

Robert Browning, Snowsfields and Tower Bridge Primary Schools

We learn and succeed together



23rd October 2020



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

Term Dates for 2020–2021

Autumn Term

Thursday 3rd September 2020 – Friday 23rd October 2020

Monday 26th October – Friday 30th October 2020 – Half Term

Monday 2nd November – Friday 18th December 2020

Spring Term

Tuesday 5th January 2021 – Friday 12th February 2021

Monday 15th February – Friday 19th February 2021– Half Term

Monday 22nd February – Friday 26th March 2021

Summer Term

Tuesday 20th April – Friday 28th May 2021

Monday 31st May – Friday 4th June 2021– Half Term

Monday 7th June – Friday 23rd July 2021

INSET DAYS - SCHOOL CLOSED

Tuesday 1st September

Wednesday 2nd September

Monday 4th January

Monday 19th April



Drop off and pick up

Please remember to wear a mask when dropping off and picking up your child/ren at school.

Attendance and Punctuality

Thank you to all of you for supporting your children to return to school this term. School attendance and punctuality overall has been really positive and we really appreciate that you have followed guidelines and taken advice when necessary to ensure the safety of our school community.

After half term we will be monitoring all children whose attendance falls below 90% for non Covid related reasons. If your child's attendance is below 90% you may receive a letter notifying you and further action could be taken if attendance does not improve.

Arriving to school on time is extremely important. Please arrive at school between 8.45am and NO LATER than 9.15am. All children arriving after this time will be marked as late and this will be monitored closely and further action taken if necessary.

Poppy Appeal



After half term, we will be selling poppies in support of the Armed Forces. Please send your child to school with £1 in an envelope to purchase their poppy in support of this worthy cause!

Half Term Holiday and COVID 19

Please let the school office know if you have any plans to travel abroad during the half term holidays. Travelling to certain countries will require you and your children to quarantine for 14 days!

Home visits due to no reason for absence

Parents are expected to contact the school office on the first day of their child's absence to report their absence before 10.00am. We will make all attempts possible to contact you or other contacts in your list. If we have been unable to make contact we will send you a text notifying you that we may make a home visit. If we have been unable to make contact by midday we will make a home visit to check that all is ok.

Please see our Attendance Policy on the Bridges Federation website for more information.

Our core value for this term is:

Independence

Tell a Good Tale



Melanie Y1 - for playing nicely with her friends

Sophie Y2 - for being a great friend

Sana Y3 - for her increased participation in class

Marianne Y4 - for putting in extra effort with her learning

Olivia Y5 - for kindness and being inclusive

Luca Y6 - for being extra helpful in class

SHOUT OUTS

Sara YR - for doing all her online home learning and posting them on twitter

Yahya Y1 - for trying hard in his writing

Jack Y2 - for working to improve his handwriting

Sana Y3 - for trying her best and becoming more independent

Skye Y4 - for helping children when they were sad and for cheering them up

Isabelle Y5 - for being a good friend to others

Reading Raffle Winners!

Winners receive a book of their choice to add to their library



J'Adore Y1

Samy Y2

Austin Y3

Jasmin Y4

Natalie Y5

Parent Governor Needed

Are you interested in becoming a Parent Governor for Robert Browning School and being part of our Federation Governing Body?

You would need to be able to attend 6 meetings each year (currently on Zoom), one each half term. These start at 6pm and last between 1-2 hours.

Please read the other letters attached to this email and if you are interested please complete and return the nomination form.

If you have any questions please give Sarah or Kate a call at Robert Browning on: **02077083456**

We received a certificate this week for showing independence!





Our letter of the week is: **I**
Inclusive and inspirational!

We received a certificate this week for striving to improve!



Reading Raffle Winners!

Winners receive a book of their choice to add to their library.

Ahmed Y1
Emmanuel Y2
Jason Y3
Zahon Y4
Joannie Y5
Mungiva Y6

SHOUT OUTS

Emily Y1 - for trying really hard with her work and always giving 100%.

Tristan Y2 - for demonstrating a real determination in his writing.

Enzo Y3 - for excellent work in maths

Ava Y4 - for all the extra home learning work she has been doing recently

Kawthar Y5 - For helping another child in maths when they were struggling

Pixie Y6: for working hard all the time and making her partner make good choices.

Aleeza Y6: for always following instructions in class

Mathletics

Independent Home Learning

The following children received a certificate for their independent maths learning!

