

NEWS LETTER



4th June 2020

www.bexleygs.co.uk



Medicine in a Pandemic

At this time, when the media is dominated by the NHS and illness, there is a lot to think about when considering applying for Medicine. It's something that I have been giving a lot of thought to, during the pandemic and I believe that it has both changed and reaffirmed many beliefs that I have about the NHS and healthcare in general.



Firstly, it has taught me just how appreciated healthcare staff are and how the public recognise that they are on the Frontline against this virus- whether that is through the weekly 'Clap for Carers' or online messages of support/donations. I was also struck by the images of doctors interacting with patients at the end of their lives, and reflected on how now, more than ever, the values of empathy and compassion are key (especially when considering the limitations around visiting). In terms of applying to Medicine, it is obvious to me that the current community of healthcare professionals is more than willing to help potential applicants through webinar calls, virtual experience and Q&A sessions- the wealth of resources that have been made available to me is immeasurably beneficial.

Having thought about this, I interviewed two Year 13 students, who are very close to the prospect of becoming medical students, about applying to medicine during this pandemic.

How has the pandemic changed your ideas about what it is to become a doctor?

Saki: "Overall, it hasn't changed my ideas massively, but has definitely reinforced some of them. For example, whilst being a doctor can be rewarding when a patient's quality of life is improved, I've always known that a doctor can only work within the framework of existing medical techniques and strategies. So in a situation like this Covid19 Pandemic, where there is no 'cure', doctors are ultimately quite powerless. Whilst they can still save lives by running ventilators, it's not always successful (and also not a direct solution to the problem). I think that there have always been situations like this, but not on such a large scale and in this short a time-span".



Alfie: "My own ideas haven't changed much, but it has changed the nation's ideas of what it takes to become a doctor. Although this pandemic has caused pandemonium among scientists, politicians and many other groups, one thing we can all agree on is the sacrifice that doctors (and all other key workers for that matter) make when they work on the Frontline. This crisis has shown us all that doctors must have the ability to endure difficulty. When supplies are dwindling and they're equally susceptible to the virus, doctors have shown the need to be able to work under pressure and adapt to sudden changes in protocol".

Has it changed any of your ideas about healthcare?

Saki: "I think that researchers deserve a lot more credit than they generally receive (especially relative to doctors) - doctors mainly carry out and implement the results of their findings. I also feel like a key limitation of healthcare is the shortage of funds. The pandemic has meant that the NHS has received a lot of government attention, due to how many lives it has claimed (as it rightly should). But this has made me think about other diseases, which don't receive that much government attention- they may currently have no cure, even though one can be found with more funded research".

Alfie: "It has definitely made me question what I thought I knew about our healthcare system. It's been disheartening to see the large numbers of key workers from BAME backgrounds suffer from the virus. While this could be a genetic predisposition, I think this is also an opportunity to introduce support schemes for minority groups who often feel discriminated against. Our healthcare system should strive for camaraderie among its workers and this, of course, requires social equality".

Has it made you think any differently about the relationship between doctors (or healthcare workers more generally) and patients?

Saki: "It's made me think more about the use of PPE in hospitals and GPs, for the safety of both patients and staff. Particularly with reference to GPs, they aren't advised to wear PPE when encountering each patient (usually), however, they could be interacting with patients who have other contagious diseases unknowingly- after this pandemic, I think that more caution will be exercised".



Alfie: "It's definitely changed the way I used to view the role of community with regards to healthcare. Patients are not the passive targets of treatment that I once saw them as, but now they exist alongside healthcare workers in a mutualistic relationship. The NHS would struggle twice as much, were it not for the influx of volunteers and the support that they receive from everyone around them. This crisis has shown us just how interconnected we all are and the benefit of support from outside the NHS".

It was really interesting to get these different perspectives on such an important and topical issue that is featuring so heavily in the news at the moment.

Charlotte Allen, Year 12 with Saki Okada and Alfie Tindall, Year 13





Congratulations!

Year 7 Congratulations!

A continued well done to all Year 7 students working hard through this period of home learning.

Congratulations this week go to a second selection of students (listed below) from amongst those who have received praise from members of staff for the quality of their work and their efforts.

7AMM	Rory Wynne & Davina Gordynska
7JEA	Deya Dimitrova & Tenzin Yeshi
7MCA	Clarisse Mazieres & Hari Rehal
7MEM	Zara Warren & Alexander Anastasov
7MGG	Isaac Summerfield & Luke Seagroatt
7NSS	Poppy White & Omar Rabbette
7VJA	Karesz Mesterhazy, Edward Gearing & Anis Houmani

Don't forget the chance to be entered for the Amazon voucher prize at the end of this term - **all students nominated by staff** will be entered.

The next announcement will be in two weeks' time - keep working hard!

Mrs Spencer, Senior Academic Mentor, Year 7



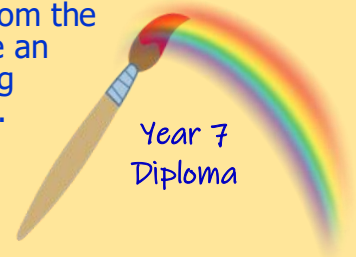


Year 7 Art Diploma

Snake of Garbage devouring planet Earth by Eddie Gearing

For my Art diploma, I was inspired by John Dahlson, who makes art from the discarded rubbish he finds on beaches. I also wanted my work to have an ecological message so I decided to make a snake of garbage devouring planet Earth to show how rubbish and waste are consuming the world.

The snake's head took the most time and was the most difficult part of my project. I had to make a cardboard frame and then carefully stick, crushed drink cans to it. The most fun part was painting my sister's netball (returned to her undamaged) to make the Earth. And the easiest part was the snake's body. I just emptied the recycling bins and arranged the rubbish into a long, meandering body going down the garden. I enjoyed making a piece of art so large and was pleased with how it looked when it was finished.



