



Dear Parents & Carers,

Welcome to the penultimate week of term as we near Easter break!

I must start with a huge well done to all of the pupils and staff who either performed in, supported or produced and led the amazing school production of High School Musical. Across all 3 evenings, the audience were treated to an exceptional show, entertained with song, dance, music and acting performed by our amazingly talented pupils. From lighting and sound to props and backstage, staff and pupils worked together to make each evening extra special. Particular thanks go to Mr Wise, Head of Creative Arts, Ms Chapman, teacher of music and Ms Tapscott, art and design technology technician for their tireless work including at evenings and weekends. Thank you!

For year 9 pupils, next week brings Progress Evening where parents/carers and pupils can talk to subject teachers about progress made this year and consider which subjects might be good choices for Key Stage 4. Shortly after this, Mr Bird, Assistant Headteacher will send pupils an electronic form so that they can indicate their preference for their pathways subjects.

Meanwhile, year 11 pupils have just 27 school days remaining until the start of their GCSE hall based exams. For some pupils, they will have other exams even before this, such as languages speaking exams. We are truly at the business end of the GCSE period then, so ongoing revision, making full use of the revision sessions being offered by staff and ensuring that 100% attendance is maintained are all hugely important.

Enjoy the weekend

John Parr

Headteacher

Next week will be **Week A**

Tutor Time Take-away

This weeks' focus was on Respect. Please do ask your child about the topic and get them to explain to you what was discussed.



Tutor time take-away



Today's take-away is....

Respect

Ready, Respectful and Safe

Trust Parliament

On Tuesday we held our first ever Trust Parliament. Two students from 9 schools within our trust met to discuss local and national charities that we will be supporting. The day was filled with team building activities as well as classroom based activities which was a great success.

Year 7 & 8 Assembly



Students in Years 7 & 8 had a visit today from the British Transport Police to talk about safety and dangers on the railway.

Dates for your Diary

21st March - Year 9 Progress Evening

25th March - 5th April - Easter Holidays



What are we learning, why are we learning it and how you can support.

Dear Students and Parents,

Here's a breakdown of what each year group will be getting up to this half-term in Humanities alongside some useful links that will help you support their study.

KS3 History

Why are we studying this?

Year 7: Year 7 are finishing a unit on the Middle Ages with an exploration on the Black Death and its impact on Medieval Britain. In the next few weeks, we will be starting a unit on Tudor Kings and whether they put their own needs above the needs of the country.

Year 8: Year 8 have just sat their history exam and in class are building on the consequences of the Transatlantic Slave Trade with an enquiry into changing civil rights in the 20th century.

Year 9: Year 9 have just finished a brief introduction to Nazi Germany and have started to explore Jewish history and the Holocaust.

KS3 History at Church Stretton School

KS3 RPE

Why are we studying this?

Year 7 - Year 7 students are finishing their initial exploration of religion in the Comparative Religion unit, delving into fundamental themes associated with various religions.

Year 8 - Year 8 students are nearing the end of their segment on Judaism, where they have been exploring the practices and customs of Jewish life. This part of their curriculum includes an examination of daily rituals, religious ceremonies, and cultural traditions within Judaism.

Year 9 - Year 9 students are delving into the subject of ethics as a key component of their studies. They are exploring fundamental concepts in ethics and philosophy. This curriculum segment is interactive and encourages students to engage in debates and discussions, fostering critical thinking and analytical skills.

How can you support your child?

- Check Go4S and Seneca regular to find out what tasks have been set for homework
- Support the completion of homework
- Talk to your child about what they have been studying in lessons
- Encourage them to read through class notes on a regular basis

KS3 Geography

Why are we studying this?

Year 7: Year 7 have completed a unit on map skills, learning how to work out four and six figure grid references. They are now moving into a unit on climate change.

Year 8: Students have been studying population and urbanisation, looking at the push and pull factors that attract people to cities and the challenges this causes.

Year 9: Year 9 geography students have been studying tectonic hazards this term. They have considered what a hazard is, the structure of the earth, the theory of continental drift and why tectonic plates move. They have then looked at the distribution of earthquakes and volcanoes and the processes that occur at plate boundaries.

