

4th February 2022

HEADTEACHER INTRODUCTION

Hello and Happy Friday!

We have had a new Learning Support Assistant start this week called Dawn. Dawn has been completing her induction training and getting to know the students in different classes.

The School Council have collected the views of their classes for our next whole school reward and have decided on...

A whole school game of hide and seek!

Here is a reminder about how our whole school reward system works:

The Fusion Academy Reward Tickets

Students can earn tickets for doing things that are 'above and beyond'. For example, for doing some amazing work, behaving really well, or doing something especially kind or helpful. When the whole school earns 100 tickets, we all get a reward.

Tickets have been earned this week by:

Lennon	Jacob C	Henry	Luke
Lewis	Ade	Dragonfly Class	

Well done!

Overall Ticket Total = 46

I am very pleased to be able to tell you that our new Assistant Headteacher is called Tunde Read (picture on the right).

Tunde has written a letter to introduce himself on the next page. He will start here after the Easter holidays.

Have a great weekend,

Sarah



Hello All,

My name is Tunde Read and I am excited to get started as your new Assistant Headteacher after the Easter Holidays.

I'm sure you have many questions about where I've come from and who I am, so I thought I'd do a quick letter to give you my background in education before I get to meet with you when I arrive!

I have spent almost my entire career in education working with children with SEN. Straight out of university, I was a teaching assistant at Oakfield Short Stay School for two years, before embarking on an adventure up north to Newcastle to study for my PGCE.

Upon completing that, I did one term in mainstream before I began working at Meadow View Farm School in Barwell. This is a specialist provision for children with an EHCP who struggle to manage in mainstream. I worked at Meadow View for five years and thoroughly enjoyed the experiences we were able to give the children there.

Then an opportunity arose for me to work with the local authority to set up and run a resource base for children with Autism, where behaviour was their biggest barrier to learning. This was going to be the first base and the first part of a much larger project to improve the opportunities the LA can provide children in Leicestershire. I opened Footsteps in 2018 to three children. The unit wasn't ready (we were stuck in what is now a library) but we were ready to welcome children in. Since then, the unit has grown into a flourishing resource base where children can access full-time education in a way that suits their needs.

In addition to my role in Footsteps, I have also been Assistant Headteacher and Pastoral Lead of the mainstream school for the last two-and-a-half years. I have learned an incredible amount in such a short space of time and I'm looking forward to continuing this growth and development at Fusion.

I spoke with Sarah before Christmas and knew from that meeting that I had to apply for the post of Assistant Head. The ethos of the school was exactly inline with my own and I knew that, despite it being a very new school, the opportunities and education being provided to the children was excellent. It was a team I had to be part of and a team I felt I could support through my experiences in Autism and SEN.

On my interview day, I had a wonderful time getting to know the children and the staff in school and was relieved and excited to hear the news I had got the job after the most rigorous interview process I'd ever been through.

I know some of the children in school already through my previous work and I cannot wait to get to meet the rest as well. I will try to arrange a meet and greet with parents as soon as possible – whether remotely or in person – so I can answer any questions you may have.

In the meantime, I'm on countdown to April 25th!

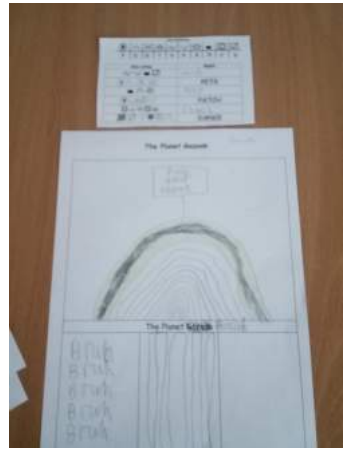
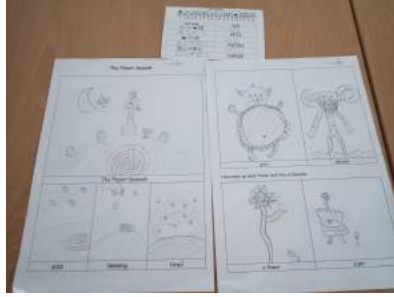
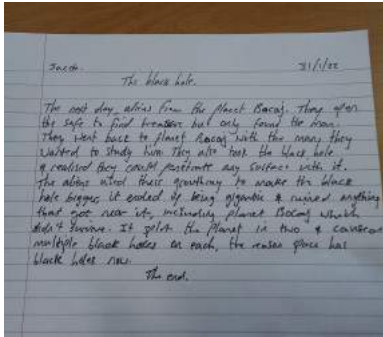
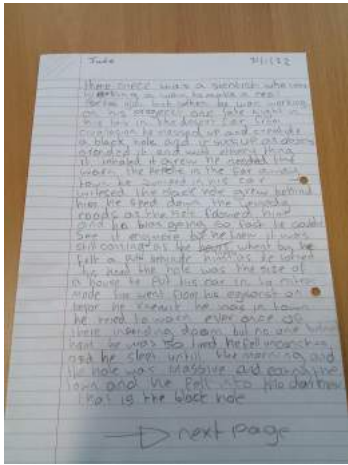
See you all Soon,



