



# AROUND THE PALACE



Dear all,

Another 'inch' closer to normality this week as we saw the return of our Year 12 students to the Senior School. It was wonderful to see them back and from speaking to the students as they arrived it was clear that they were happy to be crossing the threshold of the school gates once again. Next week, we are looking forward to seeing Year 10 students.

On Thursday, we held our first Open Event for the Senior School via Zoom, following a successful Prep version the week before. It was a new experience but it was great to be able to connect

with so many prospective Old Palace families and be able to talk about the School and answer the many questions they had. There is another event planned for next Thursday and so if you have any friends or family members who are interested in Old Palace for their daughter, then please do encourage them to sign up via the Admissions section of the school website.

Have a good weekend everyone.

Jane Burton, Head

## Year 12 Returns



It has been lovely to welcome back small groups of Year 12 students to Old Palace this week.



Maths Week London is being held this year on 22nd-26th June. Maths Week London is all about building children's confidence, nurturing a love of maths and sparking an interest in a subject that impacts all of our lives, every day! It aims to raise the profile of this important, fascinating and vital subject across the capital.



As part of Maths Week London, students from selected year groups at our school are taking part in a competition against schools across London. Last year, over 3,000,000 maths questions

were answered over the week by 11,884 children across the capital and the winners attended a special award ceremony at London's City Hall.

This competition, on the Sumdog website, will help students to develop number fluency as they have to answer quick-fire questions that are tailored to their ability, based on their previous answers.

To celebrate this event, the Association of Teachers of Mathematics (ATM) have made these puzzles based on the London Underground

<https://bit.ly/mathsweeklondon>.

Anyone can have a go. All you need is a map of the London Underground and your brain!



## Open Day

Virtual Senior School  
Open Afternoon  
Thursday, 25 June @ 2.00pm

[www.oldpalace.croydon.sch.uk/admissions/open-days](http://www.oldpalace.croydon.sch.uk/admissions/open-days)

## A Portrait of Dance

Last term, Sahi, Jaeda and Mary took part in a fabulous photo shoot by Birdy Peacock, celebrating the many different styles of dance.



© Birdy Peacock

Sahi, Jaeda and Mary

## Silence is Compliance

Not all people are racist  
We must know that  
But in many different cases  
They are just an autocrat

They discriminate, they hate  
They shoot down our people  
Then they have the audacity to say  
"We are all equal"

How would you feel if you had to  
live in fear?

About getting killed because of  
rules you did adhere

How would you feel if you were  
walking in the street?

And someone felt threatened so  
they called the police

How would you feel if you had to  
fit a certain stereotype because of  
the colour of your skin?

How would you feel if you were in  
a never-ending battle with society  
that you never seemed to win?

"Go back where you came from"

"You don't belong here"

Racism is a ticking time bomb  
We shouldn't have to live in fear

Over 450 years is too long  
Now we must make a stand  
Now we must be strong  
Racism must be banned

by Tahalia



My sister (Mayowa, Year 7) and I went to the Black Lives Matter march on the 7th March at the US embassy, not just for the appalling and despicable manner that George Floyd was murdered in broad daylight in America, but for the injustices and inequalities towards black people, both in America and here in the UK.

The march was attended by thousands of people with the road of the US embassy and Vauxhall Bridge filled with people from all cultures, united and expressing their democratic right to be heard peacefully.

As we all know, the global pandemic is the greatest issue surrounding individuals going to the protest. However, what the media did not show was people giving out masks, gloves, and antibacterial hand gel in order to reduce the risks of people catching Covid-19. In addition to the organisers of the protests telling people to not come to the protest if they had any symptoms of Covid-19.

However, the one incident in the country where a slave master's sculpture is removed unlawfully is the topic of

the press. This glorification of this slave master should never have been there in the first place and should have been removed a long time ago. The media say those who removed the statue are erasing a part of history. But it is widely accepted that removing statues of Hitler and Nazi symbols after the second World War was not erasing history but instead removing provocative symbols of pain and suffering that Jewish people should not be subjected to. Should the same consideration not be afforded to black people so that we too are shown the same empathy?

I know that many other people at Old Palace of John Whitgift school went to the protests last week to support this cause, and to show that change needs to come for this generation and for generations to come.

All we as black people are asking is to be treated as equal and be afforded the same opportunities in education, jobs, sports, legal systems, media, and all areas of life so we can breathe and live.

