

Newsletter - 1st February 2021

Dear Parents, carers and students

Welcome to another fantastic edition of our weekly newsletter. I am sure you will agree that our students continue to excel in challenging circumstances.

Last week saw the introduction of our daily SLT reading sessions. These were well attended, and I know we, as Ieaders, are enjoying reading to students just as much as students are enjoying listening to the stories.

The number of students regularly engaging with remote learning continues to improve. I have had the opportunity to drop into many lessons and the hard work and engagement from students is superb.

As you will be aware, the government has recently announced a target of opening schools on 8th March. Currently we do not know what this will look like. We have been promised a two-week notification of when and how schools will re-open. As soon as I have any further information relating to this, then I will write to you to update you on our plans.

Until then it is vital that we all follow the government guidelines with regards to staying safe and following lockdown expectations.

Can I remind you that we break for half term on Friday 12th February and return to remote learning on Monday 22nd February. School will be closed to all students during the half term break.

Take care and stay safe

Mr Shipman

Careers



Applying to College and Sixth-form— Key Information

Hello all, your Careers Advisor here with an update about applying for college or sixth form.

As our Y11 are doing right now, applying for post-16 education or training is something that all our students will have to do. In this article we are focusing on colleges and sixth forms. There will be a separate article looking at apprenticeships and other routes.

At Springs we use Sheffield Progress to apply to post-16 providers. This helps our students minimise the different steps they need to take compared to applying to colleges and schools separately as an individual. Even so, there will be differences around how each of the colleges or schools process the applications. Below are some key points and steps that students are likely to encounter.

The centres will acknowledge that they have received the application once it is submitted. From here, centres will differ as some will request further information, for example, references from school or other sources of information (normally from a past job or something like that). Some might ask for a portfolio of your work or the specific modules that you have undertaken in a subject, depending on the course being applied for.

Once you have provided all the information a college or school needs, they will then process your application. They will look to see if your grades meet their standard and evaluate your statement and references. If you meet their criteria you will be advised on next steps which may include an interview or assessment centre.

Following this stage, if you are successful you will be offered a place and they will provide advice on what you need to do next. If you do not meet the standards they need, your application will be rejected and you will have to apply elsewhere.

If you have applied to multiple colleges or sixth forms and receive more than one offer, you will then choose the college or sixth form that is most appropriate for your requirements.

If you have any questions, please contact school or email Edward.Cramphorn@sheffieldsprings.org

Springs Promise Online Activities

Springs Promise

The Springs Promise sets our expectations for the wider opportunities that each pupil will access during their time at Sheffield Springs Academy. Our promises aim to expose pupils to experiences they would never otherwise receive, giving the opportunity to do new and exciting activities outside of school and the local community.

Whilst we are away from school, we have arranged several clubs, activities, and challenges for you to get involved in at home and in the garden. To find out more about a club and participate, pupils can click on any club or challenge here and be taken directly to its channel on the Springs Promise Activities Teams. **You will need the code to access the club.**

Live Springs Promise Clubs

Live Springs Promise Clubs will be held as weekly meetings starting at 3.30pm. Click on a club to go directly to its channel.

Monday	Tuesday	Wednesday	Thursday	Friday
Sheff Utd Post Match <i>Mr Briggs</i> 4v7sck1	Y10 English Skills Club <i>Mr Harris</i> Please contact Mr Harris for a code.	Show up (and sing) <i>Miss Durham</i> b5rmizs	Book Club <i>Miss Binns & Mr Woodward</i> nh19v5k	
Spanish <i>Miss Chozelle</i> 9xtaapt	History/RE in Hollywood <i>Mr Smith & Mrs Jabeen</i> v1wns4l			

Springs Promise Remote Clubs, Activities and Challenges

These clubs will set weekly tasks on their allocated day, which can be completed in your own time. Click on a club to go directly to its channel.

