



IT'S A BLAST

Spring 2026



The Trumpet Issue 5

Allegro Vivace con spirito

Welcome to issue V of THE TRUMPET.

Thanks to Michael for the design - he's almost photogenic....

It's quite a skill to organise thoughts into words, let alone stand in front of others and speak. This year we have introduced an ORACY programme which we are weaving into our school culture. Whether it is speaking in assembly or being a part of one of our new Discussion Groups, we are working to improve confidence in SPEAKING OUT. see Miss Kaur's article....MJ



ORACY SPECIAL!

ISA Coding Entry game
- Ethan Hay



Scan to play



CORE BLIMEY!!

There has been an electric atmosphere in the science room recently! As you know we launched a series of new SCIENCE EXAMS earlier this year, and they are continuing at pace! PROPER TEACHING AND LEARNING!

These complete an Entry level trio of **core** subjects that include maths and English. Every pupil will leave with a recognised qualification.

And why not? MJ

24 KARAT GOLDSON

After Easter we welcome Miss Kelliece Goldson to the staff to teach English. Kelliece is well known to CAL - she spent six months doing teacher training with us a few years back. I have long wanted to bring her back into the fold. She's great. MJ

KEEP IT REAL

Centre Academy London



Known Dates

2026

Tuesday 21st April Summer term begins

Wednesday 22nd April KS3 Trip Ramses and The Pharaohs' Gold

Monday 4th May bank holiday

Monday 11^h May - Friday 15th May Summer 1 Assessment Week

Friday 22nd May school finishes for half term

Monday 11^h May - Friday 15th May East Soar

Tuesday 19^h May - KS3 CNN Visit

Monday 1st June school resumes after half term

Friday 26th June Science and Art Fair



Friday 3rd July Sports Day

Speaking Out: Making oracy OBVIOUS

Jasmine Kaur

LEARNING TO TALK, LISTEN AND COMMUNICATE

the development of children's speaking, listening and communication skills

ORACY EDUCATION

LEARNING THROUGH TALK, LISTENING AND COMMUNICATION

the use of talk or dialogue to foster and deepen children's learning

LEARNING ABOUT TALK, LISTENING AND COMMUNICATION

building knowledge and understanding of spoken language and communication in its many contexts

Why?

'Write it how you would say it' is a piece of advice I give students in my classroom when they struggle to get their thoughts on paper. Evidence shows a strong link between the verbal and written and so oracy is something we at CAL are looking to strengthen. Overall we have a great foundation for oracy and this should be evident in the newsletter. Student voice is at the heart of our practice.

Next steps...

As a school we are now going to support our students with the physical, social and emotional side of oracy. How do you speak to an audience? How do you change your tone depending on the situation you're in? Why is body language so important? Oracy is a valuable life skill, not just one for school. We will look to develop our practice in lessons whilst offering further enrichment opportunities.

Physical

Voice:

- Pitch of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact

Ling

Vocabulary

- Appropriate voc

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techn
- humour, irony &

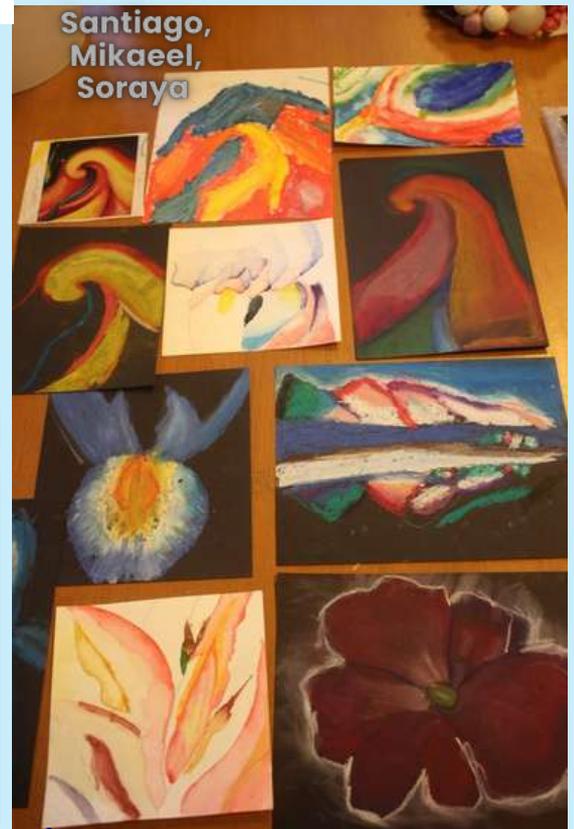
Art Studio



Year 7 – Colour and Confidence

Through their exploration of Georgia O'Keeffe's work, Year 7 have produced striking compositions full of rich colour and careful observation.

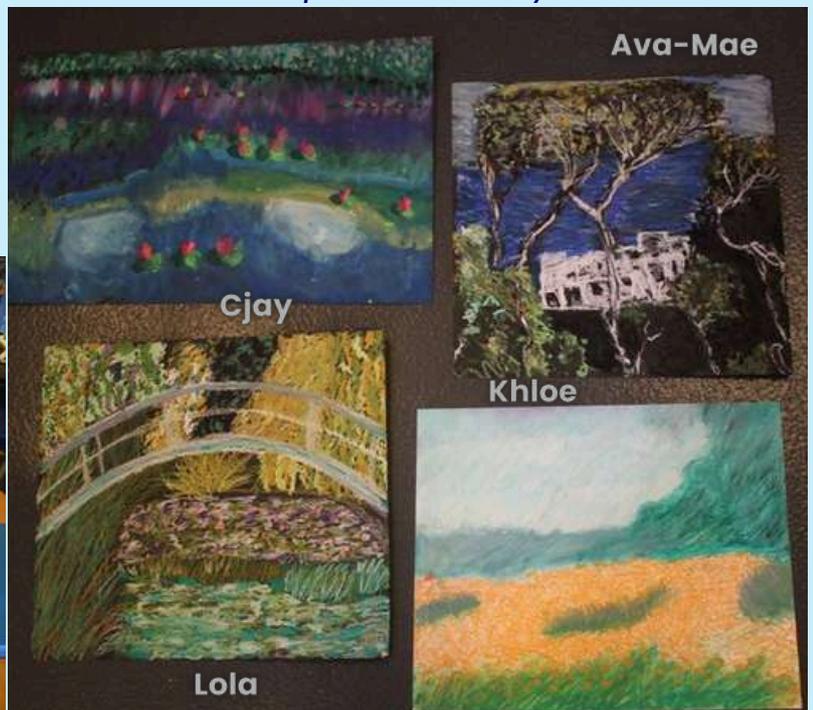
•Using oil pastels, chalk pastels and watercolour, students have experimented with colour blending, scale and texture. The results are wonderfully vibrant and show an impressive level of confidence, creativity and a fantastic willingness to experiment with different materials.



Year 8 – Vibrant Impressions

Our Year 8 students have been exploring the world of Claude Monet and the Impressionist movement in Art this term. Inspired by Monet's expressive brushstrokes, light-filled landscapes, and use of colour, students have created their own vibrant interpretations of scenes in an Impressionist style.

It has been fantastic to see such creativity and enthusiasm across the group, with students producing some truly impressive work that captures the spirit of Impressionism. Well done, Year 8!





Jacob, Andy, James, Jack

Sculptural Sea Creatures

Students are currently developing a series of striking sea-inspired sculptures using cardboard, recycled materials and Modroc. While still in progress, these pieces are already showing great promise and will make a fantastic and eye-catching contribution to this year's art fair.



Andy



Reformed - Waste to Life

Another Year 9 class has been exploring the work of **Stephanie Kilgast**, examining how she transforms discarded objects into vibrant coral and sea life sculptures. Inspired by this approach, students have begun creating their own imaginative works that merge everyday objects with colourful marine forms made with polymer clay.



Year 9 - Beneath the Sea

Students have been working on an exciting sea-themed project, creating a wide range of imaginative 2D and 3D artworks. Students have explored how light can be represented in art, experimenting with glow-in-the-dark paint, neon light drawing boards, and reflective materials to bring their underwater worlds to life.



Oscar

James

Year 10 - Bold and Bright

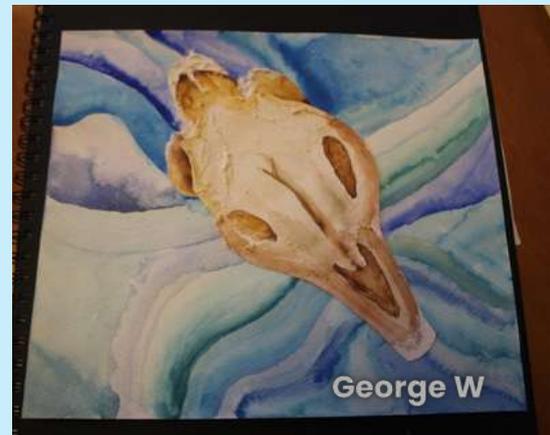
There is some fantastic and varied work displaying bold colours, beautiful observational drawings and fantastic mastering of new techniques.



Zariah



Misty



George W



Year 11-12- Facades and Views

Michele is in the final straight for his GCSE art and there is such a high standard of varied work for both 2 and 3D outcomes for the theme Facades .

Matthew has applied his practise Monet techniques to create this fabulous piece from his photograph from Malta



Matthew

Teddy is exploring 'Different views' with his photography and experimented with reflections in this great creative shot!



