

Robert Browning, Snowfields and Tower Bridge Primary Schools

We learn and succeed together



26th June 2020



@PrimaryRobert @SNSPrimary @tbprimary Find us at: www.bridgesfederation.org.uk

CLOSURE

As of Friday **20th March** our schools are closed to all children except for children of key workers and the most vulnerable.

Home Learning

While at home during the Coronavirus outbreak, please remember to use our school e-learning platforms such as: Mathletics, Reading Eggs, Spellodrome and iReadwriter to continue learning. Remember to also follow your class twitter page for daily updates, ideas and activities. Below, you will find the links to your **Google class page** and **twitter page**.

There are so many lovely videos and pictures of children working! Parents, please continue to share, but do not name children in the posts if their image is tweeted.

Home Learning Packs

Every Monday, we will be emailing you, a weekly learning sheet for your child (it will look similar to the half termly homework sheet). All the activities and learning for your child for the week will be included on this sheet. It will replicate what is being shared on twitter and the Google class pages (links below).

eLearning Platforms Links

Mathletics: <https://login.mathletics.com/>

Purple Mash: <https://www.purplemash.com/sch/snowfields>

Reading Eggs: https://sso.readingeggs.com/logincli-ent_id=8020fd524cb747519ccfb61e1c15dacbfab3f0b4&idp=d0797975a160eeec142b30cd3705fe6e3eafec9&locale=uk&redirect_uri=https%3A%2F%2Fapp.readingeggs.com%2Foauth%2Flogin%3F_ga%3D2.68374036.464506844.1591788896.658219992.1591788896%26idp%3Dd0797975a160eeec142b30cd3705fe6e3eafec926scope=3blake&response_type=code&scope=blake&state=ec0dad2be021f7259f0a0dff19e7aa95497d3bdf41ad5009

Spellodrome: <https://login.spellodrome.com/>

Keeping in Touch

We hope you are all safe and well. However, If your circumstances have changed or you just need to speak to someone please call your individual school on their respective number.

Thank you

'A huge thank you to the Morrisons on Walworth Road for providing fruit for the children who are attending Robert Browning School. The children really appreciate your kindness.'



Free School Meals (FSM)

We offer Free Healthy School Meals (FHSM) to all children from Reception to Year 6. However we strongly encourage applications for benefit-related Free School Meals (FSM) as the additional funding gained would benefit education provision at our school. If your child is not attending school and eligible for Free School meals you may receive a meal voucher from Edenred (the national scheme) during the current COVID-19 pandemic

Please use this link: <https://pps.lgfl.org.uk/> to access the Free School Meals/Pupil Premium Service web site provided by LGFL where you can quickly and easily check eligibility for free school meals and, if eligible, also gain welcome additional funding for your school, known as 'Pupil Premium'.

All new claims for FSM need to be made by 10th July for families to be eligible for payment over the summer.



Learning at home

Please click on the links below for your year group Google class page which your children's teacher will update regularly with activities for your children to complete at home.

Remember, you don't need a Twitter account to access the class page.

Rainbow Class: <https://sites.google.com/view/rainbow-class-home>

Nursery Class: <https://sites.google.com/view/caterpillarclassathome/home>

Reception Class: <https://sites.google.com/view/sns-butterfly-class/home>

Year 1: <http://sites.google.com/view/thebridgesy1/>

Year 2: <https://sites.google.com/view/thebridgesy2/home...>

Year 3: <https://sites.google.com/view/yellowclassyear3/home>

Year 4: <https://sites.google.com/view/greenclasshome/home>

Year 5: <https://sites.google.com/view/blue-class-home/home>

Year 6: <https://sites.google.com/view/purple-class-home/>



Lambeth and Southwark's Summer of food and fun

The Mayor's fund for London has joined forces with Lambeth and Southwark Councils to host an exciting and extended programme of holiday food and activity this summer.

Our 'Summer of Food and Fun' programme begins on 22nd July and runs until 2nd September 2020, ensuring that children and young people (aged 4-19 years), their families and/or carers are able to access a regular source of free nutritious meals over the summer, whether at a local club or at home.

You will also be able to join an array of fun and engaging community activities including sports, theatre, arts and crafts and cooking. In the event of continued lockdown, young people will still be able to access activities remotely, including food and nutrition education, arts and crafts, literacy support, and a wide range of physical activities.

The dual-borough programme will be delivered by our network of local community organisations ('hubs'), including schools, adventure playgrounds and youth clubs, that would usually offer free meals and activities during school holidays through our Kitchen Social project.

For more information and to receive an online programme, please click on the link below:

<https://www.mayorsfundforlondon.org.uk/lambeth-southwark-summer-food-fun/>

Free and confidential support for people in Southwark.

Abuse can be physical, sexual, emotional or financial which takes place within an intimate or family relationship.

Abuse can include neglect, controlling behaviour, forced marriage, honour based violence or female genital mutilation.

If you are being abused, remember you are not alone.

We can help you by providing advice and support with:

- Improving your safety
- Housing and homelessness
- Finances and welfare benefits
- Access to legal services
- Parenting and children
- Emotional support

We also provide a service for men, women and young people using violence within an intimate or family relationship.



020 7593 1290



southwark@
solacewomensaid.org



solacewomensaid.org



Are you worried about domestic or sexual abuse?

Solace provides a help and advice service for people aged 16 or over who live in Southwark.

For help contact

020 7593 1290

southwark@solacewomensaid.org



solace in Southwark

solacewomensaid.org

Solace Women's Aid is a charity registered in England and Wales.
Charity Number 1087416. Company Number 102716.

Positivity Activity

Find a positive response to something you are worried about.

Ask somebody what they think your greatest strength is.

StarLine

This is a new DfE home learning telephone helpline to support parents and carers nationwide. Free, confidential advice is available six days a week by phoning the StarLine team on: **0330 313 9162**.

