



# The Windmills News

Issue 1: 30th September 2022

www.windmills.w-sussex.sch.uk

We have had a great start to term. A huge welcome to our new year 3 parents. Our newsletters celebrate the learning that has been happening each month. There is so much to celebrate already. Lots of active learning, lots of active new opportunities and lots of singing. Singing assembly and choir are back and it is an absolute joy to hear the children's voices ringing through the hall once again. We already have over 80 children in choir; anyone else who wants to give it a go is more than welcome (it is on next week Tuesday 4th 8am).



This term, our teachers are fully focused on building on the wonderful teaching philosophy we have established. As we are all too aware, COVID forced our teachers to deliver learning in a manner which had to be heavily teacher led, or even worse online. Our present focus is now fully centred on motivating and inspiring children so they develop a deeper understanding across the curriculum. Our teachers are reflecting on how much they do in lessons compared to how much the children do. We want to provide the children with the time and space to explore, try things for themselves and make mistakes that they can learn from. Our teachers are going to be making every effort to 'hand the baton' over to the children as early as possible in a motivational and inspirational way. Our INSET day at the start of term was focused on this way of thinking about learning and we are all very excited to see the impact it has on the children's outcomes.

I have already seen some really interesting lessons where children have been cutting up sentences and posting adverbials in pyramids, carrying out short bits of drama to inspire creative writing, making natural dyes to paint with in the outside area as well as making pasta sauce in our learning café. It looked and smelt delicious. There are more examples in the following pages.

Just in case you didn't see my letter about our focus for this year (23rd September) I wanted to share these with you again here. Our school priorities are:

- Further develop active engagement in lessons – facilitating more time for children to experience the learning
- Subject leadership - impacts positively on all subjects - the intent of each subject is known and seen in work done
- Provision and support for SEND continues to develop – including being part of an exciting Autism project
- Mental Health and well-being of pupils and staff – thinking about further support action
- Parental engagement – re-establish collaboration so that parents work in partnership with the school to ensure all children have the best opportunities possible to thrive – involving pupil and parent voice.

**You have been invited to a parents meeting about this—Tuesday 18<sup>th</sup> October at 6pm.** I also really look forward to seeing you all in school for the parents evenings being held next week.

**Autism Schools Project** West Sussex is one of two areas in the South East chosen to be part of a national project to improve the support and awareness of autism in schools. Schools taking part receive funding to allocate an Autism Champion who is trained to drive new and innovative measures that will support autistic children.

The project's key aims include:

- Whole school cultural change, spearheaded by individual school leaders to promote positive autism support and practice
- Working directly with children with autism and their families, offering the individual support they need
- Working with the West Sussex Parent Carer Forum to build strong relationships and networks of support for families

There will be more information to follow shortly to include our parent community in the project further.

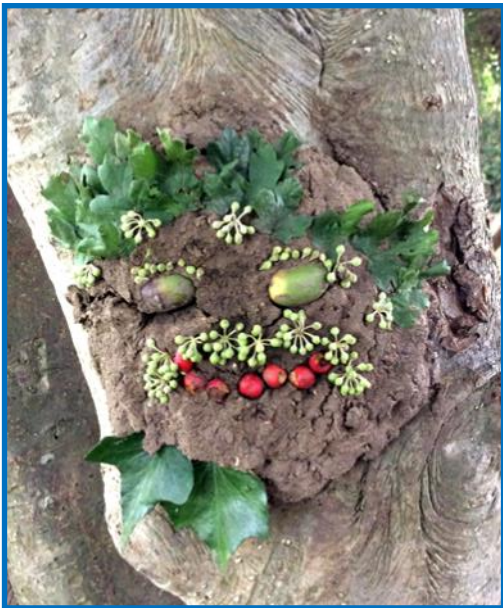
The **ZONES** of  
Regulation®

[Click the link to discover](#) some myths and facts about autism that you may find interesting.



# Outdoor Learning

What a fantastic way to start the term in year 6! The children are very used to our amazing outdoor learning environment and they loved being back outside enjoying new experiences. Mr Winter challenged them to make Green Man faces on the trees using mud (lovely and squidgy!). The results were astonishing and it was great to see the children working together and sharing the outdoor space. Some children even found time to do some weeding and pruning! Well done to all of you.