Teddy



Michele

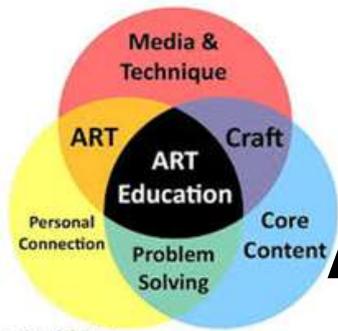
Trips and Engagement

We were delighted to attend the borough-wide exhibition, 'Our Beautiful Neighbourhood', after our workshop last term. The students collage artwork were put together to create a banner which hung amongst many others created in schools across Wandsworth.



"I think it's important that the school contributes in things like exhibitions because that means people go to see our amazing work. It can boost self-confidence because of the fact that people compliment our art. It's something interesting to take part in, and having had artists come into the school is something of a new learning experience for us, teaching us even more different art techniques and styles."





ART COMPETITIONS

Entering art competitions at school, national, and even international level provides students with an invaluable opportunity to extend their creative practice beyond the classroom. These competitions encourage students to challenge themselves, experiment with new ideas, and present their work to a wider audience. The process of preparing and submitting artwork helps build confidence, resilience, and pride in their creative achievements, while also allowing students to see how their work sits alongside that of young artists from different schools, regions, and cultures.

Here are some of the fabulous Book of Life Entries



James



Andy



Michele



Thomas



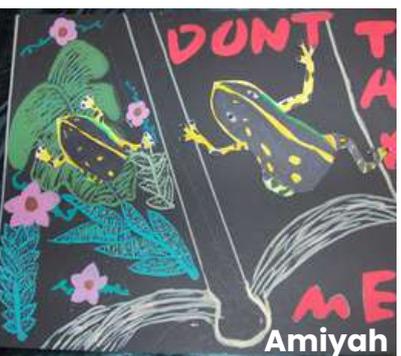
Oscar



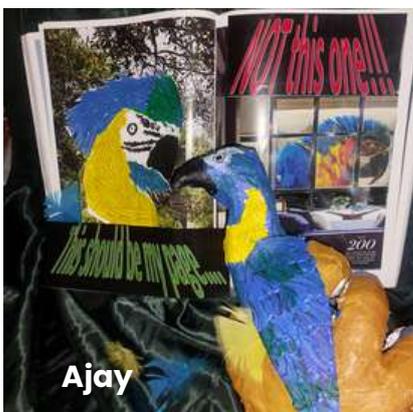
Penny, Ava-Mae and Cjay



Seth



Amiyah



Ajay



George W

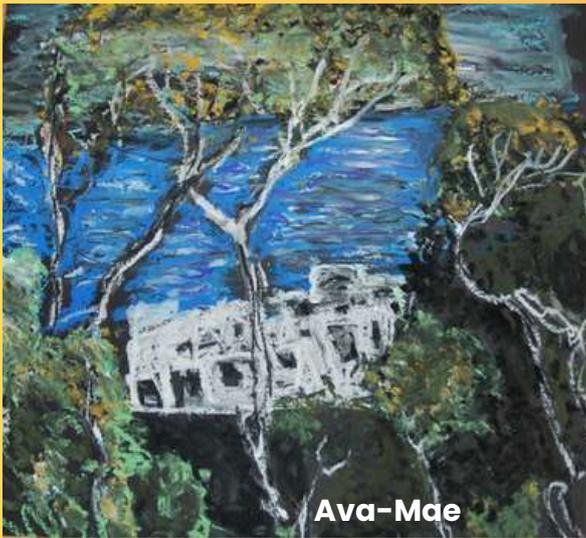


Santiago, Mikaeel, Ava Rose & Soraya

We are incredibly proud of all the students who chose to take part this term. We have entered the Global Canvas 2026 a world wide children's wildlife art competition and the Royal Academy Young Artists' Competition, results for the Summer Show will be announced in May.

Royal Academy of the Arts Young Artists Competition

Here are some of the incredible entries



Ava-Mae



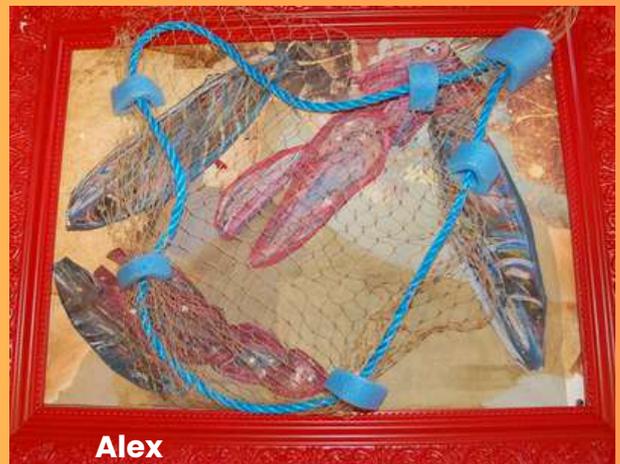
Michele



Penny



Sof



Alex



Misty



Khloe

The effort, commitment, and enthusiasm they have shown is truly commendable. The submissions demonstrated a wonderful variety of approaches, materials, and personal ideas, reflecting the individuality and creativity of each student. Their willingness to share their work and represent the school in these competitions is something we celebrate, and we look forward to supporting even more students in future opportunities to showcase their artistic talents.

PHOTOGRAPHY

Along side external competitions, a special mention must go to our Photography Challenge. The involvement from both students and parents has been phenomenal, and it has been wonderful to see creativity extending beyond the classroom and into home life.

Here are some amazing examples of the fabulous entries

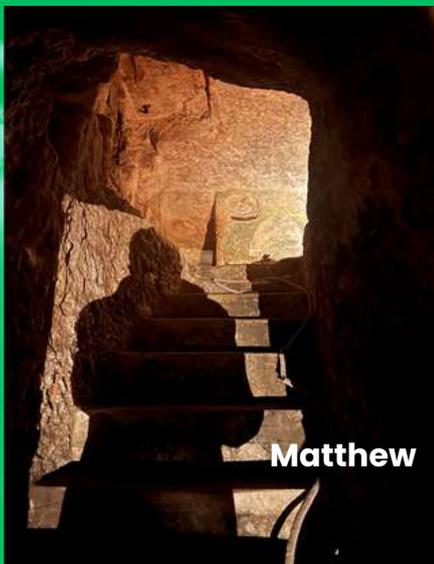
MS. TRISH RAW



Oscar



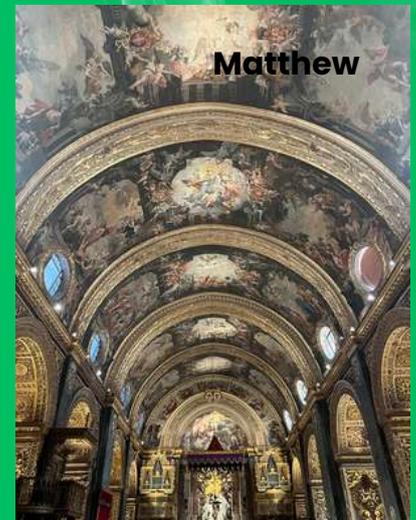
Lola



Matthew



Lola



Matthew

Explosions of colour

Due to the high level of engagement and the fantastic range of submissions, we have introduced several additional categories to recognise the different ways students approached the challenge. While not every student was able to complete the exact 30-day challenge using the set words, many chose to focus on a particular theme or subject that was meaningful to them.



George J

POWERFUL PATTERNS

George J



Remy



30 days 30 Photos

1. Pathway
2. Hidden corners
3. Glow
4. Overlooked
5. Layers of colour
6. Spirals
7. Threshold
8. Fleeting
9. Gathered
10. Tiny treasures
11. Contrast in scale
12. Forgotten spaces
13. Golden hour
14. Pattern in nature
15. Still in motion
16. Edge
17. Comfort
18. Overhead
19. Hands
20. Messy
21. Story in objects
22. Broken symmetry
23. Pause
24. Unexpected colour
25. Doorway
26. Wild spaces
27. Seasonal change
28. Overgrowth
29. Everyday magic
30. Quiet places



The additional categories were "Best of Five" selection and a special award for the best photographic set-up created collaboratively with a parent. The creativity, thoughtfulness, and effort behind these images have been truly inspiring, and we are delighted to be able to celebrate and announce the winners across these categories, and also to give a few special mentions as there were so many beautiful entries that have been highly commended

WE ARE DELIGHTED TO ANNOUNCE THE WINNERS

30 Day Challenge
1st Place Matthew
2nd Place George J

**With Special Mention to Lola who took and named her own series
of wonderful photos**

**Our expert Judge Mr Lloyd who mastered in photography gave a special
mention to the following photos from other entrants:**



James –Comfort

Teddy –Pathway & Overlooked



Remy – Fleeting 7 Forgotten places



James –Comfort





LIGHTS CAMERA ACTION!

REPORTING ON CAL'S MEDIA CLUB



This term CAL have been involved in the 'Welcome to Wandsworth' Journalism Project, a borough wide project offered to secondary schools to champion journalism, media and creativity. Students formed a Media Club and attended several sessions on things like press conference skills; how to operate a camera; and recording voice overs.



Want to learn more? Check out:

<https://welcometowandsworth.com/education-and-youth/secondary-schools/welcome-to-wandsworth-journalism-project/school-media-clubs/centre-academy-media-club/>

Session 1

Some thoughts from the pupils --

'We asked questions about what filming a documentary was like. I asked what the journey was like - for example, was it long? I learned how to ask questions. The media club is interesting and I'm getting better at learning how to hold a camera; this is important to get the best view.'

I've found it very interesting, and you learn new skills every single day. You learn people's stories and how they've got to where they are now. I finally got the chance to interview someone - and I'm only 12!

