

Reviewing and Reflecting. Looking Ahead to the Future.

PARKSIDE

2019—2020

SPECIAL EDITION

Foreword from Ms Sames

—Acting Principal

Keynote article from Ms Watson

—Chair of Governors

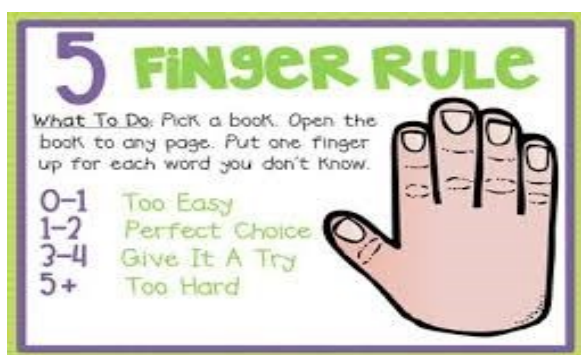
Foreword

Dear Parents and Carers,

The academic year will soon draw to a close. During regular times children nationwide would be relishing the thought of six or so weeks away from the classroom. With the easing of social distancing, holidays can still undoubtedly give children a well-earned respite from the routines of term time. Outings, bike rides, picnics at the park replace formal work but are just as valuable for a youngster.

The Summer Slide. Studies suggest that children lose 30% of their learning over the summer holiday. Children that are not actively stimulated have a greater tendency to forget what they have learnt. Supporting your child over the summer holiday does not mean planning a rigid schedule of daily classes. The big question parents will be asking is; how do we have fun over the summer without the children losing everything they have learned? Below is some help, in the form of the top five useful ideas from the staff at MPA.

- 1) Create a summer bucket. A child will have many different experiences and rather than making a diary encourage your child to collect souvenirs such as postcards, maps that can be shared with their peers on return to the academy.
- 2) Cook. Teach your children the valuable skill of cooking. Your son or daughter may be the next Monica Galetti or indeed bake-off winner, Nadiya Hussain.
- 3) Read. Keep on reading, encourage reading from the get go- a good book is priceless. Children need access, choice and the correct books. Libraries are currently closed but we are able to loan you books before the end of term, and of course you have access to the website Oxford Owl. All pupils have their class log in. Please contact the academy if you are unable to access this site. <https://summerreadingchallenge.org.uk/>
- 4) Make Music. Create musical instruments from around the house. Enchanted Learning (<https://www.enchantedlearning.com/crafts/music/>) will show you how!
- 5) Build sandcastles. An old pastime but enjoyable for the whole family whether you are in or South-end. Make different designs and add some history.



I would like to recognise and thank all staff for their work during the past year but especially during more recent times. I have been stunned and overjoyed with the adaptability, devotion and quality of the work from all.

I would like to say adieu to Kathryn Hallmark, Owen Puttock, Sam Gray, and Alex Lee. Ms Hallmark is joining a different primary school after six years at the academy; Mr Puttock is returning to his role within the Mossbourne Federation, Sam Gray leaves us to begin his training as a teacher, and, as you know, Alex Lee leaves us to begin his journey as a headteacher closer to his new home. As I retreat back to Mossbourne Community Academy and on behalf of my colleagues, I wish you and your sons and daughters an enjoyable summer break. It has been a privilege to work with your children.

Yours sincerely,

Jane Sames

Keynote Article

This has been the strangest academic year that any of us could possibly have imagined. The school year always brings change – new inspection standards for our teachers to meet, new understanding of how our staff can best help your children learn, and for your children, most importantly of all, new knowledge and understanding to help them grow and develop. We particularly look forward to seeing our Year 6s graduate and go on to secondary school – the next step on their educational journey, but a sad moment for us as we say goodbye.

This year we have had to cope with something really quite different that has affected the whole world – the global pandemic of COVID-19. I know that you and your families may well have been affected by this horrible virus, and I send my thoughts to any of you who have lost loved ones.

When I became the Chair of Governors at Mossbourne Parkside Academy after the autumn half term, I was really excited to take on the challenge of supporting the staff team to make the academy the best that it can be, working closely with Jane Sames who has done a great job this year as our Acting Principal. It's probably a good thing that neither Jane or I could have imagined the future as I'm not sure we would have believed it. I am really proud of every single one of our staff team for rising to the challenge – whether they are working at home, or in school, they have shown total commitment to the academy's children and families.

All of us connected with the academy have also been grateful for the key workers outside education that have been keeping us safe – doctors, nurses, hospital porters and cleaners, bus drivers, care workers, supermarket and convenience store workers, warehouse staff, delivery drivers, care home workers, refuse collectors, tube and train drivers – and so many others. So, to any of you reading this who have been working on the frontline throughout the pandemic, or who have family members doing so: thank you.

Despite our best efforts, the virus will have had an impact on children's learning. I want to reassure you that we are thinking and planning now for September, including planning to make sure that we can help your children catch up on any learning that they have missed. But the virus has also sadly disrupted so many of the events that I was looking forward to attending to meet you, and see your children make us all proud. Sports day, the school samba concert, Year 6 graduation, the summer fair, the singing concert – important points in the school year which we have had to lose. I know you will have missed these as much as I have and I hope we can make up for it next year!

Looking forward, I'm talking regularly to Janella Ajeigbe who starts as our Principal in September, and who has already been making regular visits to the academy. She has lots of exciting plans and ideas – and I know she is looking forward to meeting all of you. I really look forward to the new academic year starting and hope to see so many of you then.

And my final words are for our Year 6s – well done and congratulation on graduating from Mossbourne Parkside Academy! We are really proud of you. I hope you will study hard at secondary school because we need your skills and talents to help build a better world. Please come back to see us in the future to tell us about your amazing adult lives – we won't forget you.

Jenny Watson

Chair, Mossbourne Parkside Academy.

Ms Russell's Summer Activity Checklist

Grow your own vegetables

Learn four words in a different language.

Make a bird feeder from a plastic milk bottle

Make a bath bomb <https://www.bbcgoodfood.com/howto/guide/how-make-bath-bomb>

Build your own kite
<https://www.my-best-kite.com/how-to-build-kites.html>

Complete the Blue Peter 6 Badges of Summer challenge <https://www.bbc.co.uk/cbbc/joinin/six-badges-of-summer>

Draw with Rob <http://www.robbiddulph.com/draw-with-rob>



How many have you done?

We've been working closely with kids just like you to put together this list of the best things to do before you're 11¾. (Although lots of them are still great fun even when you're 81¾.) You'll find fun things to do for every kind of outside place, from mountains to sea, forests to fields. So what are you waiting for? Get out there and see how many you can do!



