

# Robert Browning, Snowfields and Tower Bridge Primary Schools

We learn and succeed together



22nd January 2021



@PrimaryRobert @SNSPrimary @tbprimary Find us at: [www.bridgesfederation.org.uk](http://www.bridgesfederation.org.uk)

## School CLOSURE

As of Tuesday 5th January our schools are closed to all children except for children of key workers and the most vulnerable.

### Contributions to Remote Learning

A huge thank you to Kuato Studio for donating five ChromeBooks for our children. We would also like to thank members of the wider community who have donated iPads and laptops.

Many thanks to members of the governing body and our Executive Headteacher's mother who have donated laptop sleeves.

We have been incredibly humbled by the generosity and kindness shown towards our school community.

### Special Goodbye



Sadly, this academic year we said farewell to Katie Stejskal who worked at Tower Bridge Primary school for over 7 years. During Katie's time with us, she served as class teacher, assistant head as well as Maths subject lead. Many thanks Katie for your dedication and hard work during your time with us. We are sure that our families would like to wish you all the best for the future!

### Learning with an SEN Child at Home

Click on the link below where you will find ideas to support learning at home from Cherry Garden School

[https://www.canva.com/design/DAEBgLPkBaY/Jw3RvKJz1KVaf0xZHkv5HQ/view?utm\\_content=DAEBgLPkBaY&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=twitter](https://www.canva.com/design/DAEBgLPkBaY/Jw3RvKJz1KVaf0xZHkv5HQ/view?utm_content=DAEBgLPkBaY&utm_campaign=designshare&utm_medium=link&utm_source=twitter)

### Making Contact with School

During this time of COVID-19, we would like to clarify with parents and carers how best to contact your child's class teacher should you ever need to do so.

**If your child is at school** and you wish to speak to their class teacher, please do so by contacting the school office via email or telephone. Alternatively, you can speak to a member of the leadership team at the gate either in the morning or at home time.

**If your child is learning from home** you can contact the class teacher through Google Classroom. You can also email the office and the message will be passed on.

**Thank you for your cooperation.**

### Additional Vodaphone Data

If you are in need of extra data and have a Vodaphone mobile contract or your phone is unlocked please get in touch.



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

**Reading Eggspress**

**Bronze** - Jacob Y5, Meaghan, Al Amin Y4, Fahad Y4, Lailaa Y4, Angelina Y5, Trinette Y5, Nolawi Y4

**Silver** - Reem Y5, Kawthar Y5, Fatima Y6, Khadija Y6

**Reading Eggs**

**Gold** - Abby YR, Alma YR, Tobi YR, Val YR

**Silver** - Alexander YR, Arthur YR, Assia YR, Noor YR, Oliver T YR, T'Lyla YR, Yousuf YR

**Mathletics**

**Gold** - Lailaa Y5, Yassen Y5

**Silver** - Saroban YR, Nohami Y1, Katy Y4

**Bronze** - Val YR, Abby YR, Alma YR, Alexander YR, Oliver T YR, T'Lyla YR, Arthur YR, John YR, Noor YR, Uthman YR, Tobi YR, Siun YR, Emma YR, Jayden Y3, Solomon Y6, Trinette Y5, Raila Y3, Yamin Y1, Temitayo Y5, Kianna Y6, Joab Y1, Isabelle Y4, Melat Y2, Azzan Y1, Fatima Y6, Isabella Y3, Dominika Y5, Ben Y3, Fillip Y2, Lilly Rose Y3, Jason Y3, Safa Y2, Sidney Y5, Maya Y1, Nolawi Y4,

**Reading Eggspress**

**Gold** - Rabia Y3

**Silver** - Nadir Y6, Rabia Y3

**Bronze** - Nadir Y6, Ephraim Y5, Annalisa Y4, Simra Y4, Amy Y4, Rabia Y3, Majed Y3, Kiyrah Y3, Reggie Y3, Isaac Y3

**Reading Eggs**

**Gold** - Amina Y4, Courtney Y4, Jason Y4, Amani Y3, Vaughan Y3, Moussa Y2, Poppy Y1, Charlie Y1, Agustina YR, Sam YR

**Silver** - Yugan YR, Ella Y1, Maria Y1, Joel Y3, Courtney Y4

**Bronze** - Max YR, Oumar YN

**Mathletics**

**Gold** - Isaac Y2, Reggie Y3, Titus Y4

**Silver** - Kajus Y6, Blue Y6, Bella Y6, La'rayah Y3, Joel Y3, Maria Y1

**Bronze** - Rachel Y6, Moaad Y6, Nadir Y6, Deacon Y6, Ephraim Y5, Armani Y5, Amari Y5, Xingya Y5, Leah Y5, Annalisa Y4, Iman Y4, Sabrine Y4, Courtney Y4, Rabia Y3, Wassim Y3, Xingrui Y3, Kiyrah Y3, Amani Y3, Amarion Y2, Maliyah Y2, Rudy Y2, Youcef Y2, Arthur Y2, Janayah Y1, Olive Y1, Muhammed Y1, Frankie Y1, Aden Y1, Asher YR, Agustina YR, Sam YR, Skylar YN



