



# THE HILL WEST HERALD

theherald@hillwest.bham.sch.uk

ISSUE 13



SPRING TERM 2017



## Message from the Head Teacher

---

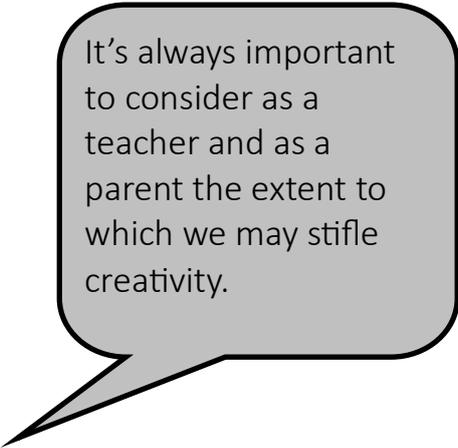
### The Little Boy by Helen Buckley

Once a little boy went to school.  
He was quite a little boy  
And it was quite a big school.  
But when the little boy  
Found that he could go to his room  
By walking right in from the door outside  
He was happy;  
And the school did not seem  
Quite so big anymore.

One morning  
When the little boy had been in school a  
while,  
The teacher said:  
"Today we are going to make a picture".  
"Good!" thought the little boy.  
He liked to make all kinds;  
Lions and tigers,  
Chickens and cows,  
Trains and boats;  
And he took out his box of crayons  
And began to draw.

But the teacher said, "Wait!"  
"It is not time to begin!"  
And she waited until everyone looked ready.  
"Now," said the teacher,  
"We are going to make flowers".  
"Good!" thought the little boy,  
He liked to make beautiful ones  
With his pink and orange and blue crayons.  
But the teacher said "Wait!"  
"And I will show you how".  
And it was red, with a green stem.  
"There," said the teacher,  
"Now you may begin".

The little boy looked at his teacher's flower  
Then he looked at his own flower.  
He liked his flower better than the teacher's  
But he did not say this.  
He just turned his paper over,  
And made a flower like the teacher's.



It's always important  
to consider as a  
teacher and as a  
parent the extent to  
which we may stifle  
creativity.

It was red with a green stem.

On another day  
When the little boy had opened  
The front door from the outside all by  
himself,  
The teacher said:  
"Today we are going to make something with  
clay".  
"Good!" thought the little boy;  
He liked clay.  
He could make all kinds of things with clay:  
Snakes and snowmen,  
Elephants and mice,  
Cars and trucks  
And he began to pull and pinch  
His ball of clay.

But the teacher said, "Wait!"  
"It is not time to begin!"  
And she waited until everyone looked ready.  
"Now," said the teacher,  
"We are going to make a dish".  
"Good!" thought the little boy,  
He liked to make dishes.  
And he began to make some  
That were all shapes and sizes.

But the teacher said "Wait!"  
"And I will show you how."  
And she showed everyone how to make  
One deep dish.  
"There," said the teacher,  
"Now you may begin".

## Message from the Head Teacher

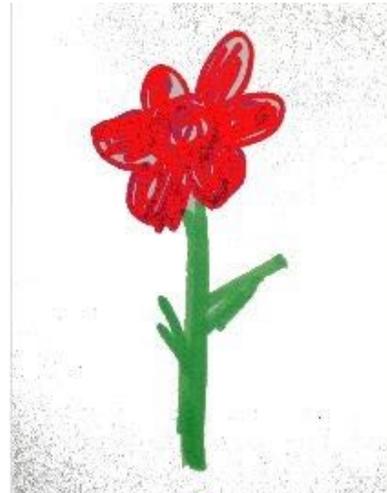
---

The little boy looked at the teacher's dish;  
Then he looked at his own.  
He liked his better than the teacher's  
But he did not say this.  
He just rolled his clay in to a big ball again  
And made a dish like the teacher's  
It was a deep dish.

And pretty soon  
The little boy learned to wait,  
And to watch  
And to make things just like the teacher.  
And pretty soon  
He didn't make things of his own anymore.

Then it happened  
That the little boy and his family  
Moved to another house,  
In another city,  
And the little boy  
Had to go to another school.  
This school was even bigger  
Than the other one.  
And there was no door from the outside  
Into his room.  
He had to go up some big steps  
And walk down a long hall  
To get to his room.  
And the very first day  
He was there,  
The teacher said:  
"Today we are going to make a picture".  
"Good!" thought the little boy.  
And he waited for the teacher  
To tell him what to do.  
But the teacher didn't say anything.  
She just walked around the room.

When she came to the little boy  
She said, "Don't you want to make a picture?"  
"Yes," said the little boy.  
"What are we going to make?"  
"I don't know until you make it," said the teacher.  
"How shall I make it?" asked the little boy.  
"Why, anyway you like," said the teacher.  
"And any colour?" asked the teacher.  
"If everyone made the same picture,  
And used the same colours  
How would I know who made what,  
And which was which?"  
"I don't know," said the little boy.  
And he began to make a red flower with a green stem.



This Easter take the time to allow your children to be creative and independent of thought. Resist showing them how to make a snail out of playdough or drawing them a house on a piece of paper. Value and appreciate all their efforts and ideas. "If too few opportunities for curiosity are available, if too many obstacles are put in the way of risk and exploration, the motivation to engage in creative behaviour is easily extinguished"(Csikszentmihalyi, 1996, p.11) .