1. Get to know a tree



2. Roll down a really big hill



3. Camp outdoors



4. Build a den



5. Skim a stone



6. Go welly wandering



7. Fly a kite



8. Spot a fish



9. Eat a picnic in the wild



10. Play conkers



11. Explore on wheels



12. Have fun with sticks



13. Make a mud creation



14. Dam a stream



15. Go on a wintry adventure



16. Wear a wild crown



17. Set up a snail race



18. Create some wild art



19. Play pooh sticks



20. Go paddling



21. Forage for wild food



22. Find some funky fungi



23. Get up for the sunrise



24. Go barefoot



25. Join nature's band



26. Hunt for fossils and bones



27. Go stargazing



28. Climb a huge hill



29. Explore a cave



30. Go on a scavenger hunt



31. Make friends with a bug



32. Float in a boat



33. Go cloud watching



34. Discover wild animal clues



35. Discover what's in a pond



36. Make a home for wildlife



37. Explore the wonders of a rock pool



38. Bring up a butterfly



39. Catch a crab



40. Go on a nature walk at night



41. Help a plant grow



42. Go swimming in the sea



43. Help a wild animal



44. Watch a bird



45. Find your way with a map



46. Clamber over rocks



47. Cook on a camp fire



48. Keep a nature diary



49. Watch the sunset



50. Take a friend on a nature adventure

Activities to Broaden the Mind, Expand Ideas, and Develop New Knowledge

Over the next few pages, you'll see a set of activities for each year group from Reception to Year 6, designed to help each of us engage in new experiences and broaden our perspectives. We hope you enjoy, and that you make your way through the list!

Reception

Activity

1. Visit a farm
2. Paint a self portrait
3. Plant some bulbs and watch them grow
4. Go on an autumn walk
5. Make leaf rubbings
6. Make a sandwich
7. Taste a new fruit
8. Visit a place of worship
9. Fly a kite
10. Make a paper boat and see if it floats
11. Perform a song
12. Re-tell a story to an audience
13. Post a letter
14. Meet a friend's pet
15. Search for butterflies outdoors
16. Take a photograph
17. Make a treasure map
18. Dress up like a pirate
19. Look up where you live on a map
20. Have a teddy bears picnic

Year 1

Activity

1. Record different sounds and ask others to guess what they are
2. Make some biscuits
3. Make and taste chapattis
4. Make a puppet
5. Put on a shadow puppet show
6. Borrow a book from a library
7. Discover what is in a pond
8. Create a piece of art for an exhibition
9. Look up at the stars on a clear night
10. Perform a dance
11. Go on a hunt for some insects or small creatures
12. Make a home for an insect or small creature
13. Create a class collage
14. Create a comic strip
15. Take part in a play day
16. Roll down a hill
17. Make a daisy chain
18. Join an extra-curricular club
19. Build a den
20. Perform in front of your class

Year 2

Activity

1. Plan a party
2. Play a board game
3. Learn a poem off by heart
4. Take a trip to the seaside or walk alongside a river
5. Bake a cake
6. Buy something and check your change
7. Write a weather report for your class
8. Build a bridge and test its strength
9. Become a nature detective
10. Dress up as a superhero
11. Make a film
12. Start a vegetable patch
13. Pick blackberries
14. Get soaking wet in the rain
15. Go bird watching
16. Learn a French song
17. Walk barefoot on the sand or on a nature trail
18. Start a collection and share it with your class
19. Walk to a local landmark
20. Make a mask

Year 3

Year 4

Activity

1. Compose a piece of music
2. Take part in a Roman banquet
3. Eat something you've not tried before
4. Create a mosaic
5. Design and make a board game
6. Climb a tree
7. Create a soundtrack for a piece of film
8. Make a pinhole camera
9. Make a musical instrument
10. Light a candle
11. Learn a new game
12. Make something out of wood
13. Cook outdoors
14. Learn to play a game of cards
15. Tell your class about your favourite character from a book
16. Produce rubbings of fossils
17. Try yoga
18. Eat something you have grown
19. Visit an art gallery
20. Stay away from home for a night

Activity

1. Make chocolate
2. Create a display for show and tell
3. Write and perform a poem
4. Perform in a play
5. Watch a play or a dance production
6. Use a camera to document a performance
7. Choreograph a dance
8. Make a sculpture
9. Create a sculpture trail
10. Explore inside a cave
11. Walk through a forest
12. Learn about a new religion and visit a new place of worship
13. Make up your own game and teach it to someone
14. Visit a museum
15. Skim stones
16. Visit a castle
17. Swim outside
18. Learn to sew on a button
19. Go hiking
20. Take part in a treasure hunt

Year 5

Activity

1. Take part in a debate
2. Learn something new about your local area
3. Learn to moon walk
4. Make and launch an air powered rocket
5. Use an OS map
6. Go orienteering
7. Do a blind folded taste test
8. Write a story for the Reception class
9. Make a large scale model
10. Visit a science laboratory
11. Write a play
12. Experience a Victorian school room
13. Put on a performance
14. Make papier mache planets
15. Climb something that is taller than you
16. Walk to the top of a hill
17. Write in hieroglyphics
18. Pick litter in your local area
19. Plan and cook a meal
20. Design and make an electric model

Year 6

Activity

1. Keep a diary for a week
2. Take a trip on a train
3. Send an email
4. Learn to knit
5. Write a speech
6. Vote in a school election
7. Plan a tour around your local area
8. Interview someone
9. Visit a local charity and find out how you can support them
10. Learn how to access the news
11. Design a product or business idea and pitch it to 'investors'
12. Choose objects to put in a time capsule
13. Write and record/broadcast a radio play
14. Sleep under canvas
15. Make a dessert
16. Organise tea for parents and carers
17. See the sun set
18. See the sun rise
19. Go on a picnic
20. Visit a new city

Lessons from Elmina

By Mr David Thomas

I've now been teaching for nearly 10 years. But the first time I ever stood in front of a class and taught a lesson, I was in a tiny little school in a tiny little village on a beach in Ghana, as a volunteer there, teaching English. When I was a student at the University of Manchester, I did a placement teaching English abroad in Ghana. It was the first time I ever went to Ghana and, as I am Ghanaian, the first time I had ever met some of my family who live there. It was the first time I had ever been to stay in my grandmother's house, the same house that she lived in when she was the First Lady of Ghana, that my Grandfather lived in while he was the Prime Minister of Ghana.



Yes, that's right. Mr. Thomas. The same Mr. Thomas who you will have seen all over your Google Classrooms, the same Mr. Thomas you may have said hello to in your classroom or in the corridors since I joined MPA in February. Mr Thomas' grandfather was the Prime Minister of Ghana! I know there are many Ghanaians in our school community! My middle name is Kwaku, which you Ghanaians will know means that I was born on a Wednesday. My grandfather (my father's father) Dr. Kofi Abrefa Busia, was the Prime Minister of Ghana from 1969-1972. And his story is really an amazing one! He grew up in a tiny village that had no school, and he used to walk two hours each morning to the closest school and just sit outside and listen. Eventually, he was taken under the guardianship of a missionary. Missionaries are people from the church who travel around spreading their beliefs. One had come from Britain, all the way to Ghana. This missionary ended up getting my grandfather into full time education, and he was such a great student that he eventually ended up becoming the first ever black person to attend University College at Oxford University.