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Challenge <i>Mr Cowell</i> 8hvu4ym	Code Breaking <i>Mrs Sangha</i> j6zru7s	Science at home <i>Science Department</i> oj4hoxxy	Sudoku Challenge <i>Mr Long</i> dy3f4gw	Home Cooking <i>Mr Howard</i> 6tu6zof
Springs Promise <i>Mr Howard</i> kofhx50	Keyboard Project <i>Miss Durham</i> 007dxuz	Art Skills <i>Miss Finlay</i> gh3cio0	Banging Beats <i>Mr Walker</i> wduk10u	Photography Challenge <i>Mrs Hall</i> 3lnzb2n
E in PE <i>PE Department</i> zn7zy7k	Performing Arts @ home <i>Mrs Head</i> nacmcy9	Careers - Virtual Interactions <i>Mr Cramphorn</i> 10alr8x	Wellbeing Support <i>Mr Howard</i> wtrn4ol	

Subject Updates

PE

- Join club 'E in PE' – Team PE will be setting weekly challenges for those that attend. Currently we have an under-arm and over-arm challenge that is aimed to develop these basic but imperative skills and techniques.
- Y10 and 11 Core PE – you have 3 options, however **ALL** students must click on the live lesson link to receive an attendance mark.
 - * Option 1: Mr Law and Newtons Circuit Session – Live Lesson link
 - * Option 2: NETFLEX – virtual workout resources
 - * Option 3: 3-week Personal Training Programme (this will increase if/when lockdown increases).



Sheffield Springs Academy
The best in everyone
Part of cross-leaving

Sheffield Get Moving!

Lockdown Challenge



@ForgeSSP
@ArchesSSP
@LinksSSP
@PointsLN

What is it?
Sheffield Springs Academy challenge you to get involved in the **Sheffield Get Moving! Lockdown Challenge**. This 'stay active' campaign has been started for all **STUDENTS PARENTS** and **STAFF** to be physically active together. Register for FREE and pledge to be physically active in either time or distance between now and Feb half term.

What do we do?
Being active can include cycling, running and walking plus any other form of physical activity or active lesson. Anyone who signs up must keep a record using trackers such as Fitbit, Garmin, Apple Watch, phone app (like Strava or Nike Running) or any other similar recording device; you can also use websites such as mapmyrun.com. Or simply keep track on paper or via activity trackers. You have until Feb 12th to submit evidence.

Then what should we do?
All you need to do is click the link [Home | Sheffield Get Moving](#) or visit www.sheffieldgetmoving.co.uk register, follow the guidance and get active!

Once all submissions are in, school totals are announced...Get active with SSA! #SheffieldGetMoving

Good luck!!

'Let's get the Sheffield Springs Academy community active together!!'



Science

A reminder that you are challenged to take part in the extra-curricular activity at home and upload your pictures to the science ECA page. Please check out the video of the practical Sewing an Ice Cube on the ECA teams page. Look out for your wonderful work in next week's newsletter.

DO TRY THIS AT HOME

Issue #5

Featuring: Marvin and Milo



What you need: -salt -a cup of cold water -20cm of sewing thread -an ice cube

Sprinkle a little salt over the top.

Float the ice cube in the cup of water.

Wait one minute and then gently lift the thread.

Lay one end of the thread (or a loop) on the top of the ice cube.

Salt lowers the melting point of water, so the ice melts. But the water quickly refreezes, trapping the string in place.

www.physics.org keywords: melting, ice

Subject Updates

Maths

Hegarty Maths	
Top 3 learners in each year group!	
Student	Year Group
Mehdi H	8
Rylan D	8
Joshua W	8
Esther G	9
Amber L	9
Ashyleen S	9
Nezar O	10
Kieran S	10
Jessica A	10
Holly-Mae C	11
Narcio M	11
Manzal A	11

Hegarty Maths		
Top 5 learners who have completed the most hours this term!		
Student	Year Group	Total Hours of Learning
Manzal A	11	35.6
Callum H	11	21.7
Joshua W	8	8.4
Rylan D	8	6
Reece S	8	5.2

SPARX		
Top 5 learners this week!		
Student	Year Group	Total XP (Last 7 days)
Bailey C	7	3741
Abdul RO	7	3726
Dylan B	7	3075
Nathan A	7	2564
Mayar A	7	2281



If your child has any problems logging in or any issues with their online homework, please ensure they **contact their teacher on MS teams** or if you have any queries please see <https://www.sheffieldsprings-academy.org/parents/maths-homework>

English

Year 7, 8 and 9 students should complete at least two Bedrock Vocabulary lessons per week. Students can log-in through this web address: <https://app.bedrocklearning.org/>

Guardians can also see what progress students are marking by logging in using their access code, available from students' English teachers.