Year 7
Diploma





Community Ride Challenge!

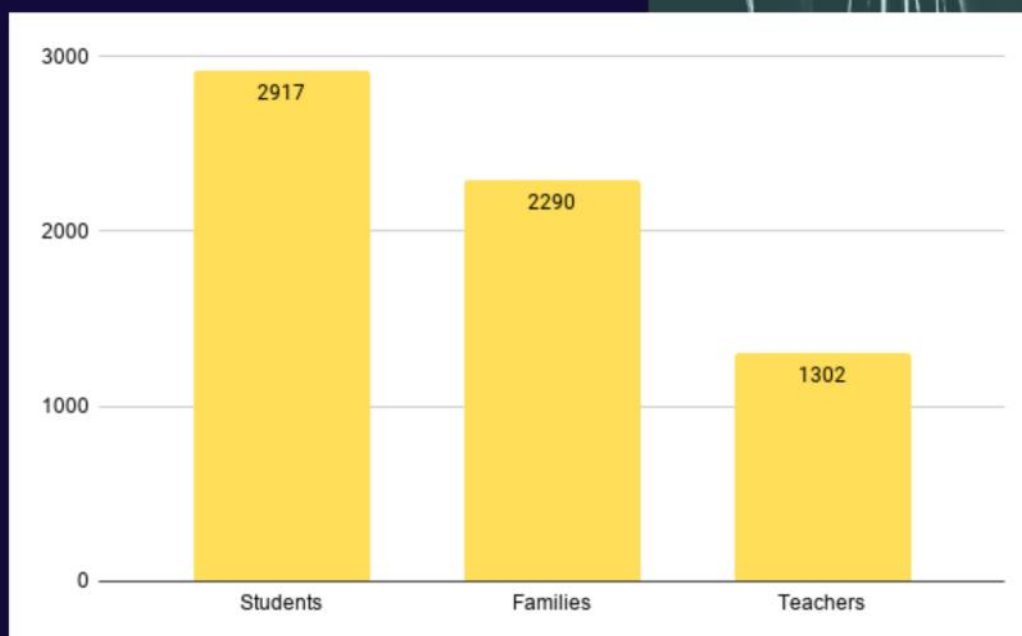
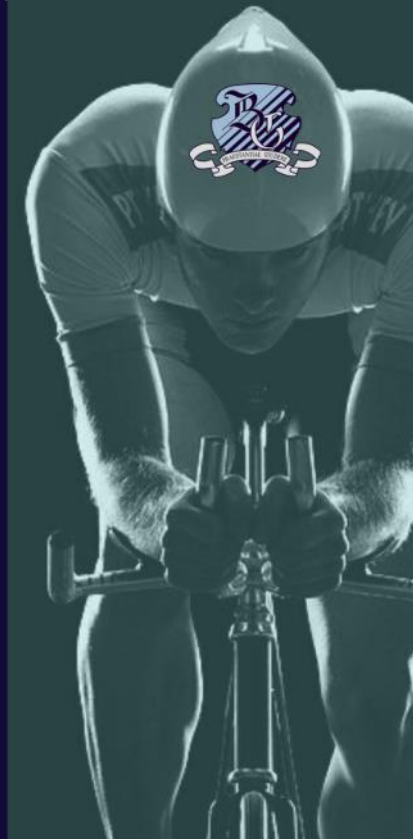
Well done to everyone who took part in our half term cycle challenge. More than 100 students took part, and an enormous peloton of teachers and family members, from younger siblings to grandparents, sent in their entries to. We eased past our target of 1400km and raced to over 6500km in the end! Some of our furthest riders are listed below, but thank you to everyone who joined in and contributed to the total. I hope you enjoyed it. Keep your eyes peeled for the next challenge.

Mr Lines, Head of PE

BEXLEY GRAMMAR SCHOOL PE
VIRTUAL CHALLENGE

HALF TERM VIRTUAL RIDE

**We're so grateful to all
the students and family
members who took part -
well done everyone!**





BEXLEY GRAMMAR SCHOOL PE
VIRTUAL CHALLENGE

HALF TERM VIRTUAL RIDE

Smashed it!

6509KM

More than 4 times the
distance we were aiming for!

TOP RIDERS

Lucien A-P - Year 10	503km
Sam G - Year 7	180km
James C - Year 8	106km
Joseph E - Year 10	93km
Joe G - Year 9	70km

OUR INITIAL TARGET WAS JOHN O'GROATS TO LAND'S
END (1400KM). OUR FINAL DISTANCE COVERED
WOULD HAVE REACHED:

HAMILTON - CANADA (5787KM)

LIBREVILLE - GABON (5746KM)

NOVOSIBIRSK - RUSSIA (5193KM)

CHARLOTTE - US (6438KM)

**(DISTANCES CALCULATED AS
CROW FLIES FROM BGS)**





Geography News

What's happening in Geography?

The environment is everything around us or, like Albert Einstein once said, "*The environment is everything that isn't me*".

The air we breathe, the water we drink, the food we eat and the climate which makes our planet habitable, all come from nature and our lives depend on them.

Friday, 5th June is **World Environment Day**, an annual event which encourages everyone to do something to protect that planet.

Monday, 8th June is **World Ocean Day**, when people around our blue planet celebrate and honour the ocean, which connects us all.



We are living in extraordinary times and the current pandemic demonstrates the interdependence of humans and the webs of life in which we exist; and it might just be Nature's wake up call for us.

Take a moment to watch the trailer [here](#) for 'The Wind in the Willows', starring Stephen Fry and David Attenborough, which illustrates just some of the damage we are inflicting to our planet.

What can we do to help?