When we went to outdoor learning, we made mud faces of the green man on trees. We used berries, sticks and mud. It was a lot of fun. We also played mud ball by throwing hand made balls of mud at a target.  
Taylor 6R

I really enjoyed making my mud face with my friends as we got to use everything around us to make beards and spiky hair!

I also enjoyed making mud balls to throw at targets. Everyone got very muddy and it was really funny.

Olivia 6R

I collected berries to make colour to put on the faces. It was very messy!

Marnie 6R



At the beginning of the session, we played 'Peek in the Woods'. This is like hide and seek but the seeker has to stay in one place to try to spot the hiders.

Then we made mud masks - not on us, but on the trees! First, Mr Winter explained that we needed to get the right consistency of mud by mixing it with water. Then we slapped the mud on the tree and decorated to our liking.  
Jesse, Eli and Harrison 6R







I love outdoor learning because you get to interact with nature and you learn amazing and useful things. Dulcie, 6M



I think outdoor learning is good for educating us about our world and the greenery it contains. I also think it's great for our mental health and for socialising with other people in our class. Neve 6M



Outdoor learning is important for our mental health and gives us fun opportunities to experiment and have fun with friends. Hattie 6M



I like outdoor learning because you can be as messy and creative as you like! Sophie S 6M



Outdoor learning is where we carry out challenges and tasks outside. We always have fun and we work together in our learning. Outdoor learning is really important because we will need these skills in the future. Freya W 6M







We all liked going to forest school. We all got messy and had a blast. So many people got really muddy such as Olive and so on.

We made faces out of mud on a tree then we had to put a drop of water. This is when everyone got so muddy while I tried my best not to. We stuck things that we found from the forest area then we put it onto our face.

Matthew 6B

We made the green man/ woman and decorated it with berries, sticks, leaves and acorns. Me and Emily were making paint to decorate our one. I think it turned out well. I think the swing was cool and I saw other people's green man. They used lots of things I didn't even think about using.

Orla 6B

In outdoor learning we made faces out of clay which we added water to and used the resources of nature around us! I did this task with my friends Libby and Millie and we made a beautiful woman's face on an oak tree and we had loads of fun! My favourite part was sticking the leafs and berries on the face and making the perfect chin. After the face was finished we made more clay and hung out for the rest of the time. This was one of my favourite forest school sessions in Windmills!

Daisy-Mae 6B



Even though we got really muddy we had so much fun playing games and even made some mud faces. So many people were so muddy! I had a great time playing.

Herbie 6B





Even though we got very muddy, I really enjoyed forest school. We started by playing some really fun games then then make a mud face. Me and Bella made a mud face together (it turned out quite creepy) Also, going on the swings was good fun.

Jessica 6F

I liked forest school because we got to make faces out of mud and leaves. I think mine came out really well. Ben 6F



I loved outdoor learning because we get to have fun with our friends, make green men and bug hotels. It is also great because we got to spend half the day outside getting exercise.

Harriet 6F

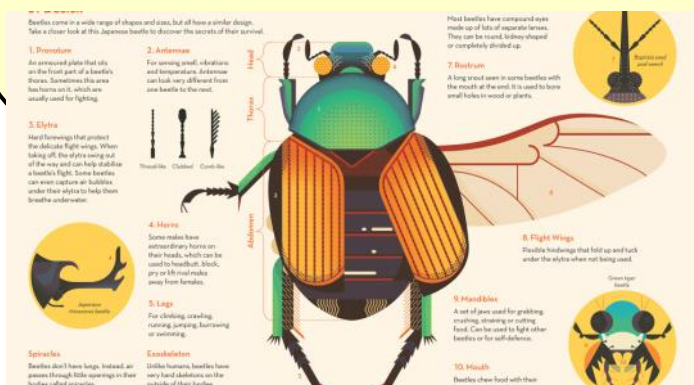
I enjoyed forest school because making green men was really fun. You had to add the correct amount of water so that the face did not fall off the tree! After we had finished, ours looked really good.

