



# AROUND THE PALACE

Year 11 GCSE Dance



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## Stay and Play



We are pleased to announce that on **Tuesday 14 September 2021** we will be launching a free **Stay and Play** for boys and girls aged 3 months +

It will take place every **Tuesday** during term time from 9.30-11am and will be located in our school hall.

Refreshments will be available for children and parents and there will be a variety of play opportunities and crafts on offer.

Further details will be available on our website shortly.



## Year 11 GCSE Dance

As the course sadly comes to an end, the GCSE dancers have been working extremely hard on the practical components, Performance and Choreography. The practical examination involved the students performing a solo and duet in which they had to demonstrate effective use of their physical, expressive, technical and mental skills, as well as a solo piece of choreography inspired by their chosen stimulus.

Below the girls discuss their creative ideas behind their solo choreography and how they effectively used their stimulus to help structure their work.

### Temi

My dance is based on the *Spy Booth* painting by Banksy. He created it following the revelations of widespread phone tapping by western governments. My dance shows the journey of an officer who has been tasked with going undercover to carry out the invasive activity of phone tapping and successfully infiltrating someone's call.



### Varsha

My piece is based on a painting created by Banksy titled *Seasons Greetings*. My piece explores a character who is trapped in a cube. This cube represents the pressure of society when the character escapes the cube. They struggle to survive and breathe and they become consumed by ashes, which results in their death.



### Sarra

My piece is inspired by the case study of a woman named Eliza Josolyne who was admitted to Bethlem Mental Hospital in the 19th century. My original stimulus was the onomatopoeic words "whisper and thump" but I decided to develop this stimulus into a case study of someone suffering with severe mental health problems. Eliza was admitted for Melancholia and Mania from "overworking" at the time and today would be diagnosed with acute exhaustion/manic depression. The idea of "whispers" and "thumps" links with voices in her head and the exhaustion she constantly felt. She suffered severely and after slightly improving had to be readmitted for intense self-harm and was deemed incurable. I found her story moving and inspiring and was really fulfilled to be able to share her story.



### Ingrid

My piece explores the movement of water and its variety of different qualities. My stimulus was three onomatopoeic words, "trickle, crash and swish." I took time researching the properties of water and how I could replicate and develop them. I chose to connect these words with water as they represent the characteristics perfectly.





## The girls talk about their experience of Dance GCSE:

*At the start of Year 10, we were excited to embark on our journey of developing our skills as dancers. We got off to a great start as we grew closer as a group especially when we met and danced with the choreographer of one of our anthology works, James Cousins. This was an amazing highlight of dance at Old Palace as we learnt many new skills.*

*Our progress came to a grinding halt when we were faced with the pandemic and remote learning. Being a very physical subject, we were met with many challenges such as lack of space at home. We overcame these problems by staying connected and supporting each other throughout. We were able to return at the start of Year 11 and this was really exciting as we could get back into the studio space and see and work with each other again in person! Our fitness definitely had decreased but we were glad we were able to swiftly build it back up again. We all feel a great sense of pride in our resilience and have noticed such a vast improvement in our skills and confidence.*

*We are really grateful for all the support our teachers gave us both in helping us improve our dance ability, but also supporting us throughout the pandemic. These dance years were a whirlwind of emotions, but we are all so proud of ourselves and each other and will reflect on our GCSE dance years with fond memories and a smile.*



The girls have worked so hard throughout the past two years and we have thoroughly enjoyed teaching and working alongside them.

We wish you all the best for the future and hope that you successfully use your skills built upon in Dance GCSE whilst embarking on your chosen career path – whatever that may be. We wish you all the best of luck!



You may be aware that that we are currently looking for Digital Leaders for Year 7.

The Digital Leaders are a group of students who promote the use and importance of online safety and Digital Literacy.

This is a perfect opportunity for those who are interested in being involved in an important and highly responsible position, especially in areas revolving around Computer Science and Digital Skills.

