



# CELEBRATION NEWSLETTER

Friday 15<sup>th</sup> January 2021

Dear Parents/Carers,

This week we are not only celebrating our Stars of the Week but also announcing a special award that was given to a child in Year 3. We are very pleased to share that Vaani Patel (3GG) was awarded **Winner of the Kids Gita Competition!** We are very proud of you Vaani.

In this week's newsletter, you will find brilliant learning across all areas of the curriculum, with a special focus on writing! From using alliteration in sentence writing in EYFS, to chronologically sequencing stories in Year 2, story mapping in Year 3 and 5, creating job adverts in Year 4, you will see that the children have developed a variety of key English skills. Writing, however, is not all that we celebrate this week. Children in Year 5 learnt about Newton's three Laws of Motion and had to predict the best type of road surface for a bike using scientific vocabulary. We would also like to draw your attention to a creative live English lesson with close links to Art and D&T that took place in Year 1. Children moved from their desks to their kitchens to create their very own fruit monsters inspired by the work of artist Giuseppe Arcimboldo! Teachers are making a real effort to make learning as inspiring, engaging and fun as possible whilst continuing to ensure that the National Curriculum is delivered effectively.

We hope that you will enjoy looking at children's excellent efforts just as much as we did!

Sincerely,

Mrs Joshi and Mr Koorichh

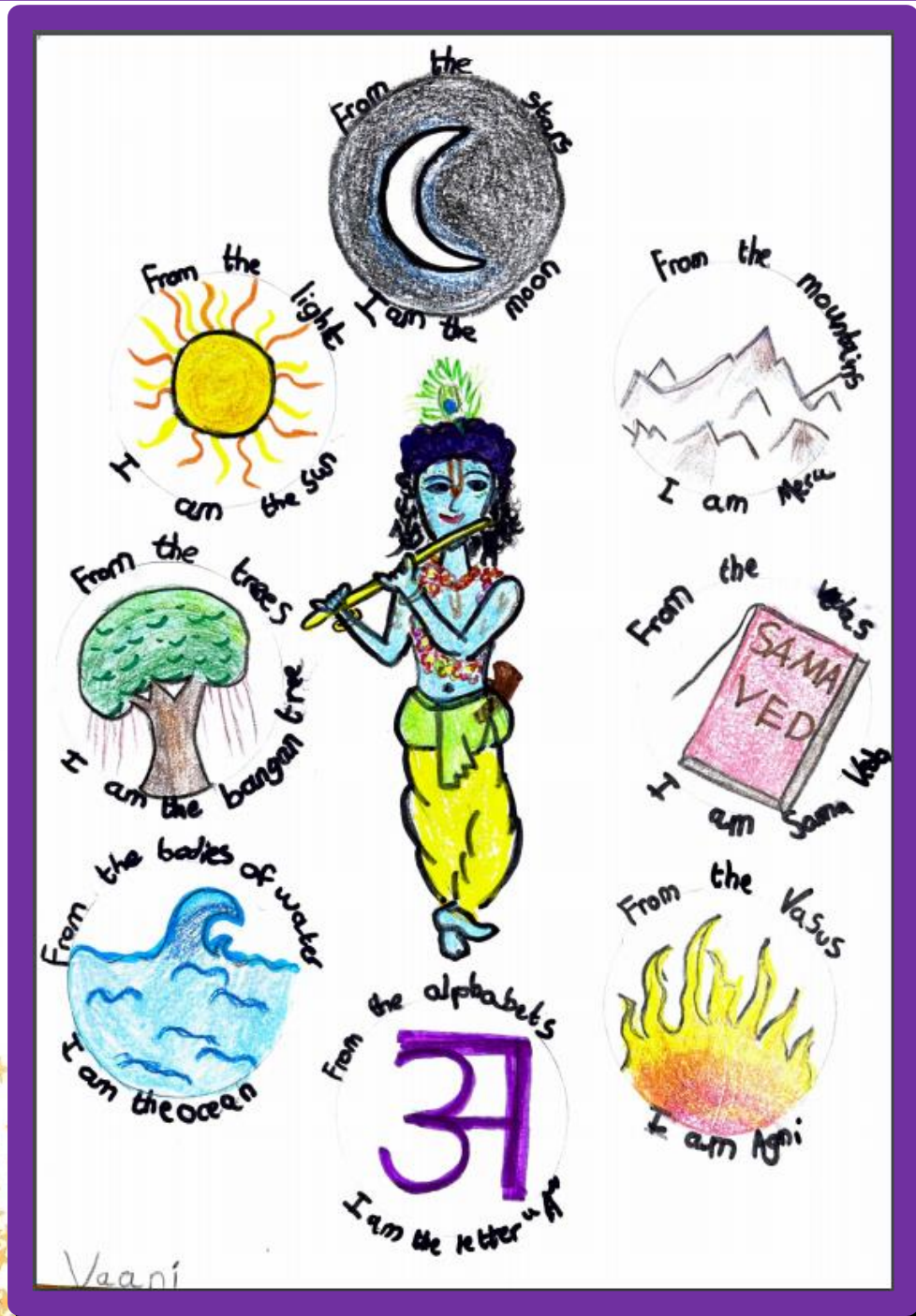


**AVANTI HOUSE**  
Excellence · Virtue · Devotion



**Vaani Patel – Year 3 GG**

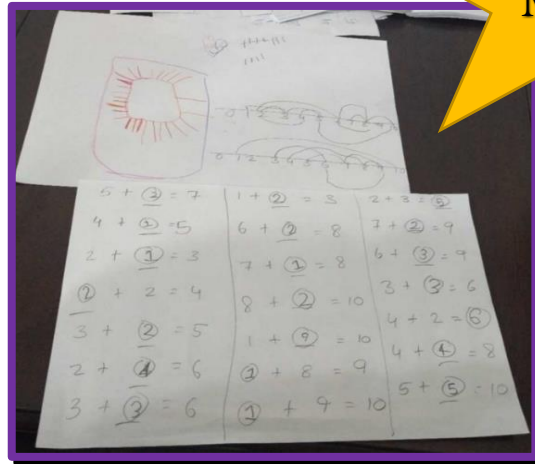
**Winner of Kids Gita Competition**



## Reception Busy Bees

Myra

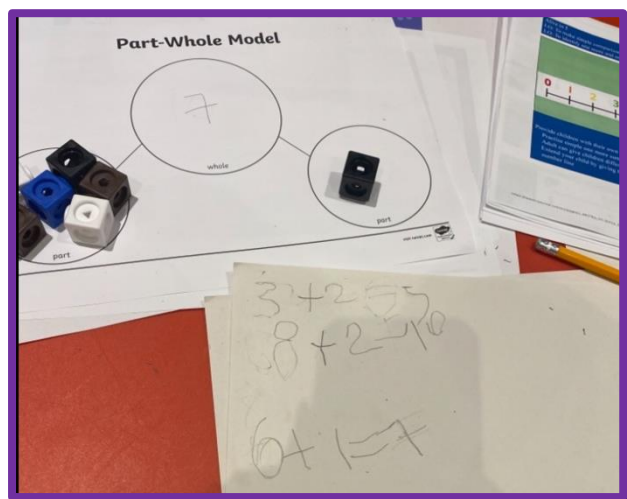
myra 11/12/21  
The boy eats apples.  
Where are the toys  
They are in the box.  
We are in the yard.  
They are young nurses.  
My mum and dad give  
yogurt and taste your  
yummy.



**Myra** has created a wonderful piece of writing using a variety of sentence types independently. She has also used alliteration using the 'y' sound. Her maths is just as brilliant, Myra used a number line to show her working out and created her own number sentences, using the number line to help her. Well done Myra.

Xavier

2-19 2-29  
my jumper has  
2-19 2-29 on  
it.  
~~~~~  
~~~~~



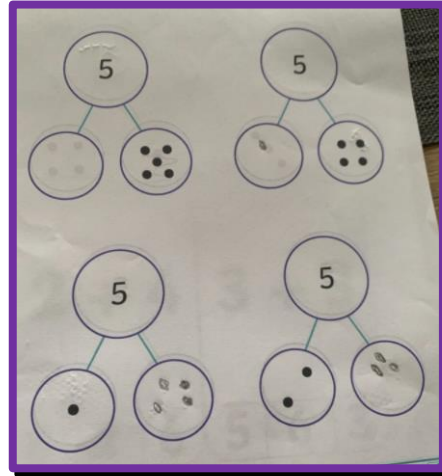
**Xavier** has been working really hard this week and had written some sentences using alliteration and the lovely picture he has drawn. He has been working very hard from home. In Maths, Xavier has used numicons to help him answer part-whole model questions – lovely work Xavier, keep it up.



