

Community Bulletin

Easter Holiday

School Update

Although the School is currently closed over the Easter holiday, we wanted to send out a special Easter edition of the Community Bulletin. We are looking forward to seeing and reading the entries you send in over the next two weeks.

We would also like to draw your attention to this message currently on the [School website](#), posted at the end of term:

‘We would like to extend our gratitude to all pupils, parents and colleagues in the community for their support over the course of this half-term. Today, on the last day of term, we would typically all gather for whole school assembly to give thanks, reflect and look ahead. We have plenty to be thankful for in the way the community has pulled together at this challenging time, and this experience makes it clear that we are well-placed to deal with whatever challenges lie ahead. We will continue to use this website to update you when we get new information on school closure or the awarding of pupil grades at GCSE and A-level.’

Please continue to check the School website for updates.

A Moment’s Thought

Thank you for your entries this week. We wanted to highlight Marco’s (Year 8) submission to the first question we posed on the economic, social and environmental positives that might come out of this period. He submitted an intelligent argument that took into account the short-term economic benefits for the technological and pharmaceutical industries, and the supermarket arm of the retail industry – something discussed below in Business In Action. He also proposed the idea that behaviours might change in the long-term, resulting in more than just a short-term environmental recovery. Finally, he focused on social change, concluding that he was feeling closer to friends and family who live far away from London. He finished by hypothesising ‘if everyone in the world will learn about one thing that is really important to them, maybe the world will be a better place after Coronavirus’, which I think we can all learn from.

For these two weeks we thought we would share a more substantial question, this one set by the Schools History Project. They have set this question as a competition, open to entrants from each school in the country.

“If 1066 is said to be the most important date in English history, what is the equivalent in another country?”

They have said that responses that do not deal with North America post-1492 or Western Europe will be more generously marked. You may want to ask your family, or your teachers, for help.

You might send us a few sentences justifying a choice, only for our and your benefit. Or you might want to enter the competition properly and write an essay on the subject. There is more information on the competition [here](#) if you did want to enter, including on the 800 word limit and the process through which the School would submit a single entry at the end.

Alternatively, for something more practical, consider this challenge set by The Inspirational Learning Group. They've asked you to create your own label for a tinned good that you can wrap around it to help it sell. They have given more information on [how to enter this competition here](#).

Send in your thoughts to community@cfbs.islington.sch.uk.

Poetry Corner

Read [Ulysses by Alfred Lord Tennyson](#), and particularly the final lines.

Tho' much is taken, much abides; and tho'
We are not now that strength which in old days
Moved earth and heaven, that which we are, we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.

This poem was chosen by Ms Socrates, Head of Media Studies. In her words, 'I've always enjoyed Tennyson as a whole, because he speaks to the particular time and age as well as the universal. In the case of Ulysses, the Roman name for the Ancient Greek myth of Odysseus, it is a vehicle to communicate ideas about adversity and overcoming it. The poem's underlying metaphor of the journey "home" is compelling. We are all on various journeys, mental, physical and emotional. It seems very apt at the current time to anticipate a positive outcome after this global ordeal.'

You can find out more about [Alfred Lord Tennyson here](#). He is one of the most popular British poets, writing in the nineteenth century. Many of you will be familiar with his poem [The Charge of the Light Brigade](#), a classic of the Victorian era that highlights the failings of the leadership of the British Army in the Crimean War.

If you would like to submit a poem, email it to community@cfbs.islington.sch.uk.

Well-Being

Over the holiday, keep up to date with PE Department's Fitness Routine, which is posted on Show My Homework. It includes press-ups, sit-ups, burpees, tricep dips, squats, mountain climbers, the plank and the wall sit. It increases in number and length of tasks incrementally to become more challenging. Here is day one:

	HOW MANY REPS						SECONDS THAT NEED TO BE COMPLETED	
DAY	PRESS UPS	SIT UPS	BURPEES	TRICEP DIPS	SQUATS	MOUNTAIN CLIMBERS	WALL SIT	PLANK
1	5	5	5	5	5	10	15	15

You can also join many teachers, parents and pupils in doing the daily workout with Joe Wicks at 9am hosted on his [YouTube channel](#).

Learn A New Skill

Thanks to those of you who submitted photos of the baking you've been doing. This was a popular topic, but we were particularly impressed by Kaijuan's (Year 7) vegan sponge with jam and coconut.