**Reading Eggspress**

**Bronze** — Angela Y2, Rahi Y3, Mohammed Y3, Mason Y3, Muhammad Y3, Skye Y4, Tuan Long Y4, Aamir Y4, Qi Zong Y5

**Reading Eggs**

**Gold** — Sara YR, Novel YR, Melanie Y1, Samy Y2, Jack Y2, Lily Y3, Abdul-Nasir Y3

**Bronze** - Kamarley Y2, Le-Rico Y3

**Mathletics**

**Silver** — Angela Y2, Hibutullah Y2

**Bronze** — Era Y1, Ermal Y4, Samy Y2, Shantall Y6, Tiago Y6, Diego Y6, Samuel Y2, Melanie Y1, Samara Y1, Logan Y1, Amir Y5, Chloe Y6, Michael Y3, Abdul - Nasir Y3, Samuel Y1, Fawaz Y4, Olivia Y5, Anthony Y5, Maroune Y5, Hamad Y1, Qi Zong Y5



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

### Robert Browning

Aoife YN	Meriem YN
Lachlan YN	Skylla YN
Zarifah YR	Idris YR
Rona YR	Novel YR
Ehan YR	Sara YR
Era Y1	Samara D Y1
Samara F Y1	Logan Y1
Awwal Y1	Melanie Y1
Anas Y1	Maria Y1
Kehmarly Y1	Yahya Y1
Sam Y1	Hamad Y1
Ayse Y1	Sofian Y1
Reyan Y1	Siham Y1
Stephany Y1	Ashley Y1
Aaron Y2	Abbey Y2
Adar Y2	Angela Y2
Ekram Y2	Felicia Y2
Jack Y2	Joshua Y2
JAYdenae Y2	Kamarley Y2
Livinny Y2	Rosie Y2
Samuel Y2	Samy Y2
Sayid Y2	Sophie Y2
Thiago Y2	
Rahi Y3	Lily Y3
James Y3	Simon Y3
Mohammed Y3	Naa'im Y3
Michael Y3	Nasir Y3
Debbie Y3	Mason Y3
Meshach Y3	Teddy Y3
Raied Y3	Anam Y3
Austin Y3	George Y3
Jayden Y3	Amreen Y3
Imaan Y3	
Salmon Y4	Aaliyah Y4
Aamir Y4	Aia Y4
Chelsea Y4	Enoch Y4
Ermal Y4	Fatouma Y4
Fawaz Y4	Hassan Y4
Jasmin Y4	Joseph Y4
Kamilah Y4	Kelahnne Y4
Ledion Y4	Lola Y4
Long Y4	Maryam Y4
Monae Y4	Mounir Y4
Monira Y4	Rayan Y4
Renaya Y4	Roihanna Y4
Skype Y4	Tnok Y4
Izrael Y4	Mavy Y4
Aella Y5	AJ Y5
Amir Y5	Aneeqa Y5
Ellie Rose Y5	Isabelle Y5
Jordean Y5	Kelly Y5
Mamadou Y5	Liam Y5
Mohamed M Y5	Natalie Y5
Mohamed J Y5	Nathalia Y5
Olivia Y5	Ore Y5
Sheerin Y5	Tei Y5
Tenny Y5	Tomiwa Y5
Yusuf Y5	
Al Y6	Chloe Y6
Peter Y6	Paul Y6
Tiago Y6	Shantall Y6
Ilias Y6	Sian Y6
Stefan Y6	Suhaib Y6
Ethan Y6	Aminata Y6
Adan Y6	Timi Y6
Fatima Y6	Julia Y6
Sara Y6	Kazuo Y6

