

Three Towers

AUTUMN
NEWSLETTER
2022



Message from the Head Teacher Miss Isherwood

Welcome to a bumper edition of our newsletter, which

I hope gives you a flavour of what has been happening in our busiest term for a long time. It really feels like we are back to normal as we have welcomed over 50 new learners since the start of the year, and we have more due to join us after the break.

Although the learners come and go, we have a fairly stable staff but unusually this term we said “Goodbye” to three Hindley based staff—English Teacher, Mrs Burton; Receptionist Mr Louden; and Admin assistant Mrs Bennett who has

retired. Pastoral Manager Ms Murphy is also taking a break from school as a new baby boy arrived just yesterday.

We are also delighted to share news that we have received external accreditation for our work again this term: we are an ADHD Friendly School (accredited by the ADHD Foundation) and we very recently been accredited by the National Autistic Society with their Autism Specialist Award. I would like to thank the parents and carers who spoke with the assessors about the work the school does—your support is always appreciated and never taken for granted.

Just after half term we also

launched our new website — still at www.ttapa.net—but with a more user friendly feel to it. We hope you like it and find it informative.

As I write this the smell of Christmas Brunch is wafting down the corridor which means it is nearly break time: a time I enjoy chatting to the learners. So, I will take my leave to go and spend time with your children.

On behalf of all of us at Three Towers, Merry Christmas and a peaceful, happy, and healthy New Year to you and all those you hold dear.

We start all this again on January 4th. See you then.

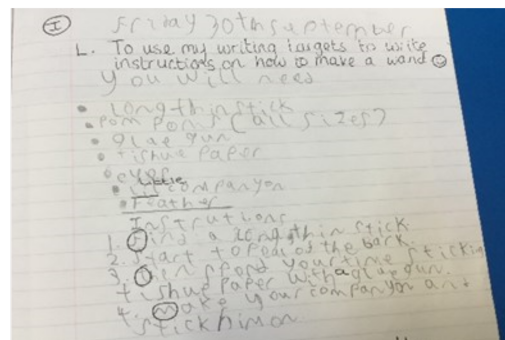
2022—2023

Elm Class

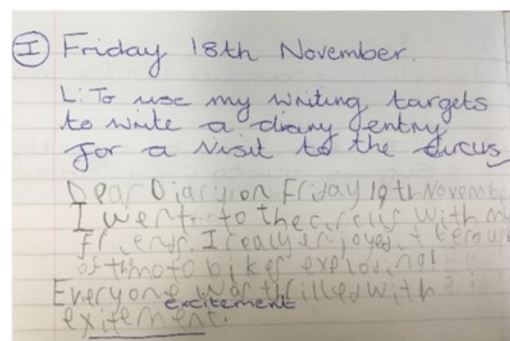
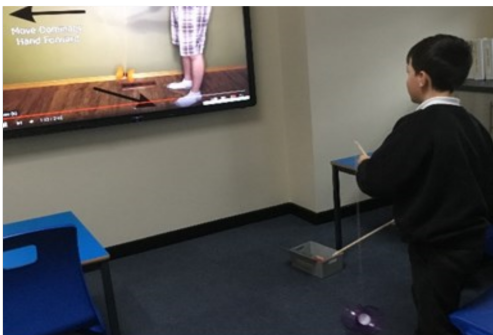
We have had a busy first term back to start the year off. This has been an exciting term as we have focused on the topic Marvellous Magic in English. We studied the books Winnie's Magic Wand in half term 1 and Kevin the Carrot – The Magic Circus in half term 2.



From the book Winnie's Magic Wand we made our own wands, potions, and pumpkin lanterns. then in our oracy lessons we were able to create lots of amazing written pieces as well as working on our individual reading and writing targets.

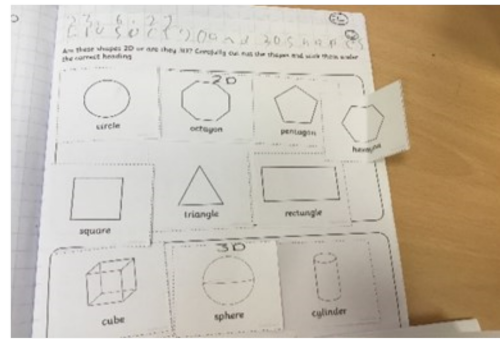


From the book Kevin the Carrot – The Magic Circus we watched circus shows, practised circus skills, watched Aldi advertisements and compared them and tasted a range of vegetables that were in the advert. Yummy!

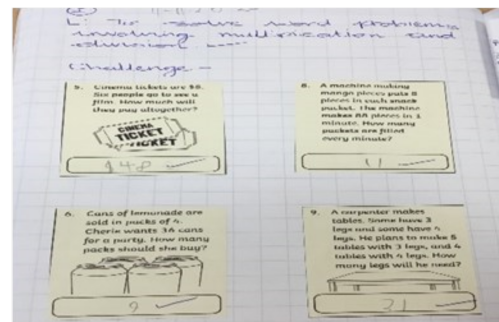
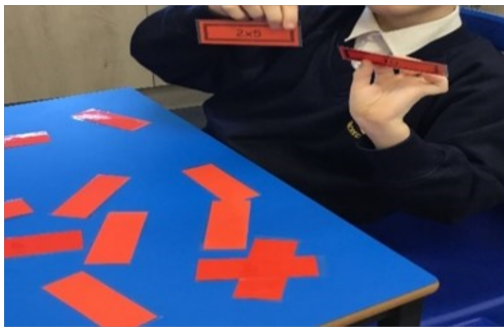


In Maths we have covered a range of topics as well as showing determination in improving our knowledge of times tables by completing precision sheets and Times Table Rock Stars. In half term 1 we looked at place value, addition and subtraction and geometry.

Elm Class



In Maths in half term 2 we worked on multiplication and division, fractions, and measuring. We completed lots of concrete work when starting a new topic and completed work in our workbooks once we became more confident.



In Eco we learnt all about the effects of litter on marine life. We decided we wanted to demonstrate how plastics can be turned into something beautiful by recycling them. We created a colourful spiral and a turtle each to put on display out of one plastic bottle per learner. As you will agree they are pretty fantastic, and we love junk in Elm class!



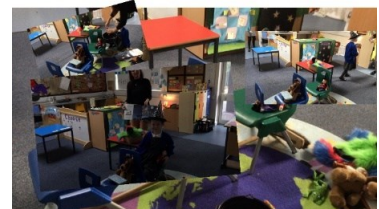
In Cooking we improved our skills in cake making in half term 1 and bread making in half term 2. We are sure you will agree they all look really yummy, and we think we might have some professional chefs in the future!



Little Acorns

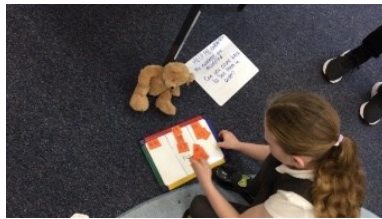
English

We have been using our imaginations to venture into magical worlds! We recreated our own versions of Room on the Broom with a whole host of new and interesting characters and also built our very own Truly Magnificent Brooms! We have found some great additions to our *Interesting Word Wall* as we have been focussing on new vocabulary.



Maths

In Maths we have been focussing on halves and quarters, writing rules to help us remember how to find half and a quarter of a shape or quantity. We have also been solving problems set by the number bear using their knowledge of place value to 100.



Cooking

It's been all about bread in cooking this half term for Key Stage 1! We have been using our mixing, kneading and measuring skills to create wonderful pizzas, bread rolls and pain au chocolat.



Art

Art has been a celebration of autumn colours and textures. We have been out in the garden collecting leaves, sticks and pebbles to make wonderful natural pictures. We have also used different techniques such as leaf rubbing and printing.



Little Acorns

P.E

The P.E focus has been on gymnastics and types of movement. We have practised moving like wild animals in on the playground and experimenting with the different shapes our bodies can make.



ECO

It's all been about litter and recycling. We have made posters informing everyone how to keep a clean environment, learning about what happens to landfill and how we can re-use things to help the environment. We used boxes and packaging to make our own boats; went on a litter pick and learnt how to sort rubbish into the correct bins. We even made our own castle extension from a used cardboard box!



Life Skills

We have been talking about the important topic of money! We talked about different things we may want compared to those that we need, ways to make and earn money as well as spending and saving. We used money in role play shop and made Christmas lists on a budget!



Maple Class

In Maths this term, we have been focussing on a number of mathematical skills and concepts. During half term 1, we focussed on learning about place value, addition and subtraction as well as geometry. In geometry, we really enjoyed investigating lines of symmetry within 2D shapes practically.

During half term 2, we have learnt about multiplication and division, fractions, statistics and measure. During the statistics topic, we demonstrated a wide variety of mathematical skills when learning about tally charts and pictograms: we were able to confidently read and complete pictograms and tally charts and to interpret the data within them accurately.



In English this term, we have been studying our 'Marvellous Magic' topic.

We used a range of texts and were given the opportunity to plan and write a wide range of text types including poetry, instruction writing, descriptive writing and narratives.

We all enjoyed creating and describing our own 'dream jars' inspired by the Roald Dahl text *The BFG*.

In the run up to Christmas, we completed work based on the character Kevin The Carrot and enjoyed making our own models of Kevin which we then used to complete a descriptive writing piece.



Maple Class

In our World Studies lessons we have studied two topics: Extreme Earth and Christianity.

In our Extreme Earth topic, we investigated the layers of the earth as well as researching and widening our understanding of extreme weather conditions, including earthquakes and tsunamis.

During the Christianity topic, we improved their knowledge and understanding around how important The Bible is to Christians. We read and listened to a range of Bible stories and retold a Bible story in the form of a storyboard.

We also learned about Advent and the Christmas Story.

In our PE lessons, it has all been about target games and improving our fitness.

When learning about target games, we practiced skills to be used in a game of dodgeball. We worked hard to improve our throwing accuracy, catching skills and of course, dodging!



To improve our fitness, we have taken part in different circuit training exercising; practising and mastering a range of different exercises such as: press ups, sit ups, burpees and tricep dips.

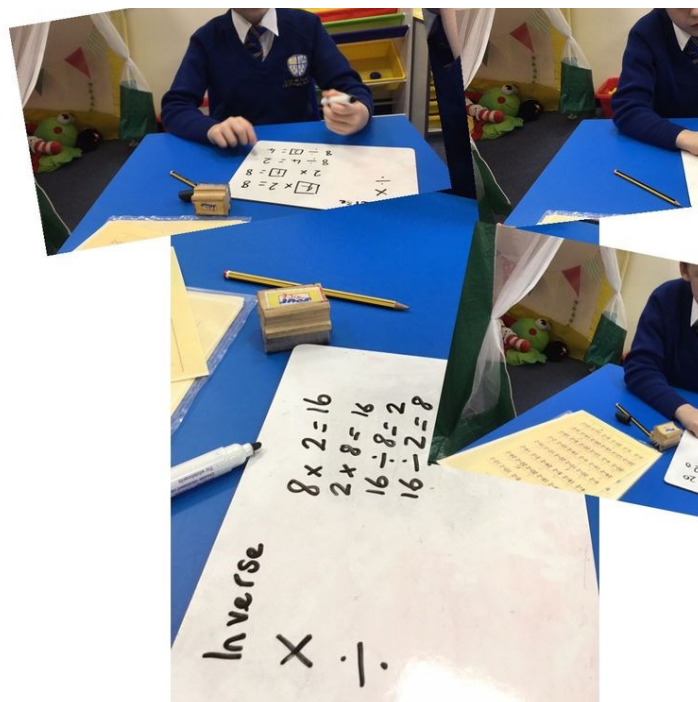
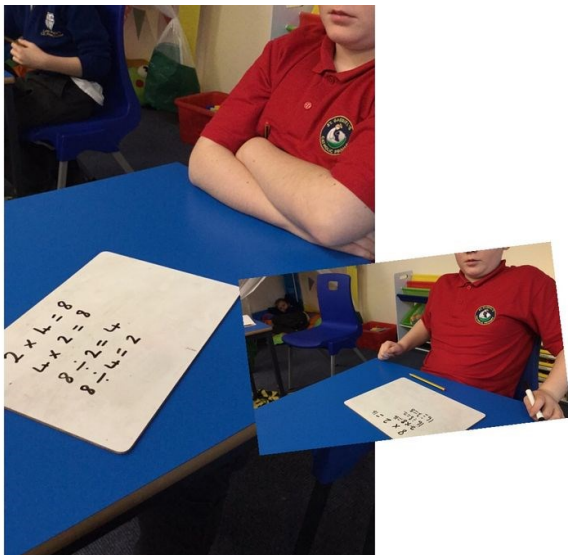
Cedar Class

In maths this half term we have worked hard to improve our place value, multiplication, and division skills. We started our place value topic looking at two digit numbers but most of us challenged ourselves by the end to discuss the value of up to 4 digit numbers!

In our multiplication and division topics we concentrated on our 2, 5 and 10 times tables. We played a variety of interactive games to help our mental recall as well as our precision sheets to help us remember.

We have worked practically using resources such as cubes, number fans and counting sticks to help us master new skills. Blake particularly enjoyed working on his speed times tables by counting in set amounts whilst throwing a ball.

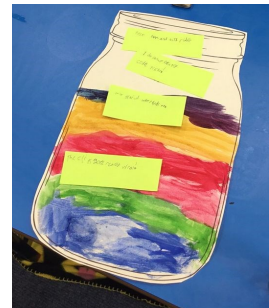
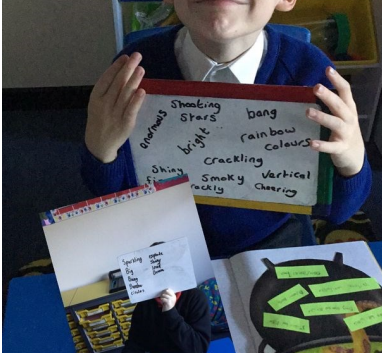
We also enjoyed working on our sharing by two using various resources. Most recently we have been concentrating on inverse operations.



Cedar Class

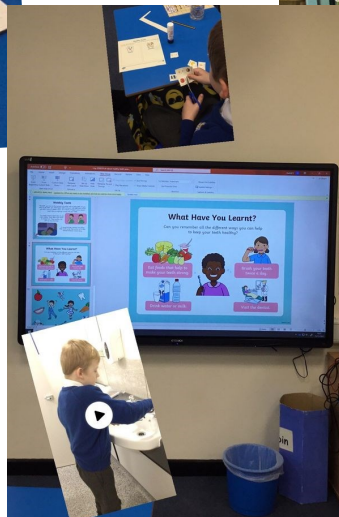
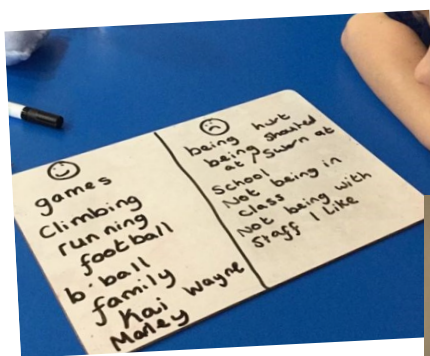
This term's English topic is 'Marvellous Magic' and we have enjoyed reading a range of fiction texts such as George's Marvellous Medicine, Pumpkin Soup and the BFG. We also enjoyed making our own 'marvellous medicine' and deciding what it would do!

We made our very own dream jars like the BFG has and recounted a dream we have had. Recently we have enjoyed listening to descriptions of the Bloodbottler and created 'wanted' posters and descriptions to help find him. We have also been practising our SPAG skills and working hard at using the correct punctuation.



PSHE

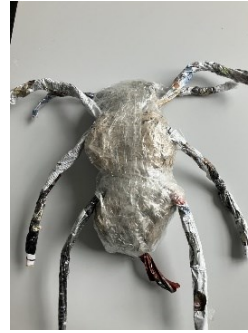
Focussing on health and well-being we have explored how our body works and how we keep it healthy. We had a session on tooth brushing and handwashing as well as discussing the importance of oral hygiene. We also looked at mental health and what that means for people. We discussed what makes us feel happy and sad and what activities we can do when our mental health is low. We also looked at how to keep ourselves safe online.



Art

KS3 Art

The start of the new school year was a hive of activity in art. Learners created their own giant tape bug sculptures inspired by the artist Louise Bourgeois!



In the lead up to Halloween and to support the community, learners created scary scarecrows which were displayed at Birchall's Pumpkin Patch.

For Remembrance Day learners looked at the war art created by Henry Moore, learning about this time in British history. They went on to produce ceramic poppies which were then painted. This art will be developed next year into a larger piece of work.



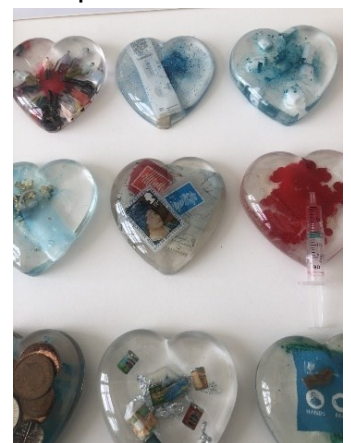
All of KS3 have been focused on the theme of colour this term. Year 7 and 8 are starting their tessellating pattern pieces and year 9 have been responding to the art of The Fauves and are soon to start their own colourful watercolour landscape.



KS4 Art

All term learners have continued to develop their coursework portfolios.

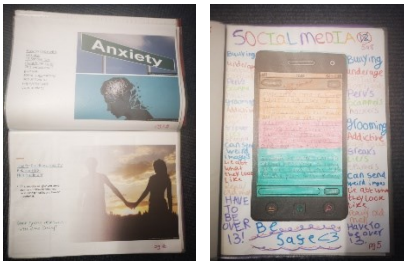
Pictured here is a piece of work from one of our 2022 school leavers. The piece was based around a larger body of work, reflecting on global issues which had impacted on the learner's life over the previous 2 years. This particular piece was in response to the covid pandemic.



ASDAN

In KS3 we have been working on the Roadwise module, looking at learners being able to travel independently. We have researched getting to different destinations using a variety of public transport, taking into consideration costs, timings & convenience. We have also been learning about the different careers available in transport & have been working on our presentations to share with our peers.

In Year 9 we have been focusing on our Living Independently module, looking in particular at our Health & Wellbeing. We have discussed how our mental health can be impacted by stress & what we can do to reduce our stress. Learners have researched where we can seek advice on teenage issues & completed presentations to share this advice with their peers.



Learners have also been looking at the impact that social media has on their mental health. They have researched both the positive & negative aspects of social media & looked into how social media can influence day to day life.

In Year 10 we have been working on our Generating Enterprising Ideas module. Learners have been looking into how to make a profit & how to create a business plan. We have completed market research & looked at how businesses advertise their products & ideas. We have also researched different advertising campaigns & looked at how successful these campaigns have been.

Following on from our research, we have been organising our first ASDAN Christmas Market, which will be taking place on Wednesday 14th December. Learners are hoping to make a profit from the items that were sold on the day—and they did—£272.40 profit. The pictures below show learners making hot chocolate cones & reindeer food to sell at the market.



Cooking

Home Cooking Skills



KS4 learners have been practicing their cooking skills in preparation for their BTEC Level 2 Home Cooking Skills final assessment. Some excellent cooking has been on show with some fabulous dishes being produced. Cottage Pies, Homemade Chicken and Leek Pie, Stir fry with noodles, Sweet and Sour Chicken with egg fried rice and Salt and Pepper Chicken are just a few to mention.

KS3 learners have been learning the importance of eating a healthy balanced diet and the impact certain foods have on our bodies. They have also been perfecting their cutting techniques again producing some excellent dishes.



All learners have also been very busy with seasonal creations for Halloween and Christmas. KS4 getting into the Christmas spirit making Chocolate Yule Logs, while KS3 have been busy making Stained Glass Windows and Gingerbread Houses and Spooky Teeth.



Drama

With more learners opting to take the GCSE qualification than ever before, and KS3 working towards achieving their Bronze Arts Award, the Drama department continues to grow. We believe this success is through the curriculum offered; we ensure learners have the opportunity to discuss and develop thinking about everyday issues and difficulties that many of our young learners' face, exploring topics like body image, bullying and discrimination to name but a few. Equally, we think it is important that learners have the opportunity to be creative - engaged with their learning through interesting and interactive activities.

This term KS3 have been looking at Immersive Theatre and the impact this style of theatre has on influencing the opinions and perspectives of others. Learners were asked to transform the space, using Gothic Horror as their stimulus, into something interactive in order to scare staff and learners, and after lots of work on the five senses, tension and suspense and the power of sound and music, the results were fantastic. Since, learners have taken the skills gained to become set designers and are currently completing the design for their opening scene of an original horror they are yet to write.

Meanwhile, Y10s were introduced to the AQA GCSE specification. At first, we looked at the five disciplines of GCSE Drama: performer, set design, costume design, lighting design and sound design. Learners had a whistle stop tour of each, to help them decide which discipline they'd like to specialise in; wonderfully, we have an array of specialisms which has allowed for an environment conducive to learning – the Y10s are starting to work collaboratively and as part of a team, a skill needed for a successful and effective Drama course. In the New Year, we have plans to take the Y10s to the theatre to encourage and develop their understanding of production and performance further.

Y11s are now over half-way through their GCSE course, and have been working hard to complete it to the best of their ability. They are currently completing their component 3 masterpieces ready for their final exam in February, whilst revising their component 1 set text, *Blood Brothers* for their exam in May.

Additionally, we visited The Bolton Octagon in November, to watch an adaptation of Charles Dickens' *A Christmas Carol*, in preparation for Section C and again, as always the behaviour and attitude to learning was fantastic and we are keen to watch another professional show before their Drama journey is complete.

English

The start of the academic year, and the run up to Christmas is always busy for our learners and they have shown some fantastic skills, knowledge and understanding alongside learning an array of new skills needed for them to progress as individuals.

In Key Stage 3 our learners have focused on the topics of Literary Heritage and the Gothic Genre. They have read a wide range of challenging literary texts and have demonstrated their reading, writing and oracy skills through individual, group and class tasks.


In Key Stage 4, the focus has been on Step Up To English, filling the gaps and GCSE Language content to ensure they have the skills needed to be able to access the demands of a rigorous GCSE specification. Our learners have worked on the core skills of Reading Comprehension and Writing Composition.

Our Year 11s have also focused specifically on the GCSE Speaking and Listening task that the exam board require them to be filmed for to gain either a Pass, Merit or Distinction. The wide breadth of topics discussed have demonstrated our learners' personal interests and the current issues that they feel strongly about.

Alongside this, a cohort of Year 11s, have also been studying hard for their GCSE Literature qualification with content including a novel, a play, a Shakespeare component and a cluster of poetry. Our learners have demonstrated a great level of analytical skill and work ethic to ensure they are on track to complete all the required learning.

Revision material will be sent to all Year 11 learners via Teams in the New Year with a proposed revision timetable and a list of additional useful websites and resources.

I can explain the importance of the setting.



- This is the setting of London.
- The Animals Are Lifeless or back in the river Thames.
- they published this picture on newspapers to say anyone exposed will turn out like this.
- The yellow fog is called smog.
- It is a deadly mist/fog.
- the smog was really tick up to your eyes and ears.

Find a quote to illustrate each of the following techniques. Explain the effect of the technique in each quote.

Technique	Quote	Explanation
Alliteration	pleating pattern	It gives the reader a sense of rhythm and makes it easier to remember. It also shows that the character is in a close relationship with the boat.
Rhetorical question	Is your life more yet because you do not work?	The poem is written in a style that is very simple and direct. The use of rhetorical questions makes the reader think about their own life and how they spend their time.
Personification	his knuckles singing	It shows an appreciation of nature and how it can be so beautiful. It also shows that the character is in a close relationship with the boat.

How might the poem's form reflect the narrator's feelings?

The poem uses these line structures which may come across as disconnected from the regular four line stanza. This shows he is quite disconnected from the man and nature.

What does the word "weath" on the final line suggest about the pair's relationship?

The use of spiritual language shows that their relationship is deep and meaningful.

How does Dooley create a contrast between the lives of the man and the narrator?

Dooley has taken us through his life's journey, the hardships and the joys, and we see how over his life he has grown and changed. He has become a man who is more like the man in the poem, someone who is more connected to nature and the world around him.

Letters From Yorkshire

In February digging his garden, planting potatoes, he saw the first snowfall return and some snow to come to him. His knuckles singing as they redolent in the warm. It is not romance, simply love there are you and there in the cold, being the seasons turning, me with my handful of redness leading north onto a bank across to your life more and before you dig and sow? You wouldn't say so, breaking ice on a watercut, clearing a path through snow. Oh, is your who sends me word of that cold world pouring air and light into an envelope. So that at night watching the same man in different houses, his boots tap out messages across the icy miles.

Maura Dooley

How do you think the narrator feels about the man's way of life?

She remembers his life and believes in it though his life is more fulfilling than her. She goes life more real because you do and you.

Find a quote that deals with each of the following themes. Explain your choice.

a) Connection
Quote: "breathing air on a watercut, clearing a path through snow"
Explanation: The physical and emotional distance between them is highlighted as she thinks, however it shows he has a close connection with nature.

b) Longing
Quote: "pouring air and light into an envelope"
Explanation: She remembers his way of life and longs to be closer to him and the world and to live in it.

17th November

2. Add text

Understand the author's point of view. How does the author use language to persuade the reader of their view?

Point

Sum up the main idea in your paragraph.

Evidence

Provide evidence for the point you are making.

Explanation

Why is this quotation important? How does it support your point? Why has the author used this quotation?

P. The writer uses a simile to describe the ghost.
E. For example, "like a child, yet not a child's child as with Scrooge's mind which houses him dead."
E. This may suggest that the ghost is playing tricks with Scrooge's mind which houses him dead.

P. Adjectives are used to describe the ghost's actions.
E. For example, "the wags were using lofty and masculine."
E. This implies that the ghost is strong. This could make the reader feel that Scrooge didn't have a choice whether to growh him or not because of his strength.

P. In my opinion, the writer describes what the ghost is writing to do make the ghost sound innocent.
E. "Tone of the purest white."
E. This is effective, because it makes it seem like when they get baptised and that shows that they are innocent. This also shows that the ghost isn't there to harm Scrooge.

18. You have explained clearly the writer's choice of language.

Health and Social Care

From September, Year 10 learners have been studying the different life stages with regards to physical, intellectual, emotional, and social development. Focusing on one life stage, learners have looked at case studies and conducted interviews to explore the impacts of life events (expected and unexpected) on individuals. More recently, learners have identified various sources of support available to meet the needs of the individual, exploring the roles of different practitioners and recommending personalised support (formal, informal and charities). Next term, learners are excited to plan and deliver their very own 'Health promotion campaign'.



This term, Year 11s have been focusing on the different types of communication and the factors that can positively influence it. They have explored the importance of verbal, non-verbal, written and specialist communication; explaining how these are used in various Health, Social care, and early years settings. Learners had the opportunity to visit our primary site and support breakfast club and KS1 classes. This allowed them to interact and engage with the young learners, whilst also observing the

P4C

KS3

One of the big ideas we've been thinking about in KS3 this half term is identity and what makes us who we are over time. We've talked about the old ship of Theseus story where someone sets sail across the world and changes each bit of his ship along the way. The rotten wood is replaced, the sail is torn so it's replaced and eventually he realises he's replaced every single bit of his ship. This is one of the ships created by our wonderful KS3's.

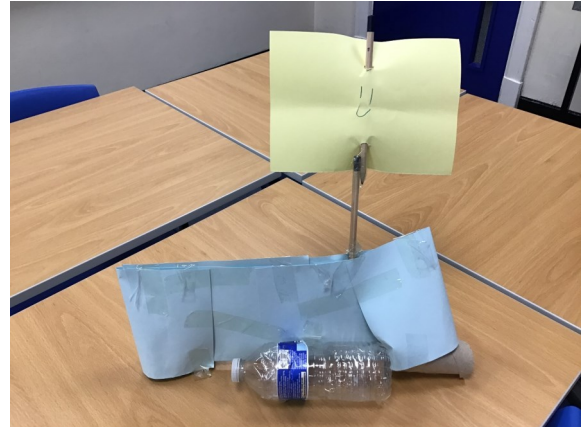
But our philosophy question is; **Is it still the same ship?**

We try to challenge our thinking in P4C by questioning common sense and our own views.

If you think it is the same ship then can you explain why and give at least one reason?

Also, even if you don't think it's the same ship, can you give reasons why someone might think that?

You might spot this thought experiment in TV shows or films. If you scan this QR code then you should be able to watch the scene from Wandavision where they talk about the Ship of Theseus.



Our big idea question to finish is:

Even though things change, what gives something identity over time?



KS4

We've been looking at some heavy topics so far this year with our KS4 philosophers. We've touched on subjects about madness, lying, God, evil and time just to name a few. Recently we've been discussing what gender is and whether men and women actually dress differently or why they might do this. We spoke about in the 1920's it was normal for boys up to 5 years old being put in dresses (see the picture).

Thought Experiment: Imagine that tomorrow all men and women wake up with no bodily differences at all, there's no obvious difference between men and women. This magic spell also erases all our memories so we have no idea what everyone looked like yesterday.

Questions:

Would we know our gender?

Does our gender define who we are?

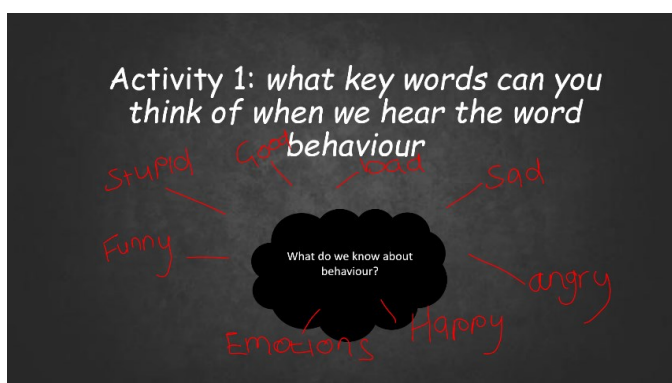
Are we different because nature makes us that way or because society does?

Scan this QR code to watch a YouTube video if you want to find out more: youtu.be/gkilQ87UUj8



PSHE

In PSHE this term, the KS3 learners have been discussing their goals, behaviour and emotions. They started the topic by looking at the importance of managing their behaviour to achieve and how to be self-aware. Next was finding out about self-esteem and how to improve their own and that of others around them. The learners then identified some of their goals and we had lots of great ideas which included the jobs they would like in the future, their relationships and family goals and even things such as which car they would like. We then looked at how they could achieve some of these goals and found that there are lots of skills needed to achieve them. We then realised that not all of these goals will be possible so then had to find out how to be more resilient in order to adapt and overcome the challenges that lie ahead. One thing that came through strongly from the learners is that they are very aware of how important mental health is to our overall health and wellbeing. They thought of some great ways to help maintain and improve our mental health and the that of those around us. Some suggestions included regular physical exercise, doing something you enjoy and laughing with friends or family.



- My behaviour:
- Fighting
 - answering back
 - defiance
 - kick off
 - swearing
 - considerate
 - joyful
 - good sense of humour
 - stick to your own rights

The focus for the second half-term has been based around looking after our health and has including learning about smoking and vaping, drugs and alcohol and travelling safely. The learners were surprised to find out that some of the information that they had been given regarding smoking, vaping and drug use was in fact incorrect. They all learned a lot about the effects of these on both physical and mental health.

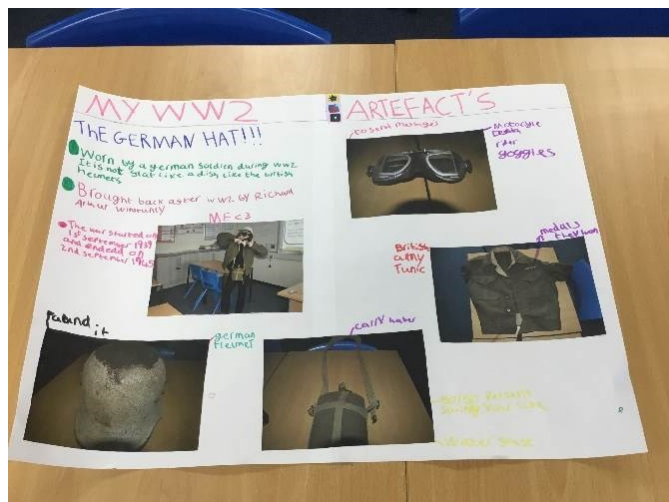
KS4 learners have been covering a wide variety of topics in this first term to get them ready for life after school. These include maintaining sexual health, maintaining physical health and wellbeing, developing social health and wellbeing and being financially aware. The main focus in the maintaining sexual health topic is around what makes healthy relationships, how to stay healthy and how to keep yourself safe from STI's and negative relationships. The learners identified negative and positive aspects of relationships and found out the meaning of consent in relationships. The learners following the maintaining physical health topic have learned about how to stay healthy and improve their health and also, found out about the affects of drugs, alcohol and smoking. They had some very interesting discussions around whether drugs should be legalised in the UK and provided some fantastic explanations of why they felt the way they did. Some learners have been finding out all about budgeting, pensions, benefits and gambling in the being financially aware topic. They have all been able to see how important it is to look after the money that you have and how to prioritise things such as bills, rent, mortgage, etc. Overall, they have leaned a lot of skills and knowledge to help them continue their journey once they leave us.

Humanities

We have had a busy first term in the Humanities department again. Our year ten and year eleven GCSE learners have been studying topics for both papers one and two of their summer History exams. Year ten have worked on the 'America 1920 – 1973: Opportunity and Inequality' depth study and our year elevens have been working extremely hard on both the 'Health and the People c1000 to the Present Day' and the 'Conflict and Tension: The Interwar Years 1918-1939' elements of the course.

It has also been a similar story in KS3. Our learners have worked on a range of different topics. Year eight have continued their ASDAN courses and have particularly focused on the British Empire and European History topics. An example of a timeline on the rise and fall of the British Empire which 8B made can be found below.

Lastly, our Year nines have started a brand-new curriculum for this year. The first topics for this have been The Causes of World War One and Life in the Trenches. For this they have learnt about the long and short term causes of The Great War, the ways in which propaganda was used to persuade young men to sign up and fight and the harsh reality of what life was like in the trenches of the Western Front. They have also been able to study artefacts from both World War One and World War Two. A presentation on this by one of our year nine learners can be found below.



After Christmas year eight will complete an ASDAN Geography topic, Year Nine will move on to World War Two and our Key Stage Four learners will continue working towards their GCSE's.

Maths

This term, as is every other Autumn half term, has been a busy one. Our learners have been learning new key skills in Maths and applying these skills to maths in the real world.

In Key Stage 3, learners have been focused on number skills, geometry, measure and statistics. We have seen some outstanding efforts and progress within the maths department of which our learners should be proud.

In Key Stage 4, are on their journey to qualifications that include GCSE. We are again proud, as are the learners to say that some learners are being entered for examinations earlier than summer due to their amazing efforts and attainment. We are looking forward to working alongside our learners next year to help them on to their next stage in education.

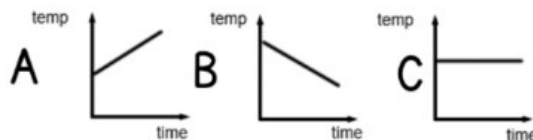
We are now working on providing our learners in key stage four with revision materials and will work with them to produce an individual revision timetable in preparation for the summer examinations.

Students online follow the same curriculum as those in centre. They all have their own personalised scheme of learning that they follow to ensure that their learning needs are met. We use Microsoft TEAMS to facilitate the lessons.

Online also follow the same format as lessons in centre in that we start with a starter activity to engage the students, this can either be a warmup "flash back" questions.

How well can you do at this one?

- 1) Which graph shows a constant temperature?



- 2) Two angles in a triangle are 35° and 75°
What is the size of the third angle?

- 3) What fraction of the cubes are blue?



- 4) Write $\frac{1}{5}$ as a decimal.

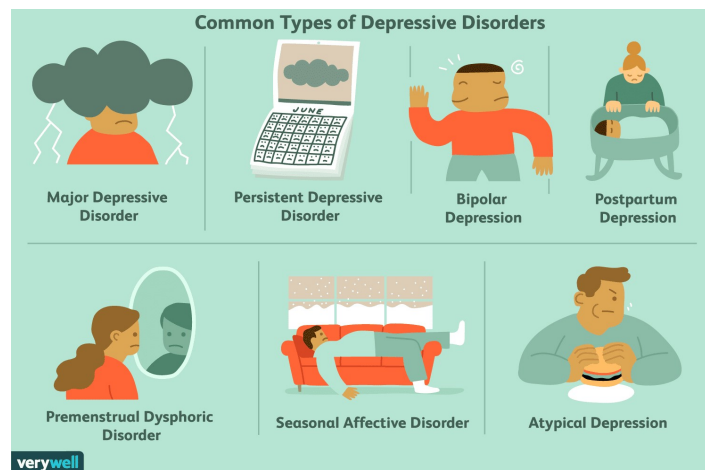
Psychology

GCSE Psychology

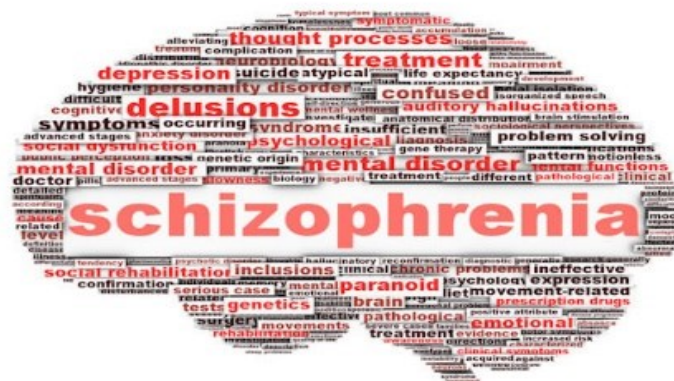
This term Year 11's have been focusing on Psychological Problems. In this topic, we look at how mental health is defined and how this has changed over time. We look at the effects of stigma and discrimination and the impact it has on individuals.



This topic also looks at schizophrenia and clinical depression in detail and identifies possible causes such as a biological explanation and a psychological explanation.

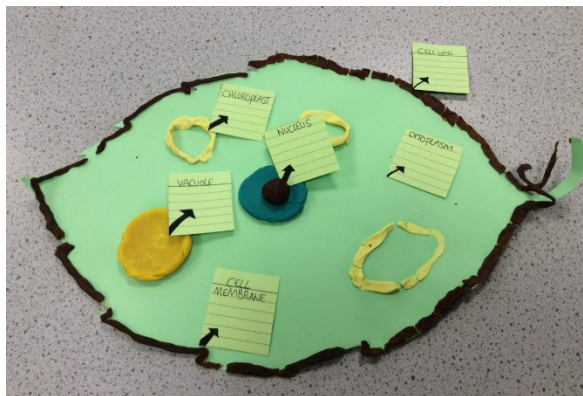


The two theories we focus on are; Social Drift Theory as an explanation for schizophrenia and Social Rank theory as an explanation for clinical depression. We also study two research projects. Daniel *et al* looked at the effect of amphetamine on schizophrenia. Tandoc *et al* looked into Facebook use, envy and depression.



Science

KS3 Learners have been studying about Cells, what they can contain and how they are adapted to suit specific functions. They have been making models with labels identifying their parts. Learners have also been using Bioviewers and Microscopes developing their observational and Maths skills when calculating magnification. Learners have also been learning about the different Human Body systems.



KS4 BTEC Learners have been completing their BTEC assignments; The Practice Nurse, The Zoologist, The Chemical Supplier, The Manufacturing Chemist and The NASA Space Scientist. Studying a range of topics in Biology; from different types of illnesses and how they are caused, Vaccinations, Food webs, Classification Keys to Eutrophication. In Chemistry they have been learning about Factors that affect rates of Chemical reactions and Investigating Chemical and Physical Properties of substances. In Physics learners have been learning about the Solar system and the objects within our Universe. They have also been researching the ways in which we find out about our universe.



KS4 IGCSE Learners have been learning about Animal nutrition and the transport of substances including lessons on Enzymes, Digestion and Investigating Food sample. Learners have also been learning about Plant Nutrition and the transport of these substances. In Chemistry learners have been exploring why atoms behave the way they do and how they form ionic and covalent bonds. Next term, they will be studying Organic Chemistry and naming formula.

Sports Studies

Key Stage 4

So far this year, the year 10 core cohort have participated in numerous sports – such as table tennis, badminton and football. With the main aim being engagement and participation; the learners have also looked at various skills within these sports: forehand and backhand drives, overhead clears and drop shots and control and passing respectively. In the New Year I hope to see continued engagement and enjoyment within these sessions and for progress within various sports to be consistently made.

Year 11 Cambridge National Groups

In the options groups this year we have been focusing primarily on coursework. The modules being 'Developing Sports Skills' and 'Leadership in Sport'. There has been lots of progress made throughout the term. Within 'Developing Sports Skills' learners pick a sport of their choosing and look at their own performance within the sport. They will explore their own strengths and weaknesses and have created or are creating six week plans to improve upon these areas of improvement. Links to training methods are made as well as discussing whether the chosen skills are 'open' or 'closed' skills. Practical work that has been done as part of the coursework is both individual and team. Table Tennis and Badminton have both been carried out, looking at the skills involved as well as the strategies that can be implemented.

Within 'Leadership in Sport' learners explore the various types of leaders there are; as well as looking at skills, qualities and leadership styles. After this, learners' plan and risk assess their own activity session and then deliver this to a group of their peers.

Key Stage 3

Key stage 3 core have shown loads of development this half term, covering both basketball and rugby. Within basketball we looked at the different skills in the game; such as the different ways to shoot (set shot, jump shot, lay-up) and other linked skills like dribbling with both hands and pivoting. The rules of the game were also explored such as: 'double dribble' and 'travelling'. So far in rugby we have explored different types of passing: spin pass, six o'clock pass and passing on the move. We have also looked at specific rugby skills such as the 'switch', 'overs' and 'unders' lines. Some learners have made extensive progress and have been learning how to 'carry into contact' with the 'hit and spin' and tackle technique.



Work Related Learning and CEIAG

Vocational Placements

As part of our learner's education at Three Towers, many timetables will include learning via a Vocational Placement. This is part of the school curriculum and will lead to a recognised qualification. All our Vocational Placements will help learners to develop vital skills to help them prepare for post 16 further education, employment and training.

We currently have learners on placement with the following providers:

The Ark Located on Library Street, central Wigan, the Ark is a training facility focussing on Hair and Beauty. As well as gaining practical, social and self awareness skills, learners work towards a recognised qualification which gives them a head start on their chosen career path



Bikemech Training offers alternative educational provision in motorcycle mechanics and track & events management. All learners have the opportunity to experience motor-cross and enduro riding as part of their daily experience. Courses are tailored to the learner's needs in consultation with school. Key targets are improvements in school attendance, behaviour, attainment and progression.



Elysium Located on 2 sites in Astley, Elysium offers a range of vocational courses, the most popular amongst our learners this year being Building and Construction. Learners study recognised vocational qualifications and gain practical and social skills to help their career progression

Work Experience

As part of our learner's education at Three Towers, some learners will have an opportunity of a Work Experience. Having an extended work experience placement will give our learners an advantage over other young people of their age. It also offers them a good source for a work and character reference when looking for employment. This year we have learners on placements in Joinery and Construction and Nursery settings

Careers Education Information Advice and Guidance

All year 10 and 11 learners receive one to one careers advice. We also offer one off events, including our recent Careers Fayre. Local colleges, together with local businesses, armed services, hair and beauty, adult social services and training professionals attended. Feedback from the event was very positive. The colleges and providers had very worthwhile engagement with learners and learners and parents and carers found the event very useful.



Vocational days and careers guidance meetings support the Careers Framework and Gatsby Benchmarks. CEIAG is Gatsby Benchmark 8

Careers Fayre, November 2022

Thrive

The Thrive Approach

Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable and provides firm foundations for academic attainment. The thrive approach has been developed over many years helping children to flourish. It supports their emotional and social development and helps them feel happy and secure, able to enjoy friendships, relate well to others and be ready and able to learn.



The Thrive approach is rooted in;

- Research in neuroscience;
- Attachment theory;
- Child development;
- Research into the role of creativity and play in developing emotional resilience.

Thrive at Three Towers

Thrive is delivered through classroom sessions and individually for identified learners.

This term at Three Towers we have focused on neuroscience and how the brain works. We have learned about the three-part brain and the physiological and evolutionary bases for the fight, flight and freeze responses. We have also tried lots of different ways of calming our brain.



Thrive

Popular ways to calm the brain at Three Towers!

- Relaxing music and lights
- Weighted blanket
- Reading
- Arts and craft related activities
- Playing group games
- Sand play
- Meditation



In class we are working towards unit of accreditation. Our KS4 learners were very successful in completing their units of accreditation and we visited the ice cream shop to celebrate!



This half term we have focused on our own identity and those around us who help. We have discussed positive and negative role models and the influence they may have on us. We have looked at personality types and learning styles to help us understand ourselves better.

We have also got ready for Christmas with our own advent calendar, thrive tree and made personal decorations to hang on it.



End of Term Bowling Trip

It's a Christmas tradition of ours that we go out on a trip before we break up for the holidays and this year was no different. It's freezing cold outside so we wanted the nice warm sheltered indoor arena of a bowling alley to keep us cosy! When the coach turned up, we all jumped on and we were off to Warrington. All the cool kids at the back and the boring staff at the front of course. We had a whopping 5 lane takeover, teams allocated and the games begun! There was some ferocious strikes (Junior, James and Emily just to name a few) and there were some mishaps too! Check out the photo of the ball stuck in the sides with nowhere to go, and yes you'll see the sides were up. Well done Macy!

Each team got two games and, with a lot of competition going on, we knew who our high scorers were:

Best Strike: Emily D

Highest scorer in KS3: James L with 115

Highest scorer in KS4: Junior with 124

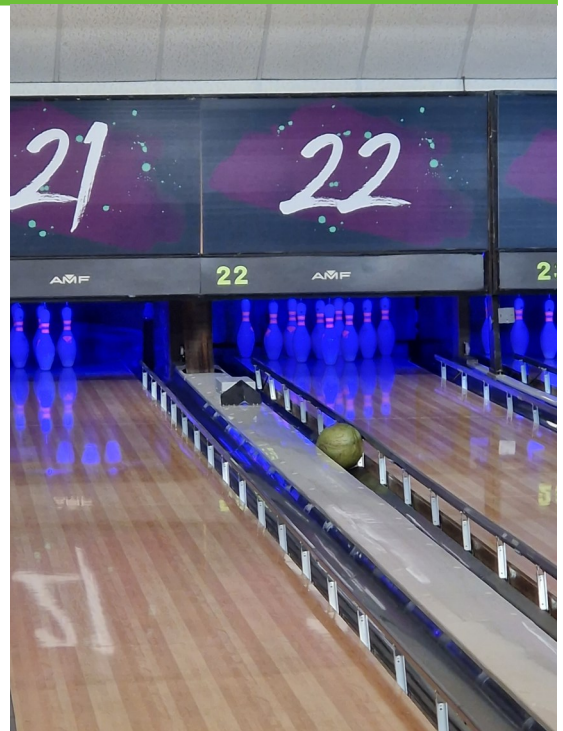
Best allrounder: Eve E

Funniest Bowler: Macy W

Highest Staff Scorer: Mr Coughlin

With our stomachs filled with chicken, burgers, hot dogs, cheese and one spicy bean burger we finished our final games, had a few games of pool and a few games on the arcade we were ready to head back.

All our learners were amazing and represented both Three Towers and our Wigan borough extremely well.



Interventions

Literacy Interventions

We are promoting reading for pleasure with our learners this year.

So, we launched our Starbooks café, we make this a time where our learners can sit in a relaxed comfortable environment, read together and chat about the books we are reading.

This is enjoyed over special hot chocolate drinks and biscuits.

School Library

Our library has been restocked this year

We purchased a library pack of Barrington Stoke novels. To sit alongside our existing comprehensive catalogue of the latest reads and classics.

These books are targeted at our learners for whom reading is a struggle.

Barrington Stoke work with the UK's leading Authors and illustrators to produce books that engage, build confidence, and help close the reading attainment gap.



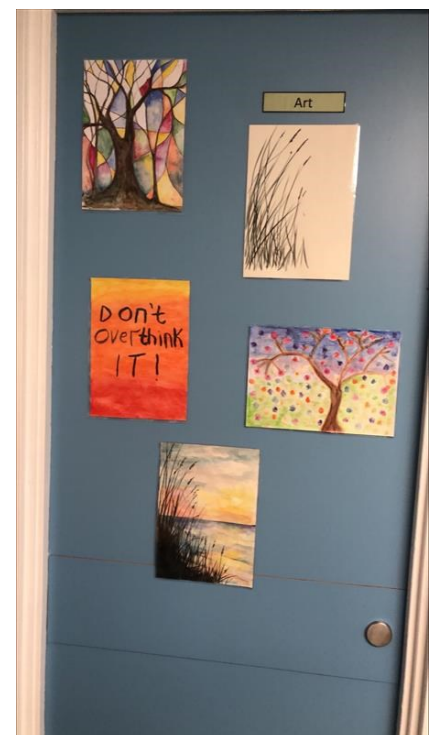
Teaching on Rainbow Ward at Wigan Hospital

Teachers from Three Towers visit Rainbow Ward at Wigan Infirmary every weekday afternoon. We teach any child of school age on the ward who wants to be taught. This varies daily and each child has different educational and emotional needs which we try to meet using a flexible curriculum and a personalised approach. We have a subject focus each day but will modify this according to the age and needs of learners on the ward. Monday is Science, Tuesday is English, Wednesday is maths, Thursday is humanities and Friday is art.



We liaise with the play leaders on Rainbow Ward to identify as many patients as possible who may benefit from teaching and consider their medical needs in terms of timing and other factors. For some, mainly older learners, who may be in hospital for a while, we support with work provided by the school and aim to build up an effective teacher-pupil relationship. We liaise with the schools directly to support their learning. On other occasions we may just give patients the opportunity to reinforce or extend their learning of certain topics or just to give the children something different to focus on. We have age appropriate and themed booklets which we can work through and then give to learners so that they can continue learning independently or with their parents if they want to at other times.

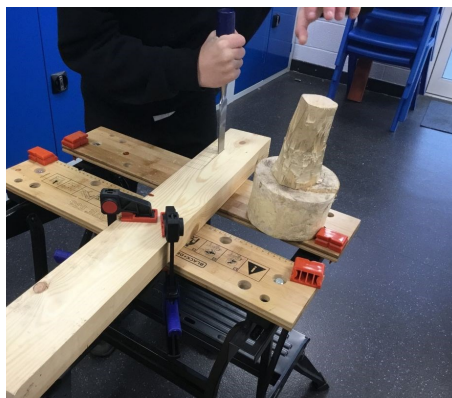
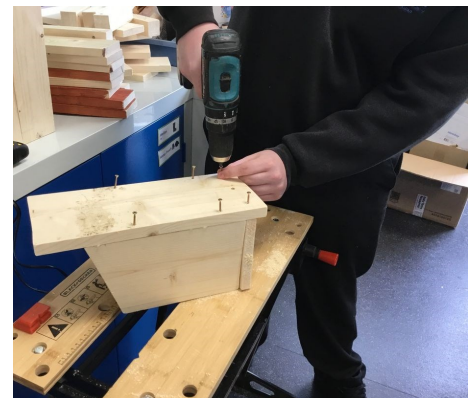
There is a lovely room, called the teen zone, to work in with patients or we work at the bedside depending on their medical need. We believe in offering enjoyable and challenging learning activities in a supportive setting.



Outdoor Education

Outdoor Education provides many opportunities for learners of all ages to progress and develop in all areas of physical, mental and social health. Learners are encouraged to explore different approaches towards learning in an Outdoor setting.

Learners can access a full Outdoor experience through craft work, exploring the local environment, looking at different parts of ECO systems, using tools to make, build and create various items. Learners also get the opportunity to complete a BTEC qualification that will give the more knowledge preparing them for many walks through life.



Wellbeing Wednesday

What is Wellbeing Wednesday?

As part of our commitment to promote a healthy and positive outlook on mental health and well-being, we have introduced a new initiative across the academy – Wellbeing Wednesday. The main aim of the provision is to provide learners with the opportunity to “take a break” from the academic element of school, in return providing a range of activities that develops a host of transferrable skills which lend themselves to both their academic and social successes.



The provision works in accordance to the Five Ways to Wellbeing programme - a research-based programme, led by The New Economics Foundation. The framework explores the key aspects to supporting our well-being and offers educators and health services alike the insight into developing and providing activities to support each of the five strands. The five strands are:

We used these five areas to inform our Wellbeing Wednesday provision and have already seen a positive impact on the wellbeing of staff and learners: attendance of some learners has increased, behaviour across school has improved and many learners are happy and engaged.

“I like coming to school on Wednesdays because it is fun and there are lots more activities, I’ve made new friendships too. You get to experience things like I never thought I could experience, like First Aid” Y9 Student.

What are we doing?

At the beginning of the year, we asked staff and learners what sort of activities they would like to do – the feedback was positive, and we found ourselves posed with plenty of options. As a result of this, we created a programme that changes each term, in line with the needs and wants of our learners, so far, we have offered over a dozen different activities both in centre and off-site and have plans to increase this number after Christmas with further opportunities to work in the community and experience more activities off-site.

Here are a few examples of the experiences and skills gained so far:



TALK & LISTEN,
BE THERE,
FEEL CONNECTED

Our Task Master, Chess and Games club have been really popular and have allowed learners the opportunity to develop their communication skills, in a calm but fun environment; learners who often struggle to articulate their emotions or focus for long periods of time have found great benefit from these clubs and have grasped the opportunity to **CONNECT** fully, with

both hand and mind.

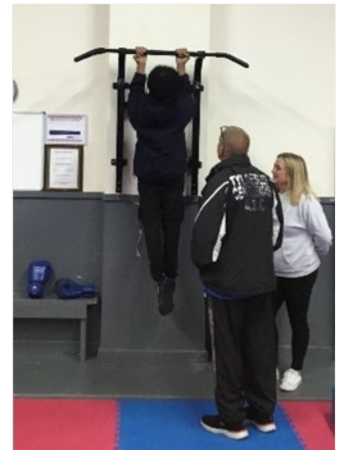


Wellbeing Wednesday



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD

Learners from our secondary site have enjoyed several **ACTIVE** experiences, ranging from Rambling and Orienteering, Fitness and Conditioning and Boxing with a local boxing club, Tyldesley Centurions. As part of the programme, our aim is to develop self-reflective and articulate young people, who can identify areas and activities that they would like to try to support their own wellbeing. Since, learners have expressed an interest in regular visits to the local gym, Warehouse, and to Springfield Park Leisure Centre, a trampoline and free-running facility in Coppull, all of which we are in the process of organising.



REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY



We encourage our learners to **TAKE NOTICE** regularly both within school and our school community, our primary site has been looking at nature and how they can become more eco-friendly. Whilst our secondary site visited Amberswood for a range of orienteering style activities – the feedback from both has been positive from both learners and staff.



EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF

Offering the learners new experiences was another aim of ours – and thankfully we have plenty of staff who are equipped with the knowledge, (sometimes niche) skills and passion to offer an wide range of activities to help them to **KEEP LEARNING**. Here are a few photographs from our Online Craft Club, Circus and Balloon Modelling club, our Jewellery Making and Lucky Dip club, Macrame and our Music club.



And finally, the fifth way to wellbeing– to **GIVE**. Throughout the term, our learners have been looking for opportunities to give something back – to the community, to charity, to themselves and each other in order to promote and develop their wellbeing. Learners have made and sold poppie broaches to support Remembrance, they have made a range of gifts to sell at the Christmas Fayre, with profits going towards a range of charities and in the New Year we hope to do some more work within the community.



Your time,
your words,
your presence



Christmas Activities

Stained-glass Windows



Ingredients

50g Soft light brown sugar
50g Butter
1 small egg
115g Plain Flour
15g Cornflour
1 teaspoon mixed spice
20 see-through boiled sweets.
(eg Fox's Glacier Fruits)

Method

Heat the oven to 180C, 350F or gas mark 4.

Grease and line a baking tray.

Beat sugar and butter in a large bowl, add ½ of the beaten egg.

Add the Plain flour, Cornflour and mixed spice and mix together

Squeeze the mixture together with your hands to form a ball of dough.

Roll out the dough until it is as thick as your little finger.

Use the large cutter to cut out shapes and place on lined baking tray.

Make a hole in each biscuit.

Use a smaller cutter to cut a hole in the middle of each biscuits.

Put a sweet into the hole in the middle of each biscuit

Bake for 12 minutes.



You will also need:

A large shaped cookie cutter

A small shaped cookie cutter.

How to turn your favourite biscuits into Christmas puddings

Fancy making something a little different for Christmas this year? These treats can be made with your favourite biscuits including Tunnock's tea cakes, chocolate Digestives and Oreos.

You will need:

Icing sugar, white chocolate, coloured fondant (icing), a selection of round biscuits

Tunnock's teacake Christmas puddings:

Mix a few tablespoons of icing sugar with a few tablespoons of water to make a thick white paste.

Spoon the icing over the top of the tea cake and leave to set. Meanwhile make the 'berries' and 'holly leaves' using red and green fondant, and a cookie cutter for the leaves. Pop them on top of your 'Christmas pudding' and leave to set.



Chocolate digestive Christmas puddings:

Take your favourite, be it dark or milk chocolate digestives and dip into melted white chocolate. Let the chocolate drizzle down the biscuit. Leave to set slightly whilst you make your fondant berries and holly leaves. Ta-dah! It's that easy.



Oreo Christmas puddings:

We've used the same method as the chocolate biscuits to make these Oreo puddings. Dip in white chocolate, add the festive fondant 'garnish' and leave to set.

Christmas Activities

Mince Pies

Mince pies have been a Christmas treat in Britain for centuries. Mincemeat used to contain real meat as well as fruit, but now it's made from fruit and spices. Some people put out a mince pie on Christmas Eve to thank Father Christmas for their presents.



Ingredients:

1 medium jar mincemeat

For the pastry:

1 medium orange

1 medium egg

175g (6oz) plain flour

35g (1¼ oz) icing sugar

100g (4oz) butter

You will also need:

a 12-hole bun tray

a 6½ cm (2½") round cutter

a 5 cm (2") round cutter

a small shaped cutter

Method:

Grate the zest from the orange. Then squeeze the juice from half the orange. Separate the egg and put the yolk into a small bowl, Mix in the zest and 2 teaspoons of orange juice



Put the flour and sugar into a large bowl. Cut the butter into chunks and rub it into the flour, until it looks like fine breadcrumbs

Stir in the orange mixture to make the dough. Wrap in clingfilm and put in the fridge for 30 minutes. Heat the oven to 190°C, 375°F or gas mark 5

Put the pastry onto a clean surface. Roll over it once. Turn it a quarter of the way around and roll over it again. Carry on until it's as thick as your little finger

Use the large round cutter to cut out 12 circles. Put one in each hole in the tray. Squeeze the scraps together and roll them out. Use the small round cutter to cut 6 lids



Use the shaped cutter to cut holes in the 6 lids. Then, spoon a heaped teaspoon of mincemeat into each pastry case

Put lids with cut-out shapes onto half the pies. Put the small shapes on the others. Brush the pastry with the egg white you saved earlier

Bake for 20 minutes until golden. Leave in the tin for a few minutes. Then, put them on a wire rack to cool



Christmas Activities

Christmas Quiz

- 1) According to the poem 'The Night Before Christmas', how many reindeer did Santa have to pull his sleigh?
A) 8 B) 9 C) 10
- 2) What is traditionally hidden inside a Christmas pudding?
- 3) What is the name of the Character in Charles Dickens' 'A Christmas Carol' who gets invited by the ghosts of Christmas past, present & future?
- 4) A foreign city has donated a huge Christmas tree to the people of Britain every year since 1947, which is always displayed in Trafalgar Square. Which city is it?
A) Munich B) Stockholm C) Oslo
- 5) How many days are there on a traditional advent calendar?
A) 12 B) 24 C) 31
- 6) In the song 'The 12 days of Christmas' how many gold rings does the singer's 'true love' give him?
- 7) There are 365 days in a year. What number day is Christmas day?
- 8) Why did Father Christmas need Rudolph the Reindeer to use his large, glowing nose to guide his sleigh?
- 9) What is the last day of Christmas called?
- 10) Which plant, beginning with P is associated with Christmas?
- 11) What is 'happy Christmas' in Spanish?
- 12) What's the name of the ballet traditionally performed around Christmas each year?
- 13) Stollen is cake with fruit and marzipan, traditionally eaten at Christmas and originating from which country?
- 14) Who introduced the Christmas tree to the UK?
- 15) What is a female turkey called?
- 16) Which unusual ingredient did Victorian cooks use in mince pies?
- 17) If you are born on Christmas day, what is your star sign?
- 18) When Santa got stuck up the chimney, his beard was all black, his nose was tickling, and what did he have in his sack?
- 19) Because of the time difference, do the people of Australia get to celebrate Christmas Day before we do in the UK, or after us?
- 20) What's the fun name for the sausages wrapped in bacon traditionally eaten with the Christmas dinner?

Answers on the last page—no peeking



Christmas Activities

Try to find all the hidden Christmas words in the word search puzzle below. Words can be spelled forwards, backwards, diagonally, up or down

N	R	F	M	I	U	Q	W	D	J	Z	B	F	O	V
S	C	Z	Y	U	N	F	A	D	P	E	R	S	N	E
E	R	Z	Y	S	Y	O	D	I	V	E	T	G	W	C
V	Q	N	E	S	C	G	V	K	L	H	A	R	P	U
L	F	V	Z	O	J	I	G	X	G	M	E	C	F	A
E	M	S	C	K	R	B	D	I	I	E	Q	W	E	N
V	R	U	U	X	L	L	L	L	D	N	C	P	O	X
C	E	K	C	E	Z	H	I	N	K	O	Z	R	E	T
N	X	X	S	A	Y	H	I	K	S	F	T	D	W	I
J	C	N	I	U	N	E	O	F	W	H	E	A	M	R
S	I	Z	L	E	R	D	M	S	P	W	G	X	O	I
T	N	E	C	U	L	O	L	O	L	S	H	D	H	P
U	U	J	R	A	T	S	L	E	O	C	P	G	U	S
W	P	B	S	J	L	E	K	A	D	K	N	A	T	V
V	Q	H	T	A	E	R	W	Z	S	D	Q	S	V	K

Word list

CANDLE	NORTHPOLE	STAR
COCOA	PEACE	TINSEL
ELVES	REINDEER	WREATH
LIGHTS	SPIRIT	YULE



Parents' Page

At Three Towers, we consider the role of parents in their child's education to be vital.

We require the support of Parents and want to work together to secure the best outcomes for children.

Parents can help staff at Three Towers by attending meetings, and responding to phone calls, text messages and emails in a timely fashion. They can support their children by coming to Parents Days, Progress Review Days, Celebration Events, Careers Fayre, and the Christmas Market. We also ask that they participate in surveys and evaluations when invited.



We were delighted to welcome parents and carers to our recent careers and Christmas fayres

We aim to provide Parents with information about things that are pertinent to them and their children including information about different Special Educational Needs and Disabilities (SEND) and local facilities and events. Parents are invited to get in touch with us about any information that they need.

One of the most common concerns that Parents have now is how to keep their Children safe online. In order to address this, all parents can now access training online via [National Online Safety | Keeping Children Safe Online in Education](#)

There are a range of user-friendly videos presented by Mylene Klass as well as lots of information about apps such as TikTok, Snapchat, Instagram and many more!

We will be sending out more information about this in the New Year!



We encourage all parents to follow us on Twitter @ThreeTowersAPA and @ThreeTowersPrimary for all the most up to date information about what is going on at Three Towers

Parents should also visit the website regularly - ttapa.net – to get any updates, letters, and other general information.

Useful Information

Uniform Expectations

These are explained at the initial parental meeting. Three Towers have tried to ensure the uniform expectations do not require significant additional costs to parents/carers and wherever possible reflect the expectations of the mainstream schools who we work alongside as it is our aim to return our learners to mainstream provision.

Whelley Campus: Learners wear their mainstream school uniform on the days they attend Three Towers. Jewellery is restricted to a pair of plain gold stud earrings, which must be removed for PE and swimming, and a wrist watch.

Sturdy traditional school shoes and a sensible outdoor coat are required in line with the learners mainstream school uniform expectations.

For PE, learners again should wear what would be expected at their mainstream school.

Hindley Campus: Learners should wear:

- Black trousers – not jeans/jeans type pants (Girls may wear a black knee length skirt with opaque tights)
- White polo shirt or white open neck tailored shirt
- Plain black sweatshirt – no hoodies
- Black shoes (or black trainers if no logos)

Jewellery – limited to one small plain pair of stud earrings, one small signet type ring (must be flush with hand) and a watch. Ear stretchers must be removed for school.

Facial piercings – eyebrows, lips nose etc. are NOT allowed and must be removed.

Make up must be subtle.

Hair should be of a conventional style and not shorter than a No 2. Colours must be of a natural colour – non-natural colours must be dyed out within a week

PE - this is provided for learners in Key Stage 3 & 4

KS4 Vocational Learners Offsite:

Learners should follow the dress code stipulated by the alternative provider as they are best placed to ensure that the clothing is appropriate to the activities being undertaken and do not pose a health and safety risk to the learner. If specialist uniform is required it will be provided for learners e.g. Rigga boots for construction.

Term Dates

Half Term 3

Term starts Wednesday 4th Jan

Term ends Friday 17th Feb

Half Term 4

Term starts Monday 27th Feb

Term ends Friday 31st March 12.00noon

Half Term 5

Term starts Monday 17th April

Term ends Friday 26th May

Half Term 6

Term starts Monday 5th June

Term ends Friday 25th July 12.00noon

School closed on:

Monday 1st May - Bank Holiday

Friday 30th June - Inset Day

Christmas Quiz - Answers:1) A) 8 2) A coin 3) Ebenezer Scrooge 4) C) Oslo 5) B) 24 6) 5 Gold rings 7) 359 8) It was foggy on Christmas Eve 9) Twelfth Night 10) Poinsettia 11) Feliz navidad 12) The Nutcracker 13) Germany 14) Queen Victoria and Prince Albert 15) Hen 16) Mince meat 17) Capricorn 18) Soot 19) Before us 20) Pigs in blankets

N	R	F	M	I	U	Q	W	D	J	Z	B	F	O	V	
S	C	Z	Y	U	N	F	A	D	P	E	R	S	N	E	
E	R	Z	Y	S	Y	O	D	I	V	E	T	G	W	C	
V	Q	N	E	S	O	G	V	K	L	H	A	B	P	U	
L	F	V	Z	O	J	I	G	X	G	M	F	C	F	A	
E	M	S	O	K	R	B	D	I	I	E	Q	W	E	N	
V	R	U	U	X	L	L	L	D	N	C	P	O	X		
C	E	K	C	E	Z	H	I	N	K	O	Z	R	E	T	
N	X	X	S	A	Y	H	I	K	S	F	T	D	W	I	
J	C	N	I	U	N	E	O	F	W	H	E	A	M	R	
S	I	Z	L	E	R	O	M	S	P	W	G	X	O	I	
T	N	E	C	U	L	O	L	O	L	S	H	D	H	P	
U	U	J	R	A	T	S	L	E	O	C	P	G	U	S	
W	P	B	S	J	L	E	K	A	D	K	N	A	T	V	
V	Q	H	T	A	F	E	R	W	Z	S	D	Q	S	V	K

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