Make sure you check out the newsletter next week for the first Bedrock leader board! Will your name be on it?

Subject Updates

History & RE

KS 3 - Year 7

HT3 - Anglo Saxons and Norman England

<https://www.bbc.co.uk/bitesize/topics/zshtyrd>

KS 3 – Year 8

HT3 – Tudors and Stuarts

<https://www.bbc.co.uk/bitesize/topics/zymp34i>

KS 3 – Year 9

HT3 – World War 2

<https://www.bbc.co.uk/bitesize/topics/zk94jxs>

KS 4 – Y10/11

HT 3 – SENECA – Superpower Relations and the Cold War

<https://app.senecalearning.com/classroom/course/4cb62f70-25d5-11e8-997c-45e9415ece8c/section/8a08bb90-25d5-11e8-997c-45e9415ece8c/session>

RELIGIOUS EDUCATION

KS 3

<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

Shout Outs

- Y7 - For great Q & A contributions and constant engagement in lessons as well as submitted work– Finlay M, Mia & Isobel Hudson, Moise I, Ella A and Ziya C.
- Y8 - For engagement and contributions to discussions as well as work presentation – Max K, Libby B, Maisy Smith and Whitney W. Maisy S gets an additional shoutout for her contribution during the History and RE Film after school club.
- Y9 – For Outstanding contributions on Q&A developing complex discussions and submitted work – Petel D, Lacey D, Katie B, S, Jafar A, Omer O, Jamie C, Estelle U, Gisele K, Amber H, Mayon K, Morgana F and Esther G. In RE a special mention for Samuel A for his complex development and measured views on ‘Suffering’.
- **KS 3 History and RE ★ of the Week – Ziya C in Y7 whose contribution in History was highly commended by 3 separate teachers.**
- Y10 - For constant engagement in lessons and completing assignments Kaisha S, Harvey F, , Emilija J, Emma N, Harvey F, Mahjabeen J and Esra A.
- Yr 11 – Consistent engagement online and submitted work. Samantha F, Ellie R, Beth T, Harvey N, Ayuh A, Kevin A.

History and RE through Hollywood - Fact or Fiction?

Every Tuesday @ 3.30pm
See the link sent every week in
your Year History & RE Teams
page.



This Term's Film Continues 2nd Feb:
The Boy in the Striped Pajamas

We have all been impressed with the level of commitment and standard of work we have seen over the last seven days. Pupils have continued to impress with their development of historical arguments related to the English Civil war. Engagement with topics such as 'Suffering' in RE have resulted in some complex philosophical debates about morality and selfishness which have really impressed teachers in the department.

French-Intensifiers

27/1/21

Do Now

1. Je regarde-I watch
2. Tu manges-You eat
3. Il visite-He visits
4. Elles marchent- They walk
5. Vous nagez-We swim. You swim

Intensifiers are adverbs, like so, really and too.

"Ment" in French means "ly" in English- as a suffix.

Very-Tres

Really-Vraiment

A bit-Un peu

A lot-Beaucoup

Often-Souvent- **REMEMBER!**

Higher

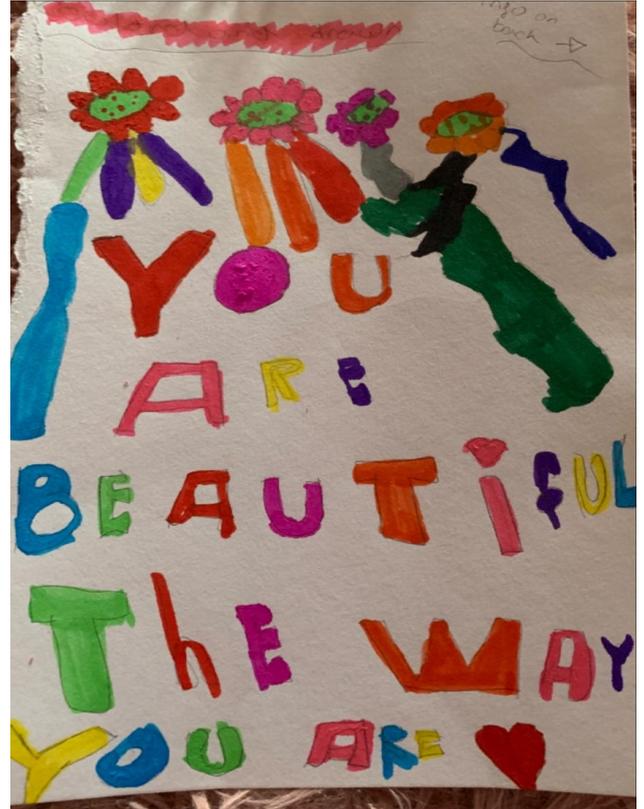
1. Il n'y a pas **beaucoup** de restaurants dans ma ville.
He **doesn't** like restaurants **a lot** in my town. There **aren't** a lot of restaurants in my town.

