



# The Windmills News

Issue 6: 28th February 2023

[www.windmills.w-sussex.sch.uk](http://www.windmills.w-sussex.sch.uk)

February has just flown by! Hopefully you all had a great half term break. During this time, we took the opportunity to carry out some school improvements; I am sure you have all seen our new improved welcome sign and some of you may have seen the stunning new reception. The star in the crown of this work was the installation of two bespoke timelines in the upper school.

This has been a significant project for the school. We wanted to provide the children with a rich and stimulating environment that provokes curiosity and thought, and develops an understanding of the chronology of history; deliberately celebrating our history INTENT and our key themes of **Settlement, Democracy, Monarchy, Empire, and Wealth & Poverty**. These themes help them to build up an understanding of how societies have evolved and how they have been ruled and shaped over time.

A working party was set up to look at what should go on these timelines. Deciding what to include and steering the design company to selecting images that matched our aim (we provided a lot of examples) has been a huge undertaking. As it is likely to be on our walls for the next 20 years, this had to be done right and be given the time it needed. We wanted to choose historical events and people that would broaden children's horizons and promote equality (so instead of the timeline being dominated by men we have actively chosen images that give a broader view – as well as having Henry VIII, we have all his wives).

The timeline in year 5 runs from the Stone Age through the key events, showing which civilisations run alongside each other as well as the monarchy line that runs along the top of the wall. The year 6 timeline is even more bespoke to our school; with four distinct lines that run through the 20<sup>th</sup> century:

- 1) Leisure and entertainment — this is a key topic in year 6 showing the changing tastes and developments in music, film and entertainment with key artists and films depicted (selecting these caused length debates)
- 2) Democracy — showing the political parties in charge and the length of time in power
- 3) Monarchy — continued from the timeline in Yr5
- 4) UK and world events — selecting the focused topics that we study through the school and other key events that we debated long and hard about.

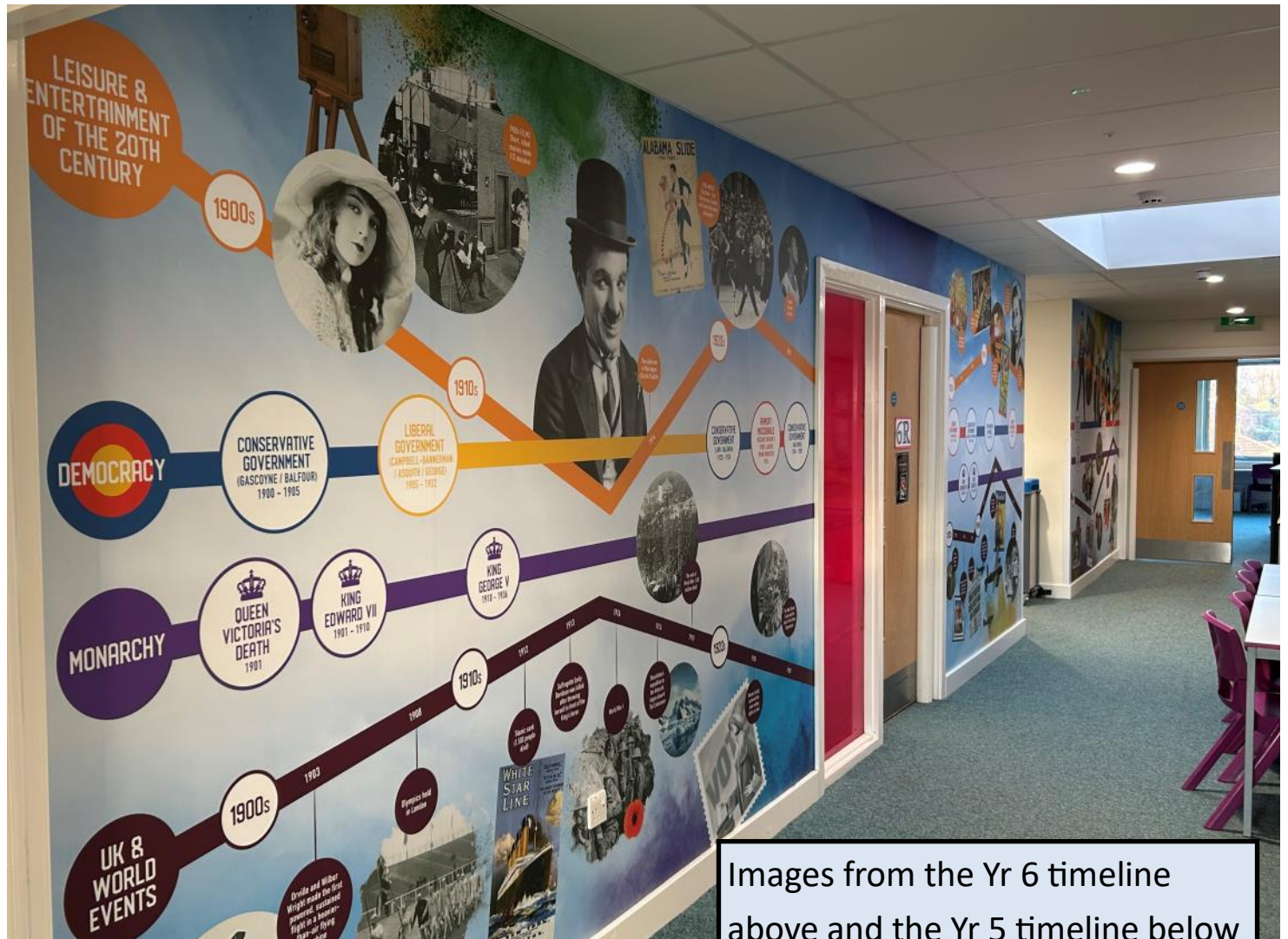
There were five revised and improved design briefs worked up until we were satisfied.