### Snowsfields

Keira RB	Qaii RB
Kiara RB	Kieron RB
Raphael RB	Halane RB
Alfie RB	
Naylaa YN	Salma YN
Sama YN	Ibrahim YN
Eliana YN	Axel YN
Imanu'el YN	Grace YN
Abby YR	Alma YR
Arthur YR	Saroban YR
Noor YR	T'Lyla YR
Emma YR	Oliver YR
Alexander YR	Oliver W YR
Yousuf YR	Janelle YR
Assia YR	John YR
Raf YR	Siun YR
Val YR	Tobi YR
Ilham YR	Teddy YR
Uthman YR	
Adeola Y2	Iris Y2
Emmanuel Y2	Kareem Y2
Ayaan Y2	Melat Y2
Kamil Y2	Nia Y2
Nahla Y2	Deetya Y2
Anjaneya Y2	Kwabena Y2
Regina Y2	Theo Y2
Preston Y2	Francis Y2
Iman Y2	Harun Y2
Rayaana Y2	Josh Y2
Fillip Y2	Safa Y2
Nour Y3	Sumaiya Y3
Raila Y3	Oumeira Y3
Gabriella Y3	Lilly Rose Y3
Romeo Y3	Mamadou Y3
Leena Y3	Joshua Y3
Mosunmola Y3	Jacob Y3
Isabella Y3	Enzo Y3
Benjamin Y3	Imran Y3
Keegan Y3	Jason Y3
Raphael Y3	Emily Y3
Jaheim Y3	Bethany Y3
Iman Y4	Amani Y4
Al Amin Y4	Lilian Y4
Zahon Y4	Edward Y4
Salem Y4	Izzy Y4
Perry Y4	Ava Y4
Yousuf Y4	Anita Y4
Elea Y4	Baraka Y4
Chrisamel Y4	Fahad Y4
Karmye Y4	Shem Y4
Ryan Y4	Salma Y4
Laila Jay Y4	
Temidayo Y5	Temitayo Y5
Abigail Y6	Adam Y6
Ayman Y6	Bailey Y6
Casey Y6	Christianna Y6
Farhan Y6	Fatima Y6
Hadil Y6	Khadija Y6
Khaled Y6	Kianna Y6
Melad Y6	Milo Y6
Mungiva Y6	Natalia Y6
Ola Y6	Pixie Y6
Solomon Y6	Suleyman Y6
Tommy Y6	

### Tower Bridge

Frankie YN	Ksenija YN
Oumar YN	Rashed YN
Elsa Y1	William Y1
Muhammad Y1	Maria Y1
Niah Y1	Aden Y1
Theo Y1	Nafissah Y1
Ella Y1	Marya Y1
Ratwan Y1	Charlie Y1
Leah Y1	Khalil Y1
Esmae Y1	Chiara Y1
Olive Y1	Anthony Y1
Yassine Y1	Poppy Y1
Tomiwa Y1	Daivansh Y1
Jannayah Y1	Jaaziel Y1
Kara Y1	Damon Y1
Daniel Y1	
Isaac Y2	Sara Y2
Ibrahim Y2	Amirah Y2
Mia Y2	Milan Y2
Amarion Y2	Maliyah Y2
Aneesha Y2	Lexi Y2
Shakirah Y2	Rudy Y2
Kaya Y2	Musawir Y2
Moussa Y2	Aliyah Y2
Chinonso Y2	Oscar Y2
Youcef Y2	Arthur Y2
Khaira Y2	Charlie Y2
Youcef Y3	Vaughan Y3
Rabia Y3	Reggie Y3
Suraya Y3	Hazel Y3
Erik Y3	Gibril Y3
La'rayah Y3	Nicole Y3
Wassim Y3	Ameerat Y3
Xingrui Y3	Reginald Y3
Shebaniah Y3	Kiyrah Y3
Mohammed Y4	Amerah Y4
Sabrine Y4	Iman Y4
Scarlett Y4	Belle Y4
Nathaniel Y4	Noah Y4
Annalisa Y4	Jason Y4
Simra Y4	Titus Y4
Amina Y4	Neymar Y4
Courtney Y4	Amy Y4
Elizabeth Y4	Salma Y4
Lola Y4	Sian Y4
Ella Y4	Enzo Y5
Sumaya Y5	Samsor Y5
Saida Y5	Zain Y5
Elijah Y5	Jayden Y5
Rakin Y5	Maisie Y5
Ephraim Y5	Xingya Y5
Kahled Y5	Amari Y5
Armani Y5	India Y5
Sophia Y6	Elijah Y6
Fejiro Y6	Kajus Y6
Ruby Y6	Moadad Y6
Amna Y6	Myrell Y6



# Tweets



**lymas lelo** @LeloLymas · 18h



Just got 15 out of 15 in a reading eggs quiz. @SNSRed1 @SNSPrimary

## THE WONDERNESS IN THE CHEST

Once, there was a boy who was cautious. He drove with his grandad to feed the animals at a forest.

Until, he saw a wild pig so he followed it, but he lost the pig and his grandad.

So, he went back to the car and got a chest, but his grandad was somewhere not near the car so Jim decided to put his wonderness in a chest.

But when he was lost in the forest with only his chest and he had his whole brain deleted.

He didn't realise that he was lost but now with all his strength he tried to rip open the chest but it wouldn't even open not even by a tiny crack!

## ix Chel Factfile

ix Chel is the Mayan Goddess of the Moon, fertility and waters. At times, she is also described as a war goddess. In her role as a fertility goddess, she had power over rains and waters. ix Chel was considered not to be a goddess of birth, but also a goddess of warfare and perhaps even APOCALYPTIC DESTRUCTION!