*So, what sort of things does a Digital Leader do?*

Well, examples of previous Digital Leader activities include senior students teaching robot workshops at the Preparatory site; 'Computer Science at Seniors' sessions with parents teaching them coding languages like Python; Safer Internet Week, where we work together to teach online safety through lessons and assemblies at the Seniors and Preparatory site, software training sessions for parents; and being assigned to work with different subjects to help develop the VLE.

Therefore, this is definitely not an opportunity to be overlooked, as being a Digital Leader is a highly positive and enjoyable experience. It will help develop your leadership, communication and inter-personal skills, as well of course as your computer science and digital skills.

## Digital Leaders Job Description

### A Digital Leader should be:

- Enthusiastic
- Organised
- A good role model for others
- Able to work in a team and with Senior School Digital Leader
- Have good leadership skills
- Understand the importance of using the Internet safely and being digitally literate
- Able to teach others
- A committed and reliable student
- Able to help promote online safety around school.

If you are in Year 7 and think you have the qualities of being a Digital Leader, please word process a letter of application, saying why you have the qualities and the experience to be one.

Ideally, your letter should refer to the points mentioned above and it should be emailed to your Computer Science Teacher by **Thursday 27th May 2021**.

The Computer Science Dept.

## KS3 Food Technology



KS3 Food Technology is fully up and running now with Years 8 and 9 preparing and cooking some wonderful dishes.

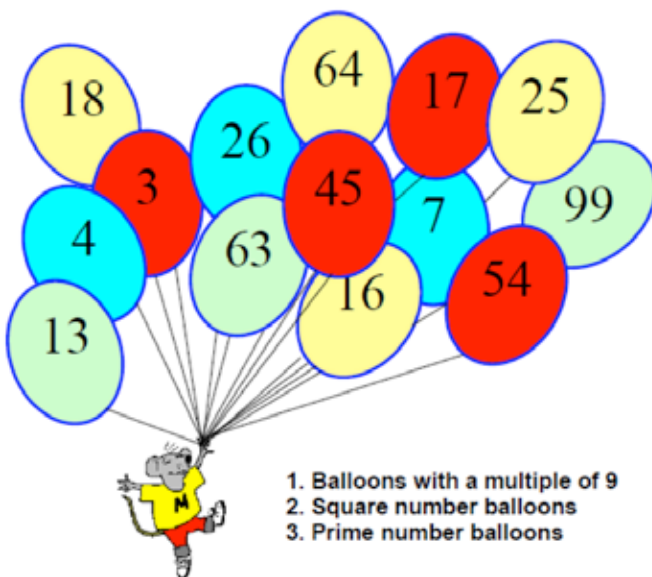
Year 8's scone-based pizzas smelled and looked absolutely delicious, whilst Year 9 students planned their own Gluten free dish or dessert which they prepped and made completely independently!

Some wonderful delights were produced!



## Maths Puzzle Fun

If a number in one of the balloons is included in the answers to the four problems below then that balloon will fly away.



1. Balloons with a multiple of 9
2. Square number balloons
3. Prime number balloons

**WHICH BALLOON IS LEFT?**

Answer on page 13

## Sports Club

It is great to see so many of the Year 7 girls, taking part in Sports Club after school. In sports club last week, the girls enjoyed a warm-up called cups and saucers before they did some pairs Cricket.



## 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 of 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

Please email Mrs Williams at: [wwilliams@oldpalace.croydon.sch.uk](mailto: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



### Technology-Siemens

A global powerhouse focusing on the areas of electrification, automation and digitalisation. One of the world's largest producers of energy-efficient, resource-saving technologies, Siemens is a leading supplier of systems for power generation and transmission as well as medical diagnosis.

One of our Employer Insights has

been provided by graduates of Siemens Mobility in central Croydon. Following on from a successful Year 9 Ava Lovelace Day visit back in October 2019, we had arranged for Year 11 to visit the offices of Siemens. The technology produced by the company was quite inspiring to Year 9, opening up an understanding of the types of jobs in this industry.