Farah 6F





In Year 4, we have been exploring the themes inspired by our topic Ancient Egypt. In art, we have been studying beetles because we've noticed the *scarab beetle* features in many pictures and artefacts of this time. The children carefully studied the beetle's body parts and were asked to carefully copy their proportions to demonstrate accuracy in their sketching. We used the beautifully illustrated book by Owen Davey—Bonkers about Beetles—to find out what the body parts were called.

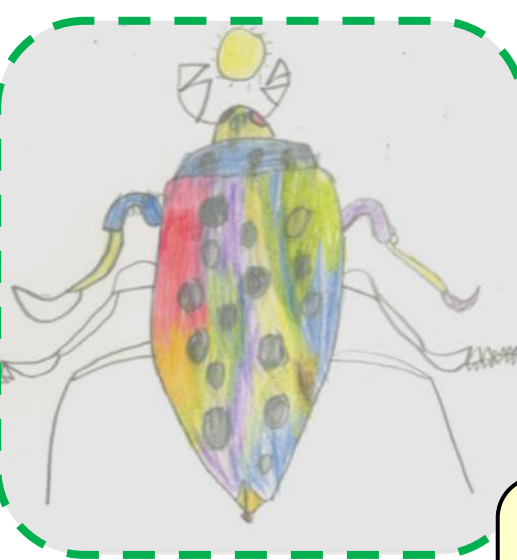


The children in 4ET soon noticed the *extraordinary variety* of beetles and they played a game to construct a beetle from a range of diverse body parts.

Tilly – Why Beetles? The scarab beetle was seen in Ancient Egyptian times as it ate the sun every evening and made a new one each morning.



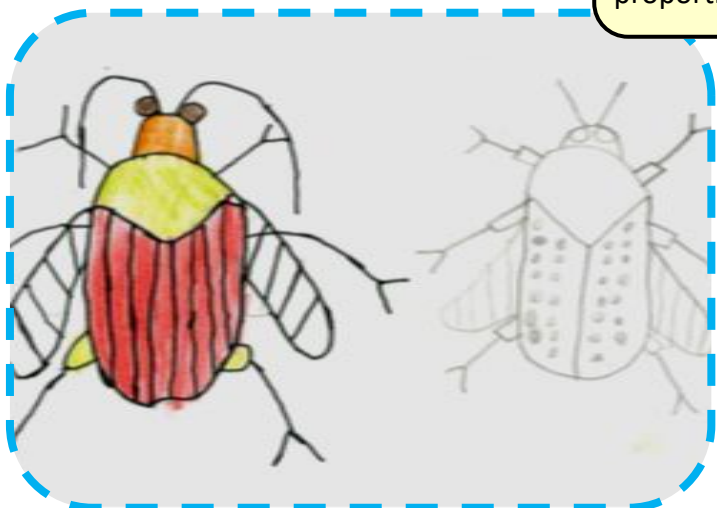
Maisie – My beetle has a head, thorax and abdomen and I gave it extra large wings.



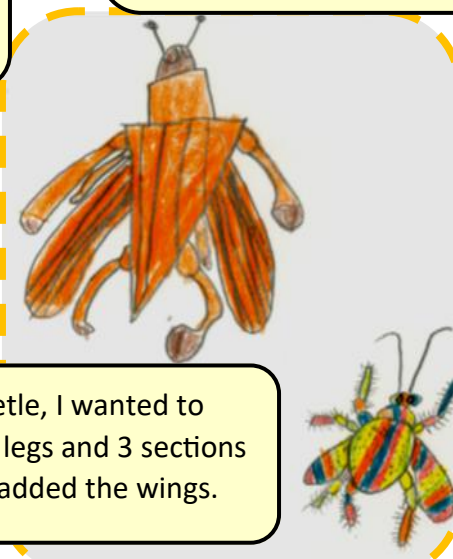
Abel – We needed to know how many legs and more importantly what proportions a beetle had.




Ralf – I had a go at designing a beetle and then got inspired to draw another and another. Each time I tried to improve my design.

