

The Windmills News

Issue 3: 30th November 2020

www.windmills.w-sussex.sch.uk

It is amazing how quickly we have learnt how to work in this new way. I know I said it in my last newsletter but I just have to say again a huge.....



To the:

- teachers—for being adaptable and creative and keeping the learning interesting and purposeful
- TAs—for supporting the children to succeed

- Children—for working so hard on their learning and being fully engaged with every learning opportunity
- Office & premises team, cleaners and lunchtime team —for keeping all the cogs turning and ensuring the environment is safe
- Parents—for your support and sticking to the rules that are needed to keep us all safe as well as ensuring that your children are in school.



The grand total for Children in Need was £910 – this is a huge amount. Thank you to all our parents for being so generous and supporting the children to have a great day.



Please see the following pages to find out what each year group has been up to:

Amazing DT from Year 3!

Over the past 3 weeks, children in Year 3 have been enjoying getting practical in their design and technology lessons. The children were given the brief to design a stand to hold a piece of equipment on their table. To start, they designed their stands using annotated drawings with precise measurements. After learning how to make butt-joints and some practice with sawing and gluing, the children began the construction of their own designs. Along the way, lots of problems had to be resolved when things didn't go exactly as planned! We discovered that persevering and patience were really important in getting the job finished to a high standard.

All the teachers were really impressed with the children's attitude to this practical task and how they thought deeply to solve problems. The teachers also loved that all the designs were different. Well done, Year 3!



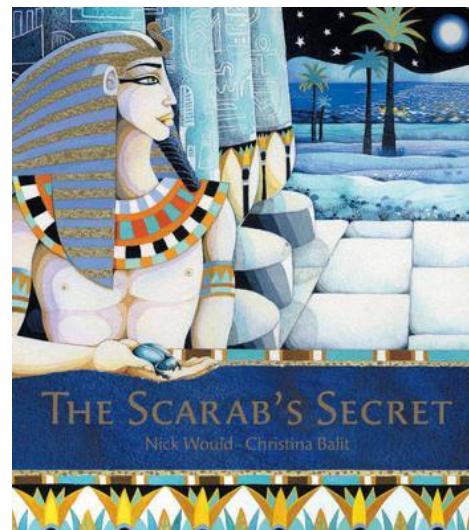
Measuring, sawing and gluing:

The children had to be very precise in their measurements when they cut the wood. Assembling the pieces of wood took a lot of patience as they had to wait for the glue to dry a little or it all fell apart!





Eve Downey 4C



In Art, the Year 4 children developed their drawing skills, focusing particularly on shape and proportion. They also explored watercolours and how to use these to create different effects in their artwork. We first used Owen Davey's brilliant book 'Bonkers About Beetles' to look at the shape and proportions of different beetles. We then adapted our skills and linked our learning to Ancient Egypt, reading 'The Scarab's Secret' by Christina Balit. We learnt that scarab beetles were revered and seen to represent the god Khepri who was the scarab-faced god linked to the rising of the morning sun.



Grace Edwards 4SH



Rocco Smith 4SH



The children have been using this fantastic text to immerse themselves into the land of the Pharaohs. They developed their descriptive writing linked to each section of the text. Their specific focus was to choose precise vocabulary and think carefully about sentence structure.

Marcy tiptoed in through the archway and her eyes opened in fear to see a giant snake with teeth like daggers aiming at Arthur, who was sitting there, all curled up. She hid behind a pillar and stared at the horrifying thing. A sharp, metal tail turned around, with black, coiled scales. Marcy rubbed her eyes and looked again. It was gone.

"Maybe it was my imagination trying to trick me..." wondered Marcy.

Suddenly, she saw a drop of bright green venom fall right in front of her and she looked up. There it was. Slithering along the walls, its eyes fixated on her.

She hopped out of the way just as the vast snake took a snap at Marcy's body. She landed with a bang and the chamber shook, just as dust and rock came tumbling down from the roof. **Benjamin Cooper, 4C**





As Marcy stepped towards the dusty Sphinx, she took a quick look inside. Marcy froze in horror. The Sphinx was staring back at her with black eyes like saucepans. The soft, fading darkness covered the Sphinx in a blanket of raven feathers. Suddenly, Marcy tripped into a giant hole that was filled with hieroglyphics covering the walls like staring eyes. **Taylor Radmall, 4T**

Marcy's eye swept over the scene in front of her and her face froze in horror. She was struck with terror at what she was witnessing. Her heart was beating painfully fast and banging against her ribs. She had to act quickly otherwise her father would be gone in seconds.

Bit by bit, she staggered into the beast's mouth. Without thinking, she crawled into the darkness. You might think you know how dark it is. But I will tell you that you don't. It is darker than the deepest part of the ocean. Darker than a devil's soul. Darker than the darkness of the woods. Marcy's fear was like bitter bile at the back of her throat.

