



## A message from our principal



**Mrs K Gardner**  
**Principal**

This week we took the opportunity to celebrate our love of books and reading in school. Although the official World Book Day took place last week, we marked the occasion a little later due to the school being closed on the day itself. It was wonderful to see the enthusiasm from both pupils and staff as we came together to celebrate stories, imagination, and the joy of reading.

You may have noticed some of our teachers dressing up as characters from their favourite books. While this was a bit of fun and helped create excitement around the day, the main purpose of our celebration was to highlight something very important: the value of reading in every child's education and future.

Reading is one of the most powerful tools a child can develop. It supports learning across all subjects, helping pupils build vocabulary, improve comprehension, and develop critical thinking skills. Children who read regularly often find it easier to access the wider curriculum, from understanding maths problems to exploring topics in science and history.

Beyond the classroom, reading opens doors to the wider world. It allows children to explore new ideas, understand different perspectives, and develop empathy. Books can inspire creativity, curiosity, and confidence - skills that will benefit them throughout their lives

We encourage all families to support reading at home where possible. This could be through reading together, discussing stories, visiting the library, or simply setting aside a few minutes each day for independent reading. Even small, regular opportunities to read can make a significant difference to a child's progress and enjoyment of learning.

# NEWSLETTER

13 March 2026

Issue #21

# Preparing our students

through experiences to nurture their future

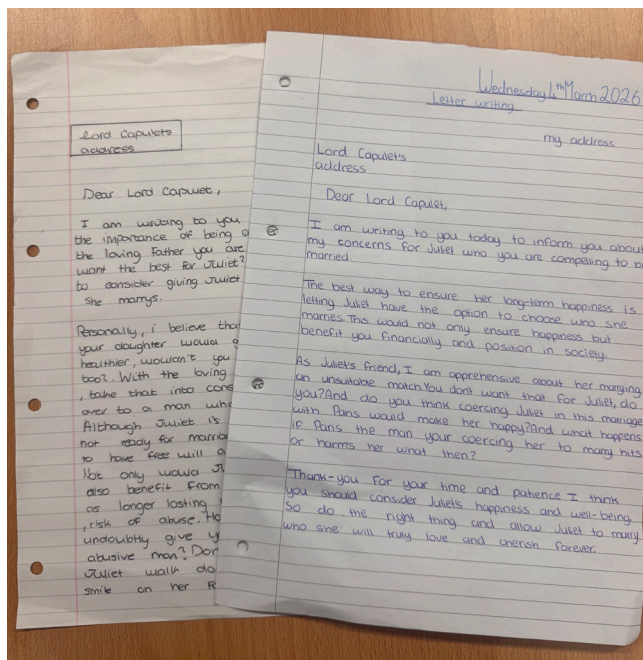
## Step into Shakespeare - Persuading Lord Capulet

This week, our Year 8 students have been sharpening their persuasive writing skills through a lively and imaginative challenge: writing letters directly to Lord Capulet from Romeo and Juliet.

Tasked with influencing one of literature's most stubborn fathers, students crafted compelling arguments using a range of persuasive techniques — from emotive language and rhetorical questions to carefully structured reasoning.

Alongside the writing focus, this activity encouraged students to explore the theme of patriarchy within the play and consider how Shakespeare's context shaped family dynamics, gender expectations, and power. By applying this contextual knowledge, students gained a deeper understanding of both the text and the societal norms that influence its characters.

Our young writers rose to the challenge brilliantly, producing thoughtful, persuasive, and often entertaining letters. A fantastic effort from the whole year group!



## World Book Day activities

World Book Day was filled with joy, imagination, and a wonderful community spirit across the academy. Students threw themselves into a range of engaging activities, from designing beautiful bookmarks for the Dixons Cup competition to rewriting the endings of classic stories, truly embracing their inner authors.

Year 7 also had great fun in our "Guess the Character" challenge, where they worked together to identify which book characters staff had dressed up as. A special congratulations to Sapphire M, Kacie C, and Hanna T, who achieved an impressive 100% score!

Throughout the day, classrooms buzzed with lively discussions about favourite books, characters, and stories that have shaped our imaginations. The atmosphere was fantastic, and it was brilliant to see so many students and staff celebrating a shared love of reading. Thank you to everyone who took part and helped make the day such a success!



