



Lymm
High School

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VE Day remembered
Pg. 2

Lymm celebrates the
75th Anniversary of
Victory in Europe

Focus on fiction
Pg. 20

Find out which
classics, comedy and
crime novels you
should be reading
now.

NEWSLETTER

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ART WORLD RECORD

Lymm High was selected as an Art World Records Ambassador and invited to be part of breaking the world record for the largest online art lesson.

Around 46,000 budding artists picked up their pencils and joined the class on the 21st May that has now been confirmed as a Guinness World Record. To beat the record, only 10,000 students were needed to take part. Rob Biddulph, a bestselling children's book author and

illustrator, demonstrated how to draw a whale, which incorporated a thank you NHS rainbow. The pictures above are from some of the Lymm High students who took part in the online lesson. The project also helped to raise over £50,000 to help fight the COVID-19 pandemic.





VICTORY IN EUROPE

Friday 8th May 2020 was the 75th Anniversary of Victory in Europe Day.

VE Day celebrates the end of World War II in Europe. On Tuesday 8th May 1945, the Allies of World War II formally accepted Nazi Germany's unconditional surrender of its armed forces. Upon the defeat of Germany, celebrations erupted throughout the western world, especially in the UK. More than 1 million people celebrated in the streets throughout the UK to mark the end of the European part of the war.

In London, crowds massed in Trafalgar Square and up the



Mall to Buckingham Palace. King George VI and Queen Elizabeth, accompanied by their daughters and Prime Minister Winston Churchill, appeared on the balcony of the palace before the cheering crowds.

Later, Princess Elizabeth (the future Queen) and her sister Princess Margaret were allowed to wander incognito among the crowds and take part in the celebrations.





Unmentioned in Despatches

Some of them never come home to fanfares,
they dump their kit-bags down at the door,
kiss their wives and let their children
wrestle them down to the kitchen floor,
switch the telly on, pour out a whiskey,
search for the local football score.

Some of them skip the quayside welcome,
dodge the bunting and cannonade,
make their landfall in silent harbours,
nod to the coastguard, but evade
the searchlight of public scrutiny
like those engaged in the smuggling trade.

Some of them land at lonely airfields
far removed from the celebration,
hang their flying gear in a locker,
cadge a lift to the railway station,
make for home and take for granted
the short-lived thanks of a grateful nation.

Some of them miss the royal salute,
the victory parade along the Mall,
the fly-past, the ships in formation passing
the cheering crowds on the harbour wall.
Remembered only by friends and relatives,
some of them never come home at all.



Poet: Peter Wyton

A DAY IN HISTORY TO REMEMBER

In commemoration of the 75th Anniversary of VE Day in Europe, the History Department set some additional activities for students across Key Stage 3.

Lots of KS3 pupils made VE Day decorations and did some research to find out more about VE Day. We were thrilled to receive some incredible creations over the weekend and we hope all staff and students enjoyed their VE Day celebrations.



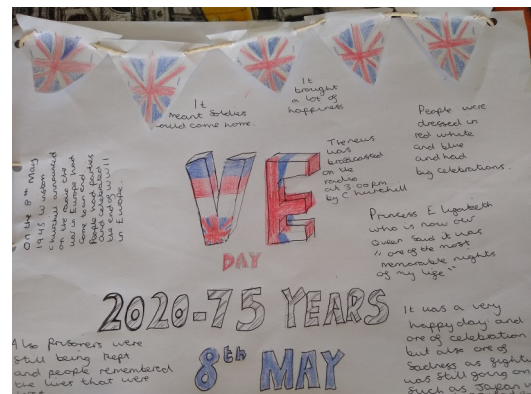
Bronwen Jones 7DH



Ava Powell 7WH



Heather Hall 8TL



Max Dutton 8WH



Ava Powell 7WH



Millie Smith 9AL
and Alex Smith
7TH



LYMM STILL CELEBRATES

Friday 8th May was not only a Bank Holiday, it was a gloriously sunny day.

Although street parties and gatherings were not allowed because of the coronavirus pandemic, Lymm still managed to celebrate in style (albeit at a safe distance in line with government guidelines.....)

Local photographer Andrew Collier captured some of the day's festivities.



*Louisa and Emily James
with their family.*



The full set of Andrew's VE Day photos can be viewed and download here:
<https://andrewcollierphotography.pixieset.com/lymmveday75/>
 Password: lymmve75

THANKS LHS!

Here are stories from just two of the many people that approached Lymm High School when they heard about the DT Department's face mask manufacture.

As a former Lymm High School student, I was always aware of their community spirit and willingness to help. I was not entirely surprised to see the recent Facebook post where Mr Hill and Mr Beardsall along with some pupils, were using their equipment and skills to make face visors for distribution to the NHS and other healthcare professionals. I reached out to the school to request some visors for use at work. I am now a Clinical Nurse Manager with an MSc in advanced Fertility Practice; I am employed by Liverpool Women's NHS Foundation Trust, but manage the nursing team at a Fertility Clinic based in Knutsford. Whilst I am on standby for redeployment, my colleagues are patient facing or on the testing team for Covid-19.

"thank you for the kindness and generosity of Lymm High School"

Unprecedented times are stretching the NHS to limits it has never had to cope with previously. It is working in environments where acquiring Personal Protective Equipment (PPE) can be challenging. The use of PPE is designed so it minimises the risk of transmission of infectious diseases, in this case Covid-19, between staff and patient. Incorporating PPE into daily care is usually an effective way to 'barrier nurse' a patient. This term refers to the strategic infection control measures used in the nursing of a patient. However, with the lack of PPE in some areas of the country, hospitals are acquiring additional stocks through alternative suppliers. Luckily Liverpool Women's NHS Foundation Trust (which the Hewitt Fertility Centre is a part of) is

generally well prepared in terms of PPE; however it is reassuring to be able to source additional stock through donations in case our supplies become stretched. These kind donations are extremely appreciated by the Trust.

As a Nurse, our priority is providing the best care possible to patients whilst protecting them and ourselves from harm which is dependent on having access to PPE. When the passion you have is to care for people, you still come to work in these difficult circumstances and deliver the best care possible.



We found out about Mr Beardsall from his mum Avril who works with us as a CAREGiver at Home Instead Senior Care Altrincham, Sale and Wythenshawe.

We have a team of 90 CAREGivers who support our Senior Clients in their own home. We are a companionship-based care provider but our clients often need extra support with personal care, which is when the face shields are needed. Avril knew that we were struggling to provide PPE and thought her son might be able to help us out.

The face shields are being used by our CAREGivers out in the community as we speak.

Lucy Gill is Director of Home Instead Senior Care.



To place a different perspective on the current crisis, I spoke with a colleague who provides counselling services for patients in our unit. What she had to say confirms the reasons why we chose to become part of the NHS family, and especially now, how we are needed to care for the country.

‘Time and time again, patients tell me that what really makes a difference to how they feel, is the staff who provide their care. As staff, we are the most valuable resource the NHS has, when patients are at their most vulnerable and scared, they want most to feel warmth

and human compassion.

Equipment assists patients’ survival, but staff enables their recovery and achievement of a better quality of mental and physical health.

I am so proud to be employed as part of a committed team of people with diverse roles, who want to provide the best possible care for their patients. I am especially proud to be employed as part of a world leading system that was created in time of poverty to ensure the future wellbeing of each and every person free from cost “from the cradle to the grave”.’

