



The Windmills News

Issue 6: 29th January 2020

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What an exciting start to the new decade: alien invasions, hidden kingdoms, ancient civilisations, singing and dancing with super stars and exploring the world around us.

We had a fantastic trip to the O2 Arena with 112 choir children and their parents. The children were absolutely fantastic for the entire 9 hours we were in the O2 auditorium. They sung with great gusto and made the most of every single second. What a fantastic job Mrs Sinclair has done with teaching them so many songs, sung so well. A huge thank you to her.

A massive thank you to the children who have shown amazing perseverance and commitment by attending choir on 2 mornings each week at 8 am to ensure we were the best choir that we could be.

The trip would not have been possible without the tremendous hard work from Mrs Goldfinch in the office - who organised all the travel and equipment to keep the group safe. She deserves a medal.

It was a bit more of an adventure than we had planned as on the way home coach 4 broke down. I want to say an extra special thank you to the staff and all on that coach who stayed calm and supportive and worked together until they finally returned to Hassocks at 1 am! Having the M25 closed for them was quite

an experience. To the teachers and TAs, the children and parents—well done everyone for making this such a memorable event.





Year 6 had an unexpected visit at the start of the term—a device from another world crashed into the LRC before mounting a full-scale invasion of Hassocks.

We used our detective skills to discover what had occurred before writing up our findings. Below are some extracts from our 'Invasion Day' writing.



From the shadows, the Martians had come declaring war on England. Nobody knew why they came or how. The only thing known was that they had sent Britain whirling to destruction.

CRASH! Another building crumbled, spraying smashed glass everywhere; smoke erupted into the air.

The girl tumbled out of her house, for if she had stayed any longer her bones would have been crushed. Her eyes scanned across the piles of debris to find a safe path from the danger. By Helena Lara

As he walked into the village, a colossal tripod came out of the fog, frying everyone in its path. Suddenly, the college student realized he was going to have to leave, now! Sprinting for his life, his heart was racing. As he scrambled behind a massive tree, he realized the aliens had made their way to Hassocks. Nobody would survive if they stayed here.

All went silent. As he turned around, the tripod fired a crimson ray at him. The robot spoke in lasers. Out of the corner of his eye, he noticed a drain tunnel. Hoping he could fit through, he leapt inside the tunnel while dodging the lasers from hell. Luca Traboulsi



In that moment, the alien life source caught his eye. Instantly, he knew he could not out run its long legs, which were like multiple trees towering over him. The first thing he saw was a creepy, cold alleyway. It was his only option.

As he walked into the half-zapped parachute shop, he had a plan. His heart was racing while grabbing a parachute and punching the vent open. But now he could see brightness. Now he was sweating. Would his plan work? William Brownsell (6B)



The Beginning of the End

Terror ran through the boy's veins and spread across his body. He peered around the shelter of a half-demolished house. The Martians were only about a hundred yards behind him; their terrible death rays sweeping the town, vaporising any human life. If he abandoned the safety of the ruined settlement, there was a 50/50 chance of being spotted, meaning instant death. If he stayed, however, the tripods would eventually come and it would all be for nothing. He had no choice. He had to run. The boy mustered all his courage, and sprinted from his cover.

by Will Cobb

War of the Worlds

Holding her breath, she looked ahead. It was there. She knew if she made a noise it would kill her in seconds. She could feel the blood rush to her head every time she looked at it. People were hiding in silence, terrified of what might happen. A wave of anxiety filled her body. She was extremely desperate to get to safety just like everyone else when she saw another death ray. Screams filled the town. It was horrible to watch but in that moment, she realised how lucky she was to be alive.

by Rebecca Harding



It happened again. Another heat-ray swept across the skyline, slicing the roof off a block of flats. Screams and gunfire echoed through the streets. His fear grew when the lid of the bin he was hiding in opened carefully and a young girl clambered in.

In his ribcage, his heart was a drum. His arm throbbed as he asked the girl why she was crying. No reply. She opened her mouth—a horrific sight met his eyes. Something painful and dangerous had rendered her silent.

