

TERM DATES 2020-2021

Summer Term 2 2021:

8 June—23 Jul

RGSA

The RGSA would like to thank parents for the continuing support, as well as fundraising for the school we are also here to support our children and their families. The pre loved school uniform sale was a great success and another sale will be arranged before the end of term.

Unfortunately this term we are again unable to have our traditional summer fair, but Covid-19 restrictions permitting we are hoping to have an Autumn Welcome Back fair instead! Next week the RGSA will be helping Year 6 to sell ice cream treats and fruit pots after school to help raise funds for their end of term activities. Your support is always appreciated...look out for their posters for more information!

Thank you,
RGSA.

Rushey Green Fruitpot Sale

To make this picnic successful, we need to all raise money.

This fundraiser will provide ice cream, fruitpots, which will be sold by Y6 children.

On Friday, 2nd July is the day that the foods will be on sale.

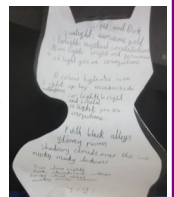
Ice-cream
Pricing: £1 for each.

Fruitpots
Pricing: 50p for each.



PAKISTAN CLASS

Summer 2 is a great term for 4P. In English they have been studying a book called Varjak Paw. We've made poems that are on display. We have also written some settings based on the text. In art we made some mobiles that we thoroughly enjoyed.



Read this text by Tia:

Scarily, In the dark, dark distance the wind howled menacingly in the moonlight night. Shadows moving closer and closer, the ground shook violently as the trees swayed violently. Tree branches touching the sky, fingers like witch hands. Varjak crawled frightened with fear, watching his surroundings carefully. A hiss came from a haunted dark cave. Varjak pounced back; this was the moment he thought he would die but he didn't want to go back to his family with his mean brothers Julius, Jerome, Jay and Jerome. The growling and hissing was deafening Varjak knew a storm was occurring. The sky darkened. The hissing stopped. Silence fell. Varjak ran... In the blink of an eye, thunder rumbled the ground. In the dark horizon was Holly and Tam with a cozy shelter.

Suddenly, lightning zapped out the sky, rain splattered on the pavement. The cold breeze sliced through Varjaks fur. He felt lonely as he couldn't get to the soggy timber hut, the ground rumbled with great anger, the world shook. Varjak found shelter with marshy hay. Rain fell vigorously. He curled up in his marshy hay and slept in the night sky and fell into a deep sleep for the night. In the Morning, the bright sun was shining and Varjak went on a journey looking for food.

The Windrush Generation

Written by Marwa 65

The Windrush generation refers to people, between 1948 and 1971, who were invited by successive governments to relocate to Britain from their homes in Commonwealth countries in the Caribbean to address labour shortages.

Employment

A significant number of ex-servicemen were on board Empire Windrush. Some of them were returning to jobs in the RAF and others were hoping to find work for money - there were few or no prospects of employment in the West Indies at this time. They knew that there was work in Britain because the country needed rebuilding after the war.

Three weeks after arriving, it was reported that: 76 had gone to work in foundries, 15 on the railways, 15 as labourers, 15 as farm workers and 10 as electricians. The others had gone into a wide variety of jobs, including clerical work at the post office, coach building and plumbing.

In some industries, the demand for labour was so strong that black workers didn't have to wait long if they didn't find a job immediately. The NHS welcomed West Indian nurses, and London Transport recruited bus and train drivers and bus conductors. A labour exchange (employment office) could be found in Brixton, South London. Many people found homes and settled there.



Caribbeans after first arriving in England.

Racism & Diversity

In the 1940s, many Caribbean islands were under the British rule as part of the British empire. Britain was called the 'mother country' and children grew up learning about it in all schools. Because of this, many Caribbean people that came to Britain had a strong sense of their Britishness and had high expectations that they would be welcomed and supported by the country.

However, they were not always welcomed; British people were often ignorant about the British empire and did not know that Caribbean migrants were also British. This meant that the Windrush generation and their children were often the victims of racist abuse and negative attitudes derived from ignorance. Black people were called rude names, were segregated and discriminated against for their race.



This image is an example of the treatment the British would show against Black people.



Caribbean transforming Calypso in Britain.

Culture brought by the Windrush generation

When the Windrush Generation arrived in Britain from the Caribbean, they brought with them a huge amount of art, music and writing that would transform British culture forever. Before the Windrush generation settled in Britain, the music scene was primarily made up of swing music and dance bands. Musicians coming from the Caribbean brought styles such as ska, reggae, jazz and Latin American music that fused with British music to revolutionise the music scene. Many of the genres that are popular today, such as drum and bass and dubstep, have their roots in Caribbean culture.