# Celebrating our students

Through their focus on excellence



## Student spotlight: Maths

Tuesday 2<sup>nd</sup> March 2020

How do we solve multi step equations?

1)  $y = 3x + 2$   
 gradient (m) = 3  
 y-intercept (c) = (0, 2)

2) Find

Positive correlation  
 It's not in the trend  
 As the height increases  
 The feet size increases

The student is tall but has a small foot size.

5/8 Careful

DN4

Kezia (9) and Emily (9), your 'Do Now' work is a fabulous example of clarity and accuracy.

It is clear that you are determined to become the best mathematicians you can be. Keep it up!

Monday 6<sup>th</sup> March 2020

$y = 6x + 4 \rightarrow y = 3x + 2$   
 gradient (m) = 3  
 y-intercept (c) = (0, 2)

Scattergraph  
 Line of best fit  
 correlation: Positive

Relationship: as the years of education increases the annual income increases

Circle outlier

It is an outlier because the years of education is low but the annual income is high

DN4

Prefix	base	suffix
bi	sect	ed
dis	"cut"	ing
later	"From later"	ion
	"measure, to cut"	

prefix → base + suffix

bisecting: "to cut in half" "to cut up" "from or more, crossovers"

dissected  
 dissecting  
 dissected  
 dissecting  
 dissected  
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 dissected  
 dissecting

DN4

Lucas (9), you have produced excellent work using a Morphology Matrix to explore words based around the word 'sect', from the Latin 'secare' meaning 'to cut'. It is clear that you are determined to become the best mathematician you can be. Keep it up!

Joseph (11), this work, exploring the interplay between Algebra and Geometry required at A-Level, shows your commitment to understanding the foundational building blocks of a beautiful subject.

1) Find the wrong path:

$r_1 + r_2 = 16r$   
 $PQR = 2 \sin^{-1}(\frac{r_2}{16r})$

$r_1 + k + r_2 = r_2 + k + 2r_1 + r_2 = r_2 + k + 2r_1 + 2r_2 + r_2$   
 $r_1 + r_2 = k + r_2 + r_2 + k + 2r_1 + 2r_2 + r_2$   
 $\Rightarrow r_1 + r_2 = k + r_2 + 2k + 4r_2 + 3r_1 + r_2$   
 $r_1 + r_2 = 11 + 16$

$r_1 + k + 2k + 4r_2 + 3r_1 + r_2 = 1: 16$   
 $16(r_1 + k) = 2k + 4r_2 + 3r_1 + r_2$   
 $16r_1 + 16k = 2k + 4r_2 + 3r_1 + r_2$   
 $12r_1 - 3r_2 - r_2 + 14k = 0$   
 $12r_1 + 14k = 3r_2 + r_2$   
 $12(\frac{2k + r_2}{16}) + 14k = 3r_2 + r_2$   
 $3r_2 + 3r_2 + 56k = 12r_2 + 4r_2$   
 $56k = 9r_2 + r_2$   
 $56k = 16r_2 + 8r_2$   
 $7k = 2r_2 + r_2$

$r_1 + 16r_2 - r_2 = k + r_1 + 8k + 16r_2$   
 $16r_1 - r_2 = 18r_1 - 2r_2 - r_1 = 18r_1 - 7k$   
 $r_1 + 18r_2 - 7k = k + r_2 + 8k + 16r_2$   
 $r_1(8k + 16r_2) = (18r_1 - 7k)(k + r_2)$   
 $8kr_1 + 16r_2r_1 = 18r_1k + 18r_1r_2 - 7kr_2 - 7kr_2$   
 $0 = 2r_1k + 3kr_2 - 7k^2$

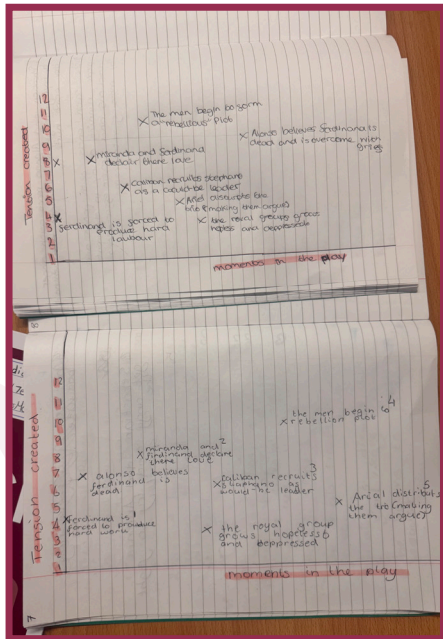
$k = \frac{-3 \pm \sqrt{9 - 4(18r_1 - 7k)(2r_1)}}{2(18r_1 - 7k)}$   
 $k = \frac{-3 \pm \sqrt{9 - 4(18r_1 - 7k)(2r_1)}}{2(18r_1 - 7k)}$