StarLine helps parents and carers in the following ways:

- By providing access to a team of qualified teachers, education and parenting experts.
- By focusing on providing practical ideas, support and reassurance.
- By offering tips, techniques and resources to enable parents to give their children the support they need to continue learning while schools are closed.
 - By supporting family wellbeing and mental health.
- By covering all phases of education and subjects plus behaviour, pupil wellbeing and SEND.

For more information, visit www.starline.org.uk/ or follow @StarLineSupport on Twitter.

The team behind StarLine will also be broadcasting a weekly programme on YouTube. In each episode of StarLive, a guest presenter will share practical ideas for home learning. Further details can be found on the StarLine web-site.

Useful Contacts for Parents

Solace 0808 802 5565

<https://www.solacewomensaid.org/>

Southwark Local Offer

<https://localoffer.southwark.gov.uk/>

Samaritans

<https://www.samaritans.org/how-we-can-help/contact-samaritan/>

Guidance on closure of educational setting

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

Southwark Food Bank

<https://southwark.foodbank.org.uk/>

Financial advice and support for Southwark residents

<https://www.southwark.gov.uk/health-and-wellbeing/public-health/for-the-public/coronavirus/financial-support-for-residents>

Coronavirus and mental wellbeing

<https://www.nhs.uk/oneyou/every-mind-matters>

NSPCC

<https://www.nspcc.org.uk/what-we-do/about-us/contact-us/>



Shout Out!

Well done to all of our children who have shared on Twitter examples of some of the activities they have been completing at home. Below are the names of those children along with some Twitter posts.

Robert Browning

Samara YN	Awwal YN
George Y2	James Y2
Mason Y2	Rahi Y2
Amereen Y2	Elijah Y2
Anum Y2	
Rashaad Y3	Lola Y3
Maryam Y3	Mounir Y3
Jasmin Y3	Aamir Y3
Aaliyah Y3	Ledion Y3
Ellie Rose Y3	Abubakai Y3
Mawata Y3	Ermal Y3
Rayan Y3	Eloida Y3
Tnok Y3	Teniola Y4
Tomiwa Y4	Liam Y4
Adriya Y4	Luke Y4
Mawatta Y4	QiZong Y4
Aella Y4	Nimco Y4
Ellie Rose Y4	Ryaan Y4
Mohamed Y4	Isabelle Y4
Abubakai Y4	Koussai Y4
Olivia Y4	Aneeqa Y4
Anthony Y4	Kelly Y4
Fatima Y4/5	Sara Y4/5
Ore Y4/5	Al Y5
Chloe Y5	Aminata Y5
Timi Y5	Ethan Y5
Sian Y5	Darin Y5
Al Y5	Peter Y5
Diego Y5	Luca Y5
Ilias Y5	Amara Y6
Darasimi Y6	Mabinty Y6
Giovanni Y6	Lucas Y6
Sofia Y6	JK Y6
Hamira Y6	Angel Y6
Aween Y6	Michael Y6
Kimberly Y6	Adam Y6
Jose Y6	Carlos Y6
Leoander Y6	Shuhana Y6
Younes Y6	Idrissa Y6

Snowsfields

Eliana YR	Joab YR
Adeola Y1	Ayaan Y1
Emmanuel Y1	Eugenio Y1
Francis Y1	Iris Y1
Kamil Y1	Lexie Y1
Lilly Jean Y1	Melat Y1
Nahla Y1	Nia Y1
Preston Y1	Regina Y1
Theo Y1	Gabriella Y2
Romeo Y2	Nour Y2
Bethany Y2	Enzo Y2
Keegan Y2	Yema Y2
Isabella Y2	Lilly Rose Y2
Imran Y2	Raila Y2
Mosunmola Y2	Yaseen Y2
Raphael Y2	Jack Y3
Amani Y3	Iman Y3
Fahad Y3	Al-Amin Y3
Lilian Y3	Shem Y3
Katy Y3	Edward Y3
Salem Y3	Izzy Y3
Perry Y3	Ridwan Y3
Ryan Y3	Elea Y3
Salma Y3	Baraka Y3
Chrisamel Y3	Nolawi Y3
Trinette Y4	Param Y4
Sidney Y4	Kawthar Y4
Jacob Y4	Yaseen Y4
Zoe Y4	Zain Y4
Ava Y4	Braydon Y4
Adnan Y4	Lailaa Y4
Dominika Y4	Princess Y4
Zuriel Y4	Ahmed Y4
Reem Y4	Bailey Y5
Christianna Y5	Natalia Y5
Ayman Y5	Ola Y5
Samira Y5	Milo Y5
Abigail Y5	Melad Y5
Farhan Y5	Adam Y5
Sulayman Y5	Fatima Y5
Casey Y5	Godwill Y5
Khaled Y5	Solomon Y5
Olivia Y6	Mia Y6
Bolaji Y6	Ifetola Y6
Zaki Y6	Divatty Y6
Chardonay Y6	Chloe Y6
Busrena Y6	Elizabeth Y6
Irfan Y6	Maisha Y6
Rayan Y6	Safaa Y6
Sali Y6	Susan Y6