## Parent Open Mornings

By Mr Stuart Lackenby—Assistant Head Teacher

---

Over the course of the school year, we warmly open our doors and invite parents and family members into school, providing the opportunity to work closely alongside the children for a fantastic morning of fun and learning. These open morning sessions, which are held termly for each year group, are designed to give our school community an insight into what it is that the children are learning on a daily basis in school. They also allow our children to spend quality learning time with their family members (which the children tell us they really enjoy) and the chance to showcase the fantastic progress they are making against their year group curriculum.

### Why do we hold open mornings?

At Hill West, we recognise the important role that parents play in the educational outcomes and success of their children. Parental involvement and family support in a child's primary school learning is often cited as the most significant factor in securing better academic and personal outcomes later in life (Desforges and Abouchar, 2003). It is therefore no surprise that the work parents and families do with their children, both in and out of school, has a profound and lasting impact on their children's attainment and progress (Lucas and Smith, 2009). In addition to the academic benefits, parental involvement in early learning has also been found to develop personal characteristics that are useful for future success, including: self-regulation of emotions, a personal sense of empathy and the development of intrinsic motivation and persistence (Fan and Williams, 2010). These personal attributes and characteristics are something we strive to develop in all of our children at Hill West and are what underpin our everyday practice.



## What do our children say?

### **Rachael Partridge – Kingfishers**

We did adding problems...I like to show my dad what I can do and it's better because he helped me with the tricky ones.

### **Freddie George – Foxes**

They let parents know what you are learning so they can help you practise at home...Parents are important for education because they help with your progress and future career.

### **Ayla Darwood – Swifts**

We did adding problems...I like to show my dad what I can do and it's better because he helped me write sentences. I'd like my mum and dad in five times a year.

### **Charlie Christou – Rabbits**

Well, it's fun because we get to learn with our mums and dads and they can see what we struggle with and help. I liked learning 'Billionaire Boy' with my mum and angles.

### **Damien Batchelor – Moles**

I like that you can talk with your parents when you are learning because they can help you and the activities are fun. I really liked doing the digestive system with my mum – she really liked it.

### **Rebecca Mason – Hares**

I really like them because it's a time to show mum what I do and my strengths and areas to develop. It makes me feel more 'at home' and comfortable when my mum's there with me...It's important that my parents are in open mornings because it helps me get better. I always look forward to the open mornings and sometimes count down to the next one.

### **Zach Ward –**

It's fun because we play together with cars.

It's clear from the children's responses that they just love working with their parents and family members during our open mornings and we know that you too get much enjoyment from supporting your children. It is your continued support and attendance at these sessions that makes them such a success and we hope to welcome you back for the open mornings in the summer term. Please remember, if you are unable to attend yourself, you can always send along a family member to make your child's day. See you in the summer term!

## Renoir—ICT/Digital Literacy

By Mrs Anna Newson —Head of PR & Communications



Dapper year 5 Hill West Primary School pupils have been striking a pose to bring famous artwork to life for an innovative ICT experiment.

The creative nine and 10-year-olds have recreated artist Pierre Auguste Renoir's iconic 'Luncheon at the Boating Party' by coming to school dressed in period clothing from the era of the painting 1880-81.

Digital photographs were taken of the children, donned in boaters and floral finery, as they focused in the distance to create an oil-painting like feel by making strong lines with their bodies and faces.

Rhian Warrack said: *"We wondered what the people in Renoir's picture were doing or thinking and tried to recreate this in our images.*

*In ICT/Digital Literacy lessons we have explored the alteration of photographs of famous people (photoshopping) and have considered how we perceive people before and after images have been altered. We have also considered how we perceive people before and after images have been altered. We have also considered whether we see the real person when we see people in photographs and in films.*

*It is especially relevant in an era where celebrity social media images command such a powerful and raised over authentic or photoshopped to enhance the visual. We discovered that first impressions really do count and that the more enhanced the image, the greater reception.*

*Have times changed? In Renoir's day was his version of photoshopping any different to ours.*

*Children deliberately modified the images using ICT to experiment with how images can be digitally altered and consider whether that affects the viewer's impression of the people in the image as a result.*

*We also intend to use the photograph we created as a model for an oil pastel version of the piece, 'Luncheon at the Boating Party', whether that is a selected area of the whole piece - studied through a viewfinder or a recreation of the whole image. We will be investigating how we can use the oil pastel medium to create shade and tone and will attempt to capture the emotions of the people within the piece, in our work."*



Year 5 Big Bang Science

By Dr Rhian Warrack —Class Teacher



# The Big Bang

UK Young Scientists & Engineers Fair

**The Big Bang UK Young Scientists & Engineers Fair is the largest celebration of science, technology, engineering and maths (STEM) for young people in the UK.**

It is an award-winning combination of exciting theatre shows, interactive workshops and exhibits and careers information from STEM professionals. The show aims to show young people (primarily aged 7-19) the exciting and rewarding opportunities out there for them in Science and Engineering careers, with the right experience and qualifications, by bringing classroom learning to life.

