



Message from the Head of School

It was a fabulous feeling to be able to start the school term with the following announcement to TKAT our educational trust:

'In the summer term we were awarded a careers and enterprise award from the Deputy Mayor and Careers and Enterprise Company for our community partnership work with Wates Construction. We were also awarded an Eco-Schools green flag award (merit) from the ECO-Schools award scheme. We have been informed that we have become a flagship school for Skillsbuilder and a member of staff has also been invited to attend the Charlton Athletic Community Trust Awards at the House of Lords as part of our partnership work with Charlton.'

The above awards and invites are indicative of a thriving community and one where staff and students are reaching beyond the classroom to enrich their experiences and growth.

The new term has continued in a similar vein with a new Science curriculum, brand new qualifications at KS4 such as our fantastic new 'uniformed services' qualification and 'performing arts' coming on board.

We have already had a number of events and trips underway this term, including a 'ready steady cook' event for Year 7's that was a great success and a Windrush performance for Year 7 as part of our Black History Month celebration.

We hope you enjoy reading about what we have been up to in our first newsletter of the year.

Ms Juliet Morris, Head of School

Seasonal Reading

Please encourage you children to read over the October Half Term - all students will be bringing a book home with them but there are many more Seasonal Themed books to explore at you local library:



In this edition.....



And much more.....

BIM2022

DIG DEEP, LOOK CLOSER, THINK BIGGER

1948



The Empire Windrush arrives from Jamaica. The National Health Service is established and later, in the 1960s, Enoch Powell leads a recruitment drive in the Caribbean for nurses. Much of the workforce that helps to build this institution comes from the Caribbean.

1955



Rosa Parks starts the Montgomery bus boycott when she refuses to give up her seat for a white passenger in Alabama (the boycott lasts a year). This launches the civil rights movement in the United States which aims to end racial segregation and remove the legal barriers to voting and education for African Americans.

1963

The March on Washington, where Martin Luther King makes his famous 'I have a dream' speech.



In History Year 10 students have been studying Rosa Parks and how she helped to change the situation for Black Americans. As part of their independent study for their OCR History qualification students are writing a biography of Rosa Parks and why she is important.

Linking in with Black History Month, Year 9's have been exploring how the Civil Rights movement helped to end segregation in the USA. Students have focussed on how people like Rosa Parks and Martin Luther King made a difference, and what they themselves can do to bring about positive change in the world.

Mr Coulter, History Teacher

2021



Kamala Harris, Joe Biden's running-mate, becomes the first female US vice president, and the first African American, to hold the office.



**THE MAC DRINKS TEA
IN A DRAGONFLY MUG.**

**ON THE LIBRARY FLOOR
IS A DRAGONFLY RUG.**

**THE DOOR IS COVERED
WITH DRAGONFLY PICS,**

**'CAUSE SKIP THE MAC
IS DRAGONFLY SICK.**

**SOMETIMES I WEAR
A DRAGONFLY HAT**

**GOT DRAGONFLY THIS
AND DRAGONFLY THAT.**

**AROUND MY ROOM
AND DRAGONFLY
CLOCKS.**

**BUT PLEASE DON'T
TOUCH
MY DRAGONFLY BOX.**

**'CAUSE IF U DO
I MIGHT GET CROSS.**

**RESPECT THE MAC,
DRAGONFLY BOSS!**

October marks Black History Month, the annual commemoration of the history, achievements and contributions of black people in the UK.

For the whole month until October 31, events celebrating African and Caribbean cultures and histories will take place around the UK.

Last Tuesday, we had a fantastic assembly to celebrate Black History Month.

Our Year 8 and 9 students performed an amazing rap poem called 'Hey, DJ, Drop That Beat' by Kwame Alexander.

This was followed with a video by F1 Driver Lewis Hamilton who discussed his experiences being the only black driver on the circuit.

Students were then treated to a surprise performance by Year 11 student Alamin, who performed a beautiful rendition of Coldplay's 'We will fix you' heartwarming song under the direction of Mr Arslan. They heard heartfelt stories and honoured those who have dedicated their lives to making the world a more just place.