2. Je vais **Souvent** au cinema car c'est **tres** interessant.
I **often** go to the cinema because **it's** **very** interesting.
(**Didn't** have enough time because I had to find charger for WIFI box)

Notes

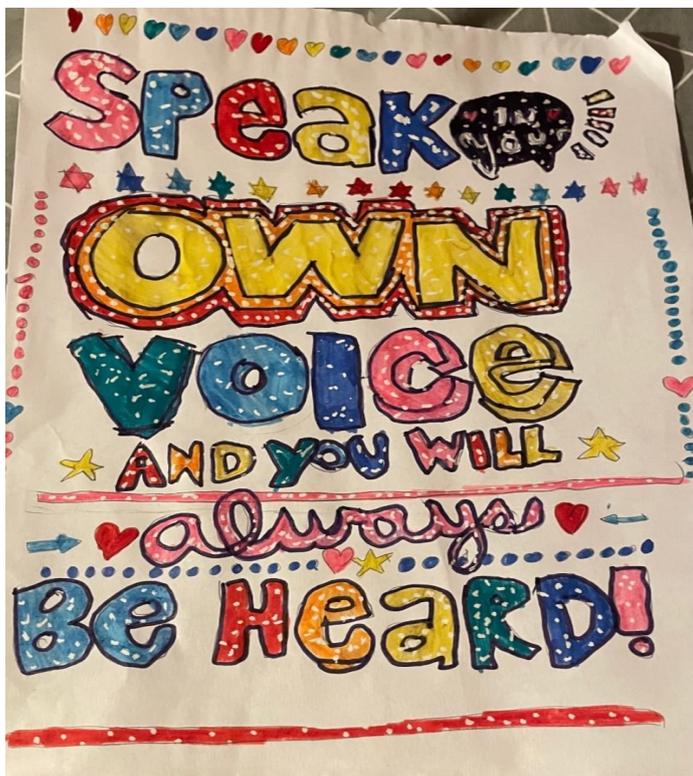
Between 1066 and 1362,

In 1362, parliament passed the pleading in English act, making English the official language of government again.



Taneisha N—Y7— for producing excellent notes in French your work is very mature and organised! Well done we are really proud—Miss Chozelle

Ruby P-G —Y7— for her amazing art work competition submission. A colourful piece of work with a positive message—well done—Miss Finlay



Mayar A —Y7— for her Arthrobot creation inspired by Steampunk and Tom Hardwidge. She thought outside of the box and used recycled materials—amazing work—Miss Finlay

Lily-May W —Y7— for her beautiful art work competition submission. A colourful piece with a positive message — well done— Miss Finlay

