



The Windmills News

Issue 4: 28th January 2022

www.windmills.w-sussex.sch.uk

It has been a busy start to the year, balancing the challenges of covid with ensuring the children's learning is of the highest quality. Our recent internal assessment shows that the children are making really good progress 'catching up' with lost learning time. We are really excited that more sporting opportunities are opening up and that we have returned to year group playtimes. We are also working on a plan for opening up afterschool clubs—more on this to follow. We welcome Mrs Wright into her new role of Assistant Headteacher who will work strategical alongside myself and Mr Kingcome to lead the school forward. She introduces herself here:

I am delighted to officially introduce myself as the new Assistant Headteacher at The Windmills Junior School, with the responsibility of Safeguarding and Inclusion. I am looking forward to this new challenge; guiding and supporting teachers to break down barriers with learning, enabling all to achieve their full potential.

Our school vision is for the team to inspire ambition and broaden children's horizons, developing a personal response and tolerance for others. As well as to ensure that we prepare each and every child for adulthood by becoming independent, resourceful, and kind, my focus will be on ensuring those children with SEND get the very best start with us—understanding their needs and enabling them to achieve.

I look forward to working more closely with parents. Support and guidance from parents is critical for their children's success. It is therefore vital that we continue to build and strengthen our working relationships with regular and purposeful dialogue between teachers, pupils, and their parents. You know your children better than anyone else, so working together is the best way to help your child achieve their ultimate potential.



On Wednesday 19th January, our Cross Country Finalists took part in the next round of the competition in East Grinstead. There were 14 runners from Windmills running in this stage which is a school record!

This phase of the competition was a serious step up, both in terms of distance and the general challenge the course presented. Midway through the circuit, the children had to navigate their way up an enormous hill which tested every runner to the limit. The distance was 2 kilometres; an increase of 800 metres from the previous round. Despite the slightly daunting challenge ahead, I have rarely seen a group of children more determined. They ran their hearts out. To qualify for this round is a fantastic achievement in itself, but to perform as well as they did was the cherry on the cake! Whilst we are yet to find out if any of our runners have qualified for the next round, I can safely say that this has been one of the most successful Cross Country teams in the school's history. Congratulations to team on their significant achievement: Isobel Greenhalgh, Pippa Greenhalgh, Ellie Rose Wakeham, Jack Fisher, Ben Cooper, Ethan Smith, Theo Marriot, Henry Cobb, Dylan Fox, Zach Thompson, James Andrews, Oscar Gates, Pippa Wakelin, Anya Bowles & May Gajewski.



On a chilly January morning, fifteen of us from year 6 were given the chance to take part in a dance workshop. The plan was to learn a dance routine from scratch and perform it to others within the session. After we arrived at Downlands, we met six GCSE dance students, who then lead us through the whole experience as part of their GCSE course. We danced to the song 'A Whole New World' from the movie Aladdin. In the dance, we had to be synchronised and energetic. Learning the moves was an exciting challenge and we had an amazing hour of fun (while learning a lot). All in all, the morning was an incredible experience. The 15 pupils who participated want to truly thank everyone involved, especially the GCSE students who taught and created the amazing dances. We are also very grateful for being able to use the space of the assembly hall. Thank you Downlands Community School! Written by—Dylan, Molly, Leah and Ella

Year 5 Hidden Kingdoms



In year 5 we have kick-started our spring term topic, Hidden Kingdoms, by looking at various hidden treasures of planet Earth. Some that at one stage in history we didn't even know existed. In our English writing, we took guidance from the one and only David Attenborough and listened to his rich descriptions of places in the world. Using his models to aid our writing, we created our own explanation texts of our chosen hidden kingdom. These included kingdoms that are perched high upon mountain ranges (Machu Picchu) as well as under-water



From the inner solar system, it is possible to view our planet. It is 80% water but our earth is also covered in huge continents. A glorious variety of habitats exist here. From the rocky Argentinian coasts to the Australian outback and Florida's mangroves. Life flourishes. Most of the land has been discovered but some areas have not. So let's go in, shall we?

James DeLamo, 5C

Earth. One of the only planets supporting life. With a population of 7.8 billion people, you would assume there was no more to discover. The planet we live on is over a trillion years old, some hidden kingdoms found, some still on the way. From the highest point to the lowest, Mt. Everest and the Mariana Trench, there are seven wonders of the world.