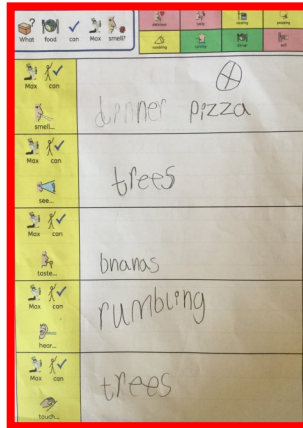
Tower Bridge

Daniel YN	Hamid YN
Esme YR	Kara YR
Lexi Y1	Chinonso Y1
Kaya Y1	Anjaneya Y1
Maliyah Y1	Amirah Y1
Deetya Y1	Isaac Y1
Rudy Y1	Arthur Y1
Aliyah Y1	Amarion Y1
Amanda Y1	Rabia Y2
Shebaniah Y2	Ameerat Y2
Wassim Y2	Amani Y2
Saira Y2	Reggie Y2
Salwa Y2	Suraya Y2
Mohammed Y2	Kiyrah Y2
Youcef Y2	Gibril Y2
La'rayah Y2	Vaughan Y2
Nicole Y2	Jasmine Y2
Taja'lee Y2	Vaughan Y2
Joel Y2	
Salma Y3	Scarlett Y3
Hassane Y3	Annalisa Y3
Elizabeth Y3	Ava Y3
Belle Y3	Amerah Y3
Noah Y3	Titus Y3
Annalisa Y3	Kyah Y3
Jason Y3	Simra Y3
Elijah Y4	Leah Y4
Maisie Y4	Ephraim Y4
Armani Y4	Emily Y4
Xingya Y4	Zain Y4
Jayden Y4	Charlie Y4
Demi Y4	Rakin Y4
Deacon Y5	Tilly Y5
Moaad Y5	Bella Y5
Elijah Y5	Kajus Y5
Ruya Y5	Sophia Y5
Andre Y5	Nadir Y5
Scarlett Y5	Lordina Y5
Amna Y5	Myrell Y5
Malak Y5	Fejro Y5
Beatriz Y5	Ruby Y5
Tino Y5	Ilyas Y6
Patrick Y6	Sabira Y6

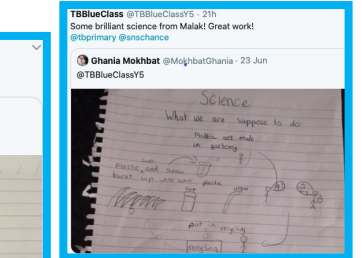
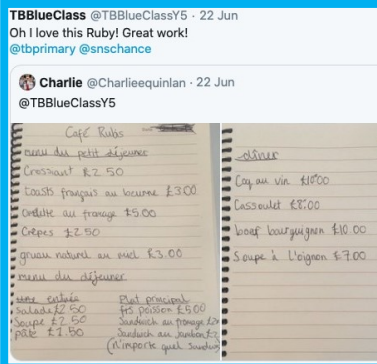
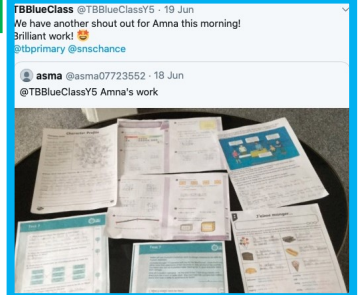
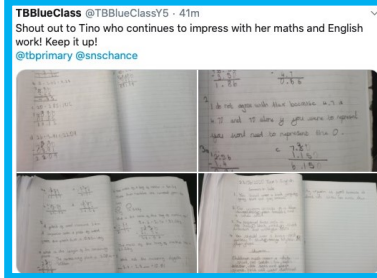
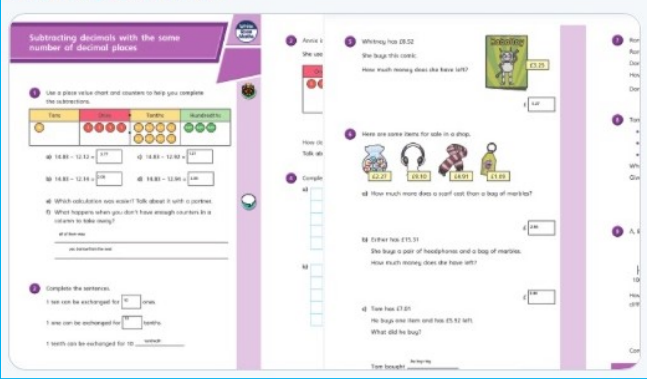
Tweets



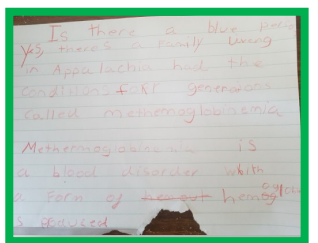
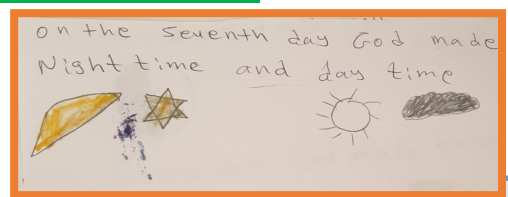
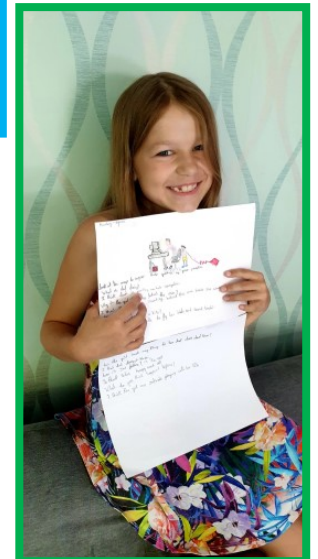
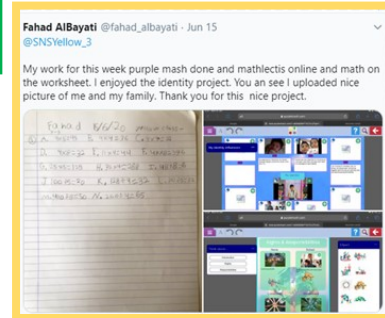
I see trees.
He can smell his supper.
He can touch trees.
max can see trees and
the sea. He can hear
pumpkins max can taste
bananas. His tummy is
pumping. He was
climbing the trees. max
was smelling food. He
went on a boat.
I see my boat on
the sea and he went
home in the night
and saw his supper
and it was

