



AROUND THE PALACE

Sara Volunteers to Help Administer Covid-19 Vaccines



We are proud to see Sixth Form student, Sara A, admirably demonstrating the 3 Cs by getting trained up to help administer Covid-19 vaccines in East London.

Continued on page 2

Dear all,

At the end of a half term that is perhaps difficult to describe, it is wonderful to finish with a Bulletin that yet again shows the positivity throughout the Old Palace community.

There is so much to celebrate across the school but a particular 'well done' to Sara for stepping up and volunteering in the community to make such a positive contribution to the vaccination programme.

We very much hope that the new term brings us all some positive news in terms of when we may be able to re-open to all students.

In the meantime, I hope that all our students, staff and, where possible, parents, enjoy a well-deserved rest over the half term.

Jane Burton, Head

Sara Volunteers to Help Administer Covid-19 Vaccines *continued*

Last Saturday, I had the amazing opportunity of giving vaccines to people in the priority category in East London. I have been training for around a month, completing modules to enable me to achieve the NHS Care Certificate, which I have now got. This has equipped me with the basic skills needed to help me on the front line.

I started off by assisting NHS staff in data entry after patients had the vaccine, as they were short staffed. This meant I had my own NHS logins and the ability to input patient information. I then went to a new mass vaccination centre in an East London mosque, where my dad was trying a new system for giving the vaccine on a larger scale than he was previously able to administer at the Cable Street hub.

This was a truly eye-opening experience, and more than anything, the most rewarding thing I have ever done. I started off for the first half an hour being trained in giving the vaccine, after which I injected patients with the AstraZeneca vaccine independently for five hours. It was

so tiring but worth it due to the appreciation shown by all the people. It was especially touching being able to help elderly, vulnerable people and allow them to feel like valued members of society.

The experience was made even more exciting by the fact that the press turned up to the Centre. I was asked if I could be filmed whilst giving the vaccines; however, I had no idea of what to expect later. I got home to realise I was on Channel 4 and BBC News as well as on Twitter and The Guardian.

Here are the links:

<https://www.channel4.com/news/vaccine-chief-optimistic-all-over-50s-to-be-offered-a-vaccine-by-may>

https://www.theguardian.com/society/2021/feb/07/hundreds-covid-vaccine-east-london-mosque-pop-up-clinic?CMP=Share_iOSApp_Other



I am hopefully going to be helping at vaccination hubs a few times a week for as long as I am needed.

Sara A, Sixth Former

Year 1-5: Composing at Home

Year 1-5 Prep girls have been doing so well using their own instruments to compose melodies and rhythms at home over the past few weeks.

We've had such a variety of sounds from harp to harmonica, ukelele to flute, spoons to cheese graters, maracas, clarinets, pens and rulers, oboes, glockenspiels, pots and pans, violins,

piano keyboards and more. Girls have also used their voices imaginatively. Where there's a will, there's a way!

The creativity and engagement of the girls has been outstanding.

'Music is the art of thinking with sounds.'



International Day of Science of Women and Girls in Science

Yesterday, Thursday 11th of February was International Day of Women and Girls in Science.

Dr Maggie Aderin-Pocock MBE



The first time I heard Dr Maggie Aderin-Pocock speak, I was sitting in an auditorium browsing through the programme of a 'Science Live' event I had taken a group of Year 10 students to see.

Being a chemist, I was really looking forward to the lecture by Andrea Sella who speaks beautifully about chemical processes and uses chemicals on the stage to illustrate his ideas. However, from the moment Dr Maggie Aderin-Pocock took to the stage, I was gripped by her sheer passion and ability to communicate very complex ideas about space.

Dr Maggie Aderin-Pocock is a black British female space scientist. She is a Commissioner for the Commission on Race and Ethnic Disparities. She is an award-winning space scientist, broadcaster (*BBC Sky at Night*) and author who has worked with several educational institutions to promote the study of STEM subjects. She holds a degree in Physics and a PhD in

Mechanical Engineering from Imperial College.

Maggie does not fill this scientific stereotype, but she is exactly what science needs. After all, she is a 'real person'. Referencing one of her heroes, Marie Curie, she talks about role models: *"Role models should be real people; if you have a role model who is, or is perceived as, a superwoman, then people think, 'Well, that's not me, I can't aspire to be that.' Dr Maggie Aderin-Pocock was awarded an MBE and marvelled at the honour stating "Imagine a dyslexic from London meeting the queen of England. It's mind-boggling stuff, but that shows how much potential you have."*

Mrs Mills

Marie Curie 1867 - 1934



Marie Curie is remembered for her contribution towards fighting cancer as a French - Polish physicist. She was a scientist at a time when there were almost no female scientists. Most women didn't even go to college. However, Marie Curie wasn't like most women. She was brilliant and determined to succeed.

She always had a passion for learning and had a great knowledge from studying. She grew up in the environment of learning because both of her parents were teachers. Marie Curie was always top of her class.

Marie investigated into radioactivity proving that the elements existed. When she was testing a rock called Pitchblende containing uranium, it gave off even more rays. She found two new elements called Radium which is a metal that gives off lots of energy and glows in the dark and Polonium which she named after her home country Poland.

In 1903 she and her husband Pierre Curie won the Nobel Prize for Physics. She was the first person to ever be awarded two Nobel Prizes. She was the first woman to hold the position of a Professor in Physics at Sorbonne studying magnetism and steel. Her oldest daughter Irene was a scientist and won a Nobel Prize in Chemistry.

Marie Curie studied Becquerel rays which come from a metal called uranium that gives off powerful radioactive rays.

However, when Marie Curie started her research the word radioactive didn't even exist! No one knew why it gave off energy or why it could make things glow in the dark. Marie Curie did many experiments including gold, copper and uranium that even Becquerel tried and failed.