By Tab Woolley

As part of our new topic, “Changing States”, the Year 4 children have been learning about what life was like aboard the mighty Titanic. After learning about the different experiences of those who travelled first class, the children then considered what it would have been like to work as one of the stokers who kept the boiler room fires going. Through drama and characterisation, the children created powerful first person narratives that made the reader feel as if they were there in those scorching furnace rooms!



Here are a few examples!

I was floundering in a toxic, hazardous maze of smoke. My body screeched in agony as I fuelled the hungry fires in the copper furnace. You see, I'm a stoker aboard the Titanic and it's not a job to behold.

(Ella Cockburn, 4G)

As dense smoke gushed out of the blazing, hot furnaces, jet black coal surrounded my ankles. I worked despondently as the lead stoker screamed, "Faster, faster!"

(Benjamin O'Mally Richardson 4C)

Life as a trimmer is hard work. Lifting heavy coal into huge wheelbarrows and taking it to the scorching boiler room. I thought this job would be better. By doing this, I would have enough money to feed my family for a month.

(Chloe Watkins 4W)

I was lost in a hazardous, smoky world. It was hellish and humid down in the boiler room. I shovelled the coal wearily into the scorching, hot furnace.

(Dylan Worsfold, 4G)

Steam poured off the burning red furnaces, smothering me and my pals in smoking, glowing ashes, causing us to cough and splutter violently. As I trudged down the sooty stairwell, I could hear the noises of grinding and clanking machinery.

(Emi White, 4C)

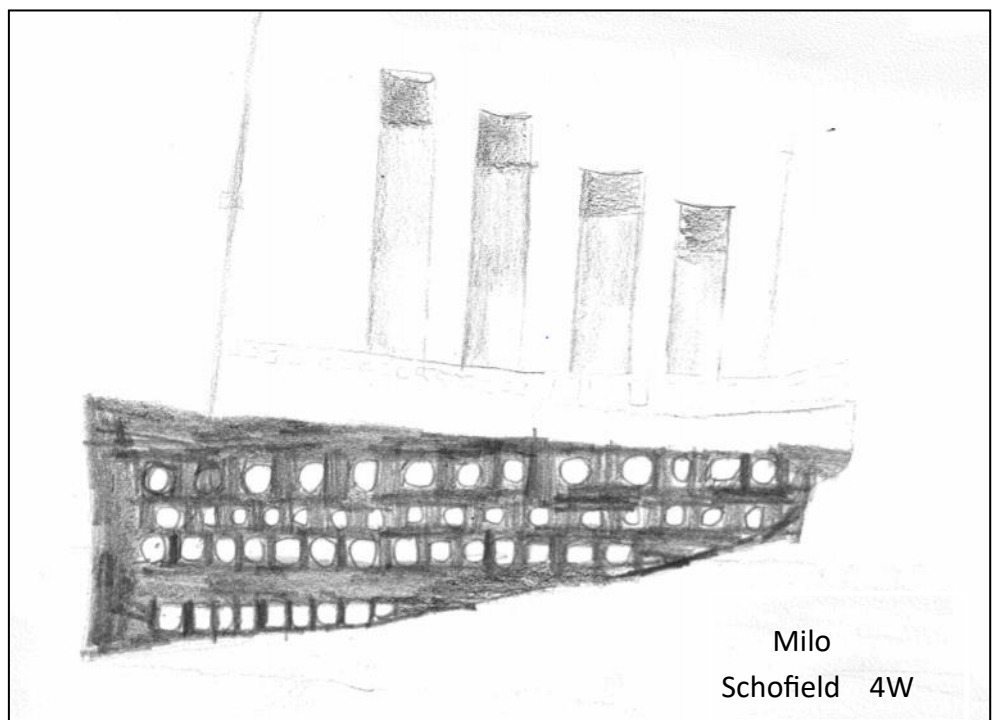
Half an hour in and I was already drowning in sweat. Every minute meant another heavy shovel of coal. It was like working in the middle of the Earth.