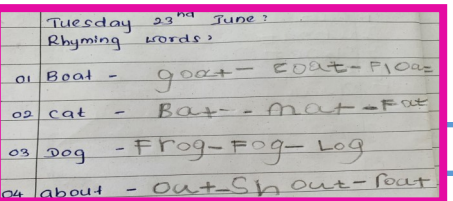
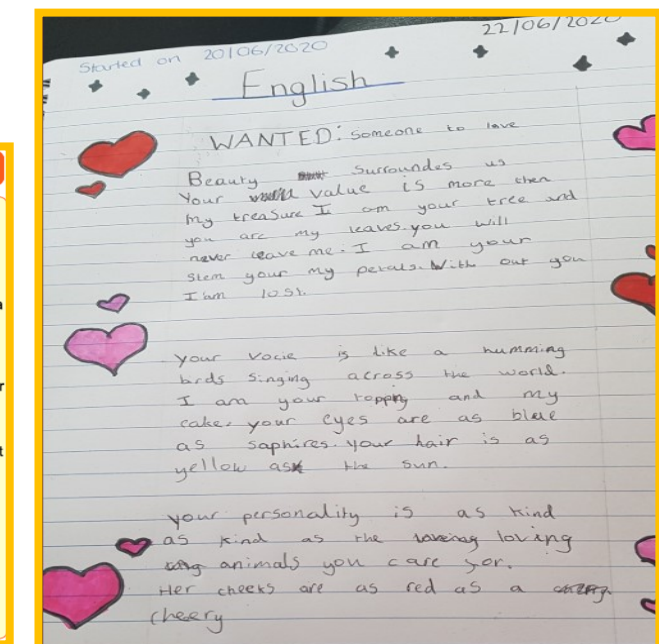
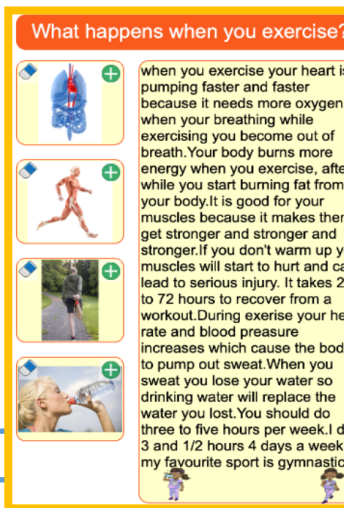
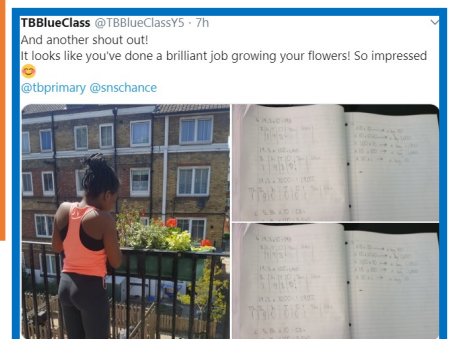
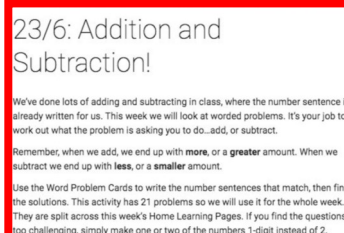
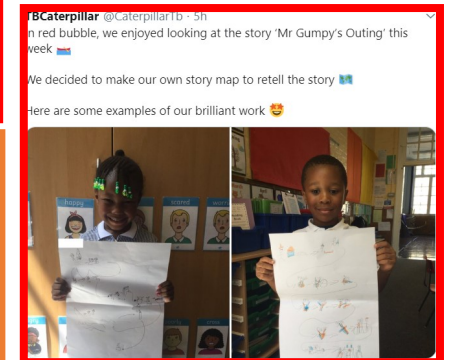
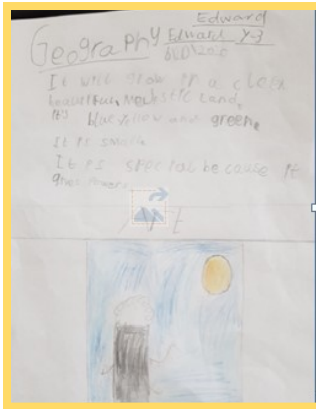


TBBlueClass @TBBlueClassY5 · 23 Jun
Our first shout out goes to Fejiro for this fab maths!
@tbprimary @snschance



Sam will be able to get the job because
she is even better than Sam has 11 answers.
Alex only has 11 answers.
A majority vote 11. Sam has 11.5 and up.
The one that got it is Jake because she has
11 and up answers.
It is actually the opposite.
Both are then answers.





TB Orange Class Year 2 @TBOrangeClassY2 · 24 Jun

One more shoutout for today!

Well done Shebaniah for working so hard on your home learning. I'm so impressed with what you have been doing at home. Keep up the great work! 🌟👏

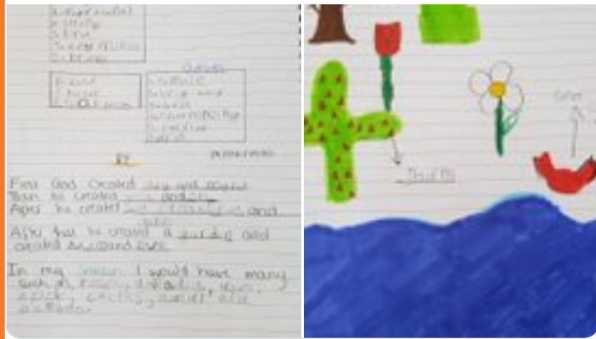


TB Orange Class Year 2 @TBOrangeClassY2 · 24 Jun

Well done Wassim for completing such lovely R.E work today! Keep up the great work 🌟😊

