Preparations for the Beginnings of a Safe Return

Ms Golinska, Headteacher, has written to you outlining our plans for the coming weeks to welcome a limited number of students back on site for specific sessions relating to their wellbeing and progress, and to encourage their engagement with the virtual school. We understand that some of you may be worried about sending your child back to school, so we thought we would share the work that we have been doing to not only ensure the safety of the staff and students who have been on site throughout the closure, but also in readiness for the return of more students and staff.

Staff have been working tirelessly over the past weeks to make physical changes to the school site and to establish new cleaning and hygiene routines. They have also devised protocols to ensure that staff and students can cope well with social distancing at all times while on site.

These changes and plans are constantly being tested, reviewed, adapted and improved and gradually we will adapt and build our confidence in working safely during this pandemic.

Below are some photographs of some of the changes that have been made and signposting that has been provided to remind students and staff of the new way of doing things within the Academy.

More detailed guidance and information will be sent to parents at the time students are invited in, however, in the meantime, if you had any further questions or queries about what we are doing to prepare the Academy then do not hesitate to get in touch with your child’s Head of Year.
More Good News from Mathematics – Mr Duffy

Another fantastic week in mathematics with more than 17,000 questions answered and hundreds of hours of learning undertaken by our students. Ms Howie’s class has done her proud by coming top this week, and they’re clearly doing their best to knock Mr Duffy’s class off the top spot over all!

It’s great to see some new names in the top students’ list too. Well done all!

Virtual School Headlines
(13th May – 20th May 2020)

<table>
<thead>
<tr>
<th>Total Number of Questions Answered</th>
<th>Total Number of Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>17,344</td>
<td>447</td>
</tr>
</tbody>
</table>

Top Students

<table>
<thead>
<tr>
<th>Name</th>
<th>TG</th>
<th>Total Number of Questions Answered</th>
<th>Total Number of Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eden-Chi Johns</td>
<td>07DWR</td>
<td>314</td>
<td>5.5</td>
</tr>
<tr>
<td>Aziza Choudhury</td>
<td>07S5I</td>
<td>284</td>
<td>6.3</td>
</tr>
<tr>
<td>Arnav Singh</td>
<td>07THO</td>
<td>268</td>
<td>3</td>
</tr>
<tr>
<td>Davi de Conceicao</td>
<td>08LN7</td>
<td>245</td>
<td>1.9</td>
</tr>
<tr>
<td>David Szlicer</td>
<td>07CNV</td>
<td>213</td>
<td>7.1</td>
</tr>
</tbody>
</table>

Top Classes

<table>
<thead>
<tr>
<th>Name</th>
<th>Teacher</th>
<th>Total Number of Questions Answered</th>
<th>Total Number of Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8HIE</td>
<td>Ms Howie</td>
<td>1364</td>
<td>30.1</td>
</tr>
<tr>
<td>7IR</td>
<td>Ms Felbiner</td>
<td>1071</td>
<td>22.8</td>
</tr>
<tr>
<td>9W1</td>
<td>Mr Duffy</td>
<td>1029</td>
<td>24.2</td>
</tr>
<tr>
<td>7INE</td>
<td>Mr Jones</td>
<td>937</td>
<td>23.5</td>
</tr>
<tr>
<td>8LN7</td>
<td>Ms Lunt</td>
<td>784</td>
<td>22.8</td>
</tr>
</tbody>
</table>

Excellent Work from Year 12 Drama Students – Mr Whitfield

I am so impressed with the work that has been submitted by Emma Lorien, Kiyana Amanning, Vale Rendon Suarez, Reece Foot, Henry Osei-Tutu and Alex Vandershcrick.

The students are studying a new technical performance skill of audio acting remotely. These are some of the best examples of acting log books I have seen. After using a Google Meets lesson to study the protest poem ‘We are not responsible’, the analysis they produced was detailed, thoughtful and insightful. It’s clear they have taken time over this work and carried out research outside of our live lessons to deepen their understanding. This demonstrates independence, ingenuity and initiative at its best.
Sophia has created a model of a toaster for her design introduction class and has done a brilliant job. Well done Sophia!

I created a mini version of a toaster to allow me to see what the best technique is when building the design. I made a template (net) where all the sides were connected however I found it made the toaster look uneven and messy.

I drew out all the pieces I would need to make the toaster then used a scalpel to cut the pieces out.

I cut out rectangles in the top piece to create the space where the toast goes in. I covered it in aluminium foil to show that that piece is metal.

