

# Ancora House School Newsletter

**'Building resilience for future success'**



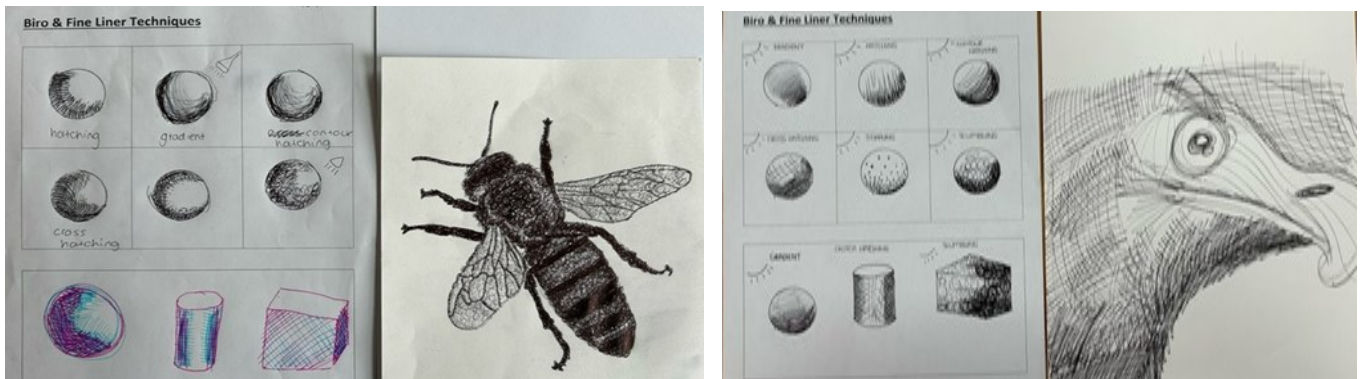
We've had a busy Spring Term at Ancora House and have all enjoyed working with the young people. Alongside the education programme, our young people have been working with outside providers, including Chester University and Young Enterprise. We are looking forward to the weather improving so that after Easter we can get outside and hopefully enjoy education in the sunshine.

Wishing you all a restful Easter.

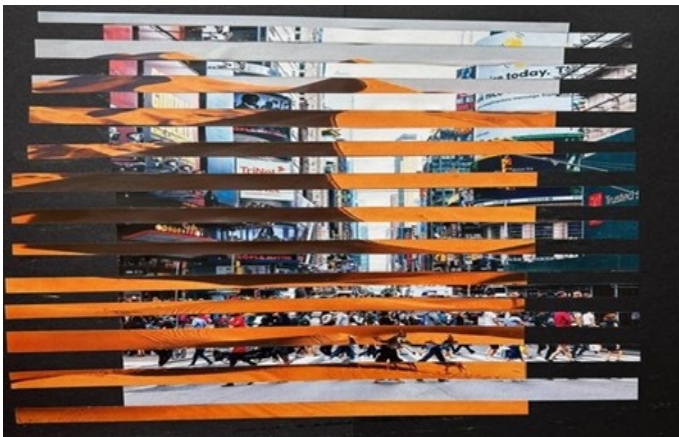
From all the staff Ancora House School.



# Enjoying Education at Ancora House School



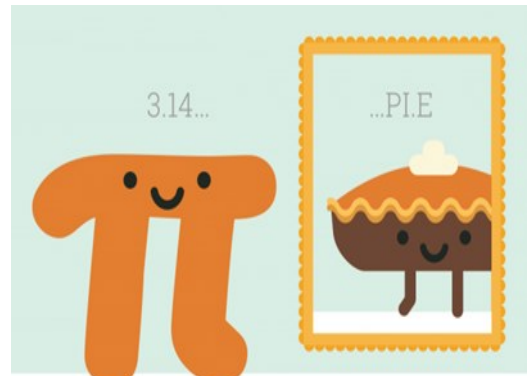
**Art and Design:** This term in Art and Design our young people have very busy been exploring different types of materials and tasks. They started with inspiration from the artist Hattie Stewart to create their own cartoon doodled portraits. They then created their own Pop Art style stencil portrait using their favourite celebrities. They also created their own optical illusion alternating photography pieces, as well as experimented with fine liner and biro techniques. All of the work that has been created has been to an incredible standard, and it's been wonderful to see the young people embracing their creativity and having a go. They should very proud of their achievements.





# Maths is fun!

We started the Spring Term by looking at some real-life applications of maths. These included working with currencies, budgeting, wages, taxes and national insurance. We also celebrated 'Pi Day' by doing some calculations on area and circumference of circles and more importantly discussing our favourite pies (steak and ale seems to be very popular!). We have also completed tasks including algebra, trigonometric functions and geometry.