(Zach Thompson 4W)

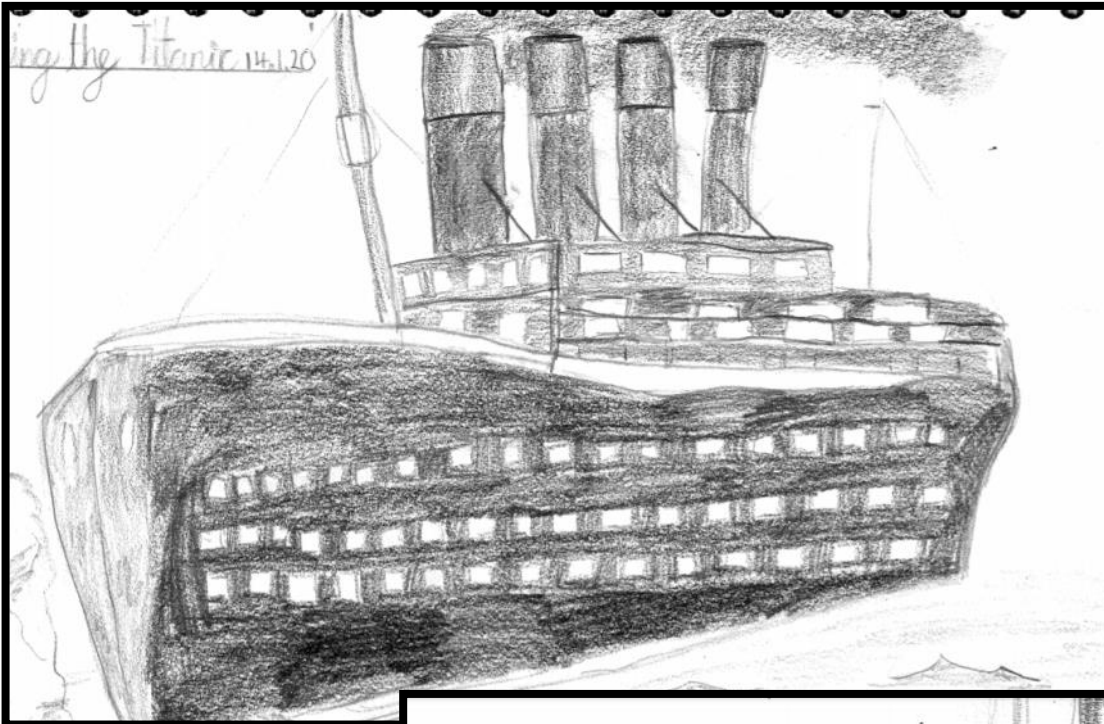
In Art, the children practised sketching and shading with 2B, 4B and 6B pencils, before then composing, sketching and shading a picture of the Titanic.

The children thought carefully about the composition and perspective and this is evident in the fantastic sketches that Y4 have produced!

