



The Windmills News

Issue 2: 31st October 2022

October flew by in a flash—with fantastic learning and some really important events. We had a great first half term. Thank you so much for your generosity with the harvest donations. The local food bank were incredibly grateful. I couldn't believe how much we collected—I had assumed that most people would bring something in on day one but the contributions kept coming, bags and bags of donations. I think it was the most we had ever collected. The school are proposing to do a collection each term to support the food bank. This teaches the children such important lessons about working as a community; with those that can supporting others who have less.

We also welcomed back 'The Friends of Windmills' with the a Halloween inspired cake sale. Thank you all for your generosity here as well. The FOWs are now working incredibly hard to organise our upcoming:

Christmas **FAIR**

Friday 25th November after school from 3.15pm until 6pm

If you are able to help with this event that would be amazing—contact the office for details on who to speak to.

Parent Engagement – What is it? Why it matters?

During October we held two parent engagement sessions where we invited parents in to discuss how we could further improve our partnership. These were really interesting. Thank you to those who contributed to the success of these sessions.

We discussed what parents and the school wanted for the children—to be happy, confident learners, who had the life skills and opportunities to be the best that they can be.

We then looked at some of the research around the subject and an agreed definition:

“Parental engagement is about engaging families in their child's learning so that they can support them to learn better (they know what is happening in school and how they can support), relationships between home and school are positive and this in turn fosters a lifelong love of learning.”

We then spent some time thinking about things that the school and parents could do to further improve what we do already.



10 of our year 4 children took part in a Netball skills festival run by Mid-Sussex-Active (MSA) and Yr 9 Downlands students. MSA run two types of events—festivals for children to experience a new sport and competitions where we put in a team. This was the first netball experience for some of our children. They had a great time. Well done to all who took part who demonstrated fantastic attitudes to learning something new.

12 children were selected from across Yr6 to be trained how to be sports leaders. Children were given the opportunity to put themselves forward for the role and then the teachers selected from these. Those picked were children who are outstanding role models and those who would be committed to supporting others. Well done to all those who were selected. They took part in an active training session where they learnt games that they could then adapt for the younger children.

The **ZONES** of Regulation¹

Key focus for the school—linked to our development on supporting children to understand what they are feeling. See next pg:

At The Windmills Junior School, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. This term we will be starting to introduce 'The Zones of Regulation' curriculum to teach our pupils how to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

The Zones of Regulation is a curriculum designed to foster self-regulation and emotional control created by Occupational Therapist Leah Kuypers. Our staff have recently received training on this and believe it will give all children, staff and parents a shared language so that we understand each other

COMING
SOON

What is 'The Zones of Regulation?'

- A framework to simplify how we think about and manage our feelings and state of emotion
- A tool to categorise complex feelings and states into four coloured 'Zones'
- A way to improve our ability to recognise and communicate feelings in a safe, non-judgemental way
- It gives a collection of calming and alerting strategies a child can draw upon (can be a literal toolbox or a collection of known strategies)

There is no 'bad' Zone. All Zones are 'expected' at different times and in different circumstances. You can be in more than one Zone at a time some emotions may fall into more than one Zone.

We will be encouraging the children to use their Zones both inside and outside of school, to identify their feelings and emotions and then learning the best way to deal with them. The aim is for children to understand that it is completely normal to feel all four of the different zones from time to time.

What is self-regulation?

Self-regulation can be described as the ability to adjust your level of alertness (including your senses, emotions and impulses) to fit the situation you are in and express this through socially appropriate behaviours. For example, the level of alertness required to read a book in a library and that needed to compete in a netball match are very different, and the socially expected behaviours in each situation would also differ. It encompasses the skills of self-control, resilience, anger management, impulse control and sensory regulation. For example, let's say your child recognises they're angry because whenever they get mad, their heart races. So, they feel their heart race and the result is an angry outburst. **Red zone.** BUT fear also causes our heart to race. If your child isn't able to recognise the other sensations that happen when they're both afraid and angry, then they'll react angrily when they're actually scared and they won't understand what's happening or

how to regulate that emotion.

The Zones of Regulation can help teach children all of the physiological sensations they feel in response to different emotions.

