

October 2021



U16 boys through to the next round of the Suffolk cup
after beating IES 3-2

Principal: Miss N Hood
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Dates For Your Diary

Tuesday 2nd November 2021 - Ski Trip Meeting 5:30 pm

Thursday 4th November 2021 - Year 9 Parents' Evening

Thursday 11th November 2021 - Sixth Form Open Evening 5-7 pm

Tuesday 30th November 2021 - Year 11 Parents' Evening

Thursday 9th December 2021 - Year 12 Parents' Evening

Thursday 16th December 2021 - Carol Concert 6:30 pm

Message from Jacqui Burke, Chair of Governors

I would like to share with you a number of changes that have taken place recently within our Local Academy Committee. Following Ian Grey's retirement after many years as our Chair of Governors, I was delighted to be invited to take on that role. I have been a Community Governor with MCA since 2017 and know what an exciting time this is for the academy and everyone involved with it.

I am also pleased that we have been able to appoint two new Governors, again replacing those who retired at the end of last year. We welcome Rebecca Saunders who is the Head of HR for a local business and Kay Finnis who many of you will know recently retired as a staff member of the academy and who wanted to retain her connection with us. Please take a look at the Governance section of our website and do come and have a chat with us when we attend various events during the year.

Donation

We would like to thank the family of Lyle Hutley for a generous donation to the academy prefect team following their attendance at his funeral procession.

Lyle Hutley was the last surviving British soldier to work on the infamous bridge on the River Kwai. He passed away recently at the age of 104.



Dear Parents and Carers

Welcome to our first newsletter of the 2021-22 academic year and our first full year in our new home at the Hub.

A special welcome to new parents and carers of year 7 and 12 students.

I am delighted to see that already so much has happened both inside and outside of lessons.

Ahead of our return in September we took the opportunity to review our aims as an academy to ensure they truly reflected our ambitions.



We concluded that our aims could be summed up in the following words:

Achieve academic success
Be the best you can be
Contribute positively to your community

We aspire for all students to achieve their very best at the end of years 11 and 13 but most importantly we want all students to be proud of themselves and their community so that they can be happy and successful. In achieving this working together is key to ensuring our young people access the very best that has been thought and said and experience a wide range of rich and varied opportunities. Our curriculum seeks to do this and I am excited by what this academic year has to offer at MCA.

Best wishes

Miss N Hood
Principal



Macmillan Coffee Morning

On Friday 24th September MCA supported Macmillan cancer support by hosting our own coffee morning with many sweet goodies baked by MCA staff.

The overall MCA total raised for the Macmillan Cancer Charity was:

£290.58



Upcycling

A lot of materials from the Bury Site have been upcycled including some of our old science desks and curtains from the octagon. Year 10 student Sean Neale approached the Principal and asked if he could have some of the old desks to upcycle. We are pleased to see some very creative ideas being generated from the sturdy old desks we donated. The curtains were used by a local theatre group.





Moving to our beautiful new Hub site has brought many benefits to many people and organisations. One of those organisations was the charity, Books2Africa.

Packing up and moving a whole library into a much nicer new home meant that we were able to donate quality non-fiction books that would go on to be distributed to many countries in Africa, improving the quality of resources available to poorer schools.

Mrs Grahn and many helpers packed up the books into fourteen 20kg boxes. This was a huge task. Mrs Grahn would like to thank all the staff and students that made this possible. Special thanks go to Miss Hood, MCA Principal, for paying the postage and packing of these enormous boxes.

At MCA we have 3 main aims:

Achieve academic success

Be the best you can be

Contribute positively to your community

Parents/carers and students can find out lots of information about how we plan to deliver these aims on our website.

One way is by clicking on the curriculum tab and checking out our curriculum maps and knowledge organisers. These are really helpful in seeing what your child is learning and can be used to help with homework.

Knowledge organiser: Did rats and rebels change people's lives completely?

Walsham-le-Willows:
Walsham was a typical medieval village located in Suffolk. The Black Death arrived in England in the summer of 1348. The name given to this disease by the people at the time was 'the pestilence'.



The effects of the Plague:
By the end of 1350, nearly two and a half million people had died of the Black Death out of a population of roughly six million.
In Leicester, 700 people died in a single parish within days.
When the first wave of the plague hit London, 300 people died every day within a square mile of the city.
People who caught the Black Death felt tired and discovered painful swellings called buboes in their armpits and groins.
In many places, they dug deep pits and buried bodies together.





