



Southfields Spirit ii

Week Commencing 18th January 2021



Ethos statement: We believe that through individual commitment, self-discipline, integrity and respect for others, we inspire everyone to learn.

Thought for the Week

“We need diversity of thought in the world to face the new challenges.” Tim Berners Lee, inventor of the Internet

As we start the Spring Term, we have decided to relaunch Southfields Spirit. This newsletter will celebrate the successes and achievements of students learning at home and in on-site provision and will also contain useful information and advice to help parents while the school is functioning in the main, virtually.

Southfields Academy Virtually

We are so pleased with the engagement and attendance of the Academy's first full week of virtual school. We are also very grateful for the support that you have shown us and really appreciate the feedback we are receiving that helps us improve our online provision. We have gathered a few of the recent updates about the use of our virtual learning platforms and the provision of support in terms of IT equipment and connectivity below.

We keep our Remote Learning page up to date and if you have any questions or need any support this should be your first port of call. You will find a link to it on our website Home Page.

Increasing Data Allowances

Schools can request mobile data increases for children and young people who meet certain criteria and who are with certain mobile providers.

Parents who wish to apply should complete the form on the link below and we will carry out this request on your behalf if you qualify:

https://docs.google.com/forms/d/e/1FAIpQLSf0q-np30mtnIJXw-5gmXBKOE9_984YdY6GMIDYR_cbAosbQ/viewform

Gaming Console Access to Remote Learning

Did you know that students can access their remote learning through their gaming console? The Academy has written a short guide for them and you to support you if this is required.

Follow the link below to download the guide:

https://parents.southfieldsacademy.com/_site/data/files/documents/194D9C1C1529C00A6FFE810640CF18C9.pdf

IT Needs at Home

Schools are able to request support for parents and students with their IT needs at home, in order to access online learning. The DfE is understandably overwhelmed with requests at the moment, so we ask that those of you who have already completed the form, bear with us as there are some considerable waiting times to receive responses and equipment. However, if you have not done so already, we urge you to complete the form at the link below to let us know of any needs you may have:

<https://docs.google.com/forms/d/e/1FAIpQLScsVoftsM8DCTF6wlgmmDihrHI1W4m8QCczgZ7TjZSmjU-c-g/viewform>



Parent Feedback

It has been lovely to hear from so many parents in the last weeks, and particularly when they ask us to pass on thanks to our staff who are working very hard to ensure that our online provision meets the very high standards of our usual on-site provision.

We have collected a few comments below:

I just want to let you know how impressed I am with the provision you have put in place in such difficult circumstances... I never expected that a full timetable would run and with almost entirely live lessons. The teachers are engaging really well with the students and it has been great to hear. Please pass on my thanks to all the teachers for their incredible hard work.

Year 7 Parent

I would like to use the opportunity to say thank you to everyone at Southfields Academy for the effort you put into my child's education; we can see clearly how he is progressing every day.

Year 7 Parent

I would also like to take the opportunity to thank you all for all the amazing work that you are doing. Both of my boys are engaged with the learning and I know this is a lot more extra work for you all, but wanted to let you know we appreciate it.

Year 7 & 9 Parent



Emotional Wellbeing

The local Child and Adolescent Mental Health Service has created video resources to support parents and carers, especially during this time of uncertainty and with the additional stresses of home learning and staying indoors. They are planning to release more in the near future so we will pass these on to you when we receive them.

Supporting your teenager with lockdown and the return to school:

<https://www.youtube.com/watch?v=4xA4WWGpAcY&t=21s>

This is a video for parents, carers, or those working with adolescents, offering guidance around how to support teenagers during lockdown and help them cope with Covid-19. We also look at how to support them with the transition back into school.

Parenting teens in times of uncertainty:

<https://www.youtube.com/watch?v=HcW-3Dnh9sl>

This video is for parents and caregivers of teenagers recorded from a live workshop. It will look at the following topics: Supporting your teenager with sleep - How to enable teens to hear what we're saying - Recognising anxiety and low mood in teens - How to respond to heightened teen emotions.

Supporting your teenager with anxiety:

<https://www.youtube.com/watch?v=X5ZTggCEG98&t=286s>

This video is aimed at the parents or caregivers of teenagers and provides some ideas as to how you can support them if they are experiencing worry or anxiety.