KS3 Geography at Church Stretton School

KS3 Religion, Philosophy and Ethics at Church Stretton School



What are we learning, why are we learning it and how you can support.

GCSE History

Why are we studying this?

Year 10: Year 10 have completed their studies on Medicine Through Time 1250-modern day and an enquiry into medicine on the British Sector of the Western Front. This week, we will be starting our new unit on Henry VIII and his ministers 1509-1540

Year 11: Year 11 are well into their studies on the American West 1830-90 and are currently looking at the settlement of the Great Plains through homesteaders, railroads and cowboys

GCSE Geography

Why are we studying this?

Year 10: Students have been looking at the processes that shape coastal landscapes and the various strategies that exist to manage them

Year 11: Students have been working on a case study of Nigeria's emerging economy as well as looking at how the UK has shifted from being predominately industrial to post-industrial economy

History at Church Stretton School

Religion, Philosophy and Ethics at Church Stretton School

Geography at Church Stretton School

RPE (Year 11)

Why are we studying this?

Year 11 students have completed their coursework on Religious, Philosophical, and Ethical issues, engaging with complex themes and discussions. Now, they are focusing on writing essays to apply and critically analyse these concepts, alongside consolidating their foundational knowledge in Religious Studies. This stage is crucial for enhancing their understanding, critical thinking, and preparation for assessments, ensuring a well-rounded grasp of the subject.

GCSE Geology

Why are we studying this?

Year 10 Students have been studying the theory of plate tectonics and the contributions various key geologists have made to it.

Year 11 Students have been looking at the causes and management of various geological hazards.



What are we learning, why are we learning it and how you can support.

Dear Students and Parents,

We have had another exciting term of learning in Design Technology at Church Stretton School! Here's a breakdown of what each year group has been getting up to this half-term alongside some useful links that will help you support their study.

KS3 Food Technology

Why are we studying this?

Year 7: Year 7 have learned about how preparing and cooking food safely and hygienically are vital for health. They have applied what they've learned about current healthy eating guidelines by making super fruit smoothies, marvellous muffins, cool coleslaw and perfect pizzas.

Year 8: Year 8 have applied what they have learned about macro nutrients and food commodities by making perfect pasta pots, fabulous frittatas and fantastic fish finger. They have learned how to interpret nutritional labels and information on portion size when choosing foods for themselves and others and made sweet treat cheesecake. They also applied their understanding of the science of raising agents by making gorgeous gingerbread.

Year 9: Year 9 have been learning about food science. They have applied what they know about the role of fat by making terrific tarts, starch by making marvellous mac and cheese, yeast by making brilliant bread making and gluten by perfect pasta making.

KS3 Resistant Materials

Why are we studying this?

Year 7 - Year 7 students are learning about polymers. Throughout the mobile phone holder project, students have learned about the sources and types of polymers, new and smart technologies and the design process. They have used strip heaters to bend a thermoplastic polymer into shape, applying what they have learned about the importance of wearing personal protective equipment and safety in the workshop.

Year 8 - Year 8 students are nearing the end of their unit on timber, where they have been exploring the properties of materials, types of wood and types of joints. They have applied what they have learned about importance of marking out with accuracy, the processes used to shape timber, as well as fittings and finishes when making their wooden boxes.

Year 9 - Year 9 students have been learning about metals. Throughout their pewter cast pendant project, students have learned about how metal is made, and the environmental impacts of its production. They have had a go at Computer Aided Design and Manufacturing (CAD/CAM).

How can you support your child?

- Check Go4S and Seneca regular to find out what tasks have been set for homework
- Support the completion of homework
- Talk to your child about what they have been studying in lessons
- Encourage them to read through class notes on a regular basis

KS3 Textiles

Why are we studying this?

Pupils in Textiles are producing amazing work. **Year 7** are making 'Monster Mouth' zipped pencil cases using a batik process. **Year 8** are using tie dye and applique to create a 'Tote Bag'. In **year 9**, pupils are making colourful 'Feather Flags' decorated using graffiti art. The results look fantastic!