My grandfather saw the political system we have here in the UK. And he wanted to take it back to Ghana. Because Ghana at the time was a dictatorship, whereas over here in the United Kingdom we were living in a democracy. Hands up year 6! What is the difference between a dictatorship and a democracy? Yes! That's right. In a democracy, like we live in, everyone can vote for their leader. In this country, we elect our Prime Minister. In other countries, they elect a President. But Ghana at the time was a dictatorship. This meant that the leader, Kwame Nkrumah, had taken power without being elected, and he was able to stay as the leader without the people

of Ghana choosing, or voting for him. But my grandfather knew that people wanted democracy. So he started a democratic party called The Progress Party, and when elections in Ghana became possible, he won the election as leader of the Progress Party in what is still today the biggest ever election win in the history of Ghanaian democracy.

Unfortunately, some people in Ghana were still not ready for the country to be a democracy, so he was overthrown in 1972 and the country went back to being a military controlled dictatorship. It stayed that way for a long time. Fortunately, back in the 1990s, democracy was re-established in Ghana, and today the political system there is much like the one my grandfather began in the 1960s.



After first visiting Ghana in 2004, I was lucky enough to go back in 2006 and work with my Auntie on a documentary about my grandfather. My auntie made this documentary as part of the 50 years of independence celebrations that Ghana held in 2007, celebrating being independent from British Empire for 50 years, having previously been a British colony called The Gold Coast before that. Sadly, British leaders had called the area 'The Gold Coast,' because they knew they could go there and take valuable resources such as gold. Even more sadly, the country next door is still to this day called The Ivory Coast (or 'Cote D'Ivoire' in French) as this was what it was called by politicians in France who knew they could go there and take ivory. In 1957 when 'The Gold Coast' gained independence from Britain, it was renamed Ghana, which was the name of one of the ancient kingdoms of West Africa before it was taken over by European countries, like Britain, France, Spain, Holland and Portugal. Sadly, gold and Ivory was not the only thing that the Europeans took from West Africa. They also captured the African people from there, and made them into slaves.

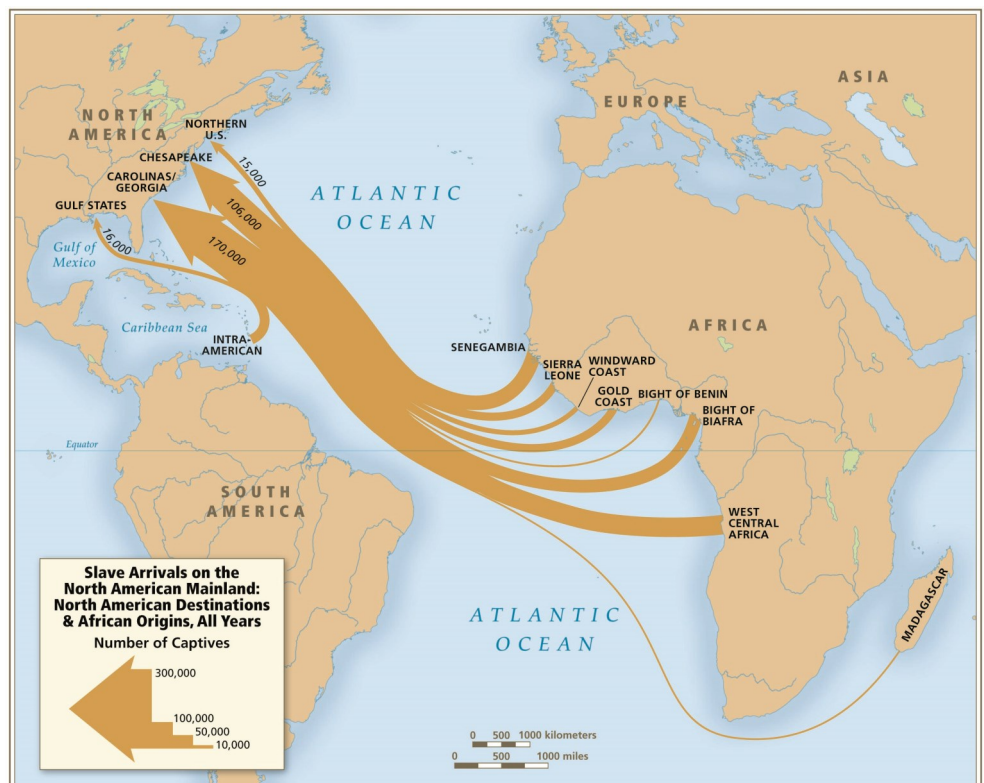




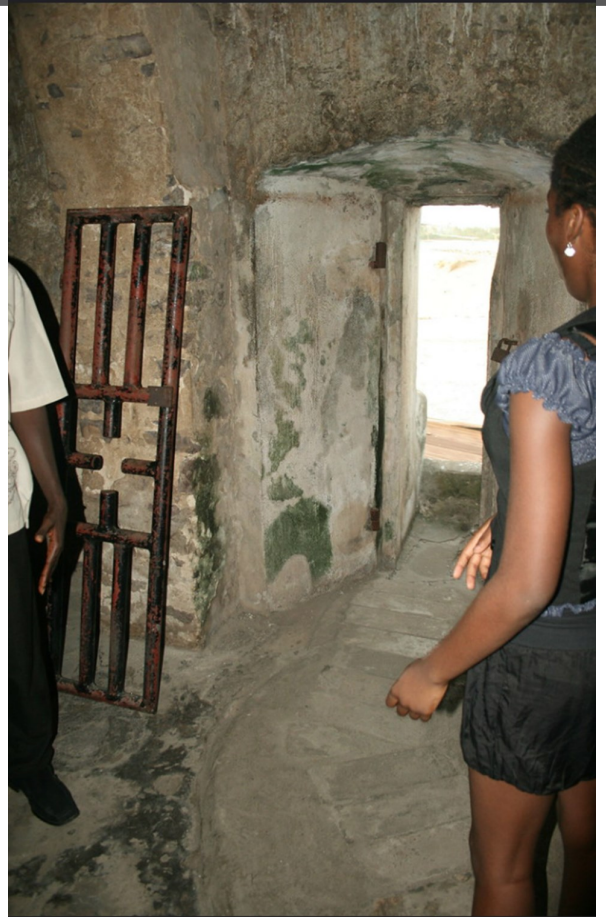
While I was working with my auntie on making the documentary about my grandfather, we were lucky enough to be invited into the Presidential castle of Ghana, and meet the then president of Ghana, John Kuffour. It was amazing to meet him, and he even told me that my grandfather was one of his inspirations and heroes. Working on the documentary, I was lucky enough to find out lots of things about my grandfather, as sadly he died before I was born, so I never got to meet him. I spoke to and interviewed people who had been in his party, including one man who had been in prison for close to 20 years, thrown in prison by others who did not want to see democracy succeed in Ghana. I also found out that while my grandfather was Prime Minister, he worked in the presidential castle, but he did not want to live there. He said that he would never live there, because the building was built by Europeans and it was used as a slave castle to trade slaves. So instead he lived miles away, on the outskirts of Accra (the capital of Ghana) where no one else famous or important lived at all! But the slave trading castle in Accra that is now the presidential castle is not the only slave trading castle that was built in Ghana. There are many. One of them was near the little village that I first taught in, so the

first time I went to Ghana, I visited it as a tourist. It is called Elmina Castle, and it is now a museum. I also went back and visited it again a few years later with my family. You can do a tour, and the tour guide takes you around the building and explains exactly what went on there. All the photos are ones I took myself. When I spoke to Mr Lee about writing this, he said that he had also been to Elmina Castle and done the tour. We agreed that it is such a powerful experience that you can hardly put it into words. But I will try.