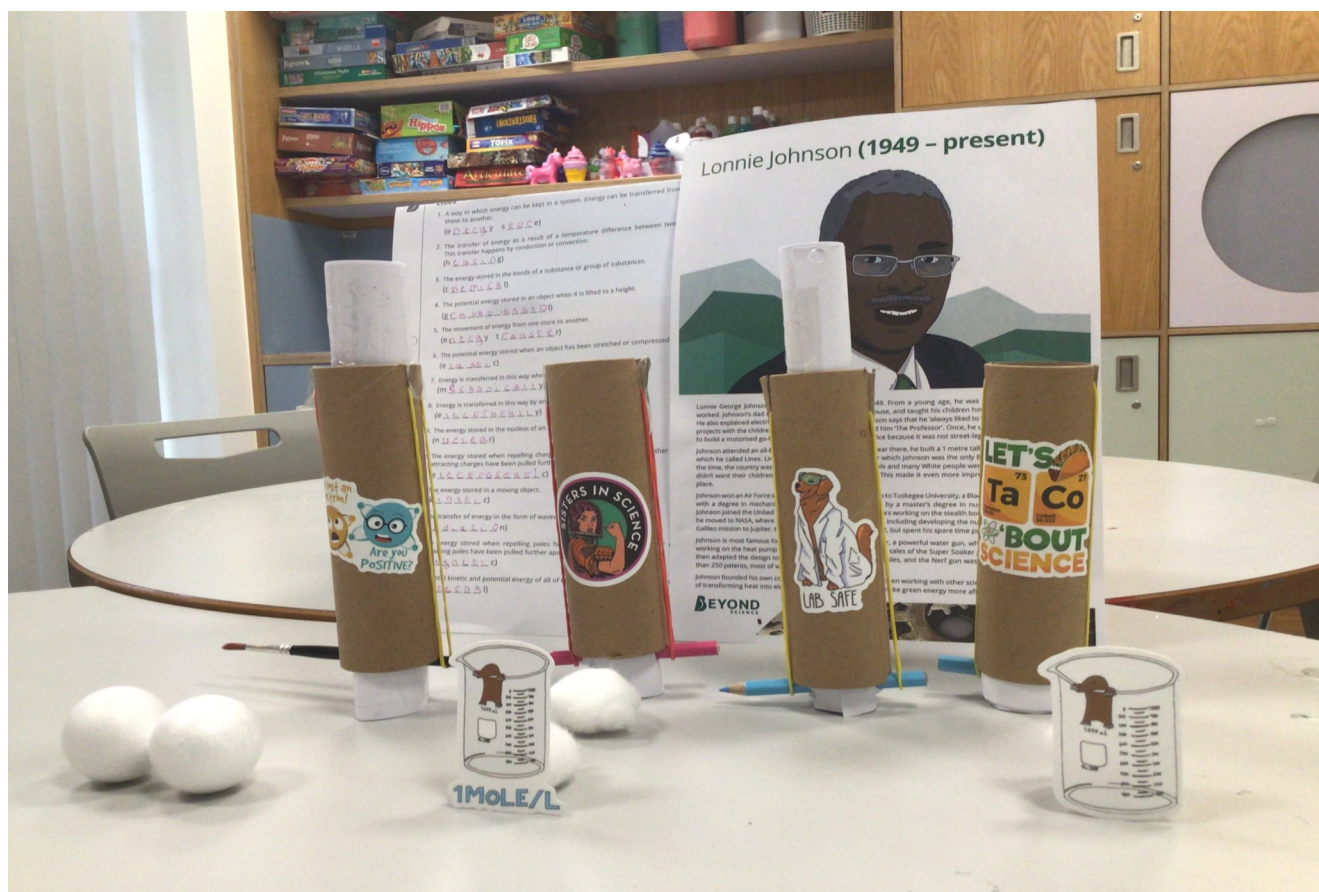
PSHE this half term has been collaboratively delivered with Gareth a Youth Worker who specialises in teaching RSE. In his sessions the young people have looked at a range of topics including building positive relationships which covered friendships, familial relationships and romantic relationships. They have also looked at legal ages and STIs. These topics have been covered using a range of activities including games, sorting activities, and question and answer sessions. The sessions that Gareth delivers always give an invaluable insight into RSE and enable the young people from Ancora House School to openly discuss and share any concerns or misconceptions they may harbour around RSE in a warm, friendly, and informative environ-



## Science and STEM

Through our STEAM lessons this half term, we have constructed a wind turbine to lift up a load and added a bit of competition to see which wind turbine could lift the heaviest mass. We have explored forces through experimentation with paper and straws to make gliders. The young people could vary the length of the straw, the width of the paper or how many loops worked best to go the longest distance. To help understand energy stores we have also made cotton wool shooters using tubes and elastic bands. In our creative session we all made paper twirlers which were mesmerising! All of these tasks have encouraged the young people to think logically and critically and develop their skills in patience, resilience and perseverance.