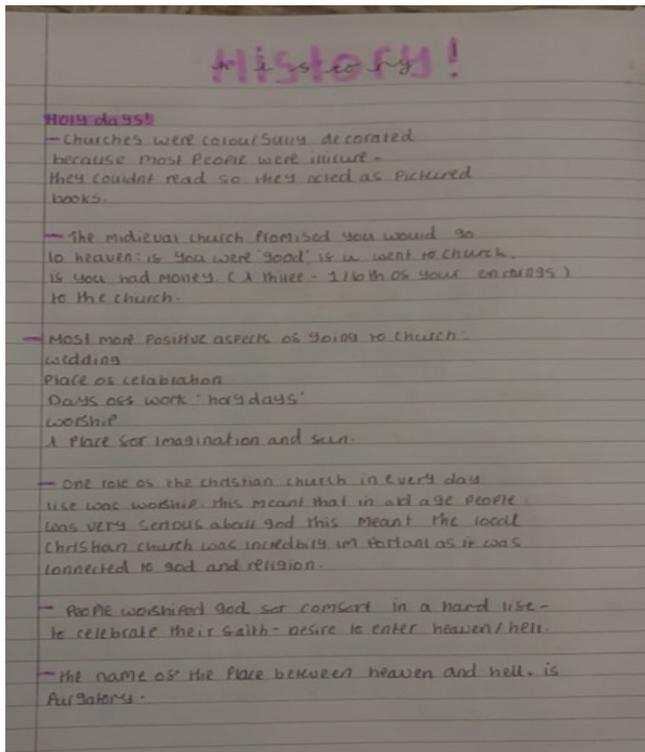
Pupil Work



Moise I—Y7— for her Arthrobot creation inspired by Steampunk and Tom Hardwidge. What an amazing piece of work—Miss Finlay



Lacey D —Y9— for her Arthrobot creation inspired by Steampunk and Tom Hardwidge. What an imaginative piece of work—Miss Finlay



Ziya C —Y7— for her amazing work in history, keep up the hard work we are very proud—Miss Durham

Controversy – To cause disagreement or argument.

Tuesday 19th January 2021

What were the Short-Term Causes of the English Civil War?

Do Now

- One cause of the English civil war was Charles I believing in the divine right of kings. Another cause of the English civil war was Charles having to ask Parliament to raise taxes, so he closed Parliament down. Another was Charles raising the unpopular tax of ship money.

Short-Term - A person, item or event that causes something to happen near or very close to a major event.

In 1640, Charles I caused controversy by issuing a new prayer book in Scotland. The Scots fought back.

As a result:

- Charles asked Parliament to give him money so he could raise an army to put the Scots back in line.
- Parliament ordered the King to be banned from closing Parliament down.
- Charles failed to respond to attacks on English Protestants in Northern Ireland by Irish Catholics.
- It looked to Parliament that Charles was not willing to protect his own people - Considered a crime.
- Oliver Cromwell's statue stands outside of Parliament.
- Charles didn't listen to Parliament, so they fought back against him because he tried to close it down.
- Charles I fatal mistake that led to his execution was he committed treason by trying to 'deal' with the Scots to fight Parliament.

One short term cause of the English civil war was Charles I trying to force Scotland to read a new prayer book, when they wanted to carry on reading the one they were.

Charles I was a Catholic and wanted Scottish people to read a prayer book he read even if they weren't Catholic. He classed this prayer book as the 'only right one to read'.

Libby B —Y8— for her amazingly presented piece of work in history, keep up the hard work!

HISTORY

1- b) May 1940 ✓

2- b) 68,000 ✓

Key words: Spitfire - A British Fighter (Aircraft) which helped win the Battle of Britain.

Dogfight, RAF.

• THE BATTLE OF BRITAIN •

10 July 1940 — 31 October 1940

RAF → Royal Air Force.

1- How many Planes did the German have available? 2550 ✓

2- How many men did Britain and its allies lose? 544 ✓

3- How many planes were dived in total? 3724 ✓

4- Who won the battle? Britain ✓

The RAF Spitfire was a bomber - False, it was a fighter.

* I think the Allied side has the best chance of victory because they had a better organisation than the German side. I believe this because they planned the battle better than the German side. For example, Britain produced 563 planes a month, while Germans made only 150, and Britain's planes were faster and they only had 4 soldier inside their planes.

History - Consequences of the Soviet expansion in Eastern Europe

Satellite states

Were countries where the red army liberated from the Nazis which then formed the Soviet sphere of influence. This is when a country has political influence over an area and its interest is the most important. It was created at the end of World War 2. It had become Stalin's buffer zone to protect the USSR from the attack from the West. The satellite states were the consequences of the Soviet policy of expansionism. Between 1944-1949 countries such as Hungary, Romania, Poland, East Germany and Czechoslovakia became satellite states. Each country had a communist government that was connected to the Soviet Union government.

