



# THE SOHO SCOOP

News and Views from Soho Parish



## Headline

Over the last few days the sun has begun to shine on the upper deck and we are looking forward to seeing the first shoots of new life in the school garden. Today in assembly, Year 5 amazed us with a new plant they had cultivated from a leaf and with that came the promise of Spring and all the exciting opportunities the good weather brings.

We are looking forward to Art Week, which has been planned by the Arts Council from start to finish this year. It's always a high point in our school calendar and, if the Arts Newsletter recently sent out is anything to go by, we can look forward to the creation of some priceless pieces.

*Louise*

## Parent Survey

Our parent survey is still open and we'd love to hear from you.

<https://www.surveymonkey.co.uk/r/D8GPP5S>

## Payments are due

Payments are now due for all after school clubs, school meals and music lessons. These are paid in advance at the start of term via parentmail. If you're having any trouble please contact the school office.

## Guitar lessons

If any parent is interested in their child taking guitar lessons in the summer term, please register your interest with [office@sohoparish.co.uk](mailto:office@sohoparish.co.uk)

## Stationery fund

At this time of year, we usually ask for a contribution towards stationery. Each year the cost of pens, pencils, paper, glue-sticks and other necessary items increases, while our budget struggles to keep pace. A number of families made kind contributions in 2019-20, raising a total of £2755. The PTA generously agreed to match any funds raised and have agreed to do so again this year.

We ask all parents to contribute £30 per year, which can be paid in three instalments of £10. You may also make an additional donation, if you wish. The payment can be found in the 'Payments', then 'Shop' section of Parentmail.

Last year (2020-21), we did not ask for a contribution as we felt it important not to place additional financial pressure on families at that very difficult time. If you are in a position to do so, we would be most grateful for any families who could pay an additional £30 this year.

There will be an additional donation option, where you can donate an extra £30 or more if you wish. Once again, thank you for your support of the school in these challenging times.

### Diary Dates

**W/C 31<sup>st</sup> January** – Art Week

**W/C 7<sup>th</sup> February** – Children’s Mental Health Week

**Friday 11<sup>th</sup> February** – Last day of term

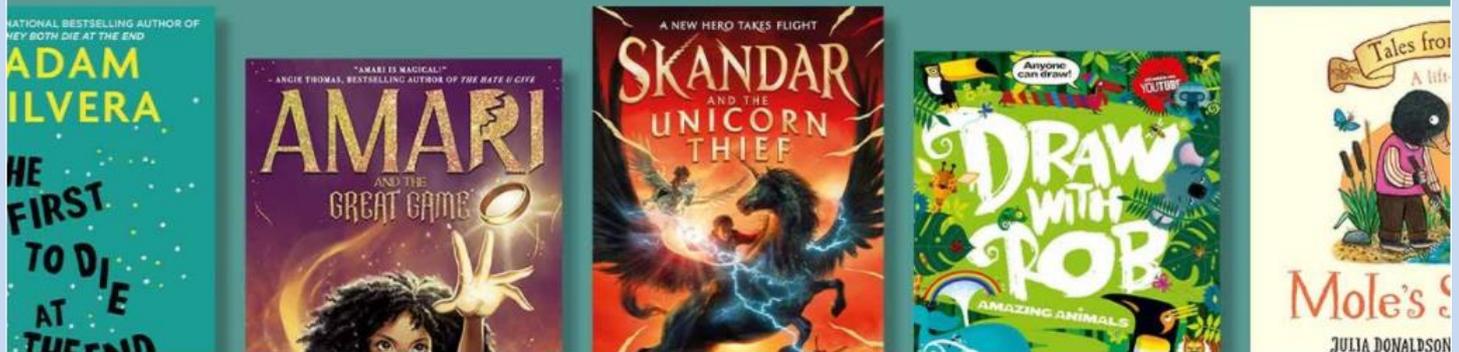
**Monday 21<sup>st</sup> February** – Back to school

**14<sup>th</sup>-18<sup>th</sup> March** – Year 6 Residential (Sayers Croft)

**18<sup>th</sup>-20<sup>th</sup> May** – Year 4 Residential (Dalesdown)

# THE BOOKS YOU NEED TO READ IN 2022

## CHILDREN’S



### **Waterstones**

Bursting with adventure, unforgettable characters and side-splitting silliness, discover the children's and young adult books to make your 2022 courtesy of our hand-picked list of magical mayhem, compelling real-world drama, picture book perfection and much, much more.

