



The Windmills News

Issue 2: 22nd October 2020

www.windmills.w-sussex.sch.uk

The first half term has absolutely flown by! We have all had to adapt, be creative, show courage and independence but wow have the children stepped up to the challenge; they have been amazing. I wanted to take this opportunity to thank everyone within the school community - the office staff, the premises manager, the TAs, the teachers, the senior leaders, the governors, the kitchen staff, the children and the parents - as it has been a whole school community effort to move forward as positively as we have.

We have lots to celebrate. We have been in school learning for 7 weeks. The children are keen and enthusiastic to learn and are safe and happy in their bubbles. They have been doing a tremendous job with their learning and the work that they are producing demonstrates just how much they are getting from being back.

Hopefully, this newsletter will give you a flavour of just what the year groups have been up to.

Our children have also been absolutely incredible, not only in applying themselves to their learning but going above and beyond for others.

These wonderful girls worked together to raise money for our adventure playground. Natalie explains:

"After your assembly, back in March, we got really excited about helping to raise money for the adventure playground. Me and my friends thought about it for a few days. I saw some runners on my way to school and I remembered the sponsored run we did at Hassocks Infants to raise money for a school in Madagascar so I thought we could do the same.



That break time we designed a sponsor sheet. After school, we carried on planning and then started collecting sponsors. Sadly, our careful planning had to be put on hold because we then went into lockdown. On my birthday, last Saturday, me and 5 friends ran 5K around the streets of Hassocks. " (raising over £73)

It total we managed to raise a significant £12,228. Thank you to the amazing Friends of Windmills for donating £7500, to all the parents and members of the community who raised £3655 on our crowdfunding page and to Barret Homes for £1000.

The adventure playground was completed over the summer and looks amazing. It actually looks exactly like the design. The children will get the opportunity to play on it after half term as we work out how to do this safely without crossing the bubbles.

Well done also to—

Evie & Emily who completed their Flipathon for Hassocks Goes Gold in Adastra Park. They did an absolutely amazing job and completed 420 cartwheels each over a half hour period.

Unbelievable.

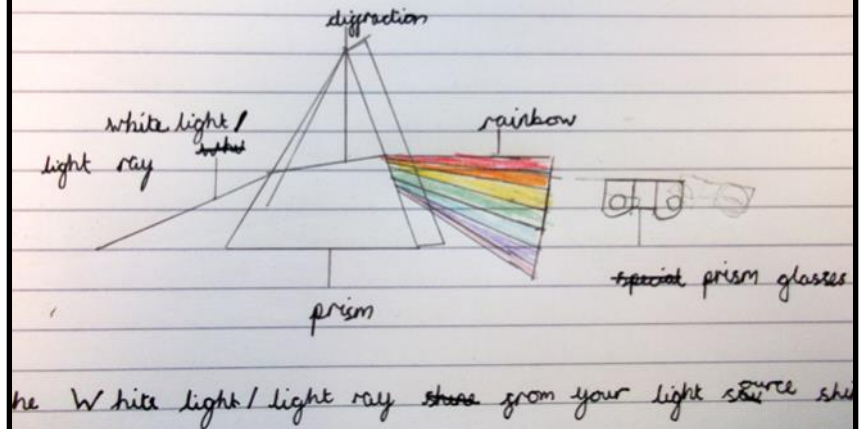
They've raised (at this point) £356 for CCLG/ #PearlPower.