[KS3 Design Technology at Church Stretton School](#)

[KS3 Food Technology at Church Stretton School](#)



What are we learning, why are we learning it and how you can support.

GCSE Design Technology

Why are we studying this?

Year 10: This term, students have been learning about the design process. Starting with a design problem posed by the RSPB, students have been asked to come up with a good idea that solves the dilemma. Using an iterative design process, they have been developing models from design sketches that can be tested and evaluated.

Alongside this, students have been learning about the properties of materials and how these must be considered when designing a product.

Year 11: Students have developed and refined their design ideas and have been encouraged to include formal and informal 2D/3D drawing and CAD. Students have developed models of their design and are working on the development of a manufacturing specification.

Alongside this, students have been learning about the classification of the types and properties of a range of materials and the physical properties of materials related to use and knowledge applied when designing and making.

[Design Technology at Church Stretton School](#)

GCSE Food Preparation and Nutrition

Why are we studying this?

Year 10: Year 10 have been studying food science including the reasons why food is cooked the different methods of heat transfer. They have been learning about the scientific principles underlying the functional and chemical properties of food when preparing and cooking ingredients.

To support with their development of practical skill, students have applied the theory they have learned to practical tasks. In particular, the lemon meringue pie recipe proved a fantastic learning opportunity where students successfully demonstrated their understanding of shortening and the formation of gluten, dextrinisation of the starch in the pastry from the dry heat when baking causes the pastry to brown, gelatinisation of the starch in the cornflour thickens the lemon and water as they reach boiling point, denaturation of the protein in the egg whites due to the acid from the lemon juice and the mechanical action of the beaters, coagulation of the protein in eggs in the sauce and the meringue when heated and caramelisation of the sugar in the meringue as it bakes causing the meringue to turn golden... all this science and a delicious dessert!

Year 11: Students have been working on their food preparation assessment where they have had the opportunity to create practical outcomes and demonstrate their technical skills. Students have researched, planned, prepared, cooked and presented a three-dish menu to meet the needs of their chosen task and have showcased their food preparation skills brilliantly. Their excellent performance was characterised by them demonstrating complex skills to an excellent standard.

[Food Preparation and Nutrition at Church Stretton School](#)



Student of the Week



Winners and nominees for this week are listed below....

This week's winners

KS3 Winner

Alma-Rose Clarke nominated by Mr Seager as Alma's attitude to learning is excellent. Alma's contributions during class discussion have been very good and show she has a fantastic understanding of our text 'A Midsummer Night's Dream'. Well done Alma!

KS4 Winner

Gabe Carter nominated by Miss Evans for being an absolute trooper. He works so hard in English and always endeavours to complete his revision homework to a very high standard indeed. Such a positive role model for others.



This week's nominations:

KS3 Nominations

| <u>Student Name</u> | <u>Nominated by</u> | <u>Reason for Nomination</u> |
|--|---------------------|--|
| Dan Bill, Jack Jones and Edward Dunn | Mr Kirkby | Assisting with the Year 7 Rugby Festival |
| Niamh Prosser | Mr Seager | Niamh's attitude to learning is excellent. The work in her exercise book is fantastic and shows she has a fabulous understanding of our set text 'A Midsummer Night's Dream'. Well done Niamh! |
| Thea Morgan-Jones | Mr Seager | Thea's attitude to learning is excellent. Thea's work in her exercise book is detailed and thorough and reveals a fantastic understanding of our text 'Small Island'. Well done Thea! |
| Lola Vesayaporn | Mr Seager | Lola's attitude to learning is excellent. Lola's contributions during class discussion have been thoughtful and show she has a fantastic understanding of our text 'Small Island'. Well done Lola! |
| Leo Laban | Miss Chapman | For being my 'wing man' backstage!! Excellent job on sound Leo - well done! |
| Lucas Bennett | Miss Chapman | Absolutely outstanding attitude and focus on lights during High School Musical. Good job Lucas!! |
| Toby Westall | Miss Chapman | For his quick thinking on stage to hide a mistake during a High School Musical performance. Great job Toby! |
| Joel Berry | Miss Chapman | For 'rescuing a scene' when it wasn't going well during the High School Musical performance. Professionally done Joel - well done! |
| The cast and crew of High School Musical | Miss Chapman | For showing amazing focus, professionalism, dedication, commitment with a big dollop of fun and laughter thrown in. Well done everyone!! Now have well deserved rest. |
| Zachary Cotton | Miss Evans | Zach has shown an increased focus and motivation in English and has been willing to contribute to discussions and share his knowledge. Well done Zach! |
| Neve O' Leary | Miss Evans | For being so conscientious and lovely. Neve never makes a fuss and always works so hard in English. You are a superstar Neve, keep it up! |
| Rose Lovelock | Mrs Walker | Completing a fabulous DT project a week early. |