- ◆ Find out more by accessing the **WorldEnvironmentDay** website.
- ◆ Join WWF in this **free webinar** on Friday, 5th June, 10.00am, to be introduced to one of the most iconic jungle inhabitants – the orang-utan – and explore how the future of this incredible species is connected to the choices we make about everyday food and household products.
- ◆ Join the Environment Agency and the WWF to celebrate World Oceans Day with a free **special broadcast** on Monday, 8th June at 10.00 am. There will be talks from a range of experts on some of the amazing species that live around English coastline, some of the issues facing our oceans, how they are being protected and how you can get involved.
- ◆ Year 9 – Year 12 ~ check your Geography google classroom to sign up for a place for the PTI Oceans talk and ask a question to a world expert - takes place at 2pm, on Monday 8th June.

Challenge yourself and try these activities:

- ◆ Pick an environmental issue that you care about. Research more about why it happens, and its effects.
- ◆ Make a poster or video raising awareness on this particular environmental issue and encourage other young people to take part. Post on your classroom, the best will be put in the school newsletter.

Together we can act #ForNature #LearnToLoveNature



Who is Bob?

Bob is a flamingo! In 2016 he was injured when he flew smack into a hotel window, giving himself a concussion and damaging his wing. He was rescued by a vet, due to his injuries he cannot look after himself in the wild so he is looked after by his rescuer, veterinarian Odette Doest. Bob now lives in Odette's sanctuary with over 90 other birds and animals. Odette has realised that Bob had previously been domesticated - so started to take him with her on educational talks to students about wildlife and the environment. Students see this beautiful bird and make the link that leaving plastic litter can damage his natural environment and even lead to the deaths of wild birds and animals and are then able to take action to protect their environment.



Bob has become quite a celebrity with pictures of him appearing in National Geographic. To read his full story and see beautiful images of our flamingo friend Bob, go to:

<https://www.nationalgeographic.co.uk/animals/2020/01/meet-flamingo-bob-the-poster-bird-conservation>

How can you be a Top Bob?

Simple actions such as avoiding plastic cups and cutlery, having different decorations to balloons at birthday celebrations and binning litter or taking it home can dramatically change the environment and everyone can do their part. You can also aim to become informed and aware of the impacts that humans have on the environment and talk to your friends and family to raise their awareness - you can use some of the links above for World Oceans Day and World Environmental Day to inspire you.



What's a Top Bob Award?

In Geography we are going to be awarding Top Bobs to anyone who, like Flamingo Bob, raises awareness about the importance of the environment or takes positive action to protect the environment.





WINNER

The first Top Bob award goes to Sam Gee, Year 12.

Sam has set up the schools Environmental group this year and has engaged with students and staff at BGS to meet, discuss and plan action to improve awareness of the environment. In addition, he ran in the BGS elections as the Green candidate and inspired students to vote Green and eventually WIN the election. Congratulations Sam, we are hugely impressed with your compassion, drive and impact.

Congratulations!

Sam Gee, Year 12



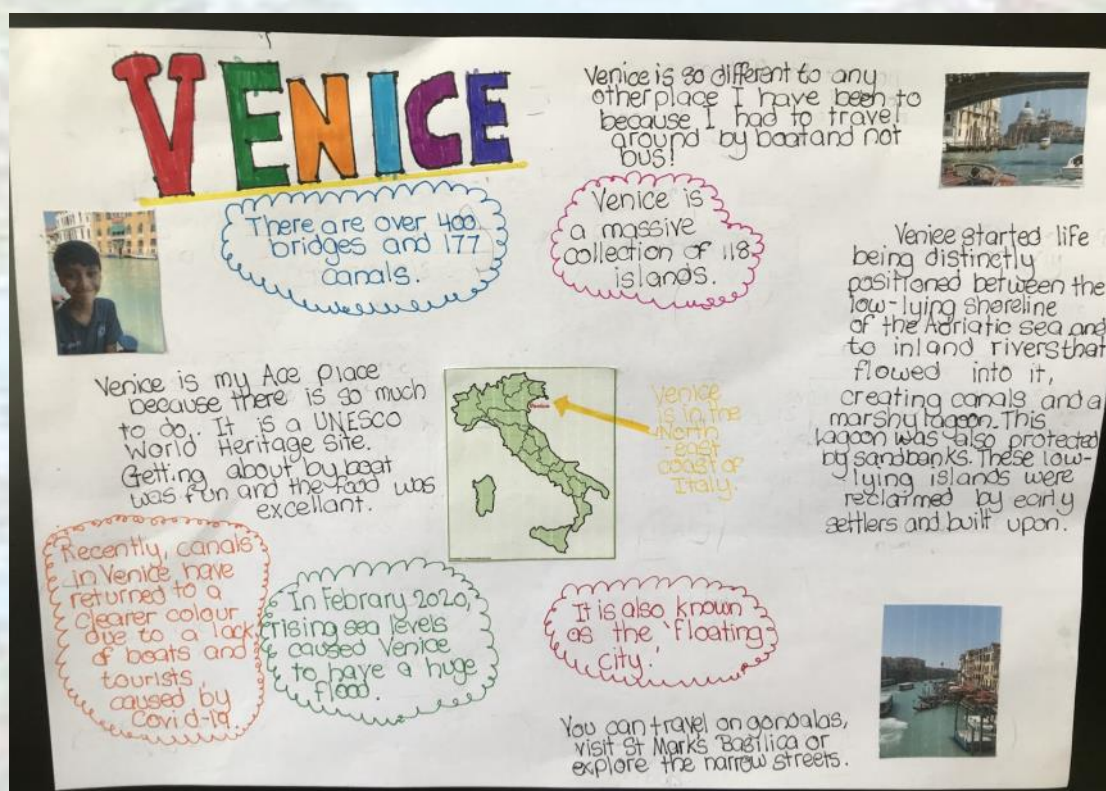


My Ace Place

Well Done to all those who took part in the 'My Ace Place' competition over half term, to use images and details about why places locally or further afield are special to them.