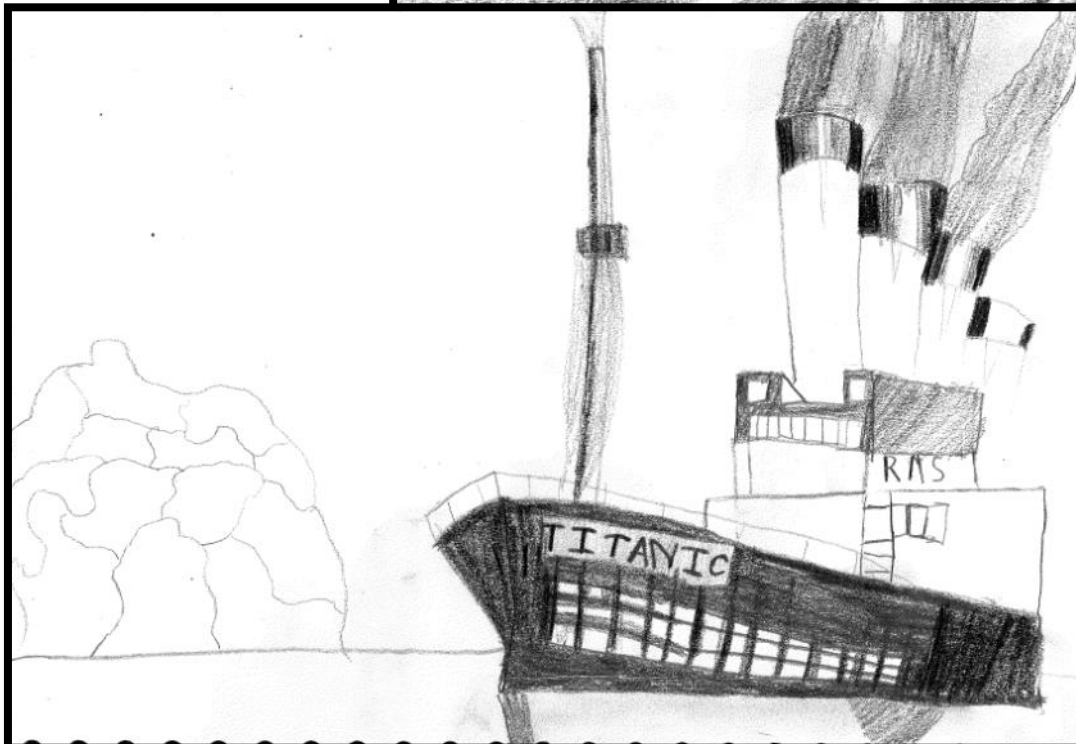
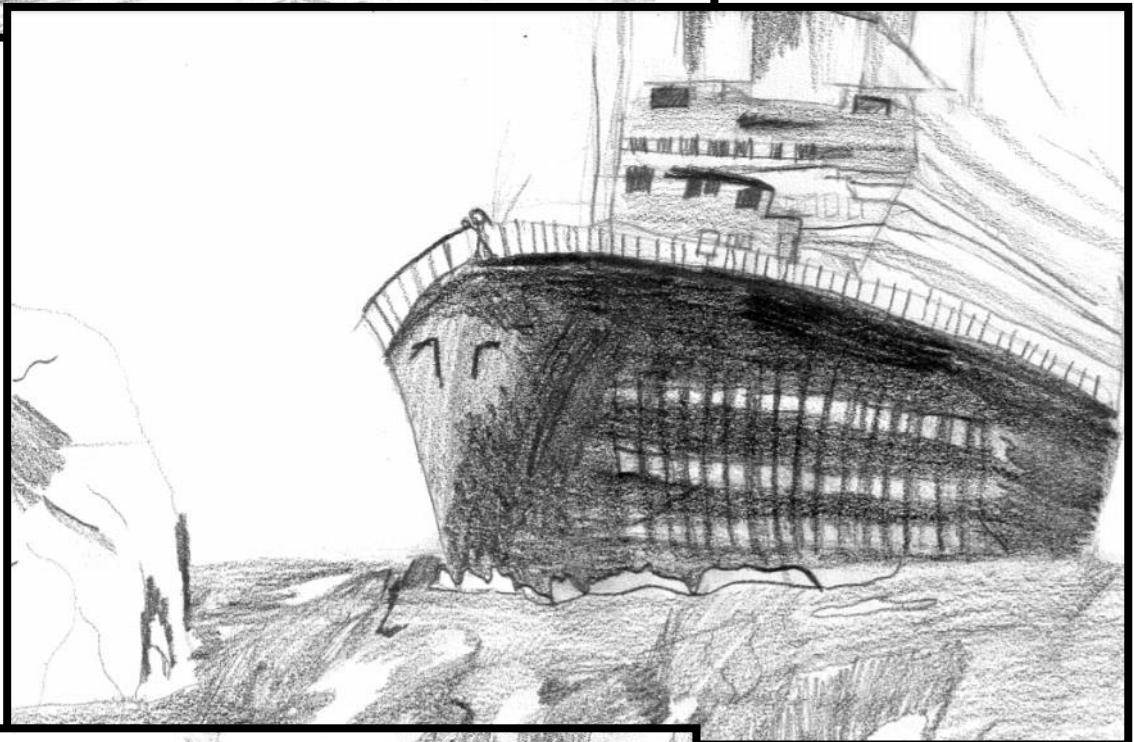
What accomplished artists:



Milo
Schofield 4W



Isla Westwood
4G



Lois Faith 4C



ANCIENT GREECE

Year 3 History—Were these items invented in Ancient Greece or are they more modern?

The children started by looking at replica artefacts from Ancient Greece and discussing what they thought they were. We also asked them to think about whether we still use anything like these objects today. The classes had some fantastic discussions and shared their thoughts with evidence to back them up. The next task was to sort a set of images by deciding whether they were invented during Ancient Greece or whether they were a more modern invention. This was a really tricky task which required the children to talk and think like a historian by explaining their reasoning and using facts they know (e.g. Electricity wasn't around in Ancient Greek times so there definitely weren't any TVs).