### Word Bank:

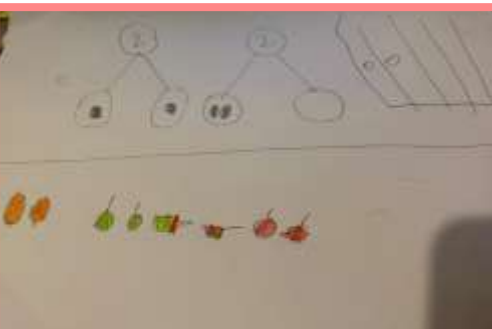
Incisors  
Molars  
Premolars  
Canines

### Colour in:

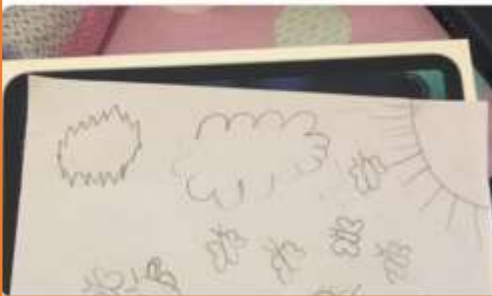
Canines - green  
Molars - blue  
Premolars - orange  
Incisors - purple



Click in the boxes to type the name of the teeth.



**CRYSTAL** @Crystalmsy · 19h  
@R8OrangeClassY2 @PrimaryRobert Kamarley's garden.



**Blue Class** @SNSBlue5 · 18 Jan  
Well done Hope for working so super extra hard at home! You are putting in 100% effort and deserve a purple slip for your efforts! @SNSPrimary @snschance





**Red Class** @SNSRed1 - 18 Jan  
Such a creative way to subtract the missing cupcakes 🍰  
Brilliant work littreh! 🌟  
Let's hope Pete finds the missing cupcakes 🍰  
Super subtractor 🌟



**Butterfly Retweeted**  
**Mohamed Babali** @babali\_mohamed - 16h  
@b\_butterfly

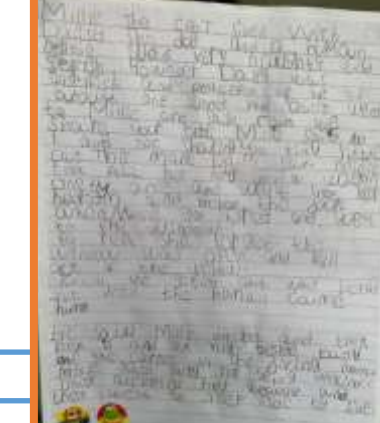


**T8 Orange Class Year 2** @T8OrangeClassY2 - 18 Jan  
Mia has put so much time and effort into her original story, 'Mille the Selfish Cat'. The story is beautifully written and I love the sentence starter 'One sunny day...'. Well done you superstar! 🌟 @t8primary

**Mia** @Mia2504887 - 18 Jan  
Mia has work so hard on this! I'm super proud of her. 3 days in total. The writing was the hardest but she got through it with my guidance.  
Hope you enjoy her story 🌟 @t8primary @T8OrangeClassY2



**Robert Browning Primary School liked**  
**Jahanara Hussain** @JahanaraHussain2 - 14h  
@R8Butterfly

**T8 Orange Class Year 2** @T8OrangeClassY2 - 20h  
Some excellent work has been submitted already this week! 🌟 If you have a couple of minutes, Arian's story about Maxie and Mouse-Star is definitely worth a read! 🌟 @t8primary



**sammyjoe curtis** @sammyjoe4upe - 23h  
Notes notes research research 🌟 @SNSBlue5 @SNSPrimary




**Red Class** @SNSRed1 - 1h  
This is a marvellous messy map from littreh 🌟  
I love the use of duplo to represent different places and buildings 🌟  
The labelling is fantastic - so much detail to tell us what the place is 🌟  
You are such a marvellous messy mapper 🌟



**T8 Orange Class Year 2** @T8OrangeClassY2 - 18 Jan  
Well done Aliyah! It can be really useful to draw out arrays to help understand what they show. You are a multiplication superstar! 🌟 I also love how carefully you have presented your learning 🌟 @t8primary

**temmy4real** @ameeratalaiya1 - 18 Jan  
@T8OrangeClassY2 work from home on the 18/01/2021.




**Orange Class** @SNSOrange2 - 18 Jan  
Always great to see Orange Class' awesome work popping up on our Google Classroom!  
Keep up the hard work, everyone!  
Big shout out to Preston, Regina, Emmanuel and Ayaan here!



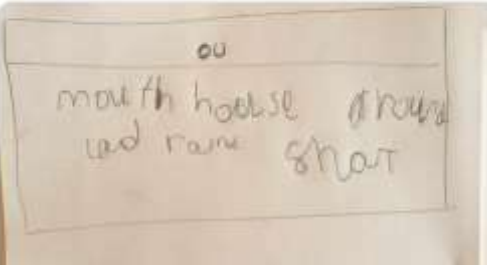
**Red Class** @SNSRed1 - 21h  
What a brilliant messy map Yamin! 🌟  
I love how you have used different materials from around your home to represent places in your local area 🌟  
Marvellous messy mapping 🌟



**My gingerbread man** @RBCaterpillar



**Red Class** @SNSRed1 - 18 Jan  
Brilliant phonics work this afternoon from Maya 🌟  
You have found so many words using the sound 'ou', and have used them to create some fantastic sentences - well done! 🌟  
Did you have a go at sounding out and blending some 'ou' words using the video on google classroom too? 🌟



Thursday 14th January 2021  
1.0 To write a story.