When children fully understand what they're feeling, they can make sense of, and regulate their emotions much better.



BLUE ZONE

Sad
Sick
Tired
Bored
Moving Slowly

GREEN ZONE

Happy
Calm
Feeling Okay
Focused
Relaxed

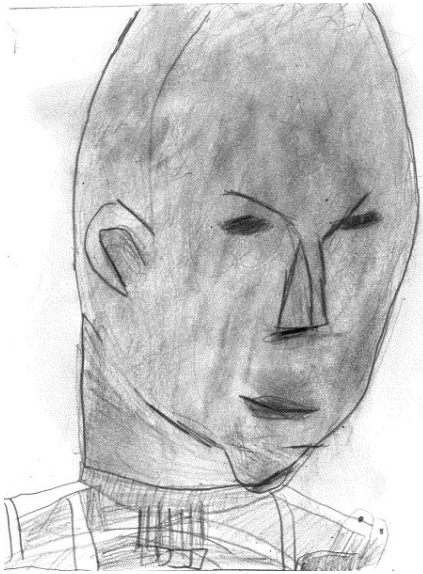
YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control

RED ZONE

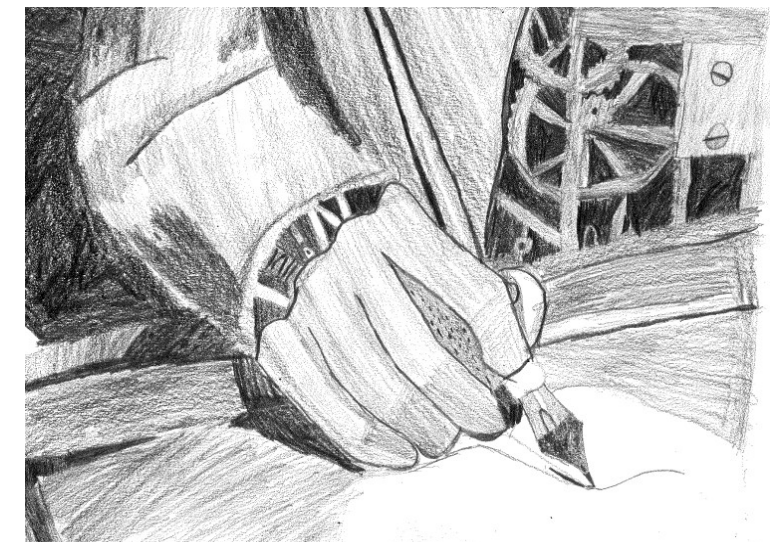
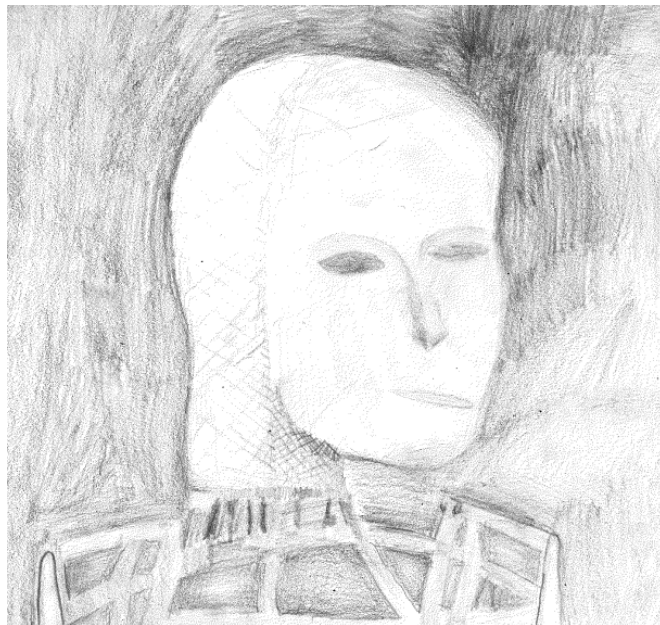
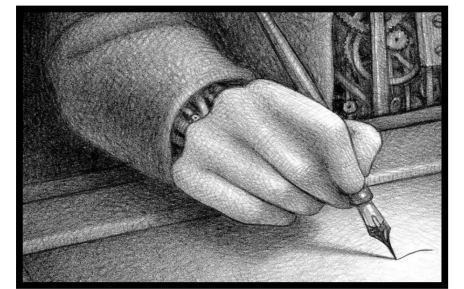
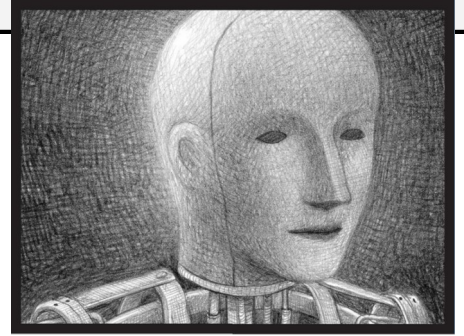
Mad/Angry
Terrified
Elated/Ecstatic
Devastated
Out of Control

