



The Windmills News

Issue 1: 30th September 2019

www.windmills.w-sussex.sch.uk



It has been a great start to the year—all the children have returned to school eager and ready to learn—the teachers are fired up by the curriculum development work that we have been doing and we are all excited for the year ahead.

As many of you know, we strongly promote an active and healthy lifestyle and encourage our children to take up an interest in sports and to teach them in a motivational way that encourages them to develop a healthy life style—for life.

We have been awarded with the School Games Gold Mark for the last 4 years which recognises all that we do and we are proud of this achievement.

This year we were able to apply for the Platinum award and I am delighted to say that we were successful.

To achieve gold you have to reach challenging targets for the number of children who take part in physical clubs, attend a range of tournaments and competitions, including those with A, B and C teams, have links to various clubs and actively promote and celebrate sporting success. All of which we do as these are core to our ethos. However, to get Platinum you have to go much further and put together a case study to demonstrate excellence in a key area. Our focus was on the work that our sports leaders do: training to be sports leaders; supporting learning in class time; running active lunchtime sessions and helping run sporting events. So a huge thank you and well done to everyone who helped lead a sporting activity last year—or took part in one. What a team!

Year 3—Wow! What an amazing start!

We have been so impressed with how Year 3 have settled into school life at The Windmills. They feel like they have been with us much longer than a few weeks—in a really positive way. They are already displaying many of our school values including: curiosity, kindness and perseverance. They are showing great respect for the school environment and for the importance of learning. All the children have got stuck into their learning with great gusto and enthusiasm!

In maths, the children have been using Numicon to help them understand new mathematical concepts and solve problems. Using the Numicon helps them to see and feel the numbers and turns abstract concepts into something very real for them. They have been learning about patterns within numbers and how bonds to ten help us with much larger calculations. For example, if I know that $8+2=10$ then $18+2=20$ and $2+18=20$ this can then be extended to $88+2=90$ and so on. It is great to see them so immersed in their maths learning.



Butser Farm

As a link to our topic about Settlements and the Stone Age, Year 3 visited Butser Farm. We were lucky with the weather as the sun shone for us all day—which is great when all the activities are outside!

The children loved the hands on practical tasks that they were able to experience and which have really enriched their understanding of what life was like in the Stone Age.

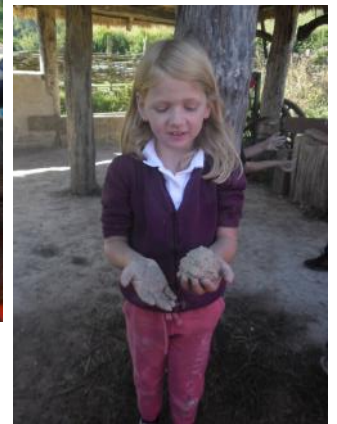
They got to go inside Stone Age settlements and get a feel for what it would have been like to live in these dwellings. They made clay pots and built walls as well as taking part in an archaeological dig—they were true historians for the day. These practical activities will really help them to remember key aspects of Stone Age life that will underpin learning around this fascinating historical period.

Staff at Butser Farm complimented the children on their good behaviour throughout the day; they were brilliant and showed great curiosity—they asked some fantastic questions and when they came back to school the next day they had remembered a huge amount. They even taught me some things that I didn't know. Well done year 3!

Examples of Stone Age shelters and buildings:



Building a wall:



Making clay pots:



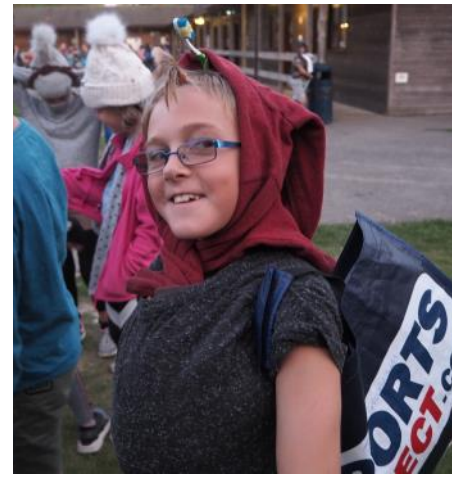
An archaeological dig:



Year 6 Residential Trip September 2019

Year 6 had an amazing time on their PGL trip to Windmill Hill. They were blessed with incredible weather and got fully involved with all the activities. There was such a range and each one had their own challenges. The week away is so much more than having a go at adventurous activities though, it is all about being independent, taking care of each other and working together as a team as well as challenging yourself to push yourself a little bit harder than you feel comfortable with.