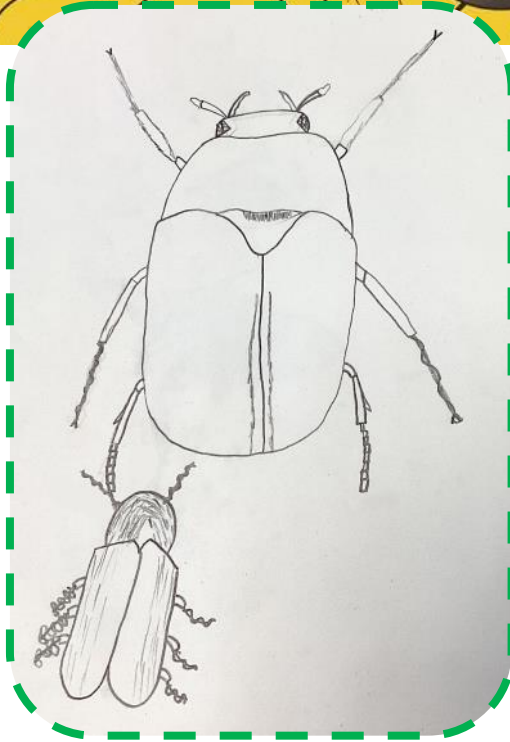


Nikko – For my beetle, I wanted to make sure it had 6 legs and 3 sections to its body. Then I added the wings.



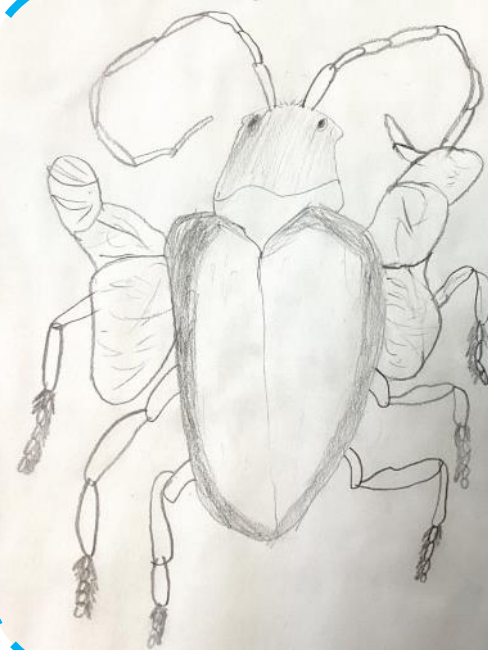


**Ruby (4F)** - I looked at the individual body parts to get the right shape of my bug. You need to sketch lightly because if you make a mistake, you could rub them out. You also have to go very slowly to get the detail right. I'm going to add water colour to my bug and I am going to have a go at blending to get the right colour I need.



**Arabella (4F)** - I sketched my bug by adding a body part one by one. I was very careful not to make any mistakes by looking, looking and looking again! I am going to carefully add some colour to all the right places.

**Skye (4F)** - We used sketching pencils and a sheet which had examples of bugs body parts on to draw our bugs. We looked, looked and looked again to make sure we didn't miss anything. I built my bug by rolling dice. On the sheet were numbers and each number represented a different bug body part. If I rolled a 2, I would add a leg. I like my bug looking black and white because I like the shading.