Congratulations to Christopher Fernandes, Year 7 with his winning entry on Venice.

Congratulations!



Virtual Fieldwork

Just because we cannot get out and about, this does not mean that you will miss out on the awe and wonder of the natural world. In geography next week **all students** will be completing virtual fieldwork. Full details and resources will be on your Google classroom, but as any good geographer knows you need to wear the right clothing!



Year 7 - will be out and about in the London Docklands collecting ideas to support their Geography diplomas... So pack a raincoat!

Year 8 and 9 - are travelling to the Bay of Naples in Southern Italy, to develop fieldwork skills - a sunhat and sunglasses will be needed.

Year 10 - are going to investigate Mount Etna, Sicily, this is the most active volcano in Europe! Put your shorts and walking boots on as we explore the volcanic slopes and the island.

Year 12 - will undertake a comparison of the two key volcanic areas, The Bay of Naples and Mount Etna... Pack light as we are on the move!



PSHCE

Hello All,

I hope you and your PSHCE journey is coming along well. If any of you have any concerns then please feel free to email me, mitten_j@bexleygs.co.uk alternatively, here is the link again to work on your new sessions. Please do this from your school account so that it allows you access.

<https://drive.google.com/drive/folders/158D77k3QQbMk36y-3poz-sxf0Knx53Lf>

The PSHCE topics this term are:

Year 7: Democracy

Year 8: Money Management

Year 9: Extremism

Year 10: Life Skills

Year 12: Personal Statements (dealing with Miss N Aspill directly)

Please click the link above to find any work that must be completed/ done.

PSCHE Information and links you may have missed

CEOP Education Resources - activity packs as extension tasks can be found through the following links.

These activities come from the 'ThinkUKnow' team at CEOP, and they have released activity packs for children and young people. These are short activities, approx. 15 minutes each, that you can use at home.



11-13 year olds

<https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/11-13s>

14+

<https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/14-plus>

Mrs Mitten, PSHCE and Power Day coordinator



WE ARE ONE

A GLOBAL FILM FESTIVAL

Culture Club Corner

We Are One: A Global Film Festival

[https://www.youtube.com/WeAreOne?
utm_source=SCblog&utm_medium=culturepicks_30May_2020&utm
campaign=SCblog](https://www.youtube.com/WeAreOne?utm_source=SCblog&utm_medium=culturepicks_30May_2020&utm_campaign=SCblog)

Why not try some culture in quarantine whilst we are in lockdown? Our Culture Club Corner is for anyone who enjoys watching live theatre and the arts (please take note of advisory age restrictions). If you are in Year 12, create a creativity CAS project by watching live theatre and visiting galleries, virtually!

This week we are recommending the *We Are One: Global Film Festival*, a 10-day global film festival, co-curated by over 20 film festivals from across the world. We Are One began on Friday 29th May and runs until Sunday 7th June with multiple daily premieres on the festival's YouTube channel. From short films from new and emerging filmmakers, to director interviews and feature length films - put your feet up and watch cutting edge world cinema from the comfort of your own home (please check advisory age restrictions). No need to dress up in a red carpet outfit for this film festival!

If you have watched and enjoyed any of the Culture Club Corner recommendations, or any other culture in quarantine that you'd like to recommend, why not write a short review for the newsletter. This would be a great addition to a creativity CAS project! Please share your reviews at hanington_l@bexleygs.co.uk

The English Department

Keats House Creative Writing Summer School, 2020

Shadows Numberless

3 days of free online creative writing workshops for ages 16-19.



For our 2020 Summer School, we commemorate the end of John Keats's time at the house, which saw the brightest and the darkest times of his life.

Our theme for the week is Shadow and Light.

There will be workshops and readings by published authors, and opportunities to produce your own work.



Contributors include Francis Hardinge (*Cuckoo Song*, *Deeplight*, *The Lie Tree*) - Costa Prize winner 2015, and Keats House poet Dean Atta (*The Black Flamingo*).

On: Tuesday 30th June - Friday 3rd July, 1 - 3 pm

For further information or to book a place, contact Linda Carey,

linda.carey@cityoflondon.gov.uk





A to Z of Musical Challenges!

The Music Department challenges you to complete any or all of the following challenges during Lockdown. We'd LOVE to see your efforts - follow us on Instagram or Twitter and send in your work!



@bexleygsmusic



@BexleyGSMusic



Download the 'Acapella' app and record a song of your choice with just your voice! Loads of examples on YouTube!



Try your hand at **beatboxing** - go to the BBC Bitesize Music pages for more information, or look to YouTube for lessons on beatboxing.



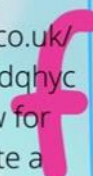
Learn to **conduct** your own orchestra! Find conducting lessons on YouTube. Can you film yourself conducting an orchestra?!

Chair **Drumming** performance - you've all had a go before, now try your hand at your own performance!



Make a poster to describe the **Elements** of Music - tempo, texture, dynamics, duration, timbre, pitch, structure. Draw pictures to illustrate what each one means!

Listen to some **Fusion** music (read <https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zr4fscw> for more info). Write a review of the piece you have listened to.



Got a guitar at home? Challenge yourself to learn 4 new chords. If you're a beginner, go for Em, G, D, A! OR Grab your friends and play some air **guitar**!



Happy Birthday to you if you're celebrating at home! On an instrument of your choice, work out the notes (or harmonise!) to Happy Birthday.