Year 6 have been studying **The Invention of Hugo Cabret** by **Brian Selznick** this half term. The author is also the illustrator of this brilliant book and we set the challenge of recreating some of the drawings. The children have developed their skills in sketching and reproduction showing tone and form. I'm sure you will enjoy the amazing results which show so much care and precision.



In art we have been learning about different sketching techniques such as cross hatching. We have drawn multiple drafts and then completed our final ones, as you can see. Out of 4 options, I chose to recreate Hugo Cabret's Automaton.

Noah, 6M



Billy 6F

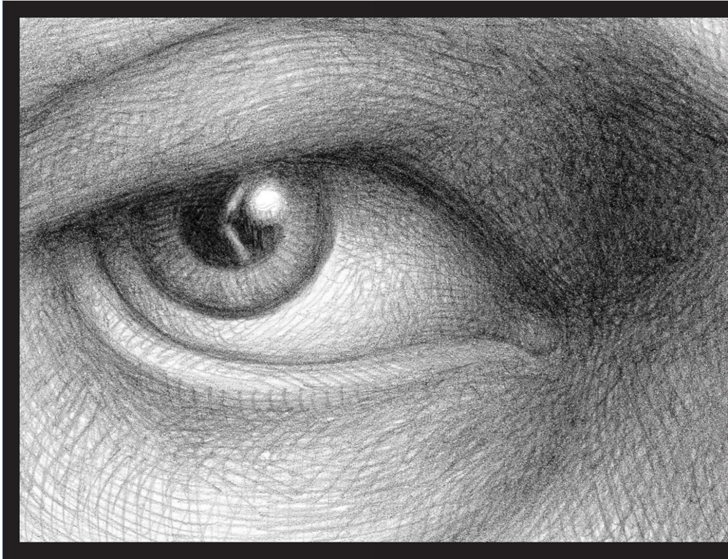
Seb 6F



In art, I have drawn an automaton's hand. Using a variety of pencils, it is easy to see the light and dark areas of the hand. George Méliès, a film maker, is famous for his light and dark film. I have been inspired by this and have carefully highlighted certain areas of the illustration to give a 3D effect. I have found it easier to give the 3D effect and draw in Brian Selznick's style when using the correct shading techniques. Jesse 6R