Mr Arslan, English Teacher



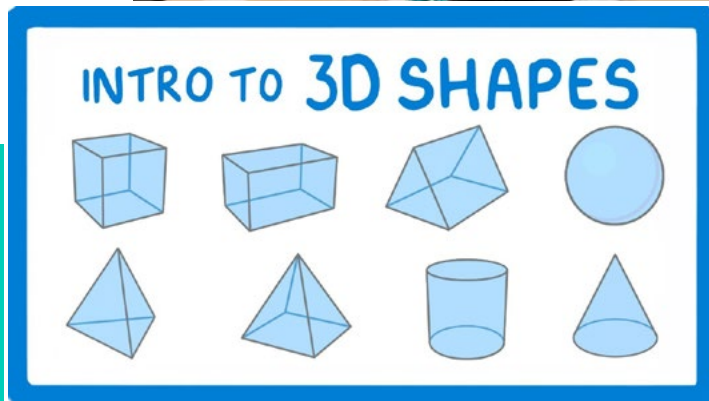
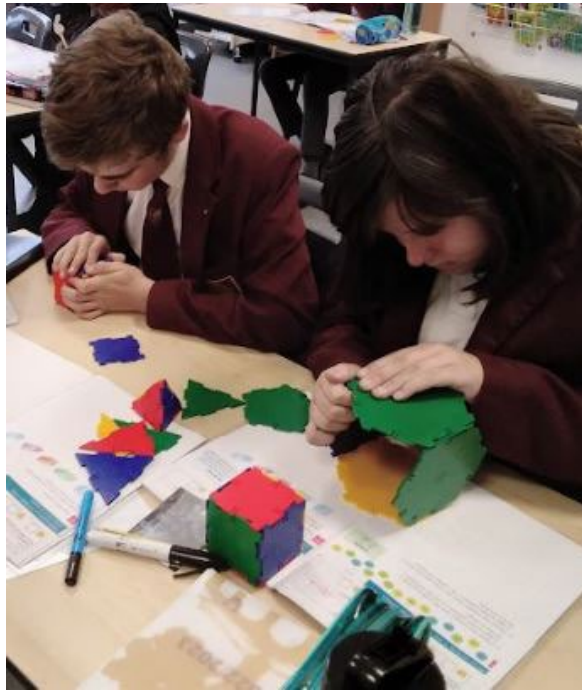
MATHEMATICS

We have had a busy term in maths. We have been working on daily fluency in maths. Fluency is about developing number sense and being able to use the most appropriate method for the task at hand; to be able to apply a skill to multiple contexts.

The National Curriculum states that pupils should become fluent in the fundamentals of mathematics through varied and frequent practice. At CMS this has mainly consisted of number bonds and times tables. As well as fluency we have been working on 3-D Shapes, position and direction, addition and subtraction.

We have also signed up to a new online learning platform called 'Freckle.com'. Freckle allows students to practise maths at their own level. Freckle continuously adapts to each student's individual skills, so each student is getting the appropriate challenge.

