

## Virtual School News

Issue 9

Friday 12 June

### Key points

- Year 1 and Year 6 are back and making up for lost time! See inside
- Fancy being a Y11 House Leader? See P.3
- See this week's Primary and Secondary rolls of honour
- Is Mr Goksel premature to celebrate Liverpool taking the title? See the Premier League goal challenge on P.12
- Who is top of the Hegarty Maths League?

## How Do We Deal With History?

The figure of Edward Colston, a man who made a vast fortune from the slave trade in the 17th century, has loomed over Bristol since 1895 when a statue of him was erected to celebrate his life. To this day, streets and civic buildings bear his name - a lasting reminder of a name that should resonate down the years to all Bristolians, of the abominable practice of treating human beings as a commodity to be traded as the infrastructure of profit and private fortunes for men like Colston. Last weekend, a multiracial protest achieved what many campaigns couldn't. The statue of Edward Colston, deputy governor of the Royal African Company, who it's estimated oversaw the transportation into slavery of 84,000 Africans, was toppled and thrown into the harbour. It is believed, around 19,000 of the human beings traded by Colston, died in the stagnant bellies of the company's slave ships during the infamous Middle Passage from the coast of Africa to the plantations of the Americas. As the British Nigerian historian David Olusoga recently commented, 'this is the man who, for 125 years, has been honoured by Bristol. Put literally on a pedestal in the very heart of the city.' Despite the crimes against humanity that this man undoubtedly guilty of, Edward Colston's Wikipedia page describes his 'philanthropic works.' What does this say about attitudes to men like Colston in parts of our society today? Are some people still failing to acknowledge British involvement in the slave trade? Is a heavily selective version of history still being sugar-coated to make figures like Colston acceptable to a modern society? Or are references to 'philanthropy' just an excuse? Look closely into the shiny marble and bronze that these statues were made from and you might just see the attitudes of less enlightened sections of modern society, reflected in them.



But how do we deal with our history? We are a multicultural society and we should celebrate this. We are British and we share a history no matter how unpalatable some parts of it are. Should we as a nation take down and destroy the statues of long dead men like Colston or Robert Milligan, (a slave trader in 18th century London)? Should we want to wipe these names from the history books, or should they perhaps be remembered and learnt about as men whose behaviour and greed is forcing us to question how we behave in the 21st century? Their attitudes to race are sadly still present in parts of our society—surely our present can only be confronted by understanding our past? Try to forget, or try to contextualise? How should we deal with our history?

## 3 Key things we have learnt so far...

### 1. 'Social change is happening but needs to happen faster!'

On Tuesday Dr Funke Abimbola gave an online talk as part of the Speakers for Schools programme—you may have seen it. Dr Abimbola is a lawyer, business woman and proud mother! Her talk was an inspiration and really demonstrated the value of persistence and hard work.

### 2. 'Resilience is a muscle that needs exercising!' Dr Funke Abimbola MBE

We must keep striving to do our best no matter how tough these times are. Keep going!

### 3. Dr Abimbola's Top 5 tips for Success:

- Stay focused
- Standout from the crowd
- Keep learning
- Support others
- Keep the faith

# We are welcoming some pupils back to school!

This week saw the return of Y1, joining Y6 in Primary. We look forward to seeing Y10 next week!

Ms Chick and the primary team have successfully welcomed Y6 and Y1 back to school. They are so happy to be back!



Y1 have enjoyed reading, illustrating and designing these 'speak out' plaques. See what else they've been upto on our Twitter feed.

**We are really excited to welcome Y10 back from Monday. All Y10 pupils have received a phone call and letter detailing how the new timetables will work. Please contact [vdu@stmatthewacademy.co.uk](mailto:vdu@stmatthewacademy.co.uk) if you need more information.**

# Calling all Year 10 pupils!

We are launching the Y10 Pupil Leadership Team application process.

If you are interested in applying, please read the information from Mr Salih below.