## Reception Laughing Ladybirds

Sloane

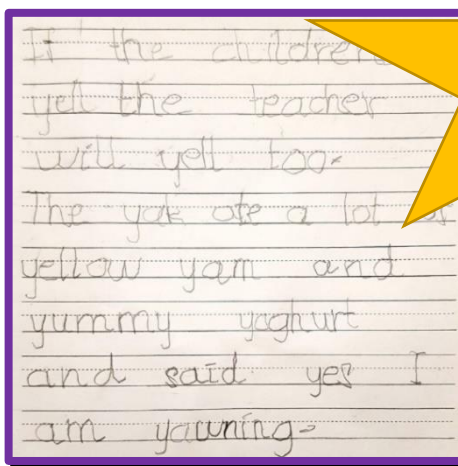
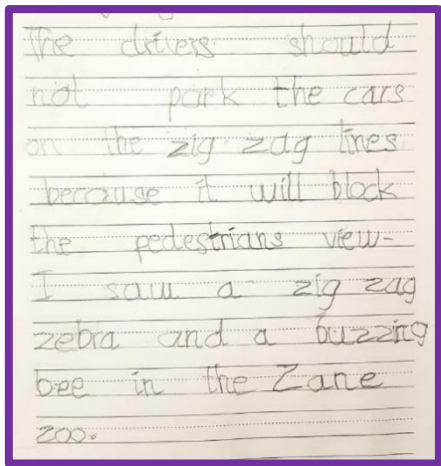
Sloane Parmar (RLL)



**Sloane** has continued to work well and has been learning about words that rhyme and being able to identify them. She has been practicing part-part-whole model in maths and although she found it tricky, Sloane kept practicing with the activity. She has been participating well in the Zoom lessons. Keep up the Great work Sloane.

Yogiraj Pradhan (RLL)

Yogiraj



**Yogiraj** has been working really well during all zoom lessons. He joins in all the activities and completes the tasks. He has been learning about alliteration in phonics and has been able to write some lovely extended sentences that use alliteration. Fabulous work Yogiraj, keep it up.

## Year 1 TT and Year 1 DD

For their learning of the Gruffalo this week, Year 1 came together in a live lesson and created their own monsters using different types of fruit and vegetables! Thankfully, the parents were able to take pictures of their children's work before the monsters were munched by their creators!





## Year 1 Dancing Dolphins

**Prish S** for his enthusiasm in live lessons and making a Gruffalo cake as a part of his learning this week!

**Milly** for her funny voices in phonics lessons and improving her Maths skills through independent learning!



Prish S



Milly



## Year 1 Talented Turtles

Wow! **Kai** has used suitable materials in different shapes and colours to create a character mask. I am really impressed!

**Kai**



Amazing! **Aalia** have worked hard to include great detail in her story map and also created a puppet! I can easily use this to retell a story.



**Aalia**



## Year 2 Fabulous Flamingos

**Jaynaa** and **Vihaan** for sequencing their pictures of our key text 'Toby and the Great Fire of London' in chronological order and then writing sentences using vocabulary from the text for each one.

Use this sheet to help sequence the pictures. Describe what is happening in each picture.

Toby was asleep. He woke up and he ran out into the street.	Toby grabbed the book and he ran out into the street.	London burning! Shouted Toby. He saw the fire and he ran.
Toby went to Mr. Pepsy's house and he knocked on the door.	He climbed up and he saw that the fire was spreading.	Toby jumped from the roof but the book landed in the pit.
Toby heard the explosion from the distance.	A man in a suit arrived and climbed from his horse.	Toby's master was amazed because he returned to the shop.

**Jaynaa**

	Toby was sleeping and his master woke him.		Toby dropped the diary in the pit.
	Toby ran to deliver Mr. Pepsy's diary.		Houses were being blown up to stop the fire spreading.
	Toby heard an old lady shout "FIRE". She was in her night gown.		The King, Mr. Pepsy and Toby helped to put out the fire.
	Toby arrived at Mr. Pepsy's house and knocked on the door.		Toby's Master asked where he had been.
	Toby climbed up the wall and saw the fire.		