In essence, I am writing to thank you for the kindness and generosity of Lymm High School and the staff, who have selflessly made PPE to distribute to NHS and other healthcare professionals. Following the testing of donated PPE to ensure it meets trust standards, it has allowed us at Liverpool Women’s Hospital Foundation Trust to continue to make our staff and colleagues safe. It has allowed us to provide the high standards of care we strive for whilst ensuring as many patients and staff as possible remain safe.

Sally Wood

Clinical Nurse Manager



MOTHER TONGUE, OTHER TONGUE

This multilingual poetry competition celebrates cultural diversity and the many languages spoken in schools across the North West of England.

Organised by Routes into Languages North West and the Manchester Children's Book Festival, young writers were invited to send their poetry and verse into the Mother Tongue, Other Tongue competition.

The competition is led by the former Poet Laureate, Carol Ann Duffy and is this year's Laureate Education Project. It is endorsed by British Boxer Amir Khan, who has said: "I think it's important to encourage more pupils in school to learn a language and this competition is a great way to boost children's confidence".

Lymm High School had 10 entries

The following students submitted entries:

Max Davies – Year 7
Laia Roch Vallve – Year 7
Charlotte Liu – Year 9
Mariela Pedroso Santamaria – Year 9
Charlotte Storey – Year 9
Keira Brash – Year 11
Cameron Tomlin – Year 11
Shannon Van Schoor – Year 12
Lauren Van Schoor – Year 12
Myling Moore – Year 12

Students had to write either an original poem in a language learned at school (other tongue) or a poem that they had learned from someone in their 'mother tongue' – something they perhaps remember from childhood or a visit to their country of origin. "All of the Lymm High entries were fabulous and some of the older pupils wrote particularly personal and moving pieces

which had Miss Moreno and I in tears!", said Mrs Baldwin.

Three winners

The panel selected three winners from Lymm High School: Keira Brash, Cameron Tomlin and Charlotte Liu. Cameron and Keira wrote in an 'other tongue'. Cameron wrote in Spanish and Keira in German. "The work was the pupils' own and although staff read over them, we didn't make any corrections so I am particularly proud of them both", said Mrs Baldwin. Charlotte wrote in her 'mother tongue' of Mandarin about the impact of our behaviour on the environment. "It was beautifully written." The next step is for the students to have their poems published in an anthology.



The world

世界

从前，这个世界是很漂亮的，
宏伟的高山，
自由的动物，
干净的空气，
洁净的河水。
天然的草地，
非常的翠绿，
像又大又滑的苹果。

从前，这个世界是很漂亮的，
但是现在呢？
想一个苹果，
当没有照顾，
外衣会腐烂
慢慢的变黑，
腐烂的臭味，
会令空气变成废气。

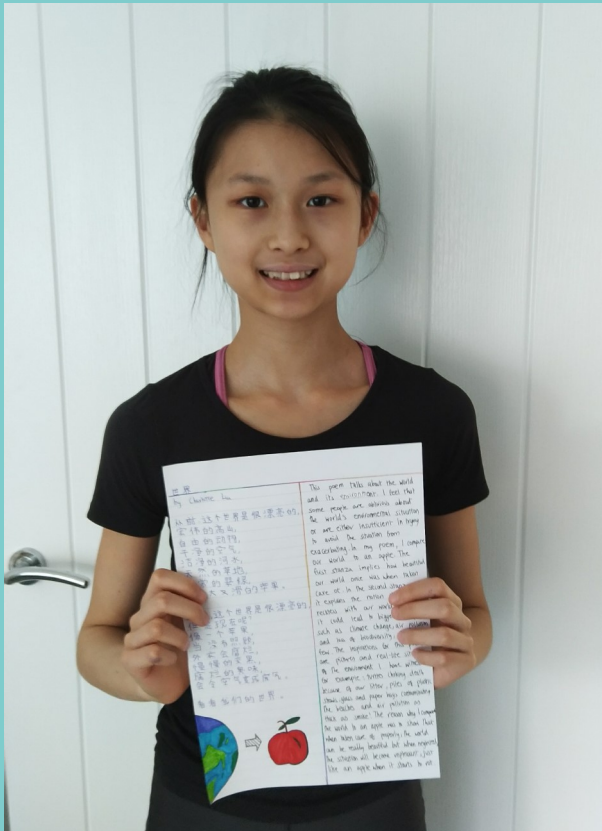
看看我们的世界。

*A long time ago, the world was beautiful,
There were tall, strong mountains,
Animals had freedom,
The air was clean,
The rivers were clear,
The natural grass,
Was so fresh and crisp,
Like a large, smooth apple.*

*A long time ago, the world was beautiful,
But what about now?
Like an apple,
When neglected,
Its skin will rot,
Slowly turning black,
The rotting stench,
Will turn fresh air into waste.*

Look at our world.

Charlotte Liu



This poem talks about the world and its environment. I feel that some people are oblivious about the world's environmental situation or are either insufficient in trying to avoid the situation from exacerbating. In my poem, I compare our world to an apple to show when taken care of properly, it can be really beautiful but when neglected the situation will become vexing and unpleasant, just like an apple when it starts to rot.

The first stanza implies how beautiful the world once was when taken care of. The second stanza shows us what happens to our world if we treat it recklessly which could lead to consequences such as climate change, air pollution, loss of biodiversity, etc. My inspirations for this poem are situations I have seen online and in real life: the piles of plastic on our beaches, air pollution as thick as smoke and much more!



Cameron Tomlin

Mi tren de pensamiento

El trabajo es todo lo que veo
 Ruedas hacia adelante
 Todo parece tan importante
 Alguna vez terminaré me pregunto
 Temo con confianza para mi próxima parada
 Revisar y repasar rimando en mi cabeza
 Al final de mi viaje, ¿puedo usar mi destreza?
 Esperando una respuesta, responden con...
 Nada

*Esta cesación del caos me deja sentir que la vida es
 irreal*

*Mis preocupaciones han desaparecido fuertemente
 Sin tener la satisfacción de superarlos permanente-
 mente.*

*Ahora mi mayor preocupación es cómo cocinaré mi
 comida ideal*

*Ahora estoy esperando mi próxima parada durante
 todo mi viaje.*

*Ahora me estoy adaptando al hecho de que ya no ten-
 go el propósito que una vez tuve*

Ahora, sin nada que hacer,

miro por la ventana con la cabeza en las nubes.

*Ahora, paso mi tiempo escribiendo este poema, mante-
 niendo lo único que me queda, este idioma esperando
 como equipaje*



My train of thought

Work is all I see
 Wheels forward
 Everything seems so important
 Will I ever finish I worry
 I fear with confidence for my next stop
 Review and review rhyming in my head
 At the end of my trip, can I use my skill?
 Waiting for an answer, they respond with...
 Nothing

This cessation of chaos leaves me feeling that life is unreal

My worries have strongly disappeared

Without having the satisfaction of permanently overcoming them.

Now my biggest concern is how I will cook my ideal food

Now I am waiting for my next stop throughout my trip.

Now I'm adjusting to the fact that I no longer have the purpose that I once had

Now, with nothing to do, I look out the window with my head in the clouds.