We were fortunate to have two graduates present to Year 11, Arabella who was on the company's Graduate scheme and Rob who was now in a Project Management role. With over 380,000 Employees in 200 Countries with 170 Years of Innovation, Rob

introduced the technology Siemens produce, whilst Arabella gave a brief history of the company. Leading onto innovations of the future, we had an insight into their worldwide projects from evolution in the Galapagos Islands, digital management of megacities to Artificial Intelligence, to name a few.

Both then shared their career journeys, giving useful advice and tips on university courses, university life and working in industry, as well as answering questions from students.

*continued on next page*

Arabella had studied Physics, Maths, Art and Computing in Sixth Form and then a Master's degree in Mechanical and Medical Engineering at university. In the first year, the course was quite general, whereas in the final year the project work was quite intense so you needed to pick a project you loved. Her biggest highlight was designing, building and then racing a single seater race car, competing against over one hundred universities. From this she gained transferable skills, actually seeing how your engineering skills can be put into practice, which is very useful to discuss at interviews, plus a trip to Silverstone.

Rob, now in Project Management, mentioned the Siemens apprenticeship scheme as an alternative to university. He had studied Mathematics, Further Mathematics, Economics and Physics in Sixth Form. As part of his 5 year Master's degree in Electronics & Electrical, he had a one year industrial placement in the Oil and Gas industry. He gained increased employability, learnt new skills specific to his degree, applied what he had learnt and built a network with a number of new connections, as well as a sense of direction.

Arabella then detailed the graduate application process from the online form, asking standard questions, regarding why you wanted to work at Siemens, various online tests in a gaming style, a video interview and then an Assessment Day.

## Careers in Investment-GaIN- Girls are Investors



GAIN is a community of investors, with charitable status, set

to change the lack of gender diversity in investment management, from the ground up. GAIN's purpose is to inform and inspire young women to consider a career in investment. They have a strong network of female role models, who speak in schools and universities around the UK and feature on their online channels, delivering compelling and high-impact messages on the importance of investment and the many benefits of investing as a career.



A late addition to the work-related programme came from the contact from a parent of one of our alumnae working at Mondrian Investment Partners. We were so grateful to GaIN that they could arrange this insight into Investment careers for Year 11 and to support their initiative to inspire women into the industry; more information from [www.gainuk.org](http://www.gainuk.org)

Arranged by Nicola Marshall, we were joined by Sarah Wood, an Investment Research Analyst and Jess Hsia, a Client Services Officer from Mondrian Investment Partners, a company the GaIN charity had been working with.

Jess, an American, studied Business in the USA and graduated with a degree in Economics and Entrepreneurship. In her summer breaks she gained marketing experience through internships with an Ad agency, MTV, plus a service providing Advertising and Ad campaigns. She was attracted to the Asset Management industry by her desire to bring her work experience of marketing together with her educational background in Finance.

Sarah, like Jess, wasn't sure what she wanted to do as a career when she was at school. She studied a broad range of subjects in Sixth Form and went on to university to study her favourite one, Philosophy. Whilst at university she had the opportunity to add on Psychology, resulting in a degree with a mix of humanities and science. Still not sure, she explored what she wanted her future career to look like.

Starting on a graduate scheme she spent six month secondments working in different parts of the business, ending in a client-facing role. Two years ago she moved to the research part of Mondrian, which placed her in the decision-making part of the business. Sarah works with a team of analysts investigating companies to invest in, which allows her to travel and have variety and interest in her job. Sarah explained that she works as part of a team that looks after the investments of over \$50 billion US dollars on behalf of their clients, who vary from pension funds to wealthy individuals.

Sarah then described, through her presentation, what investment actually involves, why it is important to all of us and why a career in investment could be of interest to the students. Using a poll, students were asked who to back: Facebook or Snapchat. She then showed how with an initial investment of £100, how these two have grown and which was the better investment.