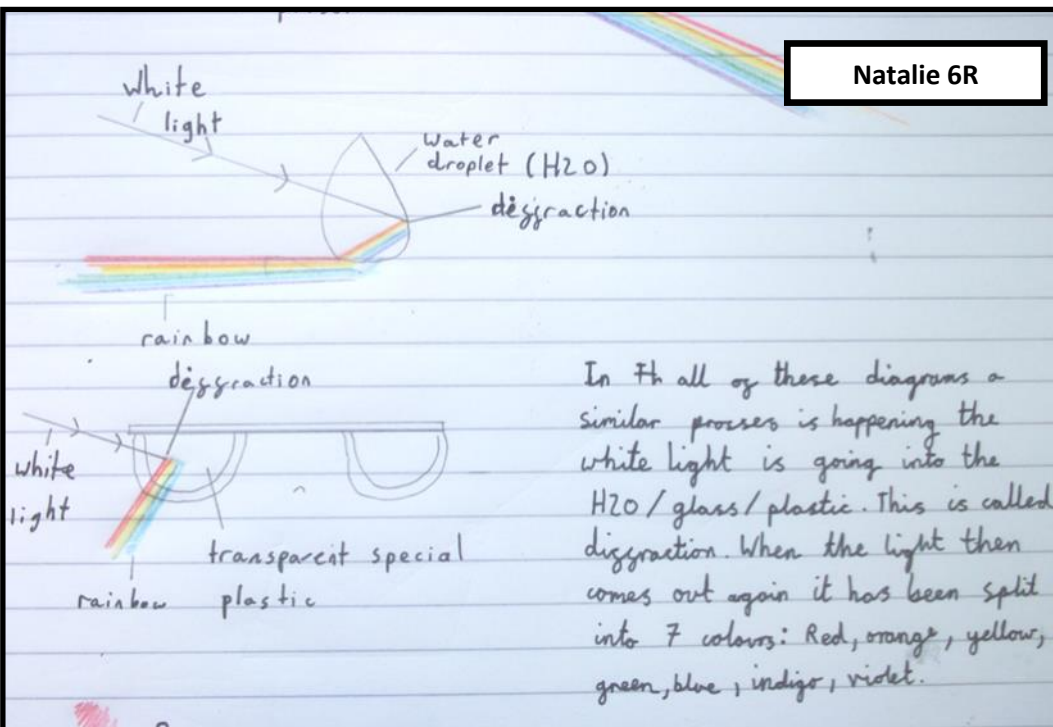
Exploring Light

In this term's science learning, year 6 have been finding out more about light, its properties and how it travels. Using special glasses, the children had an opportunity to see how white light diffracts to create the spectrum of colours that make up a rainbow. This gave them a terrific understanding of the science of light, as can be seen in their diagrams and explanations.

Ryan 6R

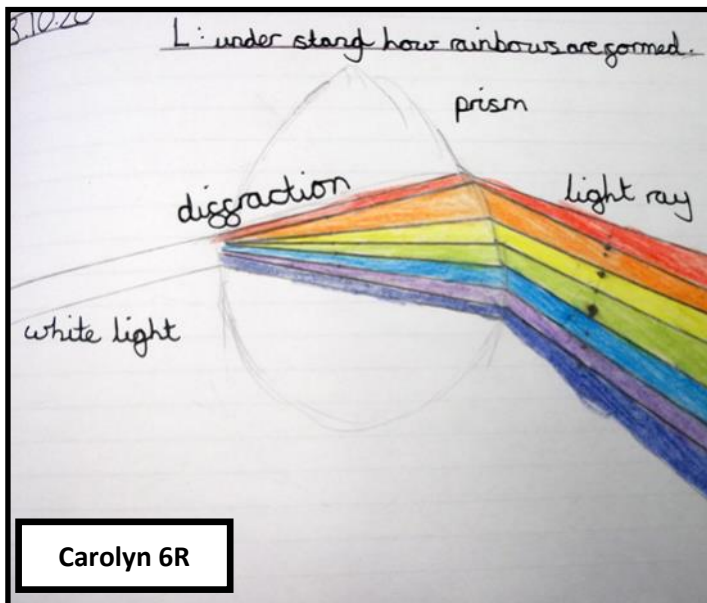
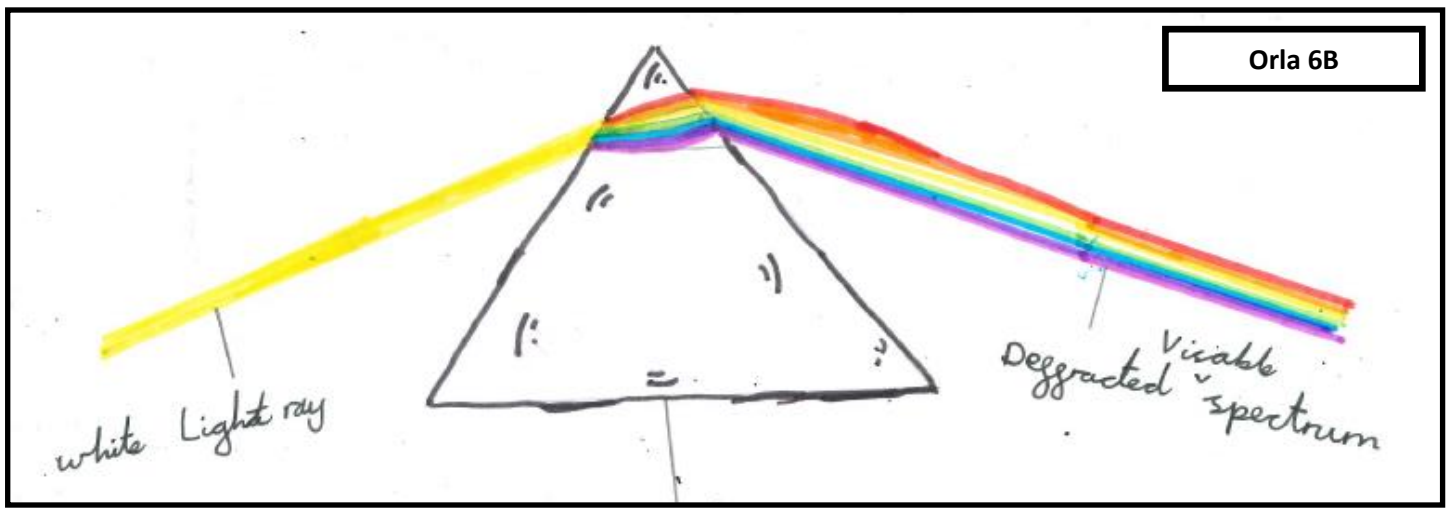