One of them, an ancient city in a desert all the way to Jordan, will go down in history until the end of mankind. Get ready for the splendid story of Petra.

Callum O'Neill, 5S



Between 400BC and 106 AD, the hidden kingdom of Petra was once a thriving trading centre and the capital of the Nabataean empire. This historical site is located amid rugged desert canyons and mountains in Asia, hidden away from human eyes. It is beautifully carved into rock and has a water conduit system. The Red Rose City was not discovered until August 22nd 1812 which means it was hidden for centuries.

Daisy-Mae Jones, 5C



Our planet has many hidden kingdoms but this is just one of them. Machu Picchu is located in Southern Peru, South America. Beside this place of wonders, is the Urubamba river speeding through Peru. This sacred kingdom sits proudly above the Andes mountain range and is widely known for being covered by an imposing rainforest. In 1911, Machu Picchu was discovered by a man called Hiram Bingham. This would have been a tough journey as it is tucked away in the rocky countryside.

Annabel Wilson, 5S



From outer space, you can see that Earth is an amazing place full of life. Although our blue planet has been discovered in most places, many are yet to be explored. Our Earth is scattered with wildlife and terrain and covered in secrets from the lush, green rainforest to the dry, dusty Sahara desert.

Ollie Donovan, 5M



Perfectly perched on top of the Andes in South America, Peru, Machu Picchu towers above the Urubamba river far, far below. At an amazing height of 2,430m above sea level, people suspect it is one of the highest hidden kingdoms ever. Although it seems very unlikely that the Inca folk could breathe when air was so scarce, they could because they adapted to the lack of oxygen as well as having big hearts to pump the air around their bodies. Machu Picchu is an amazing place located with a mountain in front of it so the Kingdom cannot be seen.

Glen Attfield, 5F

This world has many different climates, starting from freezing cold and stretching to very hot deserts. Very high up (2,430 meters above sea level) sits a beautiful, obscure hidden Kingdom, Machu Picchu. Although most people think it's in Japan, it's actually located in Peru which is in South America. However, this huge mountain range is very high so it takes three days to reach the top. It has been able to keep hidden due to the extraordinary height and giant mountains protecting it from view.


Penelope Ware 5F




YEAR 5 SPACE

After the Christmas break, Year 5 'launched' themselves into their Science topic of Space and it's safe to say that an incredible amount of learning has already taken place. Ably assisted by their favourite YouTube song, Year 5 soon learnt the order of the planets and wrote some catchy mnemonics to make this stick. To learn about the greater details of the planets, they created some Top Trumps cards. As well as including key information such as: the distance from the sun and the length of days and years of these planets. We also created our own categories including 'beauty' and 'suitability for humans.' Year 5 have not stopped here—they have recreated the movement of the planets using inflatable models (Neptune is yet to complete a full orbit!) and this week they looked at how day and night take place (see torch and globe model.)



| Venus | |
|---|----------------|
|  | |
| Diameter | 12,104 km |
| Beauty | 65/100 |
| Time to orbit | 224 days |
| Time to spin on Axis | 243 days |
| Distance From Sun | 108,200,000 km |
| Temperature | 860° |

| Earth | |
|--|----------------|
|  | |
| Diameter | 12,756 km |
| Beauty | 75/100 |
| Time to orbit sun | 365.25 days |
| Distance From Sun | 149,600,000 km |
| Time to spin on Axis | 23.93 hours |
| Temperature | 88/55° |

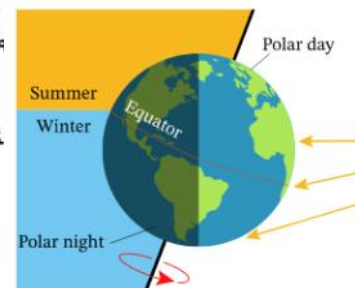


Jasmine Andrews



Day and night happen because the sun faces the different sides of the earth. Sun-spots are dark red pieces of sun that are colder than the normal sun. The Seasons are when the earth tilts, in summer, the north-pole is always light and the opposite in winter. The earth spins on an axis which is off because a mars size object hit it.