Alison Palmer
Maths Teacher

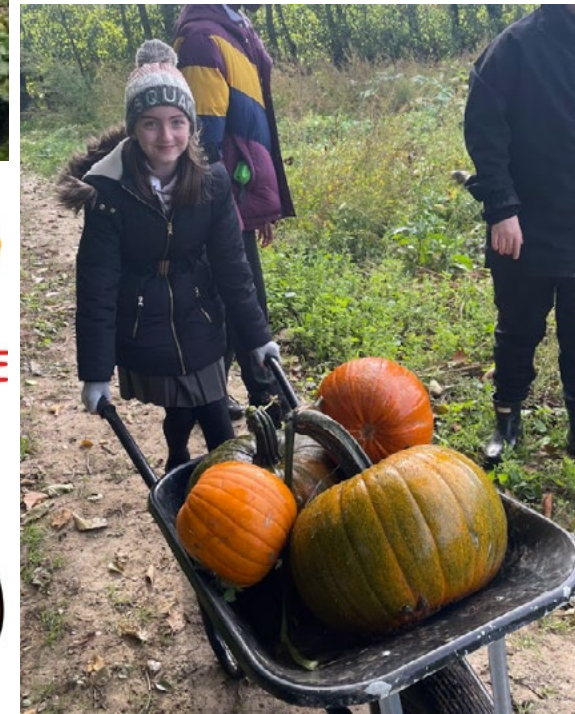


Addition/Subtraction	Multiplication/Division
$\begin{array}{c} 7 \\ \swarrow \quad \searrow \\ 3 \quad 4 \end{array}$	$\begin{array}{c} 12 \\ \swarrow \quad \searrow \\ 2 \quad 6 \end{array}$
Represents these fact families	Represents these fact families
$3 + 4 = 7$ $4 + 3 = 7$ $7 - 3 = 4$ $7 - 4 = 3$	$2 \times 6 = 12$ $6 \times 2 = 12$ $12 \div 2 = 6$ $12 \div 6 = 2$

Cross-Curricular Pumpkins!

Having been to Hewitts Farm to learn how Pumpkins were grown, Year 8 were privileged to be able to pick their own! Students have learned how to cook this delicious vegetable in Food Technology lessons with Miss Head and we have decorated them in Art lessons. I hope you enjoy cooking them at home too! Do let us know what you make with your pumpkins, I'm sure there are many tasty recipes!!

Mrs Southby



GCSE ART

This term our GCSE art students in year 11 have been learning about the art of expressive portraits.

Students have studied the work of Alberto Giacometti and Kathe Kollwitz and learnt a range of mark making methods (including take a line for a walk) in order to be able to produce their own personal responses. Students have learnt about the impact of stong black ink strokes on a white background to create an expressive and powerful response.



Ms Morris Alberto Giacometti



Kathe Kollwitz

Sidcup Fire Station

On Wednesday 5th October, the students in the Uniformed Services class visited Sidcup Fire Station. This was to directly support their coursework in finding out about job roles and employment in the uniformed services.

Station Watch Manager, Thomas Pawley, along with the Watch team, gave us a tour of the station and showed us some of the equipment that is used by the Fire Brigade. Students learnt about what it was like to receive a call to a fire, and some were surprised to learn that firefighters have a 60 second limit of time to get into the fire engine from hearing the 'bell'.



We were given a tour of the fire engine, where the students were able to climb up into the cab and experience what it might feel like to drive and head off to an emergency. Some students also had the opportunity to wear some of the uniforms and helmets - which were surprisingly heavy! The engines had so many different pieces of equipment, which are used for a variety of different types of emergencies. We then were able to see the fire engines being moved around and were able to have a go at operating some of the controls: lights, sirens and water etc. Our visit culminated in everyone operating the hose - a task we all soon realised took a high level of physical fitness to carry out!

The students enjoyed their visit and asked some great questions finding out more about the skills and qualifications needed for a role within the Fire Service, potentially even inspiring some budding firefighters!

Huge thanks to the team at Sidcup Fire Station for taking the time with us on the day.

Mrs Southby



Trip to Erith Playhouse

The Year 10 Dance group had a fun experience at Erith Playhouse. They used this experience to gain more understanding of the world of performance and the jobs it comes with. They were shown around by two volunteers who have worked at the theatre for many years.

They had a chance to learn about all the job roles within performing and job roles within the theatre. We also experienced what it would be like to work backstage, front of house and even went into the lighting box. A big thank you to Erith Playhouse for a great trip.



Textiles

This year, for the first time, Textiles was one of the option choices for our year 10s. Our class of seven students have really impressed Mrs Hurmiz and I, even at such an early stage in the course! We really do have some talented designers and crafters!

We have been practising threading up the sewing machine and using them to create a variety of samples of different stitches. Students have also had a go at hand sewing and started their design work.

As the course progresses we will be looking at various techniques used to construct garments, decorate fabrics and attach haberdashery elements. We hope to end the course having researched, designed and produced at least two garments each and look forward to showing you the finished products in due course!

We have had the privilege of going across to Cleeve Park to use the Textiles Room and the sewing machines there. Our thanks go to the D&T staff at Cleeve Park for all their support!

