



**DIXONS
BROOKLANDS**
ACADEMY

A message from our principal



Mrs K Gardner
Principal

What a week it has been! We've experienced quite the variety of weather - from blustery winds and rain to delightful sunshine. It's been a fun and dynamic week at school, reminding us all how quickly conditions can change, much like the journey our students are on!

As we look toward the coming months, it is particularly important for our Year 11 students. This time marks a crucial period in their academic journey. We encourage them to take ownership of their learning, which means actively participating in their education and making the most of the resources available to them. We strongly urge all Year 11 students to attend every revision session they are invited to. These sessions are designed to support their preparation for upcoming examinations and are a fantastic opportunity to consolidate their understanding of the material. Engaging fully in these sessions and applying themselves will undoubtedly make a difference in their confidence and performance. It's essential for students to remember that asking for help is not only acceptable but encouraged. We are here to support them every step of the way, and seeking assistance when needed can make a significant impact on their learning experience.

Thank you for your continued support in helping our students navigate this important time. Let's keep encouraging them to embrace the challenges ahead with determination and enthusiasm!

NEWSLETTER

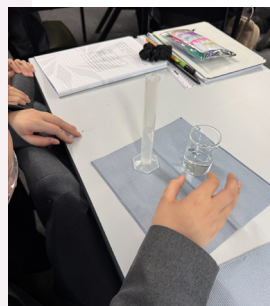
20 September 2025

Issue #3

Celebrating our students through their exploration and dedication

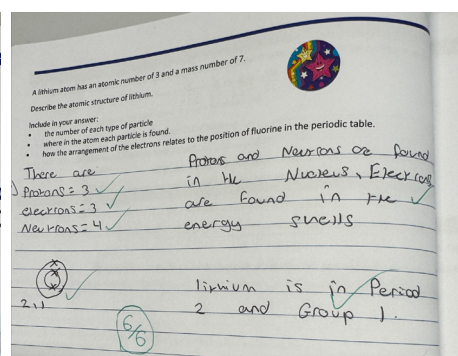
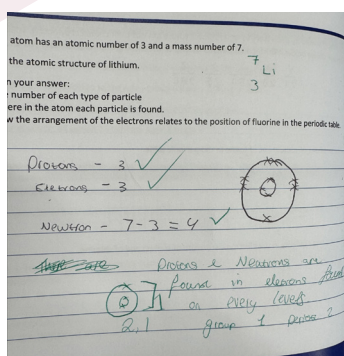
Science in KS3

Within their introduction to new scientific methods and equipment, the Year 7 scientists were practising using measuring equipment which will support their experiments and investigations for the next five years, and perhaps longer, building a foundation through practice.



Year 8 pupils were testing leaves for the starch stored within them. By testing these with iodine they observed where spots turned from orange to blue or black in the presence of starch. On the iPads, the students were able to run a simulation where they investigated how light intensity affects the rate of photosynthesis.

Our Year 9 students have been learning about atomic structures and diagramming atoms in a standardised format.



Elective spotlight: Year 7 outdoor education

Year 7 outdoor education elective in full swing

The Year 7 outdoor education elective is in full swing! This week, students took on the challenge of pitching tents. Working in teams to master the basics of campsite setup, problem-solving as they went, and getting a taste of what it takes to thrive outdoors.



Celebrating our curriculum

with the scientific method



Year 11 are studying organic chemistry.

Questions to ask your child in Year 11 (and answers)

- What elements are found in hydrocarbons? (hydrogen and carbon ONLY)
- What are the names of the first four alkanes? (methane, ethane, propane, and butane)
- What happens to the boiling point of hydrocarbons as they get bigger? (the boiling point increases)

Year 10 are learning about energy changes in chemistry.