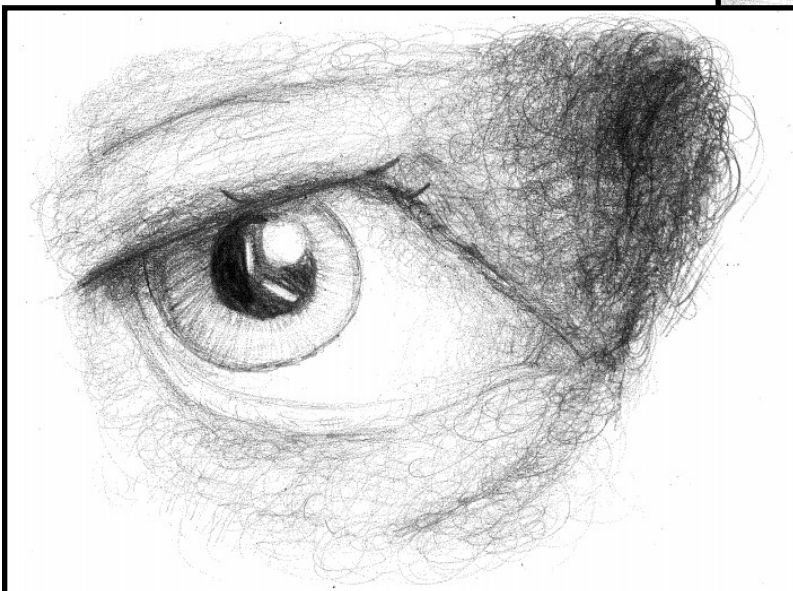
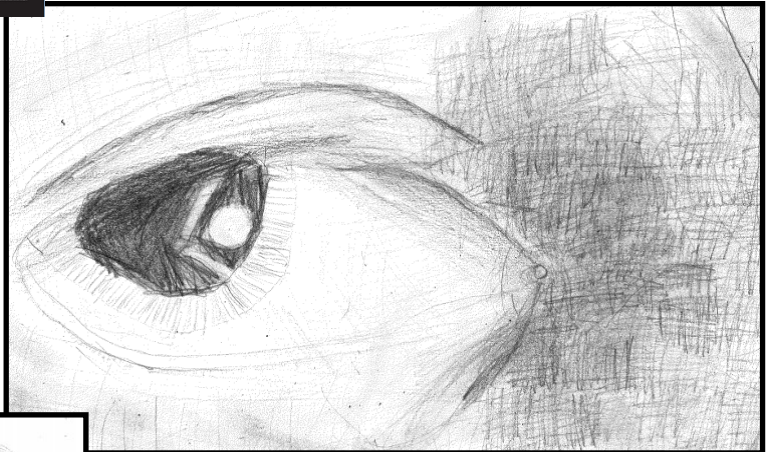
I really enjoyed doing the Hugo Cabret art. I am proud of my eye drawing because of the techniques I used: shading, and cross-hatching. I worked very hard on the eye so I could get it perfect. It took me two tries until I got the right one. I mainly used the shading technique as it was easier to get the dark and light effect. Brian Selznick is an amazing artist. His art work is incredible so I tried my best when I was drawing the eye.

Jasmine 6R



In art, we have been recreating some of the illustrations from Hugo Cabret and I sketched George Méliés' eye. I used cross hatching and shading to create a detailed effect.

I really enjoyed it! Lauren, 6M



In art, we've been illustrating different pieces from our reading book, The Invention of Hugo Cabret. I chose to recreate the eye because of it's intricate details and use of different sketching techniques and shading.

Dulcie, 6M



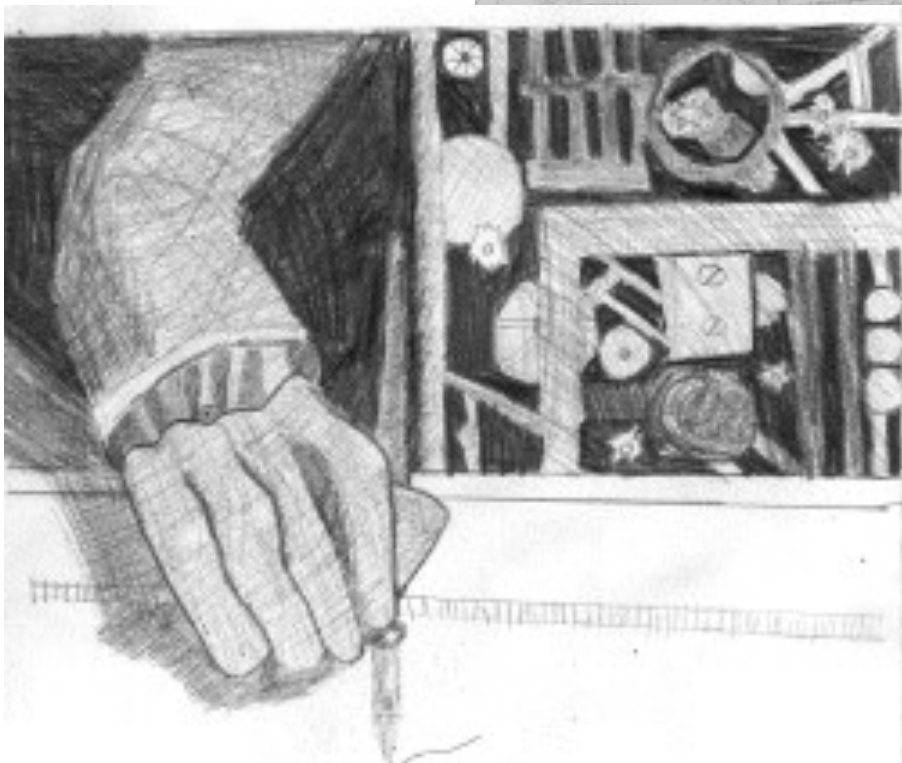
I thought the Hugo Cabret artwork was very enjoyable. I am very proud of my techniques that we learnt previous to this art lesson. We learnt how to cross hatch effectively so that we could make light and dark tones. I started with the slightly more complicated parts so then I could just take it easy and shade in the rest. The shading was still tricky because as you can see in the top left corner, the dark tone and light tone didn't change gradually it was very sudden. Elliot 6B