## What will the roles and responsibilities of the Leadership team be?

- Representing the school and student body at a variety of public functions during the year, including year 6 open evening and awards evenings
- To be internal and external ambassadors for the school and to act as role models for all students at SMA
- To plan and present assemblies to each year group when required
- Chair Academy Council and present feedback to SLT
- Lead Prefect Team

## What's the application process?

Activities/Events:	Action:	Deadline:
Google Classroom – House Leaders 2021/20	If you are interested in becoming a member of the Pupil Leadership Team you must join class - <b>p5z75m6</b>	Monday 15 <sup>th</sup> June 2020
Applications	You must complete a formal application, located in Classwork and named 'Pupil Leadership Team – 2020/21 Application' – You must HAND IN via GC.	Friday 19 <sup>th</sup> June 2020
Campaign Video (For pupils that are interested in being House Leaders only)	You must also complete a short video outlining why you feel you are a suitable candidate and what changes you want to make. This must be uploaded onto the 'Stream'.	Friday 19 <sup>th</sup> June 2020
Voting – House Leaders only	There will be a whole school vote that takes place and this will be done via SurveyMonkey	Week beginning 22 <sup>nd</sup> June
Interviews with SLT - House Leaders only	Interviews will coincide with current timetable.	Week beginning 22 <sup>nd</sup> June
Leadership Team/House Leader Announcement		Friday 26 <sup>th</sup> June

## When's the deadline?

- Deadline – Friday 19<sup>th</sup> June
- For interest and applications – Join GC: p5z75m6
- Please read carefully and for any questions or queries contact [bsa@stmatthewacademy.co.uk](mailto:bsa@stmatthewacademy.co.uk)



## SECONDARY CHALLENGES

This week's challenge is from [Art and Photography](#) and comes off the back of an Instagram photo challenge set at the beginning of lockdown.



The photo challenge started as a way to help people stay creative and connected online without having to leave the house. The examples shown here are images which people took from their front door step following the themes given. As you can see the theme for these images was 'Rainbow':



Now that you are able to spend time with up to six loved ones **your challenge is to take a photograph which depicts time spent with those closest to you.** This can be at your door step or outside i.e. when on your daily walk or at a local park.

**Whatever the scene, please send your best pics that follow one of the themes suggested: 'Fun', 'Family' or 'Reunion'. Try and effectively show the theme but without capturing the face of your loved ones!**

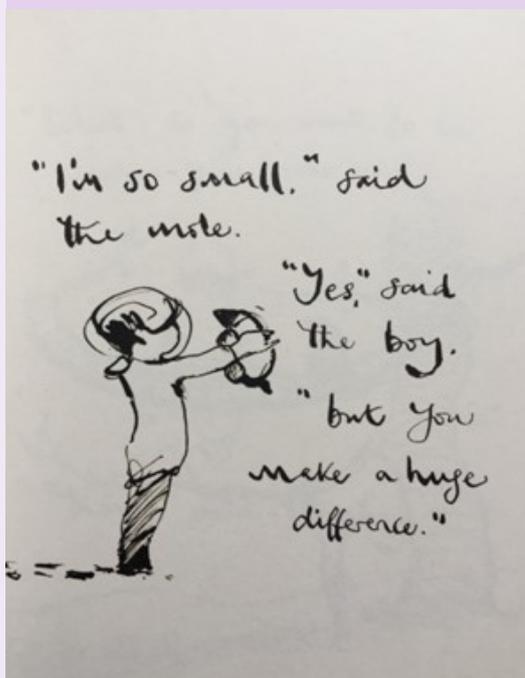
All you need for this is a mobile phone or camera. Submit your photographs to Miss Wright by Thursday 18<sup>th</sup> June 2020 to [lwr@stmatthewacademy.co.uk](mailto:lwr@stmatthewacademy.co.uk) The best pictures will be entered into the following newsletter and positives will be awarded. Get snapping!

# PRIMARY CHALLENGE:

The book 'The Boy, the Mole, the Fox and the Horse' is about the adventures of a boy, a mole, a fox and a horse. They are good friends and they show us how to care for each other. Use the pictures from the book to do the oracy and literacy tasks.

Early years, this is your picture: If you wanted to make a friend, you would say 'hello', but what would you say after that?

Tell your family all about you and what things you like to do best and who are your best friends.



Key stage 1, this is your picture: the boy is letting Mole know that he helps the boy just by being his friend. Write a letter to your family asking them what is special about you.

Key stage 2, this is your picture: Please write at least two things you would like to be when you grow up and how you plan to make it happen.