$PQR = 2 \sin^{-1}(\frac{r_2}{k+r_1})$   
 $= 2 \sin^{-1}(\frac{r_2}{(18r_1 - 7k) + r_1})$   
 $= 2 \sin^{-1}(\frac{r_2}{19r_1 - 7k}) = 2 \sin^{-1}(\frac{14}{19 \pm 28r_2})$   
 $= 2 \sin^{-1}(0.558409890...)$   
 $\text{or } 2 \sin^{-1}(1.156632407...)$  on which case  
 $PQR = 2 \sin^{-1}(\frac{14}{19 \pm 28r_2})$   
 $= 67.91529552...$

# Preparing our students

through experiences to nurture their future

## Tension in the Tempest

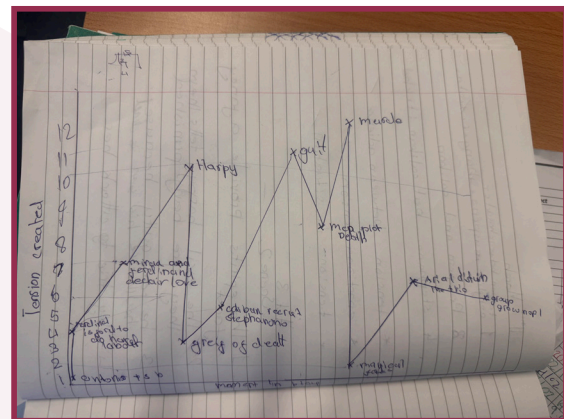
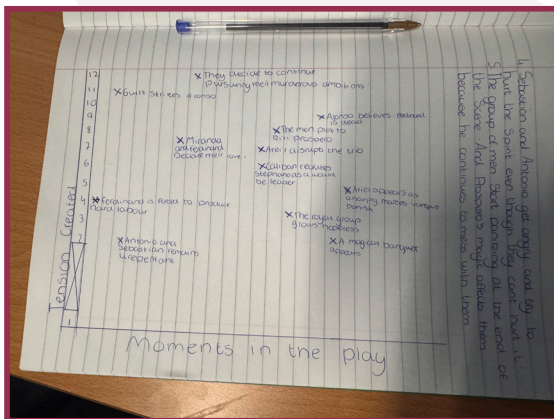


Our Year 7 students have been diving deeper into Shakespeare's *The Tempest* this week, exploring how tension builds as the play moves towards its dramatic ending.

Using their growing knowledge of dramatic techniques — including foreshadowing, dramatic irony, stage directions, and shifts in dialogue — students worked collaboratively to map out the rising tension across key scenes. This helped them visualise how Shakespeare structures suspense and keeps his audience engaged.

By tracing moments of conflict, mystery, and emotional intensity, Year 7 gained a clearer understanding of how playwrights craft a compelling narrative arc. Their tension maps showed thoughtful analysis, creativity, and a strong grasp of how drama works on the stage.

A brilliant effort from everyone involved as we head towards the play's powerful conclusion!



# Year 10 Parents' Evening

at Dixons Brooklands Academy  
Thursday 26 March, 4–6.30pm

As part of the evening we will be providing information about careers, work experience opportunities and local post-16 providers

# Celebrating our students

## Through their focus on excellence

### Red Nose Day events

Next week we have some fantastic Red Nose Day events, run by our four student Houses! We encourage all students to participate in at least one Red Nose Day event, to raise as much money for this deserving cause.



- Monday 16 March - Darts tournament (after school, open to spectators!).
- Tuesday 17 March - Just Dance at lunchtime in the drama room.
- Thursday 19 March - Cake sale (lunchtime).
- Friday 20 March - Staff vs Students dodgeball match (lunchtime).

Thank you in advance for all of your support!

### English subject stars

Students that have demonstrated incredible effort in their English lessons this week who have been nominated by class teachers.