Elliot Griggs



YEAR 6



This term, year 6 have been experiencing an alien invasion! Taking H.G. Wells' War of the Worlds as our starting point, the children have written thrilling tales of pursuit and escape from the menacing Martians.

Screams pierced the air. Dogs howled for help. I froze. Towering over the streets of London was something only found in nightmares. It began to walk towards me. With each step it took, houses crumbled and churches collapsed under its immense weight. I stumbled back in fear. Its eyes locked onto me. There was only one thing to do now: run.

I ran as fast as I could, knowing that I was running for my life. Quickly, I ducked behind an upturned car, trying to catch my breath. The last few minutes had gone by in a blur and now almost half of London had been demolished. I knew I had to head for shelter if I wanted to survive.

Lottie 6F



Out of the fog and clouds, a gargantuan unearthly figure emerged. I froze in fear. The monstrous beings were fast so I wouldn't be able to outrun them but was there anywhere to hide? I laid my eyes upon a ditch. I had only one chance. I ran up to the trench of mud. Perfect. It was big enough for me and the horse, Frederick. I bounded inside, dragging Frederick with me.

Suddenly, I realised that we were surrounded. The Martian tripod's legs advanced and I thought we were done for but by some miracle, the machines missed us.

Leo 6R

It was a cold, dark night and I had just got back from the park after another squabble with the park keeper. I was with my dog when she ran up and bit the park keeper. He was not impressed and made me go home. As we arrived, a sudden roar shook the ground.

We turned around. At first we saw nothing but we soon noticed an enormous, squid-like creature emerging from the trees. Without warning, the creature – probably a tripod monster of some sort – fired a deadly heat ray. It narrowly missed me but the park keeper wasn't so lucky. He was picked up by the tripod, flung onto the ground and blasted with the heat ray. There was only one thing to do. Run.

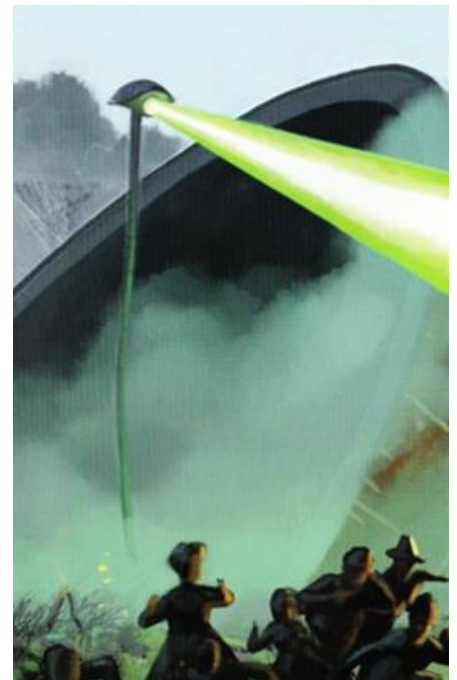


Chloe 6B

Dense black smoke whirled over the city like a blindfold covering eyesight. I poked my head out of the nearest window while panic started to build up in my head. There were faint movements and echoing screams. The veil of smoke suddenly lifted, revealing several monstrous tripods, iridescent white beams flashing from their scaly burnt metal. I had to escape!

Tentacles loomed over the buildings, sticking into the skin of our planet like a poisoned dart. I ran outside. Fragments of brick fell as I noticed a damaged car nearby, and violently flung myself towards it. The walking engines of glistening metal brushed past me but somehow didn't discover my hiding place.

Molly 6F



My relentlessly pounding heart almost burst out of my chest in terror; yet another one of the malevolent, marauding machines emerged from the trees carefully scrutinising the havoc below them like a towering arachnid stalking its prey. Frozen in fear, the thoughts of death crossed my mind and the grassland below me shuddered and quaked under the weight of the beasts.

Caked in sweat, I didn't hesitate to flee from the petrifying predator. I swiftly sprinted towards an opening in the hills where the stone had eroded away. There was barely any light to brighten up the space but it was better than heading out into the danger and running the risk of ending my life.

- Maisie 6R



I got out of my hiding of my hiding space to get to an old bunker not far out of town. I just needed to get out of town then I'd be safe for a while. I rushed to the bakery for food while trying not to get caught by the mechanical tripod. Finally I had made it to the bakery.