Now, I spend my time writing this poem,

keeping the only thing I have left, this language waiting like luggage

Keira Brash

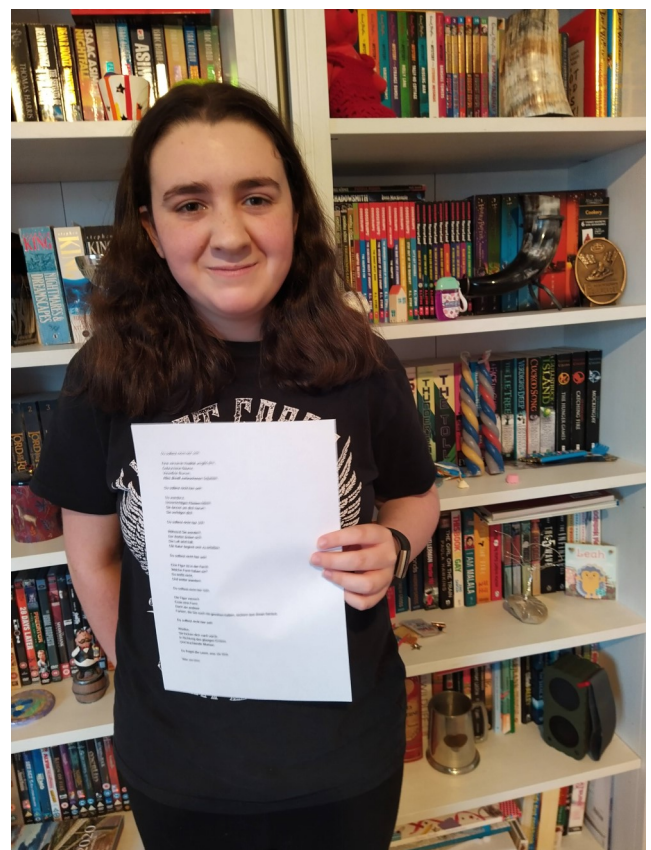


Du solltest nicht hier sein

Eine verzerrte Realität umgibt dich,
Gebrochene Bäume,
Verwelkte Blumen,
Alles ähnelt zerbrochenen Träumen.
Du solltest nicht hier sein.
Du wanderst,
Unvorsichtiges Flüstern hören.
Sie tanzen um dich herum,
Sie verfolgen dich.
Du solltest nicht hier sein
Während Sie wandern,
Der Boden ändert sich.
Die Luft wird kalt,
Die Natur beginnt sich zu erheben.
Du solltest nicht hier sein
Eine Figur ist in der Ferne.
Welche Form haben sie?
Du weißt nicht,
Und weiter wandern.
Du solltest nicht hier sein.
Die Figur verzerrt,
Erste eine Form,
Dann ein anderer.
Farben, die Sie noch nie gesehen ha-
ben, sickern aus ihnen heraus.
Du solltest nicht hier sein
Wortlos,
Sie locken dich nach vorne,
In Richtung des glasigen Grases
Und leuchtende Blumen.

Du fragst die Leere, was sie sind.
Wer sie sind.
Und die Leere antwortet zurück.
Sie sagen, dass sie aus nachlässigen
Versprechungen gemacht sind,
Ausgewachsene Tagträume,
Ausgesprochene Worte der ruhigen
Kinder,
Und die Alpträume, an die Sie seit
Jahren nicht mehr gedacht haben.
Die Leere fragt dich warum.
Warum bist du hier?
Erinnerst du dich wie?
Erinnerst du dich warum?
Wer bist du?
Was bist du?
Du weißt es nicht,
Doch die Leere tut es.
Es sagt Ihnen, dass Ihre Antwort in
Ordnung ist.
Es gibt keine endgülti-
ge Version von dir.
Wir hören nie auf zu
wachsen oder uns zu
verändern,
Wir sollten es auch
nicht tun.
Die Leere weiß es.
Es sagt dir
Alle Menschen sind
unerklärlicherweise
vom Abgrund ange-
zogen.
Manchmal, wenn der
Abgrund dich mag,
schnurrt er.

Es ist die Natur, der Fluch und die
Heilung der Menschheit, für
immer vom Abgrund angezogen zu
werden.
Die Leere weiß Dinge.
Dinge, die die Leere nicht wissen
sollte.
Sie fragen, wo Sie sind.
Und die Leere antwortet.
Es sagt dir
Dies ist eine Welt toter Götter
Und vergessene Alpträume.
Von zerbrochenen Bäumen und na-
chlässigem Flüstern.
Die Leere sagt dir, du sollst sitzen.
Die Leere ist sicher.
Die Leere ist sicherer als die andere
Welt.
Die wache Welt.
Die Leere sagt es dir





Ich möchte gehört werden.

*Ich möchte, dass meine Stimme durch
den Wald hallt und verlorene Rei-
sende verfolgt.*

*Ich möchte eine unsichtbare Ges-
chichte über ahnungsvollen Terror
sein.*

*Ich möchte vorbeifahrende Reisende
mit meinem bedrohlichen Flüstern im
Wind verfolgen.*

Und du weißt.

Und du verstehst.

Schatten kriechen auf dich zu.

Schatten sind bedrohlich.

Schatten verfolgen.

Sie jagen dich.

Sie wollen dich tot sehen.

Du willst dich tot sehen.

Du fragst die Leere

*Sie fragen, warum wir nach Glück
streben*

Auch wenn es das Leiden fördert.

*Auch wenn Sie schon einmal gelitten
haben.*

Und die Leere kann nicht antworten.

Doch die Leere tut es immer noch.

Es sagt dir

*Ich kralle mich aus meinem eigenen
Kopf heraus.*

*Ich knacke mich, als ich
herauskrieche.*

*Die Leute sagen, es gibt kein Entkom-
men,*

*Aber haben sie versucht, sich aus ih-
rer eigenen Haut herauszuziehen?*

Die Leere geht weiter.

Denn genau das tut die Leere.

Du verdienst die Welt,

*Und die Welt verdient dich so wie du
bist.*

*Kein Wenn und Aber, keine Bes-
timmungen.*

Und an den dunklen Tagen

*Du verdienst es zu lachen und zu
lachen,*

*Und wissen Sie, dass es Leute auf Ih-
rer Seite gibt.*

*Es gibt ein ganzes Leben voller
Menschen und Versprechen für Sie
um die Ecke.*

Du verstehst nicht.

Aber du antwortest auf die Leere.

Du sagst die Leere

Ein Gott gab mir diese Hände

*Und du hast mit ihnen Dämonen er-
schaffen.*

Einmal,

Deine Träume waren gestört

Und dein Grab wurde durchsucht.

*Jetzt kann man niemals Frieden
erfahren.*

Verfolgen dich deshalb die Schatten?

*Hast du deshalb Dämonen er-
schaffen?*

Bist du deshalb hier?

Die Leere unterbricht.

Weil sich die Leere interessiert.

Die Leere war schon einmal da.

Die Leere weiß es.

*Und die Leere weiß Dinge, die sie
nicht sollte.*

Weil die Leere schon einmal da war.

Die Leere sagt es dir

In einer Welt wie dieser,

*Es kann nicht genug betonen, wie
wichtig es ist, Albernheit um der Al-
bernheit willen zu bewerten.*

*Nimm Freude, wo du kannst, sei ab-
surd und freundlich.*

*Ermutigen Sie andere zu Freude und
Fremdheit.*

Und die Leere geht weiter.

Die Leere sagt es dir

*Fast jeder interessante Mensch hat
schädliche Erfahrungen gemacht.*

*Wie zerstörte Reben wachsen wir
darum herum.*

*Unsere Formen ändern sich, aber wir
wachsen.*

Und du verstehst.

Sie wissen, warum Sie hier sind.

Du weißt wer du bist.

Du bist die Leere,

Und die Leere bist du.

Die Leere kennt die Antwort.

*Die Leere weiß Dinge, die sie nicht
sollte.*

Weil du die Leere bist.

Immer noch,

Du solltest nicht hier sein.

Also wachst du auf.