@snschance @tbprimary

Ghania Mokhbat @MokhbatGhania · 24 Jun
@TBOrangeClassY2 Wassim's Work



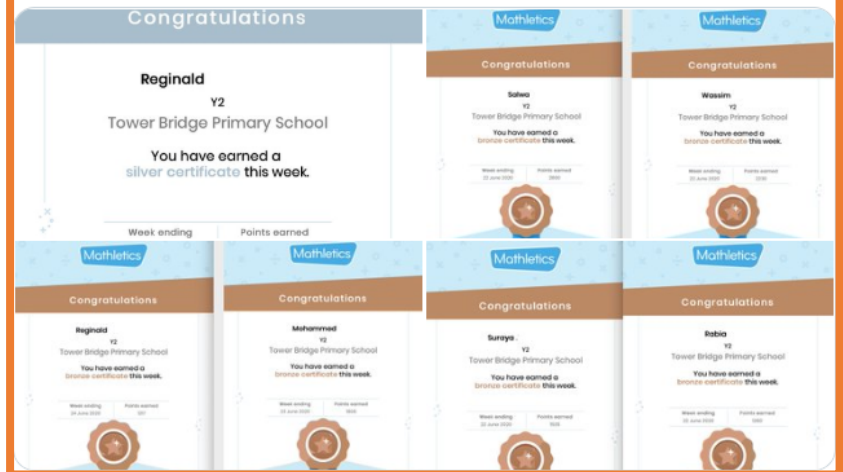
TB Orange Class Year 2 @TBOrangeClassY2 · 24 Jun

It's time for some Mathletics shoutouts!

Reggie for earning Silver & Bronze certificates this week 🏆🏆

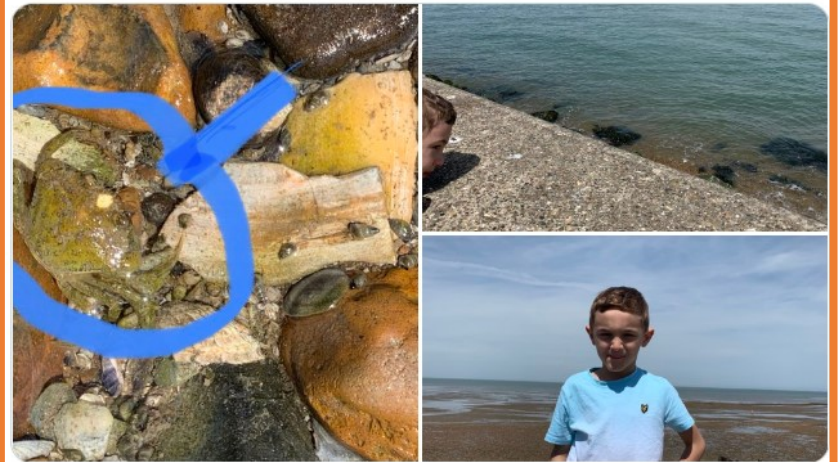
Wassim, Salwa, Mohammed, Suraya & Rabia for earning Bronze certificates 🏆🏆

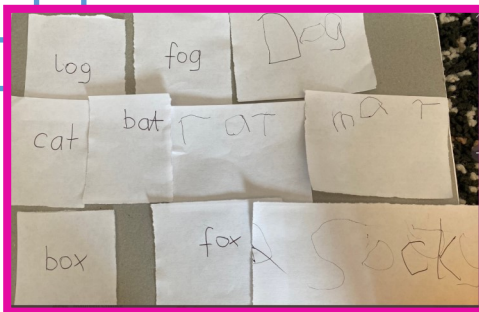
Well done to Ameerat, Youcef, Shebaniah, La'rayah, Vaughan & Nicole for earning points 🌟😊



Maria Millar @maria16679 · 24 Jun

At the seaside looking for crabs @SNSOrange2 @snschance





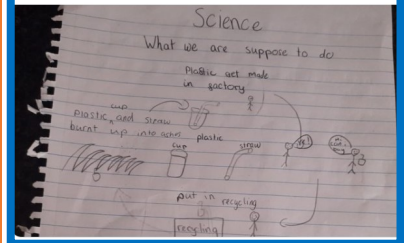
TB Orange Class Year 2 @TBOrangeClassY2 · 23 Jun
 Look at this super capacity work for Maths today from one of our clever Oranges! I love seeing you working so hard at home, I'm really impressed with your explanation about the different size containers. The measuring looks great, too 🍊👍 @snschance @tbprimary

Emily @TheReed_Family · 23 Jun
 Replying to @TBOrangeClassY2
 Maths & we did some measuring 🍊



BBlueClass @TBBlueClassY5 · 23 Jun
 Some brilliant science from Malaki! Great work!
 @tbprimary @snschance

Ghania Mokhbat @MokhbatGhania · 23 Jun
 @TBBlueClassY5



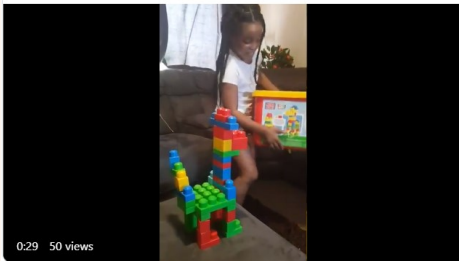
'I thought the graphic novel was great as you could interpret the story as your own. It was good to look at how immigrants must feel going to a new country and exploring a new world with new languages. I really enjoyed the illustrations in the book'.

Ilyas TB Y6

Based on 'The Arrival' by Shaun Tan

Jo @snsJo · 23 Jun
 This is a brilliantly built dog 🌟 @snschance

Sarah @Sarah32315027 · 22 Jun
 My amazing dog for father's day @SNSOrange2

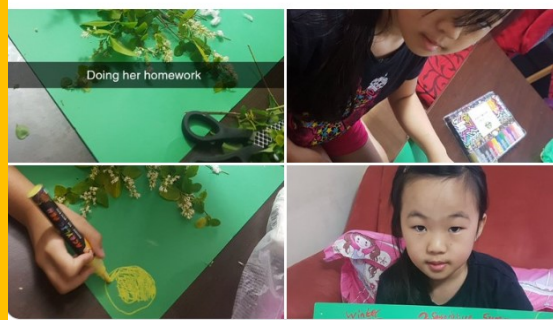


Ella.Enzo @suela12316588 · 23 Jun
 Replying to @SNSOrange2
 I enjoyed collecting the stones and making a big circle. Also I used a stick to write letter E 🍷 @SNSPrimary @snschance