I'm proud of my art because I tried very hard with it.

I looked at the picture carefully and drew it step by step.

Another reason is that I liked how I did a white circle at the pupil with my rubber. I think I used cross hatching really effectively near the bottom and I also think I used the shading technique well too.

Zach 6B

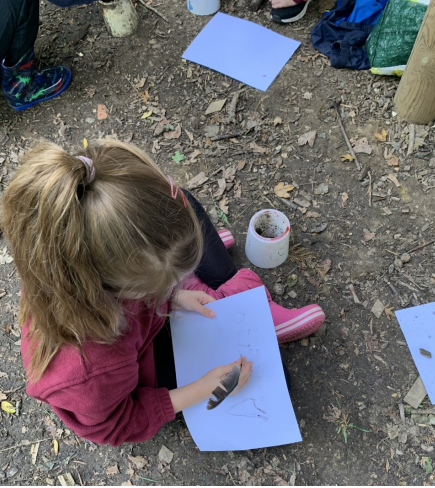


Over the last couple of weeks I have illustrated a piece of artwork from the book Hugo Cabret, which we have been reading across year 6.

We studied different techniques that would be helpful such as shading, circularism, cross hatching and so on. When it came to drawing I had fun experimenting with all of these tactics to make my art seem more realistic and lifelike. The picture I interpreted was the automaton's hand which was quite complicated but I am pleased with the outcome of all my hard work.

Olive 6B

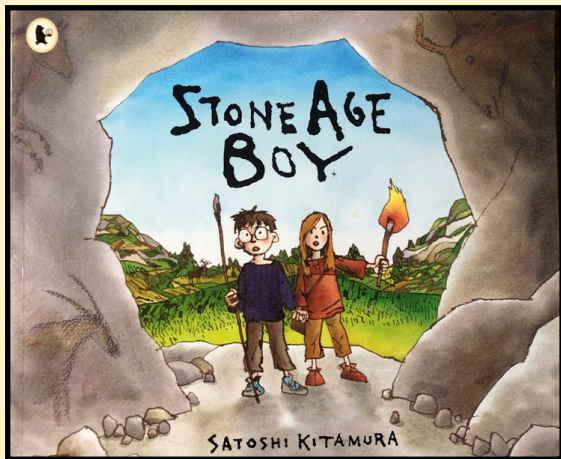
Outdoor learning!



We have been lucky enough to have our first introduction to Outdoor Learning with Mr Winter. it was amazing! We enjoyed our first exploration of the fabulous space outside and we made a 3D map of the area making use of the natural resources around us. Next we took part in a game of 'Leaf Bingo'. We had images of leaves, flowers and trees from the woodland and we had to see how many we could spot. It was great to have an idea of the size of the leaves which made it easier to spot them.

Finally, we had great fun making berry paints and creating art, using totally natural products. We are already looking forward to our next Outdoor learning!





