

OAKFIELDS WEEKLY

Weekly Newsletter of Oakfields Online Learning Experience

MESSAGE FROM HEADTEACHER

This week's message from Mrs Carroll is a letter that has been attached with this newsletter.

Please refer back to the email and find it attached.

Many thanks and have a lovely weekend!

FEATURED INSIDE:

- *Highlights of online learning*
- *Oakfields Weekly fun activities*
- *Helpful ideas and reminders*



A lovely message from Year 4

HEAD TEACHERS AWARD

- Kindergarten - Khloe K for super phonics and learning how to blend cvc words.
- Reception - Tejumade L for trying very hard with her online learning tasks, listening carefully and for a 'have a go' attitude. Good girl!
Jade A for growing in confidence during live lessons and well-being sessions and for working independently on lots of her maths and writing tasks. Great effort Jade, keep it up.
- Year 1 - Samuel S for working incredibly hard, especially with his English and Phonics tasks, and for sharing his ideas so confidently during our live teaching sessions.
- Year 2 - Kayhan S for working incredibly hard during online learning. Kayhan has continued to demonstrate his ability to listen, focus and follow instructions. This enables him to complete his work to a high standard and he should be very proud!
- Year 3 - Deniz G for consistently demonstrating excellent manners and displaying great appreciation for the online learning he has been provided with. Deniz always shows fantastic enthusiasm for the learning and it is a pleasure to teach him.
- Year 4 - Halimah P for drawing a fantastic replicate of a portrait from Hans Holbein. I can't wait to see the finished piece!
- Year 5 - Daniel A and Alifia M for Music. Mrs Wiltshire has chosen Daniel because he completed all 3 music assignments with creativity and enthusiasm and Alifia because she handed in 3 fantastic videos - she presented them so professionally too!
- Year 6 - Harry M for his descriptive and imaginative flashback event.

STUDENT ACHIEVEMENTS



Even on lock down, we know our children are still making waves whilst at home proving just how amazing they are. If you have a special moment you would like to share with the rest of the Oakfields family please feel free to send it to Office@oakfieldsschool.co.uk

Phoebe came first in her swimming club championship gala on Friday 13th March, swimming 33 metres breaststroke in 35.16 seconds. Well done Phoebe!

MFL ONLINE LEARNING

BY MRS CAMPBELL

I would like to express my thanks to all my MFL groups for being so positive and adaptable with their first online lessons which were on the 24th and 27th of April. I am also grateful for the support and understanding parents gave to their children and myself with these lessons. Here are examples of the effort and excellent achievement in these tasks by Year 1 Spanish.

Well done everyone! Merci beaucoup/Muchas Gracias.

Mrs Campbell
MFL Teacher



Task 2: Look at example 1 on the right. Complete the rest of the information for the other children in the shaded areas..

Here you have the numbers in Spanish to help you;

1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez
11	once

¿Cuántos años tienes? Me llamo: Arjun

1. Isabel 5 Me llamo Isabel. Tengo cinco años.	2. Juan 8 Me llamo Juan. Tengo ocho años.	3. Mateo 4 Me llamo Mateo. Tengo cuatro años.	4. Eva 9 Me llamo Eva. Tengo nueve años.
5. Paco 10 Me llamo Paco. Tengo diez años.	6. Carlota 7 Me llamo Carlota. Tengo siete años.	7. Nuria 11 Me llamo Nuria. Tengo once años.	8. Ricardo 6 Me llamo Ricardo. Tengo seis años.

Arjun A

Handwritten student work for the task above:

- Me llamo Isabel
Tengo cinco años
- Me llamo Juan
Tengo ocho años
- Me llamo Mateo
Tengo cuatro años
- Me llamo Eva
Tengo nueve años
- Me llamo Paco
Tengo diez años
- Me llamo Carlota
Tengo siete años
- Me llamo Nuria
Tengo once años
- Me llamo Ricardo
Tengo seis años

Phonics

Eaton A

Task 1 Fill in the gaps with your own name and age.

Hola, ¿Cómo te llamas?	Me llamo Arjun
¿Cuántos años tienes?	Tengo 5 años
Gracias, adiós	¡Hasta Luego!

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Arjun M

HIGHLIGHT FROM YEAR 6

BY MRS WELLS

In Year 6, we watched a video clip, 'The Piano'. It is about a man playing a piano and remembering past events in his life before returning to the present. After exploring these 'flashback' scenarios, the children then wrote about another imagined event in his life, using expanded noun phrases, descriptive language, a variety of sentence openers and other writing features. Some of the events were amazing, imaginative and brilliantly described.

Well done, Year 6!

Can I construct paragraphs to expand ideas?



Imagine you are the old man. What other event from his life could he remember?

Write the flashback event from his point of view.