**Option 1:** Using the plot you wrote yesterday, have a go at writing your story up in full! Writing a story can be tricky so take your time and read it aloud to hear how it's going.

The title of my story is: **Maxie And Mouse-star's friendship**

Once upon a time, back in Ghana there was a man named Tom. Tom lived alone with his big cat called Maxie and he's big and called mouse star. This is how it all began maxie is a big lion that tom founded when he was a cub in the jungle. Some years later tom and maxie moved to Abirri village to settle down and build a house. While building their home tom met a rat that he became fond of and would feed him he's left over food. He would always come back to tom so he decided to call him mouse-star, when tom finished building his house mouse-star just stayed around and they became good friends. At first mouse didn't mind but after sometime maxie started to get jealous of their relationship because he felt left out. Tom and mouse-star spent more time together cooking and going to the stream to collect water. Maxie just felt like he was getting in the way and all he did was knock things over trying to get tom's attention but he was just getting himself into trouble. This is when maxie started to make the trouble hoping tom will think it was mouse-star and he would lock him in his cage. Maxie would have tom all to himself like before. For sometime maxie has been making lots of mess and mouse-star has been getting the blame for it and tom has been locking him away for the mess maxie has been making. Meanwhile maxie has been enjoy time with tom, today mouse-star gets out of the cage and maxie is planning to do something so bad that tom will send mouse-star away for good then he would have him all to himself. Later that day mouse-star was let out and tom popped out leaving them both at home, that is when maxie took the chance to destroy dinner for everyone hoping that would do the trick but that's when tom returns and catches maxie in the act and could not believe his eyes. Tom sat down and spoke to both of them, letting mouse know what he did was wrong and next time speak to him before you make such mean decisions that upset and gets someone else in trouble. Maxie said sorry and since that day tom, maxie and mouse star lived happily ever after. The End



Monday 18th January 2021

LO: To use adjectives

Challenge: To use expanded noun phrases

My owner is perfect for me because her pretty, tartan skirt matches my pretty, tartan collar.

My owner is perfect for me because she has a black and white spotty dress that matches my coat.

My owner is perfect for me because he's old like me and we have the same curly eyebrows.

Monday 18th January 2021

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Wednesday 20th January 2021

LO: To make doubles

1. Complete the sentences. Use the pictures to help you.

a) Double 1 is 2

b) Double 2 is 4

c) Double 1 is 2

2. Match the doubles to the additions.

Double 3: 6 + 6

Double 6: 7 + 7

Double 10: 3 + 3

Double 7: 10 + 10

3. Fill in the gaps.

a) Double 15 is 30

b) Double 11 is 22

c) Double 12 is 24

d) Double 20 is 40

e) Double 4 is 8

f) Double 8 is 16

Being at home is super fun  
I like being with everyone  
T.V toys lots to do  
Online school I hate you. I  
How much longer will this last  
I want to get back to red class  
English, maths and science too  
I now know two times two  
To all my friends I miss you  
I just want to see you

By Esmee



Wednesday 20th January 2021.

LO: To explain why it is important for flowers to be brightly coloured.

Read through the information and have a go at the quizzes here first:  
<https://www.bbc.co.uk/bitesize/topics/zyfrtflh/articles/zyfrtflh>  
Then answer the question below.  
Remember to tell me about what bees do!

Why is it important for flowers to be beautiful and brightly coloured?

Its important for flowers to be brightly coloured because it will make it look beautiful and attractive.

Bees collect the pollen and transports it to other plants, they also bring pollen back to the hive for food



Monday 18th January 2021

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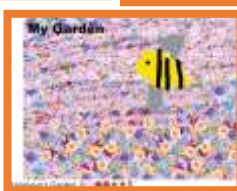
My Garden

Flowers: Sunflower, Tulip, Daisy, Fuchsia, Snowdrop, Rose

Leaves: Ivy, Hops

Stems: Hops

Roots: Hops



Wednesday 20th January

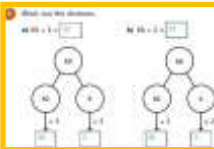
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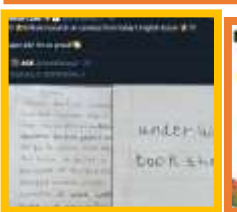
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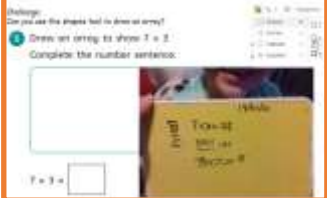
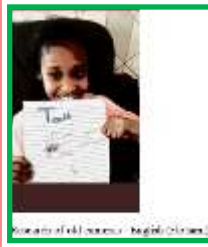