**Vihaan**



## Year 2 Precious Peacocks

**Aaran** and **Aashi** for sequencing their pictures of our key text 'Toby and the Great Fire of London' in chronological order and then writing sentences for each one.

**Aaran**

Use this sheet to help sequence the pictures. Describe what is happening below each picture.



Toby was asleep after a long day's work.



Toby leapt out of bed and ran with Mr Pepys' book.



A boy sheltered in London as the river is full of boats.



Toby knocked on Mr Pepys'.



Toby saw lots of flames all over London.



Toby fell by the pit and the diary fell in it.



Toby heard explosions and the fire was spreading.



A man climbed down from his sooty horse.



Toby finally returned to his master's shop.

Use this sheet to help sequence the pictures. Describe what is happening below each picture.



Toby was asleep after a long day's work.



Toby leapt out of bed and grabbed the book.



Toby saw the flames and ran off to Mr Pepys.



When Toby reached Mr Pepys' house he knocked but no one answered.



Then Toby saw flames spreading all over the city.



Toby ran outside the pit but the book landed in the pit.



The fire engine was moving.



King Charles II as England got down from his sooty horse.



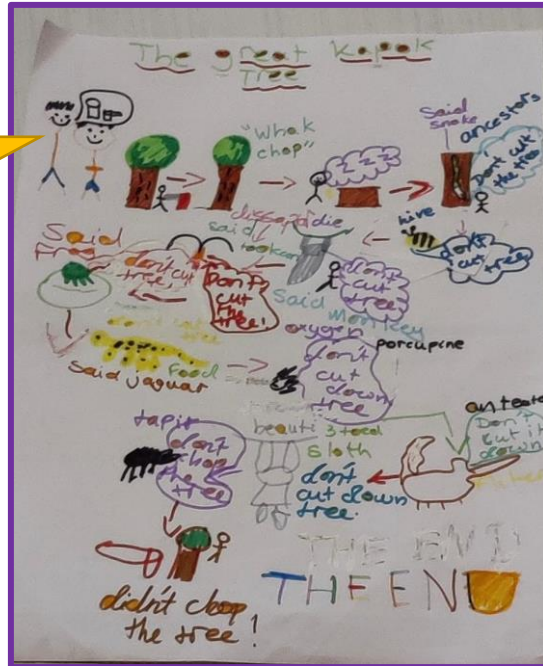
When Toby came home his master thought that the fire got him but he was never Mr Pepys.

**Aashi**

## Year 3 Gentle Giraffes

**Diyanjali** for making a detailed story map of our key text 'The Great Kapok Tree'.

Diyanjali



**Alaina** for creating a fabulous den for her guided reading activity.

Alaina



1. You can make a den with a table, chairs and a rug.
2. I would say a strong den.
3. I will feel upset if it falls down.
4. There could be a bee and a bird.
5. You can use a chair or a table.
6. You might need to tie the sticks so it doesn't fall.
7. You shouldn't worry because you can build another one.