When we revealed the correctly sorted images, there were lots of surprises!



"I was surprised that medicine was invented in Ancient Greece because it looks more modern."
Ben, 3S

"I enjoyed discovering what the Ancient Greeks invented. I was surprised that they invented the crane. Pretty impressive!" Sam, 3S



This term, the Year 3 children have been investigating their place in the world, working hard to find where they live in relation to the wider world.

They have explored the features of a capital city and have found our capital and other capital cities across Europe using digital mapping software and atlases. It was a great investigation and the children learnt a lot. Some children went on to explore places that they had visited previously on family trips or heard of and would like to visit.

The children then explored borders and what they mean in Geography. They particularly enjoyed the hard borders in the classrooms where they had to seek permission whenever they crossed. Using this knowledge, the children then looked at European countries and explored what countries border one another to try and find the country that had the most borders.

"I found it funny that I wasn't allowed to cross the hard boarder without getting permission even if I needed to get something on the other side of the room."

James D 3H



L: Borders

Countries that border:

"I learnt that Belgium borders France, Germany, Netherlands and Luxembourg."

Callum 3A



France: Luxembourg, Italy, Spain, Switzerland, Belgium, Germany, Monaco, Andorra

Greece: Albania, Macedonia, Bulgaria, Turkey

Macedonia: Greece, Albania, Yugoslavia, Bulgaria, Turkey,

Poland: Germany, Czech, Slovakia, Ukraine, Byelorussia, Russia, Lithuania

Glen—Yr 3

France: Belgium, Luxembourg, Germany, Switzerland, Italy, Monaco, Spain, Andorra

Greece: Albania, Egypt, Macedonia, Bulgaria, Turkey

Spain: Portugal, France, Andorra

Sweden: Norway, Finland, Denmark

Farrah 3A

Beyond capital cities and digital mapping, the children are working hard to understand the geographical features of Greece: what it looks like, it's terrain and the main physical and human features.

They have now begun an in-depth study looking at Athens.





Year 5 have begun their Hidden Kingdom topic. How many kingdoms are there? Where are they? Why are they hidden? Are there

any undiscovered kingdoms?

We began by investigating a range of Hidden Kingdoms around the world. The children put themselves into the shoes of explorers and described what it would have been like to discover these places for the first time.

As I approached the crispy, golden steps, I turned to see cracked rocks descending down beneath the quivering sand as it looked at me with a sad expression. The sand around me was so bright, it was gold and the deep winding tunnels were hidden in the silky pebbles that shine like stars in the blazing sun.

Jessica Armstrong



As I enter the ancient ruins, I saw the magnificent kingdom before my eyes. After a while, I stumbled across the huge mountain decaying right above me. I hasted across the lonely wastelands and I could feel the hills watching me. The hatred wind blew some of the bricks making them crumble to the floor and blowing autumn leaves off the trees.

Cameron Mckechnie-Smith

Hiding deep in the crimson, canyon rests the magnificent rose city. The pillars were soldiers in a line. The glow from the burning sun beamed strongly on the temple. It is nestled between two canyons and hopefully rests there forever more. I felt like a blade of grass up against the temple which seemed like an autumn leave above me. Petra is a hidden fantasy!

Tabitha Ware



At the desert region in Egypt you will find two out of place sand dunes that hide a phenomenal Egyptian burial-ground named Valley of the Kings. Resting lifelessly among the sandstone tombs, lay great pharaohs of mighty Egypt. The hard limestone, meant to guard an amazing prize, shelters the monarch and his belongings from raiders. Inside this amazing valley, is the last resting place of many kings. Will Delaine

As I stumbled into the forgotten place, I regretted my decision to. I looked up to see a colossal pillar full of delicate patterns towering above me. Every step I took, I heard crumbling rock from the walls plummet down towards me. I carefully dropped my fingertips against the ancient artefacts tearing the edge of my finger painfully. I thought I heard echoing whispers escaping out of the decaying walls around me.