I cut out a rectangular piece of card and attached a long strip of card to it to create a handle. This will go inside the toaster to create the effect of the toast popping up and going down. I then cut out a slim rectangle on one of the side pieces for the handle to go through allowing it to be able to move up and down.

I then attached all the pieces together using tape and drew some buttons on the sides. I made some toast from cardboard to show how the toast can be moved up and down using the handle.

The students on site were able to work on their painting and drawing skills in this week’s socially distanced art lesson. The students produced some lovely paintings and drawings.
Accelerated Reader Stars – Ms Sulliman & Ms Swann

Team English are especially proud of our Accelerated Reader stars this week! Well done students.

There have been so many students engaging this week that it’s a ‘top 9’ rather than a ‘top 3’. Congratulations to all of the students who have been reading this week but especially to: Matthew Field, Eleanor Forman, Anderson Garcia, Aleksandra Stoichkov, Aimee Creaser, Lordest Kyaligonza-Kizitio, Timofei Trebunskikh, Summer-Rose De Leslie and Kie Boreham.

Top class for engaged time: 9R1 who have engaged for 24 minutes per day. 7 Students have quizzed in the last week, well done to Ruby, Mariam, Shanaya, Koshik, Abdellag, Aaliyah and Mobariz.

Why don’t you have a go at quizzing to see if you can achieve a high score?
https://ukhosted88.renlearn.co.uk/2011230/ follow this link for quizzes.

Also be sure to check out the virtual library services that Wandsworth Borough Council are offering while physical libraries are closed. Follow this link to see what’s available in your area:

Social Sciences Stars of the Week

The Social Sciences team are really proud of the students below for engaging really well and for showing deep learning and understanding of the concepts being taught online.

Yr9 Health & Social Care
Cayla Drake

Yr7 Religious Education
Alex Kerr
Amanda Araujo Leao
Joel Jennison-Leppa

Yr8 Personal, Social & Health Education
Aimee Creaser
Ashana Cummings
Jocerlyn Semanda

Yr10 Personal, Social & Health Education
Charlie Treves
Augusto Canossa Do Valle
Christopher Sahhar
Fareeda Qadeer
Mental Health Awareness Week – Ms Nearn

The Covid crisis and resulting isolation has proved to be very challenging in both large and small ways. For individuals it’s important to focus on what we can control rather than what we can’t. One thing we can control is how kind we are to ourselves and others.

This week our year teams have been posing questions and posting thoughts and resources about kindness. For example, do you speak kindly to yourself? [https://www.youtube.com/watch?v=ERhTJaPaoxU] Can you be cool and kind at the same time? [https://www.youtube.com/watch?v=s1vHPtyoGv0] Can mindfulness help you to be kinder to yourself and others? [https://vimeo.com/227542613#at=0]

We offer a range of support to students through the school, including sessions with our Emotional Wellbeing Practitioners (delivered over the phone) which can help with anxiety and low mood, sleep problems, self-motivation, and managing worries. There is also remote counselling available, and 24/7 support from Kooth.com.

Thinking about mental health (and kindness) is important for everyone, not just students. If you need support for your own or your children’s mental health, take a look at some of the resources below:

Mental Health Awareness Week 2020: The importance of being kind
[https://www.bbc.co.uk/newsround/52557800]

Kindness Matters Guide [https://www.mentalhealth.org.uk/campaigns/mental-health-awarenessweek/kindness-matters]


Helplines for Mental Health Support: Suggestion from the NHS [https://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/]

If you have questions, would like any guidance, or would like to request some support, please contact your child’s Head of Year or send an email to one of our Designated Mental Health Leads:

jemma.hughes@southfieldsacademy.com (Years 7-9) tricia.nearn@southfieldsacademy.com (Years 10-13)

Recipe for Fruit Lollies

You can use any type of fruit you have available to make your very own Fruit Lollies - perfect for this sunny weather!

1. Wash fruit.

2. Cut up fruit- we used kiwi and strawberries.

3. Blend in a food processor with orange juice. Coconut water is a nice alternative to orange juice, and good for hydration! You can also add some honey for sweetness.

4. Sieve, if you don't like the seeds or bits.

5. Freeze into lolly moulds. If you don't have moulds, you can use a washed yoghurt carton.


7. ENJOY!
How To Say “Be Kind” in Multiple Languages – Ms Frith

How many languages can you say “be kind” in? You could even try to learn how to draw some of the symbols!