Financial Hardship Grants

We understand that some families may be experiencing unusual hardship at the moment due to uncertain working situations or reduced incomes. Wandsworth residents can access help by visiting their website at the link below. There is help available for food & energy, rent, and self-isolation payments. Some of this help is in the form of grants from the COVID hardship funding from central government so do not work in the same way as normal hardship loans available:

<https://www.wandsworth.gov.uk/housing/benefits-and-support/discretionary-support-grants/>

Operation Encompass, Safeguarding – Ms S Sharpe

The Academy is taking part in a project that will run jointly between schools and the Metropolitan Police Service. This project is known as Operation Encompass.

Operation Encompass is the notification to schools that a child (under 18) has been exposed to, or involved in, any domestic incident. This notification will usually be made to the school by the start of the next school day to the Designated Safeguarding Lead (DSL), Sara Sharpe. The DSL can then use the information that has been shared, in confidence, to ensure the wellbeing of the child.

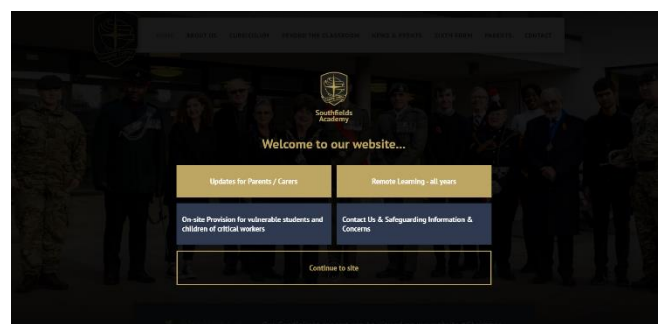
The school may be able to make provisions or adjustments to assist the child and their family.

We are keen to offer the best support possible to all our students and we believe this will be beneficial for all involved.

Updates

Make sure you stay up to date with parent information by visiting our website regularly. If you have not been receiving our emails, then please let your child's tutor know and we can ensure that your contact details are correct.

www.southfieldsacademy.com



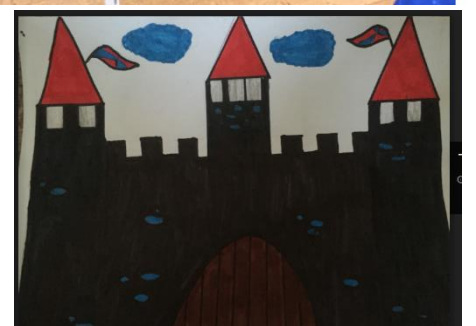


Medieval Life and Society, Year 7 History – Ms Atley

Year 7 are currently learning about Medieval life and society. Several Year 7 classes were asked to design their own medieval castle over the Christmas holidays. They created some amazing castles, which they took photos of, and some students even adapted to the time and designed castles in Minecraft. Some of these really impressive creations are shown here. Thank you for all the time and effort you spent, it has been a pleasure to review your work.

The following students must be highly commended for their effort: Frankie, Preston, Alan, Max, Fryderyk, Aaron, Christian, Noah, Nicolas, Isabela, Kavern and Deriane.

You can see some examples of their wonderful work below.





Key Stage Three English Update – Ms H Swann

The following students have all scored more than 80% on a quiz on a book they have read while working remotely. Fantastic! Well done!

To quiz at home your child must follow the Accelerated Reader link posted in their English Google Classroom. If their AR Login Details aren't working please email

anne-lise.hansen@southfieldsacademy.com typing 'AR Login' in the subject bar and stating your child's full name and tutor group.

Year 7

AHMED, Tahir
ARCHAMBAUD-CHAO, Preston
BIELECKI, Alan
DOGAR, Saad
HAIDARY, Nastaran
MOORE, Maximilian
PETERSONS, Gusts
PUTHUVLAKAN, Kavinran
TITANE, Nizar
DELIALLISI, Agron
DENNIS, Damare
LEWANDOWSKA, Olivia
SAMUELS, Marius Adrian
BLAIR, Reyez
KOTLOWSKA, Julia
LEWIS, Alice
OGUNBAMBI, Olamiposi
KHAWAJA, Aqib
NYATEDZU, Mei-Lin
CUMMINGS, Iarna
KOWLESSAR, Laila
MATHARU, Nyah-Rae
MILLAN FACUNDES, Flavio Cesar
SPENCER, Scarlet
STANTON, Stanley
SZULECKA, OLIVIA
VARNS, Oliver
AKRAM, Maham
BURGESS, Ivy
CHARRION, Cheyenne
DADOK, David
DORMER, Declan
EVANS, Amari
HOPE, Ascharnie
LEACY, Kayleigh
ARSHAD, Mohammad
CUMMINGS, Christian
WEBB, Isaac