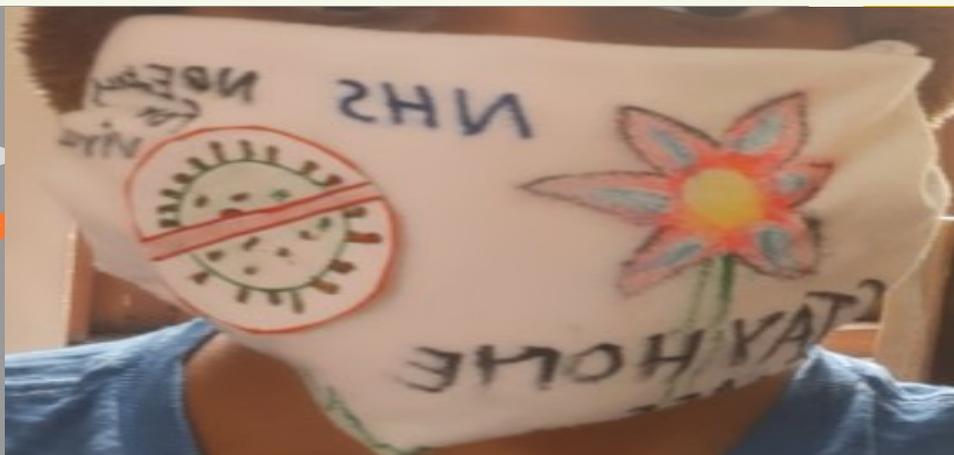


## Secondary home learning roll of honour...

We are so proud of our pupils who have been working hard at home this week to produce amazing quality work. Thank you to our supportive parents who are managing home schooling. Send us snapshots of you working hard at home – we would love to include them!

Will you let your light shine and be awarded a shout out next week? Complete your online tasks and email your teacher any other work completed to make the roll call next week!

**Prince Y7  
Textiles**



I am here to deliver to you my speech regarding 'World Children's Day'. I will be speaking with you today raising a subject which I am passionate about and motivated by.

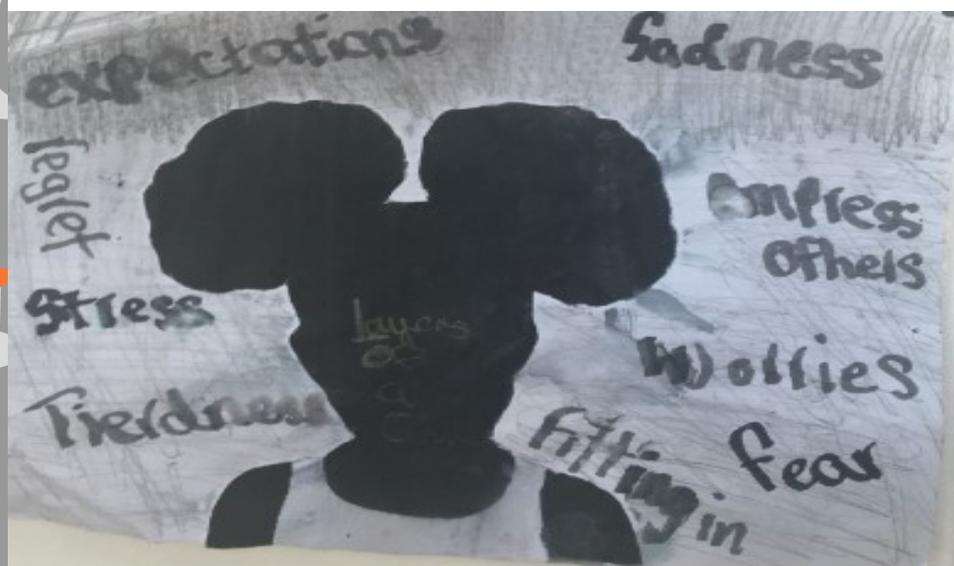
The subject that I feel so vehement about is parents protecting children to enable children to grow or develop into responsible and respectful adults.

**Morgan Y7  
English**

Children are the future of Humanity and it is the duty of parents to raise them to be the best they can be in a world that is forever changing. However, there are factors in life that do not change, for example, kindness, humility, respect, and love.

I am now going to speak about what protecting children means from the perspective of a twelve-year old girl.

**Edesiri Y7  
English**



# Secondary home learning roll of honour continued...

Well done to our top scorers in Hegarty Maths, This is Language, Duolingo, Seneca and Lexia this week. Will you make the roll of honour next week?