During WW1 she organised an X-ray team. Her X-rays helped over 1 million people during the war and the trucks that transported the machine were known as "little curies" because they helped cure people. Marie was made Head of the radiological services by the International Red Cross and she did training courses so other doctors could learn her techniques.

Sadly, Marie died from her experience from radiation. It damaged her skin slowly and damaged the inside of her body, making her sick. I think Marie Curie is a role model because of her love for knowledge and all the great work that she has done with radioactivity and Cancer. Her prizes show that you can achieve your goal if you work hard. Without her determination and dedication, I believe that we still wouldn't know all the developments that progressed from her work today.

Marie Curie still has her charities all around the UK and continues to help others with a terminal illness, including cancer.

One of Marie Curie's quotes is:

"Nothing in life is to be feared; it is only to be understood."

by Chloe, Year 12



Year 12: Learning for Life Spargo-Mabbs Foundation



This year was the first time we had the experience of having a virtual LFL lesson. In our lesson we were discussing the very important topic of drugs and alcohol and what they do to your body. Our talk was from the Daniel Spargo-Mabbs Foundation. This Foundation is a 'drug and alcohol education charity' that aims to support young people to make safe choices about drugs and alcohol and reduce harm. The Foundation was set up by Tim and Fiona Spargo-Mabbs after the death of Daniel, their 16 year-old son.

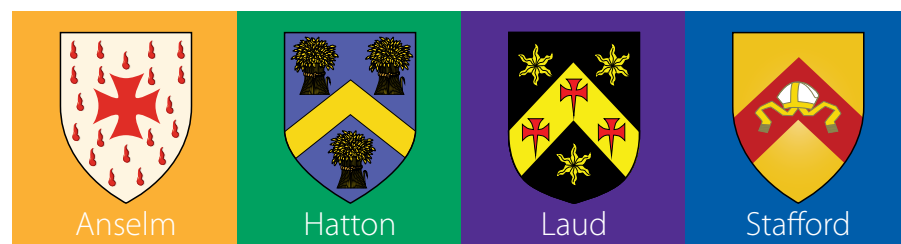
Days before the lesson started, our year group was sent a survey to fill in to ensure the talk we were given would be tailored to us and what we thought we needed to know. We all found that this made the talk much more engaging as they were touching on topics, such as some ways drugs are made and the individual effects each drug causes, which was information we had not had before.

This was not the first time we had seen the Foundation as in a previous LFL about drugs we watched a play made by them showing the events of Daniel's life in *I love you mum - I promise I won't die*. Although this was not the first talk we had on drugs, we found that, while the other talks had been very insightful, we had only heard about individual experiences. This talk gave us insight into Daniel's life and also gave us insight into drugs in general.

Although we had the talk virtually, we found it worked well. The whole experience made us feel very safe and our speaker talked candidly about the topic, making the atmosphere feel comfortable. We thoroughly enjoyed this talk and thought it did justice to the speaker – despite it being virtual. Thank you to the Spargo-Mabbs Foundation.

Year 12

Week 4: House Challenge to Walk Around the World



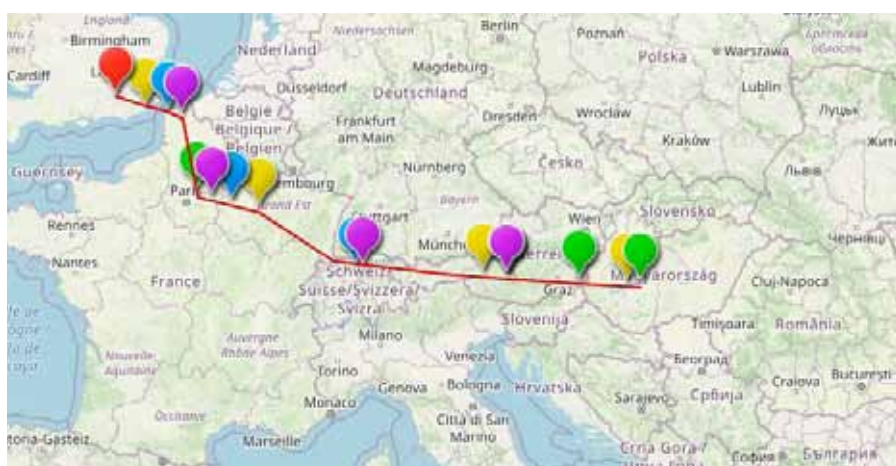
Stafford, Laud and Anselm are now hot on the heels of Hatton, crossing Austria and in to Hungary...

With half term next week, there will be plenty of opportunities to be outside and to enjoy the fresh air – get walking everyone. Asia awaits!

You can follow our progress here: <https://arcg.is/1W4m1T>

Keep up the great work everyone and keep tracking those steps on your House Team.

House	Total steps walked this week	Total km walked this week	Total steps 5/2/2021	Total km 5/2/2021
Anselm	584,187	377	2,387,989	1,541
Hatton	257,525	166	2,568,924	1,657
Laud	618,842	399	1,904,053	1,228
Stafford	642,236	414	1,907,764	1,231



LAMDA Speech and Drama - A Letter from Mrs Redgrove

Dear students, parents and teachers,

So, under the most unusual and testing of times, the LAMDA students are now preparing for "live" exams in March and June.

I would like to thank the teachers for letting students "out" of lessons and for all your co-operation. I would also like to thank the wonderful parents for all their help and support in downloading material for the lessons.

Most of all, can I say thank you to the amazing girls who Zoom in weekly; share beautiful poetry and prose (and Tongue Twisters!) and those who are

taking the March Public Speaking exams - producing some brilliant speeches. Good luck to Juanita, Nancy and Vishali, who are taking their Gold Medal, Grade 8, and Chloe and Kate, who are taking their Grade 8 Gold Medal Verse and Prose.