| | | |
|------------------|--------------|---|
| Darcey Blackwell | Miss Chapman | For stepping to voice a main role in High School Musical in at the last minute for a student who was poorly!! Amazing work Darcey |
| Eddy Beedles | Mr Balmer | Eddy has shown an excellent attitude to learning as we prepare for an assessment. His contributions to class discussion have been insightful! |
| Aris Perantinos | Mrs Fairlie | Keen and engaged in lessons |
| Ves Ongsit | Mrs Fairlie | Consistent hard work and engagement in lessons. |

KS4 Nominations

| Student Name | Nominated by | Reason for Nomination |
|-------------------------|--------------|---|
| Elsa Lovelock | Mr Hughes | 100% mark on a particularly hard maths test! Great job! |
| George Degg | Mr Elkins | Outstanding progress in recent assessment |
| Melisa Karakulah | Mr Seager | Melisa's attitude to learning is excellent. The work in her exercise book is well organised and reveals a very good understanding of the texts we have been studying in class. Well done Melisa! |
| Adnan Khalid | Mr Seager | Adnan's attitude to learning has been excellent this week. His contributions during class discussion have been very good and show he has a very good understanding of our text 'An Inspector Calls'. Well done Adnan! |
| Charlie Lewis- Williams | Miss Evans | Charlie has shown real maturity and drive in English since going into year 10. He is completing both class work and homework to a superb standard. Well done Charlie- keep it up! |
| Pippa Jones | Miss Evans | Despite facing challenges at times, Pippa is resolved to succeed and has been working incredibly hard in English. Pippa's resilience and receptiveness to improvement is truly admirable. |
| Evie Vaughan | Miss Evans | Improved focus in lessons and resilience when completing her comparison of writers' perspectives. Evie has also started to ensure that she is keeping up to date with homework which is fantastic. Keep it up Evie! |
| Natalie Downward | Miss Chapman | For stepping in to act and dance a lead part in High School Musical for a student who was poorly! Absolute superstar! |
| Siobhan Morris | Miss Chapman | For supporting HSM doing Front of House. Thank you! |
| Connie Woodhouse | Miss Chapman | For supporting HSM doing Front of House. Thank you! |
| Rosie Frankel | Miss Chapman | For supporting HSM doing Front of House. Thank you! |
| Freddie Westall | Miss Chapman | For supporting HSM doing Front of House. Thank you! |
| AJ Simpson | Mr Balmer | A solid week of working towards his mocks. |
| Georgina Rees | Mr Balmer | Georgina is working really well in class and is also attending additional sessions to support her learning. |
| Ethan Knight | Mr Balmer | Ethan is my KS4 Student of the Week because he never fails to give 100% in lessons! |



William Hazlitt: Exploring the World Through Words, A Tribute to the Essayist from Wem



In the realm of literature, certain voices resonate across the ages, offering timeless insights into the human condition. Among these luminaries is William Hazlitt, an essayist whose words continue to captivate and inspire readers around the world.

