

#TNHAAWAY



The
Nicholas Hamond
Academy



December 2022

 TeamNHA

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PROUDLY
SHARING
OUR
NEWS



Determined to be...
'the best that we can be'



PRINCIPAL'S POST

As we come to the end of the Autumn Term, I reflect that the last 14 weeks have not been without their challenges. Whilst COVID might not be the thing it was 12 months ago, it is still about and this has now been added to by a succession of nasty colds and viruses that seem to continually evolve.

This has made the last few weeks in particular challenging as students battle these aspects whilst still trying to make the most of all the opportunities that they have on offer to them and this is something they have continued to do. The extra-curricular clubs still ran, the trips including to the Panto have happened and the opportunity for students to showcase their talents at events like the Music Showcase have been great to see.

It is also in their lessons that students continue to demonstrate the determination and perseverance to overcome the challenges that they face which has been at the heart of lots of what they do every day

So, the Autumn Term has been busy and frantic at times. However, it has been great to see our students continue to progress and engage with all that is on offer to them. I hope you all have a wonderful Christmas and a fantastic New Year!

Mark Woodhouse

CHAIR'S CORNER

What a wonderful Autumn term we have spent celebrating the successful achievements of all the hard work that has taken place from everyone who makes The Nicolas Hamond Academy thrive. The total commitment and dedication of all the staff and students is second to none and I would personally like to say thank you to you all!

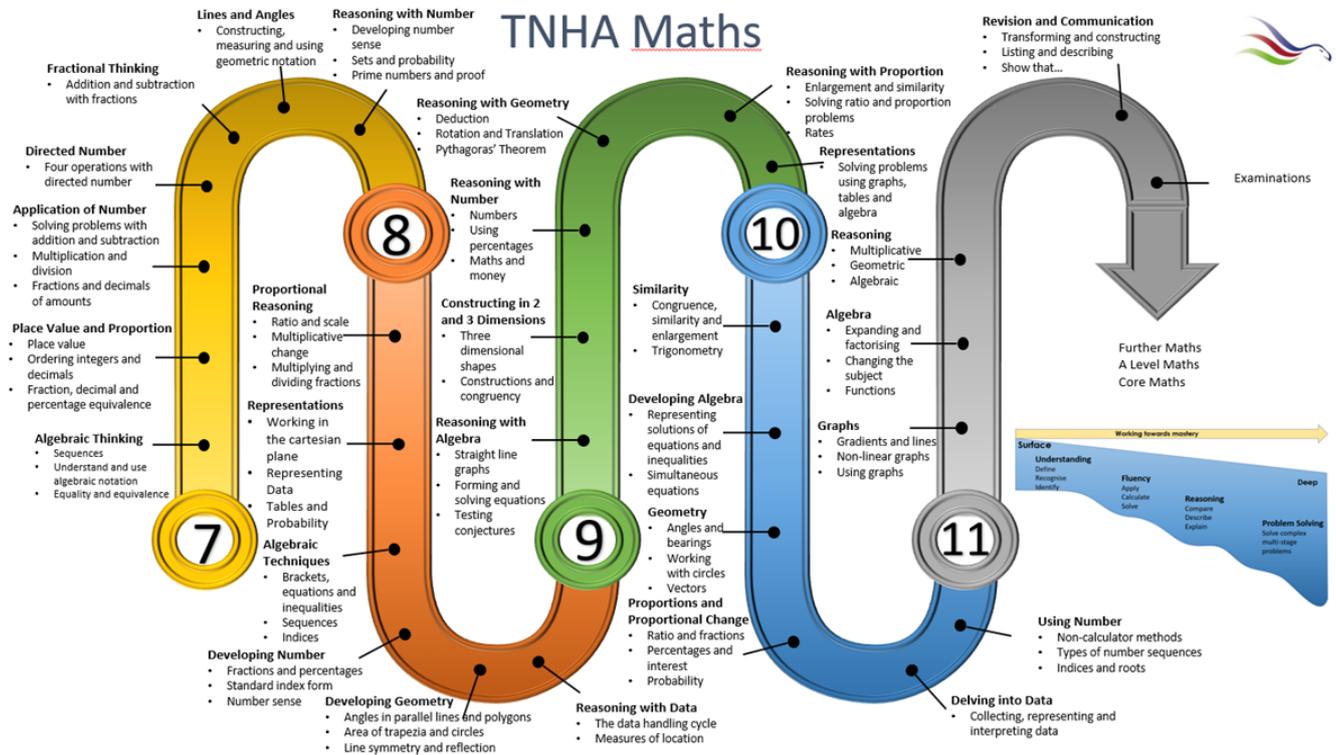
As I write this the 'rain in Spain is definitely on the plain ' and throughout Andalusia! It is much needed as the summer was very hot here and the reservoirs were low and in much need of water. It is not until you are without water that you realise how important it is. We take it for granted when we turn a tap on that water pours out of it ready for our use.