Natalie 6R

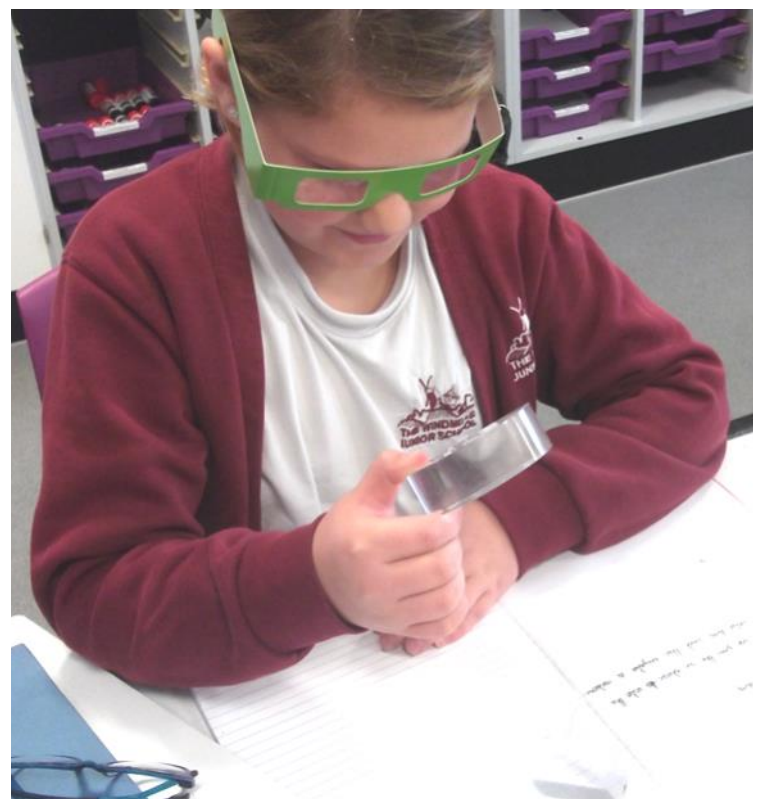
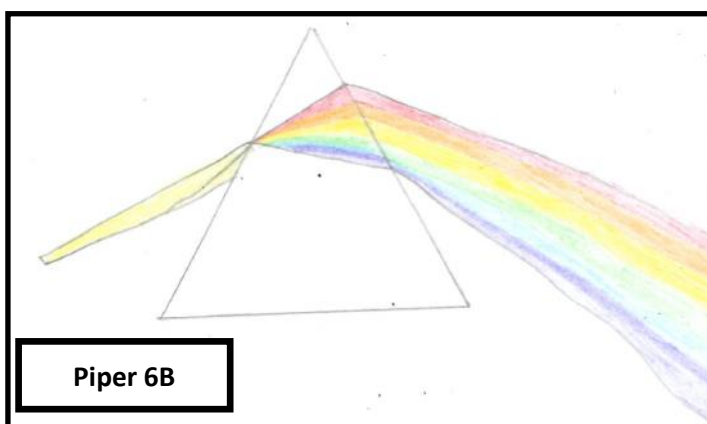


Children learned about various materials that can diffract light in this way: refractive lenses, glass prisms and even raindrops.