Twisting and turning, creeping and crawling, Marcy journeyed along the winding walls of the beast's body. Ra's eyes illuminated the tunnel only by inches. At that moment, a roar pierced the room and echoed into the body.

Jasmine Andrews, 4T



"What a beautiful night," said Marcy. Dusk was falling and she was looking up at the black, velvet sky. Scared, she huddled in the darkness. She remembered her father so she tiptoed inside.

As it got colder and gloomier, she saw a flight of stairs ahead of her. She thought she could see terrifying pictures in the shadows. **Albie Hope, 4C**



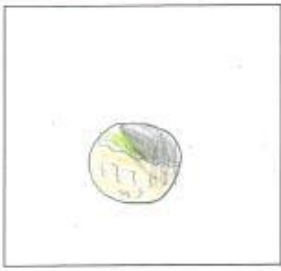
Zippering and zooming, climbing and soaring, the Wind Weaver leapt off the Brownstone's roof like a rocket, with Marcy looking like a true adventurer and, as quick as a flick of a bat's wing, they were gone. They swooped higher and higher into the periwinkle sky. Below them, Marcy spied some beautiful dolphins twisting and turning. As they flew over England, she gawped in admiration at the towering, famous Stonehenge. Soon after, Marcy noticed a narrow river twirling and turning so much it looked like a ribbon. As the majestic bird flew over the ocean, Marcy glimpsed a magical world of dancing sea turtles, jumping jellyfish and colossal waves.

When the fiery bird got closer and closer to Egypt, Marcy began to see pyramid after pyramid and, finally, the Sphinx! A shiver of excitement came into Marcy. She couldn't believe her first adventure had started and she couldn't wait for it to begin! **Noah Cohen, 4T**

L - To observe and compare over time.

Prediction

I predicted that the orange was gonna going to mould more but it didnt because it had wax coating on.



At first the mummified orange was hard and squishy but after a few days it started to shrink and the juice sucked out the moisture.

The orange that wasn't mummified went dry and the cells were dried up. And it was mouldy.



Conclusion

Millie Farooqi 4C

In conclusion: I found out that the natron keeps the orange fresh for longer.

Finally the wait is over! We waited patiently to see the results of our mummified oranges and we were not disappointed! The mummified orange, packed in natron and left for '70 days' was dried out and shrivelled in size. It was brown in colour and helped us imagine what a mummified body in Ancient Egyptian times might look like!

We compared this to our non-mummified orange which was black, mouldy and bruised.

We used our Scientific skills of observation and comparison and we recorded the results of our investigation. Some of us had got the prediction right but not all of us. We learned that moisture and the air causes decay and mould, and natron and time preserves.



Wealth & Poverty in Ancient Egypt—and today Yr4

The children have explored how wealth was shared in Ancient Egypt. First of all, they learned about who was who in the Ancient Egyptian hierarchy. After this, we asked the children to consider how the Ancient Egyptians would have shared wealth amongst themselves. To visualise this, we gave each group a handful of seeds and asked them how they would distribute these amongst the different ranks of the hierarchy.

26.11.20 L: How Wealth Shared in Ancient Egypt

We used to seed to represent all of the wealth in Ancient Egypt. We thought about how this would be shared out between the people.

We gave most of the seed to the pharo because he was very, very rich. We gave a middle amount ~~size~~ size to the farmers because they are sort of important. The slaves were poor so we didn't give them a lot.

Bea Turner



The reason we gave the slaves so little is because they're at the bottom of the hierarchy. Elliot Griggs

The soldiers have more money than the farmers because their job was more important. Glen Attfield



Our topic in year 5 is Raiders to Rulers. In English, we have been focusing on writing diaries. The children have taken on the role of Monks and then the Vikings to retell the story of the raid on Lindisfarne monastery from two, very different points of view. The children used figurative language and a very different tone in each entry.

Linking art with our history, we have also began a seascape project. We started by building up our colouring mixing using watercolours and the children used their skills to replicate a range of seascapes.

Dear diary,

I shake at the thought of the unfortunate events that have befallen me and my fellow monks. It was just a regular morning but today my prayers only helped me in school.

It was a delightful day, outside the sun was glimmering down on me and the birds were singing the most splendid tune. Although it wasn't easy to tell, an unforgettable storm was rolling in. I ventured down to the cliffs, taking in the wonderful sights while they lasted. Thriving daisies lay all around me, I couldn't help but pick a few. When I looked up, the most horrifying scene met my eyes. Thunder rumbled as the clouds twisted and churned. A dragon head, a sail, a boat. As if I had never been there, I sprinted—for my life depended on it.