It's also that time of year to share valuable time with our families and friends celebrating Christmas and seeing in the New Year. Resolutions will be made as we write our 'wish lists' and hopefully, like the water, we won't take those we love and those promises made for granted.

I wish you all the warmest wishes for a Happy Christmas and a Wonderful New Year.

Helen Warrick-Evans

FACULTY FOCUS



Its been a very busy term in Maths with our KS3 students following our new 5 year Scheme of Work. Their learning journey (pictured above) takes them from Year 7 all the way through to Year 11; building on the knowledge they learned in previous years.

Year 7 have continued to improve their number skills, focussing on becoming fluent converting between Fractions, Decimals and Percentages whilst Year 8 have been building on their algebraic knowledge. Both have also had the opportunity to incorporate some reading into their lessons, learning a little about the history of the subject they have been covering.

Year 9's have been looking at the relationship between numbers with Factors, Multiples and Primes. They have looked at using the Sieve of Eratosthenes to identify prime numbers and undertaking investigations into sequences and patterns within the numbers 1-100.

All KS3 year groups will be taking an end of term assessment to help us assess how much the students have learnt since September. We will use the results of this to focus on filling any large gaps in knowledge with our classes and assess where they may lie within the year group.

Year 10's and 11's have been focussing on completing the GCSE Scheme of Work with the Year 11's having just undertaken their second set of mock exams. Over the coming weeks we will be focussing on filling in the gaps in the knowledge from the results of their mocks, and all students will receive a list of topics that they need to revise.

We highly recommend the use of the Sparx maths website that sits alongside the list of topics they have to revise. All students in Year 11 should have been shown how to use it and have also been given free Revision Guides to take home.

guided READING

12 Why was the main drawback of the Egyptian fractions system?

11 Which unit of measure was the fraction system based on in Ancient Rome?

10 Which distribution used base 60?

9 Where does the word fraction come from?

8 What is the bottom of a fraction called?

7 Approximately how many years ago was the Egyptian writing system created?

6 What is the image for 10 in hieroglyphs?

5 Can you write 2/3 in hieroglyphs?

4 What is the top of a fraction called?

3 What base system did the Egyptians use?

2 What is a unit fraction?

1 What is a fraction?

A BRIEF HISTORY OF FRACTIONS

Did you know that fractions as we use them today didn't exist in Europe until the 17th century? In fact, at first, fractions weren't even thought of as numbers in their own right at all. Just a way of comparing which numbers with each other. What first used fractions? Where they always written in the same way? How did fractions reach us here? These are the sorts of questions which we are going to answer for you. Read on...

The word fraction actually comes from the Latin "fractio" which means to break. To understand how fractions have developed into the form we recognise, we'll have to step back even further in time to discover what the first number systems were like.

From as early as 3000 BC, the Egyptians were writing fractions. Their number system was a base 10 like us (10 is the base 10) but they had separate symbols for 1, 10, 100, 1000, 10000 and 100000. The ancient Egyptian writing system was all in pictures which were called hieroglyphs and in the same way they had pictures for the numbers.

The Egyptians write all their fractions using what we call unit fractions. A unit fraction has 1 as its numerator (top number). They put a mouth picture (which meant part) above a number to make it into a unit fraction. For example

They expressed other fractions as the sum of unit fractions, but they weren't allowed to repeat a unit fraction in this addition. For example this is fine: $\frac{2}{3} = \frac{1}{3} + \frac{1}{3}$ But this is not: $\frac{2}{3} = \frac{1}{3} + \frac{1}{3}$

The huge disadvantage of the Egyptian system for representing fractions is that it is very difficult to do any calculations. To try to overcome this, the Egyptians made lots of tables so they could look up answers to problems.

In Ancient Rome, fractions were only written using words to describe part of the whole. They were based on the unit of weight which was called the as. One "as" was made up of 12 uncia so fractions were created on fourths (see example right).

The Babylonians were the first people to come up with a more sensible way of representing fractions. In fact they did this before the Romans' methods but there was no contact between the two civilisations. The Babylonians used the country we now call Iraq as the Mesopotamians. Their number system was organised around the number 60, so we say it is base 60. In other words they grouped numbers into 60s, whereas we group into 10s. (We still use base 10 in our measurement of time and angles.) However, they also grouped into 12s so they only had two symbols, one for a unit and one for a 12.