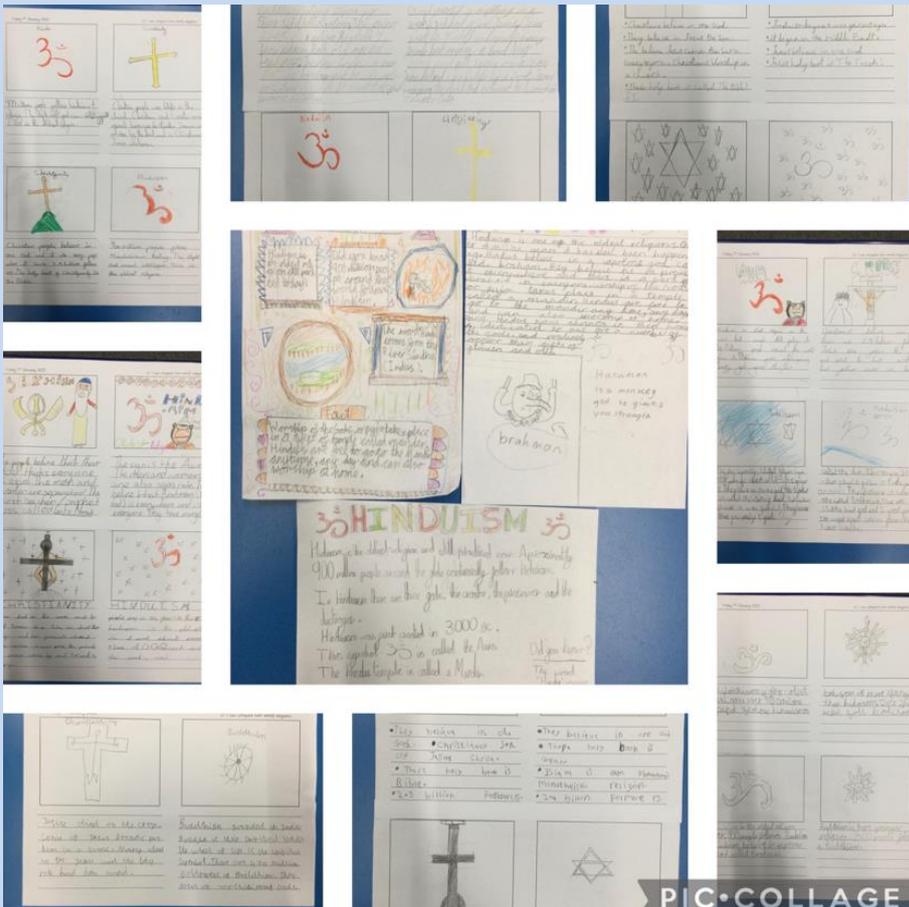
[Click here](#)

# RE Day, 7<sup>th</sup> January 2022

## *Class Three*

We started the day by sharing anything that we had specifically enjoyed learning about in RE. We then explored the timeline of the 6 religions we study, starting with the oldest. We were particularly inspired by Hinduism and created fact-files celebrating it. We went on to

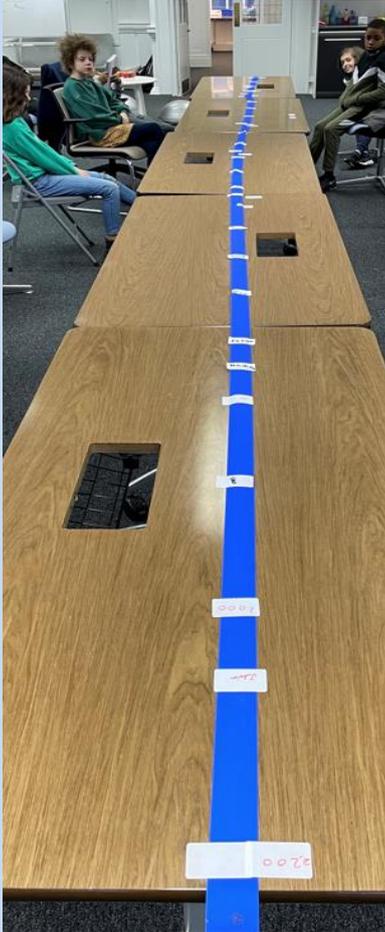
compare two religions at a time and found that there were lots of similarities. In the afternoon, we had our introduction to Judaism whereby we focused on the meaning of The Promise (The Covenant) which God made to Abraham. We acted out our interpretation of this promise and how a promise might be kept or broken.