Thank you to everyone who worked alongside me to work up the brief for the wonderful and stimulating timeline that is now on display. It looks absolutely stunning and I hope that you will all get the opportunity to come and see it at some point.

Hopefully the children will be able to share with you some of the things that interested them about the timelines.









**Some of our fantastic book characters from around the school to celebrate our book week:**



**Huge thank you to parents for all your work with the costumes—the children loved it!**



# IT'S ALL GREEK TO ME!

Before half term, Year 3 had a wonderful time taking part in Greek Day. All the children looked the part by dressing up in amazing Greek costumes. We started the day by looking at the Greek alphabet and the children designed a bookmark with their name written in Greek with some beautiful patterns.

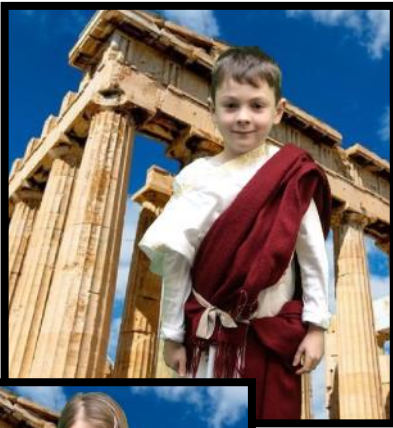
We were then lucky enough to have a fantastic workshop from the Rainbow Theatre. In the workshop we learnt what everyday life was like as an Ancient Greek child and also about three Greek myths. The children became part of the performance! We all enjoyed watching the retelling of Theseus and the Minotaur, Odysseus and the Cyclops, and Oedipus and the Sphinx. The children were fantastic actors!

In the afternoon, we played a game which helped us understand the different ways that Greece was ruled. Did you know the ancient Greeks had the first democracy?

We then enjoyed designing our own Greek vases using our understanding of pattern and using pictures from myths. We all had a great time!







I really enjoyed the play because we got to actually act out different myths instead of watching them act it.

Reuben 3SH



I really enjoyed the visit because the actors had very good expressions and they made it fun and excitable. Noah 3SH



My favourite part was when the girls threw cheese at the slave.

Rose 3SH



I liked all the costumes. My favourite part was when they got eaten by the half-lion half-woman.

Ben 3SH





# Design Technology



In DT this term, the children have been experiencing the creativity, different smells and flavours that cooking brings. To link to our previous science learning about making healthy choices, we tasted a range of Greek foods and we selected our favourites to include in a Greek dish. Our food types included a range of fresh vegetables and traditional Greek cheese and bread. We then designed our dish and practised our food preparation and cutting skills. We each added a little twist, whether it be the combination of flavours or the way the food was cut and assembled. It was a race to get home to get to eat our delicious food!

## What I liked and went well

I liked cutting because I have never cut before so it was something new for me. I think my salad went well because it looked really nice.

## What I learned

I learnt how to make a bridge. I also I learnt how to make an Ancient Greek salad.

Maddie 3W

## Next time I would...

Next time I would put a little little less cheese because there was so much cheese I you could barely see anything else.

## L: Evaluate (food tech)

What went well My chopping went well because my slices were very straight.

Annabelle 3G

What I liked I liked my pizza because it tasted very good.

What I learnt I learnt to chop with a normal sharp knife and how to make a Greek pizza.

What I found difficult I found difficult that I couldn't fit all of my toppings.