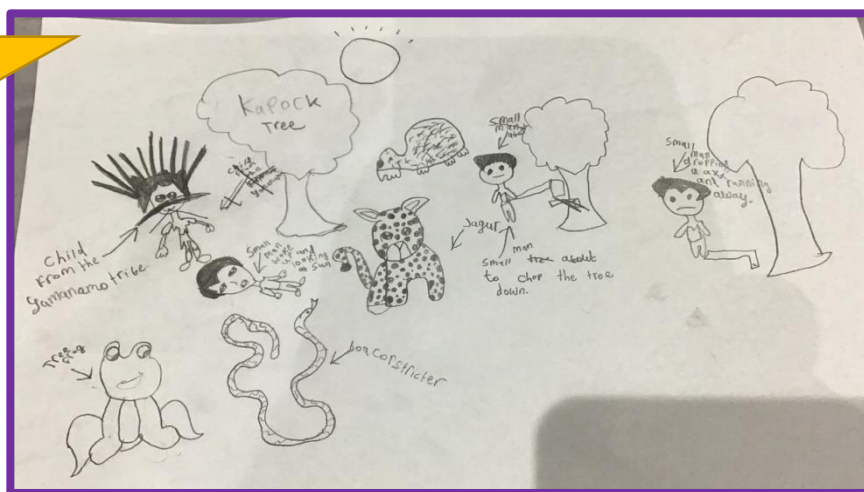


## Year 3 Kind Kangaroos

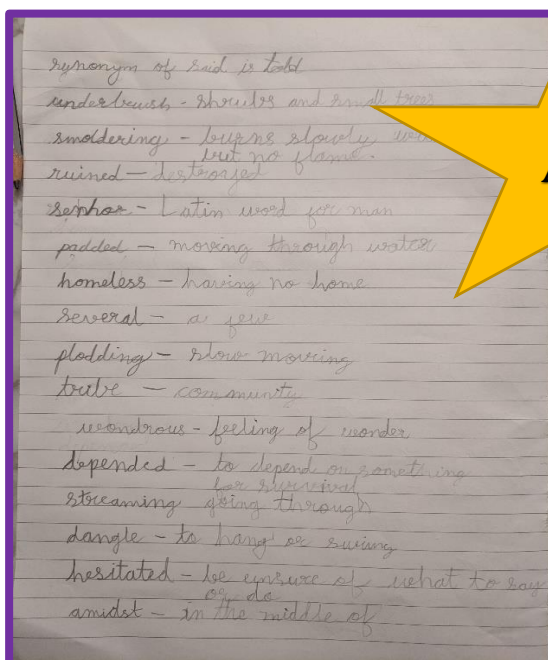
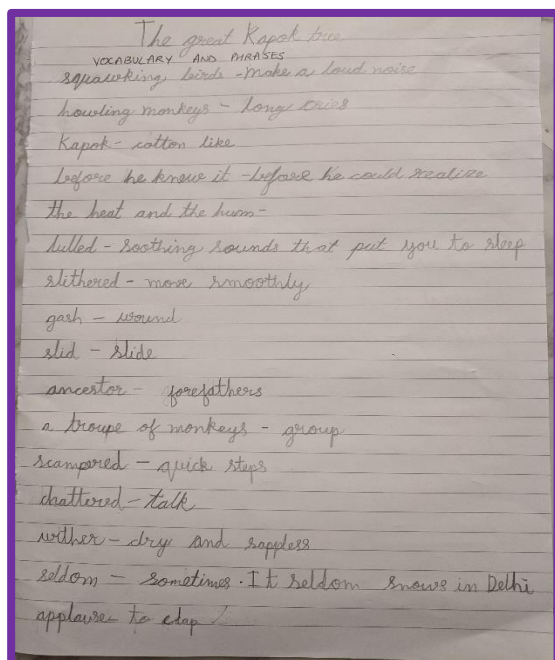
This week, learnt more about 'The Great Kapok tree' in English. We discussed the dilemmas in the story and the persuasive techniques used by the animals. Children also explored the vocabulary in the story by looking for meanings of the words they found tricky.

**Danya** made an excellent story map for part of the 'Great Kapok tree' and used key vocabulary and phrases to remind her of the events in the story.

**Danya**



**Aum** has been working really hard to improve his vocabulary while reading the story 'The Great Kapok Tree'. Aum noted down the key words and phrases from the story and enriched his vocabulary by finding their meanings independently.



**Aum**



## Year 4 Respectful Rhinos



Niyati

### Niyati Maru

For completing her Guided Reading, one example of many of her 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!

#### Guided Reading: Challenge Spicy




- A1: The distance north or south of the equator measured in degrees. C
- A2: Ernest had earned himself the title Master Mariner C
- A3: Great enthusiasm and escapades C
- A4: He enjoyed reading and planning adventures C
- A5: Ernest and his team discovered the Beardmore Glacier. C
- A6: The author used “much awaited” because Ernest was really excited as he was interested to travel and cross Antarctica C
- A7: On Shackleton’s second expedition he discovered Beardmore Glacier and climbed Mountains. They also got closer to the South Pole than they ever had before. C
- A8: Ernest wanted to go on another expedition because the other ones he went on did not reach the South Pole and he wanted to. C
- A9: Ernest trekked across the Antarctic because him and his crew need to be rescued. C
- A10: The most important part in Shackleton’s life is when he reaches Antarctica and accomplished his dream because no one has ever crossed Antarctica and has never been as close as Ernest went. He stayed positive which helped him succeed. C



## Shreeya Gorsia

For persevering in her work and challenging herself by trying the next level of work in all lessons. Keep it up!

Use the sentence example on the first row as a template for how to write the rest of the sentences

The image	The sentences
 <p>There are ____ plates. There is ____ banana on each plate. Altogether there are ____ bananas. ____ <math>\times</math> ____ = ____</p>	<p>There are 4 plates. There is 1 banana on each plate. altogether 4 <math>4 \times 1 = 4</math></p>
	<p>There are 8 plates. There is 1 banana on each plate. altogether 8 bananas <math>8 \times 1 = 8</math></p>
	<p>There are 6 plates. There is 1 on each plate. altogether there is 6 banana <math>6 \times 1 = 6</math></p>

L.O.: To construct and interpret a variety of food chains.

SC: I can identify producers, consumers, predators and prey and explain what they do.

I can put living things in the correct order to complete a food chain.

**Task 1: play the food chain game and write the food chains you created in the table below**

Note: not every box in every row will be filled

Food chain						
1	Grass $\rightarrow$	Rabbit $\rightarrow$	Fox $\rightarrow$	$\rightarrow$	$\rightarrow$	
2	Plankton $\rightarrow$	Shrimp $\rightarrow$	Tuna fish $\rightarrow$	Shark $\rightarrow$	Humon $\rightarrow$	
3	Humon $\rightarrow$	Shark $\rightarrow$	Cow $\rightarrow$	Humon $\rightarrow$	$\rightarrow$	
4	Oak leaf $\rightarrow$	Caterpillar $\rightarrow$	Blue tit $\rightarrow$	Owl $\rightarrow$	$\rightarrow$	
5	Artic $\rightarrow$	Seal $\rightarrow$	Polar bear $\rightarrow$	$\rightarrow$	$\rightarrow$	

Shreeya

## Year 4 Humble Hippos



Help me to work out how many equal groups I have.  
Complete the sentences.

1.



There are 2 equal groups with 5 buttons in each group.

There are 10 buttons in total.

2.



There are 4 equal groups with 10 buttons in each group.

There are 40 buttons in total.

3.



There are 9 equal groups with 2 buttons in each group.

There are 18 buttons in total.

4.



There are 6 equal groups with 10 buttons in each group.

There are 60 buttons in total.

**Purnima**

This week, **Purnima** was learning about a new topic, multiplication, and division. She engaged incredibly well during her online zoom sessions with Mrs Samidie and produced some great work in maths about arrays and learning to make number calculations using the “x” symbol. She has also improved her times tables and is now able to confidently recite her 1, 2, 5 and 10’s!

She has also shown great enthusiasm in English where she read Jack and the Beanstalk. Here is a picture of some of her writing for the story.



This week for English, the children were asked to create a job advert to become a part of Shackleton's expedition to explore the Antarctic. The children were asked to choose a job that they wanted to advertise for (such as an artist or a chef), talk about the desired character traits for that job as well as describing what their responsibilities would be on the ship. **Kyle** did a great job of using features of an advert, such as an eye-catching headline and pictures to grab the readers interest. He also used some art skills to make his job advert appear old and make it seem like it was from Shackleton's time!

Jack lives in a cottage with  
his mother. They were very poor and  
didn't have any food.  
Jack's mother asks him to take the  
COW to the market to sell.

Kyle

DATE 13/01/21

### WANTED ABLE ARTIST

Artistic, intelligent, good and  
excellent artist.



Your responsibility will be to paint  
famous people and hang the paintings  
of the famous people in the inside of  
the ship but it will be extremely ~~freezing~~ cold  
but you can wear warm clothing and  
over your clothing you can wear an  
oilskin. So your warm clothing does not  
get frozen.

The job is incredibly important as  
you will be rewarded if the quest  
is successful.

Do you want to take this opportunity?

Contact: Ernest Shackleton, 49 South  
Street, Kensington.

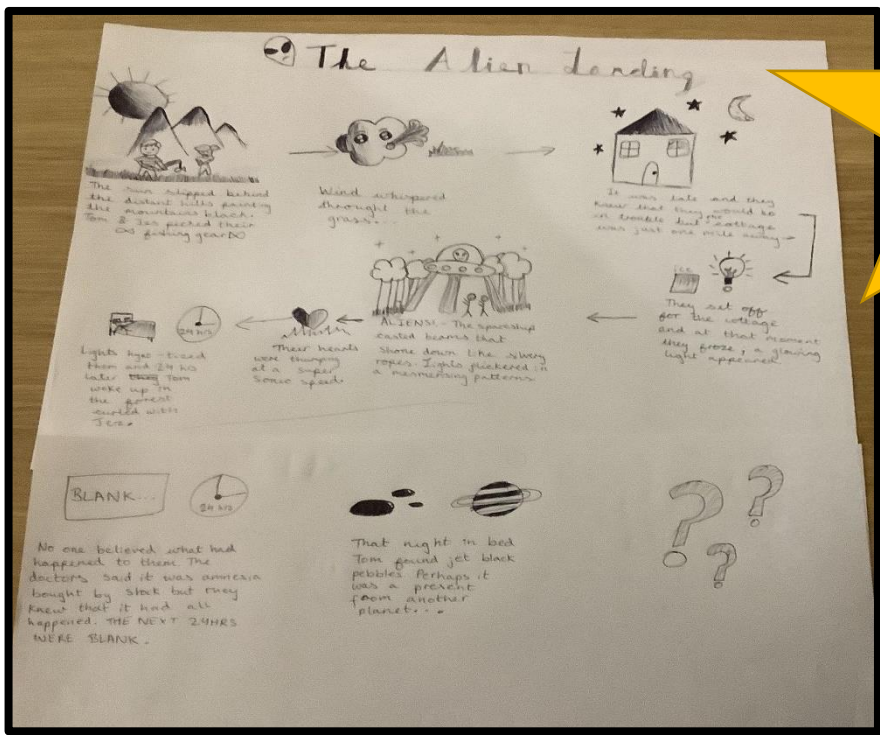
Phone: 02056912994



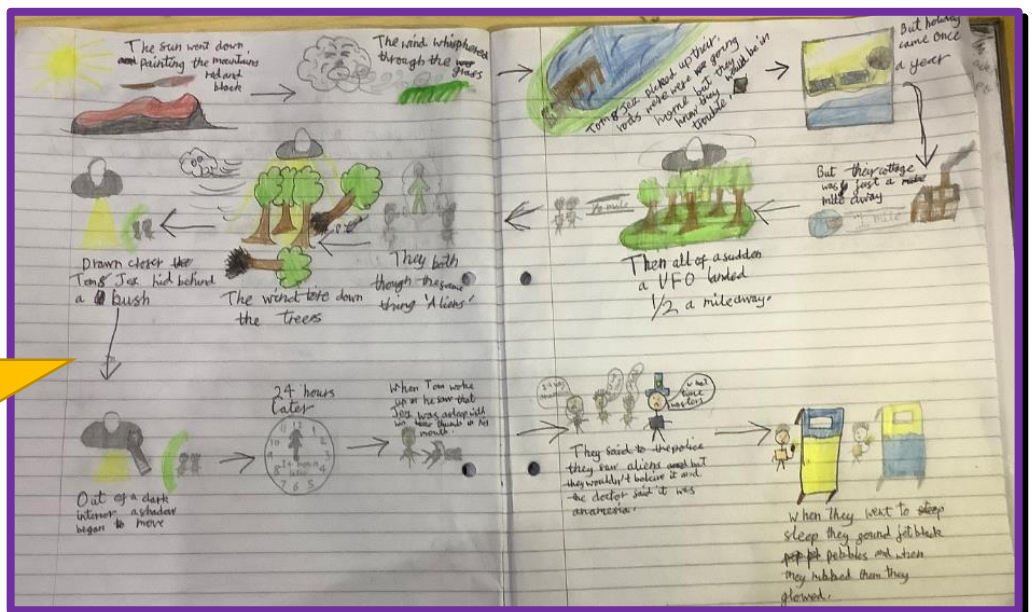
# Year 5 Joyful Jellyfish

Year 5 were assigned the task of story mapping and then retelling the story using the story map. **Shiv** used his creativity and designed props for his story. He retold the story about 'Alien Landing' with great expression and enthusiasm. We have a storyteller in the making! **Mehek Gujar** drew a brilliant story map for her story.

She volunteered to retell the story without any preparation during our zoom session and showed the virtue of determination. She remembered the story in detail and retold the story using ambitious vocabulary and expression. I am proud of you Mehek!