Questions to ask your child in year 10 (and answers)

- When a reaction is exothermic does the temperature increase or decrease? (increases)
- What is the activation energy of a reaction? (the energy needed for the collisions between the reacting chemicals to be successful)
- What do you call the chemicals that react together in a reaction? (reactants)

Year 9 are studying atomic theory in chemistry

Questions to ask your child in year 9 (and answers)

- Where do you find protons and neutrons in an atom? (in the nucleus)
- What is the difference between an element and a compound? (elements only have one type of atom, compounds are made up of more than one type of atom that are chemically joined together).
- What was JJ Thompson's model of the atom called? (the plum pudding model)

Year 8 are learning about plants and photosynthesis.

Questions to ask your child in year 8 (and answers)

- What substance is found in the chloroplasts in plant cells? (chlorophyll)
- Why don't root hair cells do photosynthesis? (they are found underground so no light gets to them, and they don't have chloroplasts which are needed for photosynthesis)
- What is glucose stored as in plants? (starch)

Year 7 are studying different science skills.

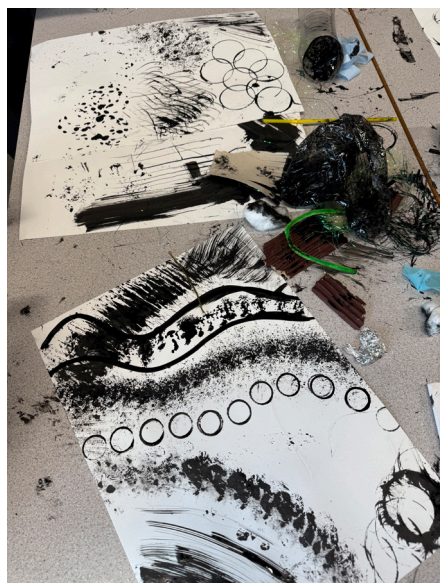
Questions to ask your child in year 7 (and answers)

- What is the unit of measure of length? (metres)
- What colour is a Bunsen burner roaring flame? (blue)
- When you do an experiment, what is the name of the variable that you measure? (the dependent variable)

Celebrating our curriculum with creative exploration

Mark-making madness!

Year 9 have been experimenting with mark-making by dipping found objects into ink and seeing what marks they can make on paper.



MADE arts leadership

Alana (10Y) and Aliae (10B) have been chosen to take part in the MADE arts leadership programme. This programme will take Alana and Aliae to different cultural venues around the city, allowing them to gain an insight into careers in the arts while meets students from other schools. Good luck on your art journey!



Year 7 House Challenge: Science Safety Poster Competition

Get ready to unleash your creativity and show off your science skills!

Your mission: design an eye-catching, colourful poster all about safety in science. Use the rules you've learned in class and make it fun, bold, and brilliant!

The top posters will be proudly displayed in our science labs to help keep everyone safe — and yes, house points are up for grabs! The more creative and informative your poster, the better your chances of winning for your house!

Deadline: 26 September — so don't wait! Grab your pens, markers, and imagination, and get designing! Paper is available from your child's science teacher.

Be bold. Be bright. Be safe. Be science!

Celebrating our curriculum with informed writing

The impact of an earthquake

Our Year 8 students have produced extended writing pieces that compare the impact of earthquakes in Haiti and New Zealand.

Bonham, Dorcas and Jonjoe have explored the effect of the two locations and difficulties of rebuilding after the damage caused.

You are going to be studying 2 earthquakes - 1 which happened in a poor country and 1 which happened in a rich country.	
High Income Country (HIC) - Rich country eg New Zealand	Low Income Country (LIC) - Poor country eg Haiti
Haiti (LIC/poor)	New Zealand (HIC/rich)
Effects <ul style="list-style-type: none"> 220,000 killed 300,000 people injured 1.3 million homeless Trading was difficult - port was damaged 2 million without food and water Responses <ul style="list-style-type: none"> Aid was slow due to the damaged port Lack of money to repair Slow responses - no plan Spread of diseases due to lack of housing 	Effects <ul style="list-style-type: none"> 181 killed 2000 injured 50% of city's buildings damaged Responses <ul style="list-style-type: none"> Strong buildings could withstand earthquake Money from charities Effective responses Police and army formed search and rescue party - very strong
Explain why the effects of the Haiti (LIC) earthquake and the New Zealand (HIC) earthquake were different	
<p>Haiti was a poor country with many people living in shacks. The buildings were not strong and many people were killed. The responses were slow and there was no money to repair the damage. Haiti was also hit by a hurricane before the earthquake, which made the situation worse.</p>	