Sarah recommended [www.investment2020.org.uk](http://www.investment2020.org.uk) for students to find out more about careers in investment and then Sarah and Jess then opened up the discussion to the following questions from Alison, Tolu, Riya and Nancy:

- How do you use your skills to tackle difficult clients?
- Are salaries dependent upon the outcome of a customer's portfolio or through the company?
- Is a job in investment stressful?
- How long does it take to qualify to be able to know what companies to invest in?
- What advice would you give to the UK and USA Governments in terms of investing in Global trade, based on the current Economic situation?

Asked which was their favourite Employer Insight, Alison replied:

*I would have to say the GaIN: Careers in Investment session because it was very interactive, with us doing a poll, as well as Sarah and Jessica being both honest and candid. Also though, because of its relevance to economics, a career path I'm interested in, it just seemed more interesting.*

**Alison**

## Year 2: We Love to Investigate – Will it Degrade?

Our current topic is *Coastline* – we were curious to find out what happened to materials in the sea such as plastic. We decided to observe the differences between the degradable properties of alive, dead and never been alive materials when they are placed in a jar of salty water for six weeks.

Children in 2J made a salty solution to mimic seawater then used it to half-fill six jars. They placed a different material into each jar: metal, plastic, organic matter. Every day, the children shake their jars to recreate the motion of waves and carefully observe any changes to the materials.

*'We fill out the table each week after we look carefully to see if there are any changes to the material. The dandelion and pasta are degrading but we can't see any changes in the Lego. The 2 pence coin has changed colour.'* **Marina**

At the end of the investigation, we will sieve the contents of each jar and examine what is left of the materials.





# House Swimming Galas Coming Soon



House Swimming Galas are scheduled for:  
 Year 7 Monday 24th May  
 Year 6 Tuesday 25th May  
 Year 8 Wednesday 26th May  
 Please look out for further information

## Year 13: Healthy Active Lifestyle

Year 13 also played a cricket type game in their Healthy Active Lifestyle session.

These sessions allow students to realise the importance of keeping active (we try something different each session), in terms of physical, emotional and mental health.



It is always good to see our older students getting involved, smiling, having fun and a break from academic studies!

## Cricket



Amy Gordon (a coach from Surrey Cricket) was at Seniors again last week where she introduced some students in Years 8 and 9 to hard ball fielding in Cricket.

As Cricket develops at Old Palace, some students will be ready to progress to the hard ball game. This session gave them an insight into the step up to the full format of the game – and some had sore palms afterwards! Amy explained the importance of a good catching technique and following the pathway of the incoming ball to reduce injury.

In the near future we hope to link with a local cricket club in order to have a little more space to hit 4s and 6s and to experience the game in its full format where appropriate.

More details to follow!





## A letter from Mrs Nike



Dear all,

I am really delighted with the standard of artwork that we submitted for the Royal Academy Young Artists' Summer Show. What fabulous artists we have here at Old Palace!

The Transition class braved the chilly weather this week and had a delicious picnic on the field. They had a lovely time chatting and enjoying the outdoors. It was a great way to end their topic.

Reception have been busy this week producing wonderful vehicles. When I visited the class, I was thrilled that the vehicles are not only beautifully designed and made but also have moveable parts and can be pulled along for quite some distance. You have learnt some great DT skills. Well done.

I am really fascinated by the experiment Year 2 have been conducting. It will be interested to find out what is left of the materials once the contents of the jar has been sieved out. Year 2, you are fantastic investigators. Brilliant job!

I would also like to say, well done to Elena for her running achievements. I am always astounded by the distance so many of our girls at Prep are able to run.

If you would like to run (or walk) a mile before school, please feel free to join your class on your allocated day at 8am.

Have a great weekend

**Mrs Nike**  
Head of Preparatory

## Are We There Yet?

As part of our topic, 'Are we there yet?', the girls in Reception have been very busy designing and making vehicles using junk modelling items, dowels and wheels!

Among the vehicles, we have a green Croydon tram, a racing car, an ambulance, some red London buses and a supermarket delivery van!



## Elena: Junior Parkrun



Huge congratulations to Elena, who having already received wrist bands for her half marathon (11 events) and her full marathon (22 events), has recently reached the milestone of 50 junior parkruns and was awarded her "ultra" wristband. Keep going Elena... only 50 more runs until you receive the coveted, double ultra badge (100 runs).