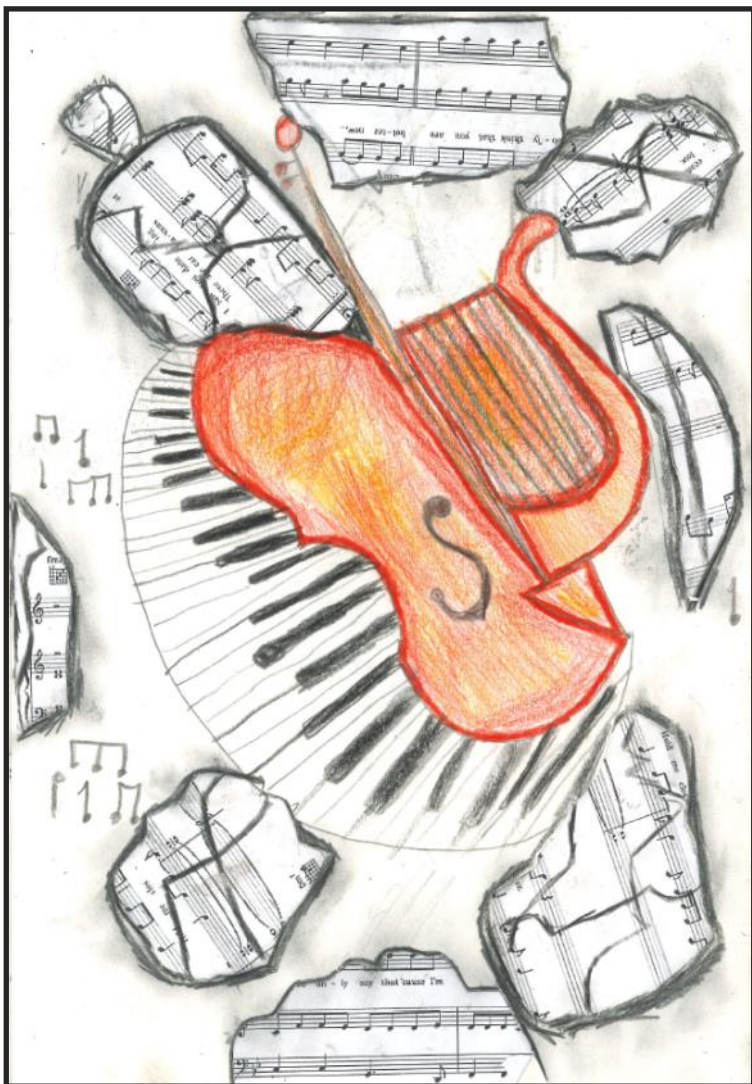




## Year 6 Studying Cubism

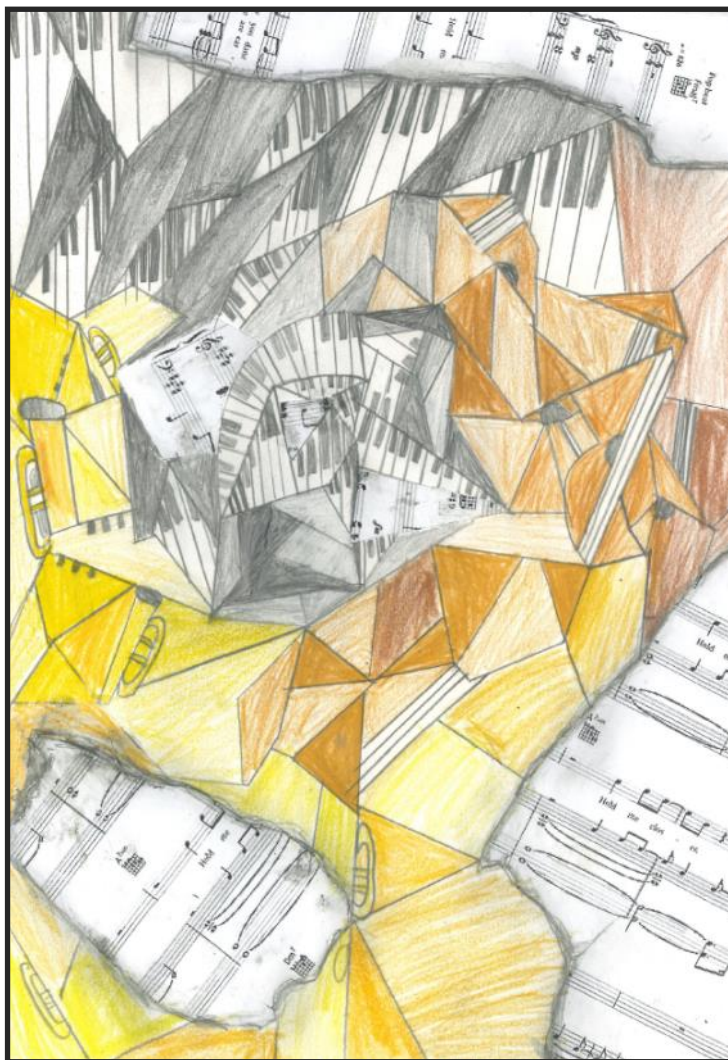
In Art this half term in Year 6, the children have been studying the art movement Cubism. In particular, investigating how Pablo Picasso and Georges Braque began this new and exciting way to look at objects. We set the children a challenge to produce their own cubist-inspired art on the theme of 'Music'. The children began by sketching some musical instruments from life using their skills from last term. Then they investigated examples of work by Picasso and Braque to recognise the features of Cubism.