## St Matthew Academy Hegarty Maths Performance Monday 1st - Sunday 7th June 2020



Top 5 Hegarty Users in SMA		
Name	Year	Number of hours on hegartymaths
Demilade ALABI	10	9.6
Keisha KAMEGNI TCHAMENI	10	9.5
Melissa MALUNGA	8	8.7
Maria PINEDA MATOS	8	7.6
Sonia OBASOGIE	7	7.1

Top 5 MEMRI Classes in SMA		
Name	Year	Number of hours on Memri
10ew/Ma1	10	6.6
8er/Ma1	8	6.5
10ew/Ma3	10	3.2
7er/Ma1	7	2.8
7w/Ma1	7	2.3

Top 2 Hegarty Users in Year 7 SMA	
Name	Number of hours on hegartymaths
Sonia OBASOGIE	7.1
Akshayan PRABAKARAN	6.6

Top 2 Hegarty Users in Year 8 SMA	
Name	Number of hours on hegartymaths
Melissa MALUNGA	8.7
Maria PINEDA MATOS	7.6

Top 2 Hegarty Users in Year 9 SMA	
Name	Number of hours on hegartymaths
Grace FRANCIS	4
Haja KONIE	3.9

Top 2 Hegarty Users in Year 10 SMA	
Name	Number of hours on hegartymaths
Demilade ALABI	9.6
Keisha KAMEGNI TCHAMENI	9.5

Average hours per student this week:  
0.6

Aim: 3 hours!  
You can do it!!

SMA is rank 151 out of 1669 schools using Hegarty  
AIM: To be back in the top 100 schools by next week!



### This Is Language Top Scorers:

French – Giulio Y9 + Edison Y10

Spanish – Kavin Y8

### Duolingo Top Scorers:

French – Denzel Y7

**A great week for boys in MFL!**

### Science Top Google Quizzers:

Franklina Sesay  
Precieux Omangelo  
Dennis Addo

### Lexia Top Scorers:

Mohammed Y7 = 314 minutes

Cassandra = 275 minutes

# Primary home learning roll of honour...

We are so proud of our primary pupils who have been working hard at home this week to produce amazing quality work. And big thank you to our parents for making home schooling possible! Will you let your light shine and be awarded a shout out next week? Complete your tasks and email your teacher any other work completed to make the roll call next week.

Reception Star Learner of the Week:  
Bumblebees = Martin

Y1 Star Learner of the Week:  
Dragonfly = Daniel K

Y2 Star Learner of the Week:  
Butterfly = Josue

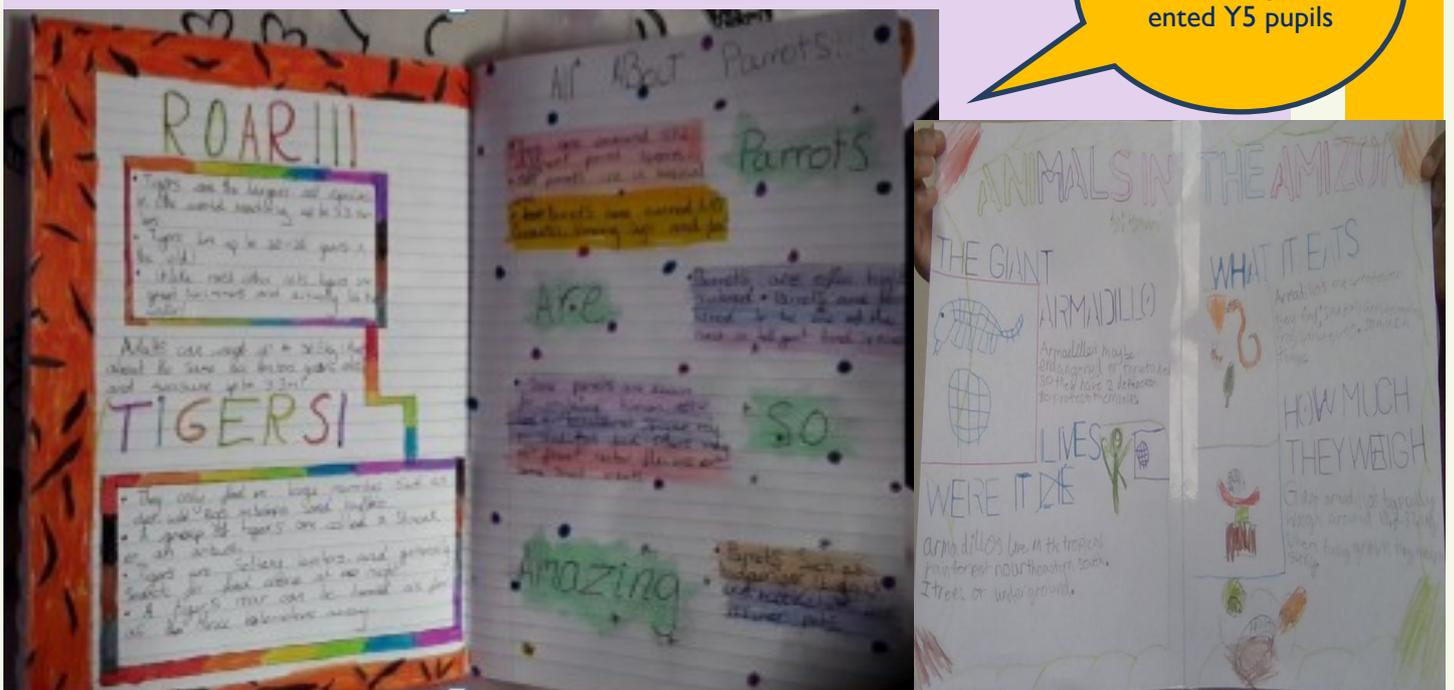
Y3 Star Learners of the Week:  
Cheetahs = Dani  
Panthers = Devontae