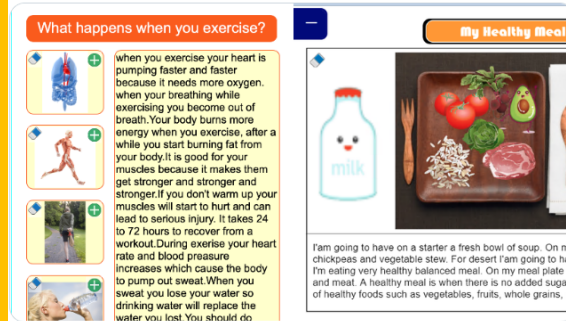


Jo @snsJo · 23 Jun
 This looks so creative @snschance @SNSPrimary

Elaine @zoeyavarose · 22 Jun
 Show this thread

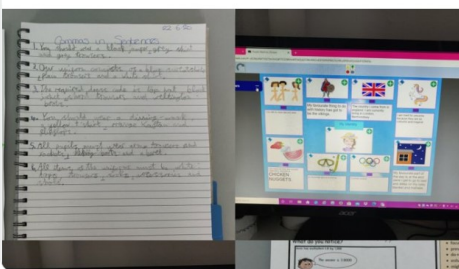


TBYellowClass @TBYellowClassY3 · 23 Jun
 Titus and Courtney are definitely staying healthy at home! Look at this lovely and informative work on healthy eating and exercise. 🍎🥕🥦🥦🥦 @tbprimary @snschance



TBBlueClass @TBBlueClassY5 · 23 Jun
 And another for Tilly! This looks great!
 @tbprimary @snschance

Jade Lewis @jadelewis26 · 22 Jun
 @TBBlueClassY5 English & maths today for homeschooling 📖👍



On the first day God made light

24/6/20

On the second day God made the clouds and mountains

On the third day God made plant trees and water.

On the fourth day God made planets stars and the moon

On the fifth day God made animals

On the sixth day God made human

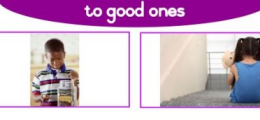
Cops
 who is the origin character?
 Dave Carving
 what did you learn about character
 carving?
 the was Bruce
 when did the customer find them?
 September the 7th 1838
 why is the famous
 they lived the people in the Boat from
 a island in the sea.
 what did the town do to the boat
 at the 1800's?
 + the sea lost of letters
 how is this name similar to the house
 from last yr.
 where all about light house,

A child's drawing titled "BRAZILIAN CULTURE" on a blue grid background. The drawing is divided into several sections. The top left section shows a large pile of black beans and white rice. To the right of this, the words "BRAZILIAN CULTURE" are written in blue capital letters. Below the pile of food, the words "RICE and BEANS" are written in red and blue. To the right of the food pile, a person is depicted in a blue and white outfit performing a capoeira move, with the word "CAPEIRA" written in blue above them. To the right of the person is a brown drum. Below the drum, the words "FESTAJUNINA Culinária do Brasil" are written in blue. At the bottom of the drawing, there are three stylized figures in traditional Brazilian folk costumes (one in purple and yellow, one in blue and yellow, and one in yellow and blue) standing on a green grassy field. To the right of the figures is a pink stand with a bowl of food, and the word "BRIGADEIRO" is written in red below it.


English	Portuguese
50	cinquenta
51	cinquenta e um
52	cinquenta e dois
53	cinquenta e três
54	cinquenta e quatro
55	cinquenta e cinco
56	cinquenta e seis
57	cinquenta e sete
58	cinquenta e oito
59	cinquenta e nove
60	sessenta
61	sessenta e um
62	sessenta e dois
63	sessenta e três
64	sessenta e quatro
65	sessenta e cinco
66	sessenta e seis
67	sessenta e sete
68	sessenta e oito
69	sessenta e nove
70	setenta
71	setenta e um
72	setenta e dois
73	setenta e três
74	setenta e quatro
75	setenta e cinco
76	setenta e seis
77	setenta e sete
78	setenta e oito
79	setenta e nove
80	oitenta
81	oitenta e um
82	oitenta e dois
83	oitenta e três
84	oitenta e quatro
85	oitenta e cinco
86	oitenta e seis
87	oitenta e sete
88	oitenta e oito
89	oitenta e nove
90	noventa
91	noventa e um
92	noventa e dois
93	noventa e três
94	noventa e quatro
95	noventa e cinco
96	noventa e seis
97	noventa e sete
98	noventa e oito
99	noventa e nove
100	cem

When Max got sent to his room, his room started growing too big for him. He found a boat and got inside and sailed for many years. Until he stop at the wild thing are. They bite their teeth full there eyes and show there claws. Max said I will eat you all up. They were scared and said you are wild's thing.

Changing bad habits to good ones



one of the habits that I will be doing is helping the poor with their food and supplying them with money As I feel bad for them since they are in poverty Unlike us, they have no cash even though I don't eat 3 meals a day sometimes the poor don't eat anything for a whole day!



Another bad habit is being grumpy and sometimes a little rude/like I am not too smiley at home/ helping my brother with his chores and teaching my little sister how to read and write Sometimes I help my mother cook by peeling onions/ am terrible at cooking)

A bad habit I am getting rid of is being my sister to put by herself/ know to ride and a little cruel but I still love her I know by the way she and her like you said in one of your emails I am playing games with her play with her and not make her feel angry my mom is heartless on that so we run around driving her liked to not make her feel left out and lonely (the photo is little too blurry)

And finally the last habit I give up is playing for 4 hours a day/ days 4 HOURS think about that even my healthy "L" "J" "I" The reason why I play for so long is because I keep telling myself that it is one more round then I will quit it off but then I say one more again and so on until I hours go by and my eyes are stinging

<, 7 or =		
12 < 35	16 > 10	38 < 20
43 > 27	1+1 = 41	88 < 91
36 < 21	15+5 > 16	70+12 < 83
28 < 92	545 < 40	21+11 = 32
46 < 32	13 > 10	58 > 4+10
88 < 56	16 < 22	10+2 = 75
22 < 22	38 > 20	16+2 = 12+6
1 < 10	88 < 91	
88 < 91	7+7 = 14	
	21+5 > 25	
77 < 77	50+8 > 57	
21 < 98	9+6 < 16	
88 < 57	31+3 < 36	
96 > 95	12 < 35	
26 = 16	216 < 80	
10 < 12	20+25 < 26	
	46 = 20+16	
	88 = 70+17	
	22+3 < 20+1	



How to take care of a dinosaur.