I got the bread surprisingly still fresh but when I came out, I was confronted by the tripod's leg piercing through the roof of the bakery. Once it had passed, I rushed to the edge of town trying not to get spotted. I spent a while finding the rusty bunker. While I was climbing into the rusty bunker, there was a wrecked tripod humming behind me...

- Robin 6B





A mechanical tentacle shot out, grounding itself on a piece of debris inches away from my feet and smashed against a brick wall. Next time it was more accurate. Grabbing onto my foot, it drew me up to its eye level. It held me there, staring, examining me, but then a loud explosion drew its attention and it spun around throwing me off into the air.

By some miracle, I landed in the local lake, plunging deep under the freezing surface. My lungs close to bursting and the edges of my vision turning black, I launched out of the water and swam to the safety of the singed reeds. My comfort was short lived for out of nowhere one of the hideous Martian constructs rose and started marching towards me. Peering through the reeds, my eyesight was limited but I could make out the shape of the machine striding towards me. It loomed over the lake, scanning its surroundings – searching for its prey.

Stanley 6R

It struck. The blast tore buildings to shreds and scattered the remains. Those near to it were obliterated. Others were crushed by the flying chunks of debris. I was paralysed. A second missile blew up behind me. And another to the left. And the right. Then... I saw it. Properly. Three legs. Cobbled together with overlapping metal plates and huge screws. Three piercing, icy eyes looked at me, staring into my soul. I stared back. It was like that moment in chess when you wait for your opponent to perform the deciding move.

Everything: the screams, the chaos, the carnage and the noises of the village's destruction melted away until the only sounds still audible were my hammering heart and the whirl of the colossal contraption. Then, the sound I feared most: a guttural grating as the panel beneath its eyes slid open and a missile emerged. I was transfixed by the alien creation. It came closer. Then, by some miracle, my legs began to work.

Toby 6F

There's no way I could stay here as they were definitely going to find me. I didn't have any food so I was sure I would starve to death. My plan was to run and hope I didn't get decapitated by the terrifying Tripods.

I bolted down an alleyway, hoping the Tripods wouldn't spot me and capture me. Somehow, the metallic monsters managed to spot me and then started to shoot lasers at me.

BANG!

The tripods shot a tree trying to trip me up. It worked. I fell to the ground. Then everything went black.

Henry 6B



Year 4—'Changing States'

The children have thoroughly enjoyed learning about the Titanic so far and are eager to find out more! We have started by learning why the Titanic was such a special ship for its time and discussed why people were choosing to go to the United States in 1912. This will then feed into our historical and geographical understanding of the passengers and will build on our knowledge of wealth and poverty and how this had huge significance on the passengers of the Titanic.



1st class lounge



The children developed their descriptive writing by creating their own persuasive adverts to help sell tickets for the Titanic's maiden voyage. Here are a few snippets of their work.

Pack your bags for the opportunity of a lifetime and board the Titanic!

Are you wanting to explore the Statue of Liberty and the amazing sights of New York? Set foot on Titanic and come with us for an unmissable journey. *Ruby Daniels (4ET)*

If you have played a good game of squash, you should come and relax your muscles in our Turkish baths. After having a calming swim in our heated swimming pool with friends and family, sit down and enjoy the latest novels. *Ellie Rose (4W)*

Enjoy our magnificent, private compartments which have been beautifully decorated just for your comfort. Here you will find the finest, most comfy chairs, sofas and beds. Our delicious, award-winning 10 course meals with 3 sets of cutlery for starter, dinner and pudding will fill your tummy! You will wish your trip were twice as long! *Samuel Scoffield (4T)*

If you are worried about the journey, then I'll tell you more! I'll assure you it is a safe and smooth journey, so you will be happy. It travels at a whopping 23 knots. I know what you're thinking – it's impressive! *Jessica Hanson (4W)*

Don't miss the opportunity to embark on a new life on the most majestic and iconic ship of its time: Titanic! Come with us to New York for a new job opportunity or to see the fabulous Statue of Liberty. Titanic is more luxurious than you think: its 2nd class is like 1st class on other ships. *Harry Burnham (4ET)*



1st class cabin

If you stay on the Titanic, you will have the plushest bedroom ever. You will have goose down mattresses for your comfort and the finest, more intricate wallpaper. Electric lights will shine like a star in your bedroom. We boast marble sinks and incredible books – all this in your cabin.