In science we have studied biology – cells, organisation, heart, blood, blood vessels, coronary heart disease and treatments, communicable diseases and reaction times. In chemistry we have studied Atoms, elements, periodic table, acids and alkalis and some separation techniques. In physics we have carried out a practical on speed and put our maths skills into action for speed and magnification calculations.



English: This half term the young people have produced some lovely creative writing based on a visual prompt. The short story chosen to be in the newsletter shows great flair, imagination, and includes some well-chosen vocabulary to enhance the narrative.

### The Disappearance of Eldia

The Eerie hissing sound of tidal waves and billowing white horses rushing down still dark caves engulfed our surroundings. Crash! The yacht grounded to a halt. Screams and cries filled the air like the fog that crept predatory around us. Bang! The stern floated around fierceful ocean beds. The frail bodies of tourists tossed around effortlessly. The tides ceased and played, pushing and igniting terror and uneasiness. Creek! The uncanny sound of splintered floorboards and rotten bones filled the air as a ghostly ship came into view.



### Fresh Dictionary

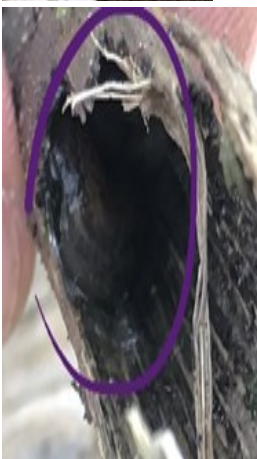
In English Group this half term we have focused on vocabulary and the changing meanings of words and phrases over time. The young people are currently in the process of creating their take on the 'Urban Dictionary' – the 'Fresh Dictionary'. Below are some of the words and phrases that they use and say are popular in 2024!





# Outdoor Education and our Natural World

This half term we have begun preparing the outdoor area for spring and have loved seeing the spring bulbs grow! It has also been great to see such a variety of life, from ladybirds and worms to a little family of slugs that had made an empty stalk their home! We have also prepared a miniature pond to see what different life it attracts. Planting around it will be focus for next term. On rainy days, it has been interesting to work on the ocean biome and forest biome where our young people have produced such wonderful research work! What a great half term!



## Temperate Forests

**In what ways are temperate forests important to our environment?**

They serve as the world's major source of timber and wood products and are perhaps the only source with some proven potential for sustainable management.

**What is the climate like?**  
It's cooler in the summer, but it gets cold in the fall and cold in the winter.

**Where on the world?**  
Temperate forests are found in eastern North America, northwestern Europe, and western Asia.

**WHICH ANIMALS?**

- Small Mammals - rabbits, Squirrels, chipmunks, Skunks
- Large Mammals - Bears, Deer, Moose, Elk
- Insects - Ladybugs, bees, ants, butterflies, dragonflies
- Birds and amphibians - Great Horned Owl

**THREATS**

- Humans cut down trees
- Deforestation for land use and agriculture
- Forest fires
- Species migration

## The Abyss

**TEMPERATURE?**  
The deeper you go, the colder it gets. At the bottom, it's near freezing.

**SUNLIGHT?**  
There's no sunlight at the bottom. The only light comes from bioluminescence.

**RESERVE?**  
The deep sea has a lot of life, but it's very different from what we see on the surface.

**What would happen if you brought it to the surface?**

If you brought a deep sea organism to the surface, it would die. The reason is that the pressure is so high that the organism's body would collapse. The pressure at the bottom is so high that it would crush the organism.

**How has this marine life adapted to the abyssal environment?**

Their appearance is just what they need to survive. They have no eyes, no ears, and no nose. They have a very special way of surviving. Some have bioluminescence, which means they can glow in the dark. They also have special ways of getting food. Some have long, thin tentacles that they use to catch their prey. They also have special ways of dealing with the pressure and temperature. They have special proteins that help them stay alive in such a harsh environment.