Cubist painters believed that they could present realistic views of subjects in a different way by showing the objects from different perspectives and recognisable shapes. Here is an exhibition of a few of the fabulous works of art the children produced.



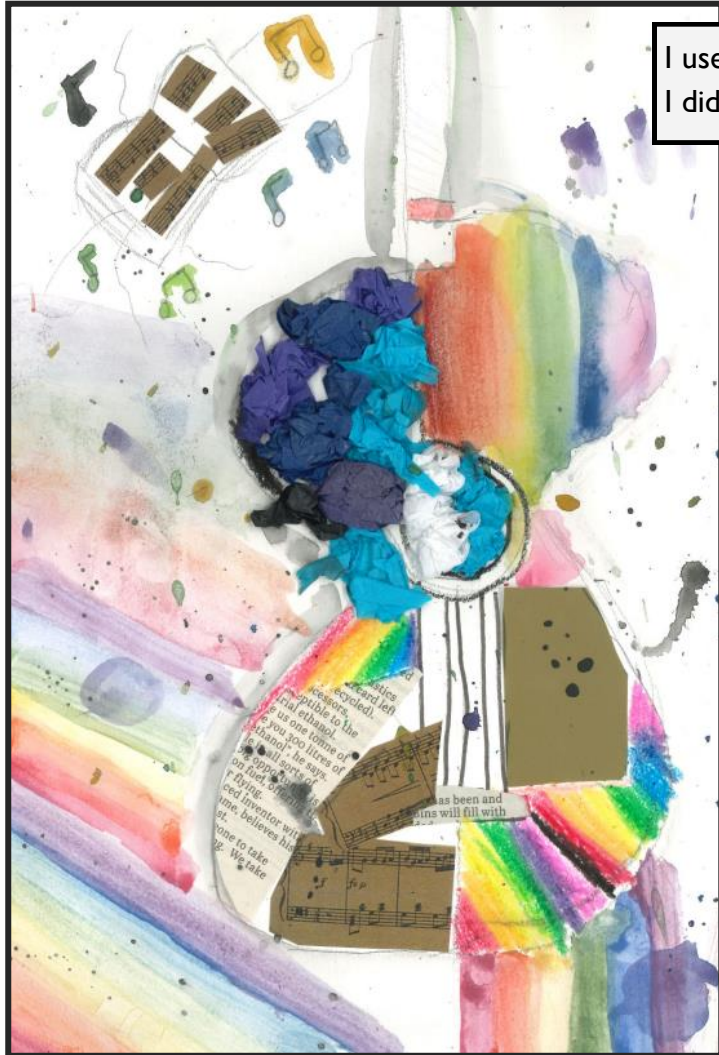
My cubist artwork was inspired by the artist Georges Braque. He painted violins in the cubist style and I thought I would mix it up a little by using another instrument as well. I used lots of different coloured pencils, mainly red, orange and yellow. I stuck on bits of musical sheet and shaded the edge to make it look like it was burnt on.