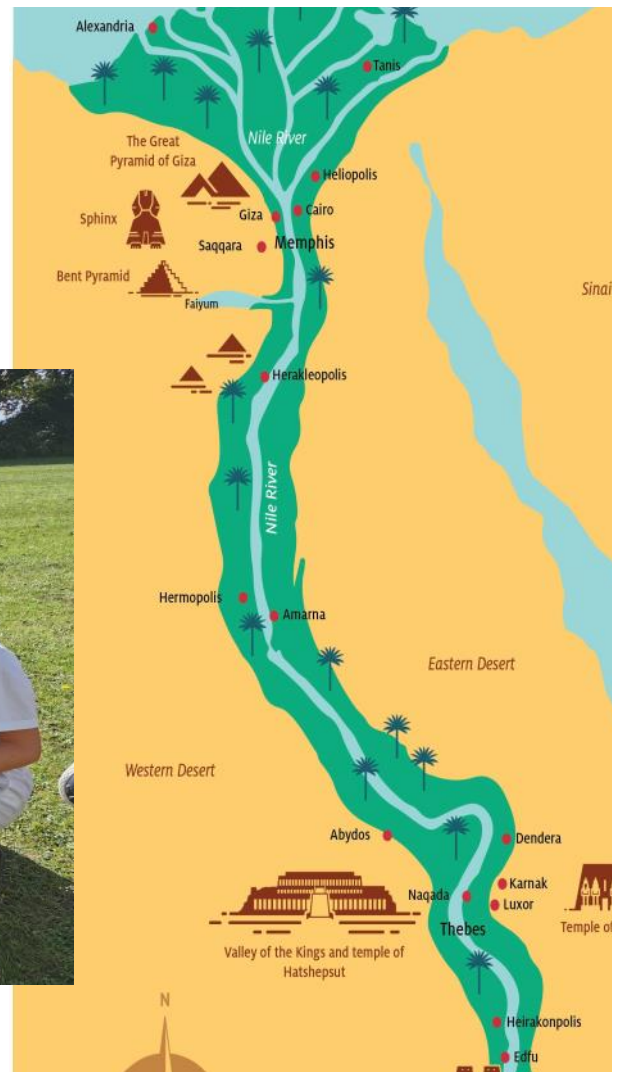


**Freddie (4F)** - I copied the picture from the examples we were given. I had to make sure I avoided making mistakes by looking and pressing lightly on the page. I had to roll a 6 first as that was the main body part and then I could roll any other number to add extra pieces. I'd like to add some watercolours to my bug.





The River Nile is the main source for life in Egypt so in Geography we have been exploring the features of rivers. We made replica rivers from tin foil so the children could actually discover for themselves — *What makes a river flow?* 4RT chose a lovely sunny day to try out this hands on practical geography lesson.



Bay— We learned that the source is where the river starts and meanders are bends in the river.



Henry—We put our rivers on the edge of the field outside so the water would flow down from the source to the mouth.





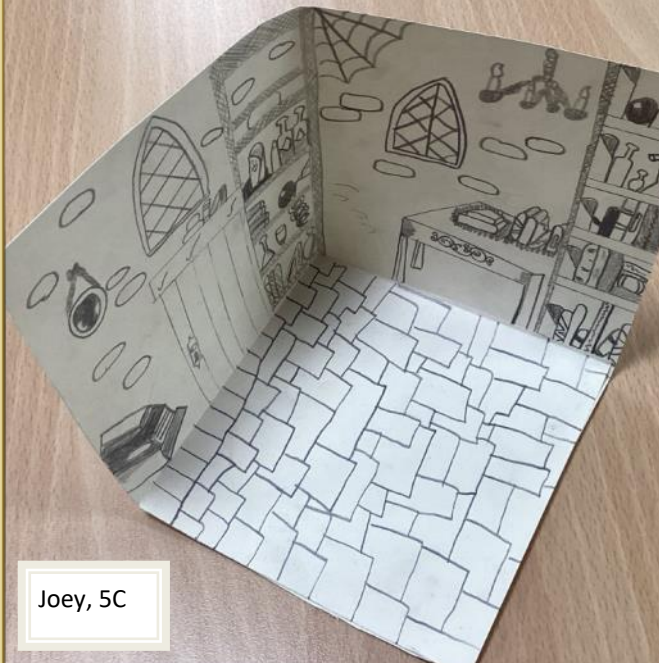


# Year 5 Art



In Year 5, the children recently spent a week doing some work based around the 'Room of Requirement' from Harry Potter. The children created their own rooms which they then went on to write about in English. Before they created their rooms, they looked at various techniques in art such as: cross hatching, circling, zigzagging and chevrons. The children were able to build texture to make their artwork look more realistic. The children particularly considered light and dark tones. For example, by overlapping pencil in areas where there might be shadow.

What would be in your room of requirement?