Toluwanimi, Year 11



## Year 2 In the Money

Last week, Year 2 learned about earning money in Learning for Life and money in Maths. As part of our learning to add prices and find change, we made shops at home.

We brought some of our merchandise to our Maths lesson and bought things from each other, adding up the total spend. We learned to order amounts in £, pence or £.p and

completed some tricky Maths challenges. We also played money board games at home like Monopoly.

In DT, we made our own money board games, with some very imaginative and well-thought-through rules of play, which we have enjoyed playing with our families.



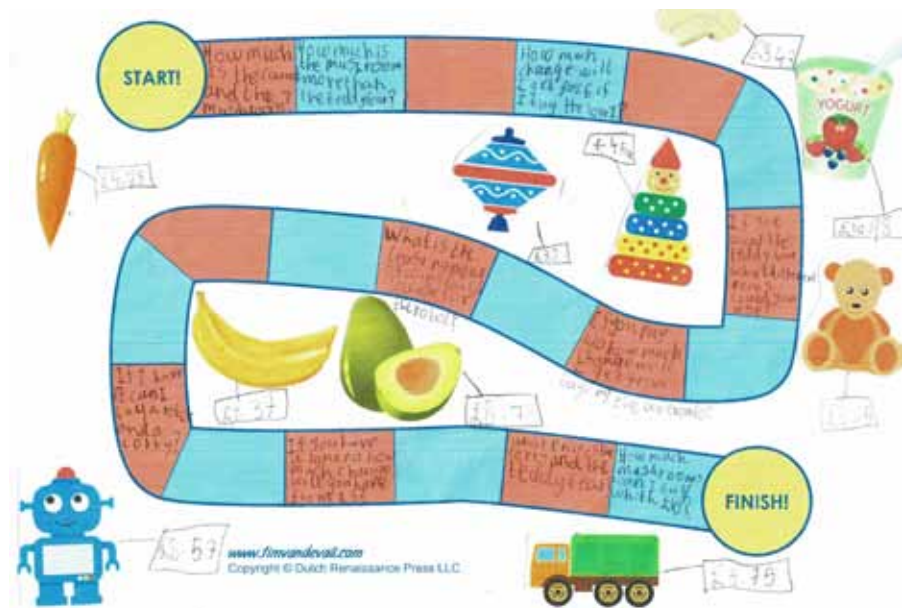
Arya's shop



Paavana's shop



Aanya's shop



Aashna's money board game



Lottie's money board game



Sophie's Foodopoly game

## Playwriting at Old Palace

Last half term was very exciting in Drama. Students in Years 7, 8 and 9 tried their hand at playwriting in their virtual lessons. The scheme of work was an excellent opportunity for students to be creative, whilst learning the skills of developing plot structure, characters and dialogue. The work students developed was outstanding and we hope that we will be able to have staged readings next academic year, alongside the readings for the work from the Drama department's playwriting club.

Below are some student reflections about their work in the playwriting scheme.

*'I enjoyed writing my own play, the characters, the plot. It was enjoyable to answer questions about my own play. I learnt how to write a play in script format and create ideas from my imagination.'*

**Amera, Year 9**

*'During the topic of Playwriting I enjoyed working on my own piece of dialogue as it gave me the opportunity to use my imagination and create such an interesting piece of work.'*

*A few things that I learnt were how to create my own characters just based on a stimulus and also some new vocabulary such as climax, denouement and exposition. I also learnt about two different types of structures for plays - linear and non-linear.*

*There was so much that we learnt about in the topic of Playwriting that cannot be included, but I thoroughly enjoyed it.'*

**Isabel, Year 8**

*'In my opinion, I believe that the playwriting scheme was by far one of the best schemes that we have been given the opportunity to participate in Drama.'*

*I enjoyed this scheme thoroughly because it gave me the chance to let my creative ideas flow freely, without any restrictions. I could twist the rules in any shape or form, to make my play exactly what I wanted it to be.*

*Playwriting isn't as easy as I thought it was. You really have to think long and hard about the characters you want to include and how they are going to interact with each other and what the story plot is going to be and how you can make it entertaining for an audience to watch and enjoy. It definitely was a challenge, but I gave it my all, and produced something that I think was to the best of my abilities and really showed my creative potential.*

*Playwriting is something that I will certainly be having another go at in the near future.'*

**Keno, Year 8**

## Welcome Messages

Our new Head Girl, Demi, and Deputy Head Girl, Lisa, have recorded welcome messages for our new Year 7 students.