Mathletics—Bronze

Raila Y3, Zuriel Y5, Imran Y3, Zain Y5, Christianna Y6

Emily Y3

Reading Eggs

Silver, Zoe Y5, Kiara Y4, Jayden Y3,
Gold, Rosie Y5, Ahmed Y1

Tell a Good Tale



Iltreh Y1 - for playing nicely with everyone at playtime

Iman Y2 - for looking after a friend who had hurt themselves

Leena Y3—for trying to cheer a friend up when they were upset

Katy Y4—for being kind to others on the playground

Sidney Y5—for cheering his friends up and sticking up for them

Milo Y6 - for including Izzy in football



Our letter of the week is: **R**

Resilience and responsibility encouraged!

Reading Raffle Winners!

Winners receive a book of their choice to add to their library.



Maria Y1
Mia Y2
Kiyrah Y3
Titus Y4
Khaled Y5
Moad Y6

Tell a Good Tale



Aser YR - when Sam was waiting for a bike, Aser got off his bike and said "you can have my bike" and then he went and chose a new activity. We were so proud of how kind he was! Well done, Aser!

Theo Y1 - for always writing kind notes to cheer up others in the class.

Charlie Y2 - for including others in his games at playtime.

Rabia Y3 - helped another child when she was feeling sad

Ella and Elizabeth Y4 - for overcoming their friendship problems

Sumaya & Abubakai Y5 - For always making sure the equipment is put away in the right place at the end of each day

Mathletics



Independent Home Learning

The following children received a certificate

Mathletics:

Silver – Amna (Y6), Ratwan (Y1), Majed (Y3), Olivia S (Y6)

Bronze – Annalisa (Y4), Asher (YR), Ephraim (Y5), Isaac (Y2), Kajus (Y6), Titus (Y4), Tino (Y6), Maria (Y1), Moad (Y6), Maliyah (Y2), Nadir (Y6), Rudy (Y2), Joel (Y3), Olive (Y1), Muhammed (Y1), Kaya (Y2), Khaled (Y5), Sirius (Y6), Al-Hassane (Y4), Moussa (Y2), Malak (Y6), Deacon (Y6), Arthur (Y2), Mohammed (Y4)

Reading Eggs:

Leah (Y1), Daivansh (Y1)

Reading Eggspress:

Isaac (Y2), Erik (Y3), Titus (Y4), Annalisa (Y4), Ephraim (Y5), Amna (Y6), Nadir (Y6), Kajus (Y6)



We received a certificate this week for showing respect for all!



Peggy YR - for making a wonderful book

Mustafa YR - for working so hard on his phonics

Sam YR - for wow-ing us with her amazing spelling

Jaaziel Y1—for working so hard on being independent in his learning this week

Maliyah Y2 - for always being polite and helpful

Wassim Y3 - for being positive and bringing joy to the classroom

Iman Y4 - for improving her attitude to her learning, that has made her produce some amazing work!

Samsor Y5 - for working really hard

International Week Celebration at the Bridges Federation!

This year the main theme for International week was '**BLACK LIVES MATTER**' with a special focus on **Black British History**.

The theme this year was inspired by the impact of the BLM movement in Britain.

At present, the National History Curriculum in England paints a heroic and courageous picture of the British Empire. The words "slave" and "colony" are decidedly absent from the subjects outlined for Key Stage 1 and 2. When they were finally highlighted as topics for Key Stage 3, the subjects are non-statutory. Africa is mentioned once across the entire national curriculum – in reference to Benin, West Africa, between the dates AD 900 and 1300 – which is 597 years prior to the British invasion of 1897.

Windrush is missing. The words 'Black History' do not appear once.

You are already aware that we have made changes to our curriculum to reflect our community.

Across the Federation we have spent the week focusing all learning on Black British History. Why is this important? Why is this significant? Why have people been protesting in Britain?

The focus of the learning in each class was age appropriate. For example: In Year 6, Post WWII, the children learnt about how Britain was rebuilt after the war; The Empire Windrush, *The Windrush Scandal*.



Some of the learning objectives and outcomes for this week were:

To examine the stories of black and ethnic minority people in Britain and their experiences

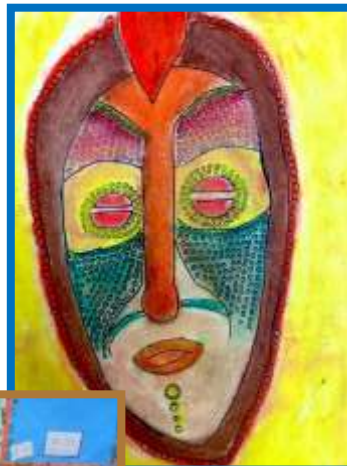
To study a significant person who paved the way for racial equality in Britain

To write in role or about a significant person or write poems about race/identity/equality

Robert Browning Artwork Inspired By a Black British Artist!