Tunde Read

(Soon-to-be) Assistant Headteacher

PHOENIX



An absolutely stunning week of work output this week! Students looked at a video called Black Hole where a man prints a portable black hole! The class then discussed what they would do if they had the same experience and had rewritten the ending to the story. We also looked at a fictional planet called Gazoob and imagined what sort of creatures and lifeforms would exist on this strange planet. Superb effort!



Sol and Jayden joined us for a cooking session this week where we created our own version of a Greggs steak bake! It was a bit different to the original, but delicious all the same!

In Science, we continued our work on electricity and worked on a vital life skill - wiring a plug! Students really enjoyed the hands-on practise and learning about the way electricity works in our home. Students had to have patience and dexterity to do the task as it was very fiddly!



DRAGONFLY

The Dragonfly children have been producing more fantastic work this week. On Friday, we looked at what constitutes a loving relationship and the children created recipes for how they thought we should build and maintain them. This is Axel's excellent piece:



We carried on with our work on World War 2 in History and found out about the events that led up to the Battle of Britain. We had a lot of fun making WWII aircraft and we are going to paint them in the colours of Spitfires, Hurricanes or Messerschmidts next week.



We enjoyed making our Cheese and Potato Dumplings from an old wartime recipe. They had to use dried eggs during that period as there was a shortage of fresh eggs, but we used fresh eggs and they were really tasty!



In music, we had a go at writing our own song lyrics and the children came up with some clever and creative ideas. During our Wellbeing lesson, we found out about how important it is to take a break. We explored the Swedish concept of 'Fika' which encourages people to actively take daily breaks and share a cup of tea and a snack with friends, loved ones and colleagues.

POLAR

This week, we enjoyed learning more about Chinese New Year and how it is the most important celebration in the Chinese calendar. We watched an interesting video on how they celebrated with gifts, fireworks and dragon dances and culminated on the 15th day with a lantern festival. Liam found out it is to be the largest annual human migration, as Chinese return home to spend time with their families. Xander and Tommy discussed the difference between the UK New Year celebrations and Chinese New Year; how it lasts for 15 days and how the timing is based on a new moon. Using the Chinese zodiac, we compared our date of birth as well as our parents to see which animal we are.



In the morning, we enjoyed making Chinese New Year Fruit Rockets Fireworks using a variety of fruits and skewers, as part of our cooking session. We spent the afternoon creating our own blossom tree using paint, hot glue gun, small branches and pink tissue paper. It was interesting to hear and see our name spelled in Chinese, then had a go at painting it on a canvas, which turned out great. Emilia created an amazing rainbow dragon fan garland too.



We have started a new topic in Maths and began focusing on fractions. We have been taking part in carousel activities which allowed us to get hands on with fractions. This involved using water, playdough, cubes and paper which were all aimed at improving our understanding of fractions. For example; how many ml do we think would represent $\frac{1}{5}$ and $\frac{1}{8}$ of the original amount? How could we prove our predictions? How many cubes do you need to represent $\frac{3}{5}$ and $\frac{4}{5}$? It was great to see everyone have a go at some of the challenging tasks.