<https://youtu.be/Xy9nhsuWrtI>

<https://youtu.be/qnQF72g1jpA>



## Maths Puzzle

Each of A, B and C stand for a different number.

What are they?

$$AB + AB + AB + AB = CA$$

Answer on page 14

## Clodagh's Embroidery



Clodagh in Year 8 has been putting lockdown to good use by creating this beautiful piece of embroidery.

## My Favourite Element

The Royal Institution asked colleagues, celebrities and scientists to choose their favourite element and explain why they liked it so much. One of these short films was published every day revealing the elements that excite and inspire people.

<https://www.stem.org.uk/resources/collection/3952/my-favourite-element-suitable-home-teaching>

Mrs Mills asked **"What is your favourite element?"**



After watching all of the videos, I am torn between praseodymium and neodymium and hydrogen and oxygen.

Praseodymium and Neodymium are one of my choices because they hold many memories for me. My family and I stayed in Barcelona in 2016 and we saw a glass blower, whom I was particularly fascinated by. I stayed there with a parent while the other took my sister round elsewhere because I never wanted to leave!

During blowing, the sodium makes the flame that is heating the glass bright orange, meaning that the glass blower cannot see the object that they are heating. Praseodymium and neodymium can be made into glasses that basically make the orange in the flame invisible so the glass blower can see what they are doing. When I saw the video for these elements I knew they were my favourite... until I saw hydrogen and oxygen! The main reason I like these is because since a very young age, whenever I sat down to eat, my mum would say "Drink some Hydrogen and Oxygen in a two-to-one ratio!" (Water). Since then I have never forgotten that!

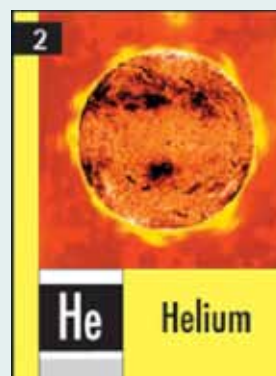
**Natalie, Year 7**

After I watched all the videos, I was conflicted between Helium and Hydrogen and Oxygen

Hydrogen and Oxygen really interested me after I watched Fran Scott light up hydrogen filled soap bubbles in her hand! I found it amazing how flammable hydrogen is and that she was able to light the bubbles on her hand without causing any damage to her hand at all. I think it was really cool that she could light the bubbles in her hand and the water protected her hand both times! I loved how when Fran lit the hydrogen and oxygen bubbles they made such a bright yellow flame and a really loud explosion.

From a young age I have always liked Helium. A vivid memory growing up was that at any family barbecues or garden parties helium balloons were a must have! I would try to stop the balloons from rising for hours on end but I obviously was unsuccessful. I didn't understand the point of a weight and why every time I pulled the strings down and managed to get hold of the balloon they would rise again as soon as I let go! Nobody would stop me or even tell me it was impossible because it was my little game between me and the balloons!

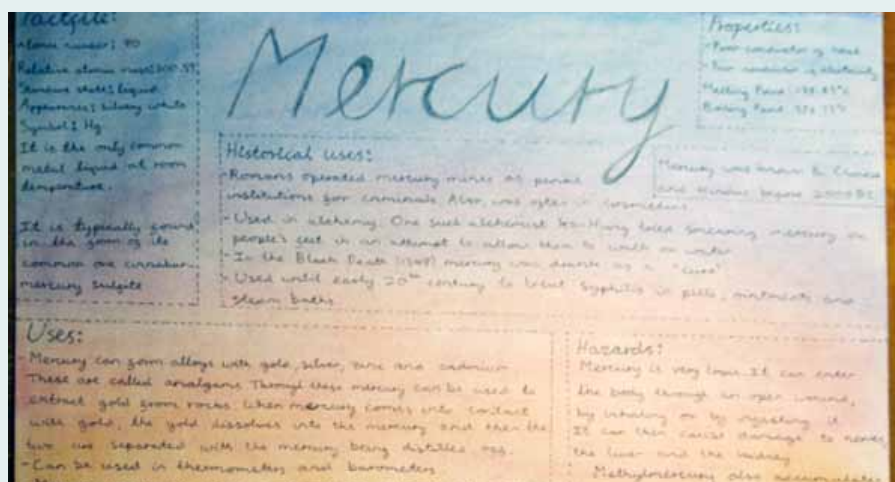
**Christina, Year 9**



I felt inspired to make a poster about mercury as we are always citing it as the exception to metals being solids.