Firstly during the tour, you are told about the history of the castle. It was first built by the Portuguese in 1482, then it was taken over by the Dutch in 1637. It was the Dutch who first started using the castle to trade slaves. Historians estimate that around 30,000 slaves were traded there every year, until the Dutch stopped trading slaves in 1814. Historians also estimate that 126,000 black people were sold as slaves onto ships and taken across the Atlantic to work for the rest of their lives in slavery. Later, the castle was taken over and owned by the British.



There were two parts of the tour that most vividly stayed in my memory. The first was the dungeons themselves. In the picture, you can see my cousin standing next to a small trench that has been dug down the middle of the dungeon. In this trench, the slaves, who were chained to one another, had to go to the toilet. Many of them died down there, from catching diseases in these unsanitary conditions. Once everyone is gathered into the dungeon, the tour guide closes the door. Anyone who has ever been to West Africa will know, the heat there is incredible. It's not like a sunny day in the park in London where you get a bit sweaty if you run around. The West African heat is so intense that if you don't constantly drink water, you will feel dehydrated if you even leave the shade for 2 minutes. At midday, the sun is hot enough that you can fry an egg on the bonnet of a car. Even though the dungeon is not in the sunlight, you can feel the heat coming in, it is stifling. The tour guide asks you 'how many of you are in here?' There were around 6 or 7 of us. Then he closes the door shut and says "in this space, 100 slaves were kept chained up, day and night." At the moment the guide closes the door, you can feel the heat and darkness closing in on you. You can hardly breathe, it feels like you are breathing the hot stone surrounding you. It feels like if the door does not open that second, you will suffocate. It feels like you can not move, even though you are not chained up and there is no where to go even if you could move. With the door closed, the only thing you want is for the door to open again, so you can go outside and see the sky. There were 7 of us in that dungeon. To be chained up in there with 100 other people, some sick and dying on the floor is an unimaginable type of hell. That is the story of what happened to the black people who were sold as slaves and shipped off to The Americas.



In the next part of the tour, after the dungeon, you have the Door Of No Return. You can see it in my photo. This door is the last thing the African people would have seen after they were sold to become slaves in The Americas. That was it. These people that were taken from their families, locked up, sold by people who had no right to own them (because no human should ever have the right to own another human being) to other people who did not own them, for a profit, then locked in a dungeon until they were ready to be put on a boat and sent across the ocean to a place they had never heard of where people spoke in a language that was not their own. That Door Of No Return was the last thing they saw of their homeland before they were put on boats to either die on the long, unsafe voyage or be put to work by the Europeans as slaves in South America, the Caribbean islands or The United States of America.



Brave New World

A secondary teacher's year at primary school.

By Mr O. Puttock

In the opening weeks of September, I lingered torpidly at the gates to Mossbourne Parkside Academy, nervously flattening my hair and adjusting the cuffs on my shirt. After many years spent at Mossbourne Community, and then Mossbourne Victoria Park, I was a veteran of countless secondary campaigns; an experienced voice of hard-earned wisdom. Here, however, in the imposing shadow of a building I had never entered before, I was simply a new member of staff. What would await me in this strange land of smaller pupils, this uncharted wilderness of early learning, this tangled wild of phonics lessons, skipping ropes and tiny coat pegs? I knew not.

Record scratch. Cut to many months later, as I dwell in my final days at Parkside, having spent a year amid what I now recognise as a paradisiacal oasis of light and learning, I thought I might reflect on my time here. This school has shaped me into a more refined version of myself. And I don't just mean the shaping effect of school lunches, I mean the impact that working with the wonderful children of MPA has had upon my own outlook, esteem and values. I initially struggled to create sentences and paragraphs which would quite encapsulate this transformative experience, and would properly allow me to say how meaningful this experience has been. Eventually, I settled upon a poem. I have written this short verse to show how much this year has meant to me.

Oh clouds above, in the bright, blue sky,
I wonder how you learned to fly,
My heart soars with you, longing to say,
How much I have loved MPA.
I thought I'd teach the children to be,
Skilful, considerate, loving and free,
But in the end, I must agree,
They really ended up teaching me.

I hope you enjoy this poem as much as I enjoyed writing it. Thank you for every moment of joy and laughter that I have relished here at Parkside—I cannot wait to tell my secondary colleagues what joy is to be had in the primary setting.

Celebrating Involvement in the Community

Congratulations to Ciaran, in Year 4, whose efforts in supporting and thanking the waste and recycling crews of Hackney have earned him well deserved recognition from the department. Ciaran's name features on the side of one of the departments new waste trucks, and he received a personal visit from the senior environmental manager for the council. Please see the news article below, taken from Hackney Today, for the full story published in print last month.

Ciaran's supporting efforts rewarded with name on screen

A YOUNG environmental activist has had his countless messages of support for Council waste and recycling crews rewarded with his name on the big screen.

Ciaran, eight, of [REDACTED] has been out nearly every week with mum Michelle Moseley clapping for the

Council's key workers. He also made a series of posters thanking Council staff for the work they do, and also gave Father's Day cards to a number of waste operatives, including Glen Whitby, the Council's senior environmental manager, this month. Crews paid him a visit on 24 June to thank him,

displaying his name on new big screens on Council waste trucks. The screens are being used by the Council to help residents increase the amount they recycle – for example by encouraging people to start recycling card, glass, paper and food scraps, which will help to reduce smells in rubbish

and tackle the climate emergency by reducing the amount of waste sent for incineration. Ciaran said: "[The waste crews] are always here to help people with their rubbish and recycling – so that's why I wanted to say thank you."