1 **2** **3** **4** **5** **6** **7** **8** **9** **10** **11** **12**

Handwritten notes and diagrams illustrating mathematical concepts, including a multiplication table and a diagram of a fraction.

The Sieve of Eratosthenes

1) In the grid, cross off all the multiples of 2 (but not 2).
 2) Then, cross off all multiples of 3 (but not 3).
 3) Cross off all multiples of 4 (but we need not).
 4) Cross off multiples of 5 (but not 5).
 5) Continue until you cannot cross off any more numbers.

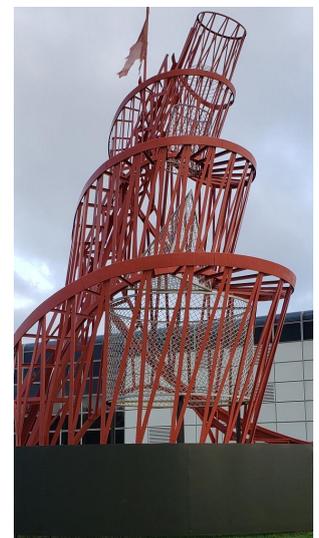
What are we left about the numbers. Just one left?

2	3	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

'VISIONS OF ANCIENT EGYPT'

Our art students had the opportunity of visiting The Sainsbury Centre in Norwich to view a major new exhibition 'The Visions of Ancient Egypt Exhibition' exploring the enduring appeal of ancient Egypt in art and design from the past to the present day.

This featured over 150 pieces of work drawn from collections from the UK and Internationally, examining how Egypt has shaped our cultural imagination and exploring the ongoing engagement with this ancient land. The exhibition included paintings, sculptures, writing, fashion and architecture, alongside photography, film and installation art.



IT'S BEGINNING TO LOOK A LOT LIKE CHRISTMAS!

CHRISTMAS MUSICAL SHOWCASE

Back in school, one of the highlights of the month was our Musical Showcase in which our students had a chance to show off their talents in front of a packed audience. Performances showed a glimpse of what our musicians had been working on in their music lessons as well as a few festive favourites, rapping, some amazing soloists and a 'mash up' on the drum and guitar. At the end of the evening the staff band made a 'guest appearance' with an old and thoughtful favourite 'Do they Know it's Christmas? (Feed the World)' and were joined in a finale by all the cast and crew.

We have to thank our wonderful musicians as well as Miss Brown, who, we are sure, spent a few sleepless nights putting the show together for everyone's enjoyment!



SWAFFHAM LIONS COMMUNITY CHRISTMAS LUNCH

As is usual in December we hosted the Swaffham Lions Senior Citizens Christmas Lunch which was, as always, a real success. Our staff volunteers cooked in the academy kitchen, whilst others ferried guests to and from the event in our minibuses. After a delicious meal there was bingo and music to help the festivities along.

Everyone thoroughly enjoyed themselves and it was a real pleasure to assist those who selflessly organise this event year-on-year for those in the local community who may otherwise find the season quite lonely.



NOT QUITE SAINT NICK - BUT WELL LOVED!

What better time of year than to give you all an update on Nicholas the rooster (aka Nick), named after the academy! In 2017, TNHA took part in the Living Egg project which caused great excitement with students and staff alike as we watched them hatch in their incubator and delighted in their journey into the world. Once at a suitable age, we ensured that all our chicks went to free range, loving homes and Nick was amongst them.

Nick had rather a rocky start in that he had to be 'helped out' of his shell by one of the staff as he somehow managed to get his leg stuck. He was taken home, along with 6 of his female friends, by Mrs Seaman, who gave him a rather ingenious splint made out of a matchstick to assist with the healing of his leg which worked splendidly!

He has had many happy years with his female companions roaming free in a large space, and was very protective of them. At times, he was rather unfriendly particularly to Mr. Seaman often chasing him round the garden! Unfortunately, Nick lost his last lady friend early this year following which he became very sad for a while. However, on one particular day in the summer he began to venture into the house, started to meet Mrs Seaman at the gate when she returned home from work and came to her when called.

Nowadays, he often pops in to say 'hello', have a few moments in front of the TV or enjoy a biscuit. He has made friends with Bailey the family dog and they are often found relaxing in the house together.



AND FINALLY...

A big congratulations to Bethany, Year 7, whose design has been chosen as the TNHA Christmas Card and will be sent home to all parents, carers, students and friends of the academy with our very best wishes!

[\(This link works on electronic versions of the Newsletter\)](#)

***The academy re-opens to
students on
Wednesday 4th January 2023
(Week A)***

***Merry
Christmas
AND
HAPPY NEW YEAR***