William Hazlitt was born on April 10th, 1778, and at the age of 8 moved to the picturesque town of Wem, nestled amidst the rolling hills of Shropshire. From an early age, he displayed a remarkable intellect and a voracious appetite for learning. Growing up in a tumultuous period of history marked by political upheaval and social change, Hazlitt was deeply influenced by the intellectual currents of his time, shaping his worldview and informing his writing. At age 13 he had the satisfaction of seeing his writing appear in print for the first time, when the Shrewsbury Chronicle published his letter (July 1791) condemning the riots in Birmingham over Joseph Priestley's support for the French Revolution.

As an essayist, Hazlitt was a master of the form, blending keen observation with profound philosophical insight. His essays ranged from literary criticism to political commentary, covering a vast array of topics with wit, wisdom, and eloquence. Whether dissecting the works of Shakespeare, reflecting on the nature of friendship, or championing the cause of liberty, Hazlitt's writing was characterized by its clarity of thought and depth of feeling.

One of Hazlitt's most enduring contributions to literature is his collection of essays titled "Table-Talk," which offers a rich tapestry of reflections on life, art, and human nature. In these essays, Hazlitt explores the complexities of human experience with sensitivity and nuance, inviting readers to ponder timeless questions of morality, aesthetics, and the pursuit of truth.

Hazlitt's literary achievements were not without controversy, however, as his outspoken views often brought him into conflict with the authorities of his time. His passionate advocacy for political reform and his uncompromising criticism of tyranny and oppression made him a target of censorship and persecution. Yet, Hazlitt remained steadfast in his commitment to the principles of freedom of expression and the pursuit of justice, inspiring generations of writers and thinkers to follow in his footsteps.

As we reflect on the life and work of William Hazlitt, let us celebrate his enduring legacy as a champion of the written word and a fearless defender of intellectual freedom. In an age marked by uncertainty and upheaval, his essays serve as a beacon of wisdom and insight, guiding us through the complexities of the human experience with grace and eloquence. It is for these reasons we have chosen to honour his memory by naming one of our teaching groups after him, as we recognise the transformative power of literature to illuminate the world around us.

The Revision Revolution

As we move towards 'exam season' we will be sharing a series of articles to inform you of the importance of revision and share with you some of the most effective revision strategies that you and your child can use as they prepare for their exams. There is a wealth of information about revision, how to manage exam stress, and the exam timetables for all Year groups on our website [here](#).

The Science of Learning

In recent years, there has been lots of research around the science of learning and how we learn and retain information.

In summary, what do we know about memory?

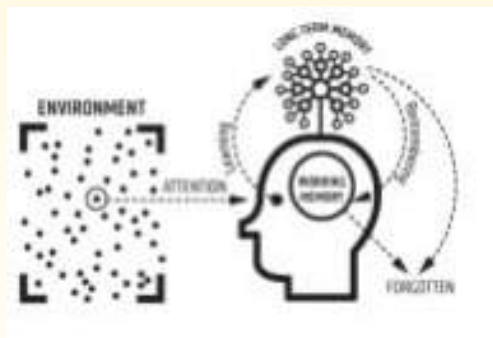
- Forgetting is completely natural. Research has shown that over time you forget a majority of what you've learnt, and it happens immediately.
- Information, if not revisited, is 'lost' from our memory.
- Consistent practice and revisiting previous material strengthen memory and boosts learning.
- Our working memory is finite and limited and so overloading this or cramming for revision doesn't work.

Typical Forgetting Curve for Newly Learned Information



Essentially, with memory, it's use it or lose it!