Marnie 6R

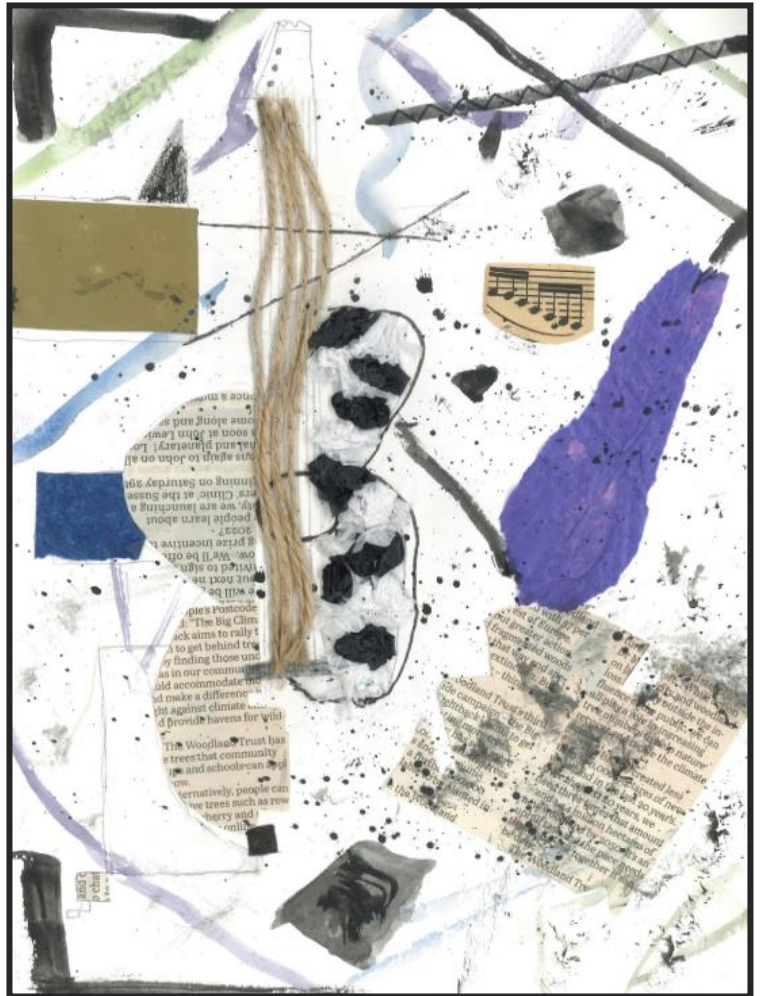


In my piece of cubist artwork, three instruments can be found: a violin, a trumpet and a piano keyboard. Submerged in between the instruments, musical notes have been overlaid on top of my drawings. I have kept to a colour scheme which cubist artists also did. Using pencil, I shaded out from the paper, giving it a 3D effect. Jesse 6R





I used crayons and water colours for the rainbow and I did it in the shape of a guitar. Sophie 6M



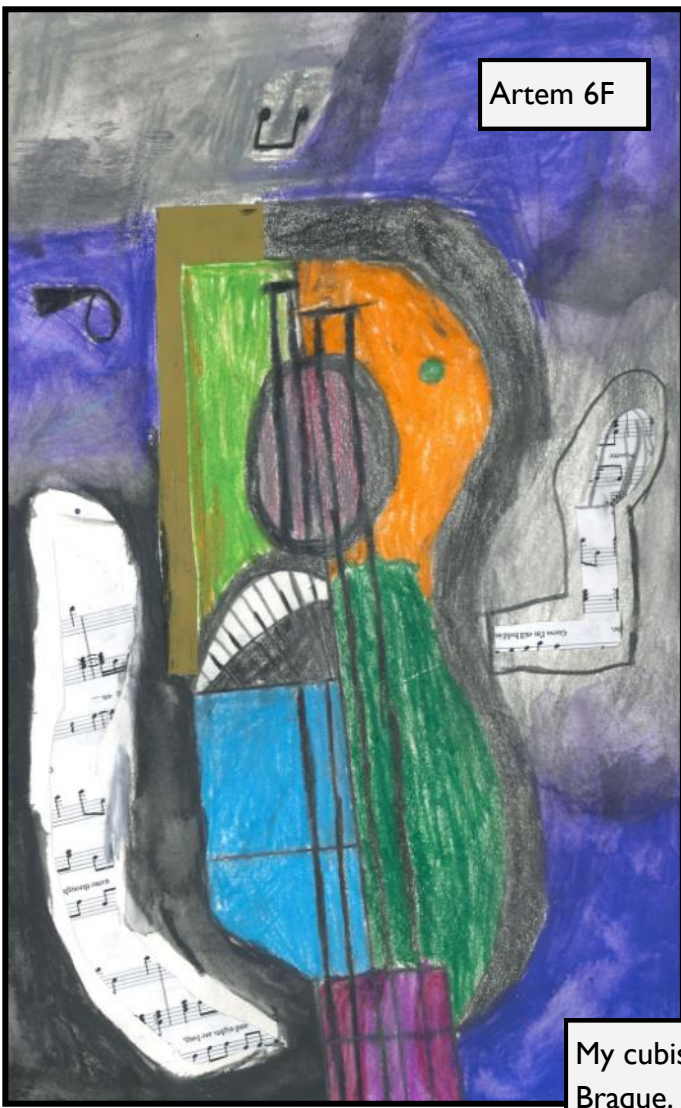
In art we are studying Cubism. I cut out different shapes from the newspaper and used rope for the strings of the guitar. Lauren 6M