The translation of Keira's poem and all of the winning entries can be read on the Languages section of the school website (<https://www.lymmhigh.org.uk/departmentssubjects/languages/>) and by [clicking here](#)



SPEECH WINNERS

Over the last half term, Year 7 completed a speech writing unit for English. Students watched and analysed speeches from prolific orators, such as Malala Yusafzai and Barack Obama and then had to emulate the delivery of these speeches by writing and performing their own. The students' work on speeches culminated in the opportunity to submit a filmed performance



into a competition. In their speeches, students had to convince their audience that society's attitude has changed for the better since 'Lockdown', for example by showing much more gratitude for our NHS, or having a much greater appreciation for the beauty of the nature around us. "All of the entries were very impressive and demonstrated some excellent presentation skills", said Miss Drummond. "Well done to everyone who took part in the competition!"

All participants were awarded 5 hall points for their contributions.

A special mention goes to the winners who gave particularly confident and inspired performances - **Jessamine Caldwell, Emilia Lowe, Holly Franklin and Isabel Stout.**

The winners have received their prizes in the post. Well done!



MEET THE STAFF

In the first of our staff interviews, Mrs Ryles-Dean and Mr Johnson tell us why they became teachers and how they are coping with lockdown.

Tell us about yourself

I am married with two children, James & Sophie, they are aged 11 and 15, and two dogs, a Shiatzu named Poppy and a Cockerpoo named Betsie. I love anything creative: I enjoy sewing, knitting, baking, cooking and family time. Before I had the children I used to make Wedding cakes and Celebration cakes in my spare time. I am currently attempting to build up to running a 5K and I also love watching cricket and golf!

Why did you enter the teaching profession?

I started teaching in 1999. The main reason for wanting to go into teaching was my own experience at school. As a young carer, I had commitments at home to care for my parents, this meant that my studies often came second. Unfortunately,

when I was at school there were no student services or pastoral systems like we have now, and my need for support and help to juggle my studies was not met. I therefore vowed to be a teacher to make a difference. I wanted to ensure that regardless of what was going on in a student's home, I would make sure they were supported in school and provided with tough love to get the best academic outcomes they were capable of. I became involved in the Pastoral Care system as an Assistant Head of Year in my second year of teaching and was determined to always aim to make a difference in students' lives.



Science. This was a module degree that allowed me to then go on and teach a range of subjects under the umbrella of Design Technology. I took part in teacher training placements each year, across the four years, in schools in Leeds, Harrogate, Bradford and Oldham. I loved university, although I commuted each day in my third and fourth year to continue to support at home.

What are the best and worst parts of the job?

Best part of the job: working with young people and seeing them grow and develop into socially responsible citizens and getting the grades they deserve to give them a bright future. Worst part of the job: when students do not listen to advice or accept support which means they then miss out either on

What degree course did you take?

I studied at Leeds, Trinity and All Saints, part of the University of Leeds. I was lucky enough to do a QTS alongside a BA Hons in Art, Textiles and Food



opportunities on offer or those valuable grades they need for their future.

How are you coping during lockdown?

I have coped very well during lockdown. I have been kept busy making sure everything is in place at school and students are getting everything they need whilst working from home.

I have been able to go into school each week to support the Key Worker children and shopping in the supermarket is much less stressful when there are less people inside. My husband is working from home, both my children have not been grumpy and the sun has been shining. I even got to decorate a TikTok area on my top landing

for my daughter over the bank holiday weekend.

The two problems I have is that my daughter has been baking lots during lockdown, so I will need to start a diet when we finally get back to normal. I have also not been able to visit my mum. But on the whole, I have a lot to be grateful for and I know that.

Tell us about yourself

I am married to Hannah and we have two girls, Bethany, aged 8 and Libby, aged 5. We have a cat called Rascal and three chickens, Daisy, Midnight and Princess Layer. I enjoy playing and watching sport, with football and cricket being my favourites.

My interesting facts: I have Level 1 in British Sign Language. I took a gap year before going to university, spending 4 months in New Zealand.

Why did you enter the teaching profession?

Both my Mum and my Dad were teachers, so some might say teaching is in the blood! I have always loved working with children. I worked in an after-school club whilst in the 6th form and as a teaching assistant for a few months during my gap year. I enjoyed learning and being at school and wanted to share that with others.

What degree course did you take?

I studied Economics at Manchester University. I took Economics at GCSE after I was unable to take my first choice of Business Studies. Once on the course I really enjoyed it and was fascinated by how the different economic principles worked and related to real life. It was the perfect balance of maths and real-world application.

Following my degree, I completed my PGCE and also an MA in Teaching.

What are the best and worst parts of the job?

Best part of the job: seeing students succeed and grow in confidence. Nothing beats that lightbulb moment when a student is able to understand and to do something for the first and second time. I also really enjoy data, timetabling and problem solving.

Worst part of the job: being on duty on Friday's chip queue.

How are you coping during lockdown?

Lockdown has been a challenge, balancing home schooling with work has been difficult.

Although our girls have been great, mostly, it's definitely easier teaching other people's children rather than your own! To keep us going we've had some water fights, played some board games, gone for walks locally, and I've also been taught about Minecraft.





CAREERS – WHAT WILL YOU DO?

Lockdown is a great opportunity for all of our students to start thinking more constructively about where they may see their futures, writes Mrs Dowdall.

There are lots of excellent resources available with lots more coming on board as employers and organisations recognise the key role that they can play in helping young people plan for their future. Please find below a few ideas for students to help them think about career planning over the next few weeks.

All Year Groups

The Pledge Partnership have put together a website with lots of careers resources that might be of use. These include tools to help write your CV, careers quizzes and some challenges to

help develop enterprise and entrepreneurial skills. For more details visit: <http://candwgrowthhub.co.uk/pledge-resources/>

SWOT Analysis

Many businesses undertake a SWOT analysis before making important decisions and there is no reason why students shouldn't do a personal SWOT. For those unfamiliar with it – a SWOT analysis identifies personal Strengths and Weaknesses and any Opportunities or Threats you may face. It could be a useful tool to get young people

thinking about the skills and competencies that they already demonstrate and how they may be helpful as they think about their future – both at school and beyond into their career.

Key Stage 4 and 5

PWC Employability Hub

PWC have put together an excellent hub of careers-focused resources that allow students to find out more about the application and recruitment process. Although it is probably of more use to Years 12 and 13 – it would be worthwhile for Year 10 and 11 students to start to develop their understanding of

how companies recruit and the type of people, skills and competencies they look for.

<https://www.pwc.co.uk/careers/school-jobs/employability.html>

UCAS and University Research

We would expect that most of our Year 12 students have already started investigating the University and Degree courses* that they are interested in and will have been planning visits to Open Days when restrictions are lifted. Many Universities are also offering Virtual Open Days/Weeks this year. But I would encourage all of our students from Year 10 and above to start thinking about what path they might wish to take post GCSE or post A' Level. The UCAS website is more than just a portal to University as it offers lots of information on career pathways and choices. There is a wealth of information available and it would be a great idea to explore the website fully in the forthcoming weeks to help make well informed decisions when the time comes – whether that is to help with A' Level or College choices in Year 11 or indeed post 18 choices. <https://>



www.ucas.com/

*Look out for the Student and Parent University Guides on the UCAS section of the school website which give you lots of advice for choosing the University and Course for you. <https://www.lymmhigh.org.uk/sixth-form/information/ucas/>

Networking and Careers Apps

Young Professionals UK and Springpod both offer students access to work experience and apprenticeship opportunities nationwide. Young Professionals UK are in the process of developing a practice digital interviews portal for students to have a go at one before they do the real thing, which they hope to go live in the next few months. Springpod have introduced a

series of virtual lessons and career talks as part of their Learn Lounge initiative. They also have lots of additional resources about apprenticeships, careers stories, interviews with apprentices and other young people who are early in their career. Both organisations are young and dynamic and are continually improving their offering to tech savvy young people. <https://www.springpod.co.uk/> <https://www.young-professionals.uk/> Year 12 <https://www.lymmhigh.org.uk/wp-content/uploads/2020/04/Progression-Activities-for-Year-12-Students-1.pdf> Year 13 <https://www.lymmhigh.org.uk/wp-content/uploads/2020/04/Progression-Activities-for-Year-13-Students-1.pdf>

Key Stage 3

I Could

Year 9 students should already be familiar with the website I Could as they used it in their Life Programme sessions this year. It has a wealth of information about various careers and includes lots of interviews with people doing the jobs.