I cannot congratulate you all enough for being so positive, uncomplaining and bringing FUN and laughter to these lessons. Good luck to you all; have a restful half term and thank you for making what I do so enjoyable.

Mrs Redgrove

Year 4: Playlist

Last half term, Year 4's topic was 'Playlist', with a focus on science and music. We learnt about the science of sound, completing experiments to observe and feel the vibrations created when a sound is made and to test different materials for their soundproofing properties. By the end of the term, we were able to interpret wavelength diagrams, identifying relative pitch, frequency and amplitude and matching them to their sound source.

We learnt about the structure of the ear and, as part of her home learning, Avika made a Lego model of it - from the pinna to the cochlea. In English, we wrote explanations about how we hear sound and how specific instruments make and vary their sound. We also wrote sound-inspired poems and stories and researched and produced biographical posters about a famous musician of our choice; these included Mozart, Handel, Beyonce, Bob Marley, Diana Ross, Ludovico Einaudi, Paloma Faith, Daniel Reynolds, Camila Cabello, Taylor Swift, Ariana Grande, Michael Jackson, Stormzy and even one of our uncles who is a famous violinist in Russia!

Using a decibel meter, we measured sound levels in different parts of the school and created Excel bar charts to record our results. In groups, we wrote our own anti-bullying slogans using Morse code and then performed them using hand actions and/or body percussion.

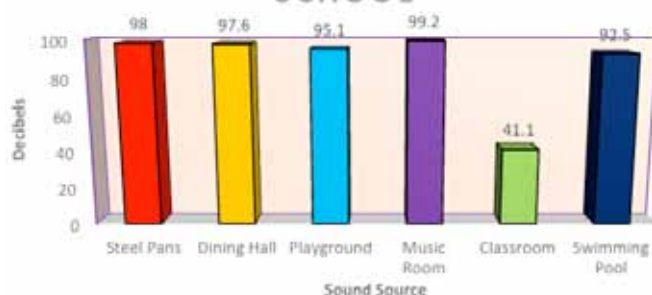
Can you work out what we wrote?

._ ._. _ _ _ . _ _ _ . . / _ _ . . /
 _ _ . . _ . _ . / _ _ _ _ / _ _ _ _ _ . _ . _ . /

Morse Code Alphabet

A	.-	N	-. .	0	-----
B	-. . . .	O	---	1	.-----
C	-. . .	P	.- . . .	2	. . .---
D	-. .	Q	-- .-	3-
E	.	R	.- .	4-
F	S	. . .	5
G	-- .	T	-	6	-. . . .
H	U	. . -	7	-- . . .
I	. .	V	. . . -	8	--- . .
J	.- - -	W	.- -	9	---- .
K	-. -	X	-. . -	.	.- . - .-
L	.- . .	Y	-. - -	,	-- . . -
M	--	Z	-- . .	?

DECIBELS READINGS AROUND SCHOOL



We produced art and writing in response to music, including the overture written by the inspirational female Polish composer Grażyna Bacewicz. She wrote her overture in secret in 1943, during World War 2, and gave underground concerts. At the beginning of the piece, she included secret messages in Morse code including the sounds for 'V' for victory!



John Whitgift Foundation 425th Anniversary Badge Design Competition - Winners

We had some fantastic entries for the 'design a badge' for the 425th anniversary of the John Whitgift Foundation.

Choosing three winners was extremely difficult, but in the end we narrowed it down to a shortlist of 10 designs.

The short list was:

1	Catherine L	Year 10
2	Shankavi G	Year 6
3	Kayla P	Year 10
4	Whitney F-D	Year 10
5	Ishika S	Year 7
6	Isabel A-B	Year 9
7	Chloe-Marie R	Year 12
8	Lilia M-N	Year 11
9	Amrina M	Year 9
10	Rosemary J	Year 9



Congratulations to the top three winners:

Lilia, Year 11

Catherine L: Year 10

Isabel: Year 9



Lilia, Year 11



Isabel, Year 9



Catherine, Year 10

Year 8: Scavenger Hunt



Here is a screen shot of Year 8's quick warm up Scavenger Hunt before their fitness circuit in breakout rooms.

The three items they had to collect for this photo were:

- Something green
- Something spiky
- Something stripy

Dance Bronze Arts Award

The anticipation of sitting in a darkened theatre just before the curtain goes up on a production is one of the immersive experiences I'm missing during lockdown, how about you?

As you know the Performing Arts involves artists expressing their creativity in the here and now, live in the moment, using their skill of physicality and energy to communicate subtle nuances that resonant with individuals of an audience. I hope someday in the future live theatre can start up again where we will be able to support artists and enjoy live performances together. So you can imagine, I'm missing organising and leading dance theatre trips and understandably finding alternative ventures for Old Palace students to feed their passion for dance!

During Year 9 Dance lessons this half term, students have been set the task of completing part of their Bronze Arts Award where they have to take part in an arts experience. This involves watching a dance work, making notes and completing various reflective questions and creating a poster about the work they have observed.

The final part of this section is where the students share their view point with others using the poster they have designed and record feedback from their peers in their Bronze Arts Award books.

As a taster activity Year 9 students have analysed a short dance film *Moving Through A Pandemic* which was part of the Digital Stage at Sadler's Wells. The students found this work really interesting and wrote some short paragraphs summarising the essence of how dance can connect people.

Please take a look for yourself, it's under 4 minutes long.

<https://www.sadlerswells.com/whats-on/2020/digital-stage-moving-through-a-pandemic/>



Here are some reviews of *Moving Through A Pandemic*.