Living Things	Habitat	Adaptive Traits
Owl Squirrel Tree Mountain	<p><b>Arctic</b> rainforests</p> <p>North America</p> <p>Desert areas</p>	<p>Arctic rainforests are found in the northernmost part of the world. They are characterized by their cold temperatures and long, dark winters. The animals that live there have adapted to these conditions in various ways. For example, the Arctic owl has a thick layer of feathers to keep it warm. The squirrel has a long tail that it can use to balance on a branch. The tree has a thick bark to protect it from the cold. The mountain has a high peak that is covered in snow.</p>



Living Things	Habitat	Adaptive Traits
Camel Dolphin Coral reef Turtle	<p>Desert</p> <p>Ocean</p> <p>Coral reef</p> <p>Woods</p>	<p>It has humps that it uses to store fat in order to walk in sand. It can live in water without drinking water.</p> <p>It has a blow hole that allows it to breathe air out of the water so that it can stay in the water for long periods of time.</p> <p>They can climb steep rocky walls if there is a hole. It can also breathe in water if it is underwater for a long time.</p> <p>It has a long neck that it can use to reach leaves that are high up in the trees. It has a long tail that it can use to swing from branch to branch.</p>



**Orange Class** @SNSOrange2 · 1h  
 🏆 The Top 4 of our @Mathletics3PL leaderboard makes great reading this week!

•• The current leader is a New Entry on the leaderboard, too!

🕒 Still a few hours to go before we show off our certificates and dish out the medals to all you marvellous Mathletes!

Live Maths points	Activity points	Total points
0	2 150	2 150
45	1 310	1 355
0	1 330	1 330

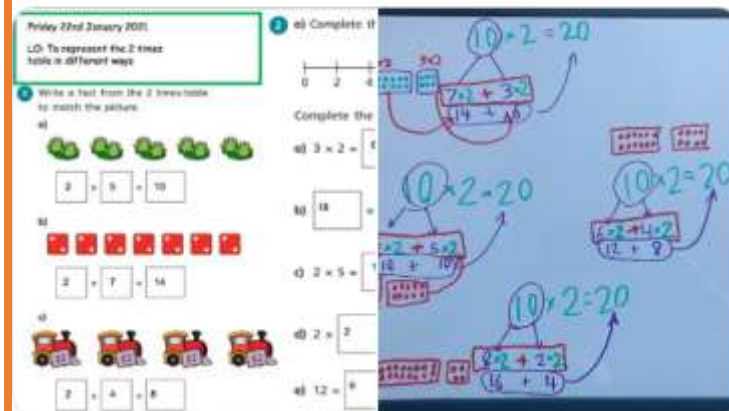
Robert Browning Primary School liked

Chrisa @chrisaloving · 21 Jan  
 @RBGreenClass our box of flotsam and facts about our chosen camera.... The flip video camera 📹



**Orange Class** @SNSOrange2 · 1h  
 📚 Some brill Maths heading our way this morning!

😊 Check out Preston's diagrams for working out how you can write 10x2 in different ways!





**COVID-19**  
Coronavirus

#### Twitter

We love seeing all your Tweets. The teachers have been giving lots of Shout Outs. You can see these on this newsletter too.

#### Devices for Home Learning

We have already loaned out a number of devices to help families access the learning at

#### Food Vouchers

We have provided families with food vouchers and food parcels.

#### Phone Calls

We have been making regular phone calls to all our families to support them with the home learning and to check they are all ok. Remember to answer your phone if you get a call

#### Google Classroom

Teachers have been setting work every day on Google Classroom.  
Your child will be receiving

**Thank you for all the home learning you are doing. Keep it up.**

#### Remote Learning

This information can be found on the Home Learning page on the Federation Website:

<https://thebridgesfederation.org.uk/home-learning/>

Please click on the link 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 to tweet us all the brilliant work you are doing.

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 – Year 6 now use Google Classroom. Each child has been given their own log in details. Below is a guide on how to use Google Classroom. Please contact the school office if you have any problems.

