



AROUND THE PALACE

Eid Celebrations at Prep



We've had a wonderful time this week learning about Ramadan.

continued on page 2

Dear all,

I would like to take this opportunity to say Eid Mubarak to all those families and friends in the Old Palace community who have been celebrating this week.

Students across the school have been learning about the holy month of Ramadan and the celebration of Eid and I very much hope that you enjoy the different articles and photos in this week's bulletin.

Jane Burton, Head

Eid Celebrations at Prep *continued*

This week, the whole of the Prep School was buzzing! Mrs Rehman planned a variety of exciting activities to celebrate Eid.

Children and staff dressed up in bright clothes and enjoyed a delicious 'Eid themed' lunch which included: Chicken Tikka Masala, peas pilaf and crispy samosas (to name a few). The lunch hall looked extraordinarily beautiful with decorations made by each class to recognise this important event in the Muslim calendar.

We would like to thank parents for supporting the school in marking this special festival.





Year 3 class poem to celebrate Eid

Eid is a time for celebration

It is the end of Ramadan and
we've been fasting for a month

Deciding how to celebrate this
very special time

Marvellous, marvellous Eid,
Muslim, moon and Mosque

Up and awake before the sunrise

Being grateful to our God

All merciful and all forgiving,
Allah is our Muslim God

Receiving lots of lovely gifts

Amazing bright colours to wear,
ready to celebrate with family and
friends

Knowledge from the Qur'an and
kindness to all



Ramadan and Eid at Senior School

At Senior School this week we marked the last few days of Ramadan and the approach of Eid through a really engaging assembly. Ms Khan, Sanaa and Sumaiya collaborated to devise an assembly designed to inform other students of the significance of Ramadan and how Eid al-Fitr is celebrated.

Ms Khan, Sanna and Sumaiya started by sharing what it means to be Muslim and the importance of recognising that there are many different ethnic backgrounds who share the faith of Islam. They then communicated their personal experiences of fasting during Ramadan, informing the community of the importance of fasting as one of the five pillars of Islam. By taking the audience through the changes to their normal routines, they really helped other students and staff to imagine what the last month has been like for them.

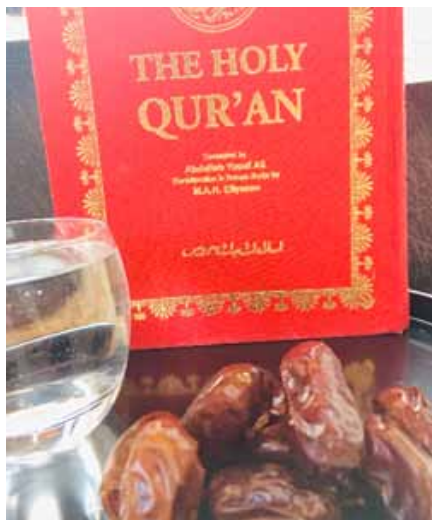
Having helped all members of the Senior School understand Ramadan, they turned their attention to the approach of Eid al-Fitr. They shared how their families and different ethnic backgrounds influence the outfits, foods and entertainment that give this key festival of celebration, unity and joy its distinct identity. They were also

very keen to highlight the increased emphasis given to donating to charity or performing charitable acts on Eid.

We are very much looking forward to seeing the photos that students are going to share with us next week of their Eid celebrations. We will be collating these photos into a montage to share in form time next week and hope to share some of these in the bulletin.

If you would like to contribute to this, please do email your photos to rkarpal@oldpalace.croydon.sch.uk I am sure that they will show the exciting diversity in our school community.

Mrs Sinclair



Dates and water that one of our Year 6 pupils used to break their fast.



One of our Year 6 students in her Eid outfit.



A henna design.

SAVE THE DATE

PTA
Summer Fair
Saturday 3rd July
12 noon - 4pm
Prep School Field
Old Palace PTA

WANTED Nearly New Uniform

We are asking for donations for the PTA Nearly New Uniform Sale.

Please drop off any donations at either the Prep or Senior School Office. Thank you.



Year 7: Learning For Life - Building Relationships



During our Learning for Life lesson, we've been discussing what healthy and unhealthy relationships look like.

This week, we used mega blocks and on each one we wrote a characteristic of a healthy relationship. For example, communication, trust, loyalty and many more. Everyone then worked together to build a bridge. The bridge that we built became unstable but was then able to balance again. This shows that in relationships with friends, cousins etc there can be rough patches but then we will be able to resolve it again.