Session 2

" We talked to a guy that filmed for the BBC News. He went to places and he brought the jacket he wore in Ukraine. It was not heavy at all! In the photo I am talking to the BBC as if I'm a presenter. I'm enjoying media club because it's really fun and made me question a lot.

"I was wearing a helmet and press vest. Tony talked about the war with Russia and Ukraine; he was recording stuff and in a car they called 'Miss Piggy.' Media club is alright and I've learnt some new things".

Session 3

'I've found media club really fun and interesting!'

'We got tips from the lady who voice overs the BAFTAS. One of the tips was to smile which would make our voices sound louder and genuine. She also said to be loud - but not too loud so it would look fake. My voiceover was used to introduce the awards ceremony.

**ON THURSDAY 12TH MARCH, WE
CELEBRATED SCHOOL PARTIPARIOM AT THE**

JOURNALISM GALA



Yesterday I went to a Media Gala. It was a very fun experience. It had: a red carpet and a photo booth. We headed up the stairs and there were tables with lots of food: popcorn chicken, sweets, popcorn.

Ricky from Newsround was there with his wife Lia and they announced which school was going to win each subject. We won a prize!!! I loved it!!!

Lola

Yesterday I had the opportunity to go to a media gala event. There was a red carpet, where I took some pictures. There was also a photo booth and there were loads of props we could take pictures with. After WAITING for the teachers to arrive (naughty teachers!), we went upstairs to start the awards. We had loads of snacks: skittles, crisps, drinks, popcorn, popcorn chicken and chocolate strawberries. We also had little bags of pins and love hearts. The gala started and we met Ricky from Newsround and Leah from BBC news and Newsround. We watched a couple of videos that people had made and then they began the awards. WE WON AN AWARD!! The people who participated went up on stage and got the award. We got a clapperboard with the school name on and also a trophy, which also has the school name on. After the awards I just hung out with my dad and brother, as well as talking to people around the table. Then it was time to go and me, my dad and brother took some photos at the Photo Booth

Penny

Due to my decision to join media club, I had the opportunity to attend the Welcome to Wandsworth Media Gala. We were allowed to bring one parent and I chose my Dad. We arrived first in our school, so we waited for the othe arrive. Next arrived Jacob and he brought his mother, then Soraya, Penny and Lola and after that the teachers arrived together. There was a: carpet laid out for photos.

Ava - Mae

It wasn't just Media Club students who benefited from the Journalism Project.

The project launched with a whole school assembly and media taster sessions.



CAL was visited by Chanise from the BBC for a 'Day in the Life of' Assembly where she spoke about her journey to journalism as well as career highlights.

Spring Updates

HUMANITIES AND CITIZENSHIP

From role plays to real world learning, Spring term has been a busy one for students studying History, Geography and Citizenship.

'History and Citizenship is very fun and I learn a lot' - Ben

'I'm doing very well in History - I got a Grade 7 in my mocks so it's looking good' - Michele

'Lessons are really fun and I like learning about Geography' - Soraya



Popes and Population Density

This term, year 7 students have covered: The Tudors and Religious Change and Population Growth. Santiago said 'We've been learning about population and how it grows. [In the activity on the far left] We looked at different areas and how many people lived there; we checked if countries were densely populated or sparsely. We put masking tape on the ground [to measure 1 metre squared] and then worked out population density. We placed stick figures to show how crowded each area was. I enjoyed the task.'



Mapping global conflict and co-ordinates

Year 8 students covered both the causes of World War One and OS Maps. Ava Mae said: 'We have been learning about what started World War One and we found out that it started in Serbia with the assassination of the Archduke. All the countries in Europe got involved and started either fighting or protecting one another. In Geography we learnt about co-ordinates on maps and how to find places on maps.'



SCHOOL TRIPS

Jaguar's visit to the National Army Museum

We went to the NAM and we did a workshop on WWI. We tried on costumes that people wore - Lola



"I found it really fun and interesting because I didn't know what people wore in WWI." - Lola



Resistance and Remedies

Aston Martin and McLaren students have been learning about Ghana's road to Independence and the birth of the NHS.

AJ said: We've been learning about the NHS which was created in MHS. We learnt how the NHS improved hospitals and how there was better equipment to use. To start learning we made a herbal remedy which was used on the olden days for illness. We used lemon, honey and thyme and I very much enjoyed it.'



GCSE Learning

GCSE Students have been studying the module. American West.

Students said 'Recently we've learnt about ranching which is when cattle were housed and look after. We also studied about the open range which meant that land was accessible to more people.'

In Citizenship, most students have been covering the topic 'Rights and Responsibilities.' Amy said 'We've looked at the difference between civil cases and criminal and the type of roles that are in courts. Also about the judiciary.'

Ben and Alfie have started revising for their summer Citizenship exams. After both achieving great results in their mocks, we are hopeful they will succeed once more. Good luck boys!



SCHOOL TRIPS

GCSE Citizenship Visit to Europe House



Louis: I thought it was brilliant - it was a great experience and I really enjoyed it. I saw how hard it was to be an MP and all the things that go into building relations with other countries and the importance of building for the future.



Teddy: It was nice to see the Committee room, and everyone got involved with asking the MP questions. I liked being in Westminster Hall: it was interesting being in one of the oldest parts of Parliament!!

George: 'Yesterday was very interesting. I really enjoyed being in the Committee room and listening to what Leena and Marsha had to say about the UK and EU. We were lucky to go on the rooftop of Europe House,'

INTRODUCING OUR BUDDING HISTORIAN AMY

Amy has been completing a local history project on two inspiring women from Battersea: Edith and Elsa Lanchester. Her project will be submitted for the Historical Association's Local History Competition. This is her progress so far (in Amy's words) ...



I started off with research. Miss Kaur recommended a book that would help me with the History competition. I was then lucky enough to meet the person who wrote the book: Jeanne Rathbone. The first time I met her she took us to see the houses of the women I was researching.



The second time I met she showed me the work she had pushed for with the council to get the women recognised.

I was also able to interview her which I was thankful for and I'm glad I had such a good opportunity to do so because it really helped with my project.



CONTACT SAFEGUARDING

**Keeping
children safe
is everyone's
responsibility**



**IF DISTRACTIONS & CONTACTING OTHERS
DOES NOT HELP, CONTACT PHONE &
TEXTLINES SUCH AS:**

Childline

Website: www.childline.org.uk

Telephone: 0800 1111

- A Confidential helpline which for children and young people to discuss problems they are facing

Shout

Text NATTER to 85258

- A free, 24/7 text-line, which puts you in touch with 'Crisis Counsellors' who are trained to help you manage any mental health crisis you are experiencing

RESOURCES

- Papyrus also has a website with helpful resources and information: [Please pack a healthy snack and a water bottle for your child each day. This helps keep them energized and hydrated throughout their busy day.](#)

PAPYRUS - HOPELINE UK

Call: 0800 068 4141 Text:
07860039967

Opening times: 9am – 10pm
weekdays, 2pm – 10pm weekends,
2pm – 10pm bank holidays

- A phone/text line dedicated to helping children/young people who are experiencing suicidal thoughts and feelings as well as those who are concerned about them

IF I FEEL I AM IN SERIOUS DANGER I CAN:

- Call 111 for Medical Advice
- Call 999 if you have seriously harmed yourself or are in immediate danger
- Head to A and E - if you are struggling to cope with suicidal thoughts; if you have seriously harmed yourself; or are in immediate danger.

Angela Farley

MEET THE MATHS PREFECT

ABOUT ME

When I started CAL in June 2022, there was maths, but I didn't enjoy it that much. I knew I was good at maths, but I wasn't practising that much. I didn't see how all the topics went together and I didn't see the point.

However, since I started my GCSE syllabus things became more enjoyable for me; I started to understand the topics in more depth. I understood why I did certain methods. Although I was made to complete Foundation level papers, which were easy, I realised I had gaps and Ms Farley made me fill those gaps! As we progressed to harder topics

I enjoyed the maths more and had a sense of urgency with the exam coming up. I really wanted to get a grade 9 and I almost did! I took my GCSE a year early and the grade boundary had raised significantly from previous years.

Unfortunately, I was 3 marks off, and I realised there was a Foundation 4-mark question which I did not answer that could have got me a 9.



Michele

**MY MESSAGE
TO OTHER
STUDENTS IS
'SECURE THE
BASIC
STUFF'.**

WORK THAT I'M PROUD OF

22. Solve $6\sin^2\theta + 7\cos\theta - 8 = 0$ for $0^\circ \leq \theta \leq 360^\circ$

$$6(1 - \cos^2\theta) + 7\cos\theta - 8 = 0$$

$$6 - 6\cos^2\theta + 7\cos\theta - 8 = 0$$

$$6\cos^2\theta - 7\cos\theta = -2$$

$$6\cos^2\theta - 7\cos\theta + 2 = 0$$

$$\begin{array}{r} 12 \\ -4 \quad -3 \end{array}$$

$$6\cos^2\theta - 4\cos\theta - 3\cos\theta + 2 = 0$$

$$2\cos\theta(3\cos\theta - 2) - 1(3\cos\theta - 2)$$

$$2\cos\theta - 1 = 0 \rightarrow \cos\theta = \frac{1}{2} \Rightarrow \cos^{-1}\left(\frac{1}{2}\right) = 60$$

$$3\cos\theta - 2 = 0 \rightarrow \cos\theta = \frac{2}{3} \Rightarrow \cos^{-1}\left(\frac{2}{3}\right) = 48.189$$

$60^\circ, 48.189^\circ, 312^\circ, 300^\circ$
(7)

$360 - 48 = 311.81$
 $360 - 60 = 300$

JAGUAR



**KS3
CLASSES
"SECURING
THE BASICS"
AS MICHELE
ADVISED.**

MCLAREN





Chris Likoray

ENGLISH



World Book Day

World Book Day was a fantastic success this year, with students and staff embracing the chance to celebrate their favourite literary characters. The corridors were filled with an impressive range of costumes, from classic figures in traditional literature to heroes and villains from modern novels. The creativity on display was remarkable, and it was wonderful to see so many students enthusiastic about the books that inspired their outfits. The event created a lively atmosphere throughout the school and reminded everyone how much fun reading can be.