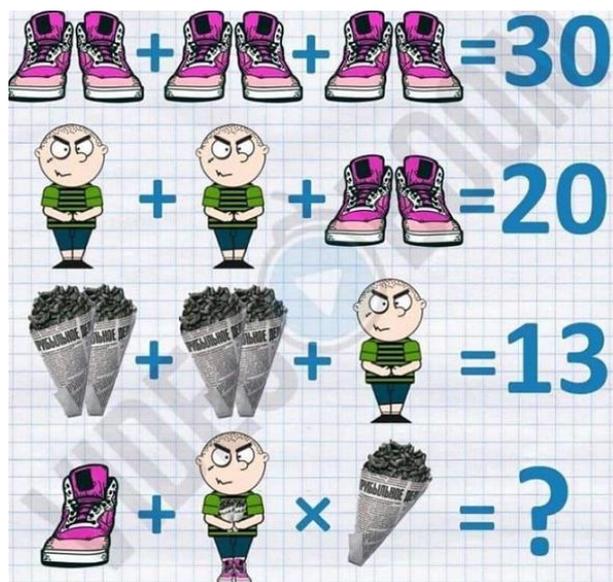


Given there are a number of culinary traditions over Easter, including hot cross buns, Easter eggs, fish on Good Friday and lamb on Easter Sunday, we would like you to share with us your attempts at cooking or baking over the period. Send them in to community@cfbs.islington.sch.uk.

Mathematics Puzzles

Firstly, the answers to last week's puzzles:

1. We asked you to find the missing answer:



The pair of shoes amount to 10 points each, the man five points each, and the pair of corn cones four points. The man in the bottom row is carrying a pair of corn cones, wearing the shoes, and it is only half a pair of shoes and half a cone. So the final row is: $5 + (5+4+10) \times 2$. The multiplication comes first in that sequence, so it becomes $5 + 38 = 43$.

2. We asked you to see what time you can register on [this](#).
3. Five yeast cells were placed in a laboratory dish at 2pm. The number of yeast cells doubles in every ten minute interval. What is the number of yeast cells in the dish at 3pm? **320**.
4. A man and his daughter have the same digits in their ages but in reverse. A year ago he was twice as old as her. How old are they now? **73 and 37**.

Here are this week's puzzles:

1. If there are ten blue socks, ten red socks and ten brown socks in a drawer in a dark room how many socks must be removed to ensure they contain: (a) a matching pair? (b) a blue pair?
2. A fish weighs 10kg plus half its weight. How much does it weigh? The answer is not 15kg! Show your working.
3. A first class stamp costs 26p, a second class stamp costs 21p. I buy some stamps and the cost is £1.93. How many of each price have I bought?
4. Draw a clock face with the numbers 1 to 12 in their usual positions. Can you draw a line so that the numbers on one side of it add up to twice the numbers on the other side?

Send in your answers to community@cfbs.islington.sch.uk.

Business In Action

One of the topics studied in GCSE Business Studies has played a major role in how supermarkets have coped with the coronavirus crisis. Since the 1980s, UK supermarkets have used a "Just in Time" stock control system. This is a system of managing levels of stock in the business so that the deliveries arrive shortly before they are sold.

The reason behind this Japanese-invented system is to minimise the warehouse costs that businesses such as Tesco and Sainsburys have to pay out – if stock is arriving shortly before it is needed then it can arrive and go straight on to the shelves rather than sitting for a few weeks behind the store in a warehouse. This has saved supermarkets vast amounts of money over the years as warehouse costs such as rent, insurance and security have been reduced.

The downside is – as Business Studies students will know – that when there is a surge in demand, as there has been for certain foodstuff over the last few weeks, customers can be left unhappy because their demand cannot be satisfied. For further reading, have a look at this [article from the BBC](#).

The Only Way Is Ethics

One of the words that you may have heard being used during the coronavirus crisis in the UK is "furloughing". This is a process whereby an employer forces an employee to be temporarily absent from work. Many businesses have struggled to gain revenue during the crisis because their normal customers are staying at home or their businesses have been forced to close by the government. Without revenue coming in, businesses have had to furlough in order to cut costs. This has been made easier by the government agreeing to pay 80% of furloughed workers wages.