Residents can order recycling bags and food

caddies, and find out more about what they can and can't recycle at: hackney.gov.uk/recycling



Ciaran with his name on the lorry.
Left: Ciaran and his posters with the Council's Glen Whitby

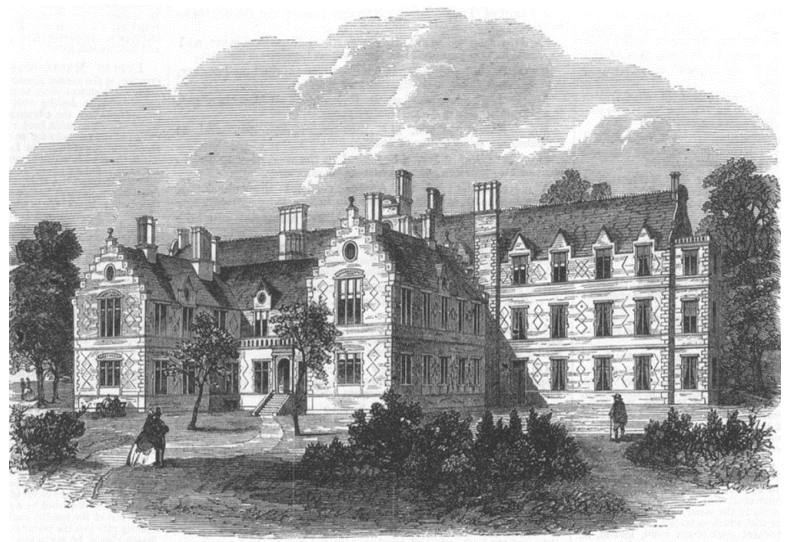
HOW A VISIT TO A HACKNEY HOSPITAL INSPIRED FLORENCE NIGHTINGALE TO BECOME A NURSE

By Ms. Moon

The German Hospital located in Dalston Place, on the south side of Dalston Lane was originally founded 'for the reception of all poor Germans and others speaking the German language'. The hospital opened its doors in 1845 to serve and offer free treatment for London's German speaking community regardless of religion or origin which numbered around 30,000. Many of the German immigrants lived and worked in very poor conditions in the East End where poverty and the language barrier left them finding themselves unable to access medical help. Although the German hospital was founded for German speaking people, in emergency situations no one who was unable to pay for hospital treatment was turned away—regardless of their heritage.

Wealthy and influential Germans funded the building and running of the hospital and when it opened in 1845 it just had 12 beds.

During its first year, 10,000 people were treated and it was obvious that the hospital had to expand and so further buildings were added in 1864 in Ritson Road. During 1860 to 1870 epidemics were frequent in London and the German Hospital played an important part in treating those affected by disease. By 1890 the hospital had 142 beds, the numbers continued to increase until 1936 when it had 192 beds. The German royal family took a keen interest in the running of the hospital and this prompted many wealthy Germans to continue to support and donate funds to the hospital.



Florence Nightingale

An outstanding feature of the German Hospital was the nursing care which was based on the teaching methods used at the Kiaserswerth Institute near Wessendorf. Florence Nightingale heard about this and consequently visited the German Hospital on two occasions between 1845 and 1851. Following her visit to the hospital, Florence Nightingale enrolled for nursing training at The Institute in Germany in 1851. By witnessing the excellence of care shown at the German Hospital, Florence Nightingale embarked on her mission to continue what she had learned to help the sick...and the rest is history!

During WW1 the German staff remained at the hospital despite increased friction in the area from the local population and rumours were circulating that the hospital was a "nest of spies". The staff continued to dedicate themselves to caring for the population in East London despite anti-German feelings and also shortage of medical staff in Germany. After WW1 the hospital resumed caring for the sick and poor of East London.



Between the two wars great improvements to the buildings took place, providing maternity and children's wards. An innovative roof garden was built for those convalescing and this provided a panoramic view of the entire city as far as Crystal Palace.

By the time WW2 broke out in 1939 things had begun to change drastically. The German doctors and nurses were arrested in 1940 and interned on the Isle of Man as they were thought to be a risk to national security. They did not return to the German Hospital when the war was over in 1945.

The German Hospital then became part of the NHS in 1948 and became a general hospital, and in 1974 it became a psychiatric hospital, which closed soon after. The building continued to be used for the vulnerable and provided emergency night shelter facilities prior to its closure in 1987.

The hospital building was given a Grade II listing in 1988 and ten years later transformation began to create an apartment block in Fassett Square. Bruno Court was completed in 1999 (you can see this in the picture below!) and many of the architectural features can still be seen.



Cycling this Summer

By Ms. Evans



"The bicycle saves my life every day. If you've ever experienced a moment of awe or freedom on a bicycle; if you've ever taken flight from sadness to the rhythm of two spinning wheels, or felt the resurgence of hope pedalling to the top of a hill with the dew of effort on your forehead; if you've ever wondered, swooping down bird-like down a long hill, if the world was standing still; if you have ever, just once, sat on a bicycle with a singing heart and felt like an ordinary human touching the gods, then we share something fundamental. We know it's all about the bike." -

Robert Penn

Cycling is a great way for you and your family to get around Hackney. It has lots of benefits too. Riding a bike is a healthy, fun and low-impact form of exercise for all ages. Cycling can help protect you from serious diseases such as a stroke, heart attack some cancers, depression, diabetes, obesity and arthritis. Cycling is easy to fit into your daily routine by riding to the shops, park, school or work.

When you teach your children to cycle, they develop their muscles throughout their entire body. Cycling is also linked to bone health and strength in children. Most importantly, cycling helps develop the lungs and heart of your child. Cycling is a very affordable hobby. After buying your child's bike, lock and helmet, the maintenance costs are low- just an optional service from time to time to make sure that their bike is in good working condition. Children love cycling - it's fast and fun, and gives them freedom and independence to get around.

How to get started

If you don't already have a bike there is some helpful information on buying one here <https://www.cyclinguk.org/guide/buying-right-bike-for-your-child> . Children grow quickly and may out grow their bike so do consider getting a second-hand bike, it could save you a lot of money <https://www.cyclinguk.org/article/cycling-guide/buy-secondhand-bike> If you do buy second-hand don't forget to check it is road worthy and take it for a service at your local bike shop before taking it out for a ride.

Did you know Hackney offers **free cycle training** for children and adults? Although this is not currently available due to COVID-19 keep an eye on the website <https://hackney.gov.uk/cycle-training> so you can reserve your free place as soon as they become available again.

Staying safe while cycling

It's very important to be safe while cycling, especially if you are beginning to ride on the road. Make sure your child wears a helmet to protect their head in case of any falls and follow these tips to stay safe while on your bike. Make sure your child's bike fits and that all your bikes are roadworthy. If you're on the road with children, take up a position behind them. If there are two adults in your group, it's a good idea to have one at the back and one in front of the children. Set a good example, follow the Highway Code and teach children road safety and awareness.



Follow the Road Safety Rules

Don't jump red lights or cycle on the pavement unless it's a designated cycle path.

Signal clearly at all times .

Ride in a position where you can see and be seen; make eye contact with other road users, especially at junctions, then you know they've seen you

When riding at night always use a working white front light and red backlight, plus a red rear reflector - it's the law.