In English, we have been learning about facts and opinions, which a writer will use as a tool to convince the reader. We reviewed as a class the difference between fact and opinion and discussed how it makes an argument more substantial, authoritative and more persuasive. We have also built on an expanded noun phrase within our sentences by adding interesting adjectives and extra information. Lastly, it was lovely to spend a half hour reading for pleasure in class. We were surprised with how quickly the time flew by!

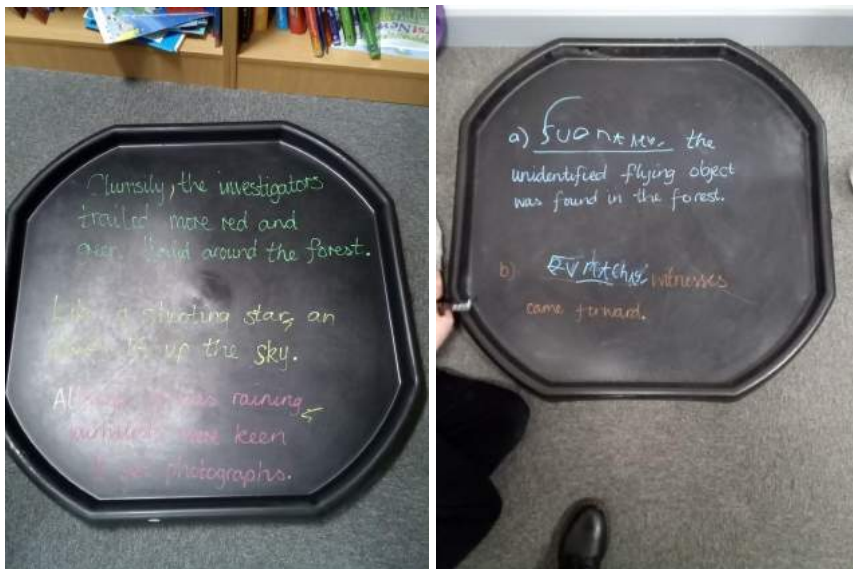


For Science, we watched a short clip about the importance of exercise and discussed what counts as exercise. Everyone was given the opportunity to try to find their own pulse; as well as measure that of their peers. Half the class had chosen to research the different types of exercise suitable for humans at different ages as their activity, whilst Tommy and Xander picked an exercise and took accurate pulse measurements to gather data before and after the exercise.

EUROPA

In Europa this week, we have been consolidating our understanding of adding and subtracting decimals with a different number of decimal places by using placeholders; in English, we have been working on correctly punctuating direct speech and fronted adverbials, ahead of writing our newspaper report today; and in Science, we have revisited the movement of the Earth to explore why we experience different seasons.

Caleb and Lennon had a great time writing fronted adverbials for sentences they could use in their newspaper reports. They worked really well together, reminding each other about how to form different punctuation marks.



On Tuesday, the students visited different adults around school to collect witness statements after the alien crash landing. They had to plan their questions to get good quality answers, listen carefully to the different adults when they were speaking and transcribe responses while paying attention to their spellings - it was not an easy task! Once armed with responses, the students returned to their learning spaces to work on punctuating direct speech ready to use the quotes in their articles.

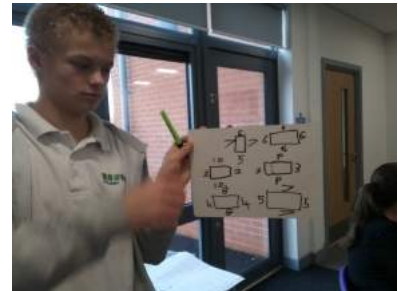
1. "I saw something, I think it was an alien," said a member of staff.
3. "Something made a loud crash in the forest school," said a member of staff.
6. "A strange vehicle was flying from the sky," said a member of staff.
- Ellesa. "I don't know about aliens but my wifi was down," said Ellysa.
7. "Basically there was a flash of light over in the forest. It lit up the whole forest," said a member of staff.
8. "It's probably aliens," said a member of staff.