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"><li>• Willow M</li><li>• Jayden R</li><li>• Bruno C</li><li>• Archie B</li><li>• Jaya K</li></ul>	<ul style="list-style-type: none"><li>• Damien Z</li><li>• Francesco C</li><li>• Layton M</li></ul>	<ul style="list-style-type: none"><li>• Orla R</li><li>• Fraser W</li><li>• Naya R</li><li>• Piper W</li></ul>	<ul style="list-style-type: none"><li>• Faith D</li><li>• Jumana A</li><li>• Noor X</li><li>• Mia S</li></ul>	<ul style="list-style-type: none"><li>• Mia A</li><li>• Chloe P</li><li>• Robyn L</li></ul>

### English independent thinkers

Students that have shown excellence in independent work or thinking throughout their English lessons this week.

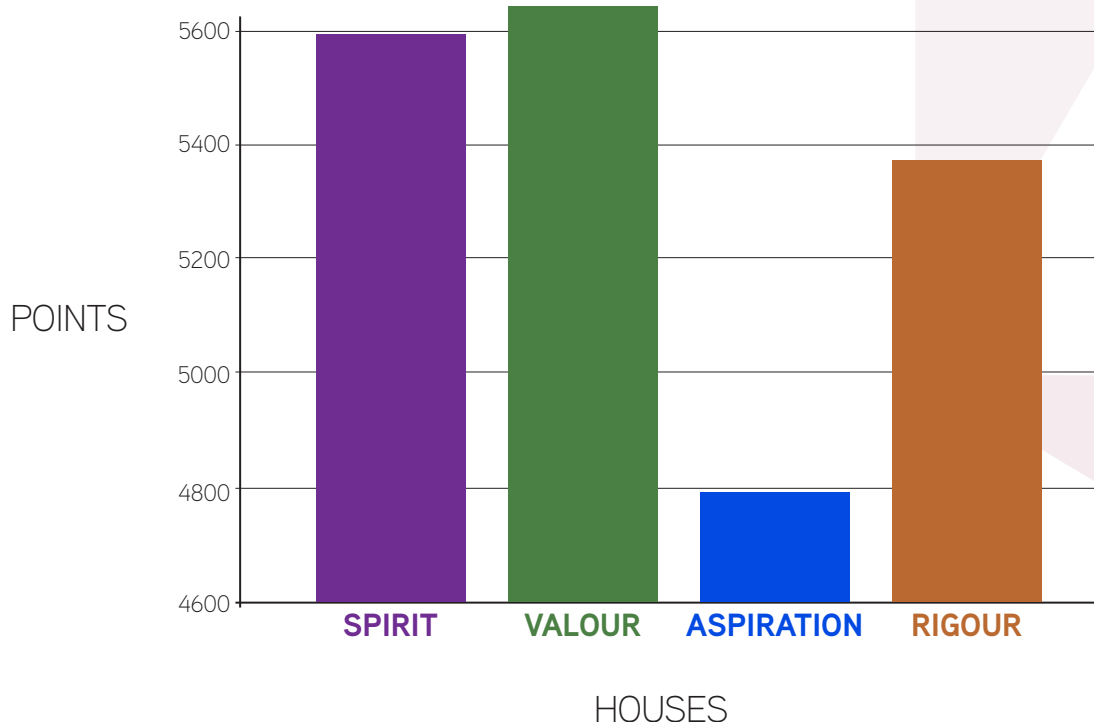
KS3	KS4
<ul style="list-style-type: none"><li>• Hannah T</li><li>• Talitha E</li><li>• Max T</li></ul>	<ul style="list-style-type: none"><li>• Khalid J</li><li>• Summer H</li><li>• Henry L</li></ul>
	<ul style="list-style-type: none"><li>• Alexia B</li><li>• Alan S</li><li>• Chloe B</li><li>• Heliya A</li><li>• Tye R</li></ul>



# House points

Our houses have been flat out planning and prepping for the Red Nose Day events next week, and all the while the house points are creeping up with every credit that students earn!

Last week, Valour were ever so slightly ahead of Rigour (by just 49 points!), and they have maintained their slim lead. Rigour have had the best week of all the houses, significantly closing the gap to Spirit and Valour!



## Parent Forum

Help us support our childrens' and academy's success by sharing your views. Coffee, tea, and snacks will be provided.