At the end of WW2 the Soviet Red Army was fighting its way to the West and defeating Nazis and freeing them from Nazi control. Those countries then became the Soviet sphere of influence because Stalin didn't want to give up the land the troops worked hard for. He wanted control of Eastern Europe and use them as protection from potential invasion from the West. Russia had been invaded from the west in 1812, 1915 and 1941. From the Long Telegram he saw expansionism as a reasonable defensive measure, because of the number of times they have been invaded from the West they Soviets believed that the US wanted to destroy them.

One party state- country in which only 1 political party has the right to form a government.

How were the Satellite states created?

Poland:

At Tehran Conference in 1943 Stalin attacked Germany through Poland and Britain and the US agreed that the USSR would get its pre-1921 land back from Poland, Poland would then get parts of eastern Germany in return. But the Polish government in exile in London didn't want to accept the proposal but, in the end it became a part of the Yalta agreement.

In August 1944, the Red army approached the London Polish government organised a rising by the Polish Home Army against the Germans and the idea of Red Army liberation this was the Warsaw uprising but it was unsuccessful. The Red Army waited until the Nazis put down the uprising and move in. The uprising destroyed the support of the London government in exile had enjoyed in Poland so they were forced to join the Soviet government that was put in place in June 1945 and accept the Yalta agreement in February 1945. The communist and the allies won what the west thought a rigged election in January 1947. They banned other political parties and made it a one-party state.

Hungary:

Elections in 1945 and some communists were elected but not enough for a government.

1947 another election voters were threatened to support communist campaign was supported by Moscow, they won and by 1949 it was a communist one-party state.

Czechoslovakia:

Pre-world war 2 prime minister Benes was not a communist but didn't trust the West and wanted good relations with the USSR so its country will be protected. He visited Stalin and said he will support the communists in Czechoslovakia after the war. But when the war was over, he tried to restore pre-war democracy. Stalin saw this as a threat to the buffer zone and wanted to stop it. Stalin approved of violent takeover which forces Benes to resign. In 1948 there were new elections all candidates were communists; they were now a one-party state.

Why was Stalin able to create satellite states?

Military power- He had military power to enforce his expansionist policies.

Gratitude- Some countries were grateful to be freed from Nazi control and thought the Soviets will help them.

What were the consequences of Soviet expansion in Eastern Europe?

Had ideological divide. - the idea of satellite states made Truman want to contain communism more behind the iron curtain

For the Soviets it gave them the buffer zone they wanted for protection, more trade it made them more powerful and spread communism - developed more tensions and worsened their relationship

Esther G—Y9— for outstanding contributions on Q&A developing complex discussions and submitted work!

Zainab A —Y10— for this outstanding piece of work submitted in History! Keep up the hard work!

Lesson 6 26/1/21

1) (Ideology change of leadership Eastern Europe)

(1953, 1945, 1949) Atomic Bomb

(Soviets are expansionists US wants world domination Soviets back down...)

4) Stalin was able to create the satellite states because he knew UK + US can't fight and he wants to spread communism. (I guess?)

2) Romania, Bulgaria, Czech, etc.

Nations friendly to USSR around Russia.

* I was not sure how this works?

3) Matching Poland: voters intimidated

Hungary: Rigged Election

Czech: Govt actions feared

5) a) OPTION 1 | Comprehension

b) OPTION 3 | 10 Stalin-controlled buffer zone

2. Truman can't do anything about it.

3. Intimidating voters.

Samantha F—Y11— Outstanding notes and conclusion to comprehension questions! Well done!

Head of Year - Home Learning Shout-outs!!

Y7

- **Excellence & Ambition**— a big shout out to the below students for achieving 100% attendance in all lessons last week, you are amazing:
Arshad R, Jacek K, Mohamed A, Nathan A, Sehrish A, Syeda HA, Bailey C, Bukhari HA, Ella B, Isobel H, Laweeza F, Lily-Jo D, Mia H, Millie O’K, Nauras AN, Ruth D, Sahhel A, Sara K, Travis B, Aaliyah H, Alicia N, Eleanor W, Erin R-M, Ethan H, Fiza G, Lacey C, Moustafa A, Nikola M, Paschal A, Skender K, Adedunni A, Anfal J, Archie K, Gzing A, Jacob R, Lauren G, Leo I, Milka H, Elena P, Keiron W, Mayar A, Shahad AIB, Zac R-M, Zheer T, Aiham G, Amy S, Barack A, Bow W, Emmanuel A, Harley S, Harrison M, Joshua L, Joshua S, Maximillian L, Moise I, Phoebe M, Rylan T, Safa A, Sasha CG, Alfie W, Finlay M, Jessica HB, Keira J, Talal M.
- **Pride**—Ziya Chaudry - Ziya has been taking some amazing notes from her lessons. As well as being detailed, the presentation is beautiful!