Y4 Star Learner of the Week:  
Tigers = Glory

Y5 Star Learners of the Week:  
Wolves = John T  
Lions = Taurez

Y6 Star Learners of the Week:  
Eagles = Isabella  
Jaguars = Isabella

More work on  
the Amazon  
created by tal-  
ented Y5 pupils



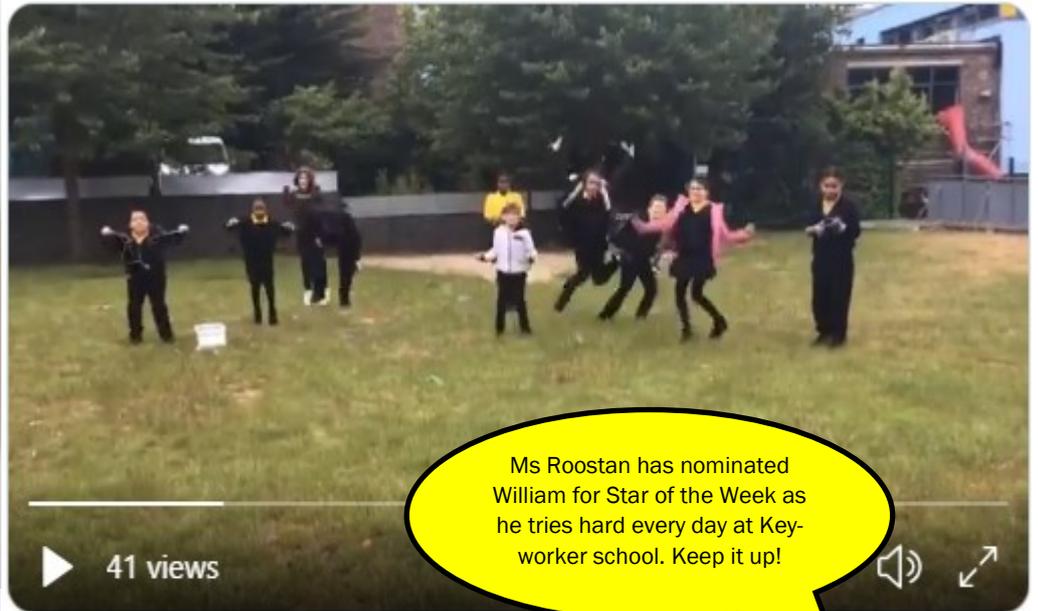
# Supporting our critical keyworkers' children...

Thank you to our wonderful staff who have gone above and beyond to support our critical keyworkers' children by providing these families with a crucial service and safe space.