Year 8

AHMED, Muskan
AOUN, Ayat
GIL, Angelina
GRANT, Imogen
HAZIRAJ, Edi
HERRERA, Marcelo
WILLIAMS, Saffron
EMAN, Maida
MCCURDY SMITH, Zahra
ASIF, Anisha
KONOPACKIS, Ruslans

PERNDRECA, Jonisa
SHAFIQ, Hashmatullah
TOWNSEND, Kayda
TRAVERS-CAESAR, Mia Louise
TRELA, Piotr
FORMAN, Eleanor
GARCIA-GONZALEZ, Anderson
ELLIOTT, Joziha
LALA, Manuel
STRASSER, Andras
DE OLIVEIRA QUIRINO, Luana

Year 9

ABDULKADIR, Yasmin
AHMAD, Mohammad
AMIRI, Madia
CHING, Anika
CREASER, Aimee
FAHEEM, Qanta
DINHAM, Indiana
GOULBOURNE, Shania
HANSON, Tashai
MOHAMED, Ilham
PAYNE, Ashante
SZYMANSKI, Jakub
VUKALIC, Ajla
WILLIAMS, Rhayne
BRILLEY, Ronnie
GODDARD, Ivan
HABIB, Arslan
HASSAN, Muhammad
SABBAN, Abigail
TYNDALE, Damien
BOLEA, Deniel
AHMED, Hood
BOUKEZZOULA, Rahma
DADOK, Wiktoria
PRICE, Alexander
BUTT, Muhammad
DELIALLISI, Isa
ECCLESTON, Maccuchio
JARVIS, Rebecca
JURGIELEWICZ, Jakub
LALA, Suada
MASON-GIBBONS, Aiden
ALFOUADI, Mustafa
BARABAS-BRANCoveanu, Ruxandra
KHAN, Kashif
MACAULEY-TOOMER, Starr
MCKECHNIE, Shaun
NWANZE, Aaliyah
ROCHIAN, Otilia



Year 7 Book Reviews – Ms S Sulliman

As they have been reading so many books, our industrious Year 7s wanted to tell people about them. They have been writing book reviews of some of their favourites and we will feature one a week.

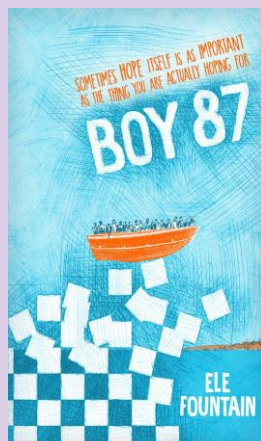
Boy 87 by Oliwia Szulecka, Year 7

My first impression of Boy 87 when I first saw the cover I predicted that a boy was called 87 and I found that weird because I thought “Why doesn't he have a name?” I thought to myself then I began reading my first pages it started to hook me in closer and closer Shif and Bini (his best friend) were full of adventure and joy even though the setting they were in was an unknown place that looked like it was under military control, felt perilous and pessimistic.

As soon as I got deeper in the book, Boy 87 was not all sunshines and rainbow as I thought. As the book progresses I thought it was turning into a reality as some parts in the story started to get really emotional, and I felt sympathetic for Shif as they have a tough journey ahead of them and there are only two of them. Shif and Bini are just ordinary boys who like chess, maths and racing or are they? As the plot thickens one day soldiers with guns end up at Shif's door and they know that they are no longer safe.

I think that this book is full of tension, fear, heartbreak and hope and is a gripping, uplifting tale of one boy's struggle for survival so I would definitely recommend this book for 8-13 year olds because for younger ages it might change their perspective of life and would possibly be scared in some parts.

The benefit of reading the book is that people that don't know what happens to people that live in places like Eritrea could learn more about it and people who live in countries like eritrea could learn his story and support it.





The PE Department Challenges You

...to 30 minutes of physical activity for 30 days.

Why? New habits take a minimum of 30 days to form, so committing to small challenges each day now can lead to new habits being formed by February half term. You can get involved by downloading our calendar from your PE Google Classroom to track your progress, either using emojis or writing. Share it with your PE teacher!