The difference between the earthquake in Haiti and the earthquake in New Zealand was in Haiti 220,000 people died due to the lack of development. 300,000 people were injured and 1.3 million people were left homeless. This is because without any money to build strong structures the country was not developed. In New Zealand only 181 people were killed and 2000 injured. The earthquake in New Zealand was less destructive because it was a lot more developed than Haiti with resources to build more strong buildings. The responses to the earthquake in Haiti were slow responses and lack of money to repair all of the damaged buildings in the city in New Zealand the responses were effective, and they had a search and rescue party and money from charities to repair the damaged buildings - which were only a few. The earthquake in Haiti happened in 2010 and the one in New Zealand happened in 2011.

Checklist:

- capital letters
- full stops
- facts and statistics
- Mention Haiti and New Zealand
- Say why Haiti was worse

Year 8 Geography C1: Topic 1 - Volcanoes

The Haiti earthquake in 2010 is worse than New Zealand because the country was poor so they couldn't get better buildings so they collapsed. This meant that more people died than New Zealand which is richer. Also since Haiti is poor they didn't have much money to rebuild. They also didn't have any food or water leading to starvation and hunger which leads to death. Also there were lots of homeless people so they wouldn't have anywhere to live resulting in death. 220,000 people died and 300,000 injured in Haiti whereas only 181 were killed and 2000 were injured in New Zealand.

Checklist:

- capital letters
- full stops
- facts
- mention Haiti & New Zealand
- say why Haiti was worse

Year 8 Geography C1: Topic 1 - Volcanoes 13

Mi casa es su casa

Vivo en Wythenshawe, vivo con mi madre y mi padre y mis hermanos y hermana. En mi casa hay una bañó. En mi casa hay una dormitona grande. En mi casa hay una cocina y una salón. En mi casa hay hardin.

Vivo en Manchester. Vivo en una casa con mi padre y vivo en un piso con mi madre. Vivo en una casa con mi madre, mi hermana y mi abuela. En mi casa hay una bañó, una cocina y tres dormitorios.

Vivo en Manchester una casa y vivo con mi madre y hermana. Está en Manchester y en mi casa hay una bañó, una cocina y dormitoria.

Well done to Simeon, Emily and Vada for producing amazing descriptions of their house in Miss Marsh's lesson! It is so impressive that you didn't use any resources to help you.

Extra-curricular activities

to enrich our students' experiences

Timetable

We are delighted to show you our extra-curricular timetable for this academic year. Every student is expected to attend at least one club per week, and with such a wide range of clubs on offer, there is something for everyone!

	Lunch	After school
Monday	<ul style="list-style-type: none"> Football Basketball Thrive and Dine (by invite) (T9 and T14) Music club (T8) (Week A) 	<ul style="list-style-type: none"> Achieve club (T9) Football (Girls) Rowing Singing rehearsals (T8) Duke of Edinburgh (P18)
Tuesday	<ul style="list-style-type: none"> Football Basketball Thrive and Dine (by invite) (T9 and T14) Music club (T8) (Week B) Cooking club (Week A) (T7) Steel Pans (T8) 	<ul style="list-style-type: none"> Netball Rugby GCSE Art Club (S8/P16/S13) Sustainability club (P12) Poetry revision (P3) Homework club (P13)
Wednesday	<ul style="list-style-type: none"> Football Basketball Thrive and Dine (by invite) (T9 and T14) KS3 Spanish film club (T4) 	<ul style="list-style-type: none"> Football (Boys) Sparx homework support (P22) Guitar club (T8) Show acting Maths games and puzzles (T4) Creative writing (P1)
Thursday	<ul style="list-style-type: none"> Football Basketball Thrive and Dine (by invite) (T9 and T14) KS3 GCSE Spanish exams skills 	<ul style="list-style-type: none"> BTEC Sport Basketball Keyboard club (T8) Media Cubs (Year 7 only) (S1)
Friday	<ul style="list-style-type: none"> Football Basketball Thrive and Dine (by invite) (T9 and T14) 	<ul style="list-style-type: none"> Cross Country Dance Foundation science revision Year 11 (P13) Singing club (T8)

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

Celebrating our students

through focus and independence



Sparx maths top 5!