**St Matthew Academy** @StMattAcad · Jun 8

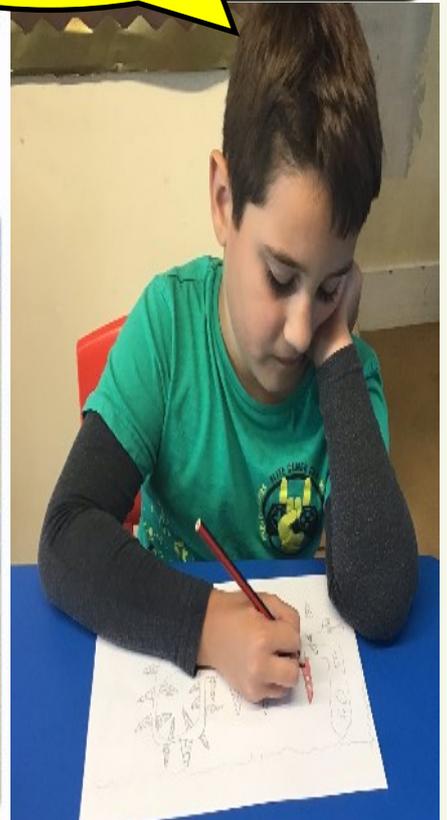
Jumping for joy and celebrating all of our hard work today!  
[#LettingPupilsLightShine](#) [#Lewisham](#) [#KeyWorkerChildren](#)



Ms Roostan has nominated William for Star of the Week as he tries hard every day at Key-worker school. Keep it up!

**St Matthew Academy** @StMattAcad · Jun 8

The key worker children mixed together sugar, water and washing up liquid to create their very own bubbles! [#LettingPupilsLightShine](#) [#Lewisham](#) [#Science](#)





# Chaplaincy

## Respond and Request

Set aside 10 -15 minutes and create a suitable environment by removing any distractions. Make sure that you are comfortable. Perhaps light a candle. Make the sign of the cross † and remain still for a minute of settling silence. Call to mind the love that God has for you. Remember that through this scripture our Lord is truly present. Then read the Gospel, preferably aloud and slowly, and pay attention to any words that stand out. If any do, meditate on them for a few minutes and be invited into a dialogue with God.

Taken from the Gospel for Sunday 14th June 2020 - The True Bread of Life (John 6:51-58)

Jesus said to the Jews: 'I am the living bread which has come down from heaven. Anyone who eats this bread will live for ever; and the bread that I shall give is my flesh, for the life of the world.' Then the Jews started arguing with one another: 'How can this man give us his flesh to eat?' they said. Jesus replied: 'I tell you most solemnly, if you do not eat the flesh of the Son of Man and drink his blood, you will not have life in you. Anyone who does eat my flesh and drink my blood has eternal life, and I shall raise him up on the last day. For my flesh is real food and my blood is real drink. He who eats my flesh and drinks my blood lives in me and I live in him. As I, who am sent by the living Father, myself draw life from the Father, so whoever eats me will draw life from me. This is the bread come down bread will live forever.'

## Poets Corner

### The British (serves 60 million)

Take some Picts, Celts and Silures  
And let them settle,  
Then overrun them with Roman conquerors.  
Remove the Romans after approximately 400 years  
Add lots of Norman French to some  
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,  
Trinidadians and Bajans with some Ethiopians, Chinese,  
Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians  
And Pakistanis,

Combine with some Guyanese  
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,  
Iraqis and Bangladeshis together with some  
Afghans, Spanish, Turkish, Kurdish, Japanese  
And Palestinians

Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish  
Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the fu-  
ture,

Serve with justice

And enjoy.

**Note:** All the ingredients are equally important. Treating  
one ingredient better than another will leave a bitter  
unpleasant taste.

By Benjamin Zephaniah

Click on the picture  
or on the link below  
for games, quizzes  
and so much more.  
Hours of fun guaran-  
teed thanks to our  
friends from the  
Wednesday Word.  
<http://www.wednesdayword.org/home/ch>



## BLACK MINDS MATTER

The mission of Black Minds Matter is to support in raising mental health awareness within the BAME community and providing accessible to mental health resources for all black people in the U.K.

They have created this organisation to enable members of the BAME community to receive specialised support. They aim to fulfil this by connecting black individuals and families with professional mental health services across the U.K.