Y8

- **Excellence**— Joshua W—for a real can-do approach to online learning.
- **Pride** — Alaa R, Alfie H, Ammara A, Bradley M, Chloe D, Elisha A, Emily W, Gabriella H, Kaci F and Waad O for relentless engagement with their form on MS Teams.
- **Ambition**— Maddison W—for always checking in on her form teacher every Friday.

Y9

- **Excellence** — For excellent attendance to all live lessons! These students really are the role models for Y9 at the minute, they show great persistence to overcome technological issues and are a credit to Sheffield Springs Academy:
Ruqayah, Jafar, Martyn, Adebola, Cosmina, Tyler F, Mohamad, Kelsey, Redwan, TJ, Madison R, Cody, Adeola, Harvey A, Jamie, Lacey-May, Nathan, Gisele, Tyler M, Lewis, Danielle, Robbie, Hermione, Morgan, Steven, Faith, Lawal, Sonny, Moody, Petel, Sharda, Bethany, Zainab, Horthugues, Amber H, Samuel, Lennon, Morgana, Libby, Grace L, Harvey S, Max, Lucy W.
- **Pride** — Lucy W & Cody W- Both these students are sending amazing work after each lesson. I am so proud of you both and always love looking at your fantastic pieces of work.
- **Ambition**— Tony P, Chantelle, Harley, D'Arcy, Lincoln, Annabel, Tyler C, Zuzanna, Alyissia, Ellie R, Courtney A & Lexie. These students have made fantastic progress in their live lesson engagement- fantastic effort, keep up the good work!

Head of Year - Home Learning Shout-outs!!

Y10

- **Excellence** — Jessica A - nominated by Mr Saville for her impeccable attendance and helping others.
- **Pride** — Evie W - nominated by Mr Bray for always having a positive attitude and supporting people in her form group.
- **Pride** — Suad I - nominated by Mr Church for her positive attitude and improvement in engagement.
- **Pride** — McKenzie D - nominated by Mr Ludlam for working hard to keep up to date with her studies.
- **Ambition**— Ebony M and Justin H - Nominated by Mr Church for the big improvement in their attendance.
- **Ambition**— Corey S - nominated by Mrs Biggs for his work on an engineering project to help plan his options after Y11.
- **Excellence, Pride, Ambition**— Miss Biggs here I would like to congratulate the below students that have attended 100% of lessons this week, keep up the hard work you are amazing:
Oluwafayodami, Jessica, Helen, Zainab, Abdullah, Olivia, Ellie Br, Megan, Charlie, Demi D, McKenzie, Elise, Harvey, Katie G, Sahar, Emilija, Anna, Angeliki, Louie M, Kenny, Jasmine M, Emma-Andreea, Tiana, Christian, Moses, Nezar, Sha'urie, Calum, Esra, Matthew, Jorja, Ndine, Ceedra, Kaisha, Shahzia, Layla, Ashleigh and Evie.

Hi Y10, I'm so proud of the amazing work you've been doing this week. Hopefully, the new timetable makes things a little easier! Some of you will have received a letter about tutoring. This is a really good thing! Between myself, Ms Cartledge, Ms Smith, and Mr Burns, we selected people that were almost at their target and who we thought would really appreciate the extra learning. If you have any questions, let me know on Teams and I will try to answer them.

Y11

- **Excellence** — A big shout out to the following students who have had 100% attendance to 6 lessons over the last week up until Wednesday 27th January:
Abdul L, Aiazan Q, Aimee M, Ali S, Charlotte R, Declan OD, Haseeb R, Hayley D, Karl B, Mary-Karin VDC, Meer T, MingJun L, Mitchell R.
- **Ambition** — Ali S- attending lessons regularly and providing valuable input in depth answers. Well done.
- **Ambition**— Paige H, Meer T, Mohammed F, Kieran H, Danny R For consistently high engagement in maths lessons. Volunteering answers regularly. Great work ethic!