We looked at how relationships can be broken. For example, there can be some misunderstandings, or there can be loss of trust or loyalty.

Hephzibah, Year 7



The London Leaders Award



For the past few years, Old Palace of John Whitgift has entered the Secondary Engineer London Leaders Award. This is a prestigious engineering competition that runs annually across Britain. Students have to answer the question "If I was an Engineer, what would I do?" They then have the opportunity to research engineering as well as interview an engineer from Atkins Global. This gives students an understanding of the different types of engineering that could be open to them in the future and an awareness of the career paths they could take.

In order to answer the question, students need to identify an issue that they see as a problem, (local or global) and invent a solution. They need to draw a diagram of their solution and annotate it and write a pitch letter to

convince the engineers to build their design. The Preparatory School also takes part with students in Years 3 to five all entering with their ideas and inventions.

In previous years, we have been very successful in this competition. In the London area, two Year 8 students are chosen each year as Year 8 winners from all the entries received. In 2017 we had one Year 8 winner, Vishali, who designed a watch for diabetics to measure glucose levels in the blood. In 2018 several students received Distinctions and were shortlisted and two students entries received "Judges Highly Commended".

In 2019, both Year 8 winners were Old Palace students. Patricia designed an Adrenaline Ankle and Zaynah designed a Motor Turbine. The Motor Turbine has been chosen to be made into a Prototype by the Proto team at Kingston University and is currently under construction.

Last year, we had yet another Year 8 winner, Sumaiya, with her invention of "The Athletes Menstrual Cramp

Sensor and Relief" device. Sumaiya has written a lovely article explaining what inspired her to invent this along with a picture of her design. The 2020 Year 8 shortlisted entries and the 2019 prototype can be viewed at the virtual exhibition.

This can be found using the link: <https://leadersaward.com/2020-london-gallery/>

We are waiting with anticipation to see whether Sumaiya's invention will be chosen by the Engineers to build as a prototype next year. Congratulations go to Sumaiya and Zaynah for their success.

Dr Susan Scurlock, founder and CEO of Primary Engineer Programmes said "The creativity shown by the entrants has been remarkable and I hope that the Primary Engineer and Secondary Engineer Leaders Awards will encourage young people to embrace engineering and seriously consider it as a career choice when the time arrives."

Mrs Aldred

LEADERS AWARD

IF YOU WERE AN ENGINEER WHAT WOULD YOU DO?



One morning my form tutor entered the classroom and announced that a parcel addressed to me was found in her staff pigeon hole. I was baffled by this news and so was the rest of the class. I proceeded to accept the mysterious parcel and act on the urges of my curiosity, opening it. I opened the small packaging to a cardboard Virtual Reality headset, a sheet of stickers and a flyer promoting a competition. Then of course there was the certificate which in capital letters at the bottom said 'WINNER 2020.' Now, what was I the winner of to receive such a package sent exclusively to my form tutor? Well, it was the London Leaders Award! A STEM competition that focuses on the question 'If you were an engineer, what would you do?' When my peers were asking what this "mysterious" package was about, all that could be said was that I had won the London Leaders Award.

Personally, entering that competition was a distant memory disrupted by COVID-19. I had entered it in Year 8 with the rest of my Physics class and before we knew it, we found ourselves in a lockdown. Entering the London Leaders Award had completely slipped my mind. It had all gone awfully quiet until I had that certificate sent to me. I was excited but underwhelmed, only until I saw my entry on their Virtual Gallery for the 2019-2020 competition.

'The Athlete's Menstrual Cramp Sensor and Relief' was an invention design that related to an issue I felt passionately towards. Based on personal experience and the experiences of my peers, I concluded that cramps hurt a lot! And it is even more frightful to face them when having to play sports. For some, it completely changes the way they perform when playing competitive sports. For others, it leaves them resisting participating in physical education. Women in sports are vital and if period cramps are part of the "natural" process, I felt that it was important to find a way to design something that was kind to the body, while practical and effective enough to enable ease when doing physical activity.

The logistics and illustrations of my design can be seen in the poster I created for the competition. It was enjoyable to take part in the designing and writing process; it was a chance to enhance problem-solving and analytical skills with creativity and flare.

As someone who is not anticipating a career in STEM, the London Leaders Award was a fantastic opportunity for me to widen my horizons and broaden my skillset in a different field of learning!