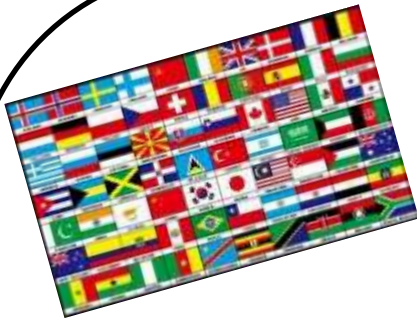
Snowsfields Primary Artwork Inspired By a Black British Artist!



Tower Bridge Primary Artwork Inspired By a Black British Artist!



International Week Celebration!



As a way of celebrating our cultural diversity across The Bridges Federation, children were given the opportunity to come to school dressed in their traditional /cultural outfit on Wednesday 21st October.

See class twitter pages.



Robert Browning



This week was International Week and it has been a lot of fun! We learnt about Yinka Shonibare and made our own art showing us as citizens of the world. Malorie Blackman inspired us to write stories and normalise black characters in books. One day, we hope the library is filled with as many black characters as there are white.

During International Week, where we celebrated Black British History and the BLM Movement, we learned about the life and works of Pearl Alcock. Pearl is a black, British artist based in London. We decided to recreate her piece, 'Strutt and Swagger' using oil pastels and watercolours.



'We have been learning about Mary Seacole who is kind and brave. We want a statue for her to make everyone be kind and not to be turned away for being black'



'We have loved learning about Althea McNish and enjoyed using paint, sponges, pastels, charcoal and paper to copy her patterns.'

'We have learnt about Olive Morris who was brave and a leader. She stood up to make a change!'



Snowsfields



In Yellow Class we learned about two significant people. The first was Malorie Blackman OBE, who is a British writer who primarily writes literature and TV drama for young people. She uses her past experiences of racism to create stories with social and ethical issues. We then learned about Yinka Shobinare MBE, who is a British/Nigerian artist whose work explores colonialism, post colonialism, race and class. We produced our own artwork based on Yinka's work.



In Caterpillar class we have been busy travelling to Africa to meet Anansi the Spider and Handa and Akeyo. Afterwards we flew to Jamaica to learn about the country and met British artist Hurvin Anderson whose parents come from there. We have painted beautiful paintings inspired by him and the Jamaican landscape and also got to try different fruits that grow in Africa and Jamaica. Delicious!



We have been learning about the life of Mary Seacole and the influence she had on Britain despite facing racism. We have written letters in role which we think would have been similar to something she might have written to her family in Jamaica during her time in London. We have also learnt about the artist Pearl Alcock who was a Black, British, local artist and painted various visions and moods expressed in bright colours. We recreated one of her most famous pieces which is entitled 'Strut and Swagger'



In Red Class, our inspirational person focus has been Mary Seacole. We learnt that she was inspired by Florence Nightingale, and wanted to join her as a nurse to help in the Crimea, however was denied the right to, due to the colour of her skin. She then decided to set up her own 'British hotel' for the soldiers during the Crimean war instead, using her own money to do so. In Red class, we decided to try and pretend we were Mary Seacole arriving in Crimea on a boat, and imagined what we might have seen, heard, smelt and felt like. Next we wrote descriptive sentences all about her personality, her role and her character.

In Red Class, we have also been learning about Frank Bowling. He is a black British artist, born in Guyana. Frank focuses on abstract art. As our focus and inspiration, we used his painting 'Spreadout Ron Kitaj', which uses Christmas glitter, jewellery, foam, oyster shells, toys stuck on a canvas and then covered with layers of paint over the top. We tried to recreate this with sticking different kinds of paper on a A3 card and painting layers of paint over the top.

Snowsfields



We read a text about Dr Maggie Aderin-Pocock, who always wanted long hair like the other children in her, predominantly white, school in Bromley. She dreamed of being an astronaut but her teacher recommended nursing instead because at that time there weren't any black, female astronauts. She persevered anyway, becoming a scientist and ended up inventing an important tool for detecting mines, amongst other achievements. Birungi Kawooya was our focus in art this week. As a child she grew up not seeing art that she could relate to so she did her own art inspired by the beauty of black women and influenced by her Ugandan roots. Both these women hope to inspire the younger generations with their work. We were inspired to make our own silhouettes in the same style as Birungi's work.