Mrs Southby



DUNGEONS & DRAGONS

A new term, a new adventure. Previously we have been using what is known as 'Homebrew Adventures' which means 'written by the Dungeon Master'. But in an effort to save Mr Mountain's sanity, this time we're being extremely on brand by trying out **"The Wild beyond the Witchlight"** An official adventure by D&D creators Wizards of the Coast.



PROLOGUE: The journey began by the players as Kids from the fishing village of Saltmarsh that are headed to **'The Gnome-ival'** a carnival that was almost entirely run by a troupe of Gnomes and some Orc assistants. However not all was as it would seem as after playing and winning various games and prizes, these plucky youngsters were knocked out by a magic item and abducted by the Gnomes who ran the carnival who quickly packed up and left with all of the children of Saltmarsh.

We began by using pre-made character sheets but after the Gnomes evil plan began our students made their very own character sheets, showing off their **imagination**s as some created **Dark Heroes** who work in the shadows, **Magic** users on the run for crimes they didn't commit and in one case a **Dragonborn** made entirely of **marshmallow**.

Statistics were rolled, races and classes carefully chosen and team balance...alright well there's no proper team balance but they did make some fun people to be.



THE ADVENTURE BEGINS: Summoned by the Mayor of Saltmarsh they must search for and rescue the children who it is believed were taken to the fey realm Prismeer, a land run by the powerful witch Zybilna, who the Mayor believes is also in trouble.

They must head to the Witchlight Carnival, a special troupe of entertainers that travel the many planes and may be the only way to reach the children and Zybilna.

The Book we're following is like the bare bones of the story, the scaffolding that the students' ideas are built upon. It has 5 chapters and after weeks of play we are still in chapter one. Now, don't make the mistake that it means they aren't doing anything or are 'losing', on the contrary, their ideas and choices shape, change and inform the story they are playing.

Upon reaching the carnival the KS4 kids realised they had met a shady goblin who could get them entry tickets as they were sold out. Three players realised that out of everyone, their tickets were fake, so had to find ways to sneak in. One player found he had to accept a curse to enter and now must be extremely nice to every tree that he sees or else he might be ejected from the carnival.

Whereas the KS3 Students have a Changeling in their midst who changed to look like one of the owners and get his group complimentary tickets. Not realising until later that he himself did not have one and put a target on his back for the security roaming the grounds.

CONSEQUENCES: Most times players have to face the results of their own actions in any D&D game, but this one has a constant reminder as we look at THE MAP!



In one corner, after visiting a couple of attractions at the carnival, we move the dice to the next hour of the day. At certain hours there are timed events that the players can prepare for such as the **Gift Ceremony** at the very start of the event or the **Big Top Extravaganza** at hour 4.

But on the opposite corner you can see a **'mood tracker'** which, depending on their successes and actions during their time at the carnival, the mood lowers and raises.

Save the screaming dwarf on the runaway dragonfly ride? The mood takes an incredible boost and the environment becomes vibrant and fun, but if they keep failing or going out of their way to perform cruel acts, the mood darkens.

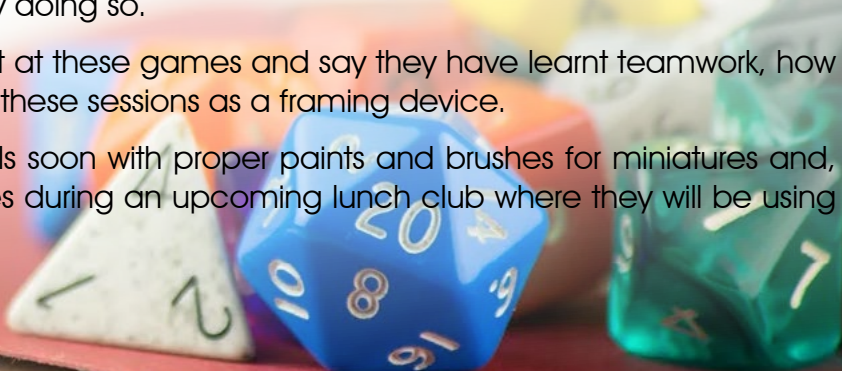
Depending where the mood is can change just how helpful people in the carnival will be to the groups. That is not to say they shouldn't turn up and choose chaos, but the world around them is going to react.