In the last couple of weeks, Premier League football teams have come under criticism because they have furloughed some workers while the players continue to be paid. This has included Bournemouth, Tottenham Hotspur and Liverpool – although Liverpool reversed this decision two days later following sharp criticism.

“Premier League footballers should be made to take a 20% pay cut so that other workers do not have to be furloughed.”

We invite you to submit your thoughts on the proposal above to community@cfbs.islington.sch.uk.

Time Capsule

A lot has been made of how we are living through a historic moment, with unprecedented restrictions on our community interaction, as well as the previously discussed social and environmental positives that might come out of it.

It might be comforting to think of the communities, in this country and beyond, who have gone through similar experiences throughout history. [This article in the London Review of Books](#) is a challenging comparison of the experience of, and response to, the Black Death of 1348 in England and the current crisis today in the United Kingdom.

Some of you may enjoy recording your experience of this historic moment, and [this template](#) might help you do that. Others of you might be able to create your own time capsule, either to bury in the garden or keep in the home. You might include some photos, newspaper articles, artwork, and something that represents the age we live in. Tell us how you get on at community@cfbs.islington.sch.uk.

Community Name Game

[National Geographic](#) sets you a task of ‘What’s in a Name?’.

All names have a historical origin. What about place names in and around your community? Use a map (paper or online) and make a list of local names—names of your town or city, neighbouring towns, parks in your community, or names of rivers and creeks—and research the origin of these place names. Try using reference books, encyclopaedias or online research tools. You may uncover a surprising story or find other places around the world with similar names.

This type of study is called toponymy and as an example, take [this explanation of the history of Old Street](#): ‘Old Street was recorded as Ealdestrate in about 1200, and le Oldestrete in 1373. As befits its name there are some suggestions that the road is of ancient origin. It lies on the route of an old Roman or possibly pre-Roman track connecting Silchester and Colchester, skirting round the walls of Londinium, today the areas known as the City of London.’

Email your discoveries to community@cfbs.islington.sch.uk and share the stories you have uncovered with the rest of the school community.

Trying New Genres

Being at home for an extended period can bring about opportunities to enrich your lives in ways that you may not have previously considered. With streaming apps, smart speakers and YouTube, there is a range of new music available for us to listen to. Jazz and classical music have had huge influences on the way that music has developed and jazz, in particular, has had a renaissance with musicians such as Kendrick Lamar releasing jazz-influenced albums such as [To Pimp a Butterfly](#).

Here are five jazz albums for you to listen to:

[Trust in the Lifeforce of the Deep Mystery](#) – The Comet is Coming (2019)

[Heaven and Earth](#) – Kamasi Washington (2018)

[Your Queen is a Reptile](#) – Sons of Kemet (2018)

[A Kind of Blue](#) – Miles Davis (1959)

[Brilliant Corners](#) – Thelonious Monk (1957)

You might also consider the music you listen to while you work. There are conflicting views and studies on the effect music can have while studying. Some people may find it distracting, but there is also growing evidence that different types of background music while working can help future retrieval of that information. Some people advocate songs without words, such as [this by Ludovico Einaudi](#). Radio 4 presenter Mark Coles gave an impassioned case for the role of music in bringing a sense of calm in this time in [this profile](#) of Polish pianist [Hania Rani](#).

Music Bingo

The Music Department has created this Music Bingo game, which they've shared on their [Instagram page](#).

You have to reach 100 points, but it's up to you how you get there! Green boxes are worth 10 points, yellow 20 points, red 30 points and blue 50 points. Good luck and keep us updated at community@cfbs.islington.sch.uk.

Research a composer who lived in the twentieth century	Design a logo for the CFBS music department	Listen to some of your favourite tunes and try to play along on your instrument without following any music	Draw a picture inspired by your favourite song/piece of music	Take part in an online 'Body Beats' tutorial
'Beethoven was the greatest composer of all time' – write an essay or record a video discussing this statement	Make a music video of a song of your choice	Listen to one of the 'Desert Island Disks' on the CFBS music department Instagram page (@cfbsmusic). Leave a comment saying whether you agree or disagree with the tutor who recommended it, and why!	Listen to a whole symphony (usually four different movements)	Make an instrument using items you can find in your home
Learn a song in a different language	Listen to a 'Listening Service' programme	Research what a 'Graphic Score' is, then create one for a song/piece of your choice using items in your home	Write a song about the Coronavirus pandemic	Create an orchestra out of stuffed toys/homemade model musicians
Sing to a neighbour	Try to score more than 240 on Name that Note	Create a virtual band/choir/orchestra with friends recording separate parts – edit it together	Watch a TED talk on a musical topic (e.g. 'From Aaliyah to Jay-Z: Captured Moments in Hip-Hop History'; 'Why You Should Listen to Vivaldi's Four Seasons')	Watch a Royal Opera House live stream of a ballet or opera (every Friday)

(And below are some ideas on how you might achieve these.)