Also I found out about some of the questionable historical uses which were fascinating.

**Sophia, Year 10**



## Listening to Unheard Voices: GCSE and A Level Devising Work in Lockdown

GCSE and A Level Drama students have been doing exciting practical work during the lockdown. They are working towards creating their devised pieces in the style of verbatim theatre and documentary theatre. Verbatim theatre is a style of theatre in which the text uses words spoken by real people, collated from interviews. Documentary theatre, which includes verbatim style, uses real documentary sources, such as newspapers, journals and correspondences to tell the stories of real people and real events. Examples of verbatim and documentary plays include the Tricycle Theatre's *Tribunal Plays* which explore events such as the 2011 London riots and the Stephen Lawrence inquiry and Gregory Burke's *Black Watch*, which is about the famous regiment's experiences in Iraq.

GCSE and A Level students began their work by watching excerpts from the verbatim play, *The Laramie Project* about the 1998 murder of Matthew Shepherd in Laramie, Wyoming.

Students then chose an event or experience to interview a friend or family member about.

Topics students chose included: experiences of living in Sri Lanka in the 1970s; experiences of prejudice of an Asian Muslim in Essex in the 1970s and 1980s; how airlines are dealing with Coronavirus and experiences of an NHS worker during the pandemic. Students then used the interviews to develop and perform monologues on Microsoft Teams.

Olivia F, Year 12, interviewed her mother about her experiences as a community member after the 2016 Croydon tram derailment. Olivia says this of her verbatim theatre work:

*'In our remote learning lessons for Drama, we explored using Verbatim Theatre by interviewing our family members about 'London Incidents'. I recorded an interview that I had with my mother about the tram crash; her thoughts about it and how it impacted our community. In our Drama lessons, I learnt to replicate her movements and speaking patterns, repeating what was seen in the video. Then, I performed this within the class.*

*This work was particularly fun and interesting and I was able to gain a greater appreciation for both verbatim and documentary theatre. I am looking forward to using these techniques within our devised piece for our A Level exam, exploring political issues inspired by the*