Book Swap Haul

Our recent book exchange proved extremely popular. Students brought in books they had already enjoyed and swapped them for new reads recommended by their peers. By the end of the day, many students left with exciting additions to their reading lists. The exchange encouraged conversations about favourite authors and genres, and it was great to see students discovering titles they might not otherwise have picked up.



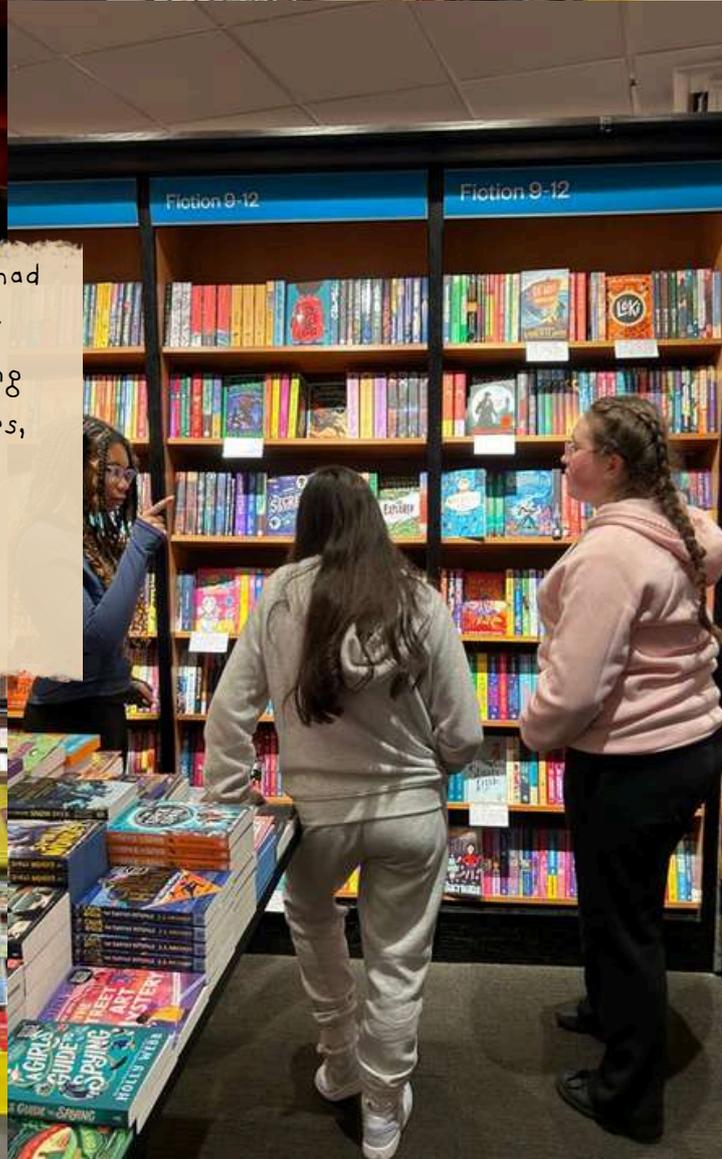
Trip to the Theatre: Macbeth

A group of students recently travelled to Wimbledon to watch a live theatre performance of Macbeth. Seeing the play performed on stage brought Shakespeare's language and characters to life in a powerful way. The dramatic staging, intense performances, and atmospheric lighting helped students understand the themes of ambition, power, and fate in a much deeper way than reading the text alone. It was an engaging and memorable experience that will certainly enrich our ongoing study of the play.





Students also enjoyed a trip to Waterstones where they had the opportunity to browse the shelves and choose new books to read. The visit encouraged independent reading and allowed students to explore a wide variety of genres, from contemporary fiction to classic literature. Many students discovered new authors and series, and the excitement of selecting their own books made the experience particularly rewarding.



Animal Farm Propaganda Posters:

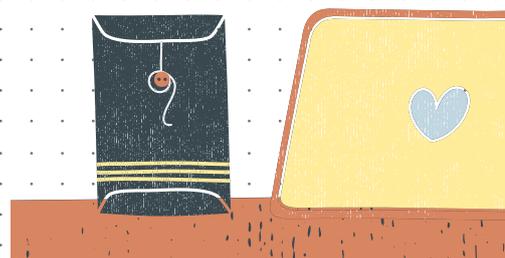
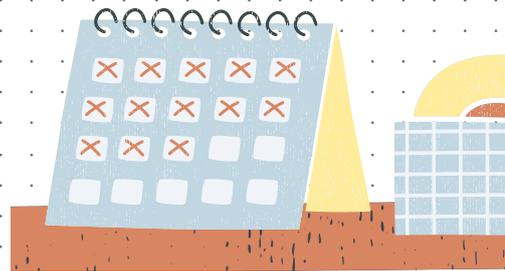
After studying *Animal Farm*, some students created striking propaganda posters inspired by the themes of the novel. Drawing on the persuasive techniques used by the pigs in the story, students designed posters that mimicked political propaganda, using slogans, bold imagery, and powerful messaging. The project helped students understand how language and imagery can influence people, while also giving them a chance to demonstrate their creativity.

Exploring Frankenstein:

Students studying *Frankenstein* produced a range of thoughtful responses to the novel. Some explored the moral questions surrounding scientific responsibility, while others reflected on the themes of isolation and ambition within the story. Another engaging task involved mapping out all the locations featured in the novel, from Geneva and the Alps to the Arctic. This activity helped students appreciate the journey undertaken by the characters and understand how the settings contribute to the novel's atmosphere and themes.

Young Writers Competition:

Five students from Centre Academy have been selected to have their work published in the Young Writers competition—an outstanding achievement and the largest group from the school to be chosen so far. Their success reflects not only their creativity but also their strong understanding of language and storytelling. Competitions like this provide a fantastic opportunity for students to demonstrate their skills, express their ideas, and take pride in their writing. We are incredibly proud of their accomplishment and look forward to seeing their work in print.



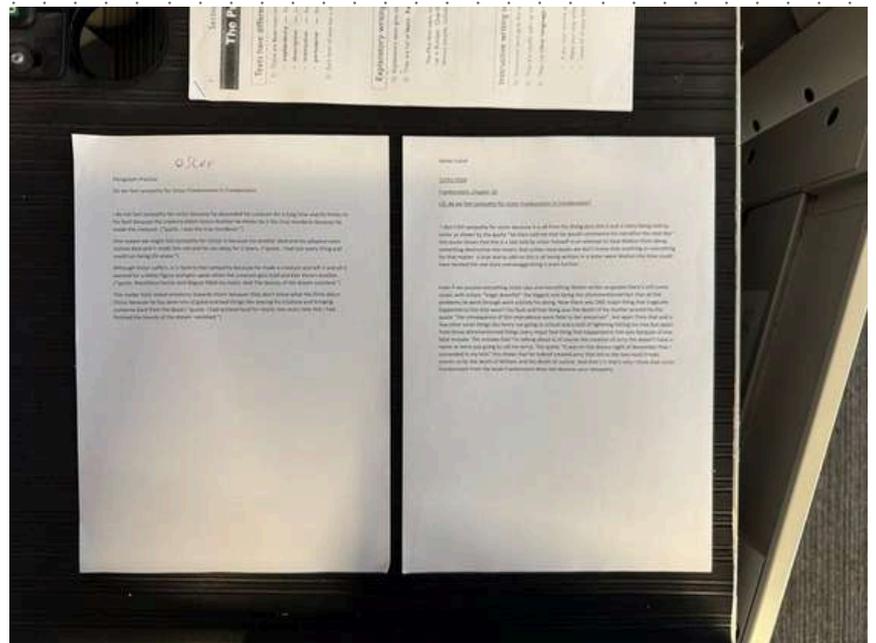
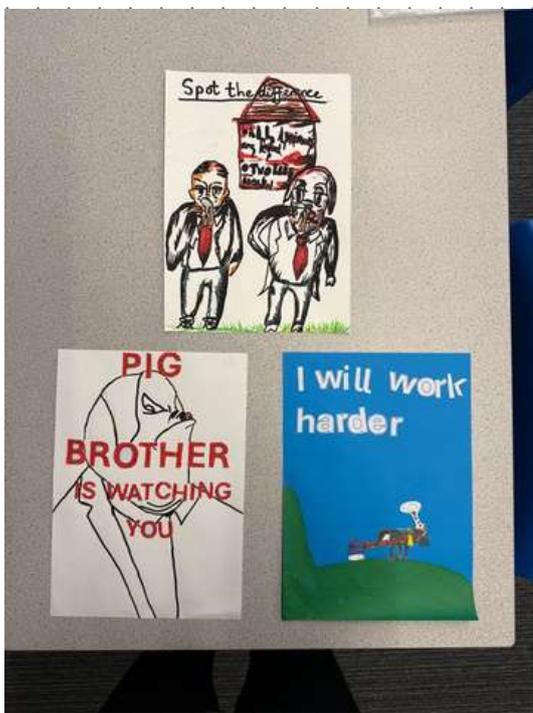
FEEDBACK FROM STUDENTS AND STAFF:
"GREAT DAY AND WEEK. LOTS OF FUN ACTIVITIES. EVERYONE FELT INCLUDED!"