When they returned the children were asked to pick an activity to write about and use this first hand experience to further develop their writing skills. Have a look at the next few pages to get a snap shot of the highlights of the week.



Jacob's Ladder

When you first look, you see how high it really is. Before you go up, you are clipped on to the rope being pulled by the belayers. I am nearly certain everyone wonders what if you fall and no one holds the rope! Luckily, they have an automatic locker, so if you were to fall, you would go down around an inch before you're locked in.

Once I began to climb, it was reassuring and getting to the third step was easy. When all my teammates were up to the third step, not looking down, I darted to the fifth step. That was when it became challenging. I looked down but my drive to go up was so overpowering, I wasn't scared in the slightest.

I pulled my body over and swung myself up. The last one was so hard, I had to resort to a rope. I pulled and pulled until I finally got to the top. And there I was. At the top of Jacob's Ladder.

Looking down was so strange. Everyone looked so tiny. I was very proud of myself.

Nikolaos Halvatzis



The Giant Swing—Katie Stenning

The giant swing (one of the most challenging activities to face at PGL) was one of my favourites!

As we approached the colossal swing, everyone's jaws dropped wide open! It looked incredible (from the outside) but there was no time to stare at it all day we had to get it up and running.

Our instructor (a man who called himself Batman) came over to us holding out worn out harnesses. After we all got fitted into them, it was the first two peoples turn. As they got strapped on we had to pull them using a long white rope.

Finally, it was my turn! My partner (Beth) was really excited and so was I. Once we were secured on, he took away some blue steps so we would dangle in mid-air (then we started to feel the big wedgie!). Screaming in pain, slowly we got lifted to the very top.

30 feet in the air, we were very scared, very excited and really nervous! Hesitantly, I reached for the rope... Gently, I pulled it, for a split second we were just floating in the air then we flew down screaming so loud you could probably hear it from Mars!

TEAMWORK

Teamwork is very important for this PGL activity. There are two important jobs:

Pullers – Pulling is a very special job – it's like a tug of war with your team. As you pull the rope, the passengers on the metal bar start to rise.

Solo loosener – In this job, just you have the rope (it's all up to you). To keep the passengers safe, you must listen to the instructor.



ENJOYING YOURSELF

When you and your partner are on the swing, tell your instructor how high you want to go (it's so fun to go as high as possible). Once you get to the top, you or your partner have to pull the purple cord (which is behind your head). After you yank the rope, you will go swooshing forwards (which will make you terrified!) When I did it, nobody in my group could keep a straight face. By Leilani Alushi

PGL was the best experience I've ever had that's why I'm going to tell you a bit about it.

The first activity (which you need a harness for) is called the Giant Swing. On this activity, you sit on a giant iron swing seat with a partner while your friends, down below, pull you up. Then you yank the rope and you drop. On the way down you feel like the swing is going to break but, don't worry, once the first swing's done, you feel a lot safer ... until you do it again!

Another one of my favourite activities was All Aboard. You and three friends go to the top of a really high tower with a podium the size of a pizza box on the top of it. Once you're all on, you have to fight to the death and push each other off. Even if you've won, you still have to jump off the edge. At first, you feel like you're going to plummet towards your doom, but, just like an albatross, you float towards the ground.

I hope I have persuaded you to go to PGL. It's not only a lot of fun but it teaches you how to work together, to respect other people and face your fears.