Also this week, we learnt about a Dominican man who travelled to Britain on the Windrush in the 1950s. He was promised a well-paid job and a better life for his family. He ended up working as a porter at a train station. After some years, Asquith applied for a better-paid job in Euston Station but his application was rejected because of his skin colour. He stubbornly fought this decision and after a long fight, including death threats, he finally overturned the decision and was made the first black train guard at Euston station. After that, the colour bar was lifted at all stations which allowed equal rights for all in the railway service. We wrote persuasive reply letters to his rejection letter, to try to convince the employers to change their mind.

As well as this, we learnt about the Black Lives Matter movement and the statues that have been taken down as a result. After that, we had a debate stating our opinions for and against the statue of Edward Colston being taken down.



This week Blue Class learnt so much more about Britain's history and our relationship with the world. We learnt about Britain's involvement in the Transatlantic Slave Trade. We also learnt about different civil rights movements in the UK, like the Bristol Bus Boycott in the 60s. A significant person we studied was Asquith Xavier, the first black man to work as a train guard in Euston station, having campaigned against a colour bar that prevented him from getting the job simply because of his skin colour! We luckily were able to join a Zoom call with Asquith's daughter Sheena and got to ask her questions about her dad and his experience. For Art, we studied black British artist Merissa Hylton and created artwork based on one of her pieces. She saw our artwork on Twitter and sent us a special thank you video! We loved dressing up in traditional clothing on Wednesday and talking about important issues during P4C like racism. All in all it was a very busy week but extremely satisfying.

Tower Bridge!



In Butterfly class we have had a super time learning about Anansi and story-telling. "My favourite thing about Anansi is he is half spider and half human"

In Year 6, we learned about Birungi Kawooya. Birungi is a Black, British artist based in London. She is a self-taught paper cut artist who is inspired by her culture and proud to showcase the beauty of Black people through her Afro-portraiture. We re-created her piece 'Stepping into the light'.



"We really liked watching the Diversity Black Lives Matter dance performance because it felt so real. They were dancing and acting at the same time."

"We loved making artwork like Althea McNish. We used pears and leaves for printing. We really liked using the new art room too!"



Tower Bridge!



In year 4, we have been learning about lots of people from the past and present who have inspired the world we live in today. I loved learning about George Floyd and Mary Seacole and recognising the similarities and differences of their lives. It was really fun!

'This week we learn about Mary Seacole. She was a nurse in the war and she was from Jamaica. We went to her hospital, it was called 'British Hotel.' We had medicines.'





At The Bridges Federation, we are always impressed with the creative ways in which the children, with the support of their families, choose to complete their termly homework projects.

Thank you to all parents and carers for your continued support in ensuring that these projects are completed to a very high standard and returned to school on time.

Robert Browning

Look at our amazing homework projects!



Snowfields

Look at our amazing homework projects!



Tower Bridge

Look at our amazing homework projects!



Each week this page will contain any new updates or reminders linked to our COVID19 procedures and protocols.

VERY HIGH
HIGH
MEDIUM

HM Government

NHS

LOCAL COVID ALERT LEVEL

HIGH

Social Contact  1 household / bubble indoors. Rule of six outdoors.	Weddings and Funerals  Up to 15 guests for weddings and up to 30 guests for funerals. 15 for receptions, wakes and related ceremonies.	Overnight Stays  Overnight stays permitted subject to social contact rules.	Working from home guidance  Work from home where possible.
Shopping and Retail  Open.	Leisure and gyms  Open.	Hospitality  Open with some restrictions including 10pm closing time and table-service only.	Entertainment and tourist attractions  Open, except nightclubs and adult entertainment.
Education  Schools, FE colleges open. Universities must reflect wider restrictions.	Healthcare Services  Open.	Residential Care  Closed to external visitors other than in exceptional circumstances.	Travel and Transport  May continue to travel to open venues, but reduce number of journeys where possible. Avoid travel into Local COVID Alert Level Very High areas where possible.
Sporting Activity  Organised sport / licensed physical activity allowed in outdoor settings. Indoor organised sport must follow social contact rules (other than youth or disabled sport).	Worship  Open, subject to social contact rules.	Childcare  Registered and wraparound childcare. Supervised activities permitted in private homes. Children's groups permitted. Childcare bubbles for under 14s.	Youth Clubs and Activities  Permitted.

There are three simple actions we must all do to keep on protecting each other:

-  **Wash hands** keep washing your hands regularly
-  **Cover face** wear a face covering in enclosed spaces
-  **Make space** stay at least 2 metres apart - or 1 metre with a face covering or other precautions

For more information and detailed guidance visit:
gov.uk/coronavirus