The special glasses were really cool and helped us see the world in a different way.
— Eva S, Edie and Emily



Over the past 3 weeks, the children in year 5 have been given the opportunity to take their learning outside. Our outdoor learning expert, Mr Marlow, ably assisted by the teaching assistants in Year 5, worked with the children to begin the ground work for an exciting new 'Wellbeing area'. Despite the weather conditions, the children approached their sessions with great enthusiasm and were absolutely fantastic. They showed resilience and enthusiasm for the tasks and worked well in groups within their class bubbles.

The activities included: learning about Woodland management, using tools to prepare the ground and foliage, coppicing to create a 'Willow World', lighting fires, creating shelters and, of course, hunting for mini-beasts along the way.

Creating this space for Windmills children to use will mean that we have more opportunities to promote mindful activities in an outdoor space. We

look forward to developing and using this space to encourage wellbeing and respect for our natural environment through having a dedicated wildlife area. The children loved developing new skills and getting stuck in to such a physical task.

It was great to see the children outside and getting involved, learning to use the equipment safely and really wanting to get stuck into a project all will benefit from. Working in teams, they were empowered to organise themselves. They all worked incredibly hard to clear the pathways, move logs, tyres and brambles. Even the rain didn't stop them! An impressive amount of work was achieved in just a short space of time. Well done Y5 you have set a very high standard for the other years to follow. Mrs O'Connell Teaching assistant.



Milo Schofield: 5S : I enjoyed cutting the vegetation away and finding random stuff like a cans or a shovel. I also enjoyed swinging on the rope swing and making a den. My favourite bit about forest school is probably the fire we used to cook hot chocolate or cutting the path in the over grown part.

Isla Westwood: 5S I enjoyed for-
getting about Covid 19 and being outdoors .



Shauna Stone 5S :
Mr. Marlow trust-
ed us to be grown
up and we used
the gardening
tools to make a
pathway through
the back area by
the oak tree.



Bethany Barlow: 5S I really enjoyed forest schools because I made a cool den with my friends and I got hot chocolate.

Leah Cox 5T: With loppers, rakes and spades, we chopped tonnes of brambles to make paths and to make it safe. In return, we were rewarded with tasty hot chocolate! We showed our school values and had lots of fun. It was a great experience to have this time amongst the wildlife at Windmills.

Thank you Mr Marlow.

Freya Rogers 5T: Well, I picked up wood and I picked up brambles. I had to show perseverance and courage for this . I think it was a great experience and I got to use tools that I had never used before.



Wilbur Guy 5T: Although it was tiring, it was an amazing experience because you got a nice warm hot chocolate to keep you insulated. Also , we got to have a great time with our friends and work together with people we don't normally work with.



Lottie Dodd 5T: I completed clearing out the ditch with my friends. We used spades, rakes, loppers and secateurs and I think I showed perseverance, courage and some independence. To earn the hot chocolate at the end of the session, we had to work hard and complete the tasks.

Joshua Light 5T It was so much fun, I could have done it all day. The hot chocolate was burning hot and I nearly burnt my tongue!



Monty Young 5T: It was nice to know that doing Forest Schools was helping Windmills and the environment. We found a tonne of plastic down a massive pit in the ground. There were logs and planks which we collected to make a path.



Oliver Nye 5T: It was a really good experience because we made pathways using loppers, spades, forks and secateurs. Once we completed the work, Mr Marlow showed us how to light a fire and made us some hot chocolate. I liked it because the class all worked together as a team.



Anya Bowles 5F : Forest school was great fun. We cleared out brambles and bricks and learned how to use lots of tools. I showed perseverance when clearing all the plants and nettles and because of everyone's hard work we earned hot chocolate! I learned to walk around carefully when holding tools and never to run whilst holding them.



Henry Cobb 5F: We found we used a lot of our school values in Forest Schools. Me and Will showed curiosity when we found a snake hole even though we were not in the same group. We also were lucky enough to have some hot chocolate. Unfortunately, mine rolled on the floor and I sat on it!

Annaleigh Maher 5F: We got muddy but that's all part of the fun. Mr. Marlow also taught us how to make a rope swing with just a long piece of rope and a thick stick. It was very enjoyable and we got hot chocolate! We used courage, perseverance and a lot of curiosity.



Callum Friend 5F : Today was the best day ever! We dug up roots with forks and dumped them into a pile for wildlife to live in. Afterwards, we had hot chocolate. It was so good, like a dream.