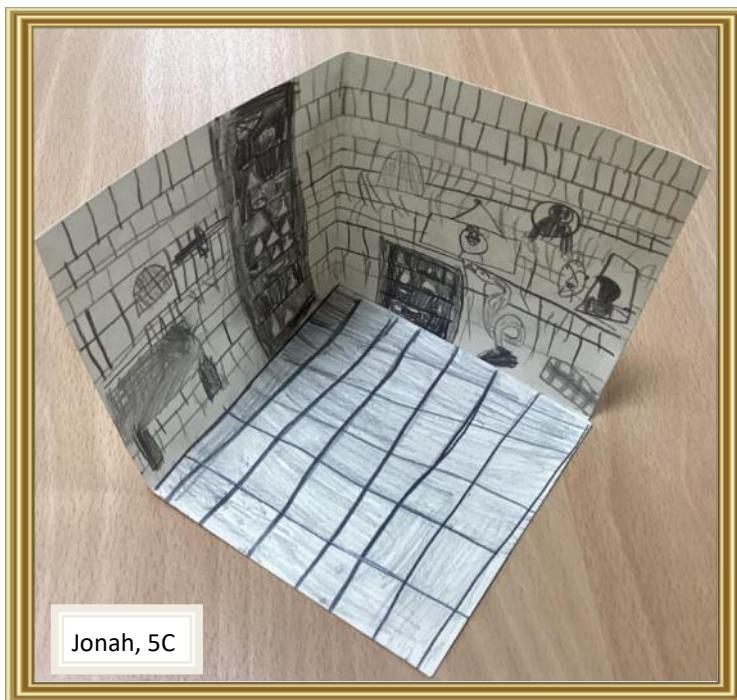


Joey, 5C



Elena, 5B

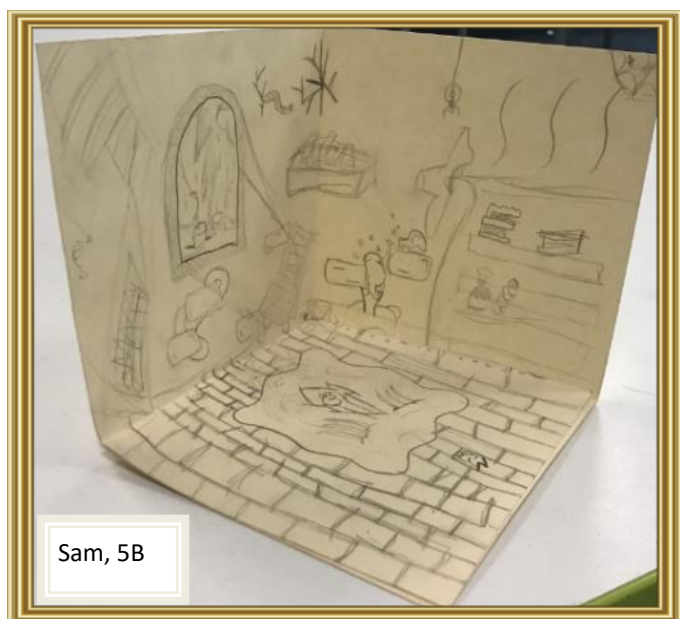




Jonah, 5C



Alex, 5L



Sam, 5B



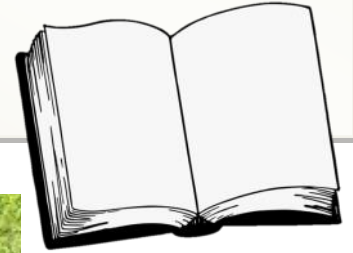
Stan, 5L



# Year 5 English

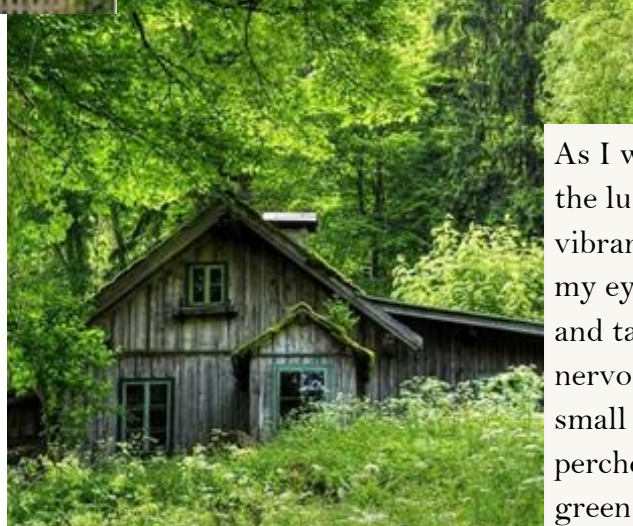


In Year 5, we have been working on our descriptive language. Following on from our writing about the Room of Requirement, we gave the children another scene to describe... an imaginary cottage in the woods. We were so impressed with the vivid description they came up with and how they built suspense and intrigue into their writing.