#### How to use Google Classroom

To access your Google Classroom please click on the following link and then log in:  
[classroom.google.com](https://classroom.google.com)

Here are our remote learning expectation sheets for parents:

[KS1 & KS2 Home Learning Expectations](#)

[EYFS Home Learning Expectations](#)

[PAPER PACK COPY KS1 & KS2 Home Learning Expectations](#)

Purple Mash link: <https://www.purplemash.com/login/>

Mathletics link: <https://www.mathletics.com/uk/>

Reading Eggs link: <https://readingeggs.co.uk/>

You can also follow your class on Twitter:

**Snowfields Primary:** @rainbow\_sns @SNSFoundationS @SNSRed1 @SNSOrange2 @SNSYellow\_3 @SNSgreen\_4 @SNSBlue5g @SNSPurple6

**Tower Bridge:** @tb\_butterfly @CaterpillarTb @TBRedClass @TBOrangeClassY2 @TBYellowClassY3 @TBGreenClassY4 @TBBlueClassY5 @TBPurpleClassY6

**Robert Browning:** @RBCaterpillar @RBButterfly\_ @RBRedClass @RBOrangeClass @RBYellowClass @RBGreenClass @RBTurquoise @RBBlueClass @RBPurpleClass

#### Lateral Flow Testing for Staff

We just wanted to let you know that from next week Lateral Flow Tests have been made available to all staff at school. Along with the other protective measures we are taking, testing will allow us to take further measures to help staff members to remain in school. Up to one third of people who have coronavirus are asymptomatic. By testing we will help to reduce the spread in school settings through asymptomatic transmission.



**W**elcome back to previous readers and hello to anyone who has just joined us! Whilst it is far from the happiest of starts to a new year that we have seen, the sentiments for it to become a happier one remain truest.

We began with our first newsletter in April 2020 in response to the initial school closures and from then until July 2020 we produced a fortnightly publication that we shared as far and wide as we could with the grateful support of colleagues. We invite you to extend this invitation to the newsletter to anyone you think would benefit.

Each newsletter largely focussed upon an area or theme, the content and resources remain relevant, particularly as many families are home together once again.

To access all previous newsletters please do so [here](#)

The Autism Support Team continue to be available to support parents/carers and educational staff through these times and for now this is being undertaken virtually.

## Helpline

We have a telephone support service available to for parents/carers and educational staff.

Monday – Friday, 9am-5pm

More information can be found: [here](#).

## Training

We currently offer our training online. If you wish to register your interest, please email:

[AutismSupportTeam@southwark.gov.uk](mailto:AutismSupportTeam@southwark.gov.uk)

- **Cygnets** (parents with children over 5)
- **Next Steps** (parents with children under 5)

The Speech and Language Therapy service also has lots of courses available to parents and professionals, take a look at them [here](#)

To be added to our newsletter mailing list, to register for a training course, or to contact the team with any enquiry, you can do so via:

[AutismSupportTeam@southwark.gov.uk](mailto:AutismSupportTeam@southwark.gov.uk)



## Games Corner

Visual supports for game playing can be found [here](#)

This weeks game is **Yahtzee!** A game that involves 5 dice and some maths skills! Here is everything (you need to play the game.

Dice template [here](#)

Rules [here](#)

How to score points [here](#)

Score sheets [here](#)



## Super Seven



Here are some fun activities to try at home:

- Junk modelling ideas [here](#)
- Play a smelling game: Fill small containers with fragrant ingredients such as lavender, coffee or soap. Cover the top with a piece of fabric and a rubber band and then ask your child to identify the different smells.
- Make a shredded paper bouquet to cheer someone up [here](#)
- Go for a walk and make a sensory nature bracelet, wrist band [here](#)
- Friday Night Disco! Mocktails [here](#) and disco balls [here](#) and if you need help with selecting music, why not try Sophie Ellis Bextor Kitchen Disco [here](#)! Invite friends on zoom!
- Fork painting! Intrigued? Take a look [here](#)
- Make a dream catcher -something to hang over your bed and keep those bad dreams away [here](#)

## Home Schooling...part 2

Home schooling— this can present a range of challenges that often come in the form of limitations; limited time, limited energy, limited capacity, limited resources and for some limited space!

### Routines

These are really important for children with autism and even if you don't have any set learning routines yet it's never too late to start! Try to set up a daily timetable that resembles the school day this will help structure the day, communicate expectations and hopefully encourage some independence. Getting dressed, eating breakfast and lunch at a set time, and having distinct learning and play times will also support a smoother transition back to school when the time comes. In school there is often a 'bell' for play times and transitions, you could agree upon a sound signal at home for this - it could be a favourite song or a timer on an iPhone. Below are links to visuals that can support you with a video on how to use them.

### Environment

There is no set perfect learning environment for everyone. The challenge at home can be that both 'learning' and 'playing' have to happen in the same environment and how best to juggle the space for different members of the family. If possible setting up a permanent 'learning area' can be helpful, if that's not possible, think about putting away or draping a sheet over toys and other distractions when it is time to learn. Timetabling different areas of the house for different family members can help too. Think about your child's sensory needs, do they get distracted or stressed by noisy, busy environments? Does sitting in the kitchen when the washing machine is on support or hinder focus and attention? Where in the home is quietest and can you adapt this space? Light - is main ceiling light in the lounge too bright, is the preference for a more muted lamp light that can be redirected? Is there bright light coming in through the window? Smell— are cooking or cleaning smells upsetting? Think about the timing of these activities. Consider how you can use a hallway, landing or entrance area and set up a desk there. These places are often more free of distractions, plain walls, no playthings. If you are not working at a table, but on the floor, consider using a rug/blanket/sheet and putting this down when you make a shift from free play to focussed activities.