If you're cycling on paths shared by walkers, wheelchair users, and horse riders: don't go too fast - it can intimidate others.

Use your bell to let others know you are approaching, but don't assume they can hear or see you.

Give way to others and always be prepared to slow down and stop if necessary.

Planning your route

It's a good idea to plan your route and go somewhere quiet for the first few journeys until you and your child build up confidence cycling on the road. The first few times a car passes your child while they are cycling can be very scary for them. Use a route planner such as the London Cycling campaign [journey planner](https://www.londoncyclist.co.uk/lovely-weekend-bike-ride-london/) to find you the best route for you and your children. There are some lovely routes along the canal towpaths and across the marshes and this route is a lovely one for families and young children <https://www.londoncyclist.co.uk/lovely-weekend-bike-ride-london/>

And finally don't forget to lock up your bike to stop it from being stolen, there is nothing worse than going to get your bike and finding that it is not there. <https://www.cyclinguk.org/article/campaigns-guide/stop-bike-stolen>

Enjoy your cycle journeys this Summer!

How to be a Writer... like Cressida Cowell and Malorie Blackman

By Ms. Cobourne

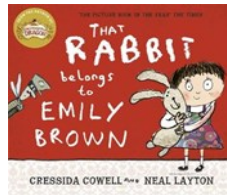
These two writers have both been **Children's Laureate**.



Job: to inspire children to love reading and writing.

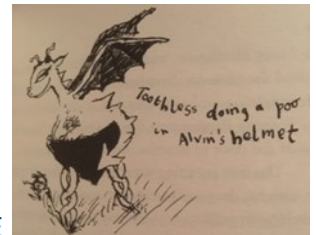
You must be: one of the country's best children's authors.

Lasts for: two years



Cressida Cowell is the current Children's Laureate. She is most famous for writing and illustrating the **How To Train Your Dragon** series and the **Wizards of Once** series.

If you have not read these books I would MOST HIGHLY RECOMMEND THEM. They are my absolute favourites and naughty Toothless (who is *not* like the Toothless in the films...) is the BEST. CHARACTER. EVER. If you fancy the actual author reading you their story, Cressida has been reading the **How To Train Your Dragon** series on YouTube : <https://www.youtube.com/watch?v=uWhNzQUfmSE>



So how do you even start being a writer like Cressida?

She always starts ideas for a new story by **drawing a map.**

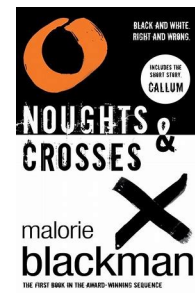
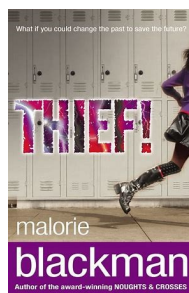
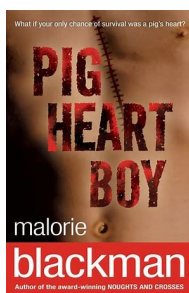
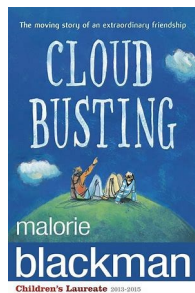
Drawing a map can give you all sorts of ideas...

What is your world like? Mountains/cities/seas/caves etc

Who lives in the map world you have just created?

What dangers, problems or adventures are lying in wait around them?





Malorie Blackman was Children's Laureate from 2013 to 2015.

Her book **Noughts and Crosses** was recently turned into a successful TV series (recommended when you are a bit older!). She creates very strong characters who deal with difficult problems.

Malorie's tip for getting started writing your own story is '**Take a word for a walk**', which you can try out below. She also recommends thinking carefully about **who is telling the story**. Different characters have different points of view. You could even try writing about the same event from two different points of view – we all see things differently depending on who we are.

Taking a word for a walk

Start with a word. Let's use the SEA.

Is your sea rough or calm? Is it night or day? Are you in the sea, on a boat, or looking at it from a beach?

Now write down the answers to these questions:

What colour is your sea? (Be imaginative, don't just say blue!)

What size is it?

What shape is it?

What sound does it make?

How does it make you feel?

If your sea was an animal, what would it be?

If your sea was a food, what would it be?

If your sea was a sport or hobby, what would it be?

If your sea was one wish, what would it be?

You now have a very clear, descriptive idea of what your sea is like. It is unique to you and now you can make whatever you want happen there, whoever you want to travel in it, on it or by it.

DID YOU KNOW..?

Cressida's best friend at school was Lauren Child (who wrote Charlie and Lola).

Her favourite book as a child was *The Ogre Downstairs* by Dianna Wynne Jones.

Malorie used to be a computer programmer.

One of her favourite books as a child was *The Silver Chair* by C.S Lewis, which she read more than 10 times!



Cooking Corner

Ms Mohammed's 'Completo'

'Completo' is a delicious meal my brother and I had in Peru. It is actually a Chilean dish which is basically a fancy hot dog. Follow this easy recipe below for a wholesome dish filled with plenty of veg. Feel free to use veg which you may already have in your home. You can also swap the sausages for shredded chicken, tofu or even grilled aubergine. Please ask a grown-up helper to assist you with your Chilean experience.

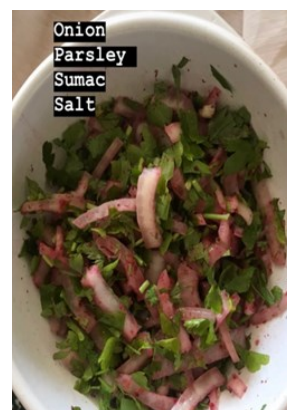


Ingredients:

- 1 Avocado
- 1 large tomato or 1 cup of cherry tomato
- Napa cabbage
- Handful of olives
- Parsley
- Red onion
- Bun of your choice
- Hot dogs (I am using chicken frankfurters)
- Green Jalapeno
- Limes/Lemons
- Salt and Pepper for seasoning

Method

1. Make as many salad accompaniments as you like. These are examples of what a 'completo' could have. I added my own touch with some fried onions and an onion and parsley salad.