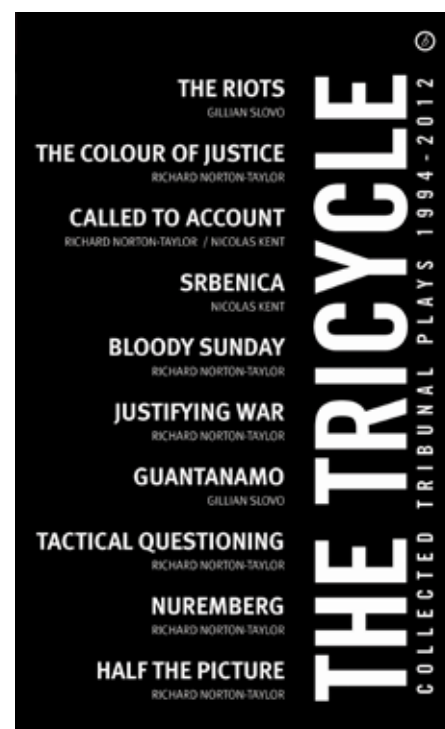
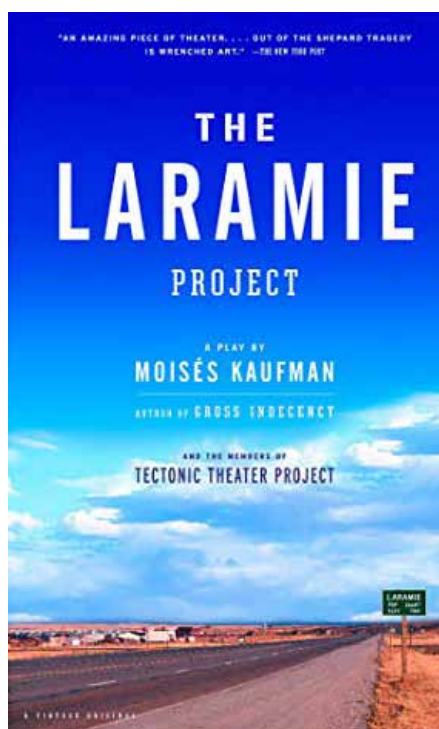
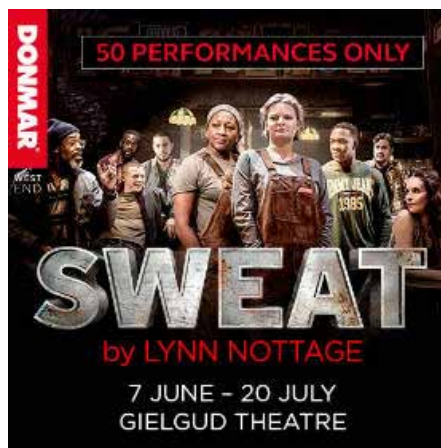
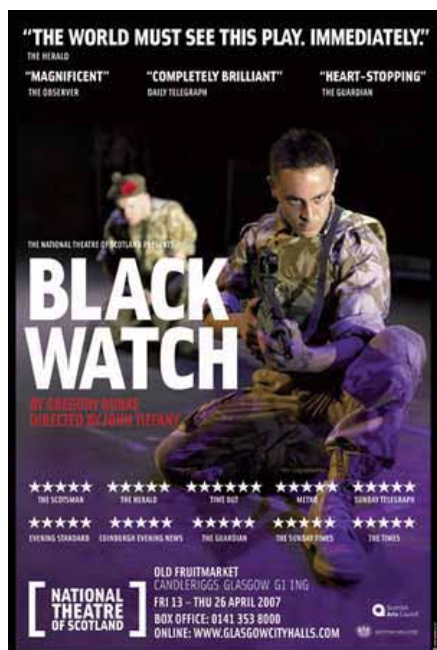
*play Sweat by Lynn Nottage and in the style of the practitioner, Joan Littlewood.'*

One of the challenges of creating a verbatim piece is editing the interview transcripts. Theatre makers must capture not only the words of those they interview, but their speech patterns and mannerisms.

Below is an excerpt from Olivia's monologue, printed with permission from her mother.

*E: I believe the local school . sang a song . I think there's a remembrance uh uhm . every year . uh there's a plaque just by uh outside Iceland uh . on the high road uhm with commemorating for those that had lost their lives . I believe there's some . gathering every year with regards to remember them there's flowers there constantly throughout the whole year [breath in]'*

Students will now be developing their own pieces using verbatim and documentary theatre style. Their aim is to tell the stories of unheard voices in society. Year 10 is looking at immigration stories and themes of change and identity. Year 12 is exploring race and identity. Their work so far has been very impressive and thoughtful. Students are also developing their understanding of the importance of theatre as a mechanism for societal change and education.



## A letter from Mrs Nike



We are really excited about the small group MT lessons that will be running next week. Don't forget to select your group and let your teachers know what you would like extra help with.

We are also really looking forward to welcoming pupils in Years 2 to 5 back to Prep for a morning of learning and fun with their classmates from the week beginning 29th June.

I am pleased to let you know that Prize Giving will be available to watch on **Wednesday, 24th June from 6pm**. A link will be sent to you and you will be able to watch it with your families. Well done to all the prize winners.

Yet again, this week has been filled with a huge amount of creative learning. I am particularly impressed with Eileen's painting of her desert island. The composition of the picture is fabulous and shows real artistic flair. I am also struck by Lana's 'scissor art'. It's bright and colourful and has been put together so thoughtfully.

The board games that Year 2 have created are fabulous and I am sure you will have lots of fun playing them with your families. I am pleased to see that not only did you design and make the board games, but you also developed well thought through rules. Rules are important in games to ensure the game is played fairly. If you want to change the rules you need to ensure everyone agrees before the game begins.

Rules are important in life too, as they can help to keep us safe and feel secure.

**Mrs Nike**  
Head of Nursery & Preparatory

## Virtual Prep School Prizegiving

Wednesday **24 June** at 6pm

on our Old Palace YouTube channel



### Reception's Matisse Inspired Artwork

Reception have been learning about Henri Matisse and how he made huge collages by cutting and tearing brightly coloured paper. He called it 'scissor art'. Below *The Snail* by Matisse.