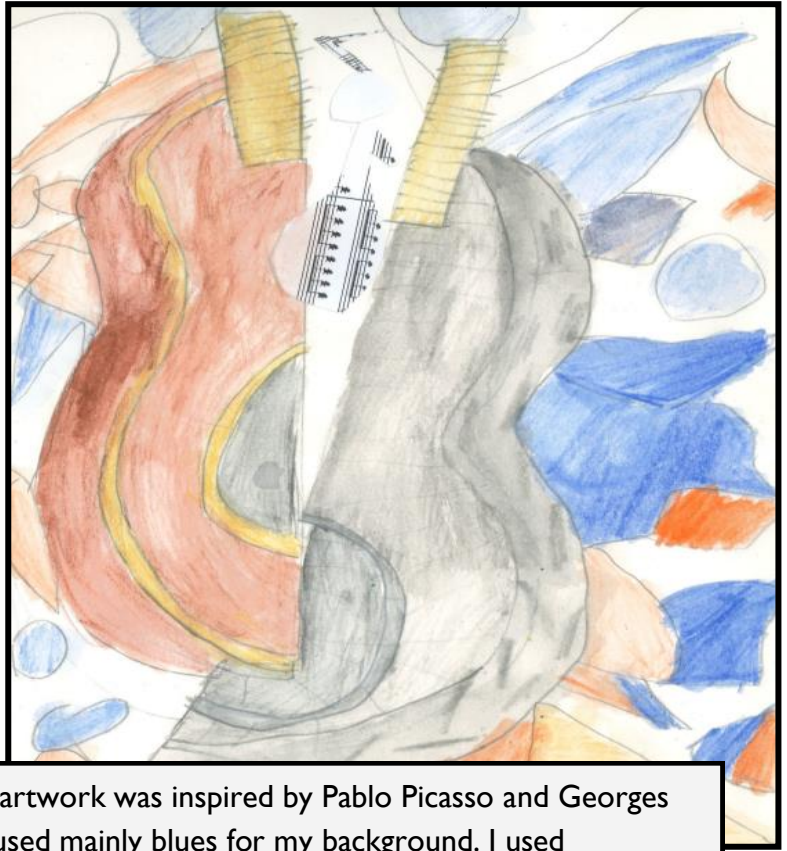
In my cubism art, I used a colour pallet of browns and white as they compliment each other. I also used gold string for guitar strings and black card for some details. Charlotte 6M



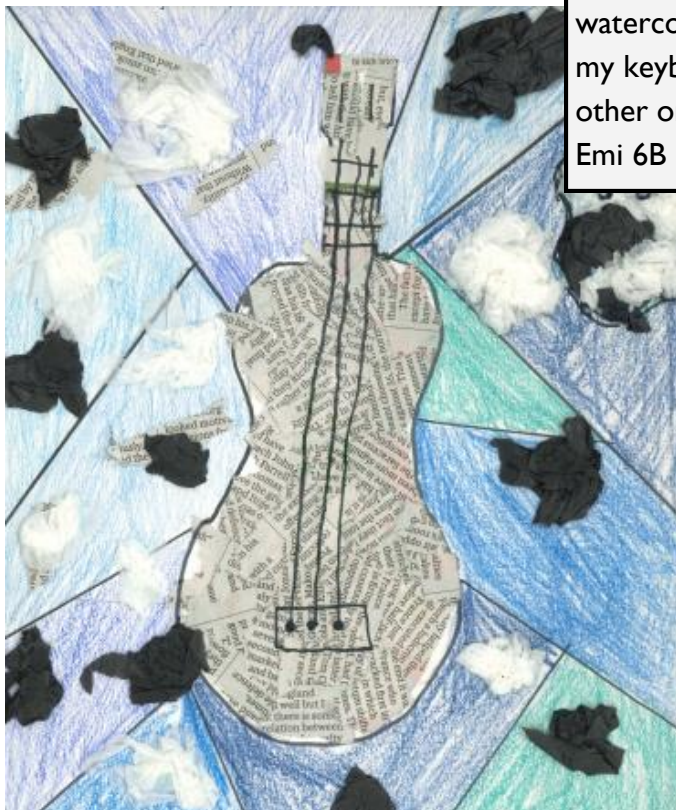
Artem 6F



I am most proud of the way the colours blend together very well and the shape of it matches the actual drawing itself. The music notes were my idea. I learnt quite a lot from this and how to use this style properly. The outline itself took me at least one day to do. Thomas 6F



My cubist artwork was inspired by Pablo Picasso and Georges Braque. I used mainly blues for my background. I used watercolour pencils and sheets of music for my background. For my keyboard, I made some of the key out of coloured card. The other ones, I left blank. I really enjoyed creating this artwork. Emi 6B



I used newspaper to go in the middle of the guitar. I made triangle shapes around it and coloured them in different shades of blue. I really like my art because of the way I used the newspaper. Tia 6B





## The Hand—mixed media art project

In Year 5, we explored various artistic techniques for creating an unique, final piece with our hands as the subject of the creation. By planning for multiple outcomes, we were able to settle on one idea to create with our desired mix of materials. This included: paint, charcoal, pastels, paper, card, feathers, string etc. The use of multiple materials meant that we had successfully created a 'mixed-media collage.' We began our project, by taking pictures of our hands. We considered; tone, texture, composition and frame. We discovered how these techniques impacted the atmosphere of our photographs. The results are stunning and show the care that the children put into their compositions.