Fedon Loftus-Printzipas



Raft Building

As I prepared for the raft building activity, I became very excited because we could create our own raft and test it in the lake! Soon after arriving by the lake we surveyed our equipment including 6 blue barrels, 6 multi-coloured barrels, ropes and 2 long hollow poles. As a simple knot would not hold the barrels together, we learnt how to use slip knots and created 3 two-barrelled rafts. As we needed 1 six-barrelled raft we used the 2 poles to connect them by lining up the smaller two-barrelled rafts and slid the poles down the middle under the ropes. We had to roll the poles which would move them into higher positions. This was very hard work. Once the raft was built we pushed it off into the lake and carefully got everybody on board. As soon as we set off people started slipping into the freezing cold—they then tried to drag anyone left on the raft into the water. I was the only one who managed to stay afloat. But at the end didn't want to miss out so I foolishly jumped in too!

Milo Bartlett-Bundy



PGL was a once in a lifetime, amazing experience. You can do all these giant exciting activities (including Trapeze). The trapeze, that is 6 metres high, was incredibly fun.

When I got my old, stitched-up harness on, the instructor, who was a lady, attached me to a long red rope. The people pulling you up –to the platform shaped as a small carved box- are called belayers.

Once I got to the top, I stood at the edge of the wooden plank and JUMPED! The view was outstanding. What made me laugh the most was my face when I caught the cold metal bar. Allegra Demaine-Stone



All Aboard

Putting my harness on, I peered up at the pole nervously. It was super high. Our instructor clipped us on to the rope and, one by one, we started to climb. I had watched all my friends clamber to the top and finally it was my turn. I set my hand on the first hold and gripped it tightly knowing that soon I would be standing up above the clouds. Climbing higher and higher, I tried not to look down and then I reached the last hold.

Joining my friend, I struggled to stay on the tiny platform. We all huddled together (like penguins) and, before we were lowered back to the ground, we played a game called Bum Wars. You had to push each other off with your bums and I won.

When my feet touched the ground, I thought to myself, "My first activity is complete!"

Erin Poat



6.9.19

I can use historical language

Ancient Egypt—wealth and poverty



In my opinion this is a primary source because the

deities on the front are starting to crumble. This tomb was made for a wealthy, powerful Pharaoh when he died. Inside the tomb, there is a poor slave who was killed to serve the pharaoh in the afterlife.



This primary source was discovered by an archaeologist. In this painting there are slaves being whipped by the more powerful Egyptians. In the Egyptian times only very wealthy people could own boats.



In this photo there is a powerful pharaoh and a poor slave. The poor slave is following the pharaoh holding a golden, jewel-encrusted staff. The writing at the top is ancient Egyptians.

Meri Hales



I can see dictators bossing around the poverty slaves. This is a primary source.



Thomas Rapson

This is a settlement where people lived. This was found by an archaeologist. This is a primary source.

Year 4 - step back in time to Ancient Egypt

In class, we started the year and our history topic by looking at historical language and primary and secondary sources of evidence.

Primary sources are documents or physical objects that were written or created at the time of the event.

Whereas, **secondary** sources are interpretations or analyses that have been written after the time of the event, therefore providing different perspectives and conclusions of certain events or people.

The children were asked to consider the type of evidence in front of them and describe what they had learnt about The Ancient Egyptians from this.



In ancient Egypt there were many pharaohs and monarchs who were the rulers and dictators of the land.

Many years ago, ancient rulers died and got buried in golden tombs unlike poor, penniless slaves who died and got buried in lousy, old tombs that were claustrophobic and cramped.

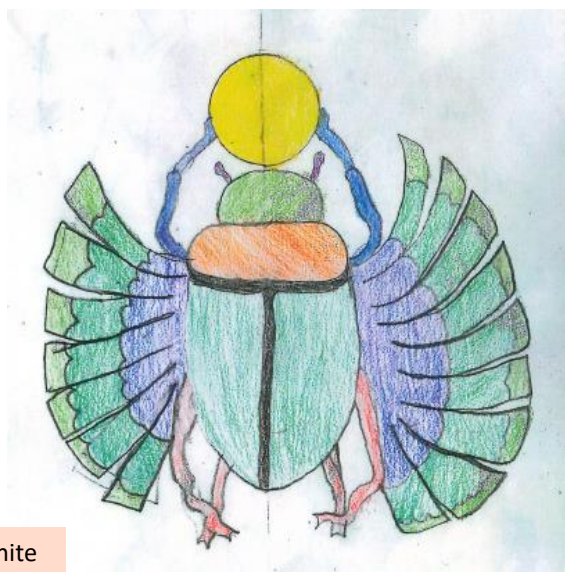
Milly Ryan

The children then got the opportunity to experience an Ancient Egyptian market—where they could see and smell vegetables and spices from the historical period.