ODYSSEY

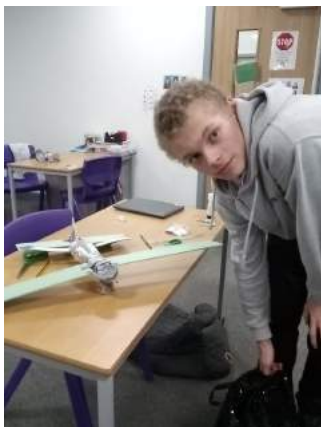


It's been a busy week of making this week with lots of design and crafting in our lessons. We have been learning about musical instruments in the orchestra and this week, we got to have a go at making our own instruments after doing a bit of research. Bradley made some pan-pipes, Connie made a banjo, Ethan made a maraca, Callum made a xylophone, Zane made a drum kit, Theo made a guitar and Damon made a whole one-man-band with 7 different instruments!

We had a go at playing them together!



We have continued our algebra this week with substitution, simplifying and algebraic thinking. We looked at different ways of making amounts with coins and how we can calculate area and perimeter using algebra.



In science, we have started our new topic of forces. Students made a moving object and learned the name of the force that is used to move it.

In PE, we have been playing dodgeball and handball. Students have been practising how to throw accurately and how to work with their team to achieve their goal.

To celebrate Chinese new year, Connie showed us how to make spring rolls. Students fried the vegetables and added herbs and spices to taste, before rolling it inside filo pastry. They were delicious!



VOYAGER

Another busy week, and lots of photos to show what we've been up to! We've been doing some research for LGBT+ History month (February) and looked into Jean-Michel Basquiat and used his artwork to draw our own interpretations, ensuring that his well-known crown symbol was apparent. He is very famous for his blood and guts artwork on account of his mum buying him a Greys Anatomy book when he was younger and in hospital,



but thankfully the Voyager artwork was a bit tamer!



In maths, we have started a new topic and everybody did well on Monday to recognise where they needed to improve. Henry and Jacob can be seen here showing off their sequence work from Thursday. We used our maths



lesson on Tuesday to adapt a recipe to cook for Chinese New Year and it looked and smelt so yummy! Lewis and Rhys were amazing at their Fact Families work and Lewis did well to beat Amanda at a game!



In Science, we have continued to work on The Universe. Jacob has been learning the names of planets, Ade and Henry were some good 'moons' in a demonstration in the



lab, whilst Luke was a good 'Atlas' holding the globe. Henry drew a fantastic representation of the Earth spinning on its axis and orbiting the sun, also explaining why we have 4 seasons. On Tuesday, the boys also enjoyed using Oreos to represent the different ways the moon is represented. Finally, look at our Mandalas we drew in RE (on the window with Posca pens):

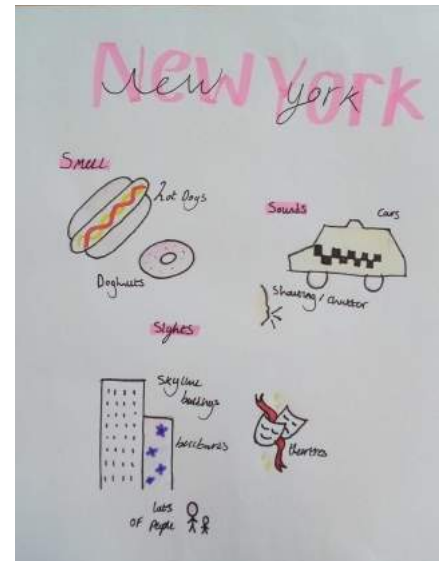


APOLLO

This week in Apollo, we have started a new topic in maths and we are now looking at data and statistics. We have started to look at how data can be represented through graphs and interpreting the data in them. In English, we are now looking at writing articles in Journalism and the students have done really well in identifying the key parts in order to put them into their own articles next week.

This is Leah's representation of New York. Leah focused on the senses of smell, sounds and sights and put her art skills to good use to create it.

We've had some amazing class discussions about anxiety and how it may feel to us and how it might look and hear to other people. We've also had discussions about ethics and how different people may deal with certain situations differently in our RE lesson too. Discussions have become a big part of Apollo class recently and can be really free flowing with students listening to each other and debating different viewpoints.