THE MORAL OF THIS STORY OR 'WHAT HAVE WE LEARNED?'

We've got both a KS3 and a KS4 group playing this adventure and, as of the start of this year, KS4 students can actually get an accredited qualification by doing so.

By the end of the year they will be able to point at these games and say they have learnt teamwork, how to fill out forms, problem solving and more with these sessions as a framing device.

Students will even be painting their own models soon with proper paints and brushes for miniatures and, better yet, will soon be running their own games during an upcoming lunch club where they will be using new equipment we've bought for the classes.



CONTINUED ON NEXT PAGE...

HIGHLIGHTS

There's not enough time or space to list EVERY cool thing the kids have done at length, so here's a handy bullet point list of some of the big stuff. If you want to know more, reach out to your nearest Cleeve Meadow D&D player for details.

- Corpse the Warlock stole a pet cat that was made out of cheese from the inn at saltmarsh. She intends to make it her pet.
- Otis was almost discovered in the carnival wagons because he didn't wear clown shoes that honked.
- Belziros made a bandit melt with his Acid breath
- Maki discovered she may have a magic sword
- EB the Dwarf stopped a bandit leader by throwing Alexia the Cleric at him
- Ether the Paladin became the most charming man at the carnival after seeing through a carnival illusion (and then rolled two 20's at once!)
- Marshmallow is only coming along to rescue the child Greg the Dwarf because (and I quote) "He smells delicious like a cake and I'm going to eat him" when asked why he called the child greg the player shrugged and said "You think of cakes, you think of Gregs"



NAME: SCRATCHEYE (CHARLIE)
RACE: DRAGONBORN
CLASS: WIZARD

A master of magical arts, he is a powerful wizard who has spent years from home studying the arcane secrets of the world.

The kidnapping is personal for Scratcheye as one of the children kidnapped was his own son. Something of a master detective, it was him who deduced at the scene of crime that the carnival may have disappeared to another dimension.

As eager as he is to rescue his child he is also a fan of animals and is hoping to make the talking squirrel Red, who works at the Witchlight carnival, and make him his pet. Red is ok with this so long as he keeps the Acorns coming.



NAME: OTIS (LOGAN)
RACE: CHANGELING
CLASS: ROUGE

A skilled thief who is in it for the money and seems to be the very embodiment of chaos. He discovered a powerful weapon he has yet to reveal to his companions as an ace up his sleeve, quite literally. A strange gauntlet with a powerful tentacle whip that may have ideas of its own.

No pocket is safe, No Purse left untouched. Practically the first thing he did was steal a merchant blind. Stay on his good side and you MIGHT walk away without something going missing, be it money or a limb...

On the other hand he is learning about consequences quickly as he did try to threaten a pixie only to get pooped on by a swarm of them in revenge.



NAME: IVY (MARIANA)
RACE: WOOD ELF
CLASS: DRUID

Ivy was content living in her woodland home practising her magic and communing with animals. But when she found someone attacked and left for dead on the forest floor her attempt to help them resulted in the guards from the nearby village thinking she was responsible. With a bounty on her head and the authorities on her heels she is trying to get as much distance as she can.

Ivy took the job in saltmarsh hoping she could fund her way to a safer place as well as finding protection in the group. Already someone tried to claim the bounty but the day was saved by her companions and a magic Xylophone that forced bandits to dance and sing. She hopes one day to clear her name, or at least find someplace she can stop running.



Music Supergoals!

In music supergoals we have been learning how to play different songs on the piano, including twinkie twinkie little star, Havana by Camila Cabello and Clocks by Coldplay. Students have done well at practising to perform by themselves and as a group.

Mr Freame, Music Teacher



READY STEADY COOK

It was the Green's v Red's at Cleeve Meadow!

In an event run by our catering provider Chartwell's, Year 7 students took part in a very competitive Ready, Steady, Cook style challenge.

Chef James began the session talking about healthy eating and what makes a balanced diet. Then it was onto the competition. With their stations ready the students had 15 mins to prepare a meal ready for tasting. The Red's prepared a plant-based pasta dish and the Green's a vegetable burrito with tomato salsa.