"IT WAS GOOD FOR THE ACTIVITIES I PARTICIPATED IN."

"IT WAS A FANTASTIC WEEK- ESPECIALLY THE TRIP TO WATCH MACBETH."

"IT WAS NOSTALGIC."

"THERE WAS AN IMPRESSIVE NUMBER OF PEOPLE DRESS UP AND BOOKS DONATED FOR THE BOOK SWAP."



Overall, it has been a busy and exciting term for the English department, with students engaging enthusiastically in reading, creative projects, and literary experiences beyond the classroom.



Sinead O'Leary-Burrow

OCCUPATIONAL THERAPY



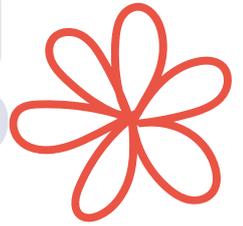
I want to thank everyone for their warm welcome to Centre Academy London! It has been a pleasure getting to know the students and we've been having a lot of fun during sessions. During life skills we have been exploring our local community by visiting stores, parks, and completing scavenger hunts to increase our awareness of our surroundings. In our sensory room we have been engaging in a lot of sensory motor play with the swings, trampoline, and balance boards.

. This term we have been focusing a lot on our gross and fine motor skills. We have been practicing our motor planning, balance, postural control, hand eye coordination, and bilateral coordination in a variety of fun high energy games. We've also played games with cards or a handwriting aspect to encourage our fine motor skills in different ways. Cooking club has also been a wonderful way for some of our students to practice their life skills and fine motor skills when we are making food such as pancakes, pasta, and French toast.

Overall, it has been a great term, and I hope you all have a lovely Easter break!



HERE ARE SOME FUN, LOW EFFORT ACTIVITIES THAT THE STUDENTS CAN ENGAGE IN OVER THE BREAK. THESE WILL ENCOURAGE THEM TO MAINTAIN PROGRESS WITH SKILLS SUCH AS FINE MOTOR, GROSS MOTOR, EXECUTIVE FUNCTIONING, AND LIFE SKILLS.



1. Cooking or Baking!
Encourage them to plan, research, and organise for this task for an extra challenge.



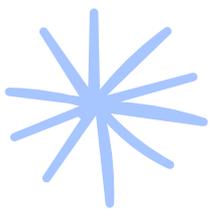
2. Arts & crafts such as drawing, colouring in, or painting:



3. A day out. Encourage increased independence in planning and organising an outing to somewhere local (e.g. supermarket, library, museum, cinema). Encourage them to plan out how to get there and what you need for the trip.

4. Brain games like puzzles, wordsearches, dot-to-dots, etc.

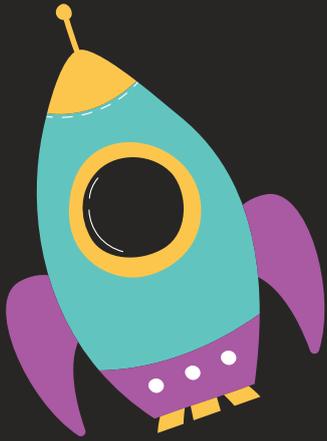
5. Board or card games with friends or family!



6. Create playlists:

- Create a playlist with calming music
- Create a playlist with energising/alerting music





SCIENCE

JAMYANG DORJEE

STUDENT VIEWS ON SCIENCE LESSONS-

'SCIENCE LESSONS ARE GOOD'



'IT'S GOOD, NOT BORING AT ALL'



'I LIKE SCIENCE COZ IT FUN AND MR DORJEE IS SO GOOD SCIENCE'

'YOU ARE VERY GOOD SCIENCE TEACHER. GOOD AT EXPLAINING- I UNDERSTAND WORK MOST OF THE TIME'



'I NORMALLY FEEL HAPPY DURING SCIENCE LESSONS BECAUSE I NORMALLY UNDERSTAND. WHEN I DONT UNDERSTAND THINGS ARE EXPLAINED + I ENJOY THE TOPICS WE LEARN'

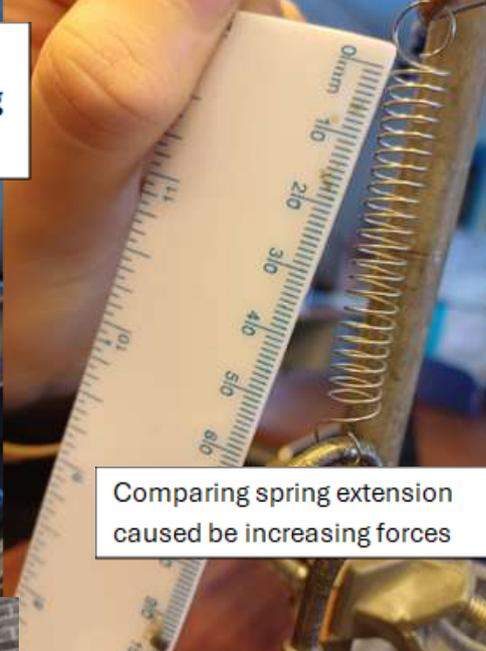
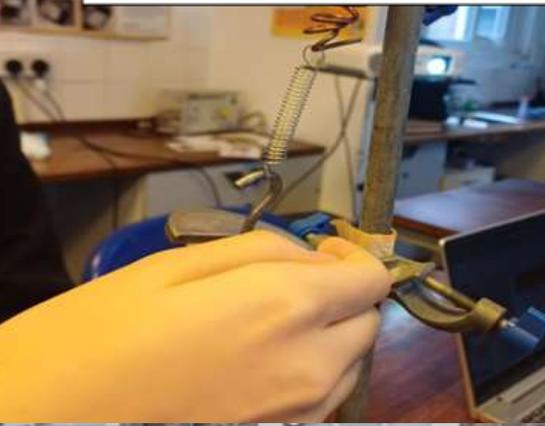


'I ENJOY SCIENCE LESSONS, THEY ARE FUN AND INTERESTING. I LIKE DIFFERENT THINGS'



'I LIKE THE TEACHER, THE THINGS WE LEARN AND THE LAUGHTER AND I LIKE THE STUFF WE LEARN'

MG Class – learning about forces (parachutes and spring extensions)



Comparing spring extension caused by increasing forces



What makes parachutes land slowly?



Parachute – testing if works!



How do diaphragm help us breathe?

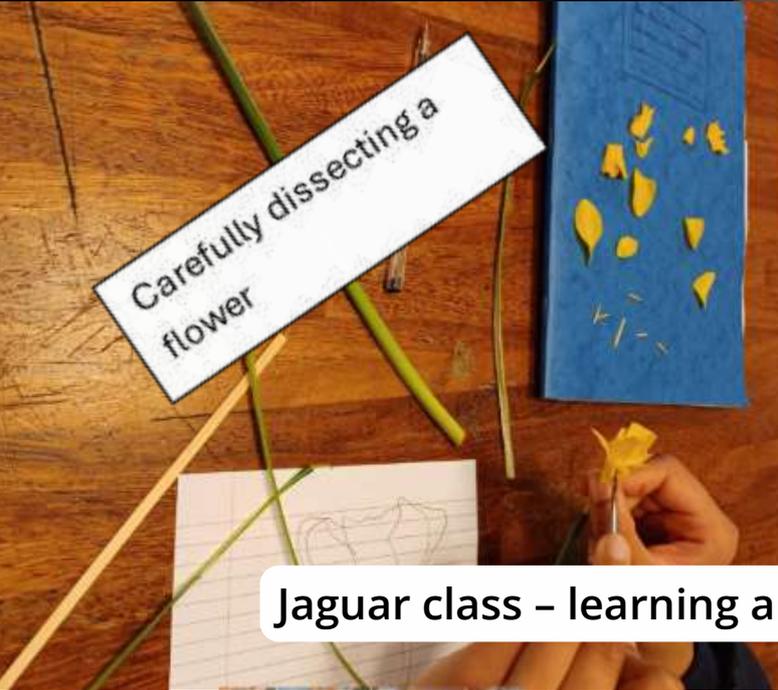
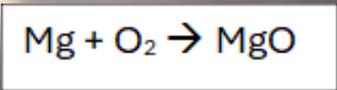
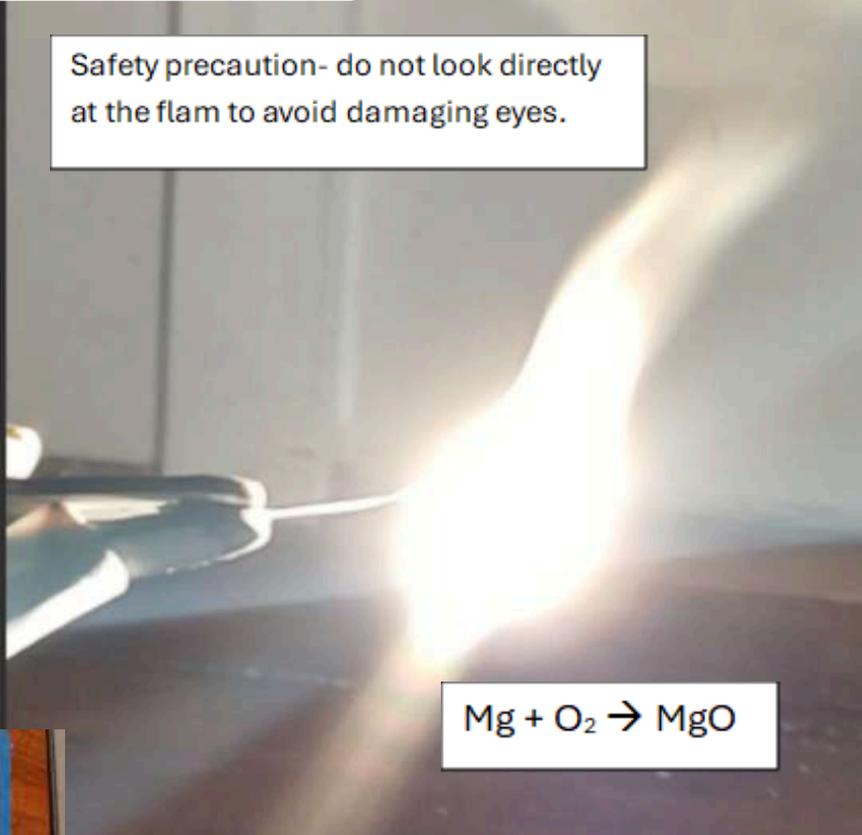
MG class- learning about breathing, skeleton and muscles



