaking is etching and aquatint.

The work is arranged with the farmhouse being the focal point, in the centre of the picture, with the landscape leading up to it. It uses many varieties in texture, from solid colour, to hatching, cross hatching, and other patterns to create a strangely believable and yet unrealistic image. It has a sense of the countryside, and a contrasting metallic or industrial look.

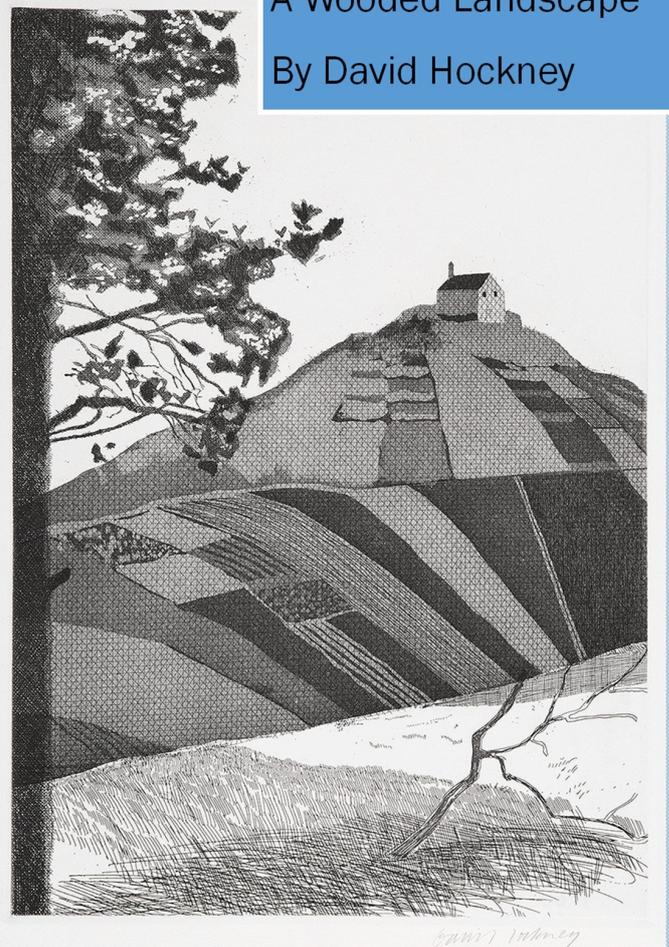
The print feels lonely, just the one small farmhouse surrounded by endless fields. The monotone style also lends itself to this feeling. The way that the leaves on the tree are blurred, and the angle of the branches on the floor suggests that it is quite windy, and it allows me to almost feel like I am there, feeling the wind, looking across at the patchwork fields.

After researching other works from Hockney, I have found that this piece is quite unusual. Most of his works feature very vibrant and contrasting colours, whereas this is the opposite. However, his use of textures is constant throughout his art. Hockney has used almost every medium imaginable to create his works - printing, etching, photography, painting, drawing, photo montaging, and even using an iPad.

The techniques I could practise based on this work are my use of texture to create an impression. Here, Hockney has not drawn in each blade of grass and leaf and brick, how could he, but he has created a sense of grass, and leaves and bricks. I will try to create impressions in my work, as I feel sometimes I get hung up on the smaller details too much.

Thomas H

A Wooded Landscape  
By David Hockney



## ROYAL ACADEMY OF ARTS

### YOUNG ARTISTS' SUMMER SHOW

Apply now for the Young Artists' Summer Show, an exciting opportunity for artists aged 5-19 to exhibit their work online and onsite at the Royal Academy of Arts in London!