Year 7, 8 and 9 students could investigate some jobs or industry sectors and start to find out what people actually do in their jobs. They could complete the Buzz Quiz and find out what types of roles may suit them best. <https://icould.com/>

BBC Bitesize



Bitesize have lots of Key Stage 3 friendly resources and short films that allow students to explore careers in more detail. <https://www.bbc.co.uk/bitesize/topics/znpsgk7>

Look out for a new and improved Careers section on the school website coming very soon!



WARRINGTON YOUTH OFFICER

Year 9 student Ella Brabin tells us how she came to be elected to the Warrington Youth Cabinet.

After hearing about the open positions on the Warrington Youth Cabinet my friend Ruby Davies and I make an enquiry into the vacant spaces. After a few emails, I was asked to write a small personal statement about me and my interests.

During the next few days, I took part in numerous phone-calls and zoom meetings to solidify my role and position on the cabinet.

I was assigned the role of 'Youth SEND Officer' under the wellbeing section. Overall I have taken part in many online meetings and sessions, these include topics such as climate change and SEND councils across Warrington.

It is a great opportunity and I recommend the experience to others.

If you're interested in becoming a Youth Officer visit <https://www.warringtonyouthcabinet.com/>

The careers, skills and labour market expertise of the **National Careers Service** has never been so important in these unprecedented times and is here to support customers through COVID-19 and beyond.

The National Careers Service has additional flexibility to support all adults and during the Covid-19 the individuals and groups below -

- **Furloughed workers** (including Self Employed in receipt of Income Support Scheme)
- **Pupils (Year 11 and 13)** whose examinations have been cancelled - National careers Service advisers can disseminate information provided by Ofqual, offer support, encouragement and inspiration to students who will be concerned about their future.
- **Parents / Carers** seeking careers information related to the pupil they are responsible for.
- **Any adult aged 19+** who is looking for impartial advice, information and guidance to move forward with their job search or career plans.

You can access support services in several ways –

- National Careers Service central telephone line – **0800 100 900**
- Via the website - <https://nationalcareers.service.gov.uk/> - web chat is also available
- Book a local telephone appointment - **0161 393 3033**

Whilst our face-to-face appointments are suspended, our local services are still accessible through telephone and digital.

Please pick up the phone and book an appointment with one of our qualified careers advisers – we are here to support you through these challenging times.

To book a local National Careers Service appointment, call
0161 393 3033

If you have any general enquires you can contact

- **Cheshire and Warrington Team Leader** - Clare.Bruder@careerconnect.org.uk



FOCUS ON FICTION

In the first of our Bookmark series, Ms Timson tells us which classics, comedy and detective novels to reach for this month.

Now is a fantastic time to open a book and read...the days are long and the evenings are light. If you are lucky enough to have a shelf of books at home take a fresh look at what you have, and read something new or re-read an old favourite. If you don't have a book to read at home then why not open the Sora app or go to the website soraapp.com. The home page lists books by popular subject or you can search the collection of over 1600 Ebooks and audiobooks by author, title or keyword.

If you still need some ideas on

what to read you might like to try this month's featured genre bookmarks: 'Classics', 'Comedy' and 'Detective / Crime' which offer book suggestions with Key Stage 3 in mind. All the books listed on the bookmarks are held in the ILC school library collection and you might have some of them on bookshelves at home. The titles highlighted in red are also available from Sora.

If you haven't used the Sora app or website before access is free and it's easy to get started. When logging onto the site for the first time, you will be invited to put in your 'setup code' at

the bottom of the screen. The setup code is 'uksecondary' because our school is part of the Secondary Ebooks group, and 'Lymm High School' should then be available from the drop-down list. Input your usual school email and password to get started with your individual account.



Sora
The student reading app
soraapp.com

Classics

Burnett, F H	The Secret Garden
Carroll, L	Alice's Adventures in Wonderland
Defoe, D	Robinson Crusoe
Doyle, A C	The Adventures of Sherlock Holmes
Durrell, G	My Family and Other Animals
Grahame, K	The Wind in the Willows
Lewis, C S	The Chronicles of Narnia
Nesbit, E	The Railway Children
Norton, M	The Borrowers
Sewell, A	Black Beauty
Stevenson, R L	Treasure Island
Stoker, B	Dracula
Swift, J	Gulliver's Travels
Twain, M	The Adventures of Tom Sawyer
Verne, J	Around the World in Eighty Days
Wells, H G	The Time Machine
White, E B	Charlotte's Web

Quick Reads

Hinds, G / Shakespeare	Macbeth: A Graphic Novel
Stevenson, R L	Dr Jekyll and Mr Hyde—Graphic Novel
Stevenson, R L	Treasure Island - Graphic Novel
Wells, H G	War of the Worlds - Graphic Novel

Comedy

Boyce, F C	Cosmic
Dahl, R	James and the Giant Peach
Evans, L	Small Change for Stuart
Grogan, J	Marley: A Dog Like No Other
James, G & Smith, C	Kid Normal
Kinney, J	Diary of a Wimpy Kid Series
Lawrence, M	Jiggy McCue Series
Patterson, J	Middle School Series
Peirce, L	Big Nate Series
Pichon, L	Tom Gates Series
Rennison, L	Withering Tights
Russell, R R	Dork Diaries Series
Sachar, L	Fuzzy Mud
Smale, H	Geek Girl Series
Solomons, D	My Brother is a Superhero
Walliams, D	The Midnight Gang
Wilson, J	Girls in Love

Quick Reads

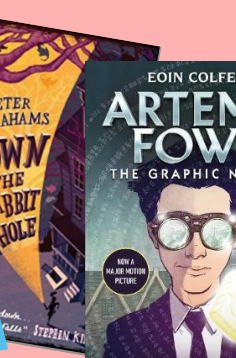
Boyce, F C	Desirable
Colfer, E	The Legend of Spud Murphy
Conlon, B	What a Stinker!
Lawrence, M	Young Dracula
Strong, J	Mad Iris

Detective/Crime

Abrahams, P	Down the Rabbit Hole
Boyce, F C	Framed
Carter, A	I'd Tell You But Then I'd Have To Kill You
Child, L	Ruby Redfort: Look into My Eyes
Dowd, S & Stevens R	The Guggenheim Mystery
Gavin, R	Knightly and Son Series
Grisham, J	Theodore Boone Series
Hitchcock, F	Murder in Midwinter
Lane, A	Death Cloud (Young Sherlock Series)
Landy, D	Skulduggery Pleasant Series
Leonard, M G	Beetle Boy
Palmer, T	Foul Play
Shelton, D	Emily Lime Librarian Detective Series: The Book Shelf
Sedgwick, M	She is Not Invisible
Stevens, R	Murder Most Un-ladylike Series
Wein, E	Codename Verity

Quick Reads

Cassidy, A	Thicker than Water
Craig, J	Lifters
Donkin, A / Colfer, E	Artemis Fowl: Graphic Novel
Shipton, P	Bug Muldoon books



ART CHALLENGES

The Visual Arts department have been running weekly Art challenges to maintain a sense of community during these challenging times, as well as allowing students to explore and develop their creative skills from home.