Time To Mummify

WHAT YOU NEED

1. A lot salt and water.
2. A hook (sharper the better).
3. Linen, sawdust and sand.
4. A size to make a cut.
5. (nopic jars for the insides (not the heart).

MUMMIFY A BODY

1. Delicately, grab your dead body and carefully wash it with spring clean water.
2. After that, carefully get a hook (make sure it can pull brains out) Then pull the brains out.
3. Once you've done that, make a cut on the left side of the tummy and pull the insides out apart from heart. Place the insides in nopic jars.
4. Afterwards, place the body in a shiny box of salt and leave 70 days to dry out.



To launch our learning about ancient Egypt, the children in Year 4 became royal embalmers and explored the beliefs about the afterlife.

To help develop their understanding, the classes mummified a willing teddy bear! Following on from drama and discussions, the children created their own mummification guides to help other embalmers in need of any hints and tips.

To build on this, the children also developed their scientific thinking by mummifying an orange which they will observe and compare over time (in contrast to a non-mummified orange). Watch this space for our final results!

5. Stuff the body with linen, sawdust and sand to make it human like.
6. Slowly, pour over resin to prevent mold and bad bugs to grow.
7. Pricely, and carefully rap the old body up with sothe gleggy bandages.
8. Like a present, put the body in a sarcophagus then place the coffin in a tomb but make sure that they have peshons.



Alicia Daw, 4C

How to embalm a Pharaoh

Introduction

Are you an intrigued embalmer despotically wanting to show off your brilliant skills? This set of interesting instructions will help you embalm an extraordinary pharaoh for you and your kingdom. If you follow these set of instructions carefully, this embalming session will make it raining gold for you and everyone will mention your name for centuries.

What you need

- heavy sarcophagus
- slightly coarse greek salt
- pure white natron
- sharp knife / sharp tweezers
- mostly fine greek salt
- a gallon of water
- gale pharaoh mask
- bandages
- linen, sanddust and the soft sand

Jack Fisher 4SH

Instructions

1. First things first, you need 4 standard tablespoons of slightly coarse and mostly fine salt from Great Britain.
 2. After that, you need to pour 1 gallon of the finest water you can find and the clearest water too. Thirdly you need a hook (as sharp as a needle) to pull the brain out through the nose!
 3. Next, you need a ^{sharp} knife or sharp tweezers to make a slit in the left side of the body!
 5. Get all the internal organs out (the lungs, liver, intestines and the stomach) be careful not to take the heart out as they need that for the afterlife.
 6. Then put all the internal organs in specific jars (called canopic jars).
 7. Once this is done, sprinkle natron across the body and leave it for 70 days (this will dry it out).
 8. In addition to this, you need to lay some linen, sanddust and sand (this will help the body's shape come back to normal).
 9. Soon after that, delicately paint a whole bucket full of resin on the top of the body.
 10. Following on from this, wrap the body in special bandages (this will give the body protection from any bugs or anything nasty like that).
 11. After the previous stage, place the precious body in a sarcophagus but if you want to push it to the next level place a gale pharaoh mask on the head of the body.
 12. After a while, put all their prized possessions in there too such as cats, dogs, jewelry or any other things that they liked.
- Finally, enjoy the funeral!

MUMMY DUMMY

Do you know anyone who is quite old and you want them to go to the afterlife? This set of instructions will help you on the way to get a marvellous mummy. If you follow these Spectacular steps carefully, you will be the best mummifier in town.

What you need

- Approximately 10L of natron.
- At least 50kg of linen, sanddust and sand.
- One hook that is 25cm.
- Approximately 4 rolls of bandages.
- A gold Sarcophagus with rubies and gems on it.
- One wealthy person. (dead.)



What you do

- Firstly, find a suitable person to be mummified because if we can't, we have no one to use.
- Next, we clean and wash the body.
- Then, find a hook and insert it into the nostril to scramble up the brain.
- After that, take the lung, liver, intestine and stomach out.
- Now, we put them in the canopic jars so it will help on the way.
- Next, we gingerly cover the body with natron and wait 70 DAYS!
- Once done, stuff in lots of sanddust. (if you don't have any, use sand.)
- Then, sprinkle some resin on top to stop the mould.
- Soon after, delicately wrap up with bandages until it looks done.
- After, place the sarcophagus with lots of care.
- Finally bury with all the stuff they love. (Many cats or dogs too.)