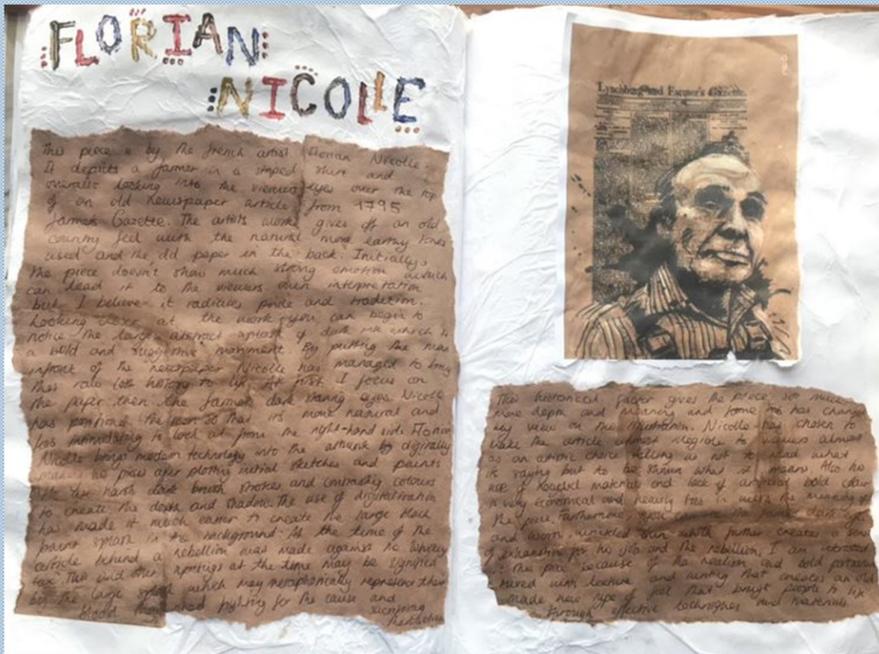
See the RA website for more details.

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

We know we have many talented artists at College who should consider entering this prestigious show. If you would like to enter, please email Mrs Creed who can help you with the application process:

[dcreed@honitoncollege.devon.sch.uk](mailto:dcreed@honitoncollege.devon.sch.uk)

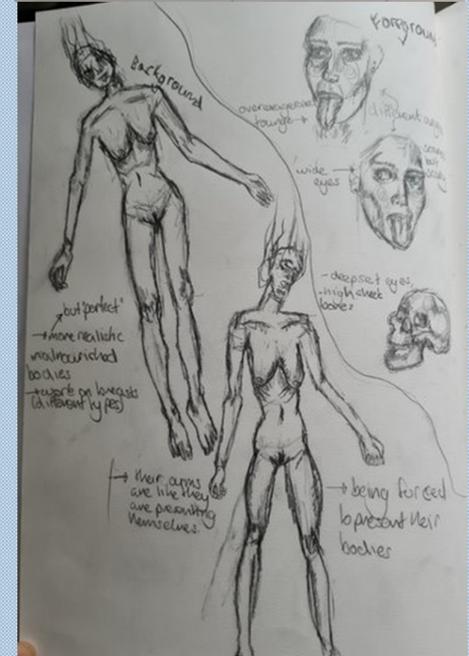




Above - Lara O



Below— Maria L



**Georges Braque Analysis**

The work I am describing is called 'Violin and Pipe' which was created by Georges Braque in 1913. While looking at this piece my first observations about this artwork is that it is revealed vague shapes and objects but its done in a way that it appears the items have been distorted. The artwork doesn't include a variety of objects but it includes of everyday items of a pipe and a violin which are fragmented and reconstructed into geometric forms. I'm particularly drawn to different placements of the items because it makes you wonder about what they might be and why the artist has chosen to place them this way.

The techniques which occur with the artist are futurism, and impressionism but he is most known for being credited as the inventor of cubism along with Picasso. The background this still life is left colorless with charcoal scribbles that contrast with the foreground of brown toned cut up newspapers which gives the impression of simplicity. There is no solid evidence that in the work it shows a violin but we can understand how Braque is studying the shapes within the objects and pulling them apart to move them around. I think that the artist has composed the images this way to explore a variety of viewpoints.

The choice of colours that the artist chosen can't widely ranged but the simplistic use of brown and white tones gives it a peaceful look and makes me feel calm. In my opinion I think that Braque's idea of limiting himself to the colour palette and use of shapes is to bring a sense of balance and harmony in his composition. This is reflective of the start of Synthetic cubism in 1912 where artists began to add textures and patterns to their paintings, experimenting with collage using newspaper print and patterned paper.

My first thoughts about this piece was that music might have been an influence to Braque as he had chosen a stringed instrument as his subject matter. It is interesting to compare this to one of his earlier works called 'Violin and Candlestick' as he experiments with the act of fragmentation and the use of cubism only here he has used the material of oil paints. I like the way Braque produces his work using collage through cubism as it's something I have haven't put to practice yet but I am interested in doing for my practical work.