Having grown from 6,500 visitors in its first year (2009) to over 70,000 in 2016, The Big Bang Fair is made possible thanks to the collaborative efforts of over 200 organisations, including companies like GSK, Siemens, JCB, Rolls Royce, The NHS, BP, BAE Systems, Zeiss, ARM, BBC, Shell, National Grid, Roche.

Hill West set off from school on Thursday 16<sup>th</sup> March. As 60 excited children chattered on the coach, we wondered what we might see at the Exhibition this year and whether we would be able to collect lots of free goodies that we could bring home. On arrival we left the coach driver and headed at a brisk pace towards the NEC. Once inside, we split up into four groups and headed out amongst the stands.

The children were able to talk to a wide range of scientists and engineers about their work and were extremely impressive, as they asked questions about what people did and about the exhibits that they had brought with them to the exhibition. They discussed the science behind the activities with the exhibitors, for example, several children were really interested to learn about the Nuclear Magnetic Resonance machine, which uses magnets to change the orientation of water. The energy released when they return to their normal state is detected by sensors and then analysed by computers, resulting in the creation of images which show slices of the human body.

Charley McAuley asked the scientist if part of the image he was looking at was an eye. He was correct and the scientist was very impressed that he had realised the bright shape he was looking at, was an eye, because it is full of water.

Some of the children met a Science presenter (Marty Jopson) who works on the BBC's 'The One Show' and were even able to get his autograph!





Other children talked to School students who had taken part in the Big Bang Science and Engineering competition. They were fascinated by the wide range of scientific and engineering projects undertaken by children just like themselves!

The Big Bang Fair hosts this national competition, inviting young people from across the UK to compete, amongst other things, for the title of UK Young Scientist and UK Young Engineer of the Year. The Big Bang Competition is an annual contest designed to recognise and reward young people's achievements in all areas of science, technology, engineering and maths (STEM), as well as helping them build skills and confidence in project-based work.

Previous winners include young people who have since gone on to successful careers in a range of high profile companies, represent the UK at international awards and even become the youngest ever entrepreneurs to appear on BBC's Dragon's Den.

Over 500 finalists from across the country were selected to show their ideas at The Big Bang Fair where ten were then shortlisted to pitch Dragon's Den-style to a panel of high profile judges, including Dr Maggie Aderin-Pocock, MBE Space scientist & TV presenter, Jason Bradbury, TV presenter & gadget guru and Dr Shini Somara, Mechanical Engineer & TV presenter.

The winners of the Young Engineer of the Year title were inspired to act after Sankha witnessed a passer-by having an epileptic fit. He then teamed up with fellow Loughborough Grammar School student, David, to create a wearable vest that monitors heart rate variability and body temperature to efficiently predict an epileptic fit up to eight minutes in advance.

Two students, George and Ed, from Somerset, have been awarded the GSK Young Scientist of the Year title for their project, investigating birds' responses to colour, in the hope of using the knowledge to help airplane engineers reduce the number of bird strikes.

In their project, the students from Churchill Academy and Sixth Form in Somerset painted a series of four feeders in different colours and filled them with food. They then introduced birds to the feeders and counted the number of bird visits to the feeders and how much food the birds ate. Their investigation found that birds were more likely to feed from a feeder painted in blue.

The children from Hill West thoroughly enjoyed their trip to the Big Bang Show. When we returned to school, they were able to share all of the things they had seen and enjoyed and were all really keen to say which part of the exhibition they had enjoyed the most.

This was an opportunity to find out about the kind of uses and applications there are of science and technology, and it has continued to open the eyes of the children to what their future career could be! It has also further confirmed their love of Science, Technology and learning!

**We can't wait for the Big Bang 2018!**



## Spring Musical Evening

By Miss Lara Jones—Class Teacher



What a wonderful time we had again this year for our annual Spring Music Evening. The hall was packed with parents and children and there was a buzz of excitement in the air.

The evening started with our school choir, who have grown in size again and gave us an uplifting account of 'Shine' by Take That. This was followed by our brass on trumpets and tenor horn. This is the first time we have had brass in a number of years and as a brass player myself, I was extremely pleased to see it at Hill West again.

Following the brass were the Year 5 and 6 flutes and clarinets that played a number of pieces in solos, duets and trios. Their performance culminated in an amazing rendition of 'Let it Go' from Frozen, where all the children played their parts brilliantly. We then heard a piano solo from Heidi Lesson, who performed a spirited cowboy song that made us want to get lassos and hats!

After the woodwind, we welcomed on the choir where they sang their favourite song by Nathan Sykes called 'Over and Over Again' and a new song called 'When I Grow Up' from the musical Matilda. They sang these songs beautifully and there wasn't a dry eye in the house!

We then heard from our army of guitars who entertained us with a variety of music, including 'Spider Pig' and a Spanish dance! Within this, they showed off their improvising skills by performing their own solos and accompanied each other.

After the guitars we listened to our violins, which included our youngest performers of the night from Year One, all the way up to Year 6. They played with such confidence and again wowed the audience.

To close the evening, the choir came back to sing one last time. They performed 'Seasons of Love' from the musical Rent and they finished with an upbeat traditional African song called 'Si Njay Njay', which had everybody smiling and feet tapping to the beat.