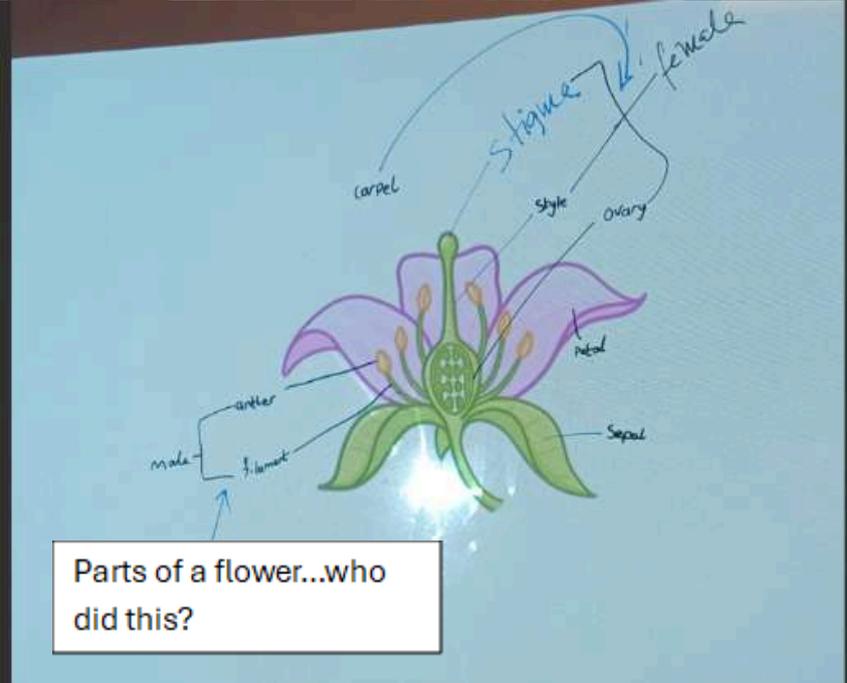
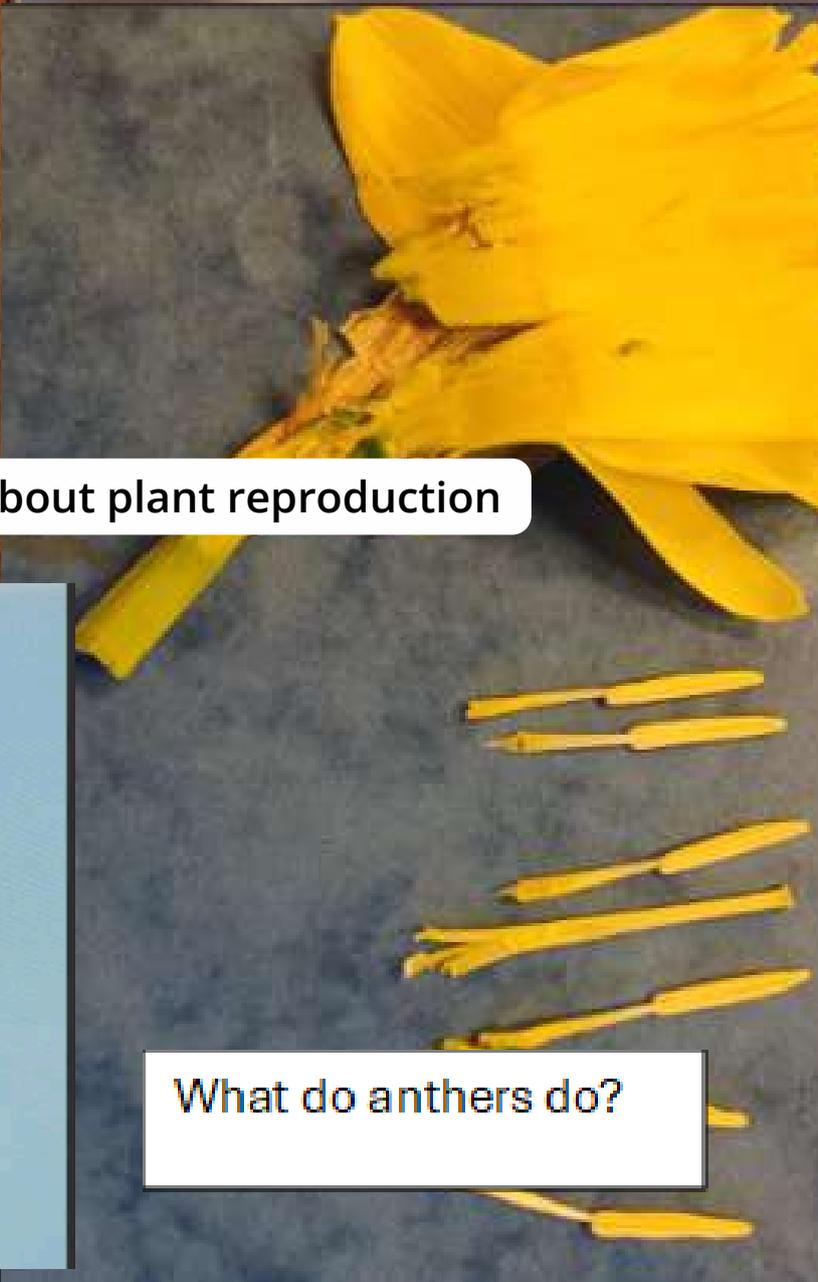
Jaguar class - learning about chemical reactions



Safety precaution- do not look directly at the flame to avoid damaging eyes.



Jaguar class - learning about plant reproduction

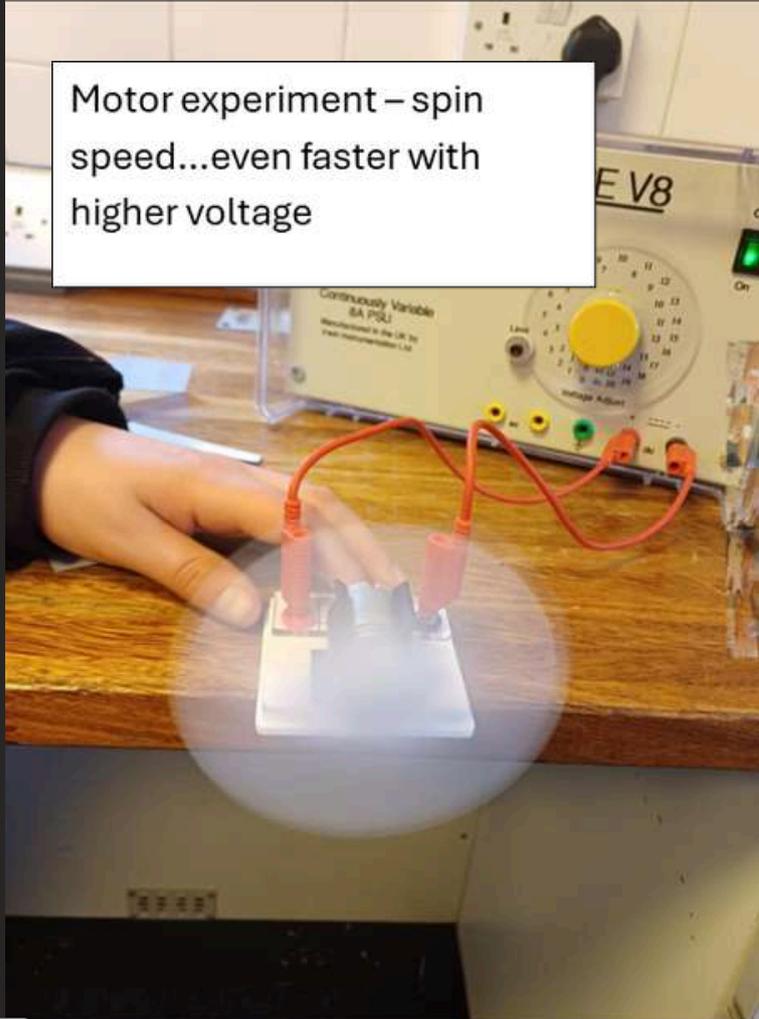


Parts of a flower...who did this?