Well done to all those students who are developing a revision schedule for achievement. This shows a commitment to your own learning which is important to be successful in mathematics. Will you keep your spot on the leaderboard or will others rise to the challenge?

Year 7		Year 8		Year 9	
1. Dominic 7B	3020	1. Oscar 8Z	1536	1. Naya 9Y	1344
2. Emily 7X	2873	2. Dorcas 8Y	1365	2. Connor 9C	1092
3. Amelie 7X	2580	3. Dimitris 8D	1265	3. Gracie 9D	1078
4. Naseem 7B	2557	4. Aidan 8X	1173	4. Imogen 9A	1075
5. Praise 7Z	2371	5. Kobe 8W	1150	5. Elsie 9A	846

Year 10		Year 11	
1. Layan 10B	1591	1. Ruby 11A	1590
2. Jwan 10D	1295	2. Dina 11Z	1181
3. Miles 10C	1282	3. Dorsa 11X	1075
4. Anna 10A	1172	4. Drew 11C	1007
5. Olivia 10A	1135	5. Ivan 11Y	878



Year	Science stars of the week
7	Sapphire has been super curious and worked hard.
8	Jessica has worked hard and demonstrated excellent participation skills.
9	Gracie has perservered through difficult concepts and asked for help to support her learning.
10	Holly, Oliver, and Ellic have exhibited excellent science literacy
11	David has displayed great effort and persitence with his work.



House system launch for 2025/26

This week saw the 2025/26 launch of our **house system**! We are thrilled that we now have 4 House Champions, and we have a full calendar of events ready to kick start the year. Credits will also count toward House points this year, and we have seen House Valour take an early but narrow lead!

The first competition is already underway, with students challenged to design a logo for their house. **The deadline for this is Friday 10 October**, so get designing and hand in your completed designs to the art department!

Other upcoming events include games and puzzles for the National Day of Spain (12 October), Badminton Doubles (different year groups from 9 -18 December), and a Christmas Card competition!

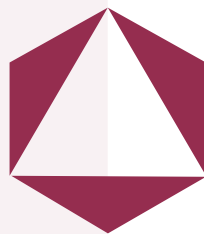
The House Champions are:

- Rigour - Mr Caldwell
- Valour - Ms Moran
- Aspiration - Mr Hughes
- Spirit - Ms Baker-Haslam

Good luck to all of our houses!

VALOUR

RIGOUR



ASPIRATION

SPIRIT

Attendance

Our **academy target** is for all students to achieve between 97 - 100% attendance. All students are **expected to arrive by 8.15am**, any student arriving after this time are late. Students arriving after the register has closed at 8.45am will receive an unauthorised absence (u code) which will impact on their attendance.

We can and will provide support to remove any barriers to attending school on time every day. Please contact the Attendance Team should you wish to discuss how we can work together to improve your child's punctuality and / or attendance: attendance@dixonsbk.com

Students who have achieved 100% this week

625 students achieved 100% attendance this week, on Monday they will be in with a chance to win a queue jump pass for use in the canteen!

Year 7	Year 8	Year 9	Year 10	Year 11
122 students	135 students	129 students	142 students	106 students

Top advisory groups

7X	8X	9W	10X	11X
94.4%	94.2%	96%	94.1%	93.1%

School Council

Voting has taken place, the advisory reps have been selected, and we are ready to get going! Your reps will be announced during assembly next week and will be meeting very soon to talk about sustainability, praise, rewards, safety, and food!