Jacob Simmons (4T).

You'll certainly adore our top class facilities. Make a splash in our lavish, heated swimming pool and sit back to relax in our Turkish Baths. With other ships only offering a basic menu, you are bound to be salivating when you peruse the Titanic's delectable options, cooked with only the best and freshest ingredients. *Thalia Gibson (4ET)*

This journey will be once in a lifetime and we guarantee that there won't be any bumpy rides. We have lifts to carry you up to different levels and if you feel like a good book, you can visit our library where there always will be a good book for you. *Emily Hawkes (4ET)*

The Titanic will get you to the USA in a meagre 5 days. At an immense speed of 23 knots, it's one of the fastest ships to cross the Atlantic. *Finn Motley (4W)*



1st class dining saloon

Titanic Day— Friday 4th March

'LIFE ON BOARD THE TITANIC'

We are delighted to offer the children an interactive workshop to further develop their engagement with our new topic. The children will have the opportunity to explore the story of the Titanic and those who travelled on its maiden voyage. This immersive drama and movement-based workshop will encourage pupil collaboration, the sharing of new knowledge and the opportunity for historical-based discussions.





At the beginning, the ice was solid. At the end, the ice had melted to a liquid. At the start, the milk was a liquid and at the end it was a solid. (Jacob, 4W)



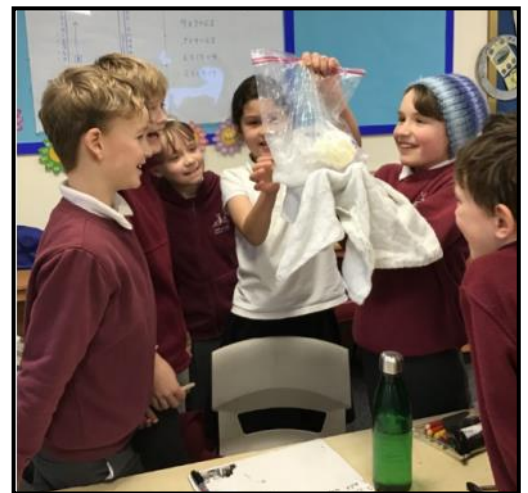
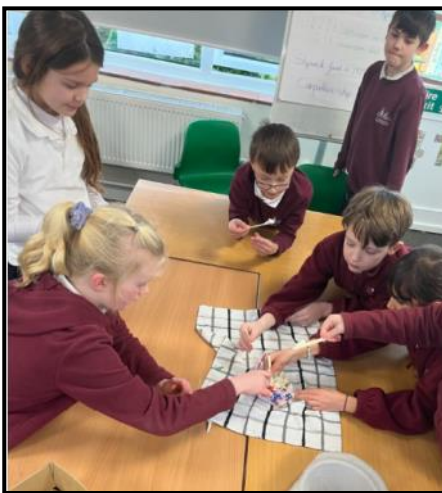
Year 4

In Science, we are learning about states of matter and, in order to deepen our understanding, we have conducted many practical investigations.

Our most recent investigation focused on the processes of melting and freezing. We made ice cream in class using some freezer bags and ice (and we even got to taste some too)! We discussed what state each substance was at the start and the end of the process. We found out that in order for the ice cream mixture to be frozen, we needed to cool it.



We had to put a bag of milk in to a bigger bag with salt and ice cubes. So we shook it and after three minutes it cooled and froze. Then it was ice cream! (Sofia, 4W)





Year 3 have been enjoying dance in their PE slots this term. Using Chinese New Year as a starting point, we learned movements inspired by dancing dragons, lions, fans and fireworks that are all seen during this time of celebration. The children then linked the movements together to create a dance sequence. Thinking carefully about their starting positions and how to travel between their movements, they practised and then performed their dances. The Chinese music that they danced to, links with our learning in music this half term—learning to play glockenspiels and composing using pentatonic scales.



3W starting positions!