Instead of a snail Lana made a person.



Kezia's version of *The Snail* by Matisse.

## Reception's Diorama's of the Sea

Some more of the ocean scenes created by the Reception girls using recycled materials where possible.  
*More to follow next week.*



Rhiannon



Lana



Sonia



Ayla



Alice



Anika N



Anika B

## Year 7 Athletic Profiles

Alongside their practical work, Year 7 have worked on producing athlete profiles for those athletes they see as being an inspiration. Here are a few more.

### Coco Gauff

#### Quick Facts

Full Name	Cori "Coco" Gauff
Date of Birth	March 13th, 2004
Sport	Tennis
Country (sports)	United States
Highest Ranking	No. 49 (February 3rd, 2020) in singles and 42 in doubles



#### Achievements:

- Achieving her first singles title at the 2019 Linz Open
- Winning it at the age of 15 also made her the youngest singles title-holder on the WTA Tour since 2004
- Earning two WTA doubles titles with her compatriot (a fellow citizen of the same country) Caty McNally
- Winning an upset win over Venus Williams in the opening round at Wimbledon in 2019
- Becoming the the youngest player in the tournament's history to qualify for the main draw in the 2019 Wimbledon Championships

#### Why she is an inspiration

Coco Gauff is an inspiration to all budding tennis players. Her swift rise in the WTA (Women's Tennis Association) has motivated a lot of girls to pursue tennis. Breaking into a male dominated industry is extremely difficult, let alone becoming a household name, but Coco has achieved both.

When asked to name female tennis players, past and present, the average person will likely only think of the Williams sisters and perhaps Billie Jean, highlighting the lack of highly known female tennis players, with Gauff helping to break that trend. Adding to this is the fact that she is a phenomenal player, defeating her idol, Venus Williams, the seven-time Grand Slam champion, at age 15. Coco Gauff is proof that with enough practice and perseverance, you will prevail.

Lila, Year 7

### Natalie Haythornthwaite



#### Why she inspires me:

She started out doing netball and now she has been very successful and is captain of the England Netball Team. She plays Wing Attack (WA) and Goal Attack (GA).

#### Sporting achievements:

2009 U17  
European Championships - Gold  
2010 U19  
European Championships - Gold  
2011 U19  
European Championships - Gold  
2012 U19  
European Championships - Gold  
2013 World Youth Netball Championships - 4th  
2013 Open European Championships - Silver  
2013  
European Championships - Gold  
Gold Coast 2018  
Commonwealth Game - Gold  
Mayowa, Year 7

### Chloe Kim

Chloe Kim won a gold medal at the 2018 Winter Olympics for Snowboarding. She became the youngest female to win a gold medal for Snowboarding at a young age of 17.

Chloe represented the USA in the Olympics. I find her inspirational because her achievement at a young age makes me feel that I can do something great in a few years, even though it may not be anything like sports.

Shennen C, Year 7



## Year 8 Resilience Work



Year 8 have worked on a **Raising Resilience Journal** over the last two weeks in PE. This is an award set by the Sports Leaders UK organisation and involved students setting themselves a practical challenge, planning on how to achieve it and considering a number of questions along the way such as:

- How will I know when I have succeeded?
- What do I need to do to keep the activity safe?

- Is it challenging?
- Do I need help? How can I include a family member to keep me motivated?
- What did I do to push myself when it wasn't going well?
- What have I learnt about myself through this process?
- What have I learned about myself, my resilience and my determination to keep going?

There were some great challenges such as:

- Mastering how to juggle with two balls

- Doing as many splits combinations in a set period of time
- Not stopping cycling on a steep hill that I usually stop on when I'm tired
- Doing a pull up
- Doing a certain number of keepy-uppies with a football
- And many more!

Congratulations to those who completed the journal and were awarded the Resilience Learner Award Certificate!

**Mrs Smith**

## Dance Research Project for Gold Arts Award

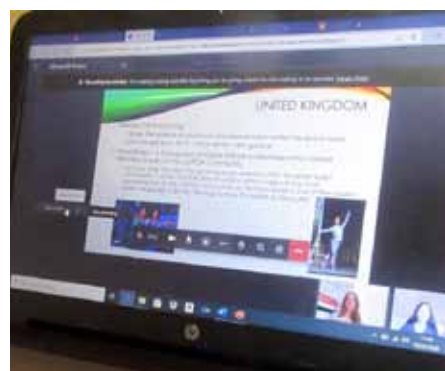


Over the past few months, I have been researching LGBTQ+ representation in Dance around the world as part of my Gold Arts Award.