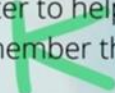


Make an **instrument** - check out 'BBC Now Learn - Make an Instrument'. Once you've made it, record a short piece for it!

You're in charge of your own **Jukebox** - what 10 tracks would be on your jukebox? Write them down on a social media post and tell us why you chose each one.



Learn the notes of the **keyboard** - draw a poster to help you remember them!



If you can already do this, can you play

Check out the **London Symphony Orchestra** LSO Play page - I love the Enigma Variations! - and toggle through the different sections of the orchestra as they perform.





Make your own music!

Go to <https://www.musical-u.com/learn/10-mini-songwriting-challenges/> and try out some of the challenges on here!

M

Can you read **notation** yet? Revise the treble clef. Know that? Then the bass clef. Pretty good still? Alto clef. Then Tenor clef. Let us know if you can do all 4!

N

Octaves are the one of the most recognisable intervals in music. Learn all the other intervals using this video: <https://tinyurl.com/y9cn4wa6>



Listen to Peter and the Wolf by **Prokofiev**. Each character has a musical theme played by a certain instrument. Get to know these instruments!

P

Create a factfile on the members of **Queen**. Listen to Killer Queen - one of our GCSE set works - and write a review of why you like or dislike it.



Remix your favourite song - mash it up with another song, or write some new parts to it. Record a performance of this to share.

R

Write a **song** for a family, friend or for the NHS - just a verse and chorus, more if you're up for the challenge.

S

TikTok pretend instrument challenge! Don't worry if you don't have the app - 'mime' instruments using household objects! Check you <https://tinyurl.com/yahdot57>

t

Learn how to improvise! Improvising is essentially playing **unwritten** music that you make up on the spot. Find a YouTube lesson and start improvising today!



Have a good old sing! Use your **voice**, pick a song you like and sing sing sing! Can you get your family to join in too?



Watch a **West End production** - The Shows Must Go On broadcasts a live show every Friday, available for 48 hours. Catch it on YouTube!

W

Create your own **xylophone**! Fill glasses or jars with water to create your notes then perform a short tune! Check out <https://tinyurl.com/ycyh2t2>



Your family - ask your family to tell you one or two songs they love, and why. Create a playlist on YouTube and share it with them all.

Y

Listen to any soundtrack by Hans **Zimmer** and learn one of the melodies from it using your instrument or voice.

Z

Good luck!



Students from the Music Department
present to you

Summer Soirees

A 15-minute concert streamed on YouTube at
6pm, beginning Thursday 11 June 2020.

Grab a glass of something refreshing and
enjoy some nearly-live music-making!

Watch the Music Department Twitter and
Instagram accounts for details on how to
access!



@bexleygsmusic



@BexleyGSMusic





House Colours ~ Calling all Budding Photographers

House Activity - not a competition!

Most of you probably haven't thought about anything House orientated for a while and I want as many of you as possible to help me with this activity. I would like to collect a 'library' of colour photographs taken by students to be used in future power-points shown on the school's TV screens relating to anything to do with the House System: results competitions, announcements.

I would like you to gather together an assortment of colourful items, either competition subject based or just themed in your single House Colour, or if you prefer, the rainbow of House colours, take a photograph and share it with me. No faces in the pictures, please, just brightly coloured objects. You can take as many as you like, be as creative as you like, all will be kept and as many used as possible. We will keep them all as a collection of work taken during these unusual times.

Here is a reminder of the house competitions:

Sports Day, Cricket, Rounders, Basketball, Football, Netball, Table tennis, Tennis, Badminton, Key Stage 3 Swimming Gala, Chess, Photography, Y7 MFL Song, Cookery, Bridge, Planter, Harvest Challenge, Stem, Quiz, Music and Drama & Dance.

For the 'Current Standings' slides you could go with any theme, here are a few to get you started:

Autumn, Halloween, Winter, Christmas, Spring, Easter, Summer or any other that matches the time of year when these slides are normally produced.

Just take your photograph(s), upload to your drive and then share with me: snelling_j@bexleygs.co.uk, there is no closing date, just keep snapping! We'll publish a few each week in the Newsletter.

I look forward to seeing your photographs.