These creatures are extremely intelligent. They are allergic to bread and butter. When they grow up, they have their own behavior like you. They can claim and energeic to be a dinosaur.

1. Find the cause. These creatures communicate. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think.

2. Find the cause. These creatures communicate. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think.

3. Find the cause. These creatures communicate. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think.

4. Find the cause. These creatures communicate. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think.

5. Find the cause. These creatures communicate. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think.

6. Find the cause. These creatures communicate. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think.

7. Find the cause. These creatures communicate. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think.

8. Find the cause. These creatures communicate. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think. It would keep their lives brightening and flourish otherwise you put her but she communicate and it makes a new way they think.

22/06/2020
Dear MUM,
I am with the wild things.
I feel sad and lonely.
I danced with the
wild things and climbed a
mountain.
I miss you
love,
max

London and Stockholm are two of the fastest growing cities in Europe. How has London changed over the last few decades? What drives the changes behind growing cities?

London	Stockholm
	
	
	
	

HISTORY

By Maisha

London has changed a lot over the last 50 years. In 1939, the population fell from 8.9 million, to 6.9 million, in 1981 and rose to 8.1 million in 2011. This occurred to many job losses, in inner London and migration out of the city, causing a huge loss of population, in inner London. Currently, cities continue to grow because people believe that the benefits of a built up life outweigh the liabilities associated with living in an overpopulated place. In contrast, when businesses must accommodate a much larger service area in order to achieve a minimum demand entrance, they sustain greater operational transportation costs.

HISTORY

After London's growth has changed, London Bridge has too. Here's how.

London Bridge is a lot of history. The first made of London Bridge was built in 43 AD by the Romans and made of stone. The Romans rebuilt the bridge many times and they stopped building it for good in 1826. In the 18th century, the Romans left London and because of fear of disease in 1592, 1603, 1604 and 1607 London Bridge began to decay. There came The Great Fire of London, which had been a source of London's wealth. In 1666, London started building with buildings and houses to replace. In 1722 London Bridge made a new traffic to keep safe. Old London Bridge was held in the middle on the building was changed during 1824 to 1831. The stone from Old London Bridge was used for building the new bridge. Now, the modern London Bridge was built between 1967 to 1973 and it is world's longest.

WHAT DOES JAUNTY MEAN?

I think the word jaunty in this text means joyful because Old Zeks' cheeks flushed and that means he is in a happy mood.

DID ARCHIE ARRIVE ON TIME?
HOW DO YOU KNOW?

Archie did not arrive on time because in the text Old Zeks said "You'll be late and he also said "Try to be on time tomorrow."

WHY DO YOU THINK ARCHIE WAS THERE?

I think Archie was there because he was interested in Old Zeks work and he wanted to give it a go.

24/6/2020 – Reading by Caleb

Read this extract and answer the questions.

Down in the mending workshop, Old Zeb was perched on a wooden stool at the workbench. His cheeks flushed red. His lips puckered and creased as he whistled a jaunty tune. When he saw Archie, he smiled. "You're late. Never mind, you're here now. Try to be on time tomorrow. We've got a lot to do." Archie looked around him. The workshop was larger than he remembered, and the smell of old parchment was even stronger. He noticed a vice on the side of the bench and a large book press beside it. "First things first," Old Zeb said, holding up a finger to get his attention. "You'll be needing your own tool kit. It'll get you started and then you'll have to acquire the other bits as you go along. Have a word with one of the apprentices in Natural Magic – they might be able to help."

1) What does jaunty mean?

A. I think jaunty means a depressed and/or lonely tune, because in the sentence it says, "He lips puckered and creased as he whistled a jaunty tune. When he saw Archie, he smiled."

Even though Old Zeb might feel bold when he spoke, He might be lonely when Archie's not around.

2) Did Archie arrive on time? How do you know?

A. No. Archie did not arrive on time. I know because in the extract, Old Zeb says, "You're late. Never mind, you're here now. Try to be on time tomorrow. We've got a lot to do."

3) Why do you think Archie was there?

A. I think Archie was there because

1. He might need a part time job so that he might help his family.
2. He might have lived there his whole life. Archie looked around him. The workshop was larger than he remembered, and the smell of old parchment was even stronger."

READING

Find the meaning of the words below:

Producers: a person who sells value goods and target items

marketers: offer goods and advertising by dividing

suburbs: a complicated network of passages

it's tricky: is difficult to find one's way

How does "Suburbia" describe the marketplace?

Imagine that the marketplace was very crowded so, to find your way through was like a maze and you could get lost easily.



Conversation starters for parents and carers: ONLINE CONTENT



Trying to start a conversation about online safety with children can be a daunting task. There are many reasons why children may not want to talk to adults about it. One might be that they don't think you'll understand or that you won't know how to help if they came to you with an online problem. It can also be hard to start a conversation about something that you might have limited knowledge about. However, with screen time increasing during the lockdown, it's important now more than ever, to be talking to children about what they are accessing online.

1 ASK THEIR MOTIVATION

Sometimes it's easy to assume we know why children choose certain games or apps. It can seem obvious, like the child interested in football will be enthusiastic about the new FIFA game. But sometimes it can be more subtle than that. It could be that it's an outlet for their creativity or it might be that they like the look of the main character. Learning their motivation and knowing why they like it can help advising them on how to use it safely and help you discuss the pros and cons.