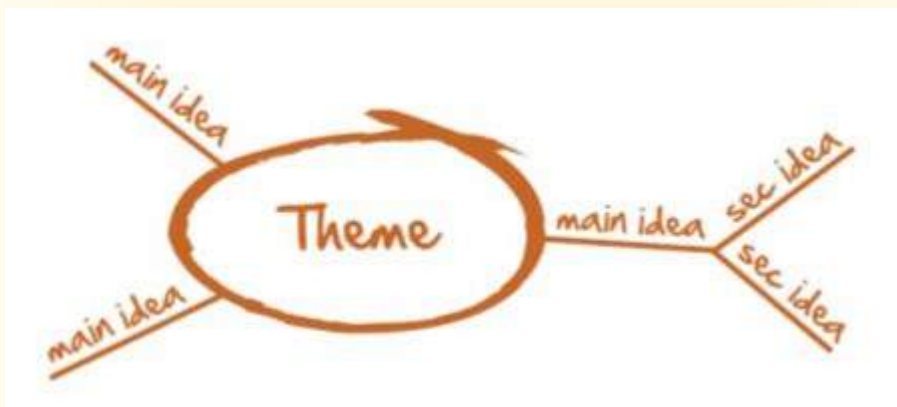
- We know examinations place huge cognitive demands on pupils and require the retrieval of large bodies of knowledge from long-term memory.
- But, according to the cognitive psychologist, Dan Willingham, more progress has been made in our understanding of **cognitive science** in the last five years than in the previous two and half thousand years.
- That means, after lots of research, we now have an evidence-informed understanding of the **most effective revision strategies**. These strategies will strengthen memory and improve retrieval (very helpful in exams).



Mapping

Mind maps are a visual tool that summarise whole topics, organise knowledge and help show the connections between different ideas.

- Make a mind map of the topic you are studying, from memory. Do not look at your notes for 8-10 minutes. Then, add anything you had not remembered in a second colour, using your notes/revision guide/knowledge organisers to see what you missed.
- Start with the topic/theme in the centre of the page and work outwards. Then develop your main idea. Each branch must relate to the branch before it. Use only key words and images. Use highlighters and coloured markers to colour code branches. Make things stand out on the page so they stand out in your mind. include images you can relate to which will help you remember key information.



Summary: How to create a mind map



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.



2.

Identify sub topics

Place the main topic in the centre of your page and identify sub-topics that will branch off.



3.

Branch off

Branch off your sub-topics with further detail.
Try not to fill the page with too much writing.



4.

Use images & colour

Use images and colour to help topics stick into your memory.



5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it.

6 Mind Mapping Mistakes

by @inner_drive | www.innerdrive.co.uk



Mistake #1

Using only words

Students should combine words and pictures. Giving two representations of the information helps to cement it into long term memory.



Mistake #2

Using too many words

Rather than copying everything down, students should prioritise information, and only include the stuff they really need to know.



Mistake #3

Wasting time making it too pretty

Students should get onto testing themselves and actively using their mind map, instead of spending hours perfecting it.



Mistake #4

Not using elaborative interrogation

Students should ask themselves questions like 'why is this true?' about mind map content, to get them thinking deeply about the information. Re-reading just won't do.



Mistake #5

Not utilising retrieval practice

Don't forget to test yourself! Try to re-create the mind map from memory, get a friend to test you, or teach the mind map information to a friend.



Mistake #6

Not transferring mind map knowledge

Students should use the mind map to answer quizzes and past paper questions, and be sure to transfer mind map knowledge so that they truly understand and can apply it.

Careers News

Independent Day and Boarding School
for boys & girls aged 4–18

www.bedstone.org



BEDSTONE INVITES YOU TO

A UNIVERSITY FAIR



20th MARCH

11.00 - 13.00

10 Universities - the event also covers various workshops on: How to fill in UCAS Forms, Interviews and much more.

Bucknell Shropshire SY7 0BG

admissions@bedstone.org +44 1547 530961




North Shropshire
College



Taster Days & Events

Taster Days:

Taster Days will need to be booked via your current place of education.

 1st December 2023


Introduction Day:

 6th June 2024

Open Days:

 30th August 2023
4:30pm - 7:00pm

 18th October 2024
4:30pm - 7:00pm

 3rd February 2024
10:00am - 12:00pm

 12th June 2024
4:30pm - 7:00pm

For More Information:

E: info@nsc.ac.uk
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hinsc.ac.uk

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 [northshropshirecollege](https://www.facebook.com/northshropshirecollege)
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Walford
College



Taster Days & Events

Taster Days:

Taster Days will need to be booked via your current place of education.