Mrs Snelling, House Leader



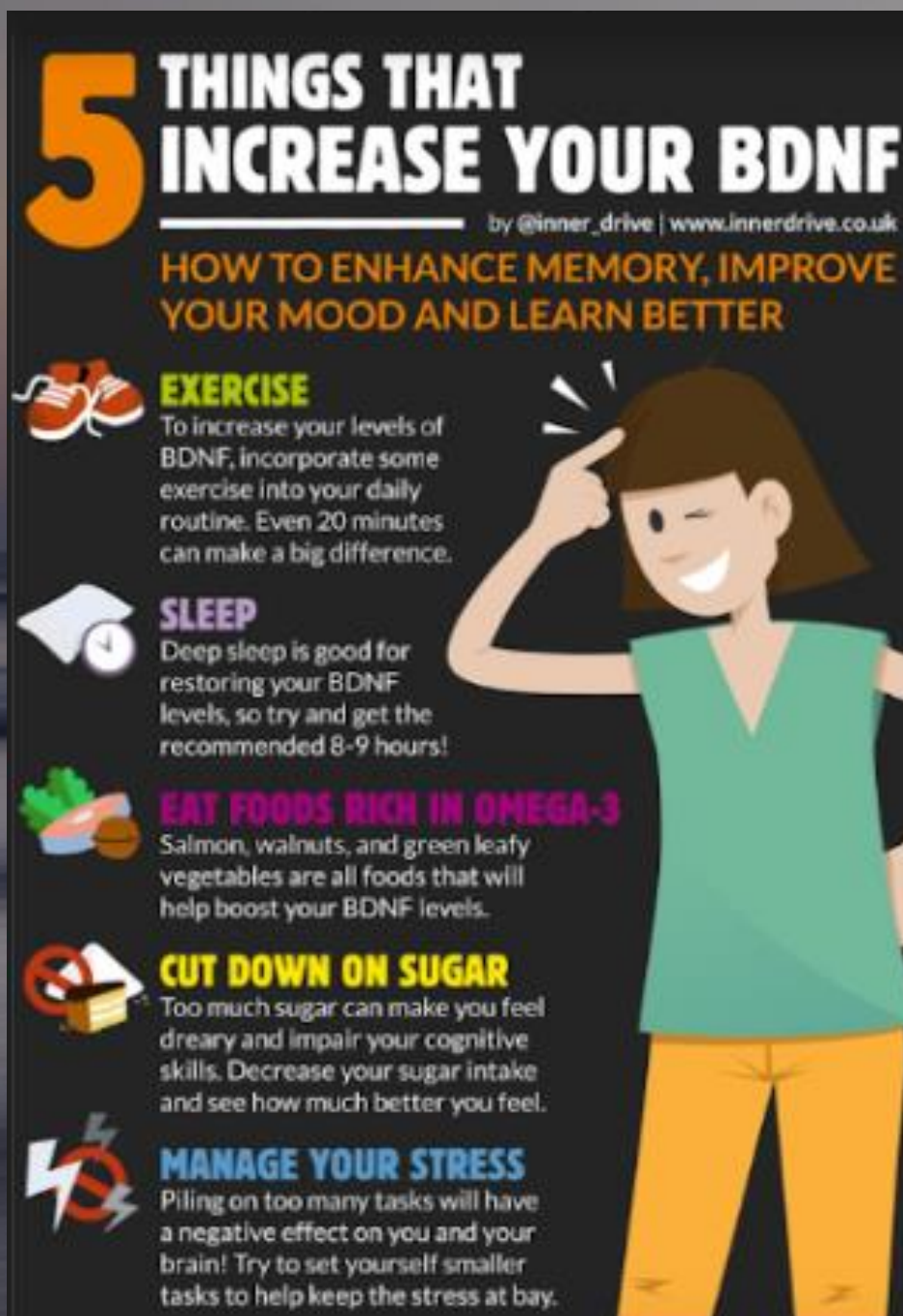
*Luke Seagroatt, Year 7
Kirkman*



a mindful moment

BDNF stands for Brain-Derived Neurotrophic Factor, but don't be put off by the somewhat complex name and acronym! Although this may sound like a scary scientific term describing something we are unable to change, research shows that we are in control. Increasing our levels of BDNF in a variety of different ways can enhance memory, improve our mood, and help us learn better.






Miss Brand, School Mindfulness Lead



5 THINGS THAT INCREASE YOUR BDNF

by @inner_drive | www.innerdrive.co.uk

HOW TO ENHANCE MEMORY, IMPROVE YOUR MOOD AND LEARN BETTER

-  **EXERCISE**
To increase your levels of BDNF, incorporate some exercise into your daily routine. Even 20 minutes can make a big difference.
-  **SLEEP**
Deep sleep is good for restoring your BDNF levels, so try and get the recommended 8-9 hours!
-  **EAT FOODS RICH IN OMEGA-3**
Salmon, walnuts, and green leafy vegetables are all foods that will help boost your BDNF levels.
-  **CUT DOWN ON SUGAR**
Too much sugar can make you feel dreary and impair your cognitive skills. Decrease your sugar intake and see how much better you feel.
-  **MANAGE YOUR STRESS**
Piling on too many tasks will have a negative effect on you and your brain! Try to set yourself smaller tasks to help keep the stress at bay.



News items you may have missed

Bexley Grammar School Creative Writing Competition



COMPETITION RULES:
TO PRODUCE AN ORIGINAL
PIECE OF CREATIVE WRITING

THIS CAN BE IN ANY FORM:

- ◆ A POEM
- ◆ A SHORT STORY
- ◆ A MONOLOGUE
- ◆ A DIARY ENTRY
- ◆ A LETTER
- ◆ A SHORT PLAY!

IT MUST BE *NO MORE THAN 500*
WORDS AND OPEN TO *EVERYONE*.

COMPETITION THEME:
'ONLY CONNECT'

COMPETITION PRIZE:
A £10 AMAZON VOUCHER
FOR EACH KEY STAGE WINNER
(3, 4 AND 5)!

COMPETITION CLOSING
DATE: FRIDAY 17TH JULY 2020

Competition hand in and queries: gabriel_k@bexleygs.co.uk

*Please put "creative writing competition"
in the title and specify whether you would like to be anonymous!*



BGS Physical Education

These are suggestions to keep you fit and active during this lockdown period. Feel free to have a try at any of the challenges we've been sending through the newsletter.

Remember to do a proper warm up before you workout and a cool down after. It is also important to take on plenty of water (and of course wash your hands afterwards!).

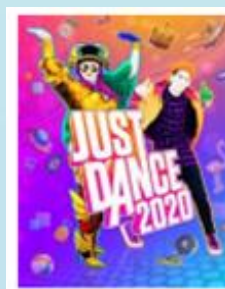
Please make sure you stay safe, healthy and follow the current Government guidelines. We hope to see you all very soon.

Happy exercising everyone! Check out our Facebook page for more ideas:
[Facebook.com/BexleyGSPE](https://www.facebook.com/BexleyGSPE)



Creative

In our creative curriculum, we introduced 'Just Dance' in Key Stage 3. This would be perfect on a rainy day or for an indoor workout... All ages love this, students and parents give it a go! It would be good to break up the day of studying. Some ideas to get you moving.