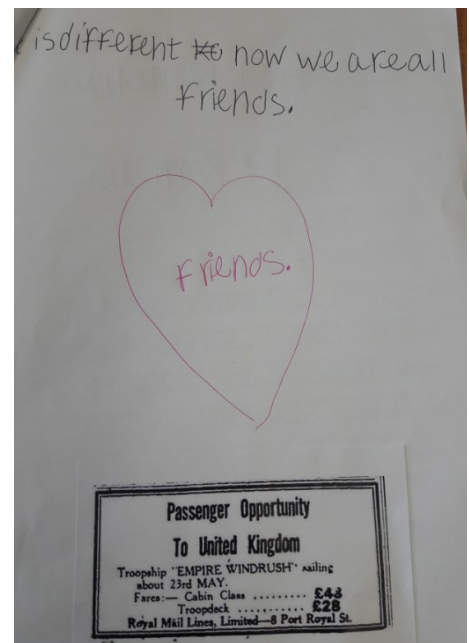
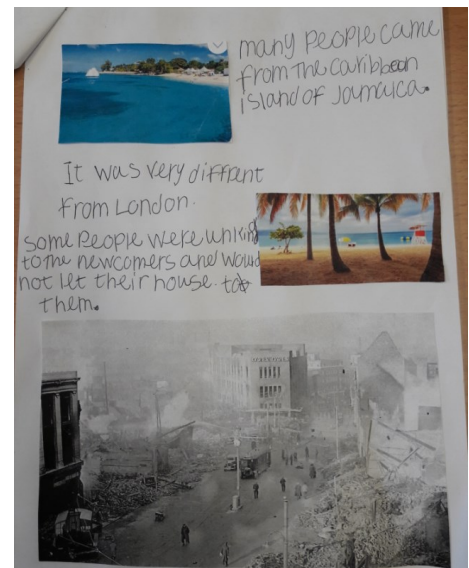
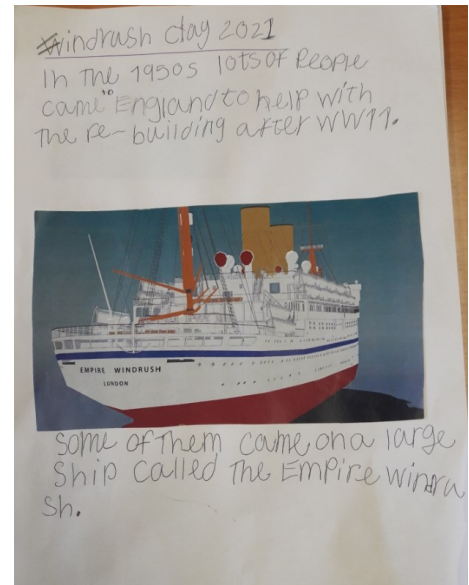
The Windrush Generation did not only contribute to the economy and culture of Britain, but also to British food. They brought recipes from the Caribbean with them and created spaces to celebrate their culture with food. Caribbean food uses ingredients such as rice, plantain, beans, coconut, cassava, meat and a wide range of spices.

Many desired look-alike copies of outfits, accessories and jewellery worn by the most popular screen idols like Eartha Kitt, Dorothy Dandridge and Harry Belafonte. Caribbean's like most western countries, wanted to emulate what they saw on the big screen and recreate the designs. Popular trends, rounded shoulders, shapely bust lines, closely defined waistlines, and full billowy skirts defined women's fashions. Caribbean men, inspired by African-American jazz musicians, often wore Zoot suits. It consisted of high waisted, wide-legged trousers, worn with a long jacket.

A generation of dressmakers and tailors have a long legacy in British Caribbean communities.

Well Done Kornelia!

Ms Simpson would like to say well done to Kornelia for creating this amazing piece of work:



TURKEY YEAR 1

In English this week we have been reading one of our core books: '10 things I can do to save my world!'

We sequenced a list of ideas gathered from the non-fiction book to create our very own story map, then we innovated the ideas.



In science we investigated different materials and made predictions about how quickly we think ice would melt whilst insulated in different materials.

We made predictions as a class, conducted the experiment and then we wrote down the results.



In R.E we looked at how Christians believe the world was created. We made a story map based on the beliefs of Christian people.

In maths this we have been learning about money and the value of money. We looked at all the different types of coins and notes in England and worked out that there are many ways to make different amounts. |



$$\begin{aligned}5p + 1p &= 6p \\ 10p + 2p &= 12p \\ 5p + 5p &= 10p \\ 20p + 5p &= 25p\end{aligned}$$