Feeling melancholy, I sat at the grand piano and began to play softly. My fingers traced a song that I recalled from past times. As I played, events from my past returned to me. I remembered ... standing in a line as a teenager, I was attending the group meeting, going over our master plan. I looked around and I observed all my fellow soldiers standing around me, listening intently, **gorgeous and stylish**. I thought about what I was leaving behind, my family, my friends, my home. All I hoped was I would come back safe. The clouds were growing darker, and the sky lighter, which means the meeting was about to end. The General gathered our several hundred thousand soldiers and we gathered into formation. We wore green and brown camouflage jumpsuits with a hard, black helmet. We had a gun slung over our back with ammo packs across our chest. Swiftly, we marched on through the meandering woods, trees surrounded the area with branches hanging down to almost ankle level. The army marched in 10 groups; I was in the 10th one. As we approached the **treacherous battlefields**, I became nervous, I had promised I would return safe, what if I didn't? I couldn't let that stop me from

Can I construct paragraphs to expand ideas?



Imagine you are the old man. What other event from his life could he remember?

Write the flashback event from his point of view.

Feeling melancholy, I sat at the grand piano and began to play softly. My fingers traced a song that I recalled from past times. As I played, events from my past returned to me. I remembered ...

I stood at the school gate quaking in my new leather **boogies**. A new school. I was so nervous and clung to my dear mother's leg and looked up at her brown chocolate chips of eyes. "Go on!", she urged softly "No need to be shy dear" I stumbled into the playground with my bear, **My Star**, clutched to my chest. **With children charged around me like a herd of wildboars**, pushing and shouting, I couldn't take it. I looked around to go back to mother but she had already been swallowed up by the crowd of parents. Suddenly, a loud bell echoed around the play area making me jump. All the children froze and calmly made their way into neat lines at the front of the school and filed in. They had all done this several times before whereas it was my first time.

I traded in dragging my bear and brown **latch** bag. I had no idea where I was going and followed a crowd of rowdy 6-year-olds to a large classroom full of tables, books and a corner full of toys. I was intelligent for my age so Maths and English were easy. It was breaktime that was a problem. I followed the boys onto the playground.

In Art, we were looking at Comic Books drawn using digital media. This was Chloe's contribution. I think it is amazing!

This is the story of Green Widow who was bitten by a radioactive hamster when she was 3 and now has superpowers.



When she was 14, Christmas had been ruined by the evil Elf on the shelf.



It wasn't long before Green Widow found the evil Elf. Obviously, he was doing something naughty like releasing his flatus in someone's house.



With just a punch in the face the elf was defeated and sent to prison. All was well again for the city Aveno.



As she was 14, she went all the way to the North Pole. There she met Santa and told him all about the evil elf. Santa was furious. Green Widow offered her services. Santa said she would be getting extra presents this year.





Oakfields Weekly Word Search

S	U	R	H	A	R	W	O	O	D	A	E	P	T
N	M	U	S	I	C	R	A	W	A	L	N	N	N
A	W	H	G	N	I	W	O	G	D	F	G	F	E
A	B	C	A	F	F	U	L	L	I	O	L	W	I
N	O	I	G	I	L	E	R	S	K	A	I	I	E
A	M	S	H	E	P	H	E	R	D	D	S	C	R
N	U	S	N	T	E	H	A	S	T	T	H	S	E
D	R	S	G	F	S	A	W	E	R	B	E	A	T
O	P	O	H	W	L	O	E	H	A	O	E	A	S
M	H	H	S	D	L	E	I	F	K	A	O	P	W
A	Y	A	C	O	E	Y	L	E	A	O	G	D	E
T	K	L	E	L	W	H	S	L	H	N	E	L	R
H	R	N	N	L	S	I	S	I	S	A	S	R	B
S	T	W	A	L	B	H	A	S	K	A	R	A	N

MATHS
ENGLISH
RELIGION
MURPHY
BREWSTER
GOWING
MUSIC
OAKFIELDS
SHEPHERD
SOHAL
HARWOOD
ART
BHASKARAN
WELLS
CAFFULL

WEEKEND FUN

The Great Big
Design a van
Competition

DESIGN A VAN
FOR OCADO

DESIGN YOUR
SUPER BEAR
COMPETITION

DESIGN A
SUPER HERO
TEDDY BEAR
FOR JOHN
LEWIS



SOMETHING FROM US

Some information for parents

Why do children ask so many questions?

Over the past two weeks we have received some lovely emails from parents thanking the staff, informing us of all that their child has learnt and sharing some fantastic photos and pieces of work.

There is, however, one comment that seems to appear in emails quite a lot: **I cannot complete my work at home as my child is constantly asking questions.**

I want to reassure you that this is perfectly normal. Imagine having 20 of your child, in one class, all with their hands up asking questions – this is exactly what happens in our classroom in almost every lesson. For many asking questions is not necessarily about retrieving more knowledge or gaining a deeper understanding of a subject matter but it is for reassurance, to be told that what they thought is indeed the answer or what is expected of them. In short, it is a comfort blanket.