Congratulations to all of the children on their performances, they were truly all superstars and it was the best Spring Music Evening to date.



# Learning Partnership News



## Sutton Coldfield MP praises learning partnership's "gold standard" education

Sutton Coldfield MP Andrew Mitchell has praised the excellent teaching and learning that the outstanding Arthur Terry School – and its partner academies - are providing to children in the area.

His visit to the school this month follows the success of the Department for Education's performance league tables, which showed Arthur Terry to be the top performing comprehensive school in the town.



The academy is part of the respected Arthur Terry Learning Partnership (ATLP) a respected multi-academy trust of seven schools in Four Oaks, Erdington and Coleshill. Mr Mitchell met with CEO Richard Gill, trust board chair, Tim Sewell, and member Alan Wharton, to celebrate the partnership's continued success.

*Andrew said: "Sutton Coldfield is in a privileged position to have a choice of quality schools. The ATLP is leading the way – with three outstanding and good academies in my constituency that serve their community to the highest standard. In recent months alone, we have seen Arthur Terry gain 87 per cent "gold standard" grade A\* to C GCSEs in maths and English; Hill West achieve 100 per cent in the national phonics screening; and Mere Green awarded governor mark and National Leader of Education status – while the school is currently expanding to accommodate even more families. What a fantastic series of accomplishments."*

*"But this formula for success is in no way exclusive, and the ATLP is committed to sharing these benefits with others. This is what real school improvement looks like. We want all of our schools to be good or outstanding, to be engines for quality education and opportunity for every child."*

During his visit, the MP discussed the ATLP's future growth plans. Last year the partnership's "newest" academy, the Coleshill School, achieved its best Ofsted in more than 20 years and now the multi-academy trust is planning to spread its excellence further to help even more schools improve.

ATLP CEO Richard Gill said: *"It's always a pleasure to welcome Andrew into school. He is such a fervent supporter of education in the region and continues to work with young people in the town, through a range of initiatives, such as the recent schools debating competition."*

*"Andrew recognises that collaboration between schools has a positive impact across communities. We value his support as we look to extend our reach to as many children as possible, so that they can enjoy the very best life chances too."*

## Year 6 Visit to France

By Miss Emily Bolton—Assistant Head Teacher

Our journey to France began, very early (5.30am) on a cold, snowy Friday morning in February, where a group of very excited Year 6 children boarded the coach (it was quite posh too). With a long day of travelling ahead we set off for the White Cliffs of Dover with lots of sweets and chocolate to eat and films to watch.



We arrived early, Year 6 were all very excited when the ferry arrived. Once aboard, we had a fantastic (albeit cold) photograph outside on the deck- 33 children and 4 adults! Year 6 enjoyed the opportunity to spend some of their euro's of sweets and chocolate. The arcade also proved to be very popular on the ferry!

Once we had arrived in France, it wasn't too long of a journey to the beautiful Chateau du Broutel in Rue. We were greeted by some excitable and friendly activity leaders. The children enjoyed a tour of the Chateau and time to chill in their rooms, followed by a delicious dinner. We were joined by Lea, who now lives in Italy, the children were so pleased that she had flown in to join us for the weekend. The children enjoyed an outdoor assault course on the first night- we thought it might tire them out after a long, exciting day.

After a great first night, most of us were feeling refreshed after a good night's sleep. Our first day entailed a tour of the grounds- it was very interesting, a walk around the town and market, all in the snow! The children and staff all had a well-deserved warm up in a local French coffee shop, all of us tucking into a French hot chocolate, after ordering it in French! We explored the local Museum's and Churches- all were very interesting. I think the children enjoyed testing out their French skills at the local market where there was food, clothes and toys on offer to buy.



The chocolate factory followed another great lunch in the afternoon. The owner, Jacob, was fantastic, and kept us all fascinated in the production of chocolate with a free chocolate! A trip to the shop to treat ourselves and our families followed. On the evening, the children enjoyed a camp fire, singing songs, telling stories and toasting marshmallows.

Sunday was spent visiting the Albert, 1916 Museum. This was extremely captivating and the children were fascinated with all that they found out about World War One. Our very lovely coach driver gave us a guided tour of the historical sites of the Somme battlefields and graves in the afternoon. Although, very thought-provoking and sombre, the children's behaviour was exemplary and we all felt proud of them. We visited La Grande Mine and the Memorial Park.

Our last evening at the Chateau involved a scavenger hunt, where children explored the grounds of the Chateau, searching for clues. This was of course after another delicious dinner which involved snails and frogs legs! Year 6 continued to be impeccably behaved on our journey home the following day, even as they squeezed in one last visit to the supermarket to buy their own lunch.

I thoroughly enjoyed my time in France with Year 6. It was a weekend to treasure for all the children.



## Swallows Class Assembly

By Miss Rachel Blades—Class Teacher

Well done Swallows for a fantastic class assembly. The Jolly postman has a long journey delivering his letters and Swallows worked hard to bring the story to life.

The children enjoyed practising their parts and acting the parts of the characters.

Everyone remembered their lines and sang beautifully. The whole class enjoyed the performance and we hope all the families who came had as much fun as we did.