6 MAKE TIME TO LISTEN

When your child can't wait to tell you about their new game, always try and listen to what they say. We always have a lot on our minds, so it's easy for us to drift off onto other things which may be more important. However try to stay involved and ask them more details about aspects of the game/app. Children will appreciate your interest and the more questions you ask, the more you can find out. If you act uninterested, then they are less likely to tell you about it again in the future.



2 CULTIVATE A BLAME FREE CULTURE

Children can often blame themselves if they come across something that scares them or makes them feel uncomfortable. There will be times when your child has gone against something that you have forbidden, however, most children do not intend to put themselves at risk. Therefore, it's important that your child is able to come to you with a problem and won't be blamed for it. Try to understand what happened and why and warn them of the dangers once more. Engaging in a 'told you so' dialogue or suggesting they are in trouble for not listening may deter them from reporting any future concerns.



7 ASK THEM TO BE THE TEACHER

Showing an interest in what children are accessing online is a great opportunity for you to learn something new as well. Children on the whole love sharing their experiences so by asking them to teach you how to use an app or play a game is not only a great way to bond, but you will also feel more empowered to talk about it. It is easy to shy away from conversations when the child perhaps knows more about the subject content than you do. This can help to turn this around.



3 SHARE PERSONAL EXPERIENCE

Starting a conversation by sharing something that you've seen or that has made you feel uncomfortable can be a great opener. Talking about your own feelings can help children realise that it isn't just them – adults can be affected too. You can then go into how you coped with it therefore indirectly giving children advice on how they can also cope in uncomfortable situations. You can also explain that the reason that you've chosen to talk to them about it is because talking helps. Children will hopefully be able to see the parallels in the experiences and mimic your behaviour in future.



8 USE SCHOOL MESSAGING

It might be that your child's school has sent out a message about the Childline number or to remind children to use the CEOP button to report content. Ask the children what they learned about these at school. When would they use the Childline number? When would they need to use the CEOP button? What does it look like? Asking the children why the school thought that the information was so important that they sent out a message about it reinforces what they learnt whilst at school.



4 TALK ABOUT THE NEWS

Asking children what their response is to news stories around online safety can be revealing. For example, there has been a recent survey conducted by the BBFC who are currently campaigning for the application of age ratings and content warnings on video sharing platforms. What do they think about this? Can they think of a time when this would have helped themselves or someone they know? Are they against the idea? If so, why? Could they be accessing something they shouldn't be?



9 ASK ABOUT THE RISKS

Many children may know what online risks are and will happily explain the potential dangers. Listen and try not to be overly shocked if they tell you something that disturbs you. This can then lead nicely into you asking the question about what steps they are taking to look after themselves or what help they could seek if something goes wrong. Sometimes it's just nice to know that your children know the dangers and have taken steps to help reduce the risk for themselves – this is the ultimate goal.



5 ASK FOR ADVICE

It could be that you really do have a friend at work who is debating whether or not to let their child do something online, or it could be that you're bending the truth slightly, but hopefully the outcome would be the same. Don't be afraid to ask others for advice. Not only why they should let the child use it, but also what would they tell the child to be aware of. What are the risks? This will help you understand the risks yourself and what to look out for in future.



10 ASK ABOUT RESPONSIBILITIES

Try asking open ended questions about roles and responsibilities online. Who is in control of the internet? Who is looking after you whilst you are online? Who decides what is appropriate for children to see? This can reveal a lot about a child's perception about who is responsible for their online safety. If they believe that it is up to everyone else to keep them safe, then you know you need to have a conversation about how they can reduce their own risk.



11 ASK ABOUT SCHOOL ADVICE

Sometimes it's hard to know what to warn children about. If there is a new app or game that your child has come across recently, ask them what they think their teacher would say about it. What advice would school give them? What have they been told about trusting people online or about fake news? Finding this out would be a good way to hear what advice they were given at school and help you reiterate the same message. Quick reminders about what to do if something makes them feel uncomfortable or who their trusted adults are can make all the difference.



Meet our expert

Heather Cardwell is a practising Online Safety Lead and senior school leader who is passionate about safeguarding children online and educating them around online risks. She has over 10+ years as a Computing Lead and has successfully developed and implemented a whole school approach to online safety in schools, delivering online safety training to both school staff and parents and helping to roll-out a bespoke online safety policy across her local network of education settings.



Coming soon!

School Talk Live!



**Facebook live sessions for
primary school-aged children
and their parents/carers**
*When: Wednesday mornings at
11am*

**Activities to support your child's
language and communication at
home**

Top tips

Facebook: <https://www.facebook.com/EvelinaLondonSLT/>

Information for parents and school staff – Speech and Language Therapy Drop-in

What is speech and language therapy drop-in?

Speech and language therapy are holding a weekly online drop-in for schools we work with. Your child does not need to be known to our service for you to attend the drop in. We can give advice on anything related to speech, language and communication. For example:

- Using visuals at home
- Developing language skills
- Developing attention and listening
- Helping your child to understand
- Supporting fluency when talking
- Adapting school home-work
- Supporting language through stories

When is the speech and language therapy drop-in?

Every **Wednesday** from **10:00am – 1:00pm**.

Please join at the time that is most convenient for you. You may have to wait before the speech and language therapist can see you.

Where is the speech and language therapy drop-in?

The drop-in will be held using our video appointment service called Attend Anywhere.

Here is the link for the waiting room: <https://nhs.vc/qstt/evelina/community>

You can access the online video consultation/appointment via 'Safari' or 'Google Chrome' on your mobile phone/ tablet /laptops. You will need to have a working webcam, speakers and built in microphone if you are using a laptop/tablet. **Your child does not need to be present for the drop-in session.**

When you sign in for the video appointment, you will be asked for your child's name and DOB. **Please add 'SLT drop-in' to your child's name.** This way we know that you want to be seen by the speech and language therapist. For example:

Guy's and St Thomas' NHS Foundation Trust

Waiting Area: Evelina Community Services

The person this call is about:

* Mandatory Field

First Name*

Last Name*

Date of Birth* / /

Phone*

Where can you be reached?

This personal information is only used during the call, then deleted.

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