Jessica, Luna, Haydn, Elizabeth 5L



Olive 5B



Jasmine 5C

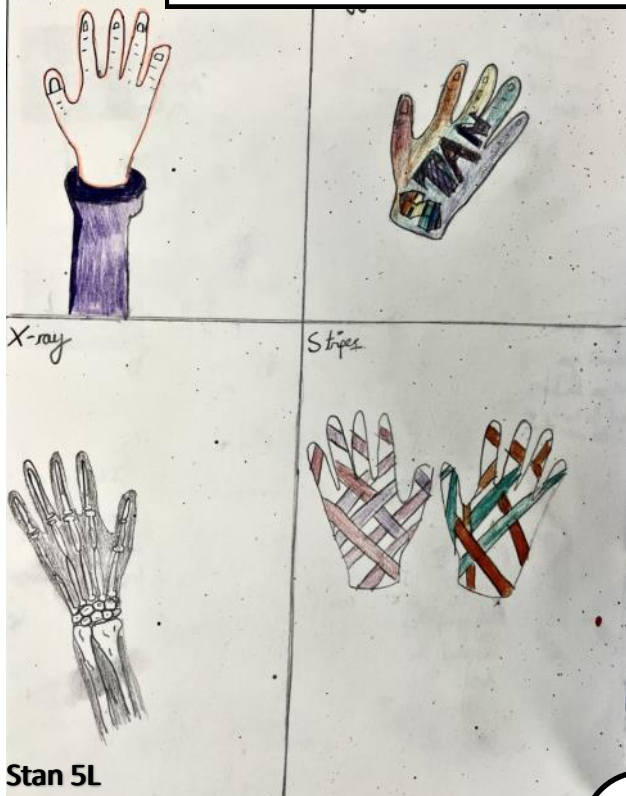
Tom K 5C





10.02.23  
Carlson

Ideas were worked up to inform our final piece:



We were very inspired by artist-works such as Pablo Picasso's 'Violin' - mixed-media, collage (pictured to the right).

I planned for four different outcomes all with a different theme. I made sure to include some samples of the materials I would use.

Alfie 5L



Ivy 5B



Lucie 5C



I really enjoyed using mixed media and choosing from a variety of materials. I chose to use collage so that I could create a really bright, colourful hand contrasted against the black painted background. I like how the paint splatter created a starry effect. Next time, I would consider trying to create a more 3D effect, using card or textured paper. **Will 5L**



**Ellie 5C**



**Thomas 5B**



**Jessica 5L**





**Darcey 5L**



**Monty 5C**



**Tilly 5B**



**Hector 5L**





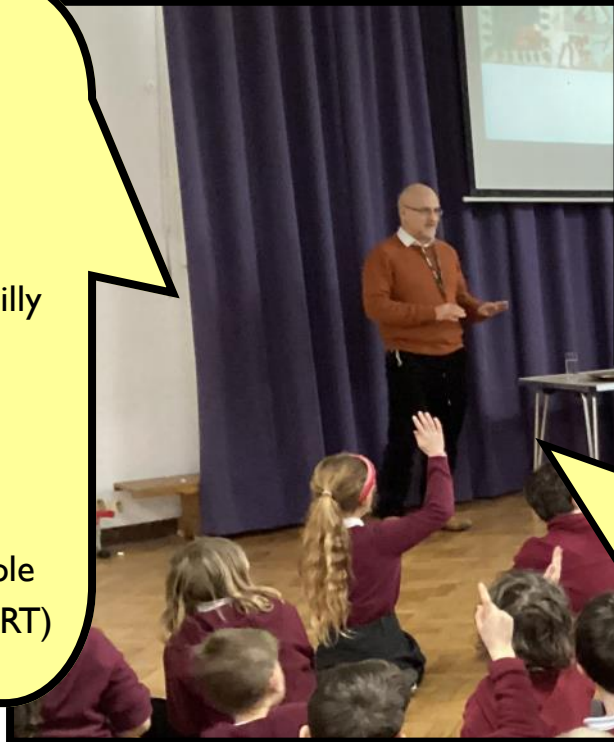
In RE, Year 4 have been exploring the question 'How important is it for Jewish people to do what God asks them to do?' As part of our investigations, we have been learning how and why Jewish people celebrate Passover. Rabbi Andrea Zanardo from the Brighton and Hove Reform Synagogue kindly agreed to come into school to answer some of our questions about Passover and his personal experience of being Jewish. Year 4 showed their incredible curiosity by asking lots of interesting questions.