This month, Year 3 have thrown themselves into their English learning and writing. They have shown real enthusiasm and engagement. The writing, as a result, has been super!

The children revisited word classes and practised spotting different word types everywhere. They have used 'The Stone Age Boy' as inspiration for their writing. We imagined the pictures had all been lost for the book and the children had to paint the pictures by using their words. This took hard work and some good planning by the children. It is great preparation for the rest of the year's work. Well done Year 3!

There is a muddy, wet fish wrigling on a wooden, small rack.

Kind Om is sitting on a smooth stone.

There is a smoky fire crackling and sitting on some stones.

The poor, ^{dead} deer is on top of the burning red fire.

The tiny, sleepy baby is sleeping on a ^{warm} pelt.

The helpful kind man is ^{making} making a hot fire.

The warm leather tent is standing on top of the ^{dry} ground. 3W

Om is smiling and eating next to the blazing, hot camp fire. The dark, high tripod ^{is} was full of yummy, steaming stew. The small, cute baby ^{is} was dozing on a big fur pelt. The heavy, stone basket ^{is} was above the brown, muddy ground. The hand glint ^{is} was being used by a tall, kind man making a sharp, grey spear. The metal, useful tools ^{are} were being used by a short, clever lady. 3W

Brave, ^{kind} Om is ^{carefully} listening to the boy. ✓
The Sleepy Baby is in front of her ^{sleepy} mum. ✓
The burning campfire is blazing in the sun. ✓
There is a huge, warm tent and cosy. ✓
A study drying rack is drying the wet clothes. ✓
The wooden tripod is cooking the food. ✓
A slimy fish rack is slippery and wet. ✓
The boy's glasses are breaking. ✓ 3SH

Kind Om and her helpful ^{gun} family ^{gave} gave the brave stone age boy some soup. A small, ^{cute} baby is lying on a small, soft, fluffy, fur pelt. Om and the stone age boy ^{are} are sitting on cold, damp, stone rocks. A sm smoking, ^{burning} fire ^{is} is ^{middle} in the ^{middle} of the family. The sturdy tents are warm and inviting. A slippery wrigling fish is hanging on a ^{wooden} wooden, wet, drying rack. A wicker, big basket is swaying in the kind lady's hand. The tall man is ^{soft} ^{bowl} making a clay bowl on the hard ground. The soup is bubbling on the ^{tall} tall, wooden tripod. The small, loud kid is running round Om and the stone age boy. 3W

The Smoking campfire is in a front of an and stone age boy. There is a tiny baby sleeping next to its ^{man}. An old man is washing a cooking pot. There is a hard rock next to the blazing campfire. There is a wooden ^{drying} rack with fish on it. There is a little bit of animal skin to keep the tiny baby warm. There is blazing hot fish grill with fish on it. There is a boy ~~shaking~~ the cooking a ~~hand~~ ^{hand} ~~cooking~~ a pot. A lady is sitting near a hot campfire. ✓

3SH



The glowing hot fire was crackling on glint stones.

The very sleepy baby was ~~laying~~ ^{lying} on a soft blanket.

The super slimy fish were hanging on a drying rack.

The massive tent was standing in the background.

The ^{kind} people were sitting down on the rocks by the mud.

The ^{rock} hard stones were surrounding the fire.

3G

Sentences checklist

✓ The tiny baby sleeping on top of a blanket. ✓

✓ The hot fire is crackling on in the fireplace. ✓

✓ The wooden drying rack is standing on the ground. ✓

✓ There is rocks surrounding the ^{fireplace} fire. ✓

✓ There are soft tents with people sleeping inside. ✓

✓ The fish are flipping on the wooden drying rack. ✓

✓ There are warm ~~people~~ ^{people} around the burning ^{hot} fire.