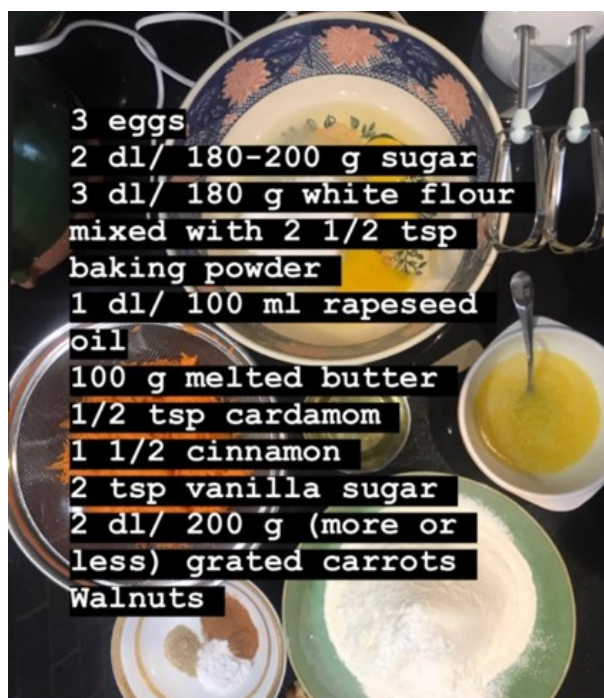
2. Grill your hot dogs on a pan with a little olive oil or general cooking oil.
3. Toast your buns slightly on each side.
4. You can use any sauces which you like, I have used Siracha to remind me of Peru.
5. Lay out all the ingredients so everyone can build their own 'completo'.

Cooking Corner

Ms Mohammed's 'Not just a carrot cake, carrot cake'

Carrot cake is my favourite type of treat when they're moist, spongy and filled with carrots. Take a handful of ingredients and turn them into a teatime treat by following my very easy steps below.

As always, ask a grown-up helper to assist you with your masterpiece.



Method

1. Line any tin of your choice with baking parchment or just rub with oil to stop it from sticking. Ask your grown-up helper to turn the oven on to 180C/160C fan/gas 4.
2. Grate the carrots and then tip them into a large bowl. Along with a few optional walnut pieces
3. Sift the sugar, flour, baking powder and cinnamon and cardamom on top of the carrot.
4. Place your eggs into a bowl and whisk them until they are combined. Add your butter and oil into the egg.
5. Combine your wet ingredients with your dry ingredients.
6. Once fully combined, tip into your lined tin.
7. Bake the cake for 40 to 45 minutes depending on the size of your tin's thickness.
8. To make the icing, combine 2 cups of icing sugar with vanilla and 1 cup of butter.
9. Serve your carrot cake with your icing and some walnuts on top. You can skip the walnuts and swap them for some caramel or grated chocolate.

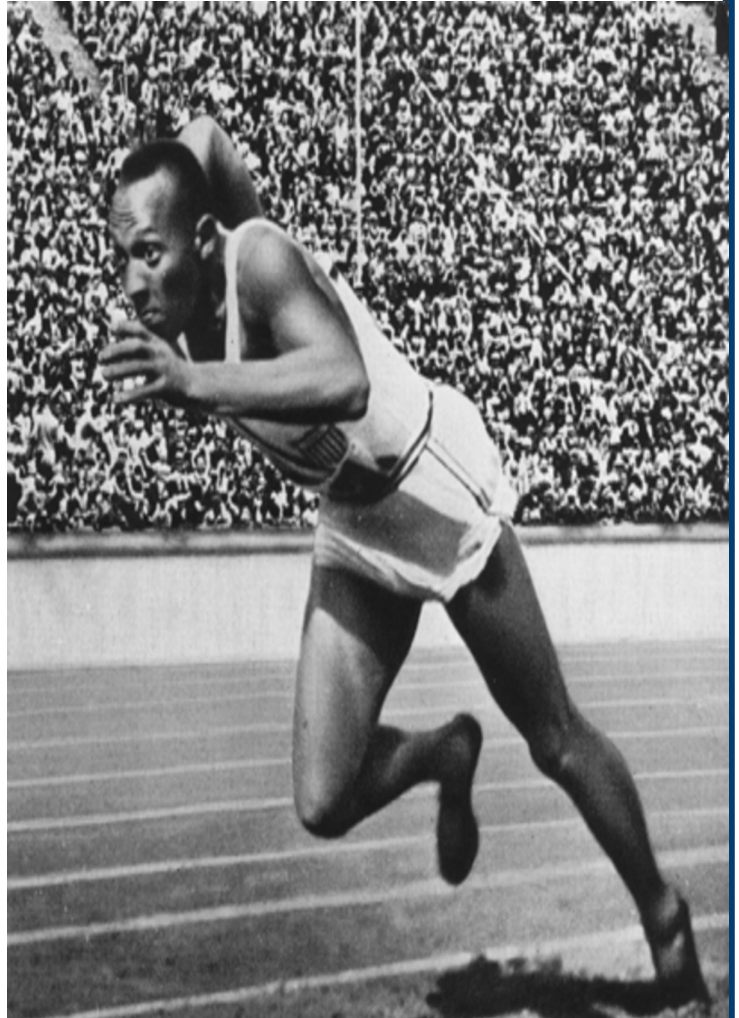
History in Focus

By Mr Lee

A Short Biography of Jesse Owens

Jesse Owens is one of history's most revered athletes, and is best known for winning four gold medals at the 1936 Olympic Games in Berlin.

Owens was born in Alabama, in the USA, in 1913. He had nine brothers and sisters, and when he was younger he worked on a farm with his family. He was dedicated to his athletics, and would spend hours training each day, after his work on the farm was finished. By the time he was in secondary school, he was already making a name for himself as a runner – he won three different events at the national school championships in 1933. Ohio State University offered him a scholarship, and he moved to the city of Columbus, in Ohio, to attend the university. Two years later, in 1935, Owens broke three different world records while competing against other universities. This earned him a fearsome reputation, and he was asked to join the American Olympic team.



In 1936, Owens and the USA team travelled to Berlin, Germany, to take part in the Olympics. At this point in history, Adolf Hitler was the leader of Germany; Hitler believed that white athletes were superior, and aimed to show this during the Olympics. Jesse Owens had other ideas. He proceeded to take gold medals in the 100m, the 200m, the long jump and the 4x100m relay; not only an astonishing achievement for himself, but a clear demonstration that equality and freedom are as important in sport as they are anywhere else.

Owens remains a hero to many young athletes to this day, both for his sporting achievements and for his clear message that racism has no place in sport, in society, or within the human race.

Keep on Learning!

Looking for opportunities to keep your skills sharp over the summer? We recommend these resources.

Use your Oxford Owl login to access many different types and levels of reading books, and keep your brain active over the summer break. Looking for a structured way to keep fit? Try Joe Wicks' morning workouts, to keep healthy and active. And finally, the Tate Kids online resources are wonderful for exploring the creative arts over the summer.



Our Happy Times Together

by Ms. L Spensley

I have been lucky enough to work with a wonderful Year 6 child, for many years of his education. We have a lot of laughter and good times in our learning over the years, so I thought I would share them.

His main love is books—I would say we have read hundreds of them together, from Reception to Year 6. In the sensory room, we have laughed during our role play with the puppets, and it's a wonderfully calming space for him. Occasionally, we would go out and have some time in the playground for short breaks, talking about the things that interested us. We would play and examine flowers, trees and insects that we found. He loved reward time on the computer, and playing various games. When we role-played, we based our action on his favourite stories. I would try and put on different voices for characters, and he would laugh hysterically, especially when I pulled funny faces to go along with the voice. He always tried to make me laugh, and wanted others to be happy. I have loved the time we spent together, and I will always look back on them fondly.

