

How to learn 123 digits of Pi (Or when I 'pied' my maths teacher)

I won the Year 7 Pi competition by reciting 123 digits of Pi! To be honest I memorised these digits in only three days and it was super hard. My strategy was to memorise the digits in groups of three, as three isn't too big or too small. At some points I found it difficult to remember certain numbers. Therefore, I related them to things that I already knew. For example: the second line starts with the digits '208', and I just couldn't remember it, so I reminded myself that it was my science classroom on Tuesdays.



I felt extremely nervous while reciting the digits in the sports hall. It was just very intimidating to have all eyes on you and all your classmates praying for you to win! Nevertheless, the stress slowly went away as the competition was coming to an end and I realised that I had won! The best part of it was when I got to throw a pie in Mr Puffett's face. It was honestly one of the best moments of my life and a memory that I will always keep...

By Maram Al-Danal, Year 7

Congratulations also goes to Ellie O'Connor, Year 8, who won a slice of the action when she recited Pi to 140 digits. This time Mr Manalang got a piece of the pie!



Message from the Principal, Ms Bora

This week, I have enjoyed seeing students in Years 7, 8, 9 and 10 receive their mock examination results. Parents who were unable to attend the examination evenings will need to book an appointment to collect any outstanding results. The main lesson taken away from the evenings was to **read, revise and practise questions** on a daily basis. Time at home should be used to prepare students for the challenge of the new GCSE linear exams with no coursework/controlled assessments, and parents testing knowledge from recommended texts.



Grammar Objective of the Week: The accurate use of speech marks

Speech marks are often used to indicate direct speech. They are employed to show the actual words spoken at a particular point in time: *Brian complained, "This play doesn't have a happy ending."* It's important to recognise that speech marks are also used to quote from a source or text when providing support for your argument, as in the following example. *According to the article, the rainforest is being cut down "at an alarming rate".* Our focus this week is on the use of speech marks to report direct speech.

There are some important but straightforward rules regarding the use of speech marks. In brief, speech always begins with a capital letter, even if it starts in the middle of a sentence (look at the first example in the paragraph above). Similarly, speech always ends with a comma, full stop, exclamation mark or question mark. Furthermore, don't forget that it's important to introduce speech with a comma: *The President promised, "We'll send supplies."*

Perhaps the greatest potential pitfall is in the difference between direct and indirect speech. Students often mistakenly use speech marks when reporting what someone has said but without quoting them exactly. The following sentence is correct (there are no speech marks): *Arthur asked what they should do about the rumours.* Here you don't know what exactly is said although you do know the content of Arthur's question. Compare this to, *"What should we do about the rumours?" asked Arthur.* This sentence tells you exactly what Arthur said.

It has been surprisingly difficult to write this week's article. This is partly because speech marks ought to be a relatively straightforward concept for students, but also because (perhaps) it is tempting to think that their use is often limited to certain subjects (English and History, for example). This week I am very keen to see how teachers of maths, for example, might introduce speech marks into their lessons... and how students respond.

By Mr Harris, Assistant Senior Leader, English

It IS rocket science at Imperial College

Ten Year 7 students went to a lecture by Dr Simon Forster at Imperial College about being a rocket scientist. We learnt how to make rocket fuels such as gun powder (which a student made live on stage), compared the relative explosiveness of hydrogen and helium and found out that hydrogen was more explosive. We put a banana into liquid nitrogen and then smashed it with a hammer to see what could happen to our bodies in space. Finally we watched what might happen to our lungs in a vacuum (very scary).

My three favourite facts from the day were:

1. It costs £25,000 to put 1kg into space so they do things like freeze dry food so that it isn't as heavy.
2. Because there is less gravity on Mars, if we were to colonise the planet the children born there would grow to an average of 8 or 9 feet tall!
3. When Sputnik 1 (the first artificial Earth satellite made by Russia) was first put into orbit, American people became very scared because it emitted the same long wave frequency that was used to open and close garage doors, so every time it got to the stage of its orbit where it was over North America people's garage doors began to open and close.



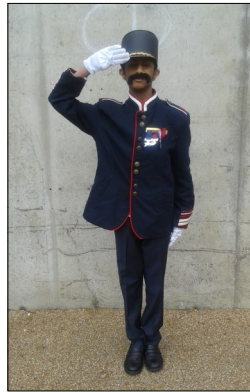
The students' behaviour was immaculate and we sat in the front row to ensure we could ask the most questions!

When the students were asked to comment on their experience, both Daniel Goldfelds and Tyrell Henry responded with "inspirational!"

Altogether a worthwhile day out.

By Ms Langdon-Davies, Teacher of Science

A little bit of history...



Friday 13th February was History Day, a historical costume day with a focus on events and individuals from history, including the rich history of the war that brewed in France, Belgium and other European countries a whole century ago.

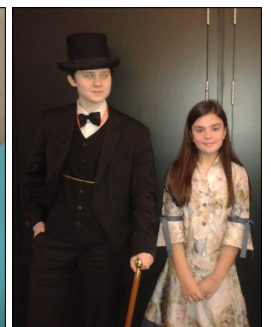
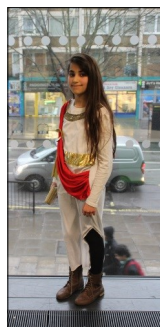
On that day, I decided to become a French veteran of war as France played a major role during the aftermath and the time before the World War occurrence. The competition was based around who was the best dressed and had the most convincing costume. The competition was difficult as there were other great students participating. My costume had some strange comments though with questions like, "Are you Hitler?" because of the fake moustache I wore on that day. I could not understand why they would have asked as Hitler did not grow his trademark moustache until after World War I was over.

My costume was quite easy to make after deciding on the soldier over the Wright Brothers, as a navy



military jacket was sourced. The construction of the hat was a difficult part as there was a lot of tape involved to secure it and ensure it fitted well. The day involved my picture being taken and many people giving me salutes which was admirable as it was the respectful sign of recognition to a soldier. The multitude of events on that final day of term was amazing and fun; overall, *vous devriez faire de votre histoire.*

By Misbah Ali, Year 9



What's on

FREE IT classes for parents - Thursdays 4 - 6pm; WA Library

FREE Art classes for parents and community

FREE Adult English classes - every Wednesday

To express interest in any of the above, please email Mr Gothard: AGothard@westminsteracademy.biz

Enrichment Day - Wednesday 1st April

End of term 4 - Thursday 2nd April