After completing my research I think that it seems simplistic but it is very creative in the sense that Braque is making us think about why he had chosen to heavily crowd the objects at the centre of the frame or use neutral colours only. The best part of the work is the disjointed disjointed images which create variable viewpoints. The reason I think this is because Braque is wanting our minds to travel around without restrictions within the painting.



Reese C

CREATE  
@HCC

# DRAMA

## SET DESIGN

### Year 8

Year 8 are currently designing and making models of their own set designs.

They can then enter them for the competition which we will discuss in class.

Mr.Culwick

## CREATIVE CAREERS

### THEATRE SET DESIGNER

Below is the profile of one of our former students - Adam Wiltshire  
His website is well worth a look at

<https://www.adamwiltshire.com/work>

While at HCC, Adam designed and constructed the sets for our theatre productions and made all the props.



Shown here:

Theatre set designs  
by previous Year 8  
Drama Students



FORMER HONITON STUDENT

GCSE DRAMA

A LEVEL THEATRE STUDIES

A LEVEL ART

## ADAM WILTSHIRE

### THEATRE DESIGN

Adam graduated from the Royal Welsh College of Music in Drama with a First Class Honours in Theatre Design, along with several other design awards. In 2003 he became a group winner of the Linbury Biennial for Theatre Design, since then he has been designing ballet, plays, musicals and opera for the Royal Ballet, Sadler's Wells, West Yorkshire Playhouse and English Touring Opera. As an associate designer for Disney and Cameron Mackintosh, Adam has also worked in Japan, Korea and Australia.

# Design & Technology

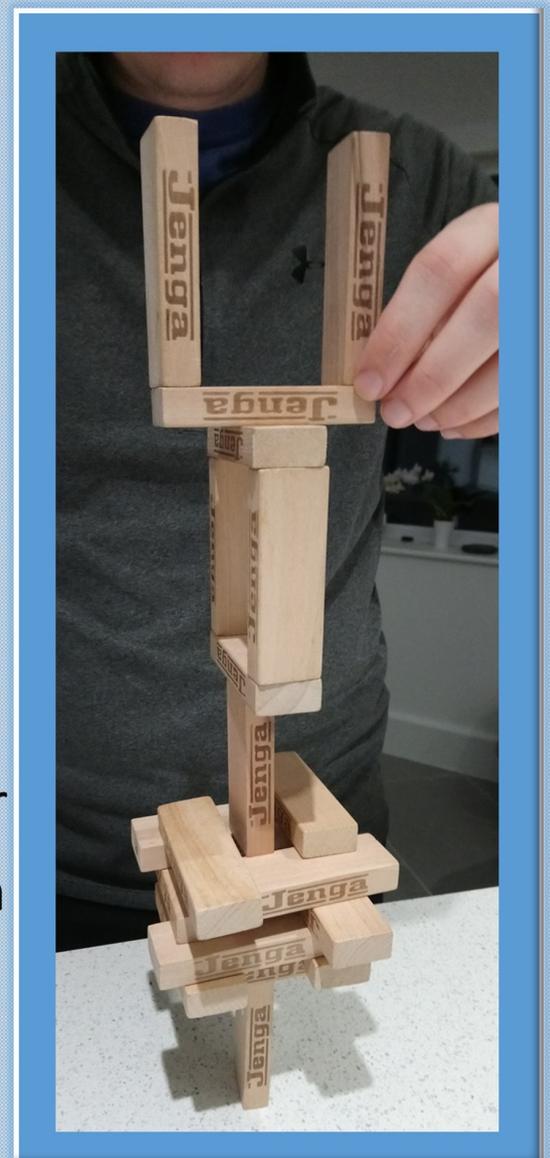
## Half-Term Challenge



The Challenge was to create a Jenga Tower starting with one Jenga block on it's end OR a Tower of Food Packets.

This challenge was tougher than it looked, but here are my favourite designs.