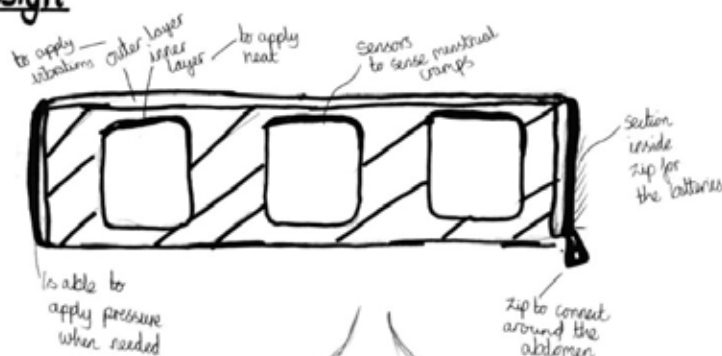
Sumaiya, Year 9

The Athlete's Menstrual Cramp Sensor & Relief

'Menstrual Cramps are painful sensations that affect many women before and during a menstrual period' (Medical News Today, 2017)

Sports is highly recommended to relieve period cramps. However, as someone who plays sports competitively and from talking to others who also, I found performance during sport can be significantly affected by menstrual cramps. Especially for teenage girls. While many females try to bear the pain, it's not as easy to deal with during sports than at home. The 'Athlete's Menstrual Cramp Sensor & Relief' is like a portable heat pad designed for physical movement around the time of menstruation. By applying either heat, pressure or vibrations on the abdomen, after sensing pain, it will prevent menstrual cramps becoming a distraction during physical exertion.

The Design



What it would look like



Year 13: Costume Week

To celebrate the end of our time at Old Palace Sixth Form – it has certainly been fun, difficult, and interesting, to say the least – the Year 13s decided to come dressed in fancy dress for an entire week of school before our final exams. The themes of the days were decided by a majority vote in the Sixth Form Common Room a few weeks prior, and much excitement ensued trying to make sure our outfits were the best they could be.

The first day of costume week was Human Characters Day on Tuesday 4th, where we all dressed up as our favourite characters from films, TV shows and books. We arrived at school to be met by Harry Potter, George and Fred Weasley, three Men in Black, Poirot, Wednesday Addams and Black Widow, to name just a few!

Wednesday was Decades Day, where the Common Room was an

amalgamation of time travellers for the day. Some of us decided to come from fairly recent decades (such as the 2000s); however, others took a different approach and came dressed in 50s attire – the 1250s, that is. Other popular decades were the 1920s, 1950s and the 1970s.

The most anticipated day was undoubtedly the Animated Characters Day on Thursday, as Disney Princesses, the Scooby Doo gang, Harley Quinn and Tigger all came together in the Common Room. Other highlights were Dora the Explorer, Mario and Luigi, Tanjiro and Zenitsu from Demon Slayer and a very inventive Sim character.

Finally, Friday was Gender Swap Day, which caused a bit of a change in attitude as well as looks for many of us. The four main ways men were represented in the Common Room were either as gangsters, mafia types,

hoodied youths or businessmen. We even had our own Boris Johnson for the day!

Costume Week was an amazing way to celebrate our time at Old Palace and served as a brief respite from thinking about our exams, which begin next week. We could all appreciate each other's creativity and the effort put into each day's outfits, and it was so exciting seeing friendship groups coordinate within the themes. We have one final 'dress up' day on Friday the 14th: where everyone will come in their old school uniform, to conclude our school days.

Overall, the week was a huge success and on behalf of all of Year 13, thank you to the Student Leadership Team who organised it, and to Mr Talleux and Ms Ford for giving us the go-ahead for it.

Emma, Year 13



Costume Week *continued*



Good News!

Instagram

Old Palace Prep is now on Instagram.

Please find us and follow!

www.instagram.com/oldpalaceofjohnwhitgiftprep



Maths Puzzle Fun

In each box, choose a sign: +, -, x, ÷ or = to make the calculation correct. You can use the same operation more than once!

10 ○ 6 = 20 ○ 5

5 ○ 28 ○ 4 ○ 2

Answer on page 16



A letter from Mrs Nike



Dear all,

We had a wonderful time this week learning about Ramadan. The girls dressed up, sang songs, made decorations and tasted some delicious food. It has been such a vibrant week full of fun, and excitement. Spirits have been high and it is such a pleasure to watch the girls enjoy the activities on offer and find out more about such a special festival.