Students have been asked to be experimental and create artwork on the themes of upcycled flowers, shadow art, repetition, cardboard and colour wheel. This week's challenge is on the theme of typography. More challenges are on the way.

The challenges are open to students of all years, as well as current Year 6 students joining Lymm High School in September. So far, we have received a great number of entries of outstanding quality! We are always excited to see how students respond to each challenge in their own creative way.

The Visual Arts department would like to say a big thank you and well done to all students who have submitted entries so far.

Selected pieces are shown daily via the @lymmhigharts Instagram page.



Upcycled Flowers



Shadow Art



Repetition



Cardboard



Colour Wheel

ENTREPRENEURIAL EMILIA

Emilia Lowe has been using her spare time during lockdown to make face masks for friends and family. Now she has a thriving business.

The Year 7 student decided she wanted to help protect her Nan who has asthma. In addition, her next-door neighbour had been very ill and spent nearly 6 months in hospital. So, Emilia did some research online and figured out how to make cotton face masks on her sewing machine.

After positive feedback from her grandparents and elderly neighbours, word of mouth spread and demand for Emilia's face masks took off.

In 21 days, Emilia has taken and delivered orders for around 50 masks.

As well as her sewing, thinking about customer requirements (size, elastic size,

colours and patterns, etc) she has learnt how to create spreadsheets to track orders and do her accounts.

So far, Emilia has made over £250 profit. Although she is using some of the revenue to reinvest in elastic and materials to make more face masks, she also treated herself to a pair of Apple AirPods.

"Both her mum and me are extremely proud of her creativity, kindness, hard work ethic and entrepreneurial qualities", said Emilia's father Andy.



If anyone would like a facemask, contact facemasks@emilia-lowe.com



YEAR 11 – WHAT’S NEXT?

Year 11s would normally be mid-GCSEs this month and deep in revision.

Instead their school year was cut short and their exams cancelled. Everything put on hold... last day saying goodbye, their leavers assembly, leavers hoodies, shirt signing, and the Prom, although as soon as we can all be together again, these will be happening!

We know this must be a challenging time for all of you, but we do want to reassure you that we are still intending to get you back to school so you can have your ‘last day’. We’re also hoping that you’ll also have your Prom. Watch this space...

In the meantime, we want to encourage you to think about your next steps and the future. You have all worked so hard and those skills you have learnt in the classroom are a platform to the next phase of your life, whether that’s an apprenticeship, A’ level or a vocational course.

Be optimistic and accepting and look forward to what’s next for you.

If you haven’t thought about ‘what’s next?’, whether that be

course or researching apprenticeships, use this time to explore what you enjoy, a career path you may like, or read into an area of interest you’ve always wanted to know more about (see p. 16).

Create a routine if you can in your day

Routines can help us feel

secure and also make sure we have a good sleep pattern!

Below is a link to the school website where there is information on how to look after yourselves and create a positive routine at the moment: <https://www.lymmhigh.org.uk/wp-content/uploads/2020/03/Health-wellbeing-presentation-Year-7-9.pdf>





YOU CAN

SAVE ME

KNOW

During lockdown, some children and young people may be being abused and exploited at home. They can be made to believe that they should never tell anyone and that the abuse is their fault. Shut in with their abusers, they have little chance to escape or to tell anyone.

These children need your help! As a neighbour or key worker visiting homes for any reason, you may be the only person able to spot abuse and report it.

LOOK

- Guarded behaviour of a child around particular individuals
- Sudden changes in behaviour
- Children with bruises, burns, bite marks or fractures
- Children appearing withdrawn, anxious or frightened
- Hearing or seeing shouting and violence towards a child
- Children seen carrying or using drugs
- Children being late or arriving home late in different cars
- Unaccompanied children visiting a house where only adults live

ACT

- Stay curious and look beyond the obvious
- If something doesn't feel right, it might not be
- Even if you're unsure, it's better to report your concerns
- Do not attempt to intervene yourself
- If you have a safeguarding manager / lead within your organisation, notify them immediately
- Call the police on 101 or 999 in an emergency
- Call the NSPCC on 0808 800 5000

Social responsibility in action

Leo and Holly Martin volunteered to do a collection for Warrington Food Bank. They arranged collections from residents in their street and a neighbouring one as part of a wider campaign organised by Warrington Wolves Foundation and Grappenhall Scouts. When their scout leader asked for volunteers to do collections in Grappenhall they were both keen to help.

Leo and Holly said: "We wanted to volunteer for the food bank collection as we have quite a lot of spare time at the moment so wanted to do something to help out people who are struggling during lockdown".



Other Lymm High students who are members of Grappenhall Scouts also helped with the food bank collections. These include Annie Axon-Hazell, William Owens, Joshua Calder, Will

In addition, Year 6 pupils who are starting at Lymm High in September also helped out: James Shaw, Jude Brain, Archie Mitchell, Thomas Fawcett, Claudia Rudkin and Rose Darbyshire.

Wray, Rhiannon Wilkes, Robin Glover and James Conterio.

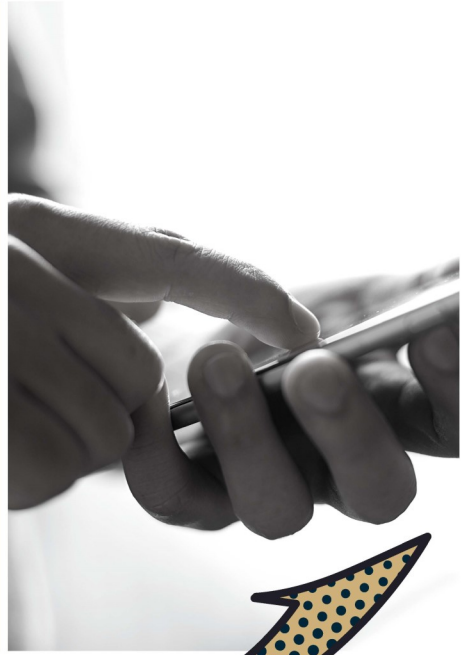
The photos show Leo and Holly with their collected food, and the total amount of food that the volunteers collected. Well done all!



Grappenhall Scouts have also participated in two other interesting challenges during lockdown. The first was 'Hike to the Moon' for Children in Need. Each scout was asked to walk a mile for a pound which raised £345,125 across all scout groups nationwide.

Secondly, they took part in an international challenge on 30th April called 'Camp at Home' to break the world record for the number of people virtual camping at the same time.

In total, there were 95,342 scouts camping at home across 68 countries.



It's all About STEM

Learning in Lockdown – Construction Industry Project

Just before half term, some of our Year 10 students took part in a hands-on project designed to give them an insight into how construction projects work and to expose them to the breadth of opportunity available within the construction and building sector. Facilitated through an online learning platform, the project was supported by the Engineering Development Trust, Herriot Watt University and many national construction firms including Balfour Beatty, BAM, Kier and Morgan Sindall.

The students were set a design brief to design a pavilion that could be used as a centre for education about sustainability and environmental efficiency based within a residential development in Dubai. The students worked through the project as if it were a real-life project – albeit with a significantly reduced timescale!