Monday 16 March | 5-6pm  
Dixons Brooklands Academy, Moor Road, Wythenshawe, M23 9BP

# Extra-curricular activities

## to enrich our students' experiences

We are excited to share with you our updated extra-curricular activities timetable. At Dixons Brooklands Academy, we believe that learning goes far beyond the classroom, and we are proud to offer a wide range of clubs and activities designed to enrich our students' school experience.

	Lunch	After school
<b>Monday</b>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Basketball</li> <li>• Thrive and Dine (by invite) (T9/T14)</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve club (T9)</li> <li>• Football (Girls)</li> <li>• Basketball</li> <li>• BTEC Music (week A)</li> <li>• Science Club (S15)</li> </ul>
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Basketball</li> <li>• Thrive and Dine (by invite) (T9/T14)</li> <li>• Steel Pans (T8)</li> </ul>	<ul style="list-style-type: none"> <li>• Netball</li> <li>• Badminton</li> <li>• GCSE Art Club (S8/P16/S13)</li> <li>• Sustainability club (P12)</li> <li>• Poetry revision (P3)</li> <li>• Homework club (P13/P19)</li> <li>• Science intervention (S15)</li> <li>• BTEC Music (week B)</li> <li>• Musical Theatre (assembly hall)</li> </ul>
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Basketball</li> <li>• Thrive and Dine (by invite) (T9/T14)</li> <li>• KS3 Spanish film club (T4)</li> </ul>	<ul style="list-style-type: none"> <li>• Football (Boys)</li> <li>• Sparx homework support (P22)</li> <li>• Creative writing (P1)</li> </ul>
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Basketball</li> <li>• Thrive and Dine (by invite) (T9/T14)</li> <li>• KS3 GCSE Spanish exams skills</li> <li>• Rainbow Club (Hub)</li> </ul>	<ul style="list-style-type: none"> <li>• BTEC Sport</li> <li>• Keyboard club (T8)</li> </ul>
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Basketball</li> <li>• Thrive and Dine (by invite) (T9/T14)</li> <li>• Cooking (week B, T7)</li> </ul>	<ul style="list-style-type: none"> <li>• Separate science (week B)</li> <li>• Singing club (T8)</li> </ul>

There is also a free breakfast club every morning before school from 7.30am, this is open to all students.

# Next week

## Menu week commencing 16/3/2026

	Main meal	Vegetarian meal
<b>Monday</b>	Buffalo chicken wings with spicy noodles	Vegetable spring rolls with noodles and sweet chilli sauce
<b>Tuesday</b>	Doner meat on rustic flatbread and chips	Cheese and tomato turnovers with side salad
<b>Wednesday</b>	Chicken tikka masala with rice and naanbread	Vegetable giant samosa with noodles
<b>Thursday</b>	Beef bolognese with herby pasta and garlic bread	Cheese and onion slice with potato wedges
<b>Friday</b>	Chicken burger with chips and sauces selection	Vegetarian bean burger with chips and selection of sauces

Each day there is also a panini selection with fillings of cheese, ham, pepperoni, and cheese & beans. Alongside this are a variety of sandwiches and baguettes, a salad bar and a choice of dessert.

We follow best practices in safe food handling to prevent cross-contamination. However, we cannot guarantee our products are 100% free of any specific allergens. Allergens are listed on the front counter, which refer to the ingredients we use. We also are unable to guarantee an allergen-free environment where some of our ingredients or products from suppliers may have been produced in an environment with other allergens. Please double-check with a member of staff if you have any questions.

## Dates for your diary

	Year group	Description
<b>Monday 16 March</b>	n/a	Parent Forum; 5-6pm
<b>Thursday 26 Mar</b>	Year 10	Parents' Evening; 4-6.30pm
<b>Wednesday 1 Apr</b>	All	Vaccinations (for students previously absent)
<b>Wednesday 1 Apr</b>	n/a	Easter concert
<b>Thursday 2 April</b>	All	Final day of term 4
<b>Friday 3 April</b>	All	Holidays begin, students return Monday 20 April

# Where's Wally?

In the spirit of World Book Day, can you identify all the characters our teachers masqueraded as?



Last week's solution:

$$\begin{array}{c} 9 \\ \triangle \\ 27 \\ \begin{array}{cc} 6 & 2 \end{array} \\ 6^2 - 9 = 27 \end{array}$$