Personal - Set yourself a challenge

While we are all spending extra time at home, why not utilise this time to put down the remote and test your fitness with a daily challenge? With the right attitude, you can take on your next big personal challenge. Set yourself something that is realistic and achievable. Could it be...

- 1) Couch to 5K running
- 2) Can you Plank for 3 minutes?
- 3) 15 minutes daily relaxation
- 4) 30 days of yoga
- 5) Are you inspired by the highlights from the charity challenges?
- 6) Can you reach 10,000 steps a day on your Fitbit?
- 7) Can you complete the 15 football skill moves to beat defenders?
- 8) Can you complete the UNO workout for a week?



- 9) Are you able to complete the 30 day 'We challenge you'?

WE CHALLENGE YOU! catch/ 88

30-DAY SQUAT CHALLENGE

Day 1: 50	Day 16: Rest
Day 2: 55	Day 17: 150
Day 3: 60	Day 18: 155
Day 4: Rest	Day 19: 160
Day 5: 70	Day 20: Rest
Day 6: 75	Day 21: 180
Day 7: 80	Day 22: 185
Day 8: Rest	Day 23: 190
Day 9: 100	Day 24: Rest
Day 10: 105	Day 25: 220
Day 11: 110	Day 26: 225
Day 12: Rest	Day 27: 230
Day 13: 130	Day 28: Rest
Day 14: 135	Day 29: 240
Day 15: 140	Day 30: 250



BEGINNER PUSH-UP CHALLENGE

Day 1: 5	Day 16: 20
Day 2: 5	Day 17: 20
Day 3: 6	Day 18: 20
Day 4: 6	Day 19: 25
Day 5: 7	Day 20: 25
Day 6: 7	Day 21: 30
Day 7: 10	Day 22: Rest
Day 8: 10	Day 23: 30
Day 9: 10	Day 24: 35
Day 10: 15	Day 25: 35
Day 11: 15	Day 26: 40
Day 12: 15	Day 27: 40
Day 13: Rest	Day 28: 45
Day 14: 18	Day 29: 45
Day 15: 18	Day 30: 50



30-DAY PLANK CHALLENGE

Day 1: 20 sec	Day 16: 2 min
Day 2: 20 sec	Day 17: 2 min
Day 3: 30 sec	Day 18: 2.5 min
Day 4: 30 sec	Day 19: Rest
Day 5: 40 sec	Day 20: 2.5 min
Day 6: Rest	Day 21: 2.5 min
Day 7: 45 sec	Day 22: 3 min
Day 8: 45 sec	Day 23: 3 min
Day 9: 1 min	Day 24: 3.5 min
Day 10: 1 min	Day 25: 3.5 min
Day 11: 1 min	Day 26: Rest
Day 12: 1.5 min	Day 27: 4 min
Day 13: Rest	Day 28: 4 min
Day 14: 1.5 min	Day 29: 4.5 min
Day 15: 1.5 min	Day 30: 5 min