 1st December 2023

Introduction Day:

 6th June 2024

Open Days:

 14th October 2023
10:00am - 12:30pm

 3rd February 2024
10:00am - 12:30pm

 15th June 2024
10:00am - 12:30pm

For More Information:

E: info@nsc.ac.uk
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***“Through the wardrobe:
C. S. Lewis and the hidden secrets of the Narnia stories”***

*An illustrated talk by school governor Ben Warren,
in aid of “The Friends of Church Stretton library”*

Date: Tuesday 26 March 2024

Time: 2.30pm

Place: United Reform Church Hall (URC) Church Stretton

Admission: £5 on the door

The Narnia stories written by C. S. Lewis have been a publishing sensation – over 120 million copies have been sold since they were first published in the 1950s. In this talk Ben will explore the factors that led to their creation: the people Lewis met, the landscapes he loved, his vast knowledge of literature (including medieval literature) and, pervading all the stories, Lewis’s Christian beliefs. In addition, Ben will explore the evidence for an intriguing new theory that there is a secret Narnia code – that each one of the seven Narnia books is based on the characteristics of one of the seven medieval planets.

The talk will be illustrated throughout - including some of the beautiful original Narnia illustrations by the artist Pauline Baynes.

This promises to be a fascinating and entertaining exploration of the background to Lewis’s enchanting imaginary world. All welcome.



Useful Resources

Visit www.shropshire.gov.uk/HAF to sign up for the HAF e-newsletter. You will receive fantastic top tips, free resources, links to local services and opportunities.

www.shropshire.gov.uk/early-help/parentscarers/information-and-resources/ Shropshire Family Information Service (FIS). Information on local, regional and national services and organisations for children, young people and families.

Contact us:

HAF.programme@shropshire.gov.uk

FIS 01743 254400 / shropshireFIS@shropshire.gov.uk

@ShropFamilyInfo, #HAFSHROPSHIRE, #HAF2024

This opportunity is provided as part of the government's Holiday Activities and Food (HAF) programme being delivered across Shropshire during 2021 to 2024. Visit the government website for more information on the national programme.

Shropshire Council are not responsible for the content on the third-party websites that we provide links to (although all links are made in good faith). All the activities listed are provided by professional organisations delivering excellent high-quality programmes.

All organisations have safeguarding policies, DBS certificates, insurance and risk assessments in place and will be following government guidelines regarding COVID-19.



Spring holiday fun and food in Shropshire

BOOK NOW

25 MAR - 5 APR 2024

Shropshire
Holiday Activities and Food



PAID
PLACES
AVAILABLE

Spring holiday fun and food in Shropshire

WHAT'S ON

25 Mar - 5 Apr 2024

Shropshire
Holiday Activities and Food











Saturday 16th March
10am to 3.30pm



BirdFest




MAYFAIR COMMUNITY CENTRE, SY6 6BL

A special day focusing on birds with all sorts of opportunities for learning, involvement and enjoyment for all

-  Live birds of prey on display
-  Short talks and workshops
-  Family activities
-  Making bird boxes
-  Information stalls & ID activities
-  Refreshments

FREE
entry
Bring some cash
for stalls and
activities

Competition with great prizes for young people

-  Scan QR code for competition form
-  Or collect form from Church Stretton Library or Mayfair
-  Hand entries in to Mayfair or bring along on the day until 12 noon.



STRETTONS AREA COMMUNITY
WILDLIFE GROUP
Scan the QR code for details



Thanks to generous funding from Church Stretton
Town Council and Focus Community Awards.

QUIZ NIGHT!



**SATURDAY 6TH APRIL
6PM**



**MAYFAIR
COMMUNITY CENTRE**



**PLOUGHMAN'S
SUPPER & BAR**



**ALONGSIDE MY LONDON MARATHON
RUN, RAISING MONEY FOR**

SAMARITANS



£15 per person (food included).

Tables of 4-6, 14 years plus.

**Please hand an envelope with your name, email,
number of tickets needed and the exact cash into
Church Stretton Medical Practice reception.**

Questions? Contact ella23chamberlain@gmail.com