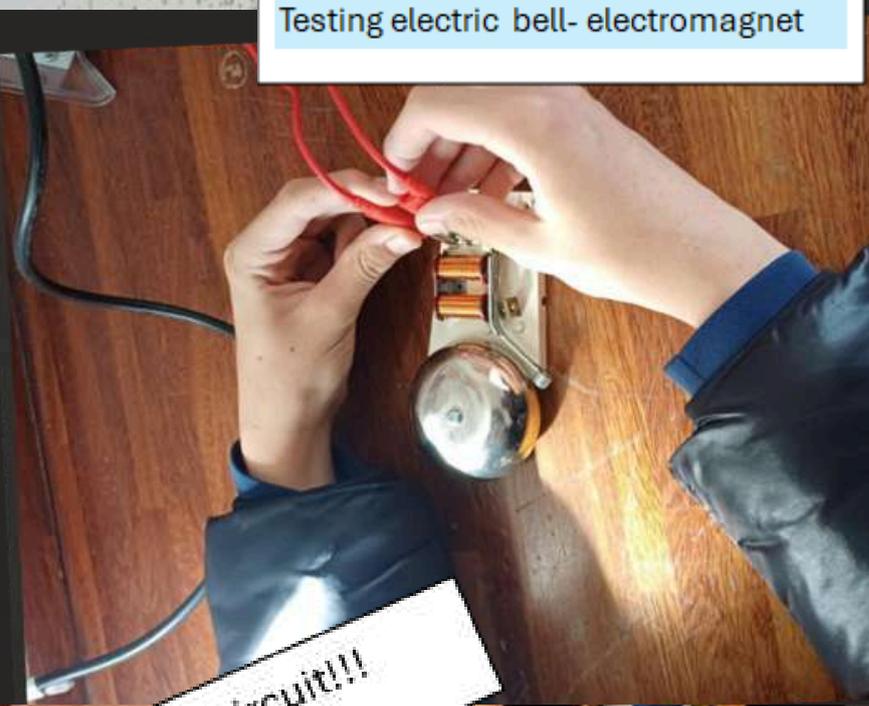
What do anthers do?



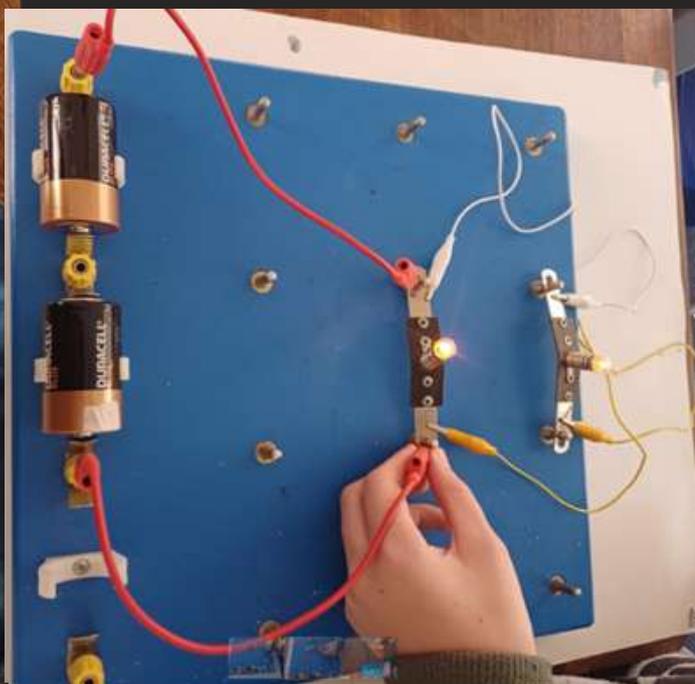
Magnetic field shown with iron filings



Motor experiment – spin speed...even faster with higher voltage



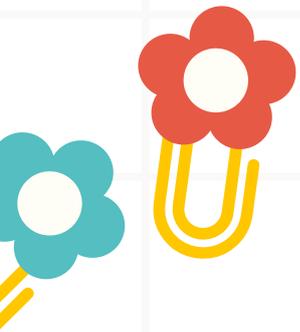
Testing electric bell- electromagnet



A parallel circuit!!!



Aston Martin and McLaren- class learning about electricity and magnetism



SCIENCE - SPRING 2026 CHALLENGE



1. I can be hot, I can be cold, I can run and I can be still,
I can be hard and I can be soft.
What am I?
2. Born in the ocean and white as snow.
When I fall back to water I disappear without a trace.
What am I?
3. I can be hot, I can be cold, I can run and I can be still,
I can be hard and I can be soft.
What am I?
4. Many have heard it, but nobody has ever seen it.
It will not speak back until spoken to.
What is it?.....
5. Which is heavier, a pound of bricks or a pound of
feathers?.....
6. You can't see me, but I can see you;
To be more specific, I can see through.
What am I?.....
7. Give it food and it will live;
give it water and it will die.
What is it?
8. What is black when you buy it, red when you use it
and gray when you throw it away?
9. What is full of holes but still holds water?
.....
10. I am a gas that is helpful to plants, but I cannot be bought at a
gas station. What am I?



answers on back page - no cheating!

Physical Education



Latest updates from our P.E activities.

This Term Highlights

Must-Watch Sports!

Inter-school sports competition

Basketball and Football have been the core sports covered this term. Basketball has maintained steady interest, while Football has seen a remarkable transformation in student engagement. Previously considered a less popular activity among Centre Academy London students, Football has now become a source of excitement and enthusiasm.

Our PE Philosophy

A key philosophy underpinning the PE programme has been the idea of transferring sporting determination into real-life fortitude. This approach is beginning to show clear and encouraging results across the school. Students are demonstrating higher levels of effort, perseverance, and focus—not only in PE but across all subject areas.



Mr. Kalu Uduma
centreacademy.net



STUDENTS VOICE - PE

Ava-Mae - In school I like PE because Sir makes it fun with his warm-up games like Switch and In the Pond. He makes us do warm-ups that not only get our bodies ready for physical activity but our brains too, which helps me feel more focused and ready to learn.

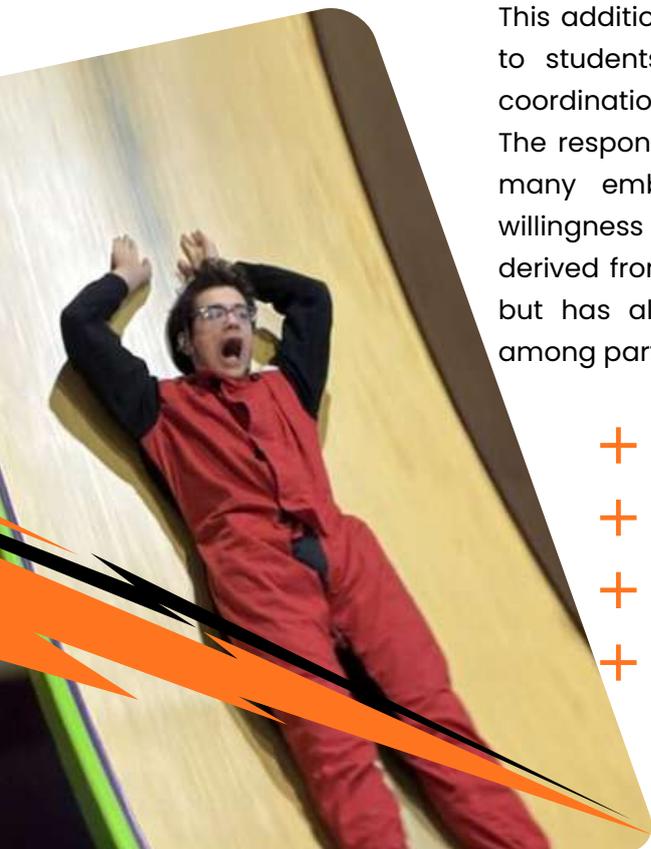
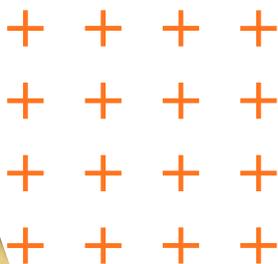
Oscar - I enjoy PE because we get to take part in lots of different sports such as Handball, Basketball, Badminton and Football. Playing Basketball regularly and being part of the school team has helped me improve my game, and it has also given me more opportunities to socialise with others. This has had a really positive impact on my confidence.



CLIP AND CLIMB

Centre Academy London has taken an exciting step forward in enriching its PE curriculum with the introduction of Clip and Climb. This addition has brought a fresh sense of adventure and challenge to students, offering them the opportunity to develop strength, coordination, and problem-solving skills in a dynamic environment. The response from students has been overwhelmingly positive, with many embracing the activity enthusiastically and showing a willingness to push beyond their comfort zones. The enjoyment derived from climbing has not only enhanced physical engagement but has also contributed to improved confidence and resilience among participants.

Termly sports fixtures have strengthened teamwork, confidence, and school spirit, giving students valuable opportunities to represent the school. Through football and basketball competitions, they showed effort, enjoyment, and strong sportsmanship while supporting one another and growing in confidence. Overall, these experiences have reinforced a positive culture of teamwork and mutual respect.



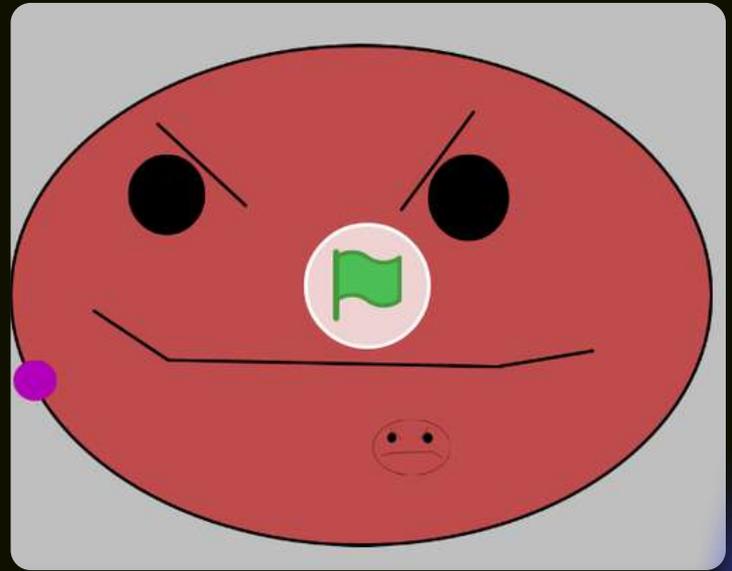
PHYSICAL EDUCATION

PHOTO STORY



INFORMATION, COMMUNICATION, TECHNOLOGY

Mr. Angel Okundaye



We are excited to share that, for the very first time, our school proudly took part in the ISA Coding Competition! This marks an important step in our journey of creativity, problem-solving, and digital innovation.