I have taught many classes at Oakfields and I can guarantee that in every lesson, someone will ask:

- Do we have to write the date? (this is always written)
- What is the Learning objective? (this is always displayed)
- Do we use a ruler for underlining? (the answer is always yes)
- What do we have to do again? (Even though they have probably just been told)

As teachers we are very used to hearing them. I can imagine as parents, supporting your child at home for the first time, that it can feel like the instructions are not clear or that you will never get your work done if all this continues. As the children become familiar with the home setting for school work, they will become more comfortable so the questions may reduce.

As a staff, we always support the use of questioning to consolidate or challenge however there are times when we may not answer a question directly. For example, if a child has asked when does maths start and the answer is on the banner, we will direct them to that. The posts are getting very clogged up, especially in Year 5, with posts that do not link to the learning. Please encourage your child to ask a question to the teacher if they need support with their learning skill.

Why are some skills repeated?

In addition to the above comment, the other point that has been raised is around repeating objectives: **The lesson felt like a revision lesson, they did not learn anything new.**

Those of you that work within education will be familiar with the term: The Spiral curriculum. This means that we constantly review and build upon objectives.

In class, we will never just teach something once – we are constantly reviewing objectives that have been covered previously to ensure children convert these skills into their long term memory. As teachers, if we taught children fractions of amounts on Monday, we know that the majority would have forgotten it by the following, so we constantly revisit.

Being able to apply skills to different areas of the curriculum is quite a tricky skill and one that we need to teach every year and within different genres. The use of adjectives is very different in narrative (for description) compared to in a non-chronological report (adjectives for precision). This then in itself is different to how we use them in science.

I hope this helps with some of your frustrations – I can promise that you are not alone. When Oakfields reopens its doors, I am sure we will be delighted to see the children but we will be dealing with many questions and revisiting many objectives.

Miss Brewster

LOOKING AHEAD



All pupils will be taking part in a variety of home activities during their P.E lessons that other Cognita Schools around the world will also be taking part in. There will be opening and closing ceremony dances to learn as the torch is passed virtually around the globe. This is an exciting opportunity for Oakfields Montessori to engage with all the other Cognita schools around the World. I will post more information on this event in the next few weeks.

Stay safe
Miss Peacham

ACTION CALENDAR: MEANINGFUL MAY 2020

"Start Where You Are. Use What You Have. Do What You Can" ~ Arthur Ashe

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
4 Focus on what you can do rather than what you can't do	5 Send friends a photo of a time you all enjoyed together	8 Take a step towards one of your life goals, however small	7 Let someone you love know how much they mean to you	1 Take a minute to remember what really matters to you and why	2 Do something meaningful for someone you really care about	3 Reconnect with nature today, even if you're stuck indoors
11 What are your most important values? Use them today	12 Be grateful for the little things, even in difficult times	13 Today do something to care for the natural world	14 Show your gratitude to people who are helping to make things better	8 Set yourself a kindness mission. Give your time to help others	9 Look out for positive news and reasons to be cheerful today	10 Tell someone about why your favourite music means a lot to you
18 Hand-write a note to someone you love and send them a photo of it	19 Find a way to craft what you are doing to give it more meaning	20 Reflect on what makes you feel really valued and appreciated	21 Share photos of 3 things you find meaningful or memorable	15 Find out about the values and traditions of another culture	16 Look around you and notice five things you find meaningful	17 Take a positive action to help in your local community
25 Give your time to help a project or charity you care about	26 Recall three things you've done that you are really proud of	27 Today link your decisions and choices to your purpose in life	28 Tell someone about an event in your life that was really meaningful	22 Ask a loved one or colleague what matters most to them and why	23 Share an inspiring quote with others to give them a boost	24 Do something special today and revisit it in your memory tonight
				29 Think about how your actions make a difference for others	30 Find three good reasons to be hopeful about the future	31 Look up at the sky. Remember we are all part of something bigger

ACTION FOR HAPPINESS

www.actionforhappiness.org

31 actions to look after ourselves and each other as we face this global crisis together

Keep Calm - Stay Wise - Be Kind

SEVENOAKS SCHOOL

A message from Sevenoaks School regarding weekly online admissions presentations:

Dear parents

I would like to draw your attention to the regular live online presentations I will be holding throughout the term which will give prospective parents the opportunity to find out more about the school and to ask questions. I will be holding these every Wednesday at 13:00 (UK time) and parents can join a link which will be published weekly on our website – <https://www.sevenoaksschool.org/online-admissions/admissions-presentations/>

Arabella Stuart
Director of Admissions
Sevenoaks School

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