Reading with My Grandchildren

By Ms. Moon

With the restrictions on our travel and movement at the moment, it can be difficult to get to see our families as much as we might like. In particular, I have missed seeing and playing with my grandchildren. One thing I have been doing is reading with them via Facetime. My two eldest grandchildren are in year 1 and most nights we read together. I still have several old dog eared books that belonged to my children in my flat, which are still great stories to read! Most nights we read a chapter each via Facetime – this week it's Fantastic Mr Fox. We only read a chapter each night, so that it's not too much and they keep their attention on the book! My younger two are four and two, and I read something appropriate from the books I have here at home via Facetime. I realise not everyone is able to communicate in this way but it has helped me enormously to hear them read and share what they have been doing.

With my four year old every night we do rhyming words so he starts off e.g. book and I say hook and he says look etc. He is only little and learning to read, but he looks forward to this each night. It only lasts a few minutes and sometimes he is a bit inventive, but that's ok—it's all part of the game!

Local London Artist Visits Year 2

In their art lessons this year, the children of Year 2 have learned about many different styles and artists. One of their focus artists this year was Nick Gentry—a successful local artist who has exhibited work in high profile galleries across Europe. You can imagine how excited Year 2 were when after several weeks of learning about him and his artwork, who should walk into their lesson but Nick Gentry himself!



Nick spoke to Year 2 about his influences, and about what made him want to become an artist. Together, we looked at some of his more famous works and he explained his artistic process in creating them.

For the rest of the afternoon, Nick spent time with each class helping them with their own artwork, that they were creating using his own style. What a wonderful afternoon of context and learning for all involved!

Odd Socks for a Worthy Cause

Earlier this year, children across the school spent the day with a slight change to their school uniform. Children from every year group wore odd socks to school, as part of the school-wide effort to raise awareness of anti-bullying week. By making a small change to our daily wardrobe, we were able to highlight how important it is to respect and celebrate our differences. Whether your socks are spotted, striped, plain or colourful, every member of our community is an individual worthy of respect and compassion. The children enjoyed a more brightly coloured day than usual, and we look forward to next year's ideas!



abram wilson

F O U N D A T I O N

Developing Confidence and Expression through the Creative Arts



Children from Years 4, 5 and 6 from Parkside worked with the Abram Wilson this year, developing their spoken word skills, musical performance and creative dramatics. Professional musicians associated with the foundation conducted a series of fabulous workshops in school, aimed at positive self-expression and supporting confident articulation. Beginning with a concert put on by the musicians themselves, and culminating in a final performance at the Hackney Empire, the programme has been wonderful from start to finish. The children have been, as always, fantastic ambassadors for the school, and their engagement with musical experiences from a wide range of different genres and styles has been eye opening for both pupils and teachers alike. We look forward to running future programme's with the foundation, and to our children benefitting from yet further artistic and creative opportunities.



By Mr Lee

Kench Hill Residential



November of 2019 saw children from Year 5 head into the countryside for week of adventure, orienteering and outdoor fun. At the infamous Kench Hill centre in Kent, the children spent five days and four nights engaging with a range of new activities, skills and experiences. We learned archery, and the correct way to hold and fire a bow. We visited the rare breed centre to learn more about animal care and the different types of domesticated animals that live on British farms. We watched exhilarating displays of birds of prey, and (in one memorable occasion) were chased by an enthusiastic Harris Hawk.



Rising early each day, we fed the animals on the Kench Hill grounds, and when the day was over we sat by a blazing bonfire to practice our marshmallow roasting skills. We hiked and navigated, cooked and climbed, and above all we enjoyed pushing ourselves beyond our usual comfort zones.

Time spent in the countryside, or in engaging with any way of life that is new or different, has the wonderful advantage of developing our perspective and expanding our understanding of the world around us.

By Mr James



Homework Help from the Hackney Learning Trust

Dear all,

To support transition, the primary team have put together some ideas for activities that children can do at home or at school during the last week of the summer term. This is in place of the weekly home learning materials.

These activities will also help to support the full return to school in September. We know that Hackney schools have gone to extraordinary lengths to ease transition for pupils both at home and at school. We are also aware that some of the activities schools traditionally plan to ease these changes have not been possible and children may be experiencing and feeling a greater range of emotions than they normally would.

The activities can be found on the services for schools website: <https://www.hackneyservicesforschools.co.uk/extranet/primary-home-learning-resources>

The **Let's Celebrate Change! Teacher support** resource outlines activities which could be coordinated by class teachers and the **Let's celebrate Change! Pupil activities** resource contains ideas that pupils can do independently at home or at school, and schools can share with parents. The teacher activities are designed to be a menu for class teachers to dip into for a class, group of children or a specific child. Giving children a reason to complete work such as making a class collage or presentation makes them much more likely to complete tasks and attitudes to returning to school will be much improved when centered around events children can look forward to. We have seen many examples of this being planned in Hackney schools – please do share any further ideas which we can add to the resources and feedback if any have been particularly effective.

Please don't hesitate to get in touch with the primary team if you have any questions or we can support in any way. This is our final offering this term but next week we will send out some information containing a range of ideas children and their families can engage with over the summer.

We can be reached at primaryhomelearning@learningtrust.co.uk and appreciate all feedback.

Kind regards.

From the Primary Teaching and Learning Team

Time Flies By

A reflective article by Mrs J Spensley

Living in Dalston all my life, I have seen so many different changes. I am lucky enough to still be living on the same street that I was born on. My children and grandchildren either live with me, or very close to me, which is wonderful.



I have seen many so many changes across the years, but some places have remained the same. For example, the row of houses I live in, the primary school I went to on Colvestone Crescent, St Mark's church, and my secondary school—Edith Cavell—still have their place in our community and remain mostly unchanged. Our local parks, Hackney Downs and London Fields, have remained wonderful places to relax and play since my own childhood. Then, of course, there is our own school; Mossbourne Parkside Academy, which I knew as Amherst and then as Brook Community before its current name. Many things have changed within the school, but the lovely original building remains the same. My two daughters both went to Amherst school, and when my oldest daughter was ten years old I was asked to work at the school for a mere two weeks, covering lunchtime duty while a member of staff was on jury service. My answer was of course 'Yes, it would nice to help the school out', and 33 years later I am still there as a member of staff! I still love my lunchtime duty, as this is when I am able to see every child in the school. I am a year 1 Teaching Assistant, which is my favourite year group to work in, but I love seeing the rest of the children and hearing about their lives each day. Working in a school, there is always something to do, and sometimes it can be a little hectic trying to fit everything in! At home time, or parents' evening, it is wonderful to see the families of all our children, including some who I taught while they were at school. I never get tired of hearing 'Oh Miss are you still here?' sometimes accompanied by a big hug!