in the summer ~~to~~ ^{breze} breeze. ✓

Annabelle Burnham 3G

✓ Beautiful sunset above the ~~to~~ ^{to} green shimmering trees. ✓

✓ There are shimmering, shiny trees below the blue, red and peach sunset. ✓

✓ The hot fire was crackling inside the rocks. ✓
 ✓ The little baby was sleeping on animal skin. ✓
 ✓ The ~~sooty~~ ^{sooty} scaly fish ^{wiggles} wiggling on a rack. ✓
 ✓ The funny ^{am} was talking and sitting on a stool. ✓
 ✓ Happy people chilling on the ground. ✓
 ✓ The beautiful sky is ⁱⁿ moving above the trees. ✓
 ✓ The green leafy trees swaying on the grass. ✓
 ✓ A wooden drying rack standing ^{on} the ground. ✓

3G

The slippery fish is drying slowly on the wooden, hard drying rack. The blazing fire is sitting in the middle of the whole camp. The delicious ^{scout} ^{is} ^{standing} ~~staying~~ still next to ^{om}. The leather basket is wobbling on top of the mud. The glowing river is moving quickly ^{down} the hill. The sturdy tent is swaying in out in the open. ✓

Wow,

Noah Thompson 3SH

In year 4, we have been become expert embalmers and have been learning how to mummify dead pharaohs! As no dead pharaohs were available, we practised our new skills on teddy bears, giving clear and precise instructions verbally and in writing. Have a look at some of our final results.



Once this is done, place the dead body onto a flat, wooden table and was the dead pharaoh head to toe (make sure you don't miss in between the toes!) (Alina)

Next, get a sharp, metal hook into one nostril and wiggle it around to break the connection with the head. Pull it back out (with the brains). (Arthur)

To begin, take the dead pharaoh to the Ibu on the west side of the Nile. (Joshie)



After that, make a slit in the left side of the body and take out the liver, stomach, intestines and lungs and put them into the correct Canopic jars, but do not take out the heart as it is needed in the afterlife. (Luke)

Then, sprinkle natron salt all over the body. Sometime later, leave it for seventy days (you will need patience!). (Zachary)



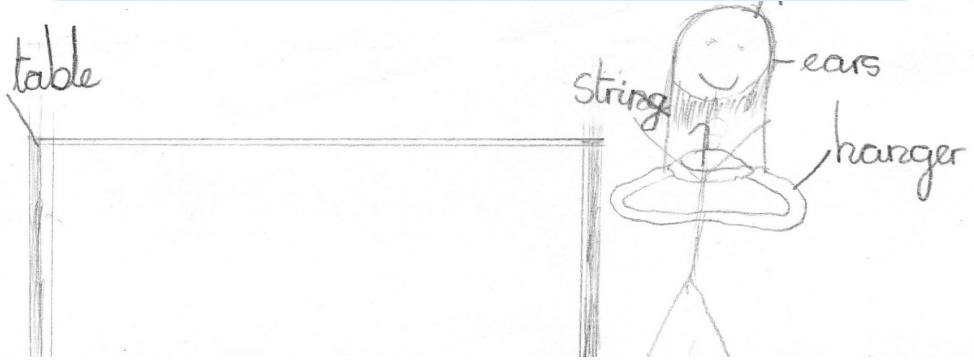
Then wrap the body in linen, and finally put it in the coffin. (Jack)



Year 4 Science: Sound

This term, year 4 have been exploring the amazing world of sound. We've found out about the many sources of sound around us, how sound travels, and how our ears work to pick up those signals.

Our latest investigation in 4F looked at the different mediums that sound can be carried through, and involved wire coat hangers, long pieces of string and careful listening!



You tie the string to a coat hanger then you hook the string around your ears and bang everything against an object, like a table.
The sound got louder as we changed the material of the coat hanger from metal to plastic. —Mia

The experiment worked because the string is a medium of sound. We banged the metal coat hanger and the sound travelled to my ears. I changed the material of the coat hanger, which made the vibration shorter and the pitch was lower. —Evan



The coat hanger hit the table and made the coat hanger vibrate, sending the sound through the string (medium) to our ears. —Nina

The vibration travels through the string from the coat hanger to my ears. I changed the type of coat hanger from metal to plastic which made the sound deeper and sort of faded away. —Willow