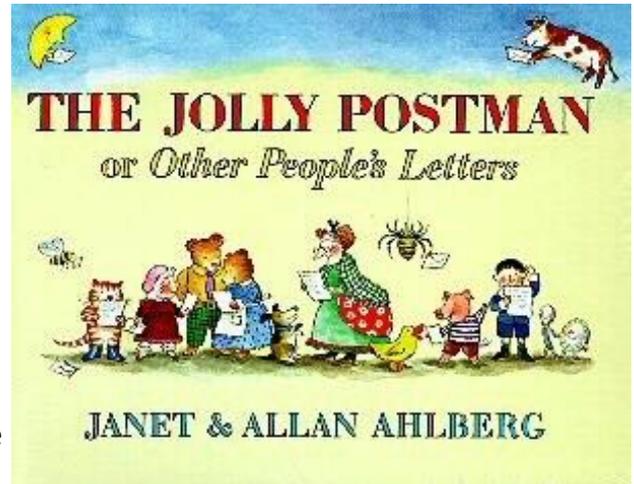
The hardest part was learning the song. The children practised everyday and when it came to the day the children did themselves proud.

Each person knew when to say their lines and helped each other with a tap on the shoulder when it was their turn.

### Performance day

The children were very excited and found it hard to concentrate on their morning lessons, but they were all very calm when it came to getting changed and lining up for the start of their performance.

Mrs Swain and myself would like to extend a huge thank you to all the parents and families who supported Swallows to prepare for their assembly by practising lines, singing Mr postman and for putting together some fantastic costumes. We would also like to thank all the parents and relatives who came to support the children in the audience.



## Seven schools go green for poetry competition

By Anna Newson — Head of PR and Communications

Budding poets from seven academies in Erdington, Coleshill and Four Oaks, have been using their talents to create some eco-friendly words, as part of an inter-school competition.

Young writers from across the Arthur Terry Learning



Partnership (ATLP) put pen to paper as part of the competition, which asked them to create a poem of an environmental nature.

From recycling to saving the planet, eco-friendly children from Brookvale, Hill West, Mere Green and Slade primary schools, and Arthur Terry, Coleshill and Stockland Green secondary schools, submitted a range of impressive poems.

The well-versed winners – who were announced this week – have each received a £10 Waterstones gift card – so they can draw inspiration from fellow wordsmiths. Congratulations to:

Nathan from Brookvale, Emily and Mimi from Hill West, Shoab from Slade and Ted and Darren from Arthur Terry.

ATLP competitions are now a regular feature in the calendar, with talented students from all schools baking cakes, writing stories and designing decorations, to showcase their skills.

Organiser Matt Coulthard, from Mere Green School, said: *“Congratulations to all students. We have been really impressed by the calibre of poems and the styles – we received a diverse range of entries, which shows just how talented our students are.*

*“It also demonstrates their commitment to the world around them and that they have a voice regarding some of the wider issues. We want to thank children at all our schools for entering and congratulate our winners on their achievements.”*

Swifts Class Assembly

By Mrs Wendy Pick—Teaching Assistant

# To infinity and ...

**beyond** all expectations **Swifts** pulled it out of the bag again. Their assembly was an amazing success. There were aliens from outer space, astronauts, cute teddy bears and cowboys singing and dancing. What more could you ask for?

The ever talented Miss Jones composed the script herself and choreographed the dance scenes. The children were able to show off all the knowledge they have learned this school year. They have all improved in leaps and bounds. The performance included a wide range of subjects which included maths; counting in fives, history; old and new toys and then there was English and phonics. The children demonstrated confidence and enjoyment through their singing and dancing and the entire performance.

We were very proud of Swifts for their dedication to rehearsing the assembly and their eagerness and enthusiasm for achieving perfection.

A bit "Thank you" goes out to parents for the amazing costumes and for helping the children learn their lines and dance routines. They are a credit to us all. Where do they go from here I hear you ask. Well that's easy to answer: To infinity and BEYOND!!!



World Book Day

By Mrs Kerry-Lyn Lampitt—Librarian

Reading for pleasure is a key part of the new national curriculum and something we have always promoted here at Hill West Primary. We expose pupils to a love of reading through books and show how ideas can come to life in a nationally celebrated day.

This year at Hill West we decided to theme world book day. The theme was

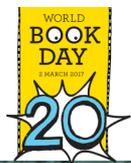
Alice in wonderland-‘The Mad Hatters tea party’. Children arrived at school dressed in characters from the story in readiness for an action packed day of fun activities.

Activities for the day were around the chosen theme which were organised for all the children to take part in including: KS2 Writing-Who would you like to meet at the Mad Hatters tea party? KS1 Photo selfie activity- who would you take a selfie with?

There was a competition throughout the day for the children where they had to find 18 hidden pictures of Alice looking through a key hole located around the KS2 building and playground. The first 20 children’s names that were pulled out of the ‘Mad Hatters Hat’ won a prize, which was sent directly from Alice herself, a small bottle with ‘Drink me’ on. There is a small key inside the bottle too, but I’m not sure which door it could possibly open?

Miss Stone (Year 3 teacher) set up the ICT green screen in the KS2 hall at break time and the children had the opportunity to have pictures taken of themselves actually with the characters from the Mad Hatters tea party! The children really enjoyed this first experience of ICT green screening in school, making them really feel like they were with the characters!