(Left)  
From the  
Under 10  
Years sec-  
tion,  
With a  
Tower Over  
6 Feet High



# And More

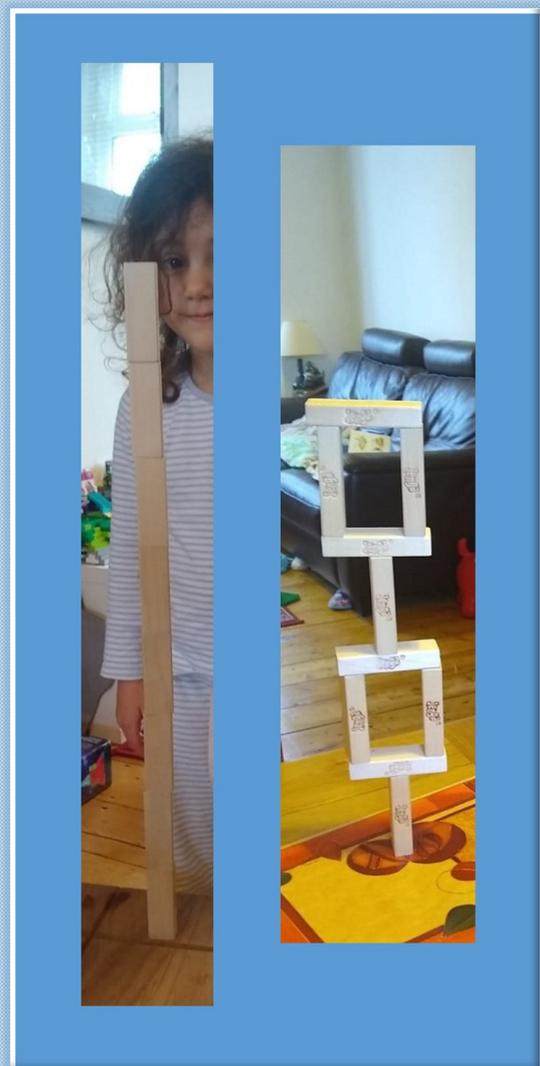


(Left) A bit Top Heavy But  
Pretty good all things consid-  
ered!

(Below) From the Un-  
der 10 Years section



(Left)  
No  
Glue  
Used



# And More!

CREATE  
@HCC

(Below) Brother & Sister Entries

(But whose is whose?)



Thank-you To All Entries

# FOOD AND NUTRITION

CreATE  
@HCC

## Baked Bean Challenge

### THE RESULTS – STAFF

You may remember before half term we set a challenge.

Could you be creative with beans?

Consider how you could present baked beans in a creative, appetising and appealing way

HERE ARE THE PICTURES YOU SENT IN AND WE ARE IMPRESSED!



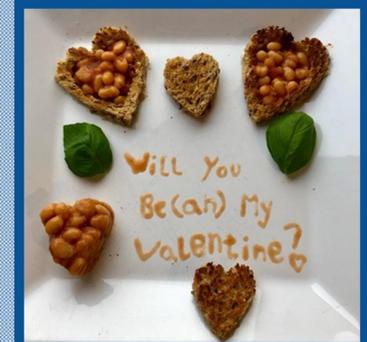
Mrs Clarke



Mrs Bigmore

Haricot beans, chopped or grated carrots, chopped onions, chopped celery, chopped tomatoes, tomato paste, paprika, salt and pepper, garlic, feta cheese.

Served with: Sourdough toast, smashed avocado, greek yogurt and olives



Miss Barrett



Deconstructed beans on toast - Soft baked haricot beans, crispy fingers of toasted farmhouse, rich tomato au jus, fresh basil and grated parmesan.

Mrs Quick



Mr Skelding



Digit de poison congelee  
Spaghetti sec, avec des petite coleopteres,  
Et sauce rouge.

Ms Abraham

# FOOD AND NUTRITION

CreATE  
@HCC

## Baked Bean Challenge

**THE RESULTS - STUDENTS ...  
ALL FROM YEAR 7!**



Fay D



Yelena S  
"Bob the Bean  
Man"



Finnan D



# PE at Home Sitting Volley ball

#stayhomestayactive

@PEatHome1

## EXPLORE



Spiking in sitting volleyball occurs when you hit the ball downwards to win a point.

Find a soft ball, a balloon or an object that you can hit with your hand.

How many different parts of your hand can you use to keep the ball in the air?