It has also been Mental Health Awareness Week. The focus this year is 'Nature' and each class did two simple things during their form time.

Experience nature: The girls took time to walk around the field and the school grounds. They stopped and appreciated the flowers and green areas. They took a moment to celebrate what they had observed in nature.

Talk about Nature: The girls talked to others about their experiences of nature and shared ideas of new ways to connect with nature in their local area.

This weekend, why not go for a walk. Don't forget to look around you and appreciate all that nature has to offer. Clear your mind and take some deep breaths.

For more information about the impact of nature on our mental health, please follow the link below:

<https://www.mentalhealth.org.uk/campaigns/mental-health-awareness-week/why-nature>

I hope you have a fabulous weekend.

Eid Mubarak

Mrs Nike
Head of Preparatory

Year 2: Mental Health Week

On Thursday, the girls in 2J had an interesting discussion about the meaning of mental health.

Lilla told the class, *'It's very important to take care of ourselves and love ourselves.'*

The girls talked about how they could manage their feelings well. When we are feeling sad, anxious or cross we can speak to a friend or an adult or perhaps think 'happy thoughts'.

The girls enjoyed a wonderful nature walk in the sunshine at the end of the day.



Year 5: Mental Health Awareness Week



In French, Year 5 have been learning about the seasons and in today's lesson we read a book about an apple tree called "Monsieur Arbre et la petite fille" (Mr Tree and the little girl). It describes how the tree is feeling throughout the different seasons.

Weather and nature can really affect our mood, and we used the end of the lesson to go to the field and walk around being mindful and enjoying the beauty of spring. This year's theme for Mental Health Awareness is nature and the positive impact it can have on our mood and general well-being. This afternoon was a true testament to that.



Old Palace Green Team

Inspired by Blue Peter's appeal, Akshi, Amanah and Lydia from 5J made some pledges in order to make Old Palace Prep more environmentally friendly.

They formed Old Palace Green Team which now has 17 members. The Green team have been collecting plastic waste for recycling and are composting food waste. They are now entering their 3rd week of waste collection.



Year 11: Work-Related Learning and Sixth Form Introduction 2021 Programme

In its third successful year, the Year 11 Work-Related Learning and Sixth Form Introduction programme will be running from **Monday 21st June to Friday 2nd July 2021**. Partly virtual and partly in-school, the schedule will incorporate a number of opportunities for Year 11 to meet with employers, develop their employability skills and be ready to start Sixth Form in September.

We would therefore, like to reach out to you again in support this year's programme and are looking for you to participate either virtually or in-

school in one or more of the activities suggested below.

- ✓ Employer Insights to give a taste of work in different career sectors.
- ✓ Interactive Career Networking to communicate with a variety of professionals
- ✓ Targeted work-related learning sessions to develop employability skills

Over the next 4 issues, we will publish some articles from the 2020 programme sessions, to give you a taste of the activities we organised.

This week is what Year 11 gained from working with Inspiring the Future and Barclays LifeSkills.

Please email Mrs Williams at: wwilliams@oldpalace.croydon.sch.uk if you are willing and available to contribute to the programme, stating which is of interest.

Any additional ideas and/or offers of support are most welcome. Dates to be confirmed.

Mrs W Williams

Higher Education and Careers Coordinator

Possible ideas	Details (Mainly virtual)
Assessment centres	Insight on how to prepare with related assessed activities
Career Networking	Students to apply for a role as your assistant, Q&A with small groups, feedback on their presentation, then choose a winner
Career Insight	Presentation of your career pathway, current role
CV workshop	Review and update CV and offer insight into recruitment
Industry Insight	Group presentation on your career pathways/roles available
Interpersonal skills	Working with others and how to get the best from each other
Mock job interviews	Five 10 minute interviews with individual feedback
Negotiation and persuasion	Dragons den type of session with an introduction to the art of successful negotiation
Presentation skills	Work with a group to provide an insight into how to present as an individual and as a group
Subject insight	An opportunity to provide a subject-related talk
Social media-LinkedIn	Provide an overview of how social media is used in recruitment, with a view to setting up a LinkedIn account
Time management and organisation	An overview of project management and how these skills can be used to create a good work-life balance
Video interviews	Provide a practical session on how to produce a successful video interview and how to manage a 'live' interview

2020 Programme: Interactive Career Networking and Work-Related Learning



Young people aspire to be what they see around them in their everyday life but it's difficult to aspire to a future that you never see and don't know exists. Inspiring The Future shows young people exciting futures by giving them the opportunity to meet a wide range of role models doing interesting, exciting jobs to inspire and motivate them.

Inspiring the Future are an organisation who put students in touch with a variety of Career professionals. They work through an online platform to register employees who would like to inspire students by talking about their career journey and the skills and qualifications they gained. Schools then request support for their career events for these professionals to attend.

Devising an online way of working, Inspiring the Future started to offer virtual interactive Career Networking sessions to schools. We had already hosted successful webinars for Year 12 on Teams and Zoom, so were really keen to set this event up for Year 11. Using a new platform called GoToWebinar and after an initial training session, we booked two early morning slots for the work-related learning programme.

We were amazed at the smooth running of the event, hosted by two representatives from Inspiring the Future. Meeting the speakers beforehand, we were able to have a chat about Old Palace and showcase the work-related learning programme we were running.

continued on next page

In the first session we had three career professionals, Tom, a Judicial Assistant in the UK Supreme Court, Angus a Design Engineer from ARUP and Phil, a Director of Online Learning Consultancy, Spokes Education.

Holly introduced the session with a logo quiz and poll, which all Year 11 enjoyed taking part in. She added more polls later and read out the questions Year 11 asked of the panellists.

1	Do you know what you want to do as a career?
2	What route sounds most appealing to you- University-Apprenticeship-Work
3	What skill would you most like to work on?
4	How does the prospect of entering the world of work make you feel?

Answers

1	44% Yes	56% Not sure	
2	100% university		
3	Communication 40%;	Time Management/ Leadership/ Problem solving/20% each	
4	Excited 36%	Nervous 45%	Neutral 18%

In the second session we had four career professionals, so no time for the polls, though great time-keeping by the host Derrick. Although we had two from the Civil Service, they were at different stages of their career. Ahmed, a Climate Change Policy Advisor in the first year of the three-year Graduate 'fast track' programme. Will, a Cluster Manager for all the Courts in London, responsible for over 500 staff. We were also joined by Lisa, a Sales Operations Manager for GE Gas Power and Samantha, a Pharmacy Performance and Business Manager.

In both sessions the career professionals summarised their career journey, adding how they made decisions along the way and what their current job entails. Each was followed by a 5 minute slot for students to ask the professionals any questions about their career. The hosts were really impressed with the questions asked by Year 11, as were the professionals, really insightful.

It was great to have a variety of both professions, ages and routes into their respective industries, a fantastic networking opportunity for Year 11, which will continue into Sixth Form.



LifeSkills, created with Barclays, helps young people get the skills and experiences they need to enter the world of work.

Using a mix of lesson plans and interactive activities, from Barclays LifeSkills, a series of work-related based sessions were devised. These provided students with an insight into the skills and knowledge needed to be successful in the workplace

The Barclays LifeSkills website has an array of resources for students to use individually, Barclay's employees to present or teachers to use in class. These are all used to help young people prepare for the world of work.

We chose four of these areas to complement any future work placement students may obtain, either actual or virtual. The fifth session was more about how to prepare for both Sixth Form and University study in reading around their A Level subjects and finding out about the world around them.

- Recognising and building personal skills for success in the workplace
- Networking skills
- Making the most of a virtual work experience
- Interviews
- My Future: Widening my Horizons

All these sessions allowed students to offer their own views through the virtual chat box on Teams. They experienced a virtual work experience and developed their answers to a virtual work experience interview. Knowing how to network to enhance your career opportunities was discussed, alongside how to build your personal brand. Learning about all the different types of interview and when they are used, gave an insight into what to expect and how best to prepare for any future interview for work, university or school leadership roles.

All of these areas Year 11 will continue to develop in their Sixth Form Careers sessions in Year 12, as part of the Sixth Form Enrichment programme.

When asked: What did you learn from the Employer Insights, Interactive Career Networking and Work-related learning sessions?

"I learnt tips and advice that I never thought would be useful- or things that I never would have realised myself, but have really opened my eyes. I think the most important thing I've learnt though, which reoccurred through all three parts of the programme, was the importance of finding a vocation- enjoy what you do, regardless of the pressures from others, and understanding that your path to success will never be the same as someone else's."

Alison



Charlotte in Year 13 has been studying AS Dance and Gold Arts Award alongside her three other A Levels in Physiology, Theatre Studies and Classical Civilisation. This combination of AS Level Dance and Gold Arts Award provides students with the knowledge, skills and understanding necessary to access and progress to dance degree level study. Studying two different courses simultaneously provides a multitude of opportunities where students explore, expand and develop their creativity within structures that are thought provoking and demanding. The AS dance course covers a wide range of subject matter that focuses on developing students' physical, technical and expressive skills alongside the skills to choreograph, appreciate and analyse dance. Gold Arts Award develops strong leadership skills and places dance in the context of the Arts and provides the opportunity to develop many transferable skills which are essential in the work place. From the start of the next academic year Old Palace will be offering the full A Level qualification in Dance as well as the Gold Arts Award.

Exploring creativity is a key aspect of the AS course and after detailed research and improvisation, Charlotte selected

Lady Macbeth to answer the solo choreography question based on a Shakespearean character. Charlotte's solo explores the rise and fall of Lady Macbeth due to her ambitious assisted murder of Duncan in Shakespeare's Macbeth. Although Lady Macbeth is associated with madness, she is determined and defies her gender role, using her perceived female weakness to appear innocent ('Help me hence, ho!').



The structure of Charlotte's solo follows Lady Macbeth's narrative in 'Macbeth', exploring her journey from a motivated lady to victim of hallucinations and suicide. To show the character's progression, Charlotte used repeated movements that complimented the theme of the section, such as an arched back with arms suddenly pulled back to communicate her strength at the start of her story.

The choreographic structure of any dance is important for the audience to understand the journey of the intention and Charlotte decided to divide her dance into three sections that explored the main features of the character of Lady Macbeth. These were ambition, hidden guilt and madness. The movement in the first section is strong to show the strength Lady Macbeth seeks, challenging societal norms. The growing grasping gestures further show her desire to grow in any way possible, since she 'shame to wear a heart so white'. The middle section is derived from the idea of hiding, such as 'look like the innocent flower but be the serpent under it', with hands reaching out and quickly grasped back to hide her role in murder. The concluding section explores madness due to guilt, the movement is more frantic with the gesture of rubbing and scratching, gradually increasing from the hands to the torso and head to display the madness overcoming her. This links to her question 'What will these hands ne'er be clean?'

Not only has Charlotte been a dedicated Dance student with the role of Dance Prefect but she has also taken full advantage of performing opportunities both here and at Whitgift taking part in various productions throughout the years. Since joining Old Palace in Year 7 Charlotte's passion for the Arts and most notably Dance has grown, as she has now been offered conditional and unconditional offers at Chichester, Middlesex and Roehampton Universities and at a conservatoire for dance at Laban. This is a first for an Old Palace student to study Dance at degree level and we wish Charlotte every success in her course and career ambitions. Below Charlotte talks about her experience of dance in Sixth Form.

I chose to study AS dance because I had enjoyed GCSE dance, especially the performing and choreography aspects. Although it was intense, I was excited to get into the studio and create something new for my duet or my choreography piece, so studying AS dance was a natural progression from that. I also completed the Silver Arts Award at the end of Year 11 as well as Bronze Arts Award in Year 9, so I wanted to continue the exploration of current dance in the sixth form in practical ways that would be useful in the future.

I enjoy the two different dance courses I take because they branch out into the wider dance world, which differs from the more succinct approach that must be taken in GCSE. I've learnt about the social, historical, political, and economic factors that can affect how dance is performed today, which I hadn't considered before in such depth. I appreciate having this more holistic view of the dance industry because it more accurately reflects the inner workings in the creative arts.

I also like how the Gold Arts Award course allows those who take it to branch out into the current creative industry and learn about what it is like to work and be a part of it. I've done this through volunteer work, leading workshops and researching about the dance industry, which has given me a more in-depth

Sixth Form Dance *continued*

understanding of the mechanisms of the dance world firsthand. I wasn't just learning about the past dance works; I was able to get involved myself to a greater extent than I did in Silver Arts Award.

I chose to study dance at university after I started to learn about the wider world of dance with a historical and social context at the start of the AS dance course in Year 12, where I was learning about the previous works of Rambert Dance Company. I found it interesting to see how different dance works would link with each other and the events happening at the time, as well as comparing them to later or earlier works to see dance's progression. I wanted to carry on this learning through practical and theoretical methods, so I chose to study Dance at university level.

Charlotte, Year 13



Charlotte has also developed her physical and technical dance skills by attending the Satellite CAT (Centre for Advance Training) programme with The Place, London. This continued throughout the pandemic where Charlotte would take an online two hour class every week, developing her technique in contemporary and ballet styles.

If you're interested in finding out more about the audition process for the CAT schemes available at London conservatoires at Laban, Deptford or The Palace, Euston please contact Mrs Barber or Ms Khan in the Dance Department. These are intense courses that run throughout the academic year with opportunities to work with different choreographer, develop technical skills and perform in different venues.

Charlotte has worked extremely hard and even with the challenges of the past year she has grown as a dancer, person and creator, well done!

Pre School Mini Athletics

This week Pre Schools Mini Athletics PE lesson focused on the skill of jumping.

After a lively warm up session of Stuck in the Mud, children formed four groups that all tried different ways of jumping; feet together, side jump, jumping high and long jump across the river!

The side jump proved to be the most difficult, but with encouragement from Mrs Coster and practice and determination, some children perfected it and received a round of applause!



Year 4: Music and Drama

Year 4 have been using Ocean inspiration in their Music and Drama lessons to link with their topic work.

In Music, pupils have composed a class piece entitled 'Mysterious Ocean' and worked on building up layers of sound gradually whilst always playing quietly. Then girls composed their own short musical ideas to represent individual creatures from the sea.

The trombone represented a whale, a clarinet represented a shark, a xylophone represented a starfish, a glockenspiel represented an eel, a flute represented a dolphin and many more! Girls chose the creatures themselves and then chose appropriate notes to match before repeating their pattern to make a motif.

In Drama, they have been working on duologues from 'Plastic Pirates' and they have enjoyed the comedic lines although also understood the overall serious environmental message.

We have been discussing how to make sure in a duologue the two characters show their differences in their personalities through intonation/tones,

gestures, body positions and levels whilst they are acting together.

Year 4 have also very much enjoyed adding in their own lines and creating their own 'walk ons' and special endings.

Girls have been excelling themselves with their creativity and expression in Music and Drama. Well done Year 4!



Bubble Choirs

Bubble choirs have been rehearsing every week at lunchtime for Years 3 (Wednesdays), 4 (Thursdays) and 5 (Tuesdays).

Here are the Year 5 Choir rehearsing on Tuesday singing the famous anthem '*Call of Wisdom*' by Will Todd.

Please see Miss Fitzgerald if you would like to join one of the Bubble Choirs.



Year 7: Habitats for Hedgehogs

In Year 7 Science and Thinking Science lessons, students learn about how throughout history we have tried to put living things into groups. Today we know of about 2,000,000 different living things and we still use a system that was invented in the 1700s.

Mammals are animals that have hair, give birth to live young and produce milk and include sea animals like dolphins and flying mammals such as bats. There are approximately 66 British mammals. Hedgehogs are unusual as some of their hair has evolved to become spines. They grow to be up to 30 cm long and, according to hedgehog expert Dr Pat Morris, there are approximately 5000 – 7000 spines on an adult hedgehog. They roll into a tight ball when attacked.

Hedgehogs are nocturnal and hibernate in winter. Sadly, they are now on the Red List for British mammals, which means that their numbers are in decline, particularly in urban areas, and they are at risk of extinction.

2-8 May is Hedgehog Awareness Week

People are encouraged to make their gardens hedgehog friendly by, for example, creating log piles, check areas carefully before mowing or strimming, covering drains or deep holes and not using slug pellets.



Last term, one Year 8 team in their entry to the 'Ultimate STEM Challenge: A home for nature', designed a 'Hedgehog Hideaway'. By using a



hollowed-out tree trunk, fitted with solar panels, they hoped to maintain the internal temperature to suit hedgehogs and to promote insects that the hedgehogs could eat. They included a rain collector, to supply drinking water to the inside.

"We entered because we thought it would be fun to design a home for hedgehogs that could become reality. We enjoyed drawing and designing the solar powered heating system and learned how important biodiversity is. We chose hedgehogs because everyone likes them and we had the perfect place to put the home."

Harini, Prisha and Natalie, Year 8

Maths Puzzle Fun page 8 Answer

$$10 - 6 = 20 \div 5$$

$$5 = 28 \div 4 - 2$$

Maths Puzzle Fun Winner

Last week's winner was **Suruthi** in Year 7.