As part of this experience, our students designed interactive games that showcases their coding skills and imagination. We warmly invite you to scan the QR Code and give it a try. Your support means a lot! Happy playing!

Snake Game



Car Race





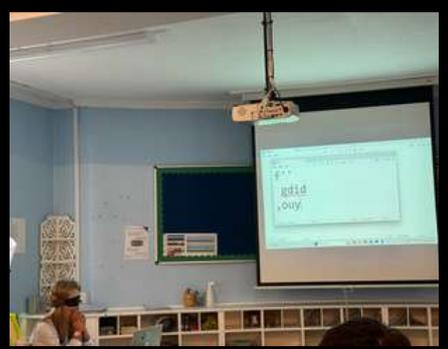
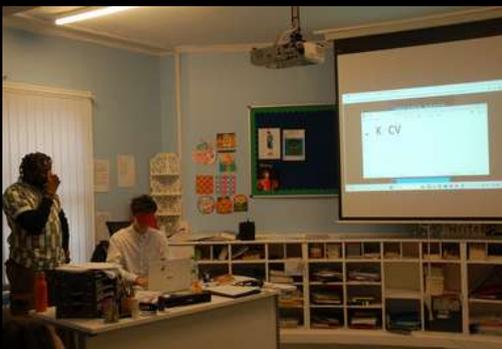
BLINDFOLD TYPING CONTEST



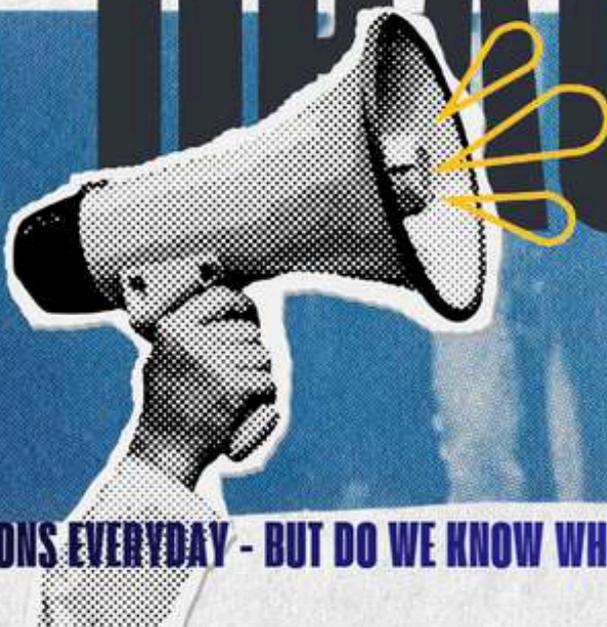
This term, in ICT, we introduced a unique and exciting Blindfold Typing Contest, designed to challenge students' typing skills in a fun and memorable way. Each form group selected a representative who attempted to type a given sentence while blindfolded, relying purely on memory and keyboard familiarity.



Beyond the competition, the activity offered valuable educational benefits. It helped students improve their keyboard skills, strengthen muscle memory, and develop focus and precision. The challenge encouraged learners to prioritise accuracy over speed while building confidence in their digital abilities.



ICT ORACY



WE USE ICT ABBREVIATIONS EVERYDAY - BUT DO WE KNOW WHAT THEY STAND FOR?

Introducing ICT Oracy Vox Pop Videos

This term, we introduced ICT Oracy Vox Pop video series, an engaging initiative designed to strengthen pupils' understanding and use of everyday technology language.

In a world where digital tools are part of daily life, pupils frequently use terms like USB, SMS, GPS, JPEG, and MP3 without always knowing what they truly mean. This initiative shines a light on those familiar acronyms, helping learners move beyond surface-level use to deeper understanding.

Through short, interactive “vox pop” style videos, pupils will explore:

- The full meanings behind common ICT terms
- How these technologies function in real-life contexts
- The confidence to explain and use technical vocabulary accurately

By encouraging discussion, curiosity, and clear expression, the ICT Oracy Vox Pop series supports both digital literacy and communication skills. Pupils won't just use technology, they'll be able to talk about it with clarity and confidence.

This is aimed to help our learners become more articulate, informed, and empowered in their digital journeys and the videos are played every Friday during assembly.

puuurrfect

CAT CAFE

● Maria Palmartsuk ●

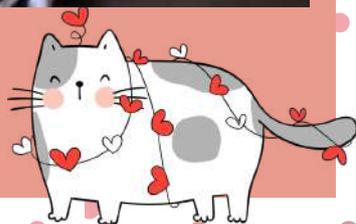
Our school recently partnered with Cat-titude Café to give students a calm and enjoyable experience meeting its resident rescue cats.

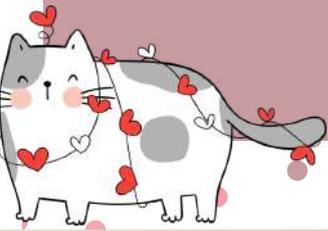
Opened in summer 2025 by founder Yoanna, the café was inspired by her own rescue cat and is designed as a peaceful space that prioritises animal welfare and wellbeing—for both cats and visitors.

During the visit, students not only enjoyed spending time with the cats but also experienced the benefits of animal therapy. Interacting with animals is known to reduce stress, improve mood, and support emotional wellbeing—something many students found especially helpful.

This partnership reflects our school's focus on student wellbeing while supporting a thoughtful, community-based local initiative.

Miss P, SENDCo





CAT CAFE

● Maria Palmartsuk ●



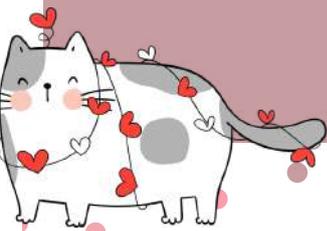
the naming of cats is a difficult matter, it isn't just one of your holiday games...T.S. ELIOT



puuurrfect

CAT CAFE

● Maria Palmartsuk ●



Mrs. Bernadine Cole

Maths term in view

Highlights

This term, the KS3 group made excellent progress in advancing their geometry mastery skills, showing growing confidence in problem-solving and reasoning. Overall, there has been a noticeable improvement across the group, reflecting their hard work and dedication.

A special mention goes to the form group of Ava-Rose, Soraya, Santiago, and Mikael, who had some particularly proud moments this term. Their resilience, consistent effort, and positive behaviour earned them the well-deserved "Group of the Week" award.

Well done to all students for their continued commitment and progress.





**MS. SOPHIE
WOOLEY**

DRAMA, MEDIA AND FILM STUDIES



► SPOTLIGHT

It has been a vibrant and creative term across Drama, Media and Film Studies, with students developing confidence, creativity, and performance skills across all year groups. Across all year groups, students have also been developing key transferable skills including communication, teamwork, problem-solving, and resilience. It has been a pleasure working with the students, and I look forward to seeing the work they continue to produce for the rest of the academic year.

► MG

MG students have been creating original horror performances, focusing on tension, atmosphere, and character using voice, movement, and staging. They also explored media skills by writing and performing scripts for children's TV and news broadcasts.

► ASTON MARTIN

Aston Martin and McLaren students are preparing for their Trinity qualification, developing performance technique, characterisation, and confidence through rehearsals, while showing strong commitment and progress.

► JAGUAR

Jaguar students have been creating original soap opera episodes, developing storytelling through dramatic tension, character relationships, and structure, while building imagination, collaboration, and performance skills.



GCSE FILM STUDY GROUP



Our GCSE Film Studies students have begun their coursework, focusing on writing their own horror screenplays. They are developing their understanding of genre conventions, narrative structure, and visual storytelling, while also learning how to write in a professional screenplay format. Students have already produced some exciting and original ideas, and it has been wonderful to see their creativity flourish.



and finally...

we wish you a happy and peaceful holiday....



HOW DO YOU MAKE SEVEN AND EVEN NUMBER?

BY REMOVING THE LETTER 'S'

WHAT MAKES A CIRCLE OVERQUALIFIED?

IT HAS 360 DEGREES

WHO IS THE REAL SUPER HERO IN AN ICT CLASS?

THE SCREEN SAVER!

WHY DO CALCULATORS MAKE GREAT FRIENDS?

YOU CAN ALWAYS COUNT ON THEM..

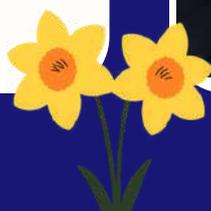
WHAT ARE THE COOLEST LETTERS IN THE ALPHABET?

AC

WHY WAS THE BROOM LATE FOR SCHOOL?

IT OVER-SWEPT

**THE TRUMPET ISSUE V
MARCH 2026**



Answers to Science Challenge

1. Water
2. Salt
3. Chromosome
4. Echo
5. Same
6. X-Ray
7. Fire
8. Charcoal
9. Sponge
10. Carbon Dioxide