"I really enjoyed watching 'Moving Through A Pandemic', because it made me realise how different the world is today and how Coronavirus has changed the way we move, touch and connect with people. It has highlighted the absence of interaction with others that we would usually have on a daily basis. However, because it was set in many different locations: Kansas City, Buenos Aires, London, Barcelona and Johannesburg, the choreographic intention has taught me that even though physically we're apart, the art of dance can bring us back together and make us feel connected with one another again". Lily, Year 9

"I think the choreographic intent with this dance is to show how even though separated and divided by the pandemic eg. social distancing, everyone can still be connected by not letting it get the best of them and still practicing their passions therefore encouraging others to have hope. The different locations/countries highlight different experiences with the pandemic and the almost empty areas emphasises the dancer even more as we see them in their element seeming unaffected and unbothered".

Amelia, Year 9



"I really felt connected with the dancers because the choreographic intention sort of made me feel that although we cannot meet people or make any contact that our passion for dance brings us together and we aren't alone."

Anaika, Year 9

"Moving Through a Pandemic dance motif involved strong movements within the body. As viewers, we could see the coordination and control the dancers provoked. My favourite dance was on the balcony where they looked focussed to communicate the close relationship and connection they had. The sharp leg work was extended and made the dances look cleaner. The dance presented different types of genres from different locations to portray dancing, and its power to bring people together during events such as the pandemic. The dances look like a continuation of the previous dancer but in the dancer's own style. The choreographic intention seemed like it was trying to convey that no matter where you are, any location can be a stage." Meera, Year 9

"This dance is a real work of art as it combines different dance styles and people from across the world. By having this variety of locations it highlights all of the dancer's separations but thorough the well thought out camera angles and expressive dance movements the audience could still feel their connection. The flow of their energy was ever-present and fascinating to watch."

Clodagh, Year 9

Dance Bronze Arts Award *continued*

The students then had the opportunity to select which dance performance they would analyse from Culture in Quarantine as part of;

BBC Arts, a moving celebration of dance in collaboration with Sadler's Wells. Dancing Nation showcases new and classic works from a thrilling line-up of UK artists, available now in three programmes on BBC iPlayer.

- Part One.
Breakin' Convention | Candoco
| English National Ballet
| HUMANHOOD | Matthew Bourne's
New Adventures...
- Part Two. Akram Khan with Natalia
Osipova | Birmingham Royal Ballet
| Boy Blue | Far From The Norm |
HUMANHOOD | Oona Doherty...
- Part Three. Matsena Productions
| Northern Ballet | Shobana
Jeyasingh Dance | Rambert.



Dancing Nation is now available in three programmes presented by Brenda Emmanus, and is free to watch on BBC iPlayer.

<https://www.bbc.co.uk/iplayer/episodes/p0952ph6/dancing-nation>

Lily chose to watch *Rouge* by Rambert

Dance Company from Dancing Nation on BCC iplayer.

These different programmes are currently still available on iplayer and hopefully you will find some dance to watch that interests you.

Ms Barber

Geography Competition Week 4: Where in the World?



Where in the World?

Discover the world: use the clues to guess what country this image is from!



1. This country has the largest postal network in the world with over 1, 55,015 post offices. A single post office on an average serves a population of 7,175 people
2. Largest number of vegetarians in the world
3. This country is second only to the USA when it comes to speaking English with around 125 million people speaking the language, which is only 10% of our population
4. The climate in this country is mainly tropical. Mostly high temperatures and dry winters, tropical monsoon season from June to September
5. The world's largest producer of milk and the only country to have a Bill of Rights for cows



Submit your answer on Forms

Deadline:

Thursday 25th February

The answer to last week's Where in the World was **Bolivia** (Salar de Uyuni - the world's largest salt flats).

Prep PE Round Up

We may still be in lockdown but that hasn't stopped the Prep PE department keeping pupils active with an innovative programme of sports and fitness.



Year 1 got the virtual ball rolling on Monday by inviting pupils to an on line session with personal fitness instructor, Jo Willey.

Jo joined them for their TEAMS lesson and led the girls through some great exercises, whilst chatting to them about her job and the importance of keeping healthy and exercising.



Congratulations to the girls who attended the England Netball Workshop:

Kezia	Year 1
Anika N	Year 1
Anika B	Year 1
Saanvi	Year 1
Aanya	Year 3
Hiru	Year 3
Arya	Year 3
Sofia	Year 3
Nikita	Year 5



This week, I had the pleasure of popping in to say 'hello' and surprise Reception and Year 2 girls in their PE lessons. It was so nice to see them enjoying being active.

They had already warmed up, so joined me demonstrating swimming strokes and then streamlined jumps. They all know my favourite word is streamlined and second favourite Cadbury's chocolate!

I am really looking forward to getting the girls back in the water next month. Enjoy the half term break...remember to keep active and spend some time away from those computer screens!

Mrs Tamplin



Year 3 enjoyed a fascinating visit from Charlotte in the Met Police who talked about fitness testing and Riot training.

Prep Session with Year 11 Sports Leaders

Prep students in Years 4 & 5 were so excited to take part in a PE session led by the Year 11 Sports Leaders. This was a whole new experience for Sports Leaders as although they have often delivered sessions at Prep, adapting this to work remotely was a new challenge – one they took in their stride!

The girls were split into small break out rooms and took part in some physical activities before some groups embarked on a fun quiz. Whilst the Prep students didn't want the session to end, the Sports Leaders were all exhausted at the end!



Maths Puzzle Fun

Can you work out this rotational symmetry puzzle?

Mary and Jason were making propellers for their wooden helicopters. Mary put a number on her propeller and noticed that when she turned the propeller she had the same number.