After a final tasting it was decided that it was a DRAW!

And a big thank you to Chartwells for arranging.



Update from the Eco-Committee



I am hugely pleased and proud to tell you that Cleeve Meadow School has been awarded our first **Eco-Schools Green Flag - with merit!**

After submitting our application, we received some lovely personalised feedback, which I'd like to share with you:

- It's lovely to see your Eco-Committee so proudly showcased on the Eco-Board.
- It's clear that the Environmental Review provided an opportunity for rich discussion amongst your Eco-Committee.
- We love the range of activities - you've clearly embedded the ethos of the Eco-Schools programme far and wide in your school.
- Your action plan is great! The actions that you planned out were really SMART (Specific, Measurable, Achievable, Relevant and Time Bound).
- It's great that year 7 were able to visit your local recycling centre, learning about environmental issues before putting it into practice and making a difference.
- You've clearly looked externally and engaged with lots of different campaigns, projects and organisations. This is a great example of a collaborative approach we will all need to adopt to combat climate change - your application was a collaborating masterclass and made us feel really positive for the future.
- Your approach to monitoring and evaluation was very thorough. It showed a great commitment to making progress and enacting positive change, whilst highlighting the amazing impacts of your Eco-Schools work. Outstanding!
- Your Eco-Code is a clear outline of behavioural expectations if we are to make a difference. We love that you also include a note to support those you are already going the extra mile to protect our environment!
- Your Eco-Schools application is incredibly strong and has been an absolute pleasure to mark, providing several examples of best practice. Congratulations on your Eco-Schools Green Flag with Merit, you have absolutely earned it.



This is fantastic praise and recognition of the hard work that was put in last year. I am already excited to work with the new Eco-Committee to continue this good work, building on these achievements and eco-actions to protect our planet for future generations.

Congratulations, Cleeve Meadow, and a huge thank you to everyone who helped make it happen!!

Mrs Southby



The national Great Big Green Week was held from 24th September to 2nd October and is the UK's biggest ever celebration of community action to tackle climate change and protect nature.

Staff at Cleeve Meadow have been actively trying to be eco-friendly and kind to the environment, not only in school but at home too!

Here are just some of the ways staff have taken eco-action:

- Purchasing a new A Grade washing machine (less energy consumption and lots of short wash cycles) and recycling the old washing machine.
- Buying a new freezer compartment door to replace the existing broken one. Instead of buying a whole new fridge freezer, fix rather than renew!
- Purchasing eco-coal for my dual burner. (Eco fuel is 75% crushed olive stone and waste anthracite dust.)
- Using eco-friendly detergents.
- Using plastic bottle free alternatives to cleaning fluids and shampoos.
- Using reusable washable nappies and plastic free wipes
- Recycling soft plastics at the supermarket.
- Sorting and washing all recyclable materials for recycling bins: paper, card, glass, plastics, metals and food waste.
- Saving postage stamps and milk bottle tops for charities.
- Making bird feeders for the garden.
- Growing and harvesting fruit and vegetables in the garden (zero food miles).
- Collecting rainwater for the garden.
- Driving an electric car (no emissions).
- Using plastic free toothbrushes, cotton buds, etc.
- Buying as much as possible from the supermarket without packaging and UK or locally sourced.
- Using a reusable water bottle and/or coffee cup.

Such a huge list of actions! Well done staff!! Just imagine if EVERYONE managed to adopt some (or all!) of these habits, our planet would thank you!

The Next Great Big Green Week is on 10th - 18th June 2023... I wonder what we can do as a school to take more eco-action then?





Media Studies

In our media classes we're currently doing Vlogs, over the half term we've been collecting our ideas and recording footage of the students talking about their hobbies and interests.

We've got students making models, performing stop motion, talking about their favourite heroes, movies and games, designing 3d printing and even performing nail art.

Mr Mountain

What is a VLOG? Short for a video blog or video log, a vlog is a blog in video form. Think of it as your own little TV show or channel, only it's on the web, produced by you, and presumably starring you (or maybe your super cute pet).