Further information

Open evening

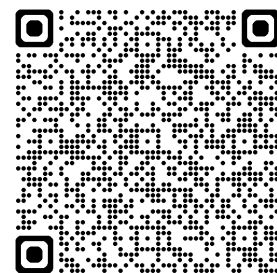
We look forward to welcoming families to our open evening on Thursday 25 September at 4pm for Year 6 students. If you know a family who are exploring their options for secondary education, or you have a child of your own in Year 6, step inside our academy and experience life at Dixons Brooklands Academy!



Visit our open evening
Thursday 25 September
4-7pm

A helpful guide to support your child's health and attendance

As the first leaves start to change colour and the temperature drops, Boots have a handy guide to help parents identify when their child is too poorly to attend school. This includes a comprehensive list of illnesses and whether it is safe to come to school, you should consult your GP or pharmacist, or stay home for 48 hours until symptoms subside. Click the photo or scan the QR code to have a read.



Family Hub for school transition support

The Family Hub is reaching out to all Wythenshawe schools with their school link offer.

Please see attached posters for two school link workers. We encourage you to contact them to find out what support they can offer.

Hayley works with children, parents and staff from Key Stage 1 up to the age of 19 years old.

Catherine works specifically within the Early Years and can support children, parents and staff.

This will be helpful for incoming Year 6 students, and they can support current students also.



Hayley Williams
Family Hub Navigator

hayley.williams@manchester.gov.uk
07971 384 537

Location:-
Crossacres family hub
Poundswick Lane
M22 9TA

Our Family Hub Navigator links in with secondary schools in Wythenshawe

We offer:

- School transition support
- Literacy support
- Attending parents evening, open evenings and other events, sharing the family hub offer
- Mentoring with BW3 (certain schools only)
- Referring families into the family hubs family help team for further support
- Signposting young people for further support
- Signposting Young People to the family hub to youth sessions
- Hygiene bank
- C-CARD scheme with Brook

Family Hub
Family Hub Navigator

Our Family Hub Navigator links in with primary schools in Wythenshawe

We offer:

- School transition & Readiness support
- School application drop-in & support
- Literacy & Story time sessions with Key stage 1 & Key Stage 2
- Attending parents evening, Coffee mornings and other events, sharing the family hub offer
- Referring families into the family hub for further support
- Signposting families for further support
- Preparing for high school support and drop-ins

Family Action. Working together with:  MANCHESTER CITY COUNCIL

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family-action.org.uk



catherine.desjardins@family-action.org.uk
07817 041 237

Location:
Benchill Children's Centre,
Lyndene Road,
M22 4PZ

Our school link worker links in with primary schools in Wythenshawe

We offer:

- School transition support
- Literacy sessions
- Attending parents evening and other events
- Makaton song and story time
- Outreach support for early years children
- Signposting families for further support

Family Action
School Link Worker



Next week

Menu week commencing 22/9/2025

	Main meal	Vegetarian meal
Monday	Cajun / sweet chilli chicken wings with yellow rice and naan bread	Vegetable spring rolls with noodles and sweet chilli sauce
Tuesday	BBQ chicken and rustic flatbread and homemade wedges	Cheese and tomato turnovers with side salad
Wednesday	Chicken curry with rice and naan bread	Vegetable giant samosa with noodles
Thursday	Doner meat on flatbread with spicy noodles and sauces	Cheese and onion slice with side salad
Friday	Chicken burger with chips	Spicy roast vegetables with noodles

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.

Upcoming dates for your diary

	Year group	Description
Thursday 25/9	Year 6	Open evening at 4pm
Tuesday 30/9	All Years	Annual student photographs throughout the day
Tuesday 30/9	Families	Parent Power meeting at 4pm
Thursday 2/10	Year 10 / 11	Cycle 2 information evening
Friday 17/10	All Years	Last day of term

Brain teaser

A classic Sudoku, how fast can you complete it?

			2		1		3
	1					6	
8	3	4				7	
			5		6		8
		2		9			
8		9		4			
	5				7	4	1
	3				7		
7		2		6			

Last week's solution:

