

Celebration Newsletter

Friday 8th January 2021

Dear Parents/Carers,

Thank you for your support during our first week of remote learning.

All staff have worked brilliantly as a team to ensure that learning continues to be as engaging and interactive as possible. Mr Koorichh and I are very grateful for everyone's efforts and hard work. Teaching teams are very impressed with children's resilience, hard work and dedication to their learning. These are challenging circumstances yet children have shown courage and positivity.

Have a look at the ***Stars of the Week*** for all year groups below.

We hope that the timetables provided have been helpful and that your child/children are engaging positively with the daily live lessons. We will continue to monitor our remote learning offer and make necessary adaptations to meet the needs of all pupils.

Thank you for your understanding, support and patience.

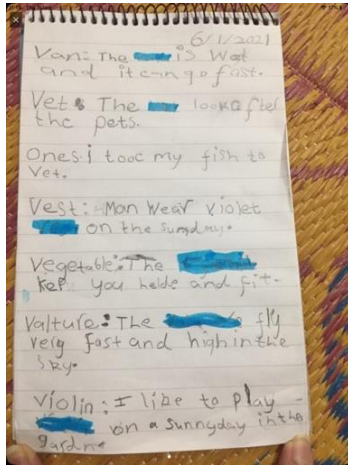
With very best wishes,

Mrs Joshi and Mr Koorichh



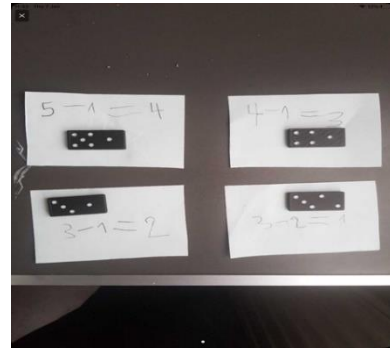
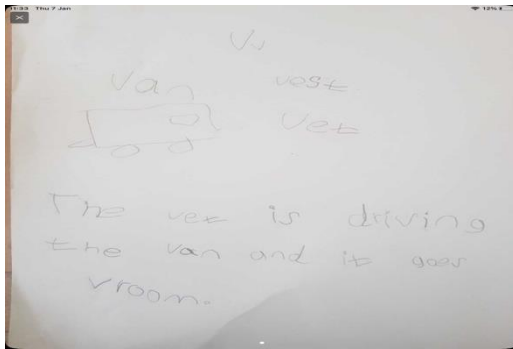
Reception BB

Darshi Patel



Darshi has completed amazing work at home and has really impressed us with her writing. Darshi remembered to use her capital letters, finger spaces and full stops in her sentences. We were particularly impressed with Darshi having her own idea to create the world using a cereal box. Very creative! Well done Darshi.

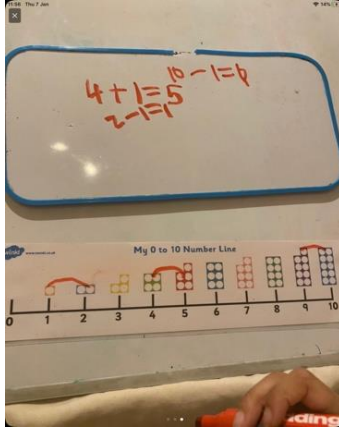
Nik Raghavani



Nik has produced some wonderful writing at home with a little support. Using the letter V, Nik came up with words that started with it then wrote a sentence. Nik thought of the idea to help with one less by using dominoes; he then wrote out the number sentence which we were very impressed with. Good effort Nik.

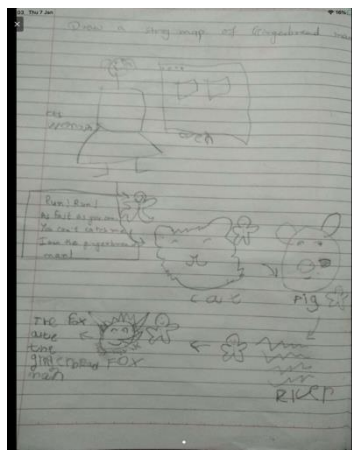
Reception LL

Manas Varsani



Manas has worked very hard at home. Using the letter v, Manas came up with some words then created a sentence using one of the words. Manas did some excellent independent maths using a number line to work out one more and one less of a number; he then wrote the number sentences. Lovely work Manas keep it up.

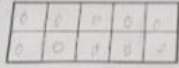

Nikunj Pandya





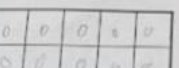
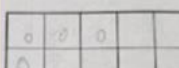
Nikunj has really impressed us with all his work at home. Using a number line Nikunj was able to work out one more and one less of a number and then create number sentences. With a little support Nikunj created a story board with our focus story 'The Gingerbread Man' and drew some lovely pictures. Well done Nikunj.


Year 1 TT


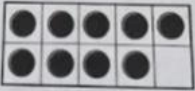
2 Draw counters to show 14 in three different ways.

a)  

b)  

c)  

3 I have made the number 19 

Has Teddy made the number 19?

Well done Khian for your amazing enthusiasm and learning on Google Classroom!

You have shown accurate and clear representation in Maths.

1TT

 **Star** 
of the week

award is presented to
Aashi

For _____

her enthusiasm and participation in our zoom lessons and staying focus.

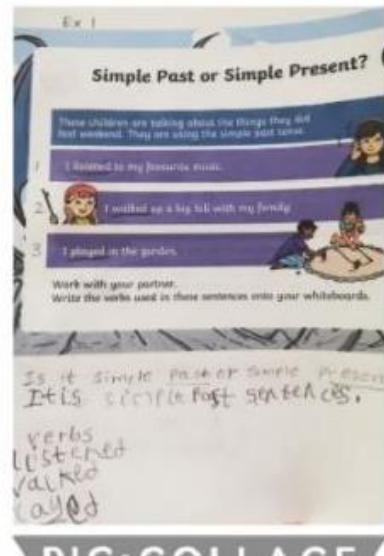
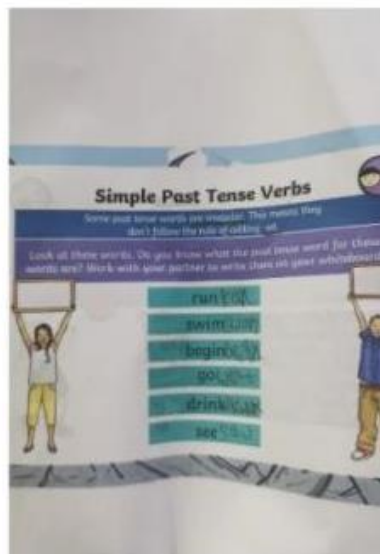
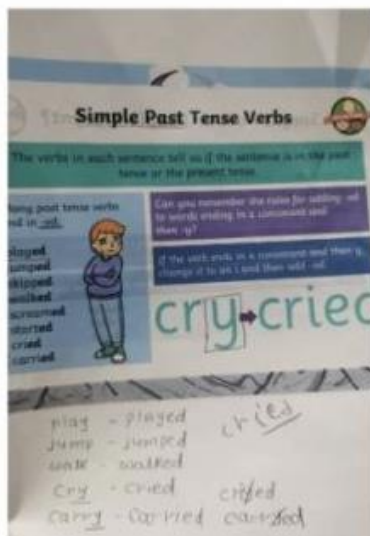
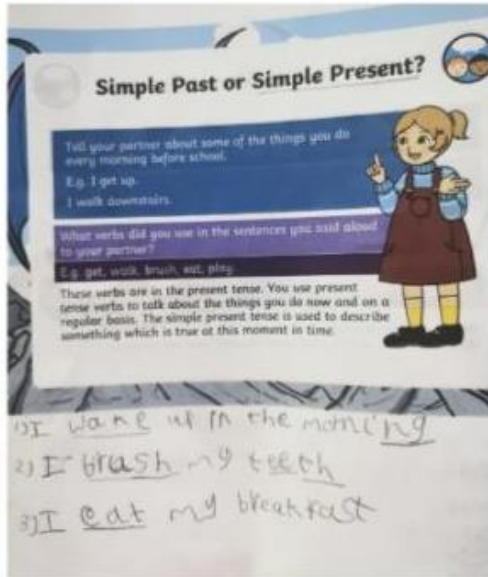
Signed: ~~Mrs Peshawaria~~ _____ Date: . 08.01.21

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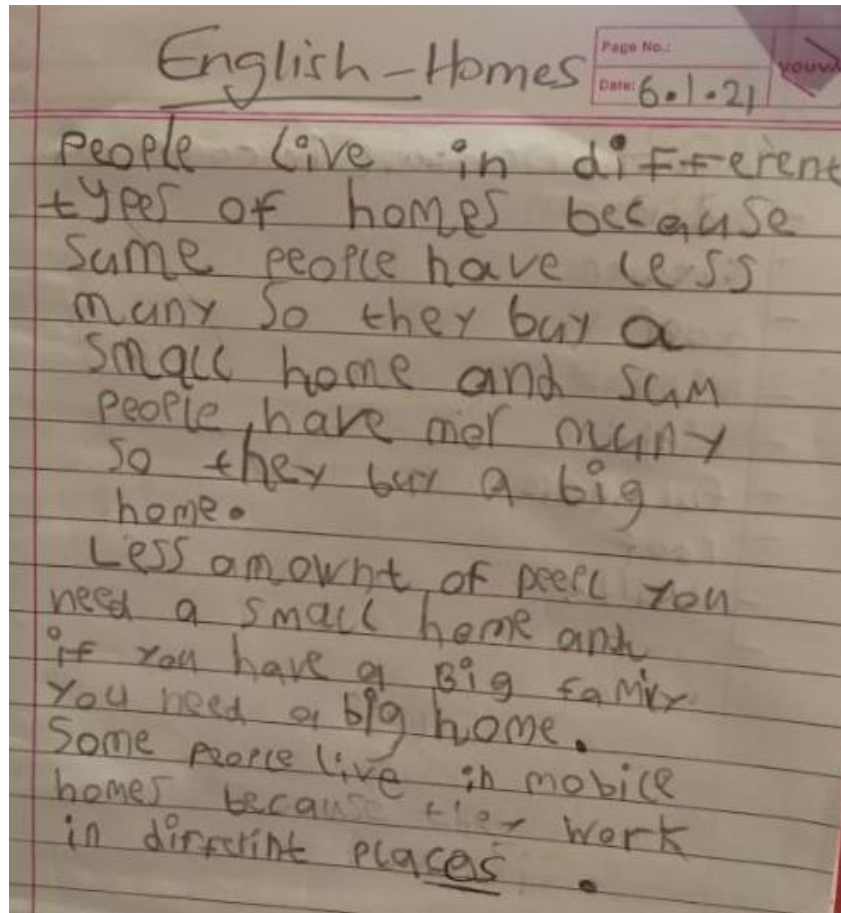


Year 1 DD

Yashvi for showing a great understanding of past and present tense.



Aarav for showing great reasoning in his Topic work about different types of homes.



Year 2 PP

Kavya and Anik for writing excellent predictions and using their inference skills when thinking about the front cover of our half termly key text.



You are going to make predictions based on the picture above - this picture is from our new key text this half term. Remember a prediction is a sensible guess based on the information you have!

1.) I think the boy is running away from the fire because he does not want the books to get burned in the fire.

2.) I think he will go to his friend's house because he wants to keep the books safe there.

3.) I think the background is yellow because there is fire in the building.

4.) I think he is going to his mum and dad to give the books.

Year 2 FF

Krishna and Jaisun for writing excellent predictions and using their inference skills when thinking about the front cover of our half termly key text.



You are going to make predictions based on the picture above - this picture is from our new key text this half term. Remember a prediction is a sensible guess based on the information you have!

write down your answers in full sentences below.

The boy is running away from the fire.
 I think the boy is going to take the letters to safety.
 In the background there are buildings and fire.
 The boy is holding letters because they are important to him
 and he doesn't want them to burn in the fire. The boy is
 going to safety.
 the rat is running away with the boy because the rat
 doesn't want to get burnt in the fire.

I think the boy is running from the fire
 but he needs to give someone a letter.
 I think the boy is going to someone's house.
 The background looks like fire because
 it is yellow and orange like fire and the
 boy is freaking out.
 I think the boy is holding a pack of letters
 that he was going to deliver to the
 house which is on fire but now he is saving
 the letters from getting burnt.
 The rat is running away because he is also
 scared of the fire.

Year 3 KK

Amaiya has persevered in her remote learning and worked independently in most subjects, especially maths.

Challenge 1-2

- There are 5 bags of apples.
 there are 8 apples in each bag.
 There are 40 apples in total.
- There are 3 equal groups with 8 in each group.
 There are 40 donuts in total.

3. $3 \times 3 = 9$ $3 \times 8 = 24$
 $8 \times 8 = 64$ $2 \times 8 = 16$

Challenge 2

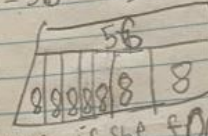
1. $3 \times 8 = 24$ it's different how 8×3 is
 different than 3×8 and
 their both equalled to
 24.

2. $8 \times 7 = 56$

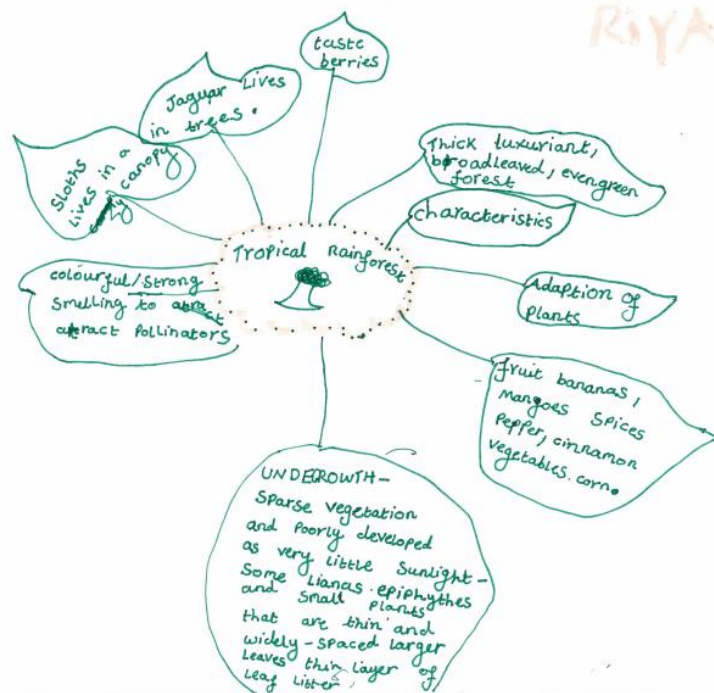
3. $3 \times 8 = 24$

4. $4 \times 8 = 32$ 8 lots of 8 = 64 $8 \times 5 = 40$ $8 \times 11 = 88$

Challenge 3

- $8 \times 7 = 56$ yes because:

- The mistake is she forgot 1 more 8.
- yes he has brought enough because
 there's 5 extra.

Riyana has used excellent vocabulary in her mind map of the rainforest while learning about the story – 'The Great Kapok Tree'. She also made a fabulous prediction based on the cover page of the story.



Prediction

I predict The great kapok tree will be about a rainforest with a man chopping trees down. now they man goes to sleep and then a miricale happens. The miracle is he cut the kapok tree and is shoots up again.

Year 3 GG

Reece and Hrithika have shown a fantastic attitude to learning this week. They both showed excellent work presentation and retrieval skills while using a non-fiction text. Well done both, keep it up!

• Non-fiction, because it's about the truth

- With the green dots/trees.
- Hot and humid.
- wild animals; insects - butterflies snakes

Experiences

- humid
- dangerous animals
- trees

Rainforest

Different rainforest

- Amazon (S. America)
- Congo (Africa)
- Tongass National (N. America)
- Valdivian Temperate (S. America)

Describing rainforest

- Today's rainforest
- extent of rainforest
- humid
- tropical rainforest

Rainforest animals

- tree frog
- three-toed sloth
- urania butterfly
- cock of the rock
- toucan
- emerald tree boa
- tree porcupine
- jaguar

New vocabulary


- Temperature humid
- Understory
- Rainforest
- Canopy
- Amazon
- Non fiction
- map
- Equator
- Ana Animals

Rainforest is a jungle
wild, trees, insects,
waterfalls, tropical birds
mosquitoes, caiman - crocodile
gorilla, frogs.

Hrithika

Reece

Rainforest Homework Reece Patel



New vocabulary

Canopy
Understory
Middle layer
Emergents
Shrub layer
Herb layer

Rainforest animals

Anteater	Toucan	Emerald tree boa	Parrot Macaw	Tree Frog	Coati	Three toed sloth
Urania Butterfly	Cock of the Rock	Tree Porcupine	Tapir	Vindula Arsinoe Butterfly	Hoatzin	Amazonia n Katydid
Poison arrow frog	Squirrel Monkey	Jaguar	Moustached Tamarin	Iguana	Kinkajou	Ocelot
Chestnut capped Puffbird	Parakeet	Chestnut capped	Red legged honey creeper			

Different rainforest

- Amazon Rainforest (South America)
- Congo Rainforest (Africa)
- Valdivian Temperate Rainforest (South America)
- Daintree Rainforest (Australia)
- Southeast Asian Rainforest (Asia)
- Tongass National Forest (North America)

Describing rainforest

- Rainforests are very dense, warm, and wet forests.
- They are called rainforests because they get 100 inches (254 centimetres) of rain per year.
- Also they produce most of the Earth's oxygen e.g. Amazon Forest produces 20% of the world's Oxygen.

There are 2 types of Rainforests.

Tropical rainforests (found close to the Equator and the temperature is warmer and wet)

Temperate rainforests found along coasts in the temperate zone. They have one long wet winter/spring, and a dry foggy summer.

- Nearly 30 million species of plants and animals live in tropical rainforests

My Experience

I often go to Epping Forest with my family, I've seen lots of huge types of trees growing close together. Also I've seen many different fascinating species of wildlife I would not see in my garden.

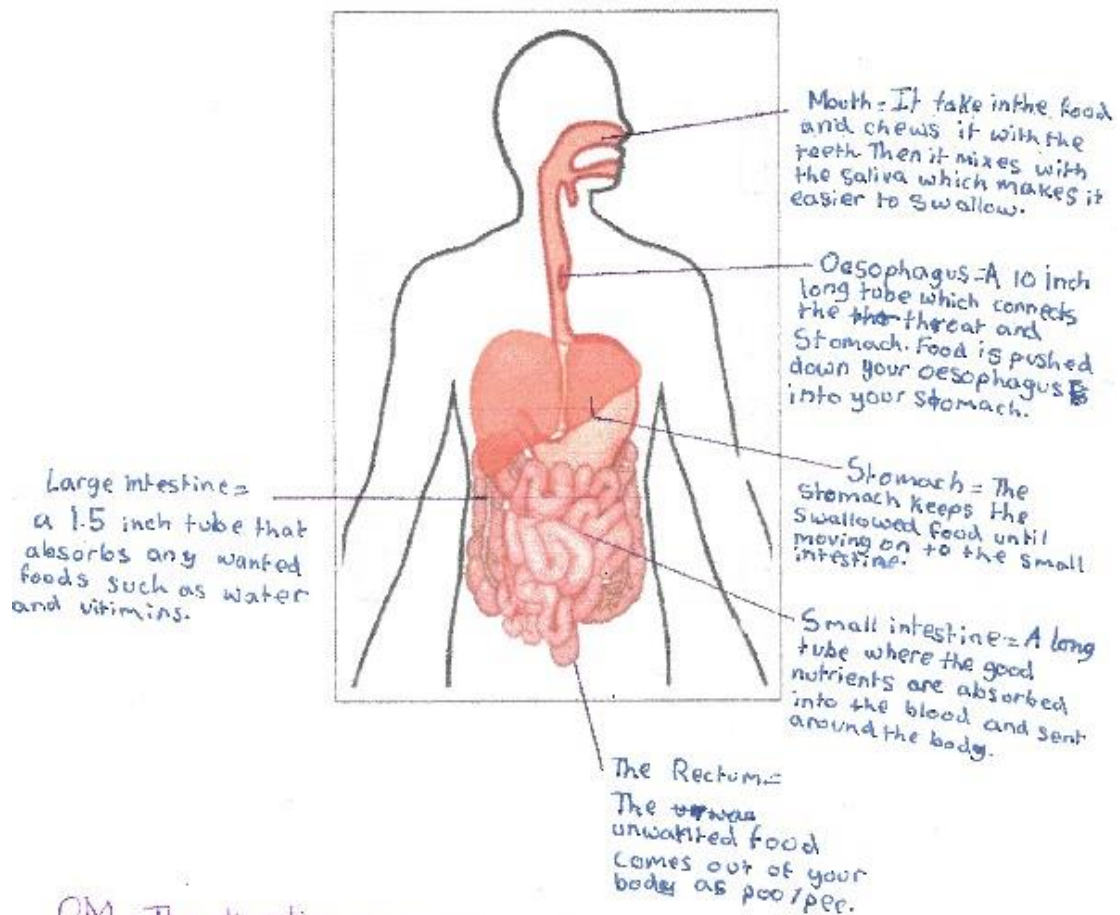
Year 4 RR

Krishna Natha for following instructions clearly, which was to label the diagram of the digestive system and annotate the labels. She also completed the OM afterwards and responded to the traffic light system to assess her work. Although we are all getting used to this new way of learning, her work was a great example of how it could be done. Keep it up!

LO: To describe the simple functions of the basic parts of the digestive system in humans.

SC: I can explain what the digestive system is used for.

I can label the basic parts of the digestive system and describe them.



OM - The digestive system is a Proccess where food is used to make energy.

I completed the task with no support and I under stand. I am ready for a challenge.

Saanvi Patel

For completing her Topic work to an excellent level, with clear, logical and detailed explanations. She has also participated well in all zoom lessons and shows enthusiasm to learn. Keep it up!

Tuesday 5 January 2021 Topic: (Medieval)

1. To discover who Anglo Saxons were.

1 Starter:

History periods I can remember:

- Egyptian • World war (1 & 2) • Modern Britain
- Ice age • Great Fire of London • Romans and Britain
- Stone age • Vikings • Anglo Saxons
- The Industrial • Mesozoic Era • Bronze age

2 Starter:

What was there before? What language did they speak? What language did they speak? I want to know who they were? What was their food? What was their staple food? What was their staple food?

Task 2: (main task) Events in chronological order

1066 AD Battle of Hastings - Norman rule	899 AD King Alfred died	886 AD Vikings and Alfred divide England
867-878 AD Series of big viking victories	793 AD Viking land on Lindisfarne	789 AD First recorded viking attack
731 AD Bede finishes his history of England	633 AD Lindisfarne monastery built	616 AD First Christian English king
597 AD Augustine comes to spread	459 AD Angles and Saxons invade	432 AD St. Patrick arrives in Ireland
410 AD Roman rule in Britain ends		

Biggest 1066 AD
Smallest 410 AD

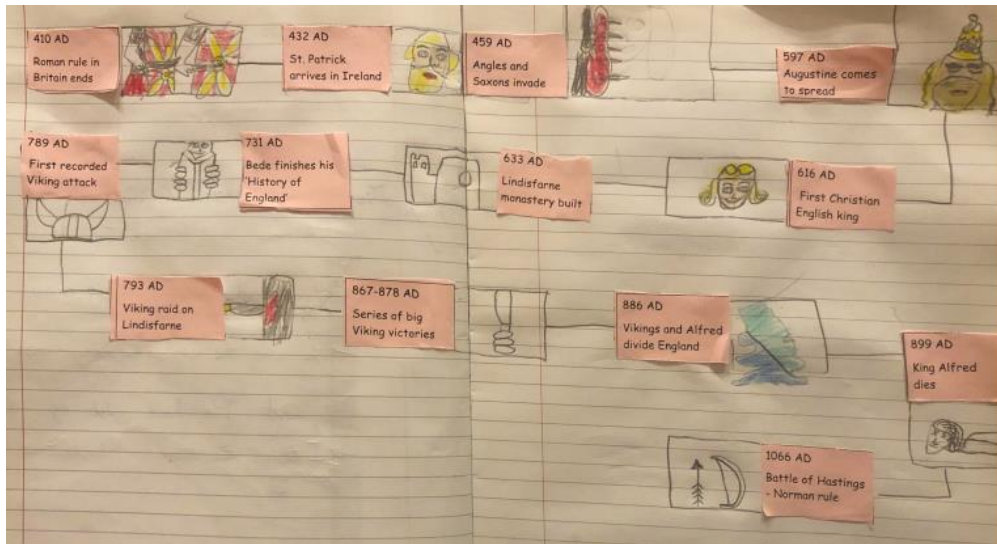
Task 1: Time line of history: Biggest to Smallest

1) Mesozoic Era Because Dinosaurs died 65 million years ago when we were not alive.	2) Stone age Because that how human life started.	3) Bronze Age Because Stone age used stone to find bronze.
4) Romans and Britain Because Romans and Britain were in 43-410 AD and Bronze age lived from 3300-1200 BCE.	5) Anglo Saxons Because Romans were in 43-410 AD and Anglo Saxons were 410-1066 AD.	6) Vikings Because Vikings were in 1066-1066 AD and Anglo Saxons were 410-1066.
7) Great Fire of London Because great fire lasted 2-3 Sep 1666 - 17 and Vikings lasted 1050s-1066 AD	8) The Industrial Revolution Because Industrial lasted mid 18th century - 1830 while the great fire of London was in 2-3 Sep 1666.	9) Modern Britain Because right now we are in modern Britain.

Year 4 HH

Sanjana

In this topic lesson, we were learning about the Anglo Saxons, who they were, where they came from, and some of their beliefs (which we briefly talked about). Their task was to create a timeline by organising key events in chronological order which they have all done splendidly! Sanjana went one step forward and created a drawing of one of the Anglo Saxons' Pagan Gods, Worden - the god of war!



Year 5 SS

Rohan for 100% attendance of zoom lessons, his enthusiasm and contributions during the lessons and producing work to a consistently high standard.

Year 5 JJ

Lalita Bhimjiyani

Lalita recited the morning invocations confidently with translation. I am really impressed that she sang these prayers in front of the whole class from memory as there was nothing on the screen for reference. She showed the virtue of courage and confidence. I am proud of you Lalita!



Aashi Varsani

Year 5 were assigned the task of researching about natural resources and given a deadline of a week. Whilst Aashi has not completed her final presentation, she has risen to the challenge by including some rhetorical questions about the choices we make as humans in relation to natural resources. We cannot wait to see the final presentation next week.

Natural Resources

Natural resources are all around us. They help us in many different ways. Water helps us keep hydrated, oil makes fuel for the cars, wheat is an ingredient used in bread and many more. Natural resources also include barley, clay, gas, coal, timber, water, air, soils, sun, wind, trees, plants and animals. There are two types of natural resources which are called renewable and non-renewable. Renewable resources are resources that can be used again and again. Non-renewable resources are resources that you can not use over and over again when you use it once it is gone. There are non-renewable natural resources such as oils, coal and natural gases. Some resources are renewable like timber, wind energy, solar energy, trees and plants. Believe it or not, it is by using these natural resources that the economy grows and develops. When the non-renewable resources are used they are gone for good. But that doesn't mean that non-renewable resources are not important. Oils for example are non-renewable resources but we use them for many other things such as fuel for the transports. What do you think? Sometimes us humans can be selfish and we do not think about what harm we are causing to the planet. We think about making more phones and tablets. But what about the insects the animals, mother earth. We can do things with natural resources too. I think it is time that we start thinking about what we are doing and save the earth. We can accomplish this by taking care of our plants, growing trees in your garden, picking up litter and reusing things where we can like empty water bottles and cans. We must do our best to take care of mother nature.

Year 600

Janki Patel

Around my surroundings, I glanced upon the door and sat dug in the ground. Its hinges were full of rust and algae making the atmosphere stink like dozens of rotten pears. As I would go close, my nose would twitch as the smell travelled through, seconds after seconds the smell became even worse. The red door had scars everywhere as if it was present at a battle. There were two hatch locks just like there were in the olden times. A big dent without any red paint was carved between the two locks. As the wind gushed through the cracks of the door, it made a whistling sound as well as the stopper rattled as if the woodpecker was pecking.

The door was rectangular and had an unstable and putrid smelling carve over its head. The door has cracks that allows the light to transmit. Outside the carve over the door, there were walls also full of dust and algae. If I were to touch it my hand would stay green for a couple of days.

As I walked forward to open the lock, my hands trembled and my lips quivered by the smell and look. A scream was heard from inside, it was as if someone was trapped inside. The mahogany coloured door - which was made of wood - was slightly open which let me see what was going on. Following on, nothing came to sight. The door looked as if it was situated in a castle due to the fact that it had two locks and stones surrounding it.

I wonder what is happening - are these the doors to hell or heaven?

By Janki Patel (600)



Syum Shah



A certificate titled "Star of the week" with a blue and white striped border. The title is in large, colorful letters. Below the title, it says "award is presented to". The name "Syum Shah" is written in red, and the number "600" is written in blue. Below this, there is a line for "For". The text "For showing a positive attitude, self-discipline and good organization skills during our first week of virtual learning." is written in blue. Below this, there is a line for "Signed: w chavhunduka" and a line for "Date:08.01.20". A large yellow star with the text "Well Done!" is in the bottom right corner. A small cartoon dog is in the bottom left corner.

Star
of the week
award is presented to

Syum Shah 600

For

For showing a positive attitude, self-discipline and good organization skills during our first week of virtual learning.

Signed: w chavhunduka Date:08.01.20

Well Done!

Year 6 CC

Paarav Shah

As the old man left her front door, she thought long and hard about what he had said, "Follow the glowstone dust trail at witches' hour." It was most intriguing, and a little bit spooky, that he had called it 'witches' hour'- why not midnight? Why not twelve o' clock? - she thought to herself. With great vigour, he had mentioned not to step out of the path otherwise her life would be on the line. He was a rather short, skinny individual with a thin robe, spotted with tea stains, almost likened to a 'skelly' in a cloak. An aura of gloom surrounded this individual, right from when he firmly pressed her doorbell - with what appeared to be a blood - drenched stick.

As he awkwardly left, she thought she caught a glimpse of him flying away on a broomstick, which on it read the words 'Coronavus-19', whilst drinking out of a labelled 'Potions' bottle, and then

*disappearing
was still. It
atmosphere
Suddenly, an
began drifting
breeze floating
kitchen
weirdest thing
the magic of
individual
there! Right in*



*swiftly but visibly,
into thin air. It
was cold. The
was tense.
eery kind of spell
in the slight
through the
window. The
to Holly was that
this disappearing
happened right
the middle of the*

air – three foot in front of her very own two eyes - as clear as day. She fainted from the fact that she saw a ghoulish figure materializing in the distance, right behind the broomstick.

Could this be a dream???

Is the old man really a witch in disguise... working with what appeared to be a ghoul.

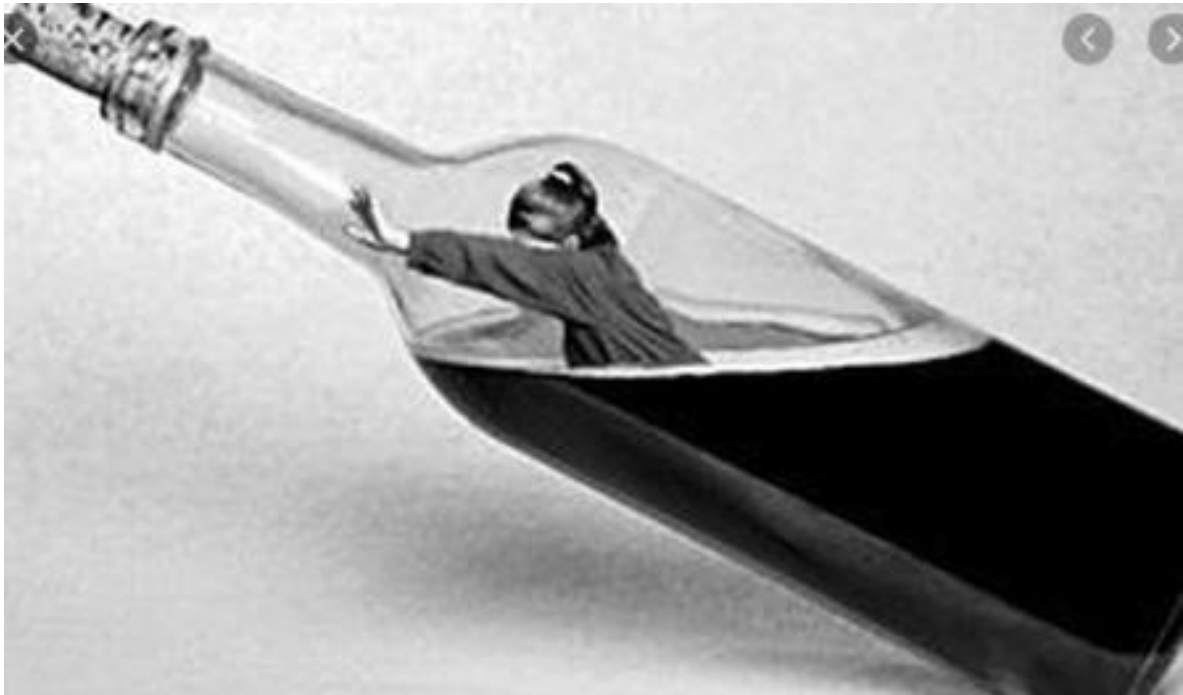
Are spirits actually real...?

Are the lands of Ghost Town really haunted...?

This week, year 6 have been using a picture as a writing prompt for descriptive writing. Paraav chose the image above and generated a deeply engaging description about it. He had taken pride in adding a greater level of writing techniques. In particular, Paraav took on board the suggestions shared during our live editing and improving lesson, and made changes to his writing that took it to another level. I am thoroughly impressed with this effort. Keep it up!

Arya Gadhia

Girl in a bottle



I lay on the dusty ground still and speechless, my surroundings were tranquil, the wind was calmly blowing on my face and the bright neon yellow buttercups danced and toppled amongst each other. I woke up and breathed heftily. Where was I?... In the distance I saw a huge machine with steam pumping out of it every second, a small shiver ran down my spine. Subsequently at a leisurely pace, I carefully towards it and raised my pinkie finger to touch it, then quickly put my little finger back in its place because I knew something on this machine was going to hurt me. Then it hoofed its pipes at me and then I knew I had to touch it; the machine calmed down (it was almost like it was talking to me). Like a frozen icicle, I touched it with my hand shaking with anxiety. Firstly, it didn't do anything to me, but then... I SHRUNK! Most importantly, how would I get home? Then the majestic, awe-inspiring rise of the sun went on my eyes -with ink going through it- I landed with a big oomph! onto the bottom of the bottle. I floated and was soaked and dressed in ink! I shouted and called loudly 'help' a few times and it still didn't work because I was tiny like an ant. OH NO!

By Arya Gadhia 6CC.

This week, year 6 have been using a picture as a writing prompt for descriptive writing. Arya chose the image above and worked extremely hard, using the ideas shared in our live lessons, to generate a brilliant descriptive paragraph. Her use of cohesion, fronted adverbials, powerful vocabulary and varied punctuation showcased outstanding year 6 level writing! I am thoroughly impressed with this effort. Keep it up!