Ideas about causes and treatments:
Historians are not completely certain what the Black Death was, but it was probably bubonic plague. This disease is carried by rats and spread by fleas.
Medieval people did not understand what caused the plague.
Medieval people believed God had sent the plague as a punishment for their sins.
Medieval people tried a variety of treatments; these included praying to God, whipping themselves, drawing out the poison from the buboes and cleaning the streets.
Most people just tried to avoid those who were infected from the plague.



"Whether the Black Death was the prime cause of a great rural transformation or whether it merely completed a process that had been underway for generations, the countryside of late medieval Britain was unquestionably an irreversibly altered world."
Simon Schama

Knowledge organiser: Why do people experience differences in weather and climate across the world?

Climate is the overall pattern of weather.
Weather is the day to day variation in temperature, precipitation, wind speed, wind direction, cloud cover, humidity and air pressure.

Elements of weather:
Temperature - This is the measure of how hot or cold it is. Measured using a thermometer.
Visibility - This is the distance that can be seen. Measured in meters.
General weather - This describes the weather in words; fog, showers, mist, thunder, sunny.
Precipitation - Water in the air falls to the ground in many forms; rain, snow, sleet, hail etc. Measured in mm using a rain gauge.
Cloud cover - This is the amount of the sky covered by cloud.
Measured in oktas using the eye.
Wind speed - This tells us how strong the wind is. This is measured using an anemometer.
Wind direction - This is the direction the wind is blowing from. This is measured using a wind vane.
Cloud type - Clouds come in many shapes, sizes and heights. Cumulonimbus, cumulus, stratus and cirrus are the most common types.

The Water Cycle



Climate graphs
Climate graphs have 3 axis - month, temperature and precipitation.
The bar graph is always the rainfall and the temperature is always the line graph.



How does it rain?

Frontal rain:
Air cools and condenses as it rises, forming clouds and rain.
Shades are formed by the cold front pushing under the warm front.

Relief rain:
Air is forced up the windward side of a mountain, cools, and rain falls.

Convictional rain:
Air on one side of a mountain is forced up, cools, and rain falls. On the other side, the air sinks, warms, and no rain falls.



UK's weather
Temperatures are higher in the south.
Rainfall is higher in the north. This is due to ocean currents, wind direction, altitude and latitude.

Flooding
Physical causes - rainfall, rock type, snow melt, steep slopes.
Human causes - deforestation, urbanisation.
Flooding affects countries socially, economically and environmentally.
UK floods 2004
Caused by a range of human and physical factors. 50 cars were washed down river, no-one died, 440 million gallons of water flowed through the village. Clean-up operation cost millions.
Sri Lanka floods 2018
Caused by monsoon rains. 203 people died, villages cut off, mudslides, 600,000 people lost their homes.

Some places are extremely hot or extremely cold and the people have to adapt. For example, Dubai is very hot and Russia is cold. The countries are very different and people live differently.

Key terms:
Weather
Climate
Evaporation
Precipitation
Transpiration
Interception
Infiltration
Surface run-off
Ground water flow
Temperature
Visibility
General weather
Precipitation
Cloud cover
Wind speed
Wind direction
Cloud type
Climate graph
Altitude
Latitude
Ocean currents
Frontal rain
Relief rainfall
Convictional rainfall
Flooding
Impermeable
Deforestation
Urbanisation

Year 11 Autumn 1 Romantic Music Knowledge Organiser

ROMANTIC MUSIC

(A stylistic movement in Western classical music in the nineteenth century, commonly referred to as the Romantic era or Romantic period.)

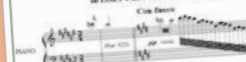
Dates: 1810-1900

Cadenza

The cadenza is a section found in the Classical concerto. It is a brilliant dramatic solo passage where the soloist plays, and the orchestra pauses and remains silent.

The cadenza is usually played towards the end of the first movement and is based on one or more themes from the first movement. It shows off the skills of the soloist and often ends on a trill.

CADENZA for the left hand
in Liszt's B-flat major Sonata No.2



Romantic Music Background

The music of the Romantic period reflected the literature and artwork of the era.

Composers strived to create music which went against the constraints of the classical period.

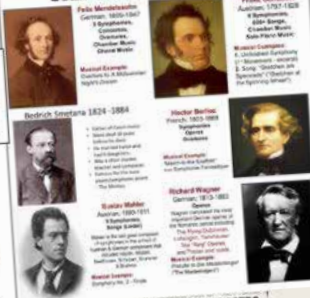
They based everything on the powerful moods and emotions of subjects like nature, love, loss, myths and legends.

The orchestra grew again to reflect the grandeur of the music with the use of additional instruments and a far more extensive percussion section.

The Romantic Orchestra



Some Romantic Composers



IMPORTANT PIANO COMPOSERS



Pieces to listen to:

- A Night on the Bare Mountain - Mussorgsky (Programme Music)
- Thou of the Sea - Liszt
- Thou of the Sea - Liszt

- Forms** Generally, freer use of form:
- Variations of Sonata Form and Rondo Form
 - Symphonic Poem
 - Minuet & Trio used for 3rd movements in Symphonies and String Quartets.
 - Theme and Variation
 - Lieder (Vocal Music)
 - Programme Music
 - Piano Concerto
 - Opera

Devices

Music more expressive.

Use of programme music to tell a story.

Larger orchestra using a huge range of percussion instruments as well as more uncommon instruments such as the piccolo, contrabassoon and bass clarinet.

Dramatic contrasts between moods in the music and a very wide range of dynamics.

Unusual key changes (modulations).

The music was more rhythmically and harmonically complex.

Irregular phrase lengths.

Use of rubato, leitmotif and the cadenza.

Use of folk melodies and nationalism important to



Types of Weathering	What is Deposition?
Chemical Breakdown of rock by changing its chemical composition, e.g. acid rainwater.	When the wind or water loses energy, it drops the sand, rock particles and pebbles it has been carrying. This is called deposition.
Mechanical Breakdown of rock without changing its chemical composition, e.g. freeze-thaw weathering.	What is longshore drift? The movement of material along the beach. When the waves approach at an angle, sediment will be moved along in a zig-zag pattern.
Biological weathering This occurs due to the actions of plants and animals. E.g. plant roots break rocks, animals burrow into weak rocks.	

How do waves form?	Why do waves break?
Waves are created by wind blowing over the surface of the sea. As the wind blows over the sea, friction is created - producing a swell in the water.	1. Waves start to roll in. 2. As waves approach the shore, friction slows the base. 3. This causes the water to curl.

Types of Erosion	Types of Transportation
Corrosion The break down and transport of rocks - smooth, round and sorted.	Solution A natural process by which eroded material is carried/transported.
Attraction Rocks that break together to become smooth/rounded.	Longshore Sediment is carried along in the flow of the water.
Hydraulic Action Rocks broken at the base of a cliff by waves piling up.	Transverse Rocks that break along the cliff face.

Stage One	Stage Two	Stage Three
Wind waves, small waves, breaking in the surf.	Wind waves, small waves, breaking in the surf.	Wind waves, small waves, breaking in the surf.

Key terms	Definition
1. Guru	A master performer
2. Improvise	Making up music during a performance, rather than referring to a pre-existing melody or part.
3. Raga	A set of pitches, similar to a scale.
4. Drone	A repeated note or set of notes repeated throughout a piece.
5. Tala	A cycle of beats that repeat.
6. Alap	The opening section of a piece of Indian classical music.
7. Gat	The main, middle section of a piece of Indian classical music. It is a fixed composition.

8. Jala	The fast climax of a piece of Indian classical music.
9. Sar	A stringed instrument, its distinctive sound is due to a number of sympathetic strings incorporated within the instrument.
10. Table	A pair of Indian drums, each of a wide variety of sounds.
11. Sarod	A lute
12. Tanpura	A stringed instrument used to create a drone.
13. Sarangi	A stringed instrument that is bowed.
14. Bansuri	A side blown flute.
15. Dhol	A double-headed barrel drum.
16. Tabla	A high pitched, single stringed instrument.
17. Rih	A short repeated phrase.
18. Chai	The fundamental rhythm word in bhanga, played on the dhol.
19. Synthesizer	An electronic keyboard instrument.

Mass Movement	Coastal Landforms at Swanage
1 Rainwater that permeates the rock above the impermeable rock making it heavy.	Cliffed promontories
2 Waves of a river will create the base of the cliff making it unstable.	Shoalwater promontories
3 Eventually the weight of the permeable rock above the impermeable rock weakens and collapses.	Coastal landforms at Swanage
4 The debris at the base of the cliff is then redeposited and transformed by waves or tides.	Where? Swanage, south coast of England. It has three distinct and important landforms. It is a good example of the coastal cliff.

Physical Landscapes in the UK	Coastal Landforms at Swanage
What is longshore drift? The movement of material along the beach. When the waves approach at an angle, sediment will be moved along in a zig-zag pattern.	Where? Swanage, south coast of England. It has three distinct and important landforms. It is a good example of the coastal cliff.
What is longshore drift? The movement of material along the beach. When the waves approach at an angle, sediment will be moved along in a zig-zag pattern.	Where? Swanage, south coast of England. It has three distinct and important landforms. It is a good example of the coastal cliff.

Year 9 Knowledge Organiser

Spring Term



Music from India

Classic Indian Style

"There are lots of different styles of music played in India. pop, folk, rock, classical, film and more."

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"Raga is the pattern of notes and is the tune. A star might play the melody. A star is a plucked string instrument."

"Tala is the rhythm and is usually played on the tabla. Sounds are produced by playing with fingers and the palm of the hand. Sounds can be described in words—Ta, Dha, Dha, Ta, Dha and Ta. Rhythms are not written down but memorised."

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"A constant, held, sustained note which accompanies the Raga is called the drone. An instrument called a tambura might play the drone. This is another string instrument."

"Musicians learn how to play by listening and memorising the music from their teachers. This is called Oral Tradition."

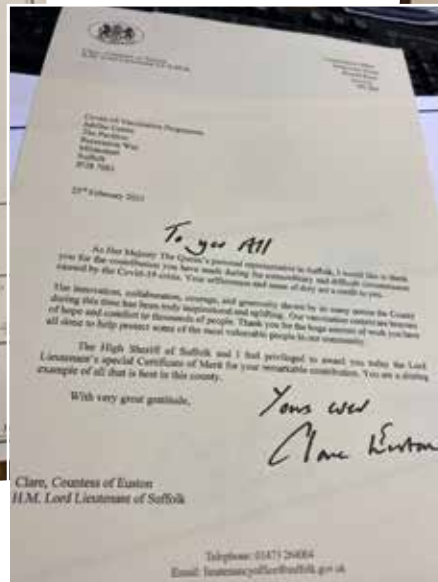
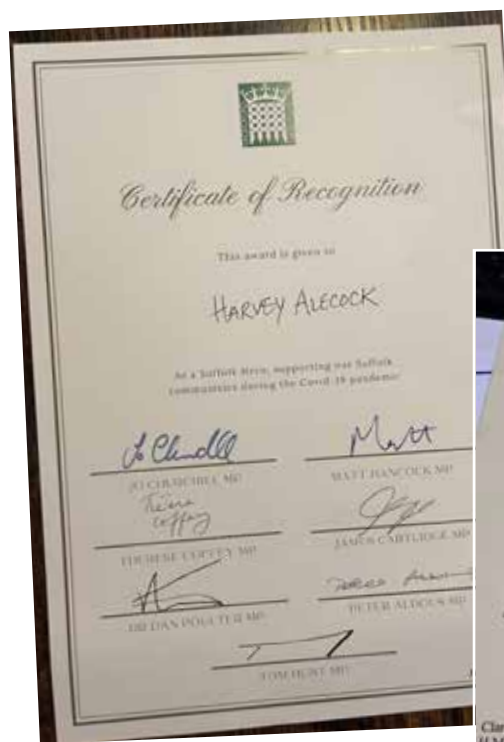
"There are lots of different styles of music played in India. pop, folk, rock, classical, film and more."

"Indian classical music has been passed down from generation to generation for more than 3000 years. Although the music varies between the north and south of India, music shares three common ideas: Raga, Tala and Drone."

"Raga is the pattern of notes and is the tune. A star might play the melody. A star is a plucked string instrument."

"Tala is the rhythm and is usually played on the tabla. Sounds are produced by playing with fingers and the palm of the hand. Sounds can be described in words—Ta, Dha, Dha, Ta, Dha and Ta. Rhythms are not written down but memorised."

"A constant, held, sustained note which accompanies the Raga is called



Since the Pandemic and lockdown began in March 2020 I, as a student embarked on home learning, GSCE exams being cancelled and restrictions in my day-to-day life.

When the breakthrough of a vaccination for Covid 19 became available in the country the rollout out in Suffolk started. I have always been interested in a medical career so when an opportunity arose to volunteer at the annual Flu vaccination clinics, I approached the local GP surgery and began volunteering over the weekends.

When the Covid vaccination programme began to be administered in our community the elderly and vulnerable were the first to be vaccinated and I volunteered for The Market Cross Surgery and Primary Care Network (PCN) at the Mildenhall Jubilee Centre.

I was able to assist in registering the attendees, reassure and chat to them and give information about the vaccine. Some of the patients hadn't seen or spoken to anyone in months. It was very rewarding in what was a very uncertain and nervous time for those attending.

I feel privileged to have been able to help most weekends and MCA have also approved days during the school week to volunteer.

I have always been interested in a medical career and my voluntary work at the clinics has been an invaluable experience and only enhanced my pursuit in medicine, perhaps as a doctor.

Harvey Alecock, Year 12



The MCA⁶ Year 12 students participated in the Unlock the Box challenge this half term to give the students more information about applying to university and student life.

Unlock the Box is a fun, interactive escape room style activity that was hosted for us by Becky Powles, the academy's Higher Education Champion who works for Take Your Place. Becky supports the academy by leading a range of aspirational workshops as well as one to one mentoring and assemblies to ensure our students can make informed decisions regarding their future.



Summer Lawyer Internship

The Summer Lawyer Internship was an international course for individuals who wanted to consider taking a Lawyer job role in the future. It was an introduction to the everyday life of solicitors and barristers as well as covering the initial step into a lawyer's professional role. We investigated a great variety of areas such as corporate law (looking into contracting) and a murder case. It came with an amazing opportunity for one-to-ones with solicitors and barristers across the country and the globe. This introduction provided a wide range of opportunities to students for their future lives and career management.

We took on a murder case and followed the procedure as though we were lawyers ourselves. This involved looking at the suspects, who we interviewed and questioned ourselves with the support of

Lawyers, following training beforehand. We also explored how this would be followed up. This was only a fraction of the steps we took when looking into this case. However, this will support me in the future as it has opened my eyes to the exciting world of Law and also made me more confident as a person after presenting in front of a large audience of two-hundred individuals – some of these being well trained professionals in the industry.

This Lawyer internship concluded with a final exam. Presenting what we had understood and the knowledge that was given to us during the 4/5 days we were taught. I passed my exam and achieved 95%. This will positively support my CV and show my interest in Law to universities and future employers.

Nyola Bigrigg, Year 12





Year 8 student Stefan Jinga has been selected as one of the Foyle Young Poets of the Year 2021.

Stefan was chosen as one of the 85 commended Foyle Young Poets of the Year 2021 for his poem *The Expired Pie*. This is an impressive achievement as the competition, run by the Poetry Society, attracted 15,000 entries from across the world.

Even more impressive is the fact that Stefan was one of the youngest poets to have been commended this year.

Mrs Grahn, our academy librarian, publicised the event in the library and Stefan's class were encouraged by Miss Robson, their English Teacher, to enter. Mrs Grahn was delighted to receive the news that Stefan had won a prize and that his poem would be published on The Poetry Society website.

Due to Covid-19 precautions, the official ceremony for this year's commended poets was held online rather than in London. However, Stefan along with his friends were able to have a small celebration here at MCA.

The Expired Pie by Stefan Jinga

*There once was a juicy pastry,
That was so very tasty.
My stomach started to really rumble,
And thats when the pie in my mouth
started to crumble.
It had a taste of sour cherry,
And when I finished I felt quite sleepy.
I fell asleep to get some rest,
But it really wasn't my best.
In the middle of the night I vomitted,
My stomach wasn't committed.
As I threw up on the floor,
My mum watched in awe.
Thats why you don't eat expired food.*



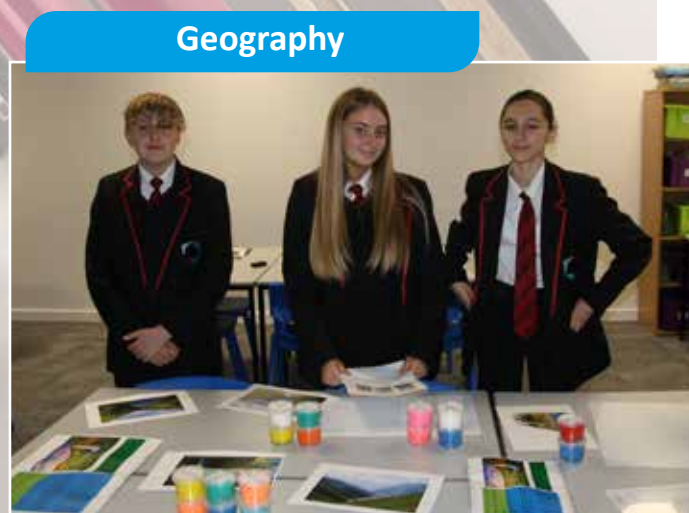
MCA⁶



Skills For Life



Academy Uniform



Geography



MFL - French Cafe



Skills For Life



DT Catering



History



Business / Health & Social Care



DT - Skills Demonstration



How can I support my child with their homework?

Students at MCA will be set homework to support the learning that takes place within the academy day – the nature of the tasks and the the amount will vary depending on the year and key stage your child is in. These homework tasks include research, guided reading, written tasks, project work, creative activities, online tasks and revision. By taking a positive approach to homework our young people can develop many essential life skills, as well as accelerate their academic progress. Many studies have found that regular conversations at home about your child's learning provides them with the opportunity to reflect on their learning and supports improved memory and recall. Here are some useful tips to support your children with their homework and to help them become more independent.

1. Encourage your child to make good use of their planner by recording which subjects have set homework and deadlines; this will help them to prioritise the tasks set and manage their time effectively.
2. Check GO4Schools - a more detailed description of homework tasks can be found on GO4Schools with links to useful resources. You can also help your child with meeting deadlines by checking when homework is due. We will communicate on GO4Schools when a homework deadline has not been met.
3. Use the knowledge organisers on the MCA website - these have been put together for all subjects and can now be found in the different curriculum areas. These lay out the key knowledge your child needs to know and will support them with completing their homework and for revision tasks.
4. Put in place a routine for when your child will complete their homework and help them to plan their time effectively; this should avoid a build up of homework and leaving tasks to the last minute.
5. Discuss the homework tasks with your child before they begin and make sure they are clear of what they should be doing. If they are unsure, encourage your child to ask their teachers or email them for further support in advance of the deadline.
6. Help your child to find a suitable place to do their homework. A quiet environment, sitting at a table or desk and with minimal distractions should help your child to concentrate and complete their homework tasks to a good standard.

7. Check the work your child has produced and praise the time and effort spent on completing the tasks. Ask about the feedback they received from the teacher and check GO4Schools to see if they have been awarded TRAITS points for specific tasks. This can help raise motivation and self-esteem.
8. Support your child with research tasks by reminding them of the following guidelines:
 - Use a variety of sources of information; these can be websites, books, articles, etc.
 - When researching it is good practice to write down where you got your information from and to record what you have found out in your own words (not copy and paste).
 - Use websites and books that are aimed at the appropriate age group and avoid Wikipedia!
9. Remind your child that revision can be carried out in a variety of ways; however, research says that just re-reading notes is not enough. Students need to find what works for them, but they could try making revision cards and mind-maps (using a mixture of words, pictures and different colours), quizzing themselves and each other using the knowledge organisers and practising exam-style questions.
10. Provide us with feedback – if your child is struggling to complete homework tasks, or you feel too much or too little homework is being set, we encourage parents and carers to get in touch and share your child's experiences. This will help us to review and improve our procedures and systems.

Finally, to support our students in completing their homework we will be starting a homework club before and after school starting after half term. We are also introducing Year 10 and 11 homework detentions at lunchtime to support our older students in meeting deadlines and completing work as part of their GCSE courses. At MCA6, we have supervised study periods for Year 12 which supports them to complete some of the additional work for each subject within the academy day. There is also the option to extend this offer to some of our Year 13 students ahead of their coursework deadlines and exams next summer.



Vertas, our catering suppliers, are launching a new way to pay for student's school meals. From Monday 1st November you will only be able to pay for food and drink using an online account and PIN. Your child brought home a letter with their PIN on Monday 18th October. The academy will have a back up copy of all student PIN numbers for emergencies.

The academy uses SCOpay as its online payment platform for trips and events and you will now be able to use it to make payments for school dinners.

To prepare for the switchover we have attached instructions on how to register for SCOpay for those not already using it. If you would like an additional parent/carers to have access to SCOpay or require assistance with registering, please contact Mrs Tuffs in the finance office.

For parent/carers who do not have access to the internet, there is the option for students to load cash on to their accounts. The machine to do this is located in the dining hall. To ensure everything is ready to go you will be able to load cash via SCOpay from Wednesday 20th October, but your child will not be able to pay using the system until Monday 1st November. This is for you to be able to use SCOpay in advance to ensure your account works.

Students who are entitled to free school meals will have a daily allowance automatically added to their account to use for that day. Parent/Carers have the option to top up this amount using SCOpay or by cash through the cash loader.

If there are insufficient funds on the student's account payment will not be authorised. To avoid this, we ask you to check the balance regularly to ensure there are sufficient funds available. The previous 'Dinner Debt' system will change and instead of seeking permission to loan cash and repay the next day, you will be asked to top up online in the first instance.

In emergencies we will of course ensure students have access to food and drink. We thank you for your support and should you have any questions please contact us via email to :

help@mca.attrust.org.uk



In Skills for Life lessons this year there has been some significant changes to the curriculum due to the new Relationships and Sex Education statutory guidance from the Department for Education. We are very proud of our curriculum and would like to take this opportunity to share with you the great work students have been doing in their lessons so far this year. Please note that all of the Skills for Life Curriculum maps can be found on the academy website under the curriculum tab.

In year 7 we have looked at peer on peer abuse both online and in person. We have discussed physical, emotional, cyber and psychological abuse. We have also completed work on familial differences and emotion and feelings. We have also had Suffolk Police in to do some work on road safety, county lines and knife crime.

In year 8 we started the year looking at setting targets and goals for ourselves for the year ahead. We also reflected upon the last year we have experienced at home and in the academy. We have studied what makes up 'risky behaviour' and personal safety. This has included work on sexual harassment and how to report this and importantly how to be a positive influence in the community. We have also been studying tolerance, prejudice, discrimination and equality.

In year 9 we have begun the year

discussing politics. We have studied democracy and government systems both in the UK and other parts of the world. We have studied how and why manifestos are put together. We had some great lessons on why democracy should be free and fair which caused much engagement with students. We have looked at the role of religion within politics comparing the UK to other systems of government.

In year 10 and 11 we have spent lessons studying aspects of the new RSE curriculum focusing on unhealthy relationships including coercive control, consent, sexual harassment and the laws regarding these. In all of these lessons we have ensured that we have signposted students to support if they need additional advice and guidance. This support has been both in academy support and signposting to external services. Some classes have also contributed to a national drugs, alcohol and smoking survey.

We know that Skills for Life lessons are incredibly valuable and would welcome you to discuss with your child the content that is being covered. If you have any questions about the Skills for Life Curriculum then please contact Mr Goodenough.

richard.goodenough@mca.attrust.org.uk



We would like to congratulate year 8 student and motocross rider Chester Hyde on completing his 2021 season.

Chester has had a fantastic season topped off by competing in the Weston Beach Race and coming 2nd. A fabulous result from 130 riders who started the race and a very proud moment to end the season.

Chester's Dad was always into bikes and he too raced motocross at national level so it was inevitable that Chester would be on the start gates at a young age ready to race.

Chester had his first taste of motorbikes at three years old on a PW50 and the rest they say is history!

He had to wait until he was 6 years old until he raced competitively so it was just days after he turned 6 that he first got behind the gate at Mildenhall MX.

The last 6 years have seen him race the

auto class 50cc until 7 years old and then onto the 65cc class from 8 - 10. The trophy cabinet was starting to get rather full with several wins and championships under his belt at club level.

From 10 years old he went up to the 85cc class and at the end of the first year he started to dip his toes into National level riding having his first ride at the huge Lyng motocross track qualifying 15th from a 40 strong line up of up to 13 year-olds. He loved the National level, the competitiveness, the qualifying and being able to ride the best tracks in the country among the fastest kids in the country.

He took 3rd at Hawkstone Park in his class in 2020 and then Covid hit and took his second year away so he decided to give the Nationals a shot in what would be his last year in the small wheel 85cc class. He put the hours in at the gym working with his fitness and started to train fortnightly with local professional mx rider/trainer Carl Nunn.



His hard work and dedication paid off and this season. He really did shine taking 3 moto wins in his class finishing the 2021 season with:

2nd in the British MX Nationals
3rd in the British Bridgestone Masters
2nd in the Prestigious Weston Beach Race

He now moves up to the BW 85cc class a whole year early going into the 2022 racing against up to 16-year-olds so this will be a tough season but he is ready for the challenge and will have three years in this class to make his mark. He will continue to compete at National level and cannot wait to do the beach race again in 2022 with the ultimate goal to take the top spot one day.

We have a lot of support from family, friends, local businesses and the academy who all help keep Chesters dream alive and without this support we wouldn't be able to do what we do.

We also thank Chesters sponsors Matt Pope Motorcycles, Sandbox & Fox Racing and his trainers Carl Nunn and RDP Academy.

Mr & Mrs Hyde



Year 7 Football

Congratulations to the year 7 football team, on a convincing 9-1 win at home to Westley Middle School on 4th October. With some good passing football being played all over the pitch, it was an encouraging performance. Some incredible saves from goalkeeper Ben Cross, and a hatrick from Maxim Mlityalwa added to the impressive performance. Other goals coming from Jesse Logan, Dylan Shaw, Bailey Gibbs, Max Rose and 2 from Henry Edwards.

Year 8 Football

The year 8 footballers have had a fantastic start to the season. With it being the first time the year 8's have ever played together, due to covid last year, they have made a strong start winning 3 out of their first 4 games whilst

also making their way into the second round of the Suffolk cup which will be played after half term. The standout performance was a win over Westley Middle School, after going 1-0 down early on the boys bounced back scoring 4 goals including Freddie Preston with a hat trick making it 4-1 to MCA by full time.

Year 9 Football

The year 9 footballers bounced back magnificently on their last outing to win 4-1 against Castle Manor after losing their



Year 9 Footballers

opened the scoring for Mildenhall slotting the ball calmly into the bottom corner which was then backed up by an Alex Reid header just before half time. The defence held strong throughout the game

Year 10 Football

The U15 boys have made a great start to their campaign with two wins out of two. A 3-0 victory away at Stowupland and a 3-1 home victory against Newmarket. The boys are also into the next round of the of the Suffolk cup. Goals coming from Jordan Totman, Jake Tombs, Kieran Chapman, Alex Bradford and two for Maurycy Wegrzyn.



Year 10 Footballers

Year 11 Football



Year 11 Footballers

The U16 boys team are through to the next round of the Suffolk cup with an emphatic 6-2 win against Thomas Mills. Jake Stephenson scored 5 and a well taken goal from Harry Finniear. The boys showed fantastic team work and effort in a well earned victory. In addition to this the U16 boys team beat IES Breckland in a very competitive game which MCA edged 3-2, two goals from Jake

Stephenson and one from Olly Hunt.

Sports Leaders

Students from year 9 showed brilliant leadership and cooperation skills at the U11 mixed football tournament. The students officiated these games themselves and demonstrated superb conduct throughout this event. The students were a credit to themselves and the academy.



Cross Country

The first Suffolk Schools Cross Country event for almost 2 years took part at Royal Hospital School in Ipswich on the 14th October. 16 keen runners from MCA went to represent the academy, giving 100% and completing the course well! 6 runners qualified for the next round of the event they include; Zarahi Maynes (Year 7), Charlotte Jimenez (Year 8), Chloe-Louise Curtis (Year 10), Lily Fuller (Year 10), Natalia Maynes (Year 11) and Ben Peck (Year 11). A special mention to Ben who came 1st in this race on the day.

A huge congratulations to these students and a massive well done to all the runners involved. Good luck in the next round.



10 TOP TIPS

For Good Mental Health



Looking after ourselves and each other is important. As well as the top tips above in the poster created by MCA students information and advice can be found on our website. Students learn about wellbeing in SKL lessons and tutor time. They can also seek support from our pastoral team.

Clubs and Activities

AUTUMN 2021



	Monday	Tuesday	Wednesday	Thursday	Friday
First Lunch (7/9/11)	E Sports (9 & 11 only) G14	Week A – Year 11 Football – Astro			
Second Lunch (8/10)	E Sports (8 & 10 only) G14				Cyber Security G14
After School	KS3 Girls Fitness Hall Badminton Sports Hall Football Astro This Girl Can (Invite only) SEND Homework and Sport Homework Support - All year groups Library	Understanding your computers (Computing students) G14 Cheerleading – all years Hall Homework Support - All year groups Library	KS4 Girls Fitness Hall Basketball/ Handball – Sports Hall Rugby Astro Lego Robots (all years) G14 Homework Support - All year groups Library	Netball – All years Hard courts Boys Fitness Hall Homework Support - All year groups Library	Homework Support - All year groups Library



Mildenhall College
ACADEMY



Teamworkers

Together Everyone
Achieves More.



Resilient

We make mistakes and face challenges but
we never give up.



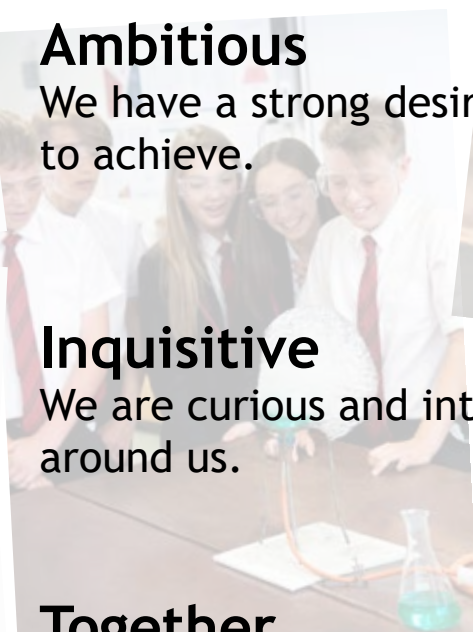
Ambitious

We have a strong desire and determination
to achieve.



Inquisitive

We are curious and interested in the world
around us.



Together

We show tolerance and respect for each
other and our environment.
'We Belong Here'.



Successful

We will be successful.