Physical activity is so important, especially at the moment, so you could go for a walk in the park; go for a kick around; go for a run or do a home workout. Any activity. Any intensity.

This is a simple challenge but with potentially life changing results.

WATCH THE INTRO VIDEO HERE.

30 x 30

Minutes Days

SOUTHFIELDS PE

BE THE BEST YOU CAN BE



30

Minutes

x

30

Days

Name

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30

BE THE BEST YOU CAN BE SOUTHFIELDS PE



Independent learning in PE – Ms T Clark

Below are some examples of work that students in Years 7, 8 & 9 have been doing in their Independent PE learning. They have been focusing on Health based PE and the different components, principles and types of training. The work they have produced is excellent.

Independent Work



Interval Training

Squat
Rest-20 secs
Lunge
Rest-20 secs
Burpees
Rest-20 secs
{^REPEAT^}

Challenge – An athlete might use interval training because it increases their cardiovascular efficiency. This change can improve their speed, performance and endurance.

Chosen Athlete



Katrina Thompson

Leona Cole

Independent Work



Interval Training

40 second sprint-90%
Rest for 20 seconds
High knees for 40 seconds-80%
Rest for 30 seconds
Repeat 7 times

He would use this training to boost stamina for one and leg power

Challenge – explain why your athlete would use this method of training to improve their fitness.

Chosen Athlete



Nevaeh Taylor

Independent Work



Here's one we did earlier

Circuit Session

Each exercise for 30 seconds

30 seconds rest

Running
Plyometric push-ups
Jumping jacks
Plank
Walking lunges

Chosen Athlete:
Kristi Yamaguchi



Rebecca Jarvis - Y9

Independent Practice



Sport: Swimming

The most important component of fitness in swimming is muscular endurance because you need to keep going and in order to do so you must have energy so ME keeps you going. The least important component of fitness is flexibility because although you need to move your arms and legs you won't need to move your other joints.



Sahima - Y8

Independent Practice



Sport: gymnastics

The most important component of fitness is flexibility this is because the gymnast needs to move many bones around the same joint so she or he must be flexible around at least every joint. The least important component of fitness is cardiovascular endurance this is because the gymnast does not need to exercise that much and so does not need as much CE than as much power which is another component of gymnastics.



Independent Practice



Task: Create a fact file using the headings below.

Name - Rebecca Adlington

Sport - Swimming

Type of training - Continuous and she trains by swimming laps around the pool and it takes more than 20 min.

Challenge – I have chosen this type of sport and person because it takes hard training and practice to get onto the team and I know that she must get tired but she shows resilience and teamwork by supporting herself and others.



Olivia - Y7

Independent Task

Task: Create a fact file using the headings below.

Name – Dalon Armitage

Sport – Rugby

Type of training – Fartlek

Challenge – explain why you have chosen this type of training

for your athlete.

Fartlek training is useful for this athlete because they are constantly moving when playing rugby. Fartlek training will help them to improve their speed and their agility.



Kaiyah - Y7



SOUTHFIELDS

PE.SS.PA



Wristwatch Designs – Ms I Jaffer

KS5 3D Design students were introduced to the Rococo style during a recent lesson and were then asked to design a wristwatch using the decorative and luxurious elements that are synonymous with that era.

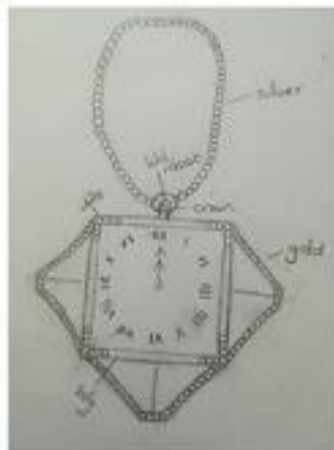
I was so impressed with not only how quickly they grasped the main concepts of this style, but also the level of detail in their designs. It has not been easy trying to do practical assignments through virtual means but I have been really impressed with the level of effort students have gone to. These are just some of the amazing design students have produced. Well done!