Zac Roberts 4T



As part of our Wealth and Water topic, the children developed their historical vocabulary and learnt about sources of evidence. They made inferences about life in Ancient Egypt from a range of photos and illustrations.

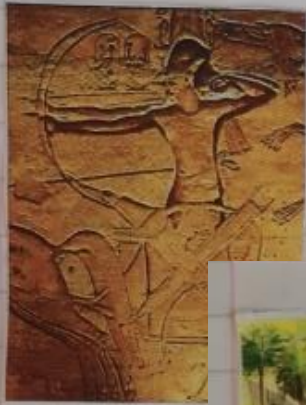


In my opinion it looks like the people in blue are wealthy and powerful. The people in red are poor. I believe it's a secondary source.



This looks like an archaeologist discovered it. It looks like poor people are following wealthy people. This picture in my opinion is primary.

Penelope Ware 4W



A powerful pharaoh is riding a chariot. He is high up in the hierarchy. I believe it is a primary source of evidence.

Nathan Crisp 4W



This is a large mansion for a powerful man. It looks like it's in the middle of a settlement. There are many slaves around the house.

In our art lessons, we explored and studied the importance of beetles in Egyptian history.

The children carefully studied the beetles and then they had to replicate half of the image. This detailed work focused on developing their accuracy as well as teaching about proportion. They are also exploring the use of watercolours to create different effects.

Dylan Troake 4SH



L: I can use historical language



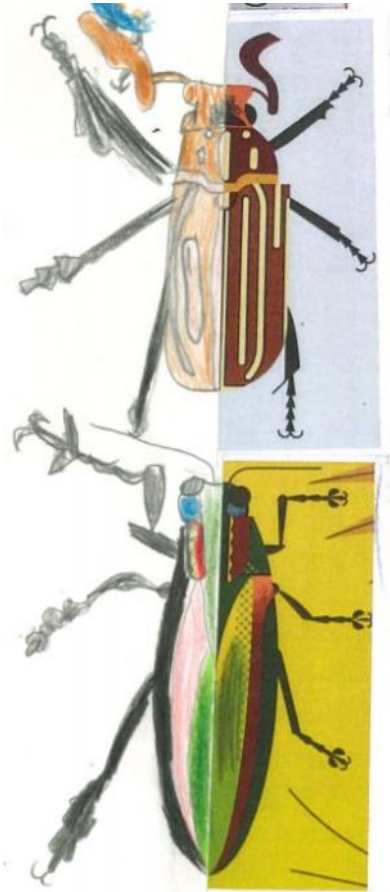
In my opinion it looks like the people in blue are wealthy and powerful. But, the people in red ^{might be} are poor or slaves.

I believe this is a secondary source.



I thought this picture mummy was made out of clay but it's actually made out of gold. I think whoever made it would of been wealthy because gold is expensive and valuable

Neve Cunningham 4W



Ollie Donovan 4C



Marnie Sutton 4C



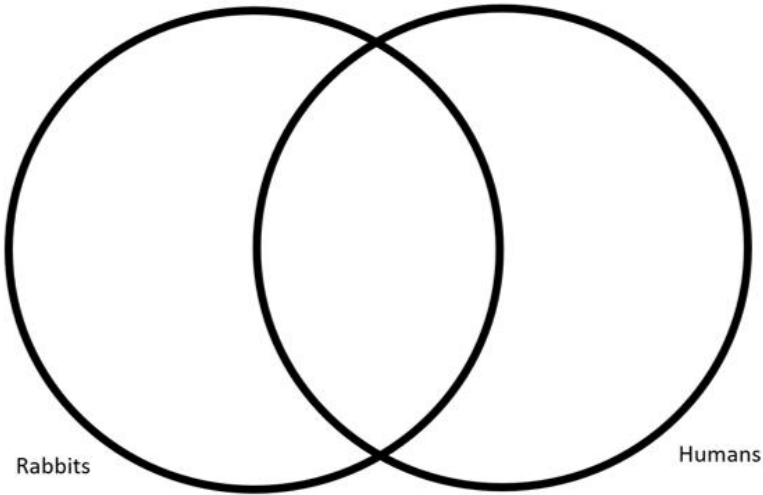
L: I can use history language
I think that the people in blue are more wealthy than in red. I think the blue ones own the red people. The evidence shows me that it is a secondary sources.