Jason was trying to think of a number that he could put on his that had the same rotational symmetry (looks the same turned upside down). What is the next larger number that has this property?

Answer on page 20

John Whitgift Foundation Commemorates 425th Anniversary with Daily Posts



#425in365 Day 36:

In Tudor schools, pupils read from "hornbooks". These were pages displaying the alphabet and religious material were attached to wooden boards and covered with a transparent sheet of cow horn

john
whitgift
foundation

GCSE Subject Fair



Last week, several Year 9 students engaged with the current Year 11 students to find out which GCSE courses interested them most, at our first ever virtual Subject Fair.

The Year 9s were proactive and asked questions such as: what content is covered in certain subjects and why did you personally as GCSE students continue to study your chosen subjects?

Even though this fair had to be done virtually, everyone contributed enthusiastically and for all the Year 9s who participated, we hope it was a helpful experience that will aid their decision making as they move up the school.

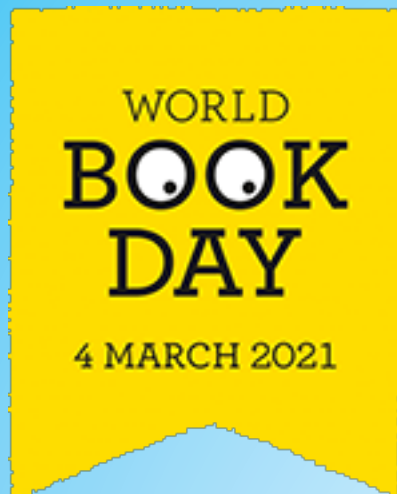
KC:

"Taking part in the Year 9 Subject Fair was such an amazing experience for me. I never quite realised just how passionate I was about languages and how much I wanted to spread my love for French and Spanish to the younger years, as I truly believe those subjects would benefit them greatly in the future."

Talking to the Year 9s also revealed to me an undiscovered passion for giving advice to those who need it. The girls had many questions and were truly interested. It was very easy to speak to them and I thoroughly enjoyed sharing my 'expertise' with them."

Zaynah:

"A huge thank you to all the Year 11 students. They were extremely helpful and answered the questions I had so beautifully. Thank you for taking the time to help us with our questions and our decisions! I am very grateful the Year 9s were given this opportunity. I really appreciate it."



Coming soon... 1-5 March 2021

"Virtually" Book Week: The Natural World of Books

Book Week themed on our Natural world.

Featuring...



Natural History Museum's Principal Curator in Charge,
Insects & Author

Dr Gavin Broad



Durrell Wildlife Conservation Trust, CEO

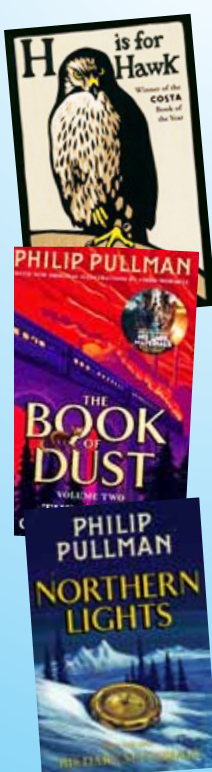
Dr Lesley Dickie



Children's Author

& Illustrator

Chris Wormell



Year 4: The Matchbox Diary



This half term, Year 4 have based their English on *The Matchbox Diary*, written by Paul Fleischman.

This inspiring book is a dialogue between a great grandfather and great granddaughter meeting for the first time. Using objects he saved in matchboxes, great grandfather is telling his

story as an Italian child immigrant to America in the early 1900s.

We have written diary entries, descriptions of the storm while crossing the Atlantic - using personification - and fact sheets about Ellis Island. Using our own matchbox diaries which we have made and filled with memories, we are writing our own versions of this book.

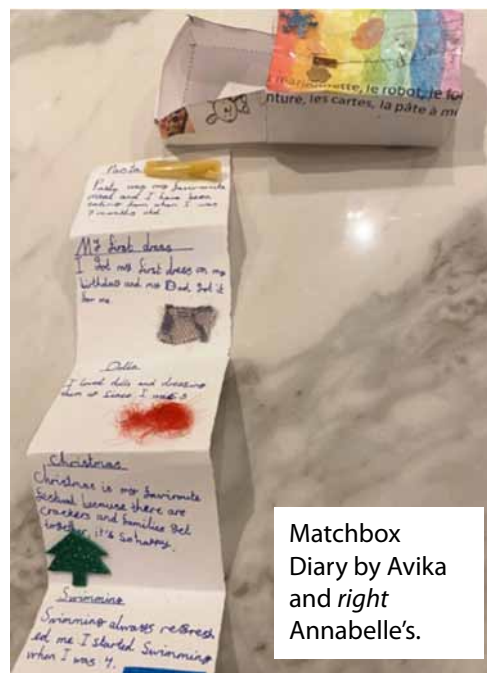
In Art, we have drawn one of our own special objects and the Statue of Liberty, which was a sign of hope for those arriving in America to start their new lives.

In English and PSHE, we have also discussed the themes of the book - including the importance of family, immigration, equality, tolerance and bravery. We have learnt about immigration to the UK, including the Windrush Generation arriving from the Caribbean between 1948 and 1971 and those currently seeking asylum due to wars in their home nations.

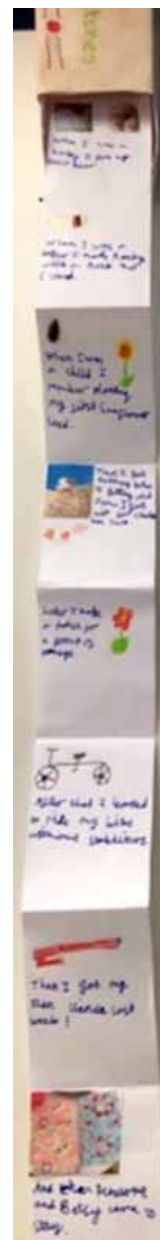
We have written our own goals for how we treat others and how we persevere in difficult situations, just like great grandfather did.