### Completing Learning Tasks

The remote learning offer provided by schools varies, whilst teachers may be differentiating content for your child, we have considered some ways in which you can help to present work so that it is more manageable, supports attention and takes account of success and completion.

Those with older children you could discuss these options together, allow your child the opportunity to decide which ones they may wish to try this will also encourage them to develop responsibility for their own learning. The guide can be found [here](#)

University College London has provided links to support home-school for children with SEND, including Early Years, Developing Independence and Wellbeing and Learning it can be found [here](#)

### Resources to support routines at home

Links to free visuals to use at home [here](#) see newsletter 2 more home visuals [here](#).

A video about how to use now and next boards and timetables at home is [here](#)

Setting up a structured teaching environment at home can help with developing independence and completion of work tasks—(TEACCH). Some children will already be using TEACCH at school, if so ask your child's teacher for some feedback on how your child uses this system. If you manage to set this up at home, when the time comes to go back to school do make sure you share this with the teacher so it can be used in the classroom. If you need support with setting this up do contact our helpline.

[Here](#) is some information from a parent about setting up TEACCH at home and using the resources she has to create learning tasks.

[Here](#) is a video about setting up and using TEACCH including using a folder system.





What you need to know about ...

# FAKE NEWS



est. 2017

£FREE - TODAY ONLY



## WHAT IS FAKE NEWS

Parven Kaur, Kids N Clicks Founder

Fake news can be false information, photos or videos purposefully created to confuse or misinform. It can also be genuine information that has been manipulated to deceive. It is important that children learn how to distinguish between real news and fake news, so that they don't inadvertently share something which isn't true or believe something which could be misleading.



## KNOW THE RISKS

### SHOCK VALUE

Fake news can cause upset or shock to readers or viewers. Many fake news stories are written with appealing headlines and have content designed to create 'shock value', so the news spreads rapidly (common examples include the 'death' of a celebrity, company giveaways, news relating to supernatural events, or terror-related posts that provoke reactions).

### EMBARRASSMENT

Fake news is often deliberately created to misinform people - whether for fun, out of malice or to support an ideological or political agenda. As it's often difficult to tell the difference, young people can easily believe what they see and then share something which is a hoax or a joke, leading to embarrassment or ridicule.

### INFLUENCE BEHAVIOUR

Ultimately, fake news is designed to shape people's beliefs, thoughts and decisions: influencing them into believing something which has been misreported or which simply isn't true. This can shape how children think, behave or act in real life. It can especially affect their trust in the media or even in democracy itself.

## FURTHER SUPPORT

### REPORT THE CONTENT

Google and many social media platforms now have dedicated methods for fake news stories to be reported to them. This can range from sending a feedback message to Google via the page itself to the 'Report Post' buttons on Facebook and Twitter.

### PROVIDE REASSURANCE

If your child feels as though they have been negatively impacted by a fake news story, or has suffered some form of embarrassment because of fake news, it's important to be supportive and reassuring. Discuss with them how not everything that's posted online is true.

### IMPROVE THEIR DIGITAL LITERACY

If your child has been tricked by a fake news story, try to encourage them to think more rationally about what they see and hear on the internet. Advise them to question the motivation behind a story - such as why it's been written, and if it's trying to make them form a specific opinion or influence their actions.



## SPOT THE SIGNS

### CONSIDER THE SOURCE

Fake news stories can sometimes be identified simply because they are too ridiculous or outrageous to believe. Make sure that the website that published the story is a credible source, like a major news network or local paper which has the resources to fact-check published stories.

### CHECK THE URL

Does the website address at the top of the page look real? An easy way to spot suspect stories is if they're located on a news site with an odd domain name. So check the URL. Some shady websites try to incorporate a legitimate news source into their URL (such as [www.therealbbc.co.uk](http://www.therealbbc.co.uk)) or will slightly misspell a popular domain name.

### VERIFY FACTS AND IMAGES

Authentic news is usually backed up by official data or surveys and previous, similar instances of the occurrence being reported. Similarly, fake news stories often include photos which have been manipulated. Perform a Google reverse image search to see if the picture has been stolen from another source and doctored.

### RESEARCH THE WEBSITE

Be wary when a big story comes from a news organisation that you've never heard of. Some hoaxers will quickly set up a website just to spread fake stories and so-called 'breaking news'. Use the internet archive to research how long a site has been running - and check if the same story is being reported by more credible news outlets.

## OUR EXPERT



Parven Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience in the social media arena and is the founder of Kids N Clicks: a web resource that helps parents and children thrive in a digital world.

## ARE ALIENS HARVESTING OUR WIFI?!



Our groundbreaking exposé on page 4 ...



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



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