French: être gentil  
Mongolian: эелдэг бай  
Indonesian: berbaik  
German: sei Freundlich  
Russian: будь добрым  
Irish: Bí cineálta  
Arabic: كن طيبا  
Spanish: se amable  
Chinese: 善待  
Hungarian: legyen kedves  
Korean: 친절하게 대해  
Portuguese: seja gentil  
Italian: Sii gentile  
Greek: να είσαι ευγενικός  
Norwegian: vær snill  
Japanese: 親切にする  
Czech: být milý  
Croatian: budite ljubazni  
Ukrainian: бути добром

Modern Languages Food Week – Ms Frith

Well done to those students who participated in Food Week last week in the Modern Foreign Languages department. Some students ever sent in photos of the traditional food they cooked at home.

Reuben in Year 7 made a Spanish tortilla. ¡Qué rico!

Many students completed the Kahoot challenge this week. Well done to those students who reached the top of the leader board. Can you improve your scores in the new challenges posted on Google Classroom?

We have made bonus Spanish and French classrooms on Google Classroom full of puzzles, games, jokes and quizzes. You can even take a virtual tour around Spain or France. All pupils welcome!

Bonus Spanish Google Classroom code: 45ow4ff  
Bonus French Google Classroom code: 6Idr2eo

This week is Science Week in the MFL department. We have teamed up with the science department and you can learn some science vocabulary in Spanish or French. How cool would that be? We have also posted some work related to the natural world and the solar system with some videos to watch at home. Enjoy!
Dance Tips – Ms Risolino

This is different from last week’s so make sure you complete the actions to improve the circuit to ensure your dance training continues whilst you are at home. The more you do this, the more that you see an improvement in your skills. Put some music on or do it whilst watching Netflix and enjoy!

<table>
<thead>
<tr>
<th>Actions to improve</th>
<th>Skill it improves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skip on the spot imagining you have a skipping rope in your hands 30 seconds (this is to warm up your muscles first)</td>
<td>STAMINA WARM UP</td>
</tr>
<tr>
<td>High knees for 30 seconds</td>
<td>STAMINA WARM UP</td>
</tr>
<tr>
<td>Stand and bend your right knee and extend it in front of you. Repeat on the other leg. Continue for 30 seconds.</td>
<td>STAMINA STRENGTH FLEXIBILITY WARM UP</td>
</tr>
<tr>
<td>Stand with your feet wider than your hips, toes face outwards. Keep your legs straight and try and touch the floor, hold for 60 seconds</td>
<td>FLEXIBILITY</td>
</tr>
<tr>
<td>Sit down and open both your legs to second position. Push your knees down into the floor. Fold over your right leg and hold for 10 seconds, change to the left hold for 10 seconds, fold forward with hands in front of you and hold for 10 seconds. Repeat 4 times.</td>
<td>FLEXIBILITY</td>
</tr>
<tr>
<td>Sit in a pigeon pose (from yoga). Sit on your knees. Extend your right leg back completely straight. Now try and move your left foot out from underneath you, your left knee and calf is trying to make a right angle. Try and get both hips to push into the floor. Hold for 60 seconds and then repeat on the other leg.</td>
<td>FLEXIBILITY</td>
</tr>
<tr>
<td>Sit on your knees lifting your hips up. Straighten your right leg in front of you and flex your right foot. Place your hands on either side of your right leg and fold over your right leg. Hold for 60 seconds and change to the other leg.</td>
<td>FLEXIBILITY</td>
</tr>
<tr>
<td>Slide into the splits using the same method as above; sit up on your knees, extend your right leg straight in front of you then slowly edge your left leg back until you are in your version of the splits. Do not wiggle, breathe deeply and hold for 40 seconds. Then change legs.</td>
<td>FLEXIBILITY</td>
</tr>
</tbody>
</table>

Year 9 Spanish Stars - - Señorita Delamare and Señorita Thompson

A big WELL DONE to our Year 9 Spanish students Caroline Murray, Samanta Gjorka, Shaun Stokes and Laura Provenzano for excellent engagement in Spanish Home Learning. They have consistently produced good quality work and we can see that they have been working hard at home. Keep up your effort year 9!

Below is a snippet of Caroline Murray’s work.

```
Task 1: Home
El restaurante se llama Caroline’s cocina = My restaurant is called Caroline’s kitchen

Task 2: Theme
El restaurante es italiano = My restaurant is Italian

Y romántico = and romantic

Task 3: Menu
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