Amelia Reeve



Machu Picchu is in Peru where it's hidden by the Amazon Rain-forest. It was hidden so well that people didn't find it for hundreds of years! The walls of Machu Picchu are as strong as steel so they are still standing today. Because it is so close to the sun, the grass is glowing warmly. Huayna Picchu is roughly 4 miles high. It casts mystical shadows upon Machu Picchu as though it wanted to scare anyone who came near it.

Eve King

In Geography, the children had to decide where they would create a Hidden Kingdom in the world and why.

They used their geographical knowledge and investigated the terrain and conditions around the world.



Looking at the map I notice that hidden kingdoms are near volcanoes or other dangerous things like mountains or in a forest. Sometimes they are in hidden places like the ocean or a desert.

If I were an explorer, I would look at Antarctica because not much of it has been explored, it's also my life dream to go there and discover something nobody has ever discovered.

Ryan Matthews



I would build my hidden kingdom in a country off the coast of Canada it is called Newfoundland.

I would build my hidden kingdom there because it is snowing most of the time, so the snow would provide a perfect shield. Half of my kingdom would be buried in the snow. Therefore, Newfoundland would make a perfect hidden kingdom.

Georgina Griggs



*A Winner
is a
Dreamer*

*who never
Gives Up*

- Nelson Mandela

It reminds us that inspirational people were children once too. Posy Year 4

They inspire us to create something new.
Summer Year 4

They remind you to keep on going.
Benjamin Year 4

I THINK I CAN
I THINK I CAN
I THINK I CAN
I THINK I CAN
I THINK I CAN
I THINK I CAN
I THINK I CAN
I KNEW I COULD

They remind me that I can achieve my goals.

Florence Year 4

Have a look at our motivational quotes that we have displayed around the school. They link to our school values and encourage the children to think positively about their behaviour and learning.

Which is your favourite?

Here are a few things the children say about the new additions:

I feel happy when I read them and it helps me think about the choices I am making. Amelia Year 5

Believe
you can and you're halfway there.
-Theodore Roosevelt

If you do all you can, you can follow your dreams.

Reece Year 5

*Never
Stop
Learning*

There is always a way to solve a problem.

Kaycee Year 5

*"A person who never
made a mistake
never tried
anything new"*
-Albert Einstein-

As they are famous people, it makes you realise that if they achieved something, you can too. Maya Yr 6

On January the 15th a Year 4 team competed in a local athletics competition **SPORTSHALL ATHLETICS**. This is run by Mid-Sussex Active and is now a key feature in our sporting calendar.

SPORTSHALL ATHLETICS is an indoor form of track and field for children between the ages of 4 and 16. It was created to provide a safe and warm environment for young athletes to train during the cold and dark winter months.



Today Sportshall is the largest competition within the School Games framework and with an estimated user-base of well over 1 million children, Sportshall has more participants than any other School Sport Competition. The programme focusses on fitness and multi-skill development providing a grounding for all sports.

The children take part in a range of activities that test their overall fitness, stamina and skill level. The teams are made up of 10 girls and 10 boys and each child can take part in up to 4 activities. Matching the children to the events is a logistical maths problem!

The children had a great time and did brilliantly to be placed 4th out of 9 teams—missing the Bronze medal by a few points.



CROSS COUNTRY FINALS

Following on from the Windmills' Cross Country Team success in December, all of our runners who finished in the top 15 of that event travelled to East Grinstead on Wednesday 22nd January to compete in the next round.

This year we had a total of 7 runners competing at this stage which is possibly the highest number we have ever had qualifying. In this round, they faced an even bigger challenge than the December event as the course was nearly twice as long and far more undulating. However, due to the team's hard work and dedication (they have trained every day at lunch time since Christmas), they were well prepared both mentally and physically.

All of the runners that took part did themselves proud and completed the course admirably. Amazingly, all of our three female runners (Isabella Paulson-Jones, Allegra Demaine-Stone and Cerys Wallek) qualified for the next round, with Isabella Paulson-Jones winning the whole event and, in the process, being crowned the overall girls Mid-Sussex Champion. Our boys (Henry Anderson, Josh Greenhalgh, Beau Handley and Blake Ticehurst) took to the challenge just as well with two of them qualifying for the next round (Henry Anderson and Blake Ticehurst). Henry Anderson put in an incredible performance to finish 2nd overall, another remarkable personal achievement.