Nuraya Alsoufi



Jessica Blandford



Tyrese Campbell



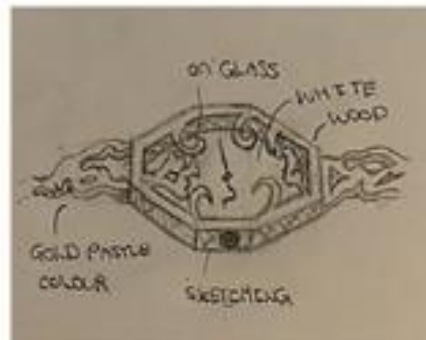
Asim Javid



Renan Vila Real



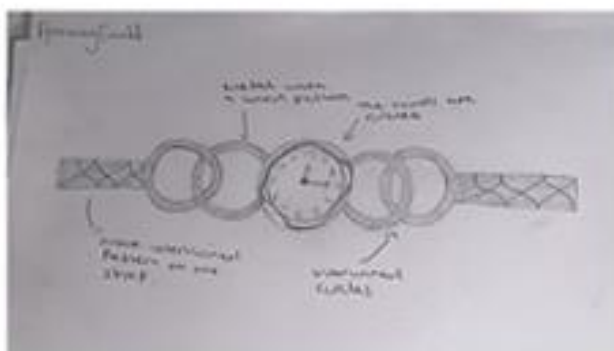
Nadia Sasac



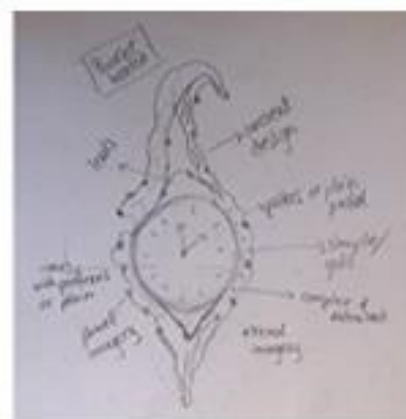
Luis Oliver



Kloe Walker



Armaney Everett



Laysa Muniz



'Let's Dance 2021' – Ms Risolino & Mr Miller

Jo Risolino and Nick Miller have been working on planning a virtual dance event for all schools in Wandsworth and Merton alongside Fiona Sutherland from AFC Wimbledon. Please see below and feel free to join in via the School Games website from w/c 18th January where the video tutorials will go live, the tutorials can be found here: <https://vimeo.com/500455129>

'Let's Dance 2021'

We are pleased to introduce an exciting 'Let's Dance 2021' project, running as a partnership between Southfields Academy, AFC Wimbledon & Wandsworth School Games. As part of the programme, schools will have access to two exciting dance tutorials that can be shared with students whether they are at school or learning from home.

The aim of Let's Dance 2021 is to get as many young people participating and having fun dancing as well as creating a sense of togetherness in these difficult times. It was originally planned for schools to learn the routine/s as a group and then perform on Thursday 11th February across the borough. However, as we have now entered another home learning situation, we have adapted the timelines and produced suggestions of how you can share the video tutorial with your students.

The Routines: Follow the video tutorial that is suitable - there are two, one is aimed at primary school students and one is aimed at secondary school students. However, teachers/students can decide which one they would like to perform.

Primary School Dance Routine – 'Rockin' Robin' – Choreographed & tutored by Fabienne from B.A.E.T Education on behalf of AFC Wimbledon Foundation:

Please support your students to follow Fabienne's Instructions – Don't forget! They can pause the video to learn at their own pace.

The style of dance is commercial.

Please remind the dancers that practice makes perfect, but not to don't worry... you will give you further support and guidance.

Most importantly is for the students to give it a go, be happy and joyful, lots of smiles and energy please!

Secondary Dance Routine – 'Keep your Head up' Choreographed & tutored by Jo Risolino from Southfields Academy.

This track has been chosen for the lyrics, communicating an optimistic outlook for the future. The lyrics symbolise the resilience shown over the past year. How we have all worked together, persevering with determination to find a new way of doing things in spite of COVID-19.

When preparing the dancers for performance, please ensure the intention of the lyrics are clearly communicated. Some key words to help you with this are; OPTIMISM, CONNECTIONS, HOPE, RESILIENCE, DETERMINATION.

**AFC WIMBLEDON FOUNDATION
& SOUTHFIELDS ACADEMY
PRESENT**

LET'S DANCE

**KEEP YOUR HEAD UP
BY BEN HOWARD**

IN PARTNERSHIP WITH WANDSWORTH SCHOOL GAMES AND B.A.E.T EDUCATION