# WORLD BOOK DAY



# WORLD

Along with this the staff decided to hide behind their favourite children's books, the children had to guess who they thought was behind each book. These pictures were put on display in the KS2 entrance for all the children to see during the week, including while the book fair was in school. Parents could also have a go at guessing who was hiding behind the books whilst bring their children along to the book fair after school.

To end the day an author was organised to come into school and share his new book with the children. Alan Stott the Author of 'Those Kids Next Door' began with a presentation to years 2-6 in the KS2 hall.

The author, Alan Stott, discussed how real-life situations have given him opportunities to write vividly to create action scenes, tension and humour in his stories. Mr Stott has been a teacher in the UK for over 40 years and has recently retired. Since retiring, he has been very busy writing a series of stories about an unruly family of children who cause chaos and confusion for everyone in the neighbourhood, especially the elderly couple next door. These children love to wind adults up! The books are called "THOSE Kids Next Door!" and the first one is to be published by Candy Jar Books later this year. Mr Stott visited the classes after his presentation for the children to ask questions.

Children ended their day with a tea party of their very own, re-enacting the Mad Hatters tea party in class.

I didn't realise how important editing your writing was- the author said that this was his favourite part of writing-I am going to try and do the same in my writing next time."

*Year 5 Student*

"I learnt that the author gets his inspiration from Roald Dahl- I like his books too."

*Year 2 Student*

"I loved the fact we had a theme this year- the whole day was based about 'The Mad Hatters Tea Party' and I really enjoyed it."

*Year 6 Student*

"I will never forget this day-it's been brilliant!" - Year 6 pupil

"I am going to write like the author suggested to make my writing better-I want to be an author when I'm older".

*Year 4 student*

"The author was amazing-we had someone really famous in our classroom!" -

*Year 4 Student*

"I really liked going over to meet the author in the hall with all the big children-I felt really special." - Year 2 Student

"The competition was brilliant-all the children were running around trying to find the pictures-we will never forget this world book day ever." -

*Year 5 Student*

## Facts about World Book Day

The annual celebration of authors, illustrators and reading is marked in more than 100 countries around the world.

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

World book day, in partnership with schools all over the UK, will be distributing more than 15 million £1 World Book Day book tokens to children (that's almost one for every child/young person under 18 in the UK and Ireland).

# DAY

## HEDGEHOGS CLASS ASSEMBLY

By Miss Ellyn Cruxton—Class Teacher

---

On the 3<sup>rd</sup> February 2017 Hedgehogs (Year 3) performed their first class assembly as key Stage 2 children, to an audience of immensely proud parents and peers.

At 8:45 the class flocked into school, in a flurry of excitement and nerves (both in equal measure). Within 10 minutes, children were transformed into; Cavemen men, time travellers, Santa Claus' poets and an array of other characters. They then entered the hall, calmly despite the nerves, full of adoring fans (parents and peers).

What then took place was a performance that would have made any parent proud, with each child performing their part to such an amazing standard. The assembly opened with a very clear welcome written by Philippa Jones. Then entered the 4 narrators of the show (Erin, Esme, Maya and Ruth), our time travellers, (all of whom are destined for a career on the stage) who announced that they were going to take us on a whirlwind tour the year 3 curriculum so far.

Stop 1, the Stone Age, enter a sabretooth tiger, a caveman and 3 diary writers who told of the day the sabretooth attacked their village (an account written by the class at the start of the year).

Next stop, the centre of the Earth, with some excellent facts given by 3 children, about what the centre of the Earth is like. Also during this section there some children suggested could be at the centre of the Earth. (Once again based upon their Journey to the Centre of the Earth stories)

Next stop, a complete contrast to the heat of the Earth, Christmas! Readings of the children's own 'Twas the night before Christmas, was performed beautifully by our 3 poets and acted out by a very convincing Santa and Mouse.

Then came a disagreement about where they should go next, see the Mummies of Egypt or go and meet Cleopatra, it was amicably agreed that they would go to the Mummies and then visit Cleopatra. So first stop the Mummies, this group excellently re-enacted the process of Mummification, including our very own Mummy (so stay away from them if they have toilet roll). Now it was Cleopatra's turn, before we actually met Cleopatra we had a very enthusiastic and acapella version of Horrible History's Cleopatra song (a rewording of Lada Gaga's Paparazzi) by the whole class. Once the applause died down we met the infamous Cleopatra and she educated us in how to make yourself beautiful (tip I wouldn't listen to her advice if you don't want to be poisoned).

Soon our time travellers decide that it's time to return home, however their ship has malfunctions and we find that they have landed in Billionaire Boy World (the current book that the class are studying). Here we witness a humorous performance of a scene, out of the book, alongside some wonderful narration, highlighting the great qualities of Walliams book.

By some miracle the ship is fixed and our class can return home and tell all their classmates the wonders which they have seen. The assembly then closes, before the rapturous support, with a very thought-provoking prayer written and read out by Alice Dawson.

The Hedgehogs then return to their class, very proud of themselves (as they should be) and return back to their normal clothes and their day job as children, but they'll always remember the day they were a cavemen, a time-travellers, Santa Clause, Cleopatra.