The Ancient Egyptians used symbols in their art and religion. One symbol was that of the common scarab bug, a beetle found all over Ancient Egypt. The scarab bug symbolized the restoration of life. The scarab was a popular design for good luck charms, for seals used to stamp documents, and for jewellery made from clay or precious gems. Some had inscriptions, such as the owner's name or a brief message written on them. The rich colours used in the scarab design had significant meaning: red signified the god, Ra; touches of yellow were used to symbolize the sun and the desert; blue symbolized the Nile; green was the symbol for growth.

We looked at different examples of scarab designs and experimented with sketching and designing symmetrical patterns of our own. Then we experimented with colouring pencils and a range of watercolour painting techniques to finish our designs.

The final outcomes were just stunning—



Emi White



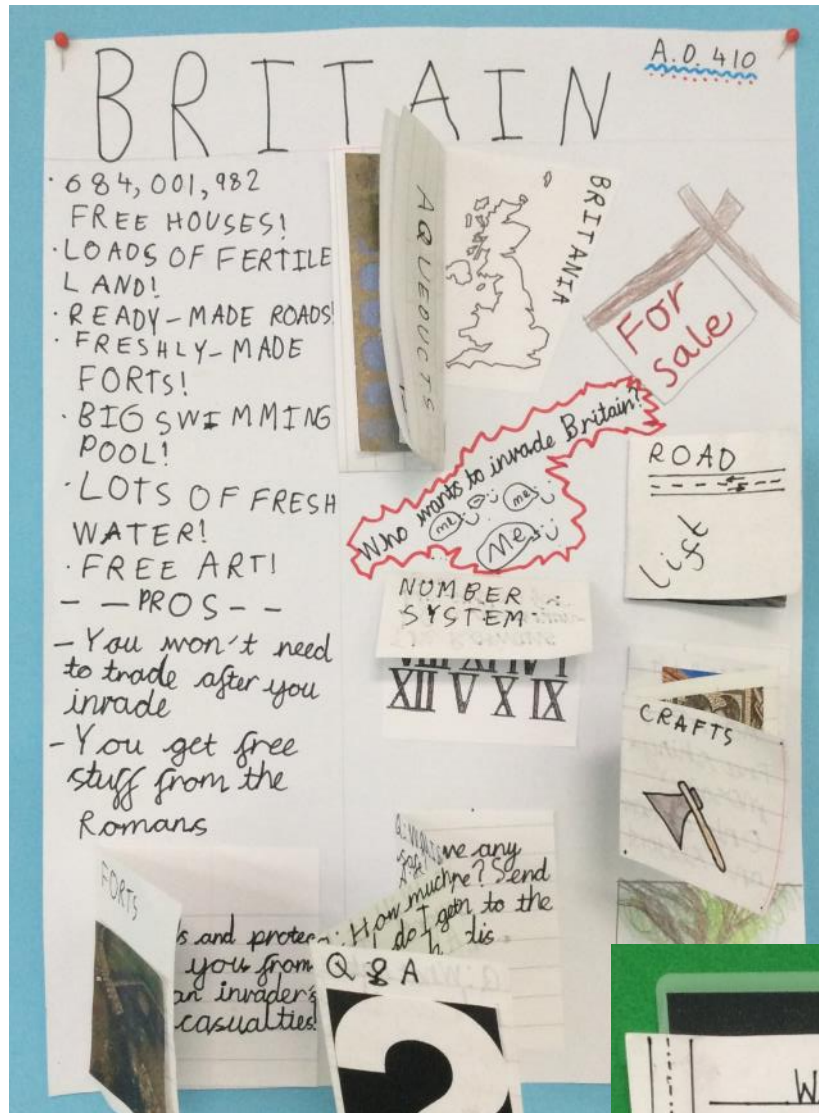
James Andrews



Genevieve Homer



Annaleigh Maher



Frank Jones & Tabitha Ware

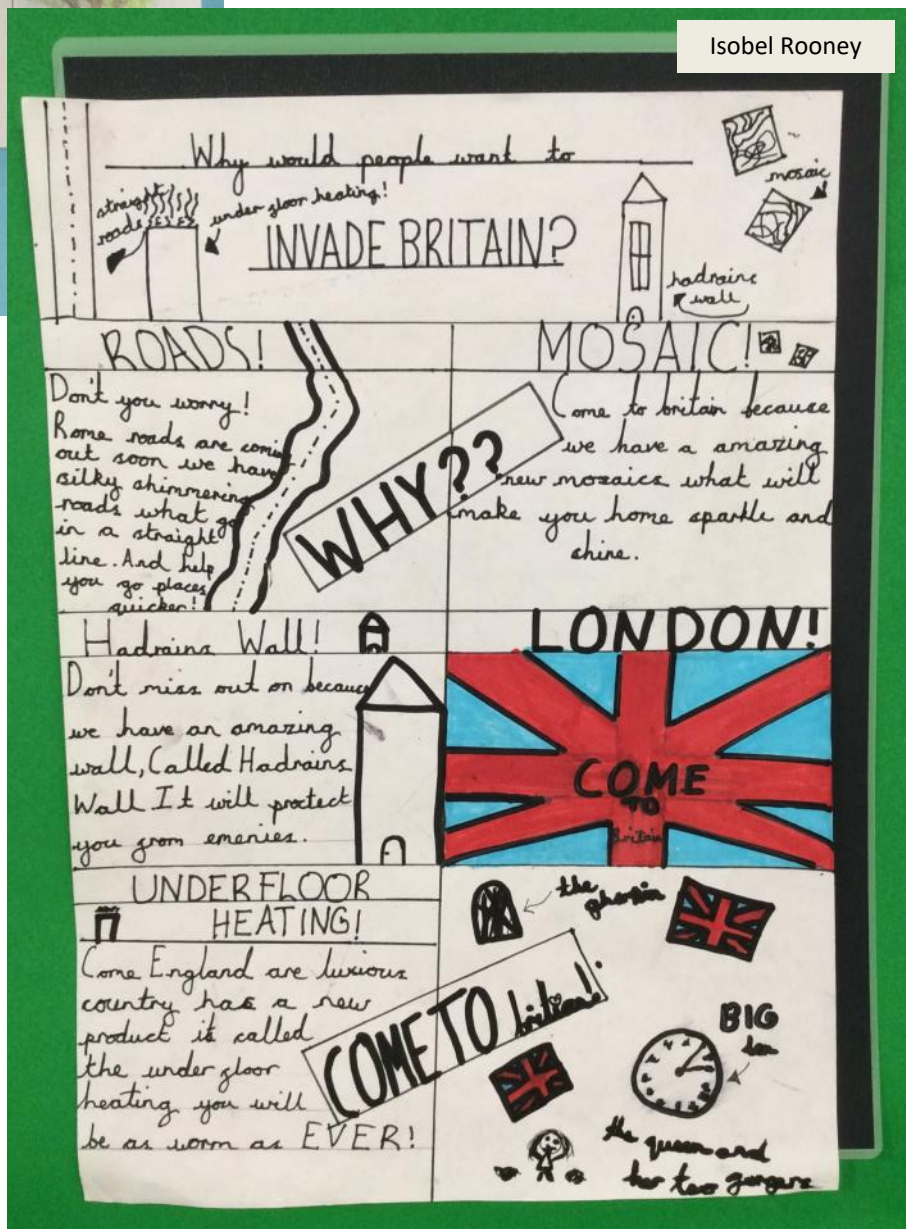
Measuring the expansion of the Roman empire:

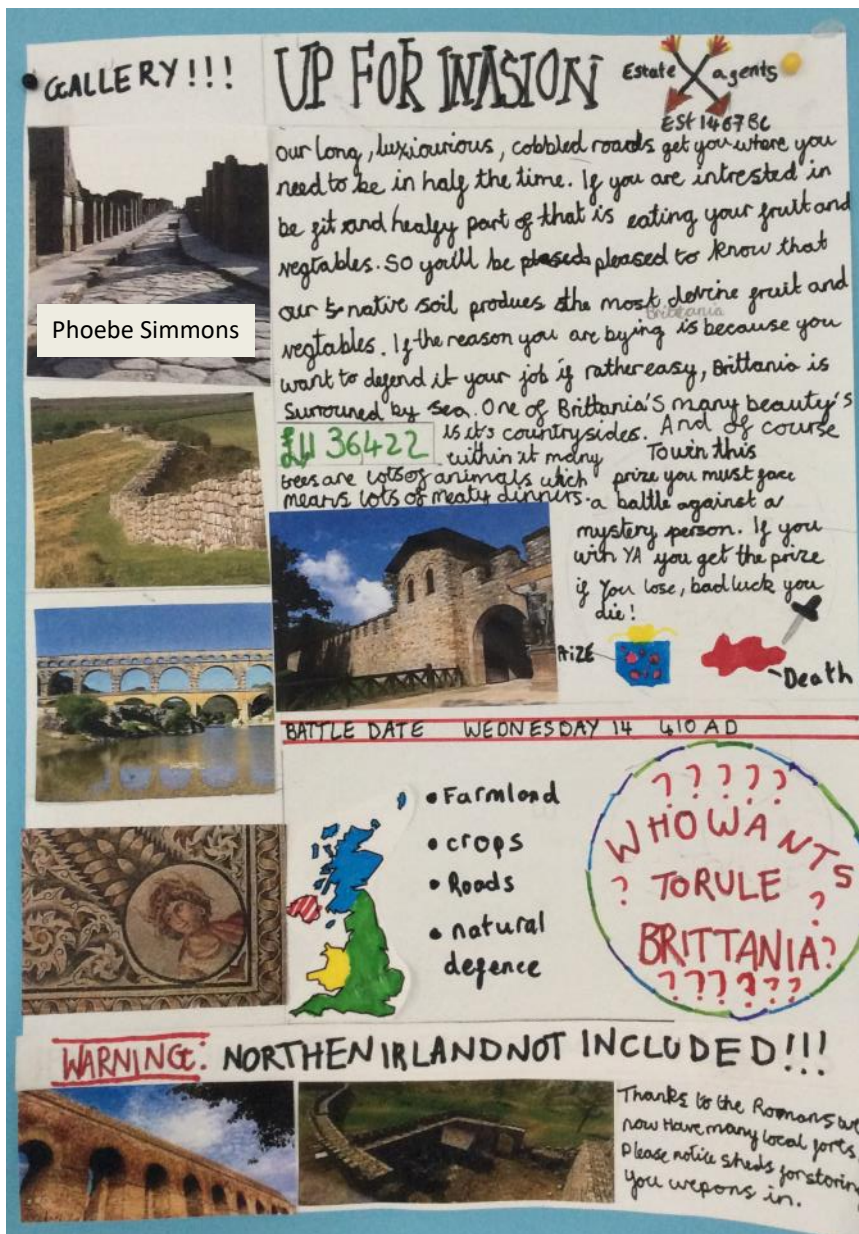


Year 5 have been absolutely absorbed in finding out about the demise of the **Roman Empire**. They explored exactly how far the Romans had travelled—using a very clever technique with string and pins. This was a great mathematical challenge as well as an important geographical learning opportunity. The children found out exactly where the Romans came from and how far this was. This helped them to understand how difficult it was for the Romans to rule a land so far away from the centre of their civilisation, especially one that kept fighting back. It was too difficult to hold onto and too expensive to keep fighting for. They were being attacked on all fronts.

Once we'd worked out why the Roman army left, the children embarked on an advertising campaign to market Britain to potential invaders. They had learnt that invasion had benefits as well as some disadvantages!

Isobel Rooney





Phoebe Simmons



Next, the children looked at who arrived in Britain at this time.

The children turned the classroom into a giant map so they could understand where these travellers came from.

We asked questions such as:

- Why did they leave their homes?
- Why come to Britain?
- How did they get here?

We also discussed: What makes people leave their homes and move to new places today?



Norway and Sweden - Vikings

Norway—Vikings & Jutes

Germany
Angles and Saxons

Britain - Post Roman Britain