### Bright ideas:

- Use the palm of your hand
- Use the back of your hand
- Use the side of your hand
- Use your finger tips
- Use the heel of your hand



Can you use the different parts of your hand to hit the ball down towards the floor?

Now use the palm of your hand to hit the ball downwards. Watch the video below to see how the professionals do it!

[https://www.youtube.com/watch?v=5p\\_R6iYH9Fw](https://www.youtube.com/watch?v=5p_R6iYH9Fw)

@KESSPB

@awhitehousePE

@SarahLayPE

Where can I find out more about sitting volleyball?

<https://www.visionssportsacademy.com/>  
[http://www.volleyballengland.org/getinvolved/sitting\\_volleyball\\_centres](http://www.volleyballengland.org/getinvolved/sitting_volleyball_centres)

## PRACTISE

Sit facing 4 areas which are set out as in the diagram below.



Hold the ball above your head or get someone in your family to hold the ball.



Try to hit the ball with the palm of your hand into the areas.

How many points can you score with 10 hits?



### English Challenge!

Sitting Volleyball was invented in the Netherlands as a method of rehabilitation for injured soldiers from World War Two.



Anne Frank was a Dutch girl who wrote "*The Diary of a Young Girl*" about her experiences of hiding from the German soldiers during the war.

- What tense is a diary extract usually written in?
- How does a distinct idiolect give the reader a sense of who the diarist was?

Can you create a diary extract for something that has happened to you recently?

### Geography Challenge

Iran are the current World Champions in men's sitting volleyball and have won more gold medals than any other nation.



Iran is the 4<sup>th</sup> largest oil producer in the world according to OPEC.

- What does OPEC stand for?
- What are the advantages of fossil fuels like oil?
- What are the disadvantages of fossil fuels?
- Can you name some renewable forms of energy and say why there are advantages and disadvantages to their use?

## DEVELOP



Get a member of your family to help you with this activity. They will need to throw the ball up to you. Can you spike the ball, balloon or object past a line?

Can you start a game with another member of your family?

Use an underarm throw to start the rally. Catch the ball and hold it above your head. Spike the ball downwards so that the other person catches the ball. How many catches can you get in one minute?

Can you now try to win a point? If your family member catches the ball from a spike, carry on the rally. If it hits the floor, you win a point. Who can be the first to 11 points?



### Parent's Tip!

For visually impaired pupils, try clapping near the targets to give the young person an idea where to hit the ball. Use a bright ball that can be easily seen.



**KS3**



Make sure you have enough room to complete the tasks.

#stayhomestayactive

@PEatHome1

## EXPLORE



Serving is the way you begin a rally in sitting volleyball.

Find a soft ball, a balloon or an object that you can hit with your hand.

Hold the ball to the side of your body or put it on a tee – a toilet roll would be good to use.

Hit underneath the ball against a wall. Which part of the hand gives you the most power?

### Bright ideas

- Can you start with the ball in the palm of your hand and throw the ball underarm so it bounces off the wall?

### Underarm Serve

- Can you hit different points on the wall?
- Can you make your underarm serve as powerful as possible?
- How can you move your body to hit the ball at different angles?



### Overarm Serve

- Can you repeat the practice above with an overarm serve?
- Hold the ball in front of you or get a family member to hold it for you.

- Can you hit the ball towards the wall with the heel of your hand?

- Can you throw the ball up slightly and hit it when it is in the air?



@KESSPB

@awhitehousePE

@SarahLayPE

Where can I find out more about sitting volleyball?

<https://www.visionssportsacademy.com/>  
[http://www.volleyballengland.org/getinvolved/sitting\\_volleyball\\_centres](http://www.volleyballengland.org/getinvolved/sitting_volleyball_centres)

## PRACTISE

For this challenge, you will need a family member to help you.



They should stand a safe distance away from you.

Use an underarm or an overarm serve. How many times can you serve the ball to your family member in one minute?

### Remember:



Use a tee if this helps or get a family member to clap so you know where to direct your serve!



### Art Challenge!



The Netherlands have won more world championship gold medals in women's sitting volleyball than any other nation.