'What is it like being Jewish?' (Jake 4ET)

'Do you like celebrating Passover? What is your favourite thing about it?' (Milly 4ET)

'Has God ever talked to you?' (Dylan 4ET)

'Does God care about people who aren't Jewish?' (Alina 4RT)



'What is your favourite Jewish story?' (Bay 4RT)

'What is the most important part of Judaism?' (Joshua 4RT)

The following week we had a real taste of Passover when the children had the chance to sample some of the symbolic foods eaten at a Seder meal (one of the key parts of the Passover celebration). We tasted parsley dipped in salt water, romaine lettuce, horseradish, matzo crackers and a paste made from apple, grape juice and dried fruit. Some of these foods were more popular than others!





Lily 4RT

## Seder Plate

Beitzah - a hard-boiled egg.

Meaning... The destruction of the Jewish people.

Karpas - a vegetable dipped in salt water.

Meaning... The salty water represents the tears of a slave.

Chazeret - a bitter herb, usually romaine lettuce.

Meaning... The chazeret represents the bitterness of slavery.

Maror - a bitter herb made from horseradish.

Meaning... Maror represents the bitterness of slavery.

Z'ro'a - a roasted lamb bone.

Meaning... Z'ro'a represents staying in the night before the 10th of egypt.

Charoset - a paste of apples, walnuts and wine.

Meaning... A ceremonial that the slaves use to build eyeshades bulldozers.

I think it's really important ~~for~~ because it helps them to remember the story of ~~exodus~~. I would probably not be able to ~~go~~ <sup>follow</sup> God's instructions because keeping kosher is quite tricky for example you can't have meat & along side ~~dairy~~. It would make me feel ~~mad~~ <sup>annoyed</sup> because you can't have meat along side dairy.

Rory 4F



1. How important do you think it is for Jewish people to celebrate Passover?

2. Would you be able to follow God's instructions (e.g. eating Kosher)? How would it make you feel?



Maisie 4ET

1. very important because god tells Jewish people to follow the rules and it's the most important leader of Judaism also to remember their ancestors that were in Egypt as slaves.

2. No because I am a picky eater and you can eat dairy and meat on the same plate. It would make me feel good though because god would be happy with me if I follow his rules.

Ruby 4F

Most Jews celebrate Passover and it is very important to them because they believe in their religion. They feel it's important because it's to celebrate who freed them. I wouldn't be able to follow kosher because I don't like it and couldn't eat it every year. It would make me feel happy and scared but I would feel happy because I would be doing what god wants me to and scared in case I did something wrong.



Over the last week, writers in Year 4 have been practising their character description skills. We worked hard to choose just the right vocabulary to convey either the most wicked villains or the most awe-inspiring heroes.



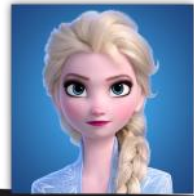
Her tight fitting jeans are carpeted in rips, belts, nets and sequins. Uma's blue and gold jacket shimmers like the open ocean. From the start of the day to the end of the night, Uma wears jewellery she rescued from deep down in the ocean.

Daisy 4F



Elsa has dark blue eyes which would fade into light blue and they always sparkled like diamonds. They were dazzling blue gems. Her eyebrows rested gently upon her face. The colour was hazel brown like a perfect nut.

Mia 4ET



Elsa's large, icy-blue eyes glimmered adventurously in the snow. Her ruby red lipstick disguised frost-like lips. When she opened her mouth, it revealed snow-white clean teeth. Her posture is straight and stubborn as she marches down the halls of her ice palace.

It made her look like a princess indeed! Rufus 4F



Miss Trunchbull's eyes were as black as a midnight sky and as cold as a witch's heart. If you were unlucky enough to meet her eyes they would pin you to the spot. Her jagged cheese-yellow teeth are sharp enough to knock you out. Her lips are pink and pinched. She only smiles when she gives someone pain. Joshua 4RT

His goatee beard and thick glasses made him look like a dark lamppost with the light switched off. No brightness came from him because he was an old miserable grouch. A smart hat covered up his grey hair.

Jones  
4ET



Moana's walk is a prideful stride but she mostly runs and jumps off trees and rocks. Her body is strong and proud, great for adventures. Moana's clothes are made out of leaves, red leaves from the finest trees that she could find. No matter the time of day,

she would always wear the necklace she inherited from her grandmother.

Polly 4RT



Spiderman wraps up his enemies in a cocoon of sticky silk using his gleaming silver web shooters which are attached to his carefully sewn costume. His colourful woven mask was easy to see out of because there were white eye holes with lots of little gaps. When Spiderman is not in his exciting costume, he walks like a normal, cool teenager. When it is on, he strides like a gladiator coming into a bullfight.

Zachary 4ET

