



Olive AP Academy Suffolk - Newsletter

Autumn Term 2021-22

Edition No. 2



Headteacher's Welcome

Dear Families,

I would like to take the opportunity to thank our families for your ongoing support during what has been a very busy Autumn term. We have continued to deal with the challenges which the pandemic has posed and we appreciate you working with us to ensure minimal disruption to your child's learning.

We have continued to make progress with improvements to the academy building and over the next 2-weeks work will be completed on the external access areas to ensure that the site is a safe and secure place for us all.

We are looking ahead to the Spring term and planning for your child's return; unless Government guidelines change in the meantime all KS3 and 4 pupils will be asked to undertake a lateral flow test on their first day back.

In the meantime, I wish you and your families a restful and enjoyable Christmas break and look forward to seeing your child in the new year.

Alastair Burnett
Headteacher



Key Dates for Your Diary

Christmas Break

Monday 20th December - Monday 3rd January 2022

Inset Day - Tuesday 4th January 2022

Pupils Return: Wednesday 5th January 2022

Spring Half-Term Break

Monday 21st - Friday 25th February 2022

Pupils Return: Monday 28th February

Lateral Flow Testing - Wednesday 5th January 2022

In line with Government advice, all Key Stage 3 and 4 pupils will be asked to carry out a lateral flow test on-site when they return in January.

Arrangements are being made to complete the testing as pupils arrive at the academy in an attempt to minimise the disruption on their learning at the start of the new term.

welcome!


Welcome to our New Staff

We welcome the following additional new staff who have joined the academy over this half-term :

Mrs Baker - Learning Support Assistant

Miss Hirst - Learning Support Assistant

Mrs Smith - SENDCo Support

 **COVID-19 Young people and vaccines Toolkit**
Safer behaviours

The best way to protect yourself and others from COVID-19 is to get fully vaccinated. People who are fully vaccinated should continue to follow safer behaviours and actions set out in the guidance on how to help limit the spread of COVID-19.


The behaviours and actions encouraged to prevent the spread include:

- **Let fresh air in when meeting indoors.** Meeting outdoors is safer;
- **Wear a face covering** in crowded and enclosed settings where you come into contact with people you don't normally meet;
- **Get tested, and self-isolate if required;**
- **Try to stay at home if you are feeling unwell;**
- **Wash your hands** with soap and water or use hand sanitiser regularly throughout the day; and
- **Download and use the NHS COVID-19 app** to know if you've been exposed to the virus.

Information and [assets are available in community languages.](#)

How you can help

- Download assets from the [Public Health England Resource Centre](#) to help with COVID-19 messages.



COVID-19 Young people and vaccines toolkit - updated 9 November 2021 Document owned by National Resilience Hub External Affairs Team 8

Remembrance Day in Maple Class

During lock down I was able to scan the photographs that my father in law had taken during the Second World War, he was a mid-upper gunner in Halifax planes. He took photographs from the air as well as on the ground. Football matches and track meets were recorded and sadly bombed cities and bridges.

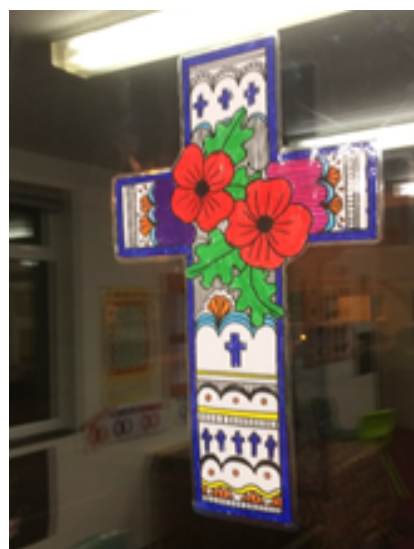
These images were shared with the class to give them a different insight to a personal experience.

We made waving hands mechanisms to symbolize the troops leaving and returning.

The class also created window displays to share with the wider community.




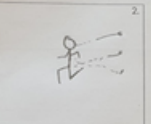
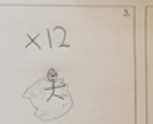
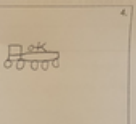


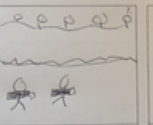

Mrs Crane



Examples of English Work Produced by KS4 Pupils

Remains

1. Dual code the poem (use images to tell the story):

			
On another occasion, we got sent out to locate bodies riding a tank. And one of them says it up the road, probably armed, possibly not.	Well myself and somebody else and somebody else, one of the same mind, so all three of us open fire, three of a kind all killing by, and I swear I killed out.	I saw every round as it flew through his side, I saw blood splatter on the other side, so we wait till his tank is down there and he's there on the ground, sort of still out.	Don't feel, the image of agony. One of my mates goes by and waves his gun back into his body, then he's vomited off in the back of a lorry.
			
End of story, except not really, his blood shadow stays on the street, and out on patrol, I walk right over it weeks after weeks, then I'm home on leave, but I think	and he breathes again through the doors of the tank, breath, and he's probably armed, and possibly not, breath, and he's torn apart by a dozen rounds, and the drink and the drugs won't flush him out.	he's hate in my head when I close my eyes, dug in behind enemy lines, not safe to sleep in some distant sun turned, sand smothered sand or as feet under in desert sand.	but near to the machine, here and now, no trouble like in the bloody heads.

A second poem that we studied was Remains. This told the story of a soldier in Iraq who was wracked with guilt and it discussed his PTSD. Once more we dual coded the 'story' of the poem.