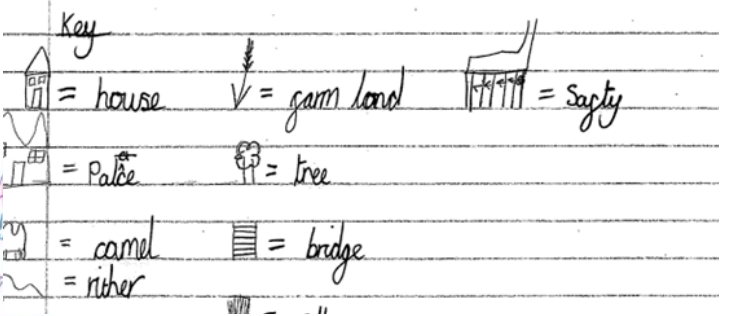


Wealth and Water...

Settlements along the River Nile



Noah—The next most important thing is shelter: In my town design you can see many huts made of sandstone. These will keep people protected from the heat of the sun and the cold night times. Around my town, I have placed a border to keep out predators and invaders. I even built a magnificent palace for the pharaoh and a nice pyramid for his deceased relatives.



Zachary—The next vital thing is food: Because the river Nile floods every year, this makes the land near to it fertile with black soil. Fertile means that you can grow crops to feed people and animals. On my map you can see the green fertile area in between the river and the houses.



In Year 5, we have been learning all about Mountains. We started the topic by learning about the different types of mountains and how they are formed. The children then learned what the key features of a mountain were and how to show a mountain on a map using contour lines.

The children were tasked with creating a mountain out of playdough. The tricky bit was then creating their own contour diagram of this mountain using card. Look how brilliantly they turned out!

The children finished the topic by collaborating on Google Docs to create a shared information poster all about the famous mountains we have here in the UK.



I designed my mountain shape liked a love heart. My mountain type is a dome mountain. This is when the lava bubbles but doesn't explode everywhere. **Poppy S**



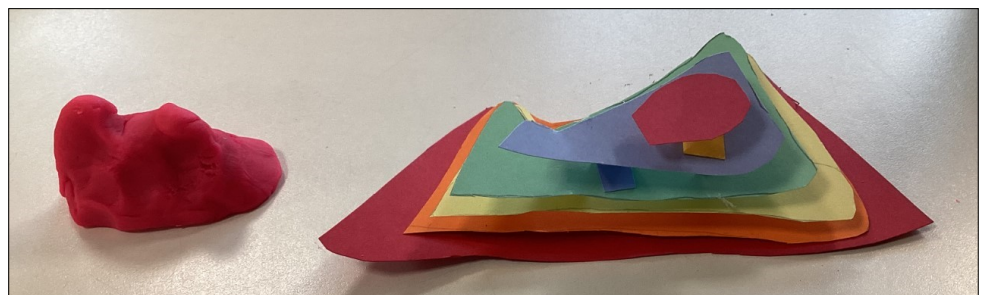
Did you know?

England's highest mountain is **Scafell Pike**, at 3,209 feet (978m) and is located in the **Lake District National Park in Cumbria, northwest England.**

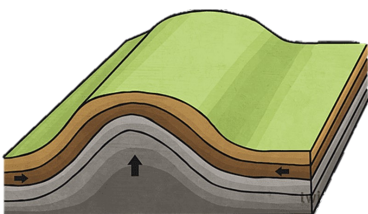
It can take between 3-4 hours to walk up and back.



We were discovering contours and built paper models of mountains. The layers that we built are representing the contours. **Lukash**



I thought it was quite difficult to get the springs the right height but I am very proud of how my mountain turned out. My mountain is a fold mountain which is where two tectonic plates push together and create a mountain range. **Lois**





We did contour lines and first we used play dough to make layers of the mountains and then we used paper and layered that up as well. I liked my design because I think that it shows some parts are steep and some aren't as steep. I think that would be the same as a real mountain. **Robin**



We were making models of a mountain from lines that show its shape. It was really fun because we had to be creative, drawing and cutting paper out. **Joe**

Our mountain is very dangerous because it has a lot of spikes so don't think about climbing it! Our teacher thinks our volcano looks like one from Lord of the Rings. If we did it again we would make our contour diagram higher because our mountain is super tall. **Henry and Tom K**