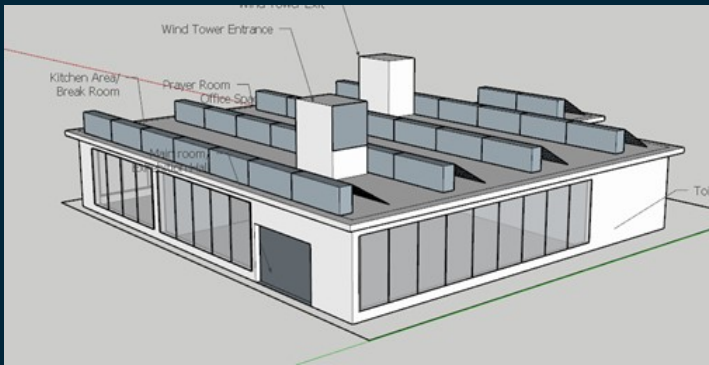
One of the first things the students were introduced to was the variety of roles that are needed to work together in a successful design and build project. They learnt about industry-specific roles – quantity surveying, building services engineering, structural engineering, architecture – to name but

a few. The project highlighted the need for collaboration and team work that brings together expertise from various disciplines.

The first couple of tasks undertaken were very research driven. The students had to think about what the limitations were of building in a harsh environment like a desert and the specific challenges that it brings. They were tasked with coming up with solutions to these challenges. They considered answers to questions such as: How would they cool and ventilate the building whilst remaining sustainable and energy efficient? What role did colour play in making a heat efficient building? What was important about how the building was placed on the plot?

They also had to consider the needs of the end users of the building taking into account not just the function of the building as a centre of education but the comfort of those who were using it. Given that many of the end users are likely to be practising Muslims they also needed to consider what that meant in terms of offering a place for prayer.





As the project progressed the focus moved from research to design as the students produced first a bubble diagram, then a floor plan and mood boards and finally a 3D model of their designs. They were taken through the design process by some architecture and design students and lecturers from Herriot Watt University during a series of films that were streamed on the LearnLive platform.

Involvement in the project allowed the students to assess where their particular skills and interests lay with some strongly preferring technical roles over design and vice versa. It also allowed the development of independent working as it was a very student-led experience. It should also lead to them achieving an Industrial Cadet award which will be confirmed later this summer.

Mrs Dowdall said: "I was very impressed with the ideas that the students came up with and the amount of effort, thought and skill that went into their ideas and designs. I hope that it has given them a flavour of what working in construction is all about and motivated them to consider a future as a construction professional."

The images show a couple of the students' concepts and ideas.

How to write a winning apprenticeship application

All About STEM has been delivering the (ASK) Apprenticeship Support and Knowledge for Schools and Colleges project since March 2017. The project is commissioned by the National Apprenticeship Service to ensure that all young people are fully informed about the brilliant opportunities that apprenticeships offer.

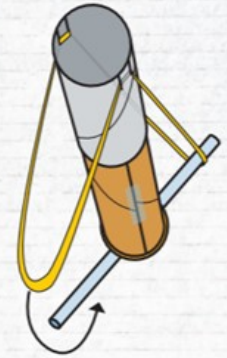
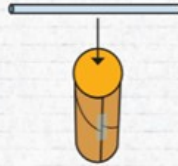
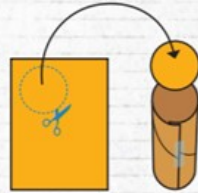
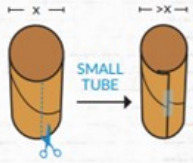
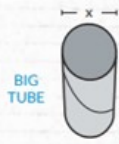
Last week we delivered our latest assembly through Microsoft Teams to 80 learners from Lymm High School! Both pupils and teachers enjoyed the session. We had great feedback and parents at home were impressed by the information offered and activities included.

"Thank you so much for delivering the session, it was really appreciated and went down brilliantly with our students and parents. It was great that you gave practical advice about applying for apprenticeships and some really useful top tips too!", said Mrs Jennings.

This session was part of a new digital offering from ASK. Here's a summary:

- About ASK & Apprenticeships
- The application process
- Buzz words (includes activity)
- Application form
- Strengths (includes activity)
- Skills, hobbies & interests
- Employability skills
- Finding an apprenticeship
- Learning at home (Digital Resources & Packs)

INSTRUCTIONS TO MAKE THE LAUNCHER



1.

You will need one of your tubes to be smaller than the other to fit inside the first one.

If they are the same size cut one and stick it back with an overlap.

2.

Now block the end of the smaller tube.

Draw round the end onto a cardboard sheet and stick it into the end.

3.

Then stick the straw to the blocked bottom.

4.

On the bigger tube cut 4 vertical slits, 2 on each side about 1-2 cm apart.

5.

Put the smaller tube inside the bigger one and thread the elastic band through and then loop round the straw.

HOW TO BUILD A ROCKET LAUNCHER

During lockdown, the Smallpeice Trust have been setting weekly STEM challenges for students to try at home. Over half term, Mrs Dowdall had a go.

The challenges are clearly set out and easy to follow. Most of the required materials will be things that are generally to be found at home – card, cardboard, elastic bands, drinking straws, paper, wooden skewers. Instructions are step-by-step and are accompanied by illustrations so hopefully reasonably fool-proof! There is also a Youtube channel where you can follow the process for each challenge. Each weekly task includes links to the science and technological facts and applications that underpin the construction and use of the object to be built so there is the opportunity for wider learning and developing understanding beyond the curriculum.

The rocket launcher was very easy to put together (although I did have to seek Youtube

help to place the elastic band!). You do need quite a long elastic band for this as it needs to be able to stretch over the launcher without bending the straw – I tried using a band that was too thick and didn't have enough elasticity initially so it is worth thinking about the elastic from the start.



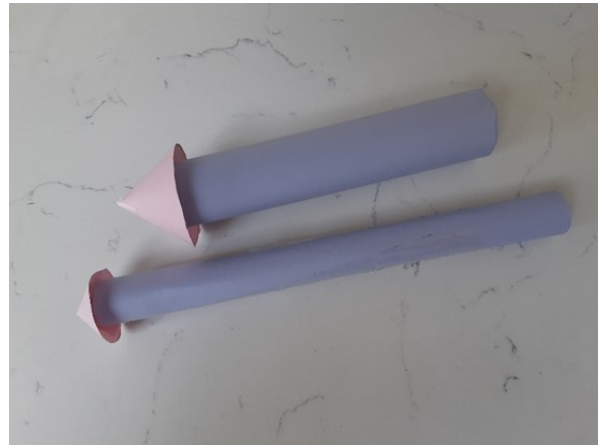
I experimented by making two rockets – by rolling my paper along its width and then along its length. The nose cone is easy to make but you may need to think carefully about how to attach it. I added tape to the inside of the rocket body and was able to secure the nose cone that way. You can try making different types of nose cones and consider how that affects how streamlined the rocket is and what impact that has on how far the rocket will travel. I used a paper straw which may be very good for the environment but I thought it lacks the robustness needed for a rocket launcher model! However it did work and I was able to launch both of my rockets successfully although neither did travel very far!

Other projects have included:

- A prosthetic hand challenge
- A cryptography challenge (this one is not very resource intensive so should be easily accessible to all)
- A paddleboat challenge
- A marble run challenge

This week's challenge is to make a robot and program one virtually.

Based on my experience I would definitely recommend having a go! It really didn't take very



much time to make the rocket launcher and there are lots of suggestions on how to extend each challenge.