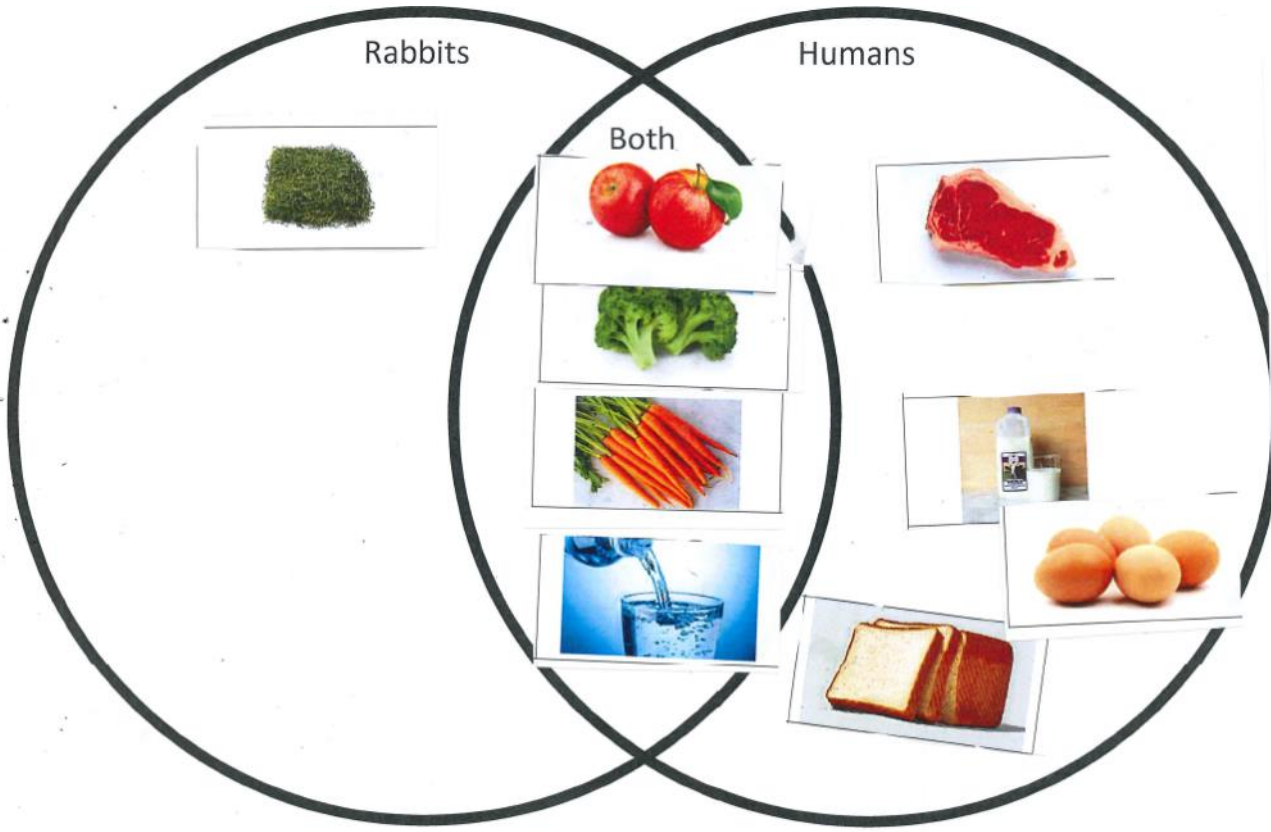
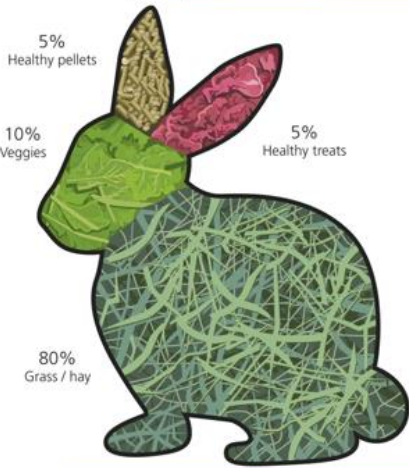
I think that the slaves at the bottom are 3rd class so poor. and the ones in the middle are 2nd class which are treated a bit better.
+ The person that owns the boat ^{is} rich and wealthy like the pharo.