As I noticed a trail of intricate stones lying on the floor, my mind told me I had to follow it. A small house with lots of windows and a forest stood proudly, although the steps were covered in grass.

Sofia, 5C



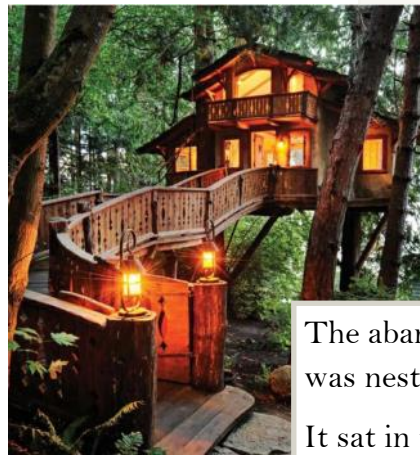
As I wandered deeper into the luscious green forest a vibrant crimson light caught my eye. It coaxed me to go and take a better look so I nervously edged forwards. A small wooden cottage perched merrily on a mint green hill with fire light blazing through the windows.

Gwen, 5B

The fairy tale like cottage with an intricate flower garden glistened in the morning light.

Above the cottage, tall birch trees towered, casting huge shadows across the tiled roof. Thick layers of brush covered the ground.

Emma, 5L



The mouldy, gritted moss was wrapping slightly around the roof. The horrible grey sky was mysteriously looming over the miserable branched trees.

Marco, 5B

The abandoned thatched cottage was nestled between tall trees.

It sat in the moist ground where colourful flowers bloomed.

Jessica, 5L

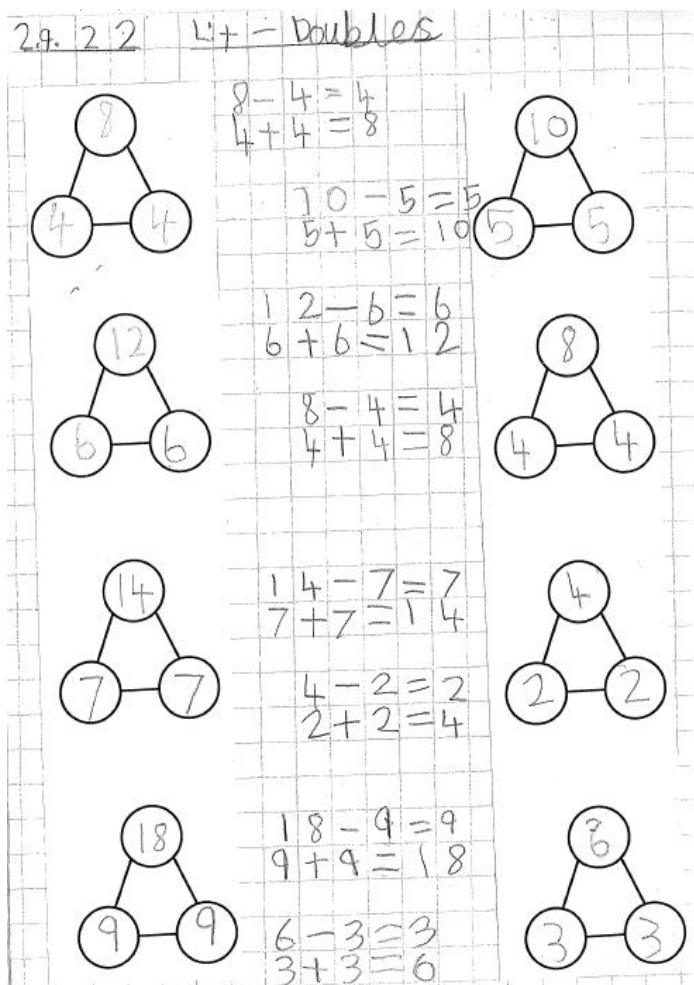


At first glance it looked like there was nothing but then I saw it. A musty, ancient house stood before me. It was ransacked. There were smashed windows and a flimsy door was hanging off its unbelievably rusty hinges. The bone-white paint was peeling off the brick walls.