For anyone who is interested in STEM, these are fun and challenging projects to get involved with. They don't demand lots of expertise in any area – just a willingness to follow instructions – and there is lots of scope for developing understanding of science and maths in action outside of what is learnt in the classroom.

Full details on all the challenges to date can be found at: <https://www.smallpeicetrust.org.uk/engineering-at-home>

The Smallpeice Trust
ENGINEERING @HOME
09

The Robot Challenge

Including Robot Recycle VEXcode VR PROGRAMMING CHALLENGE & COMPETITION

#EngineeringAtHome

Suitable for ages: 8+ Time needed: 1hr

smallpeice Dare to imagine

Curriculum links: Maths – shapes, measurement, coding; Science – materials; D&T – design, make, evaluate
Skills learnt: design, building, testing, evaluation, coding



THE GREAT LYMM LOCKDOWN BAKE OFF

Ready steady bake!! ...may put fear into some people but not the staff at Lymm High School, explains Head of Food, Miss Deane.

Lymm High School staff have risen (excuse the pun!) to the bake-off challenges set during this lockdown period. Over the past few weeks staff have been participating in The Great Lymm Lockdown Bake Off competition. This is run very similar to the pupil version we have in school and indeed the TV version of the competition.

Staff have been facing the same categories including show stopper, technical challenge and signature bake categories as their tv counterparts do and have been put through their paces each week.

Bakers are awarded for their efforts as each participant is awarded points for entry. They can achieve more points if the judges deem their bake worthy of a Hollywood Handshake or indeed Star Baker. However, unlike their tv counterparts no one leaves the tent at the end of each week.

The sudden upsurge in home baking leading to a shortage of basic baking materials meant that the competition couldn't be held earlier in lockdown. This however has not deterred staff from meeting the challenges brought about by

the shortages. Some I'm led to believe were finding alternative sources of such ingredients.

The judges, who include Mrs Hill, head of the staff association, Mr Dore and myself from the food department, have been blown away by the responses and the willingness of the bakers.

There has on occasions been some lengthy debates as to



who should be awarded what prize.

The bakers have not disappointed. I'm sure you will agree. Here are some of the pictures of their bakes.

Perhaps the GBBO team had better look at the quality of our staff efforts and recruit their contestants for future episodes from Lymm High School staff. I will write to Mr Hollywood later and will be making some recommendations.



READY STEADY COOK!

The food department are thrilled to be bringing back a classic 90s cooking programme. Ready Steady Cook, which was a staple ingredient of TV viewing for many years, will be refreshed and brought up to date for pupils. We hope to keep the essence of the much-loved format, which helped launch the careers of many chefs.

Contestants, in our case pupils, are given a team name and a virtual shopping bag. They can either choose a Red Tomato or Green Pepper. They then go up against their components to create the best tasting dishes with the selection of ingredients given.

The bags contain some ingredients and the pupils are encouraged to research, design, make and cook a dish or dishes using those ingredients. They also have access to a virtual larder cupboard of basic kitchen essentials.

Budding chefs will face two different challenges. Firstly, they will reveal their bag of ingredients all purchased within £3.50 to £5. After that, in a slightly different twist, the chefs will have to come up with another dish based on ingredients and/or a method of cooking/preparing/serving dishes using cards set by the judges.

The new competition aims to reflect how the food industry is changing, including cooking on a budget, eating healthily, managing food waste and being responsible consumers.

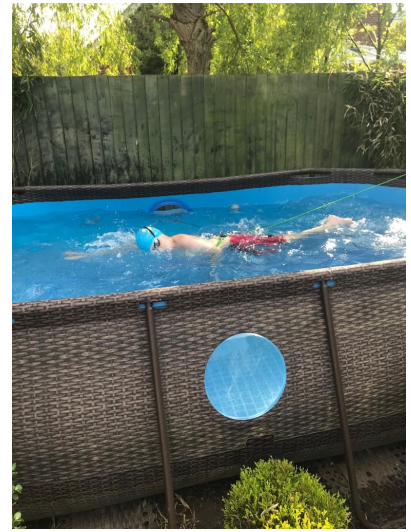
Watch out for details on how to enter.

HOW ARE YOU EXERCISING?

We are inviting students from all year groups to tell us how they are keeping fit under lockdown. What sports are you still doing?

Ben Ross

I have done a run and workout every day, and have swam (with a bungee) most days since we constructed a pool. I was disappointed not to be able to compete at the North West Regional Swimming Championships, which I qualified for, as these were cancelled, but wish to keep fit to qualify again in the future. I have also done a number of stair runs (Statue of Liberty, Blackpool Tower and half way up Scafell Pike).



SPORTS HONOURS BOARDS

Lymm High School has honours boards that display the names of all students who have, over the years, represented their county or country at sport. Recognition is also given to those students who are placed (top 3) in national competitions. We update the boards every two years. Therefore, any student who has achieved county honours from September 2018 to the present day should be recognised on the updated boards.

If your child has met criteria, please email the following details to jhampton@lymmhigh.org.uk

- Student name
- Current Year group
- Sport
- County or Region e.g. Cheshire or North of England
- Age Group represented e.g U15's
- Year(s) e.g 2018-20

RUNNING WITH THE WOLVES



George Dean has been offered a 2-year scholarship with Warrington Wolves RLFC.

George only started playing rugby league last year but has played rugby union all his life. He got noticed at his first game by Brian Chambers and was invited to come to Warrington Wolves' development training. He was then offered a 2-year scholarship.

"What I most like about rugby is being in a team and the camaraderie of the lads", said George.

CAITLIN IS RACING FOR LIFE AT HOME

Caitlin Neary is inspiring people to Race for Life in memory of her 12-year-old cousin who died the year before she was born. So far, she has ran, walked and cycled 300 miles to raise vital funds for Cancer Research UK whilst in lockdown.

Nicola Daniels had also been a pupil at Lymm High School. She died in 2001 aged just 12 from a rare form of bone cancer.

Caitlin's great grandmother also died due to the disease in 2009.

Caitlin said: "Although I never met Nicola, I've heard so much about her, and I wanted to do something to remember her and my great granny. It's incredibly

sad that Nicola passed away at such a young age and I want to make sure other families don't have to go through this."

"Charities like Cancer Research UK, and the research that they fund, will be hit hard by the current situation and it upsets me to think about what this might mean for people affected by cancer in the years to come."

Caitlin's parents are incredibly proud of their daughter's fundraising efforts and are hoping that she will inspire others to take up their own challenges. Anthony Neary said: "Whilst we have seen family members sadly lose their battle

with cancer, there have also been more positive outcomes. Several other family members have successfully recovered over the years and this is a testament to the vital work that Cancer Research UK does."





STOKE SIGNING EXTENDED

Nathan Lowe has signed a 2-year extension at Stoke City Football Club. He first started at Stoke in May 2016 at the end of U10's season.

Nathan was initially noticed when he scored against Stoke Academy in a friendly in the U9 season. Then in the U10's, he scored 65 goals for his grassroots team (averaging more than 3 goals a game). When he went for trials, the highlight was scoring 10 away at Manchester Utd. Stoke signed him that afternoon.

"When I heard about the extension, I felt very proud and excited to get to keep playing at this level. It's a brilliant challenge", said Nathan.

"What I like most about training with Stoke is the intensity and the challenge of playing against my peers in other top academies. The chance to be the best I can be."

"I would love to pursue a career in football but I also understand the statistics and luck involved. If I don't make it then my back-up plan is to go to University."

Follow Lymm High
on social media for
news, information
and new challenges



Instagram