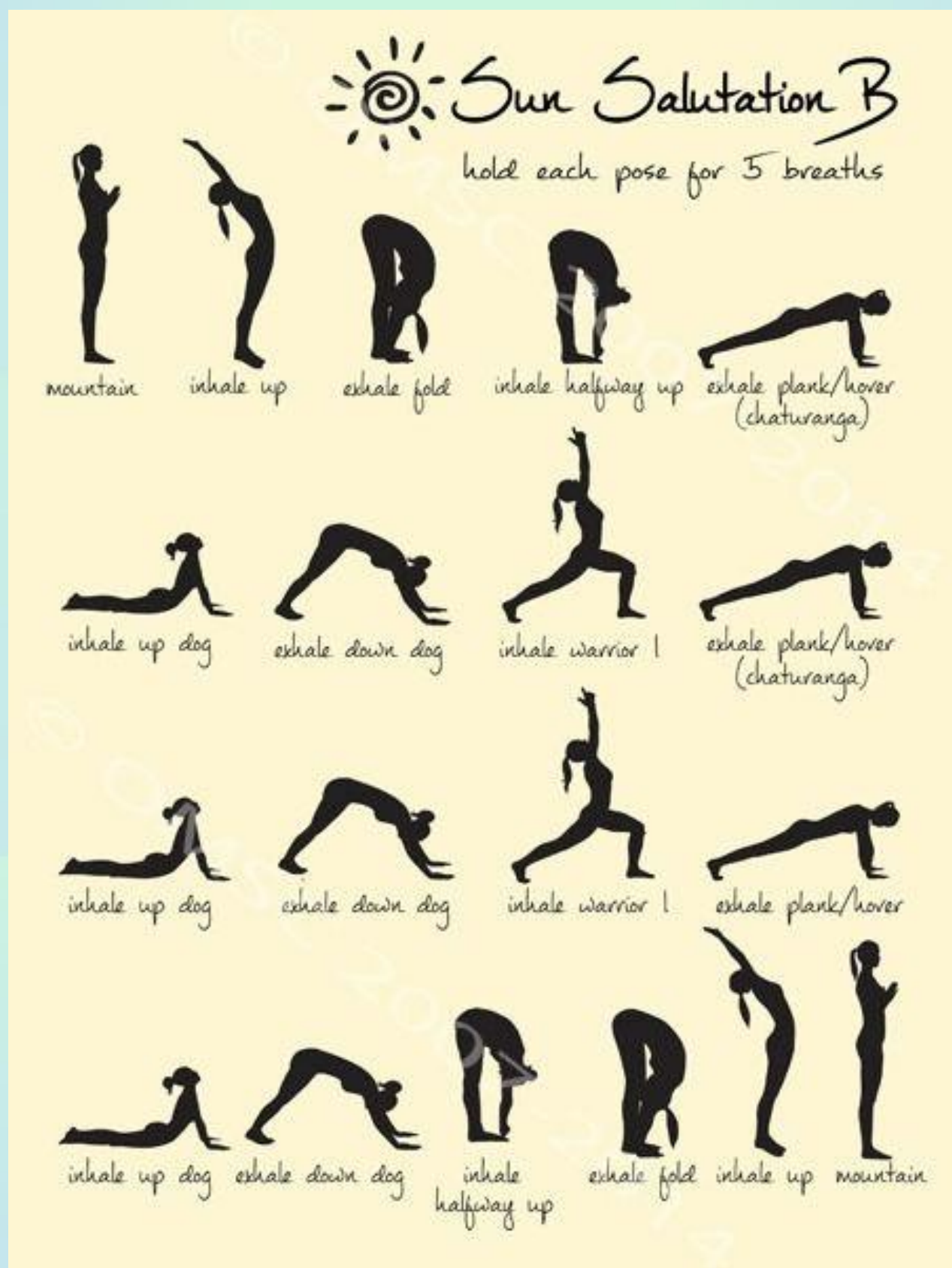
30-DAY CRUNCH CHALLENGE

Day 1: 25	Day 16: Rest
Day 2: 30	Day 17: 100
Day 3: 35	Day 18: 105
Day 4: Rest	Day 19: 110
Day 5: 40	Day 20: Rest
Day 6: 45	Day 21: 115
Day 7: 50	Day 22: 120
Day 8: Rest	Day 23: 125
Day 9: 60	Day 24: Rest
Day 10: 65	Day 25: 130
Day 11: 70	Day 26: 135
Day 12: Rest	Day 27: 140
Day 13: 80	Day 28: Rest
Day 14: 90	Day 29: 145
Day 15: 95	Day 30: 150





Health & Fitness





After **WAKE UP** **YOGA POSES**

TRIANGLE POSE



DEEP LUNGE



FORWARD BEND



GARLAND POSE



ELBOW PLANK



UPWARD DOG



PIGEON POSE





"The mind is like a parachute: it works much better when it's open."

Why not give this Rainbow Yoga a try - It's for all ages! With everyone in lockdown, it can be quite a lonely time for everyone. Maybe you could complete this challenge via group chat in your separate houses for a bit of fun? If you enjoyed this then you could follow the Yoga 30 day challenge. Just scan the code using your camera on your phone.

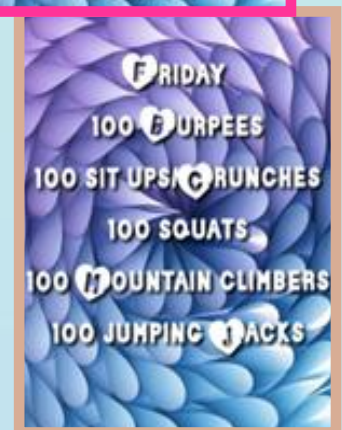
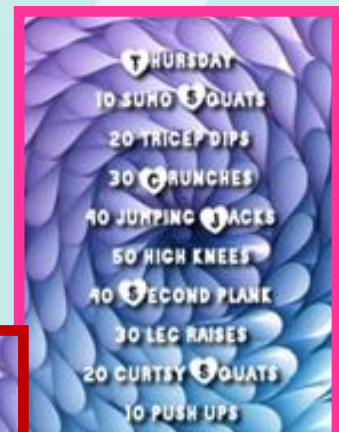
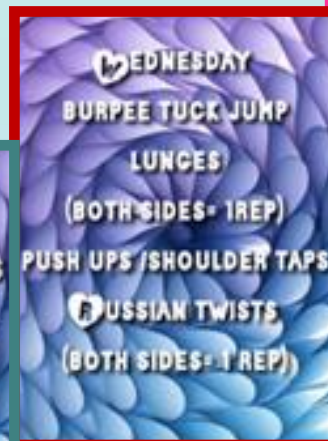
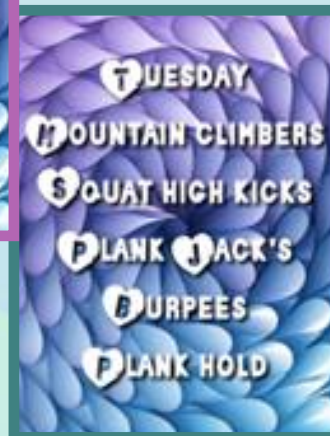


Physical

Can you complete this personal weekly challenge? Set yourself a number of sets or reps to complete. Repeat this every week challenging yourself by increasing either in:

- F – Frequency
- I – Intensity
- T - Time
- T - Type of exercise

You can adapt the exercises to make them easier or more difficult. Remember to complete a warm up before exercising and a cool down afterwards. If you experience any pain whilst exercising, please stop straight away.



If you would like to refer to any of our previous newsletter exercise sheets please click on the link [here](#).



A Mindful Moment

Mindfulness Tips You May Have Missed

I thought it might be nice to share a link to one of the useful sites out there encouraging us to look after our mental health during this period of isolation.

The Mind site is pretty comprehensive and is suitable for students, parents and staff:

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/#TakingCareOfYourMentalHealthAndWellbeing>

5-4-3-2-1 Grounding Exercise

Sometimes we all need to settle our minds. This is a really easy way to help ground yourself when your mind is busy. Simply try and name:

- 5 things you can see
- 4 things you can hear
- 3 things you can touch
- 2 things you can smell
- 1 thing you can taste

Perhaps not everyone's cup of tea

Below is a link to a mix of meditations and calming music/soundscapes, stories to help you sleep, plus some activities for children too. There are also some links to yoga stretches for relaxation.

https://www.calm.com/blog/take-a-deep-breath?utm_source=lifecycle&utm_medium=email&utm_campaign=difficult_times_nonsubs_031720

Miss Brand, School Mindfulness Lead