- Vincent Van Gogh was a Dutch impressionist painter.
- Can you name 3 other impressionist painters?
- How did Van Gogh apply paint to make his artwork more expressive?
- What does the term "*impasto*" mean? How did Van Gogh use this in his paintings?

### History Challenge

Many soldiers injured in World War Two played sitting volleyball as a way to recover from their injuries.



Adolf Hitler used German soldiers to control the German people and keep his party in power.

- What other methods did Hitler use to control the German people?
- How did Hitler control film, music, theatre and art?
- What was the purpose of the *Ministry of Enlightenment and Propaganda* led by Joseph Goebbels?



### Parent's Tip!

You could use a ball that is tactile. This helps with holding the ball to begin the serve. Decrease the distance that the catcher stands away from the server to make the skill less challenging.

**KS4**



Make sure you have enough room to complete the tasks.



We have been chosen in a random sample by Sport England to be in this term's schools Active Lives Survey for Children & Young People. (ALSCYP) A number of students would have been sent a survey link by their PE teacher (please complete by Friday 5<sup>th</sup> March). Completing the survey will help us:

- Understand the activities our students are doing and support them to be active.
- Earn new sports equipment for the College.

Sport England launched the school-based Active Lives Children and Young People Survey in September 2017 to measure engagement in, and attitudes to, sport and physical activity among children and young people in school Years 1-11. The Survey is being run by Sport England in partnership with the Department for Education (DfE), the Department for Health and Social Care (DHSC) and the Department for Digital, Culture, Media and Sport (DCMS).

The results will shape and influence local decision-making as well as inform government policy on the PE and Sport Premium, Childhood Obesity Plan and other cross-departmental programmes.

We will receive a bespoke report summarising our results from the survey.

*Mr A Taylor, Head of Sport & PE*



**Rugby Schools Rugby Quiz on 4 March at 1900.**

**SCHOOLS** [@EngRugbySchools Rugby Quiz](https://twitter.com/EngRugbySchools)

Are you a rugby nut? Are you desperately missing the game and getting together with your mates to chat all things rugby? If so, follow the link above to test your rugby knowledge through this RFU rugby quiz! You could do it online with a group of your mates or enter a team with your family. If you decide to enter and take part, let me know on [tskelding@honitoncollege.devon.sch.uk](mailto:tskelding@honitoncollege.devon.sch.uk)

## MESSAGES FROM HEAD OF PASTORAL

### Mr E Leach: Year 7



Hi Year 7,

I hope you all had a great half-term and got some much-needed rest. With the announcement on Monday night, there is finally an end in sight. I know that some of you will be nervous about returning to college but it is encouraging news.

For me, the possibility of things returning to normal has given me a real boost as I am due to get married in the summer. With the news that things could return to normal by then it's made the wedding planning a great deal easier.

In the meantime, please do not give up with your virtual learning, keep attending your TEAMS lessons and submitting your work.

As always, if you need anything please contact me using [eleach@honitoncollege.devon.sch.uk](mailto:eleach@honitoncollege.devon.sch.uk)

See you all soon, Mr Leach

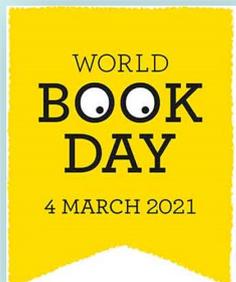
## Miss S Daw: Year 8



Hi Year 8,

Welcome back to Blended Learning after, what I hope was a lovely restful break for you all. I certainly feel well recharged and ready for some more distance learning. I'm very lucky to live right next to the sea so I was able to go and get some fresh air and build a sandcastle.

How are you all? Remember that I am here to support you, so please do reach out via email if you would like help or advice. [sdaw@honitoncollege.devon.sch.uk](mailto:sdaw@honitoncollege.devon.sch.uk)



Hopefully we'll all be back at college soon but until that time, please keep up all of your hard work and efforts by attending TEAMS lessons and submitting work to your teachers via Class Charts.

Look out for more information about World Book Day 2021 as the English department will be incorporating some World Book Day activities into the blended learning tasks set for key stage three students next week. Get ready for some quizzes and competitions!

## Miss H Blight: Year 9



Hello Year 9,

I hope you are all well and had a lovely half term break even if you did not get to do much. I got out for some walks and caught up on some of the top 10 Netflix shows!

We finally have a date for schools to reopen and whilst this might be a daunting prospect for some of you, it is definitely positive news. We will soon be back into a normal routine and I am sure you will be counting down the days until the Easter break!

## Reminders

TEAMS – Although we now have some form of plan for the return to college, please do not forget about your TEAMS sessions and Class Charts work. Keep going! Your teachers are still monitoring your attendance/submissions.

## Options

A huge thank you from myself and Mrs Manning for getting your GCSE choices in promptly and with very few issues. I know lots of you will be wondering 'what happens next?'... In the next week or so, you will hear from either Mrs Manning or myself with a date/time for your options interview. Depending on when this is, it will either be a TEAMS session or a face-to-face interview when we are all back in school. We would be keen for your parents/carers to be present at this interview. Please do not worry if the time we propose does not suit you, just let us know and we will do our best to reschedule. Some of you may have also had a change of heart since you submitted your option choices and are wishing you selected other subjects. If this is the case do not worry! There is no need to email us, just let us know during your interview and we will do our best to accommodate you.

As always if there is anything, I can do to support you, please get in touch.

Best wishes, Miss Blight

[hblight@honitoncollege.devon.sch.uk](mailto:hblight@honitoncollege.devon.sch.uk)

## Miss E Barrett: Year 10



Hello Year 10,

Welcome back, I hope you have had a restful half-term break and enjoyed the couple of days of brighter weather we have had. With the news that we will hopefully be returning to college in some way very soon, I am looking forward to seeing you all again. But in the mean time make sure you are keeping up with your online learning, and TEAMS lessons as these will help you no end when we are back in the classrooms.

In other news..... did you know that this year the first day of spring is arriving at one of the earliest times it has been in 124 years! Some more light at the end of the tunnel. The evenings will soon be getting longer and the days will be lighter and longer and the daffodils will soon be appearing...



some news to share.

[Ebarrett@honitoncollege.devon.sch.uk](mailto:Ebarrett@honitoncollege.devon.sch.uk)

## Mr T Skelding: Year 11



Hello Year 11,

Half full or half empty? If you're not aware of this common phrase, it refers to whether an individual would look at this image and say, "that glass is half full" or if they would say, "that glass is half empty". The glass is supposed to represent life and whether an individual looks at a situation optimistically, drawing on the positive elements or if they tend to focus on the negative side of a situation. I like to think that with the recent news from the government, there is definitely an

opportunity to look at life from a "half full" viewpoint, with the level hopefully continuing to rise over the coming months!

I was buoyed by the news this week of a planned return to College for all of us so we can return to teaching and learning in the classroom, rather than behind screens from my kitchen. I look forward to sharing my classroom and collaborating with Learning Support Assistants, rather than a slightly smelly and very demanding dog for company! Department meetings in person, rather than TEAMS meetings (although I must say how impressed I have been with this form of communication – a game changer for sure). Finally, I am really looking forward to the hustle bustle of College life, something I have missed above all else!

Outside of college we have lots of other things to look forward to with the upcoming opening of; cinemas, theatres, sports clubs, gyms and hairdressers to name a few (more important for some of our staff than others ☺). All these things should give us all renewed energy and excitement as we creep back towards normality!

Prior to the announcements this week, I hope you all had a lovely half-term and were able to enjoy some time with family and friends. My half-term mainly consisted of gardening and walking the dog/children in between rain showers. I was slightly peeved on the first Monday back, when there was glorious sunshine, but did manage to get some time outside to grab some well needed vitamin D! Weather-wise, it's looking great for the next week or so, which is great as I still have a lot of digging and weeding to do in the garden (a great substitute for the gym whilst they are closed – give it a try!). The bay tree in the photo has taken me around 4-5 hours so far and I still need to get the roots out!

Looking forward to seeing you all really soon...

Mr Skelding





**EVERY MONDAY 4.30-5.30PM**  
**&**  
**EVERY FRIDAY 5.00PM-6.00PM**

space\*

**A SAFE  
PLACE TO BE**

**A PLACE TO  
HAVE FUN**

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**LGBTQ+? 13+?**



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 call us on: 0800 612 3010

**X-Plore is dedicated to supporting young LGBTQ+ people  
Devonwide**