# JOHN BARROWMAN

Pantomime at Birmingham Hippodrome

By Leanne Bowkett—Teaching Assistant

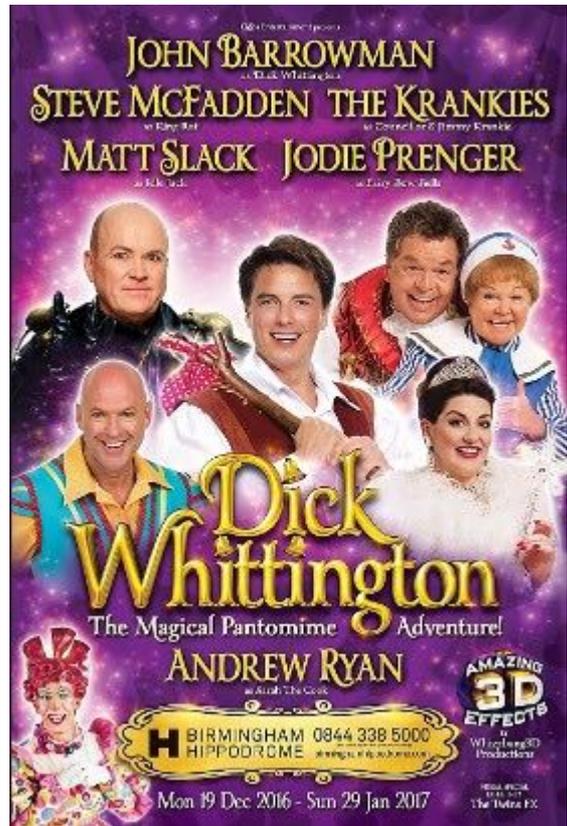
On 5<sup>th</sup> and 6<sup>th</sup> January, children from years one to six travelled to the Hippodrome Theatre in Birmingham for their annual New Year trip to the panto! This year it was the rags-to-riches tale of Dick Whittington.

After a short coach journey, the children excitedly took their seats ready for the curtain up! The stars of the show this year included John Barrowman as Dick Whittington, Eastenders star Steve McFadden as King Rat, I'd Do Anything winner Jodie Prenger as Fairy Bow Bells, legendary comedy duo The Krankies as Councillor and Jimmy, and Hill West favourite Matt Slack as Idle Jack.

Right from the start, the children were giggling and squealing with delight at the crazy costumes, amazing set and silly characters, as well as boo-ing and hissing in all the right places!

With plenty of "it's behind you" and "oh no you didn't", as well as some cheeky gags, it was a fun-filled family panto. As usual, the show included some amazing special effects, including creatures flying over the audience and a very exciting exploration under the sea in 3-D!

The children all left the theatre raving about the show, reliving all their favourite moments and looking forward to doing it all again next year!



"I loved it when Idle Jack listed all the DVDs he's seen in one funny song. I also liked his apple watch, which was just an apple on his wrist!" - Jakey, Year 5

"My favourite is Matt Slack. He's so funny and he's there every year!" - Neve, Year 3

"The best part was the 3-D section. It really felt like the shark was coming out of the screen!" - George, Year 4

YEAR 4 RAF COSFORD

By Mrs Sarah Terry Terry—Class Teacher

What better way to round off a topic

about the war involving some of the greatest military aircraft than to visit a Royal Air Force museum? So, on Monday, 27th March, off we went.

Excitement filled the air as Year 4 set off on the coach to RAF Cosford, along with equally excited adults: Mrs Terry, Miss Ranger, Mrs Bowkett, Mr Carroll, Mrs Thomas, Mrs Lampitt and Miss Ward.

Around forty minutes later, the coach arrived and our adventure into the world of aviation began. The first of our exciting activities was to explore the Test Flight Area. We had half an hour to roam around the historic aeroplanes used to save our country during World War Two. We couldn't believe the size of the aeroplanes when we stood next to them – they were humungous! However, looking at the aircraft simply wasn't enough so we actually became the pilots!



The next stop on our tour of all things air travel was the Fun 'n' Flight section of the museum. During our time in the interactive gallery, we investigated how forces allow aircraft to fly with a range of exciting games and experiments.



The Fun 'n' Flight Area also housed one of the aspects of the trip we'd been looking forward to most – the 4D cinema. We put on our 3D glasses and climbed onto the comfortable seats ready for take-off. For the next five minutes, we became World War I pilots on board the Red Baron, taking part in a dog fight (a close-range aerial battle between fighter aircraft). During this battle, we dodged other aircraft, buildings and trees, not to mention explosions! Luckily, we exited the 4D cinema unscathed. Because it was so realistic, we'd forgotten it was only a simulator experience!



All of that pilot work left us hungry, so there was only one thing for it – lunchtime! We spent the next half an hour catching up with our friends and chatting about our experiences flying aircraft. We couldn't decide on our favourite part of the day so far. We were excited to see what the afternoon had in store for us...

Our next stop was the gift shop. We couldn't wait to spend our money on memorabilia to remind us of our exciting day out. Moles' and Squirrels' classrooms are now filled with stationery which helps us to remember the fantastic day we had.