The storm was horrendous! The wild, rocky waves, rising up like desert birds of prey, were ready to attack at any time. The luminous electric lighting was sending terrifying sparks or toast us like turkey at Christmas. Furious dirty grey waves worked together to push the poor little boat over but luckily did not succeed. Up above, the rain was also up to no good. Finally, it prised open the gates and shot boards of heaven plunging onto the innocent deck below. The sea was a place of turbulence. Everywhere people were praying or throwing Saint Christopher medallions into the churning froth below. Suddenly the thunder decided to join in. I hated the ear-splitting deepening sound of it. Clinging onto the banister got dear life. I finally decided to go down to the cabins below, so I checked the pockets which held my matchboxes and with all my force threw myself against the howling wind. All of a sudden I stopped because I could feel warm 'sick' rise up my throat. With all my might I ran back to the wooden railings and threw up 'in the sea. The last thing I remembered was my splintered hands throbbing because of gripping onto the railings. Then BLACK!

The Storm by Tamalia



Matchbox Diary by Avika and right Annabelle's.



The Statue of Liberty by Annabelle



Keyala

We are reading *Demon Dentist* by David Walliams.

Can you guess the character in Tamalia's drawing?

Our Science topic has been 'Burps, Bottoms and Bile'...but more of that after half term!



Tamalia's drawing

Ellis Island

This is a small Island in New York harbour. It was the biggest immigration center in the United States, from 1892 to 1924, for about 3 million immigrants. They mainly came from eastern and southern Europe, for example: Poland, Russia and Italy.



Journey to America

When the immigrants sailed across the Atlantic Ocean the journey was very difficult. The ships were crowded with 3000 immigrants gathered in one huge area. The ships' condition was very poor, dirty and loud. People were leaving their homes owing to poverty and religious intolerance.



The Arrival

When people arrived at Ellis Island, they were greeted by the Statue of Liberty. Later, they would be taken into 'The Arriving' for the checking-in process in the Great Hall. Some officials would use a button-hook under the eyelids of the immigrants to check if they had a common eye disease called the 'trachoma'. The registration and the inspection took approximately 5 hours or sometimes longer due to the large immigrant population.



Ellis Island

By
Maryam 4J



Finally...

Those successful immigrants who passed the registration, medical inspections, 29 questions, were finally allowed to reunite with their families who were already in the US at the 'kissing post'.

Did You know?
Did you know, more than 3,500 people died at Ellis Island and 355 babies were born there!



Today

In 1976 Ellis Island became a tourist center. However, today it is part of the Statue of Liberty National Monument, that is accessible to the public only by ferry the North side of the island is the site of the main building, now a national museum of immigration.



Did You know?
The first person on Ellis Island was a 15-year-old, Irish girl called Anne Moore, who was with her 2 brothers. Now there is a statue of her, which can be seen by the tourists visiting at Ellis Island.

Detainees

Ellis Island was usually called the 'Isle of Hope,' but for those people who suffered from 'trachoma' or who were turned back, it became the 'Isle of Tears'. Sometimes some people could have been fortunate, if the doctors were unsure if they had trachoma or not. Those immigrants would then be sent to the dormitory on the third floor. Women travelling alone and children under-16 who were without parents would be sent home. More than 120,000 immigrants were sent back to their countries of origin.

Surrey Schools Virtual Cross Country

(Secondary)

Sunday **7th February** -
Monday **15th February**

Alleviate Lockdown Boredom!

Calling all Years 7 - 13'S!
Get Involved! We need your help!

#Represent #TeamCroydon

This is your chance to represent #TeamCroydon! Surrey Schools Athletics Association are running a virtual cross country competition that is FREE to enter.

Athletes are asked to run the appropriate distance for the age group/gender as listed below and can then submit their time and validate this with a link to a GPS activity file - examples of free IOS/Android apps include Strava, RunKeeper, Adidas Running & Pacer.

Distances are as follows:

Year 7	3.2km
Years 8 & 9	3.6km
Years 10 & 11	4.1km
Years 12 & 13	4.1km

Rules

- 1) Runs must not be all downhill. The finish must be either the same or a higher elevation than the start. A good tip is to map out a circular route.
- 2) Athletes can have as many attempts as they like between 7th - 15th February but should only submit their best time.
- 3) Please advise athletes to adhere to social distancing and the current government guidelines.
- 4) This is a cross country event, so the run should be completed on appropriate terrain, eg grass, woodland, off road.

Good Luck!! #TeamCroydon

Year 6 – A Tribute to Childrens Mental Health Week

To mark 'Children's Mental Health Week' 1st – 8th Feb, during last Wednesday and Thursday registrations, Year 6J spent some time discussing issues surrounding children's well-being and in particular how our lives have had to adjust during the pandemic.

"What do you think success is?" asked the boy



"To love," said the mole

They took inspiration from Charlie Mackesy's book, *The Boy, The Mole, The Fox and The Horse* which in my mind is one of the most beautifully put together books ever, full of positivity and beautiful illustrations.

Year 6J discussed some of their thoughts surrounding 'What is success?' and 'what does success look like?'

Students also thought about how things are not always as they first appear and how our mental health is very much about how we are feeling on the inside.

'Isn't it odd, we can only see our outsides but nearly everything happens on the inside'

Here are some of their own interpretations inspired by *The Boy, The Mole, The Fox and The Horse* by Charlie Mackesy.

If you haven't already read this incredibly inspirational book, I strongly suggest you do!