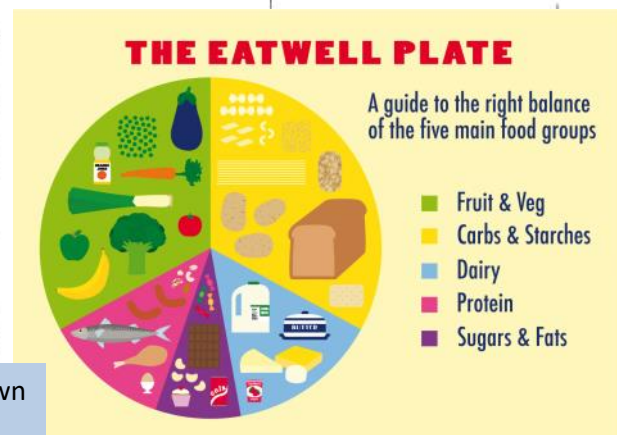
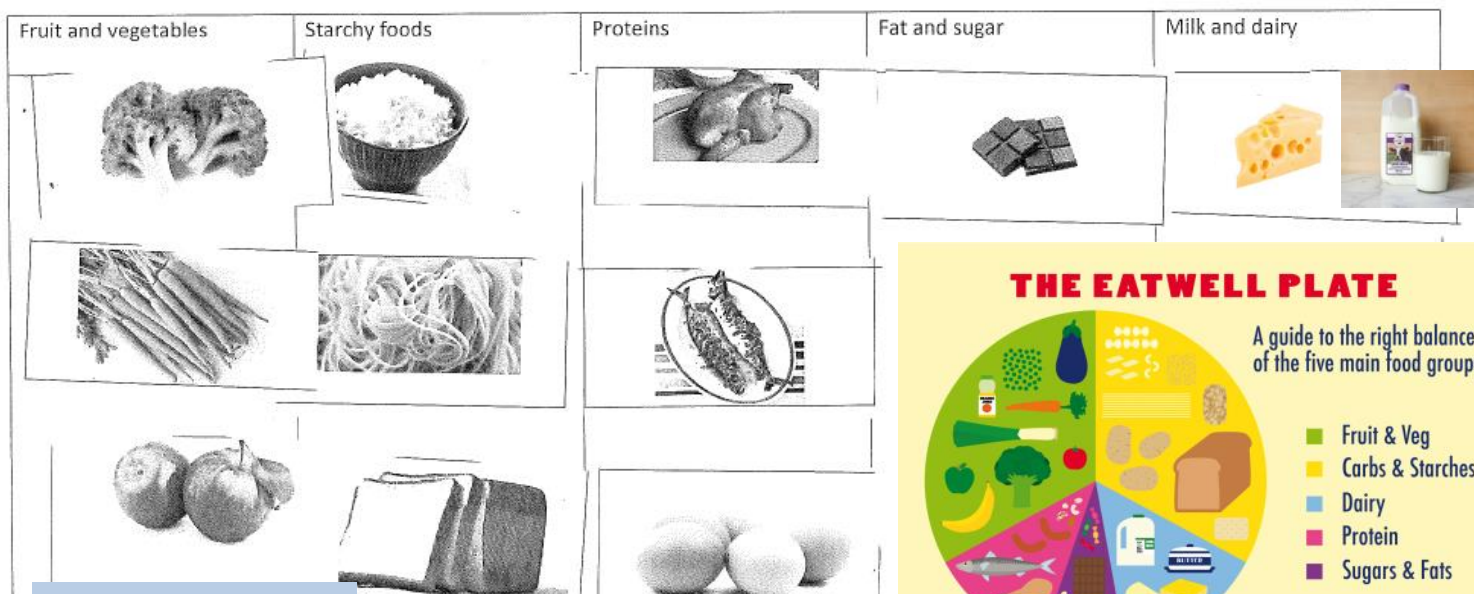
This term, Year 3 have become food group experts in Science . We began by comparing a rabbit's diet to the typical diet of a human using a Venn diagram before investigating the different food groups humans can eat. Following this, we focussed on the amount sugar there is in different drinks. The children became real life scientists and gathered, compared and presented their findings in a bar chart as well as making predictions about what drink they thought had the most or least amount of sugar in.

Sort the foods into the right place on your Venn diagram.



Label - herbivore and omnivore





'I love science.
It's my favourite lesson.'

'I really enjoyed creating my own balanced meal because I could put any food I wanted in it'

To finish their food learning, the children planned an ultimate balanced meal based around their meals they love to eat.

The children chose an ingredient from each food group to create a delicious meal for breakfast, lunch or dinner that they wanted to eat.

fat:
The butter is on the potato!

meat:
turkey pigs in blanket

vegetable:

dairy:
milk



starchy:
potatoes