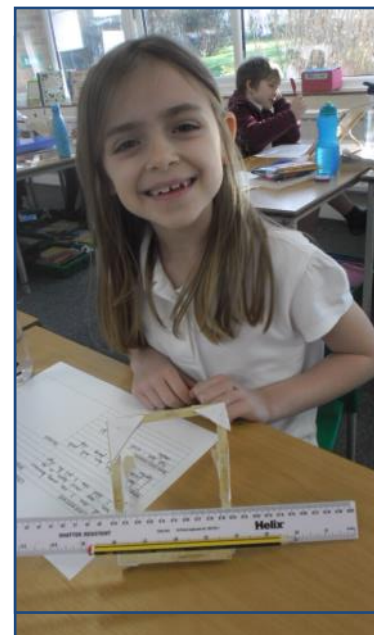
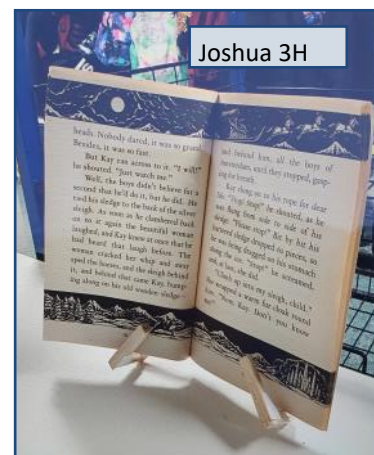
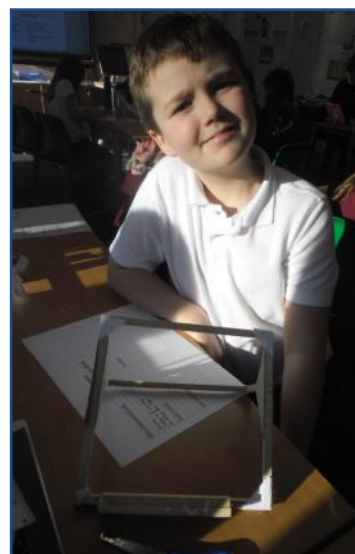
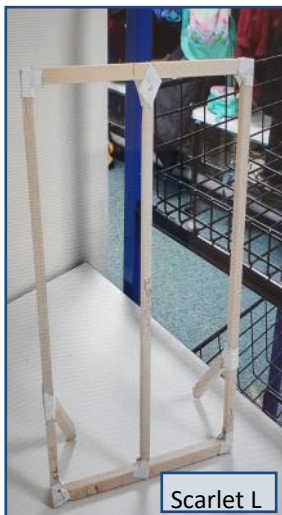
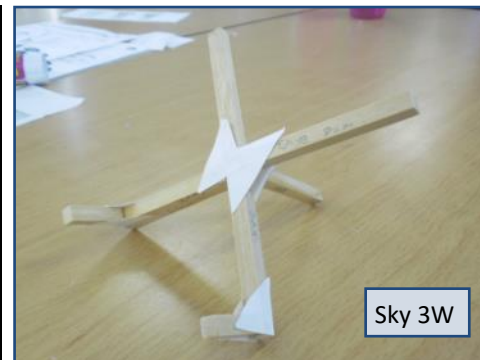


3SH movements within the dance.



This term, year 3 have been getting crafty in their DT lessons.

The children were given the design brief to make a stand to hold objects for a desk. They had to learn some key terminology and skills to succeed in this challenge. After learning about butt joints, the children designed their stands. They then made their frames which involved careful measuring, sawing and sticking. Accuracy and patience were needed as well a lot of problem solving on the way! We were so impressed with the children's perseverance and creativity. The results are amazing! We think we have some future designers in the making.





In maths, year 3 have been extending their knowledge of lines and angles in geometry. Last term we learnt about parallel and perpendicular lines and now we are learning how to use mathematical vocabulary to describe position, direction and movement, learning how to turn in right angles (both clockwise or anti-clockwise). There is a lot to take on board and remember here.

In order to make this learning more memorable, we made a maze in the hall that the children had to navigate their way around (it is a-maze-ing—the things you can achieve with a ball of wool and some masking tape!). We took inspiration from our Ancient Greek topic and the myth of Theseus and The Minotaur in the labyrinth. The year 3s enjoyed applying their knowledge of turns to guide Theseus through the labyrinth to reach The Minotaur. Hopefully, they will be able to tell you the story as well as demonstrate a quarter turn.



I have turned through a right angle anti-clockwise.



We liked this learning because we felt like we were in a real maze and it helped our learning on turning!



I need to move forward 1 and then turn through a right angle clockwise.