Laura Hughes 5S—A monk's diary

Benji O'Malley Richardson 5T



Dear diary,

Today I was nominated to go and raid Lindisfarne. I was so excited, I couldn't breathe. This was the first raid in Viking history...

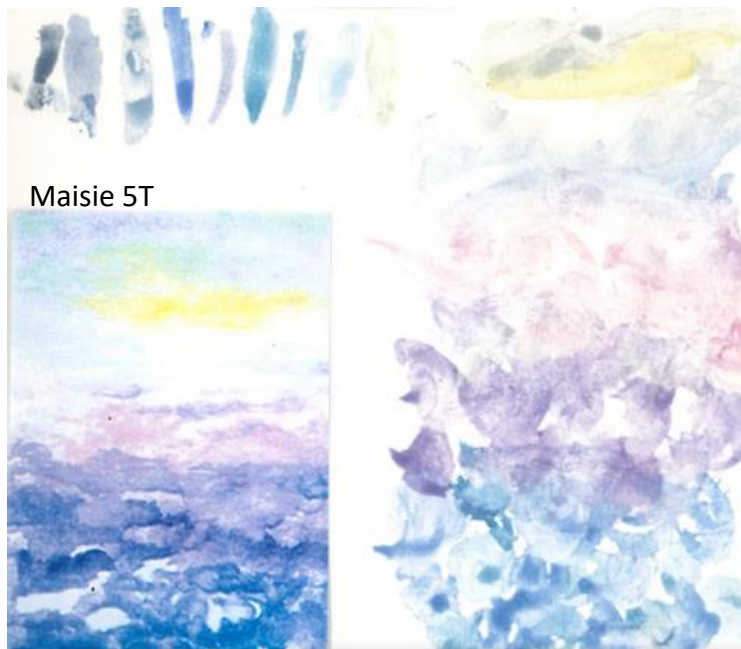
As we were walking, I started to get a little worried. I saw metal doors protecting the monks from invaders—I was starting to wonder. Was there an army?

When we were in, I started charging in and out, going around and around, stealing treasure as everybody else was.

Finally, the place we had been waiting for, the grand monastery. We entered with such glory in our eyes. All the gold, all the silver, everything. I said to my men, STEAL, STEAL, STEAL. I searched in every nook and cranny of the place.

Lewis Tipler 5F —A Viking's diary

Maisie 5T



Today has been the most frightening of all days. I can hardly keep my hand from shaking yet I am boiling with fury inside.

I started the day like every other—with the essential morning prayers in the chapel. Then, I went to deliver the produce to the farmer who lived across the beach. Content, I made my way across the fog filled beach, basket in hand. It was eerily silent and I felt chills run up my spine. The ghastly face of a wooden figurehead emerged. Breathing heavily, I stumbled backwards and ascended the hill to get to my beloved monastery.

From my window sill, I could see muscly men in horned hats wrecking our wonderful settlement. I was appalled to watch and my fists were clenched tightly. What kind of devilment was this?

The Monk's diary—Milly Ryan 5T



Elsie McClean 5F



Oscar Brown 5S

Today was bloody and victorious! Odin must have smiled on us for this occasion.

The journey here was hard as if it were a trial set by Odin himself. We encountered a storm and what a storm it was! Rain pounded down like a thousand arrows which fired at us from all angles. Cold stabbed at us like the blades of our mortal enemies. Like a hundred axes, waves crashed against the boat as we battled to complete this trial.

Having landed on a foreign coast, we sprinted up the steep slope. We chased a monk who led us straight to the monastery. Monks slammed the heavy oak doors shut. 'Get the battering ram' I cried.

The Viking's diary—Patrick Milner 5T



Year 6 Music

The children in year 6 have been embracing their musicality this term. 6B have been learning a brand new instrument—the tenor horn. Despite only playing for 4 weeks, the children have made amazing progress with this difficult-to-learn instrument. They have quickly progressed from finding out how to hold the instrument to performing short pieces of music as a group. As a school, we buy into WSCC music service—1 term to learn—where a musician comes and teaches the class how to play a specific instrument.

In music lessons, children have been composing using a variety of percussion instruments. Whilst listening to a piece of music, they have used the instruments to keep in time to the beat.