Jacob, 5C

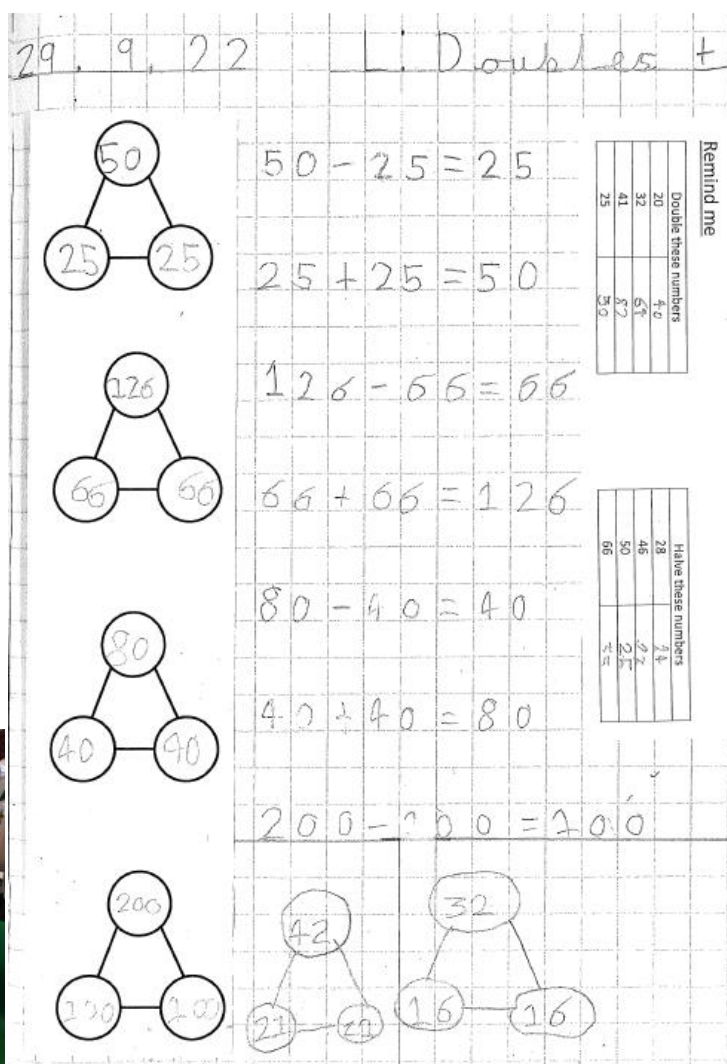


We have had lots of fun in maths in Yr 3! Our sessions have all been very hands on using the Numicon to build and get a feel for what a number is. We have used it to predict patterns, make totals and make links between different bonds, number trios and finding doubles.



More about Numicon:

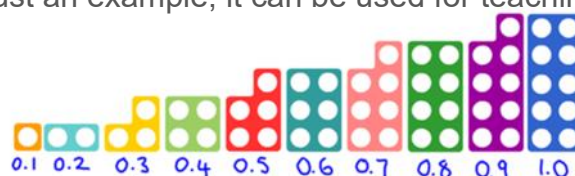
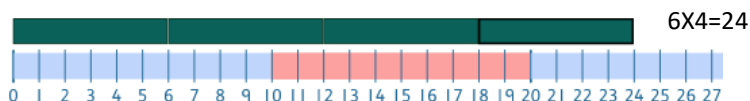
[click this link](#)



### What is Numicon?

Numicon is an approach to teaching maths that helps to see connections between numbers. It is a **multi-sensory** way of learning, which means your child learns by seeing and feeling.

The holes in the Numicon Shapes represent the numbers 1 to 10. When they are arranged in order children can easily see connections between numbers, such as 'one more' or 'one less'. We use numicon and rods throughout the school so the children can see the relationships between numbers. Higher up the school, the plates can be used to teach decimals—so instead of a 1 being a 1 we change it to 0.1 and this helps children to understand tenths. This is just an example, it can be used for teaching fractions, tables, division, symmetry and much more.







### Year 3 Doodle Art:

What a fantastic start to the children's sketch books! The children looked at different ways of mark making and explored drawing different types of patterns. They then created their own designs. We were so impressed with the creativity that the children showed. We were also really impressed with the perseverance, focus and care that they took.