Check out their website:  
<https://www.blackmindsmatteruk.com/>



Read this news article urging Catholics to speak out for equality and against racism:

<https://www.catholicnews.com/services/englishnews/2020/all-catholics-must-speak-out-for-equality-against-racism-say-leaders.cfm>

## Celebrating Diversity Prayer.

Almighty God, through your Holy Spirit you created unity in the midst of diversity;  
We acknowledge that human diversity is an expression of your manifold love for your creation;  
We confess that in our brokenness as human beings we turn diversity into a source of alienation, injustice, oppression, and wounding.  
Empower us to recognize and celebrate differences as your great gift to the human family.  
Enable us to be the architects of understanding, of respect and love;  
Through the Lord, the ground of all unity, we pray. Amen.



# Reading Corner...

Don't forget to join in with the virtual book club and take part in the writing competition. Send us pictures of you or your family enjoying a good book – audio counts too!

Check list of mended help sup-conversa-about injustice:

**BLACK LIVES MATTER**

out this recom-reads to port tions racial

- The Fire Next Time - James Baldwin
- Minor Feelings - Cathy Park Hong
- Why I'm No Longer Talking to White People About Race - Reni Eddo-Lodge
- Good Talk - Mira Jacob
- Blindspot: Hidden Biases of Good People - Mahzarin R Banaji
- Me and White Supremacy - Layla F Saad
- So You Want to Talk About Race - Ijeoma Oluo
- How to be an Antiracist - Ibrahim X Kendi
- Between the World and Me - Ta-Nehisi Coates
- White Fragility - Robin Di Angelo
- Mindful of Race - Ruth King
- Black and British: A forgotten history - David Olusoga
- Natives - Akala
- The Dark Fantastic - Ebony Elizabeth Thomas
- Black Skin, White Masks - Franz Fanon
- Brit(ish) - Afua Hirsch

If you need any ideas about books for younger children to support conversations about racial injustice at home, check out this website:

<https://www.embracerace.org/resources/where-to-find-diverse-childrens-books>

Staff Reading Recommendations This Week: Ms Migon is reading 'This Is Going To Hurt' by Adam Kay. She says "Highly recommend this book! You laugh, you cry and you find all new appreciation for the NHS staff."



**Who said the quote?**

"Education is the most powerful weapon which you can use to change the world."

Email your guesses to [fcr@stmatthewacademy.co.uk](mailto:fcr@stmatthewacademy.co.uk)  
Well done to Rofiat for winning last week's!

# Don't get bored - keep active!

This is a big week for Football...here comes the Premier League Goal Challenge!

Recreate/create one of the goals below:

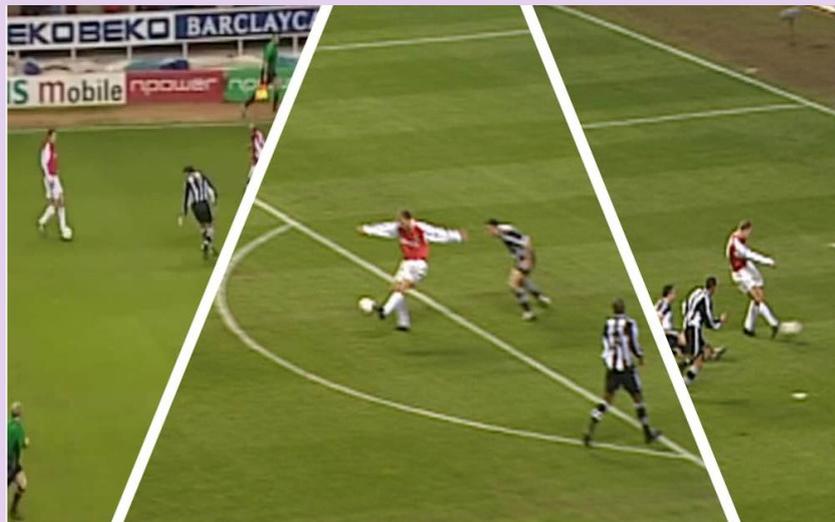
**Goal 1: Dennis Bergkamp vs Newcastle United | St. James' Park | 2 March 2002**

<https://www.youtube.com/watch?v=licmCu47pMo>

**Goal 2: Luis Suarez vs Newcastle United | Anfield | 4 Nov 2002**

<https://www.youtube.com/watch?v=ARzWeZSXGkQ>

**Goal 3: Can you recreate your own all-time favourite Premier League goal?**



Upload your recreation to the PE Twitter page - @stmattacadpe or email to [bsa@stmatthewacademy.co.uk](mailto:bsa@stmatthewacademy.co.uk)