The first step was to start researching dance pieces and companies that represent or fail to represent the LGBTQ+ community well, as well as the personal experiences of dancers who identify as part of the LGBTQ+ community. I found this interesting because I had the opportunity to read about the personal experiences of dancers who perhaps are not widely heard by the media, such as Lesh Maseng from Botswana, as well as companies that actively represent members of the LGBTQ+ community, such as Les Ballets Trockadero de Monte Carlo.

I later conducted a short survey of people's views on how well members of the LGBTQ+ community are represented through dance. I found it especially interesting to hear opinions which differed from my own and to understand their reasoning. It helped me to become more aware of how some factors may influence representation more than others.

I prepared a presentation of my research findings to be delivered online. This was a valuable learning experience as I had to adapt to using Microsoft Teams to present my work, and also had to deal with other technical issues such as quality of sound. I found this useful as I had to work on my presentation skills as well as learning from the experience of



presenting online, something I had not tried before.

Overall, I found this process very interesting as I got to explore a topic that I was interested in and I knew was an issue in the dance world, but I personally didn't know much about it until I started my research.

I also got to explore the wider dance world as I usually focus on dance in Britain and in this project I aimed to explore countries from all around the world. This allowed me to have better understanding of not just LGBTQ+ representation in these countries, but also the wider dance community as a whole and the dance styles present in those countries, such as Khmer dancing being Cambodia's premier performing art form, which I had not even heard of before starting my research.

**Charlotte, Year 12**

## Olivia's Blue Peter Badge



Many thanks to Olivia, Year 2, for sharing the exciting news that she has received a Blue Peter Music Badge. The badge is extra special as it was designed by Ed Sheehan.



Whilst the school is closed, we will be wishing happy birthday each week to students whose birthday falls during this time.

## June

Adelise	Year 3	15th
Sariah	Year 6	15th
Emma	Year 9	16th
Olivia	Year 2	16th
Rachel	Year 10	16th
Eleanor	Reception	17th
Lucy	Year 9	17th
Zi Yuan	Year 5	18th
Keyala	Year 3	20th
Abigail	Baby	21st
Albertina	Year 9	21st

## Praise Certificates Awarded This Week



**Amanah**, Year 4, received her accelerated reader certificate before half term.



**Ayla**, Reception, with her certificate for her lovely story writing.



**Hiru**, Year 2, with her certificate for her weather video.



**Hiru**, Year 2, with her Extension Certificate.



**Lola**, Year 4, recieved her certificate for music.



**Fatima**, Year 3, with two certificates for science and for working hard.

## News from Nursery & Pre School

Last week, the children enjoyed lots of outdoor time playing games on the field, going on an outdoor shape hunt and helping with the gardening.

They planted sweet peas and courgettes for the summer, taking turns to get water from the water butt using the watering cans. They all enjoyed making animals from cup cake cases for our display board and putting together a long number line of 20 flags, working out where numbers were placed in the line e.g. before or after, in front or behind, end or beginning. Transition have also been busy outside, using the bikes and enjoying the trim trail.



## Reception MFL

Reception girls had fun learning a new sound "oi". This sound can be found in the French word for fish "poisson". The girls enjoyed making some beautiful rainbow fish as part of their lesson. Don't they look wonderful?"



## Design an Island



Eileen with her painting of her desert island.

## Niamh Science Project

Niamh in Year 4 with her science project. Her poster is about Mary Anning, who was a famous fossil collector.



## Illuminated Letter

Another illuminated letter...this time from Ellie Year 4



Maths Puzzle on page 4

Answer: A=2 B=3 C=9

## Saxon Biscuits



In History, Year 4 girls have been learning about Anglo-Saxon food. Without access to sugar, the Anglo-Saxons sweetened food with honey. Rachelle made these biscuits, using an Anglo-Saxon recipe.

## Year 6 PE

Year 6 had a dice rolling workout to complete in their swimming lesson. The combined score of the two dice determined the workout exercise they had to do.

It looks like Sapphy at some point rolled a combined score of three which meant she had to do some sit ups!