# Careers and Transition

This term we have been working on the individual plans of our young people. We feel strongly that students benefit from a personalised approach to their post 16 options and transitions. At Ancora House we support our students and their carers to plan for these. For some students this has meant supporting them to access courses in the community, visiting their home school or college, or for others it may be getting them to speak directly to people who are working in the industry they want to pursue.

In 2024 we have continued our work with partners from various agencies on the premises, and out in the community. With both Apprenticeships Week and Careers Week falling in this term, we have been talking to our young people about the pathways open to them post 16 including vocational, academic routes and T Levels.

Jenny and Zoe from Pilgrim's Pride Ltd came to speak to the students about working in food production and food technology. The variety of careers, training and opportunities within that sector are huge! We were all very keen on the squishy toy pigs they left too!



Amanda, Health and Social Care Catalyst from The Pledge has been working with the students across both wards to offer Virtual Work Experience. The students have been designing a dementia room for a virtual ward, and using their maths skills to bring the project in on budget!

We have continued our work with the University of Chester. Chantal has spent time with students on both wards, looking at Post 16 Options, Revision Skills and Critical Thinking Skills. The Revision Skills session is particularly relevant to our year 11 and 13 students. **The main themes being, little and often, use a variety of techniques and lots of leisure time!**

The DWP have been onsite to work with students on employability skills. It was wonderful to see students enjoying this practical session and understanding the skills they already have. Anthony from Young Enterprise has been to site to deliver Learn to Earn, a programme where students look at their dream lifestyle, what success means to them, the cost of living and how they can work towards the careers that they are interested in.

If you would like to speak to one of the team regarding our careers programme, please use the contact details found on the website.

**We have been lucky enough to receive some feedback from one of our Alumni on what it is like to study for a T Level in Health. This insight into the course content and the delivery method is invaluable for students considering their options.**

Just thought I'd give you an update on the course now I'm over half way through year 1 :)). I've started placement in xx which is a care home near my house. I actually really enjoy it, I've got to observe a lot of medical care, help the residents at meal times, read through care plans, help them walk, dance and sing with them. It is quite rewarding when you see them smile, especially the ones that often seem quite down.

Academic work wise, I have quite liked the science aspect of it, I find this a lot easier than paper A as it is very factual and just seems to click in my brain. We have been doing body systems and diseases/illnesses that come with that system. I find this really interesting, we have also done cells, biomolecules, trauma and injury, epidemiology, radiation and just things like that really. I think we also learn about cancer in a lot of detail after the body systems which I'm looking forward to.

Paper A is the paper based on the health and science sector and behaviours/legislations you should follow whilst working there. We have done the structure of the NHS (when and why it's created, ethics, discrimination, legislations to do with work etc), health and safety, first aid, data protection, safeguarding and person-centred care. We still have a few more elements to do but a lot of it has been good to learn about.

The other exam we have is called an esp. We haven't been told much about this or done much practice but it is an exam that takes place over 2 weeks. You get different tasks to do, I can't fully remember them all but it is thinks like: choosing a patient to base your exam from, research their condition, write about this patient such as support from home, hobbies, what you think they might need, you get filmed looking after this patient where you ask them questions to develop your understanding of their particular case and from that you write a care plan. I think you also do an evaluation at the end where you discuss how you think you did in the esp, what went well, what you could have done better etc. I don't know this in full detail but I think we will start to practice it over the next couple of weeks.

I think this course was a much better option for me than A levels, it has let me relax more and is focused on things I actually want to do. It also helped me meet amazing friends since I'm with that class for every lesson and we have the same breaks.

If you ever have someone in a similar position to me who could be suitable for T Level Health I would definitely recommend it!! I think I would recommend any T level over A levels if it is someone who prefers practical working or gets overly stressed with revision/exams. If you ever want me to talk to anyone about this course I will be more than happy to as I know there were a lot of questions I would have wanted to ask!! Anything I can do for you or anyone who was in a similar situation:))

Oh and overall I'm doing amazing!! Life is so good for me at the minute, I can finally socialise again. I'm out with friends a lot (mainly with my boyfriend🤞you wouldn't have believed that a year ago). And I'm finally happy again which I don't think would have been possible if I had done A levels. Apart from the last week and a half I have been overwhelmed and stressed with our teacher not being in. But that is out of everyone's control and the college are trying to figure what we can do.

Anyway, I thought you might like to know what it's like to do a T level. And, of course I'll keep you updated next year too!





We wish all our young people and their parents/ carers a restful Easter and look forward to continuing working with you after the Easter break.

With best wishes,

The Ancora Education Team.