Mrs Solari



Right: Tia-Amelie



Ava

Year 6: Escape Room Challenge

Year 6 pupils continue to save the PE department whilst having fun with the Escape Room Challenge; building a tower to then knock down with as few pieces of 'ammunition' (socks) as possible.

Maya said:

"I really enjoyed the lesson today. It was fun and not something we would normally do."

My favourite part was running up and down our stairs. It really got me puffed out!

Here is a picture of my loo roll tower!"



Nailah's tower



Mrs Smith's tower



Kara's tower

Year 9: Escape Room Challenge

"I found the lesson fun as we were able to do different tasks that we would not always do in classes". Emily W

"Thank you very much for trying to make our PE lessons fun! I really enjoyed today as it was different and more engaging and the activities were enjoyable."

I especially enjoyed the first activity where we had to throw some things into the bin. I chucked some empty teabags!"

Zayna

"I thought the lesson today was a lot more fun than usual (no offense to previous lessons) and I think it would be nice to do these kinds of challenges every few weeks as it gets a bit repetitive doing the fitness booklet."

Zainab

"I enjoyed the lesson today although it was a bit difficult over Teams but I really liked the lesson"

Rhian

"I thoroughly enjoyed today's lesson because it was more of a collaborative and creative lesson in which we were able to work with a partner."

This was enjoyable because the activities were very distinct e.g. throw as many socks in the basket as you can and the Floor is Lava game"

Razia

"I found today's lesson very productive, it was fun to work with partners and the activities were interesting and different- it was good to do things outside of doing those same exercises every week!"



Year 9 did the escape room challenge this week. This is Phoebe working on the Room 5 challenge.

Sixth Form: Keeping Active

During lockdown, it was my goal to do at least an hour of something active each day in order to have a break from my screen and to keep up my fitnesses.

I started doing lilli sabri workouts, after which I planned my own routine including weights, abs and leg workouts to do every day. I've also really enjoyed walking, whether it be on a treadmill or outside, as well as going on go carts and bikes around my area.

In the snow, my siblings and I have been sledging and going on snowy walks and building igloos and snowmen.

I have found staying active is really beneficial for my mental health.

Sara A, Year 12



A letter from Mrs Nike



Dear all,

It was lovely to see girls from across the school using their own instruments to compose melodies and rhythms with Ms Fitzgerald. I was also very impressed with the Matchbox Diary work that Year 4 produced. What an interesting project! The Skittle art created by Year 3 was out of this world! The way the colours merge together is sensational and really dramatic.

I hope you have had a fun week of learning and I wish you a very restful half term.

I would like to thank the staff, parents and the girls for all your hard work over the last half term. Thanks to the dedication of our school community, the girls are continuing to develop as confident, connected and capable young women.

Mrs Nike

Head of Pre School & Preparatory

Marching in the Snow

Reception and Year 1 girls were set the challenge of singing the 'Marching in the Snow' song they had learnt whilst actually marching in the snow this week! Some girls sent in videos and here are Lyla and Lana marching and singing away! Well done girls.



Silver Award



Congratulations to **Tamalia** who has gained her Silver Award.

Accelerated Reader



Amanah with her 500,000 Word Accelerated Reader Certificate.

Star of the Week



Harriet, Year 2, is Star of the Week for her super problem solving in Maths.

Maths Certificates



Hiru, Year 3, has gained her Thor Certificate.

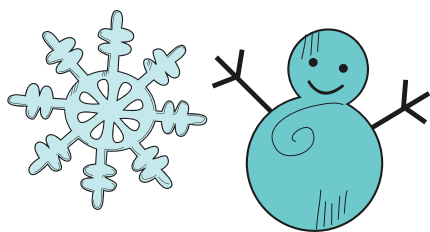


Keyala, Year 4, has gained her Thor Certificate.

More Fun in the Snow



Daisy on her way to school



Rhiannon in Year 1 and Angharad in Pre School made this snowman.



Elena and Alessio enjoying the snow.



Nia in the snow.



Aashna and Ariya's snowman



After school on Tuesday, Ms Bovey went for a walk around Croham Hurst Golf Club and look what she saw...only some deer. The second one is a fawn.

Year 3 Skittle Art

As part of their Scrumdiddlyumptious topic, Mrs Coster asked the girls to try an art activity using a packet of Skittles and water.

The girls had to arrange the Skittles in a pattern around the edge of the plate. When they were happy with their pattern they slowly poured water into the centre of the plate.

The effects were amazing!

The colours slowly leave the Skittles and create wonderful patterns. You might like to try this for yourself!



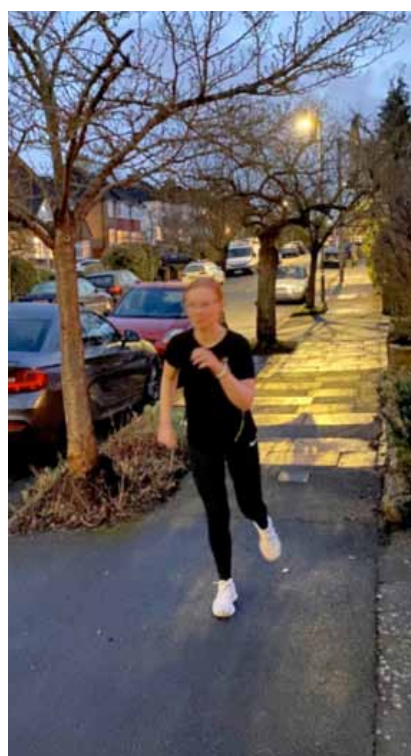
Year 11: PE

The PE department continues to encourage students to get outside whenever possible.

Here is Ingrid's dog and the snowman she made during her PE lesson.