PIC•COLLAGE

## Class Five

Class 5 began RE day by plotting the origins of a range of religions on a timeline. Sikhism was our focus for the day and it took us by surprise how late on the timeline it began: Around 1500 AD. We also assumed that Christianity would have begun in the year 0, at the birth of Jesus, when in fact it was around 30 AD.



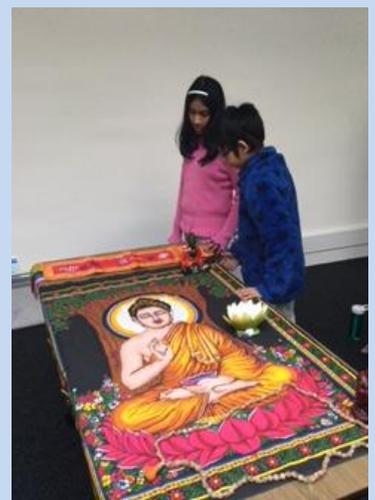
We then looked at Sikhism in further detail under the following headings: Origins, beliefs and Guru Nanak's early life. We collated our findings into an informational video.



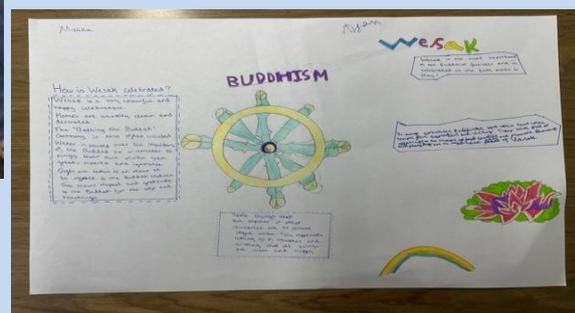
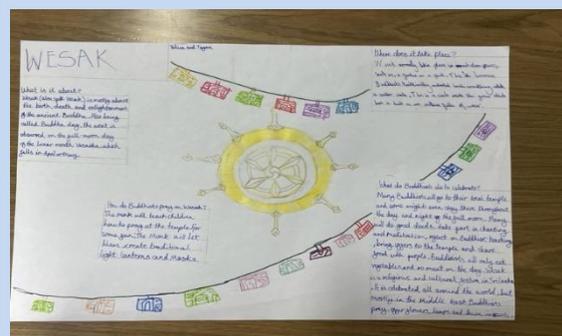
## Class Six



Moving through time, Class 6 created a chronological religious timeline which detailed the founding of the six religions we study. They matched dates with where the religions began and how they spread, symbols, founders and places of worship which gave them a far greater understanding of how these religions began. Later in the day to begin their learning on the faith of the term – Buddhism - Class 6 looked



closely at a range of authentic Buddhist artefacts and researched the Wesak festival.



### Class Four

To begin RE day, we put our mathematical skills to work to create a timeline that demonstrates when the six major world faiths were founded and continues up until present day. Each colour strip measures 1m and represents 1 century. It begins on Class 3's classroom door, through the cloakroom into our classroom and out into the green corridor! We hope to add significant events to the timeline throughout the year as well. Later we investigated artefacts from Hinduism, including murtis, and later learnt about the Festival of Diwali. We listened to the story of Rama and Sita and created our own Rangoli patterns on the playground.

### Class One

For RE day this year, Class 1 learnt about the Jewish festival of Hanukkah! Before we started we read the book 'Hats of Faith' and talked about how people all over the world have different beliefs and show their love for God in different ways. As well learning the story to Hanukkah (and enacting the battle between the King and the Maccabees!). We enjoyed finding out how Jewish families celebrate Hanukkah. We made dreidels and learnt how to play the game using gelt, which are special golden coins given to Jewish children at Hanukkah. We also handled various artefacts including menorahs and created some art work inspired by them.

## Class Two

We began by investigating what the main religions of the world are. We created a timeline for this and mapped it.

Then we focused on Judaism and explored the integral role Moses played in this faith. We found the story fascinating and wanted to share it with you so we made a book to detail the important events. We hope you enjoy it as much as we did!