Following our time in the gift shop, we explored the Cold War section of the museum. Although not strictly linked to our topic, the astounding size of the missiles of display were too fascinating to miss out on!



In search of more facts about aircraft used during World War Two, we headed over to Hangar One – a hangar filled with a wide range of historical vehicles. We explored upstairs, where we discovered the different RAF uniforms worn by pilots over the years. They certainly were different to what we'd imagined! Also on display were a range of genuine artefacts donated by members of the RAF over time and their families. Many of these were mascots and reminders of home kept with soldiers during their time in service, and we thought carefully about the feelings of the servicemen while they were away at war.

Downstairs, we still couldn't quite believe the size of the aircrafts and how they'd changed over time – they're very different to the aeroplanes we travel to our holiday destinations on! We spotted aeroplanes that we'd read about, including the Messerschmitt aeroplanes. Seeing so many aircraft close up that were used to defend our country was absolutely fascinating!



Our final activity for the day was the Evacuation Classroom. We all sat behind our very old-fashioned desks (wooden, with lids), which we opened up to discover more artefacts, including ration book, a gas mask box and knitted tank tops. Suddenly, the air raid siren sounded. To the Anderson Shelter! We crammed ourselves in to the pitch black and waited in the darkness until the all-



clear was given. Although we only spent a few minutes in the darkness, it seemed like a lifetime! We were relieved to learn that many people took in toys, books, knitting and even beds to their Anderson Shelters to pass the time.

Back in the classroom, it was time to explore life during World War Two. To give us the best idea of how it would feel to live during the war, we tried on a range of outfits, including RAF pilot uniforms, coats, hats and even gas masks. Not only this, but we explored the kitchen. Inside, was a Morrison Shelter – a small cage which many people had in their homes. They would often stay in there during air raids instead of trekking out to the Anderson Shelters in the middle of the night. Also on display were weekly rations for one person. Although we'd learnt about rationing at school, we were shocked to see just how little food was actually available.



That was it – our fantastic day out was over! Exhausted from walking around the huge aeroplane exhibitions and taking in so much valuable information about World War Two, we sat on the coach, chatting about our favourite parts of the day. We were all in agreement – every part was fantastic!

On behalf of the staff who attended the trip, I would once again like to thank all of the children in Year 4 for their exemplary behaviour during the trip. They represented our school well and made us proud.



Year 6—Relax Kids

By Miss Linsie Donegan—Class Teacher

We recently started a 6 week programme of sessions for year 6 called 'Relax Kids'. The school felt this was an important extra curricular activity that our year 6 children would really benefit from and we started to see some of the benefits after only 1 session.

Relax Kids aims to give children access to a variety of simple, yet effective techniques for relaxation, mindfulness and stress management that are developed and delivered in a fun and creative way.

They believe that relaxation, mindfulness and a positive outlook are the keys to good mental health, self esteem and emotional resilience.



### Positive Results

In a project in Durham 163 pupils people age 3-15 years have taken part in Relax Kids in 15 schools.

- At the start of the projects, 96% of participants scored low on their relaxation levels or high on hyperactivity.
- Approximately 85% of participants reported they felt more calm and relaxed.
- 98% of participants requested more sessions. School staff reported positive changes such as children increased confidence in quieter children.

### Sessions

Each sessions has 7 different sections that the children go through.

1. Movement
2. Games
3. Stretching
4. Peer Massage
5. Breathing
- 6.

Affirmations/positive self talk

7. Mindfulness and visualisations

The children need to complete all 7 parts of the session in order to fully engage with Relax Kids. There are several benefits to each of these that the children discover as the sessions continue.



Year 6 will be continuing these sessions until we break up for Easter!

We have seen the positive effects this has had on the children in our recent mock tests . The children have been far more positive and relaxed when completing their tests this time round.

## 7 Steps to Happiness

1. DANCE
2. PLAY
3. STRETCH
4. FEEL
5. BREATHE
6. BELIEVE
7. RELAX

"I am Hayley, I am a wellbeing coach. After many years of working alongside the NHS & particularly working closely with CAMHS I have a huge passion for coaching young people in emotional resilience.

I deliver classes that follow the unique and award winning 7 Steps of Relax Kids. Classes include move, stretching, breathing and deep relaxation techniques.

Relax Kids is serious fun with a serious learning objective. Young people learn to feel calm and focussed in the face of potentially stressful situations, build a better understanding of their emotions and are armed with the skills to strengthn their own mental wellbeing, whilst navigating the challenges and pit falls that life inevitably brings.

We all perform better when we understand and work with our emotions ... So I am currently working with the wonderful Year 6 pupils who have a particularly challenging year of SATS and a transition to secondary school to navigate. They assure me they are in a great position to tell you all about the skills they are learning and how they can make effective use of them in their daily lives!"

"I've never done anything quite like it at school before, it was strange but good fun" - Melak Al-Hussein



"I thoroughly enjoyed it and it was nice for my Monday morning" - Oliver Swain



"Relax Kids is great fun and it refreshes me ready for my next lesson. I really enjoy the classes and it lifts weight off me" - Annabel Garbutt



"I like Relax Kids because I learn to control my emotions when I'm sad or angry" - Maria Pitsillidis



relax Kids

# Happy Easter Everyone