In Science, we have continued to look at the topic of the universe; we have been studying the phases of the moon this week (which was perfect for our lesson on Tuesday as it was the Lunar new year). This is one example made from Oreos showing the different phases.

Students have been getting really involved in handball in PE and we're starting to see more skills and them putting their throwing and catching into practice. In the skills practice at the start of the lesson and the main game at the end of the lesson, the students are much more animated and start to use communication to their advantage.



Within curriculum choice, one of the students decided to build the "door alarm" project, which was a great success. A micro:bit (a programmable mini-computer) is attached to the door and a magnet to the door frame. The student then programmed the micro:bit to check the magnetic field levels so when the field drops (when the door opens) an alarm sounds. It worked perfectly!

OTHER NEWS

E-Safety

Extremism & Radicalisation

The older students this week have had a lesson on extremism and radicalisation which can be a really difficult topic to talk about. Students have done really well again and acted really maturely, especially when asking potentially difficult questions which is fantastic to see.

Extremism

Extremism is any idea or set of ideas that are strongly against the British values of democracy, the rule of law, individual liberty and mutual respect & tolerance of different faiths and beliefs. Young people exposed to extremist views can be open to being drawn into those beliefs themselves. We looked at these and why someone may have extreme views. These included people being ignorant to different views or beliefs, not being open to others' views, being brainwashed, being vulnerable, or having an unwillingness to compromise in certain views. This can become dangerous if young people are not able to be open to the views of others as it means that there is an opportunity for extremists to get young people to build, expand, and eventually act on these beliefs through the radicalisation process.

The following article from "Educate against hate" has useful information and links to other sites to get further support (NSPCC), report problems (ActEarly) and also provides information about who a child can talk to (Childline)

[How do I talk to my child about extremism? - Educate Against Hate](#)

Radicalisation

Schools have a legal responsibility to help to identify children that may be drawn to radicalisation under the "Prevent duties". This includes children that may be seen as vulnerable. We teach the children about radicalisation so that they can spot the early warning signs, which can be difficult to identify in themselves but can be spotted in friends should they become a target. We also ensure that across school, we promote positive messages of tolerance and community cohesion ensuring that minds are open to others' points of view and beliefs.

The NSPCC website is useful again should you want to read more about radicalisation:

[Radicalisation and child protection | NSPCC Learning](#)

Extreme or terrorist material found online

Online material can be reported directly to the government [Report online material](#)

If there are any specific topics that you would like advice about, please email office@thefusionacademy.co.uk using the subject "eSafety".

★ Children's Mental Health Week



Next week, we will be looking after our wellbeing throughout the week in line with this year's Children Mental Health Week - 'Growing Together'.

Each class will be seeing how many wellbeing challenges they can complete in a week, from 'Going for a walk, have a 'no social media' day to eating their favourite food. Plus, designing bunting and decorations that express themselves for us to display in school.

On Friday, we will be finishing our wellbeing week with a 'Dress to Express' day (fancy dress or non uniform - wear what you feel comfortable) with asking for donations of £1 per student to raise money for the charity.

★ PARENT SUPPORT WORKSHOP

We have our second Parent Support Group of the year taking place on Thursday 10th February. The theme for this session is eSafety, where we will cover the following topics; Age restrictions, Communication, Sleep, Grooming, Useful websites plus opportunity for Q&A.

The session will be on Thursday 10th February from 3:45 - 5pm, held at school in our Main hall, we will also provide refreshments. If you would like to attend please contact the office on 01455 243 689 or email myself on elyssa.castleford@thefusionacademy.co.uk

Please don't hesitate to contact us for further details.

We hope you can join us.





Diary Dates

- ★ Thursday 10th February - 3:45 - 5:00 Parent Training on e-safety
- ★ 14 February - 18 February - Half Term
- ★ Wednesday 23 February - 3:45 - 5:00 Parent Training on Emotion Coaching
- ★ 28 March - 01 April - Autism Acceptance Week
- ★ Friday 8th April - School closes for Easter
- ★ Monday 25 April - School Opens

<https://openthinkingpartnership.co.uk/fusion-academy/>

office@thefusionacademy.co.uk

Contact Number: 01455 243689