**Can you commentate?**

**Who?  
When?**



**Where?  
How?**

Write or record a commentary to either of the goals above

# Don't get bored!



Well done to Paula  
Y7, Kaine Y8,  
Kayne Y10 for all  
winning last week's  
challenge

## Can you do the maths puzzle below?

Send your answers to  
[kng@stmatthewacademy.co.uk](mailto:kng@stmatthewacademy.co.uk)

In the government response to the Coronavirus crisis, they are measuring how fast the virus spreads. The main measure of this is the R value. This tells us, on average, how many new people any one infected person will infect. If the R value is 1, then each person infects, on average, one new person. So, the original person gets better and the new person now has the virus. So, with an R value of 1, the number of people with the virus stays the same. Now, in the UK there are 268,620 confirmed cases of the virus (on 28/05/20). So, you are going to need a calculator!

If the R value was 0.9 then the next round would have  
 $268,620 \times 0.9 = 241,758$  infections.

If it remained at 0.9 then the next round would have  
 $241,758 \times 0.9 = 217,582$  infections. (Rounded to the nearest whole person). We could have worked that out as  
 $268,620 \times 0.9^2 = 217,582$  infections.

### \*\*NOW THE CHALLENGE\*\*

Always start with today's count of 268,620 and allow 2 weeks for each round of infections (that is the quarantine period that a family must isolate for the virus to pass).

#### PART 1: Practice

1. If the R value is at 0.8 how many infections will there be after 4 weeks (2 rounds)?
2. If the R value is at 1.2 how many infections will there be after 6 weeks (3 rounds)?
3. If the R value is at 0.6 how many infections will there be after 10 weeks (5 rounds)?
4. If the R value is at 2.4 how many infections will there be after 12 weeks (6 rounds)?

#### PART 2: Thinking!

1. If the R value is at 1.2 how long (weeks) before the number of infections has more than doubled?
2. If the R value is at 0.8 how long (weeks) before the number of infections is less than halved?
3. If the R value is at 0.4 how long (weeks) for the number of infections to get below 100?
4. If the R value is at 1.4 how long (weeks) before the number of infections is greater than the whole population of the UK ... (currently estimated to be 67,886,011)

This is a *mathematical model*. It is not exactly how the virus spreads. But it is useful to get a good idea. It includes *simplifications*. E.g. the virus does not spread on a two-weekly cycle. But this is good enough to get our idea. Watch this video to see how more sophisticated models can be made. The maths is hard, but the ideas are very important! <https://www.youtube.com/watch?v=mTvKQYTV0Yw>

# Final thoughts for the week...

Thank you to our staff and parents  
for your support in making this  
difficult time as 'normal' as possible  
for our pupils.

If you wish to donate to raise money  
for devices for pupils please follow  
this link:

[https://www.gofundme.com/f/computers-  
for-pupils?  
mem-  
ber=&utm\\_medium=email&utm\\_source=c  
ustomer&utm\\_campaign=p\\_email%  
2Binvitesupporters](https://www.gofundme.com/f/computers-for-pupils?mem-ber=&utm_medium=email&utm_source=customer&utm_campaign=p_email%2Binvitesupporters)

For more information about any-  
thing else, please visit:

SMA Website:

[www.stmatthewacademy.co.uk](http://www.stmatthewacademy.co.uk)

SMA Twitter page: @StMattAcad



stmatthew.academy + 801425553

## IN A CHILD'S MIND

By Tianna Fogarty Y7

Finally there is a day to celebrate a child,  
Not many kids know there's a day like this,  
It should be the day every child will have smiled  
Not the day many turn their heads around like we are  
not even here,  
It's a journey that we have to face,  
Growing up with people that say we are just silly kids,  
We are all different and that's what we need to embrace  
They face the other way and roll their eyelids  
NO grown up knows how it feels to be a child these days,  
No one knows the challenges we face  
All a child would like is someone to praise  
A role model who doesn't look at them as a disgrace  
Some kids dream of being a scientist  
Some dream of being an officer  
Some dream of being a lawyer  
Some dream of being a vet  
Some just think about it as another asset  
Every walk in life there's a rocky road  
No matter how much you try  
Every dream will seem just like another load  
Teachers try their best  
To get there point addressed  
But you could have guessed  
Not everyone turns out to be blessed  
Until you're an adult you won't get the same respect  
Every child can make an effect,  
If they put their mind to it  
They'll never quit.