There are a number of platforms where you can create a vlogging channel and publish video content. The most-viewed and successful vlogs are YouTube channels, but there are other platforms where you can publish like Instagram and Twitch.

While the vlog format is video and the publishing medium is the web, the rest is limited only by your imagination. Your vlog can be instructional or performance art, documentary or comedy in style. It can include nothing but video or video plus text, images, and other fun features that help you get your point across and entertain. It can be shot in one take or expertly edited.



Speech and Language

This half term in Speech and Language lessons across the school, students have been focusing on Active Listening and Clarification.

Students have been developing their skills to assess situations and understand when they may be in a situation that requires them to do good listening e.g. in school, at home, in different public spaces. They have been exploring different strategies that support them the best to do good listening. E.g. the use of fiddle toys, movement breaks, doodling, making/not making eye contact etc.

They have been developing their ability to recognise when they have not understood something, be able to identify what they specifically do not understand about it and use a clarification strategy they feel most comfortable with to ask for help. We have been developing confidence in asking for help in and outside of school. Other students have been developing their listening skills to be able to answer who/what questions as well as being able to identify and share whether they have or have not fully understood something and ask for help if not.

To further support your child's development with these skills, here are some ideas you could use at home:

- **Draw or print a simple picture and hide it from your child's view. Give your child instructions one at a time to draw the same picture. When your child does not understand an instruction or they are confused, encourage them to ask you for clarification. You can make this more difficult by adding different colours into your picture, giving 2 instructions at 1 time or purposely doing things that would mean your child needs to ask for clarification. E.g. talk quietly so they must ask you to speak louder.**
- **Give your child some instructions to do things around the house, encouraging them to ask for clarification when they are feeling stuck.**
- **Playing games such as Battleships, Guess Who, Who am I.**
- **Build something with lego, hide it from your child and then give your child instructions to build the same thing as you.**
- **Google search 'barrier games at home' for some more ideas.**

Please contact the school via email if you would like some barrier games sent home to you to practice with your child.

Next half term in Speech and Language lessons, the focus will be social communication/pragmatic language skills. Please expect a letter at the beginning of the half term, outlining what will be covered in our lessons next term and how you can be supporting your child at home alongside this.

Mrs Mills

Afternoon Tea at Ruxley Manor



Parent and Carer Coffee mornings, talks and drop ins!

Dear Parents and Carers.

Firstly, thank you so much to all the parents and carers who turned up to Dean Beadles autistic identity talk last Tuesday. We had a fantastic turnout!

Unfortunately, Dean was unwell and unable to present. Despite no Dean, most parents and carers stayed and it was lovely to meet some of you and hear your ideas for future coffee mornings.

Furthermore, I am pleased to announce that Dean Beadle will be presenting his talk on autistic identity on Wednesday the 30th of November at 9:45am (letter to go out nearer the time with more details.)



So please do come back and come along and hear Dean speak. It will be a fantastic opportunity to hear from Dean who is autistic, sharing his personal and entertaining experiences of the challenges and joys of his own life.

Other events

On Wednesday the 9th of November, Dr Michelle Clubb will be presenting a talk for parents and carers on managing anxiety and raising self-esteem in young people. The talk will start at 9:45am and I will be sending out a letter for those who wish to attend and join us on that morning.

Finally, we want to set up a supportive network for parents and carers within Cleeve Meadow School. We will be setting up monthly and informal drops in for people that want to socialise and meet other families.

The drop ins will also encourage information sharing and resources on parenting advice and guidance. We will cover a variety of topics that are suggested by our families so please do come along and meet others for coffee and cakes and conversation.

The dates for the parent carer drops are

Tuesday November the 15th at 9:30-11

Tuesday December the 14th at 9:30-11

We hope to continue these informal drops in throughout the year! More dates to come!

Have a great half term!
Cherie Hughes and Maggie Hoadley



Slade Green Foodbank, located in the heart of Slade Green in the London Borough of Bexley, run by Howbury Friends and dedicated to helping those in need. With the dedication of our volunteers, staff members, and partners, we strive to improve the lives of everyone who needs help within the community. For anyone attending the foodbank no voucher is required. <https://www.sladegreenfoodbank.com/>



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