<p>Present your work as a PowerPoint presentation or biography page</p>	<p>The winning design will be used in future communications/social media</p>	<p>This only works on instruments, not voice! Submit a video as evidence</p>	<p>Submit the picture and the title of the piece of music it inspired as evidence</p>	<p>Go to https://www.youtube.com/user/OllieTurner/videos and choose a 'Body Beats' body percussion online session. Submit a video as evidence</p>
<p>Don't just look at Beethoven's life. Look at how he influenced the music that came afterwards</p>	<p>Use iMovie/DaVinci Resolve/FinalCut Pro (free trial for 90 days) – submit the finished project as evidence</p>	<p>Challenge yourself by choosing one that is a different genre of music from what you would usually listen to. You could even submit your own suggestion!</p>	<p>Submit the name of the composer and title of the symphony, along with a few sentences on what you thought of it</p>	<p>Check out https://www.youtube.com/watch?v=c-Y6lT2T16U for inspiration. Submit a photo as evidence</p>
<p>Record a video of you singing it as evidence</p>	<p>Go to https://www.bbc.co.uk/programmes/b078n25h/episodes/player to find archived episodes. Submit a screenshot along with a comment of what you thought of it as evidence</p>	<p>Make sure your graphic score represents the pitch, rhythm, and dynamics of the music. Submit a photo as evidence</p>	<p>Record either just the audio or a video of you performing it</p>	<p>Check out https://www.youtube.com/watch?v=c-Y6lT2T16U for inspiration. Submit a photo as evidence</p>
<p>Sing from a safe distance! Record a video as evidence</p>	<p>Go to https://www.teachingideas.co.uk/notation/name-that-note - submit a screenshot of your score as evidence</p>	<p>Use iMovie/DaVinci Resolve/FinalCut Pro (free trial for 90 days) – submit the finished project as evidence. A good example can be found here: http://www.facebook.com/kalbioloscoporochestra/videos/2636494213232951/ You MUST make sure everyone records to a click track so you can sync it up properly</p>	<p>Go to https://www.ted.com/talks and select music as the topic. Submit the name of the TED talk you watched, along with a few sentences on what you thought of it</p>	<p>Go to https://www.youtube.com/watch?v=vf8iuOU7BwA for the first one (Peter & the Wolf). Check their YouTube channel every Friday. Submit the title of the opera/ballet you watched, along with a few sentences on what you thought of it</p>

Health Advice For Everyone

1. Stay at home measures

The School would like to reiterate the importance of all the pupils adhering to the latest measures introduced to help stop the spread of the coronavirus.

Everyone must stay at home. You may only leave home:

- to shop for basic essentials – only when you really need to
- to do one form of exercise a day – such as a run, walk or cycle, alone or with other people you live with
- for any medical need – for example, to visit a pharmacy or deliver essential supplies to a vulnerable person
- to travel to and from work – but only where this is absolutely necessary

If you have to go outside to do essential tasks or exercise, stay at least two metres (three steps) away from other people.

2. Stopping infection spreading

The NHS continue to emphasise the following to help reduce the risk of catching or spreading coronavirus:

- Washing your hands with soap and water often – for at least 20 seconds
- Avoiding touching your eyes, nose or mouth with your hands
- Covering your mouth and nose when you cough or sneeze – disposing of the tissues into a bin afterwards and washing your hands

3. Symptoms

It is important that everyone in the community stays at home at all times. This is especially important if you have either:

- A high temperature
- A new, continuous cough

The vast majority of our community will be able to treat these symptoms with rest, paracetamol and drinking plenty of fluids. The NHS continue to state that to protect others do not go to GP surgeries, pharmacies or hospitals if you have these symptoms. If you are concerned, you can use the [111 coronavirus services](#).