As part of 19th century literature, we studied A Christmas Carol. The Dickensian novel was very well received and led to lots of wonderful work.

Scrooge managed to inspire some very ambitious vocabulary!

A particularly wonderful piece of writing that evolved from the work was:

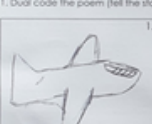

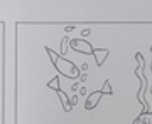
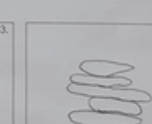


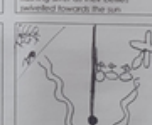


Cold.
Icy.
Dripping, a solitary droplet fell from Scrooge's red nose. It summed the coldness of his heart.
Like a hermit, his darkness oozed from his soul. He was alone.
Completely alone.

In front of him, poor Bob covered behind his desk. Menacingly, Scrooge leaned towards Bob and growled. Growled.
Growled with menace and hatred.

Co-written LE and CMS
07.12.21

Kamikaze

1. Dual code the poem (tell the story in simple images)

			
Her father embarked of sunset with a flock of water, a somber band in the cockpit, a driver's head full of powerful incantations and enough fuel for a one-way journey into hell.	but half way there, she thought, recounting it later to her children, he must have looked for signs of the little fishing boats strung out like beacons on a green-blue luminous sea	and beneath them, diving in swatches like a huge flag, sworded that one way then the other in a figure of eight, the dark shades of fishes, flashing silver on their bellies, leech-like towards the sun.	and remembered how he and his brothers waiting on the shore, dull cones of persimmon pebbles to see whose without longest the turbulent crush of drinkers (drinking their father's blood safe)
			
Yes, grandfather's boat - safe to the shore, soft sudden, death with dismounted machine, black crabs, fishery pines, the dove silver of whiteboat and once a kind, the dark pencil, massive dangerous.	And though he came back in his panic, nor did the meet his aunt and the neighbour too, they heaved him up though he no longer existed, only we children sit clustered and laughed.	It gradually was too warm to be silent, to live as though he had never returned, that the was no longer the father we loved, and sometimes, she said, he must have wondered which had been the better way to die.	


In November, as we approached Remembrance Day, many of the groups started to study war poetry.

The GCSE poems inspired some amazing discussions. As a way of understanding the poems we dual coded them (used images to represent the key aspects).

One of the poems we studied was Kamikaze. The poem narrates the challenges a father goes through as he sets of to fly his one-way mission.

Scrooge

Write a 50 word summary of Scrooge (you can use the 10 and any other resources you need).



Ebenezer Scrooge is miserly, mean, bitter, malicious, wretched, pathetic, indifferent, cold, spiteful, nobody, cynical, charitable, vain, driven, generous, helpful, socially transformed, he worked with Bob Cratchit.

Great vocabulary! I think you've described Scrooge very well.

Next steps: vary your punctuation.

Thinking hard

Why do you think that Dickens wrote ACC?

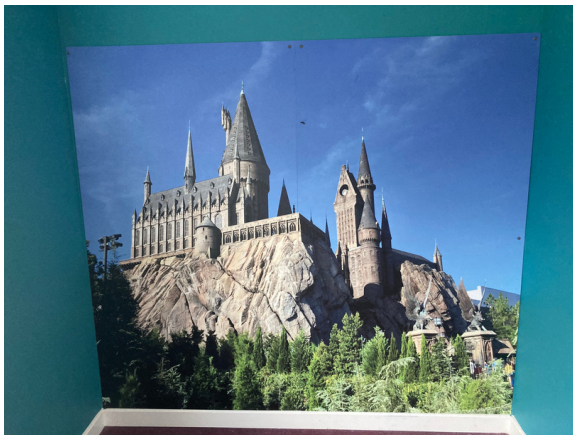
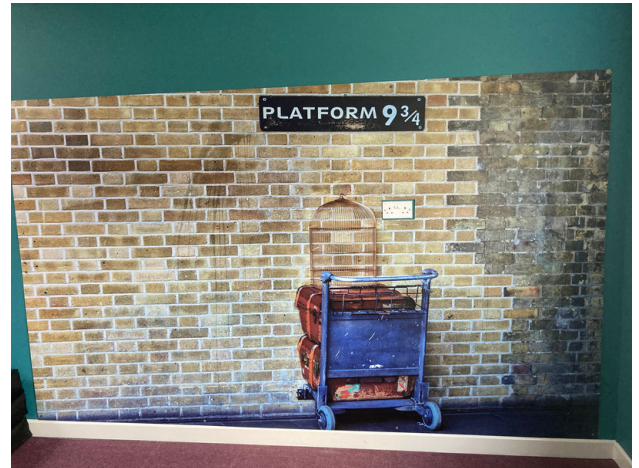
It was his ~~his~~ response to give the rich to help the poor.

- So very noble.

An excellent response.

Safe Space

Our refurbished safe place room (with a Harry Potter twist) is now available for our pupils to have some time out when needed. Included in the room are displays of breathing techniques which pupils could adopt to support our Zones of Regulation strategies.



Learning in Maple Class



Reading is one of our focuses having a regular slot of reading every day after lunch. Some read their own books from home while others read to each other.



Some pupils have chosen to play board games as their reward for finishing their learning. Some love to create and make items out of cardboard which have included making pretend cameras.



As part of preparations for Christmas we have made Christingles, Christmas cards and decorated boxes. The class really enjoyed making the Christingle's, I'm not sure all the sweets will have made it home!