[www.parkrun.com](http://www.parkrun.com)

## Year 3: Certificates

Congratulations to Year 3, who have had a bumper week for certificates.



Lola, Sophia, Aanya, Hiru, Paavana, Aashna, Mya, Sofia, Arya, Elissia and Anokhi all received their Bronze award for earning 20 merits.



Aanya received her Silver award for earning 40 merits.



Safa and Arya have been awarded their pen license!



Azra and Alynna both beat Batman!

## Year 5: Mindfulness in Nature



## Athletics

The Athletics season is now in full flow and we are using the facilities at Whitgift Sports Club to enable students to showcase their athletics talents! So far students have tried sprinting, shot put and distance running in their off site lessons.

We look forward to seeing progress and improvements in performance in readiness for Year Group Sports Afternoons scheduled later in the term.



Year 10



Year 7 were very excited to travel on the school mini bus for their first ever offsite PE lesson. Athletics is a completely new event for some of the students and they were interested to learn about the different techniques involved in the activities. There were some excellent times and distances recorded so well done all!

# Young Artists' Summer Show

The Young Artists' Summer Show is an opportunity for young artists aged 5 - 19 years to exhibit their work online and on-site at the Royal Academy.

A panel of passionate and award-winning artists and arts professionals work together each year to select artworks to exhibit online and on-site at the Royal Academy.

This year all age groups at Prep have entered. The standard has been exceptional and we wish all our young artists good luck!

Here are just a few of our entries:



Amelie *Fairy beach*



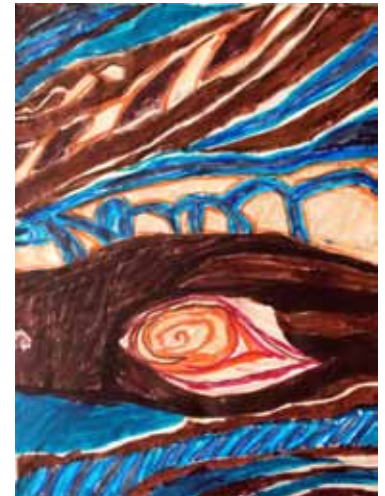
Hiru *Lavender Sway*



Rishita *Looking in the mirror*



Advika *Anne Boleyn*



Alice *Swirly Jupiter*



Rishita *Looking in the mirror*



Advika *Still life*



Year 3 *Metal man*

## Transition: Summer Picnic

Our Transition pupils are nearly at the end of their Sunshine and Sunflowers project which has been teaching them about how to care for the plants and animals in the local environment, as well as how to stay safe in the sun.

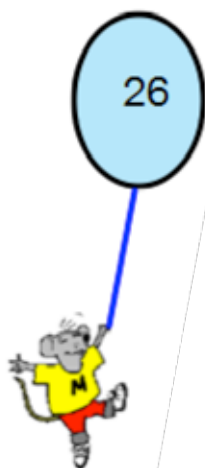
The Innovate stage took place this week when the children planned a class picnic. They thought about the food and drink they might have, what games they would like to play, what equipment they might need and how they would get to the picnic spot!

All this was preparation for a delicious picnic lunch on the school field on Tuesday! The sun was out, they had their blankets ready and our lovely chef Amma provided some tasty lunch boxes. After enjoying their food, they had fun playing *ring-a-ring o' roses* before setting off to pick daisies and listen to a story about butterflies.

After the picnic they talked about their favourite part, expressing themselves in full sentences using past, present and future tenses and describing the events using some detail.



## Maths Puzzle Fun page 4 Answer



Last week's winner was **Jessie** in Year 7

Classics Department Word of the Week 17/05/21 *Mother and baby tapir*

## UNGULATE

**Meaning:** member of a diverse clade of primarily large mammals with hooves or toes

**Etymology:** From Latin 'unguis' meaning fingernail or toenail.