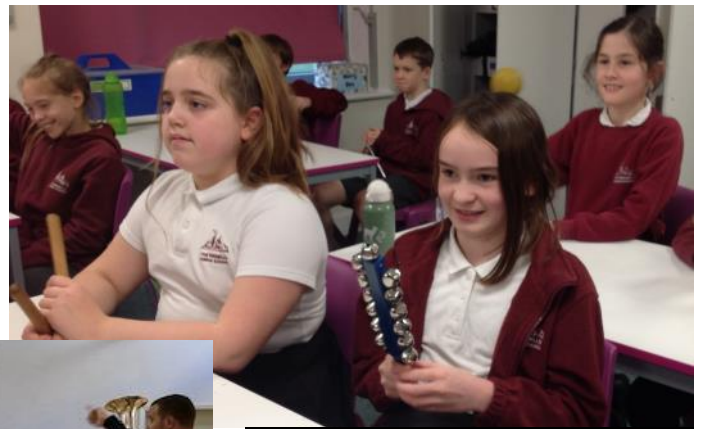


It was great to get my hands on some musical instruments at school and it was very fun playing the Can-Can. We were nearly as good as a real orchestra. My favourite instrument was the maraca. - Finn 6R

When we were playing the instruments, it felt really nice to have some fun, shake the tambourine, hear people's laughter and see them smile! It was nice to play a variety of different instruments. - Romey 6R

We enjoy using instruments in the classroom because there's less waiting—we can just pick them up and go! It's also more fun to learn how to play with our friends around us.

- Eva, Florence and Amelia, 6F



It was a great learning opportunity and really fun as well.

Eve 6B



Tenor horn was very fun and very loud. I really liked learning all the notes and songs. Charlotte 6B

I liked learning tenor horn. It was really fun when we each had a go at trying the horn. It was great to play altogether too. Elise 6B





Year 6 have worked with the Bikeability team to find a way to take part in their annual Bikeability training (thank you Mrs Major!). The week's training has been adapted so each child can have an intensive 2 hour training session, with 2 children to every trainer, to ensure that all children are roadworthy on their bikes before leaving for Secondary School. If they have passed they can ride to school without an adult.

What is Bikeability?

- Bikeability is designed to give riders the skills and confidence to ride their bikes on today's roads.
- Riders will be instructed on how to ride their bikes to the Government approved National Standard for Cycle Training, which sets out the training and skills essential for making cycle trips in today's road conditions.
- The course is designed for riders who have **reasonable control of a bicycle**.

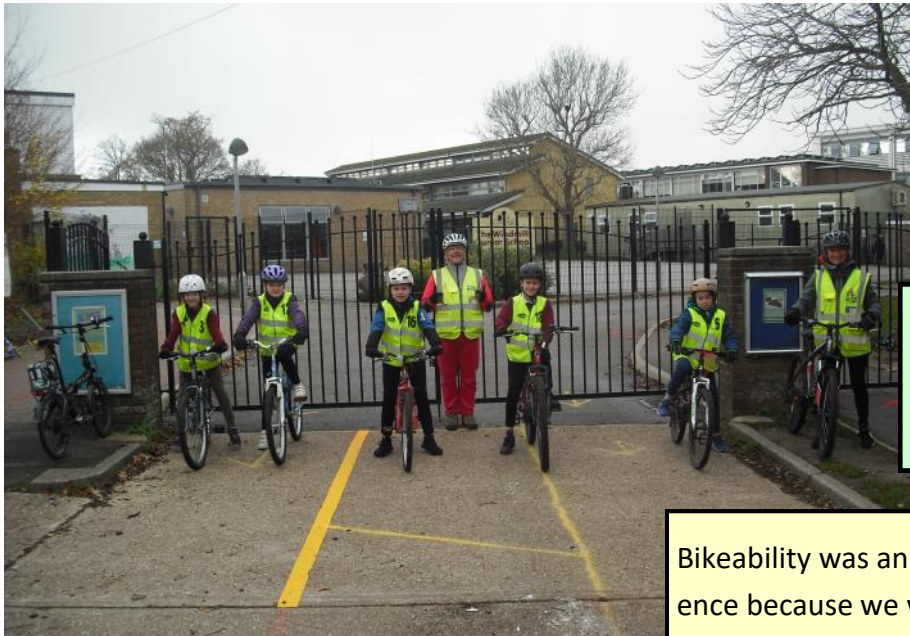
To find out more please visit:

<https://bikeability.org.uk/bikeability-training/>

The children took part in some basic skills tests on the drive before being taken out on a course around the local area. This taught them about the complexities of navigating roundabouts and cycling in traffic.



Bikeability was really fun and I loved learning how to ride safely. It was very cold though! - *Charlotte 6B*



Bikeability was an amazing experience because we were learning how to be safe on the road. IT was really cold and windy though. *Kathryn 6B*

Bikeability is extremely enjoyable. You learn indicating, secondary position, primary position. I just love that you can also have a partner to help along the way. —*Kaycee 6R*

During Bikeability, I learned that when riding on the road, you need to use hand signals when turning and to always stay on the right side of the road. I really enjoyed it. *Reece 6R*