Year 9 Keeping Active



Rosemary in Year 9 completing a 5k during her PE lesson.

Reception: Space

In Reception, we have been learning all about Space and night-time as part of our topic, 'What happens when I fall asleep?'

Katherine looked at photos from the Hubble telescope and has made her own deep space picture using paint and glitter.



Five Questions about Rocks by Kisa Year 8

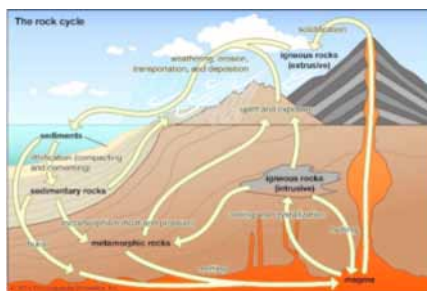
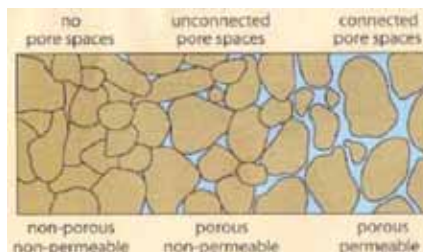
1 Which rocks are made from lava?

- a) Metamorphic
- b) Igneous
- c) Sedimentary

2 Give a definition of porous

3 What does limestone turn into when under heat and pressure?

- a) Marble
- b) Slate
- c) Granite



4 How do Igneous rock and Sedimentary rock come together to form a metamorphic rock

5 Write two or three sentences to describe Sedimentary rocks

Answers on page 20

Lockdown DofE



Despite the current restrictions, the DofE Award at Old Palace continues. Bronze, Silver and Gold Candidates

have been adapting their ideas for the Physical, Skill and Volunteering sections by doing online cookery courses, writing to elderly Care Home residents, learning a new skill at home, attending on line fitness and dance classes as well as many more other creative ideas.

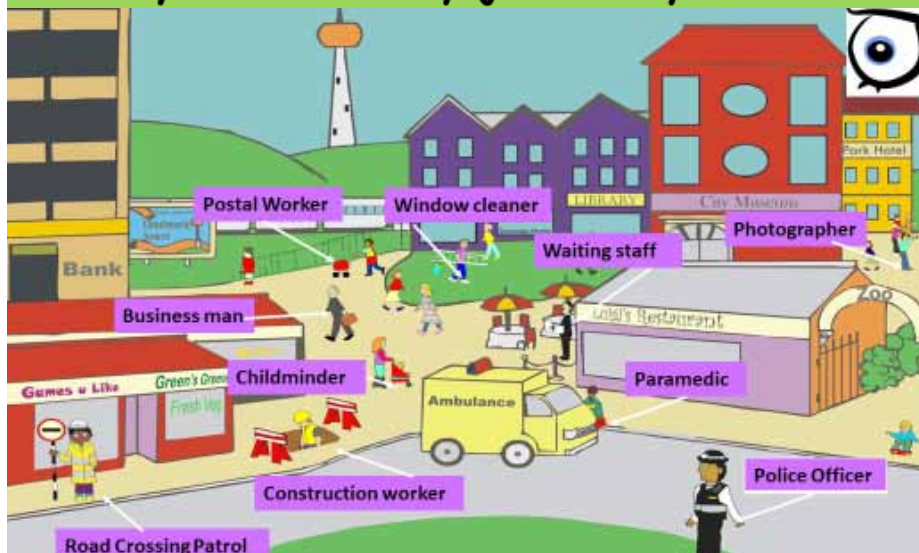
The qualities of RESILIENCE and ADAPTABILITY are certainly being used and practiced during this time, so well done to those who have embarked on their DofE award and are making headway!



Congratulations to **Keno** for completing her Volunteering Section and **Christina** for gaining her 'Achievement for All' certificate in the Bronze Duke of Edinburgh Awards.

Year 1: Learning For Life - Careers

Activity 1: How many jobs did you see?



Year 1 really enjoyed their Learning For Life lesson in which they explored possible careers.

Everyone gave an answer to which career they'd like. We have potential doctors, artists, teachers, vets, singers, dentists and even a builder in the class!

We discussed how we have to work hard in our careers and how gender expectations shouldn't limit us, especially if you want to be a builder!

Mrs Bovey

Answers to 5 Questions About Rocks on page 19

- 1 b)
- 2 Having tiny holes through which liquid or air may pass.
- 3 a)
- 4 Extreme pressure from underground, increasing temperature at depth, and a lot of time, can alter any rock type to form a metamorphic rock.
- 5 Sedimentary rocks are types of rock that are formed by deposition of minerals at the Earth's surface followed by sedimentation. Sedimentation is the collective name for the process that causes these particles to settle in place.

Maths Puzzle Fun

Answer to Maths Puzzle Fun page 10 is 6009

Last Week's Puzzle Winner

Lots of entries for last week's maths puzzle but only two correct answers, so well done to **Rosie and Princess** in Year 7.

PE Scavenger Hunt

During our PE lessons, we have been doing fun activities.

We played an activity where we had to go find something under a certain category (something blue, something broken, something beginning with S etc).

It was fun to participate in as well as seeing how our peers got creative with what they had to present. We got to run around our homes in search of our item. It was a fun way to incorporate exercise into the activity without us even realising.

Saambavee, Year 9

Year 6: Swimming

Maya has been practising her swimming stretches and body balances. She has also spent time perfecting this yoga pose.



Lockdown Cooking



Clodagh, Year 9, making Chicken Katsu Curry.

Classics Department Word of the Week 22/02/21

IMMUNITY

(medicine) Fully protective resistance against infection.
From Latin immunitas meaning 'exempt from taxes' (in = no; munus = duty)