Mehek



Shiv



## Year 5 Sensible Seahorses

For science in 5SS, we learnt about Newton's three Laws of Motion and then we had to predict the best type of road surface for a bike.

**Rishabh** for an outstanding scientific explanation using Newton's Three Laws of Motion.

**Darshan** for impressive mental maths work and ability to read and interpret a variety of timetables.



**Darshan**

### WHAT IS THE BEST TYPE OF ROAD SURFACE TO RIDE A BIKE ON ?

The picture shows three different types of roads, one is muddy, the second one is smooth and shiny brick and the last one is tarmac. The muddy one is very uneven so it wouldn't be a good choice and so I wouldn't choose that road. The next road is made from very smooth and shiny brick and that would not have much friction as the road would not grip onto the wheels of the bike and so the bike may slip off. But, the tarmac road has a rough and even surface so it will give enough friction to let the bike ride without it slipping.

The first law of 'Newton's Three Laws of Motion' applies to the first road as the bike won't move on the surface until it is moved by someone or something. The second road applies to the third law as the forces working against each other would not be equal as the road would be too slippery so the force working with the bike would be more than the force working against the bike so the bike would be unsafe to ride. The last rule also applies to the last road as the forces will be equal unlike the second road, the ride would be smooth and steady as there is a balanced friction between the road and the tyres.

By Rishabh, 5SS



**Rishabh**

## Year 6 Courageous Canaries

**Shree Sawjani** has been given Star of the Week for her continuous effort and determination to complete every task assigned to a high standard. Her politeness and manners when communicating on Google Classroom has shown how well she is upholding the Avanti values at home!

Shree

**Star of the week**

award is presented to

**Shree Sawjani (6CC)**

For

*Continuous effort and determination to complete every task assigned to a high standard. Her politeness and manners when communicating on Google Classroom has shown how well she is upholding the Avanti values at home!*

Signed: *V. Hirani* Date: *14/01/2021*

**Well Done!**



# Keya

## Maths:

**B**

- 1 In a cafe three cups of tea cost £1.80 altogether. What would be the cost of:  
a) 2 cups      b) 40 cups?

1.  
a. £1.2  
b. £24

- 2 Four rolls cost £1.00. Find the cost of:  
a) 3 rolls      b) 10 rolls.

2.  
a. £0.75  
b. £2.5

- 3 £8 is worth 9.6 euros. How many euros will I be given in exchange for:  
a) £5      b) £200?

3.  
a. £6  
b. £240

- 4 A machine can make 300 pins in six minutes. How many pins can it make in:  
a) 5 minutes      b) 14 minutes?

4.  
a. 250 prints  
b. 700 prints

- 5 Five bricks weigh 4 kg altogether. What is the weight of:  
a) 3 bricks      b) 16 bricks?

5.  
a. 2.4kg  
b. 12.8kg

- 6 A plane travels 300 km in 15 minutes. How far does it travel in:  
a) 8 minutes      b) 45 minutes?

6.  
a. 160km  
b. 900km

- 7 Shaun uses 400 ml of squash to make ten glasses of drink. How much squash would he need to make:  
a) 6 glasses      b) 38 glasses?

7.  
a. 240ml  
b. 1520ml

- 8 Twelve eggs cost £2.40. Find the cost of:  
a) 7 eggs      b) 20 eggs.

8.  
a. £1.4  
b. £4

- 9 Fish costs £7 for 1 kg. Find the cost of:  
a) 600 g      b) 350 g.

9.

- a. £4.2  
b. £2.45

**C**

- 1 Five cinema tickets cost £38. What is the cost of:  
a) 4 tickets      b) 11 tickets?

1.  
a. £30.4  
b. £83.6

This week, **Keya** has put fantastic effort into every subject assigned. Maths has been a subject Keya often has found tricky, but she completely stunned us with her effort and attention in our live lessons to consolidate Ratio – a brand new topic which is often difficult to pick up so quickly. We were even more amazed to see Keya challenge herself with harder questions! She produced a fantastic art piece following our lesson into studying the Religion followed by people from ‘The Kingdom of Benin’. She displayed the various animals’ skins and the patterns to represent how animals were considered vary sacred and important by drawing them on the throne below. We are very proud of Keya! 😊

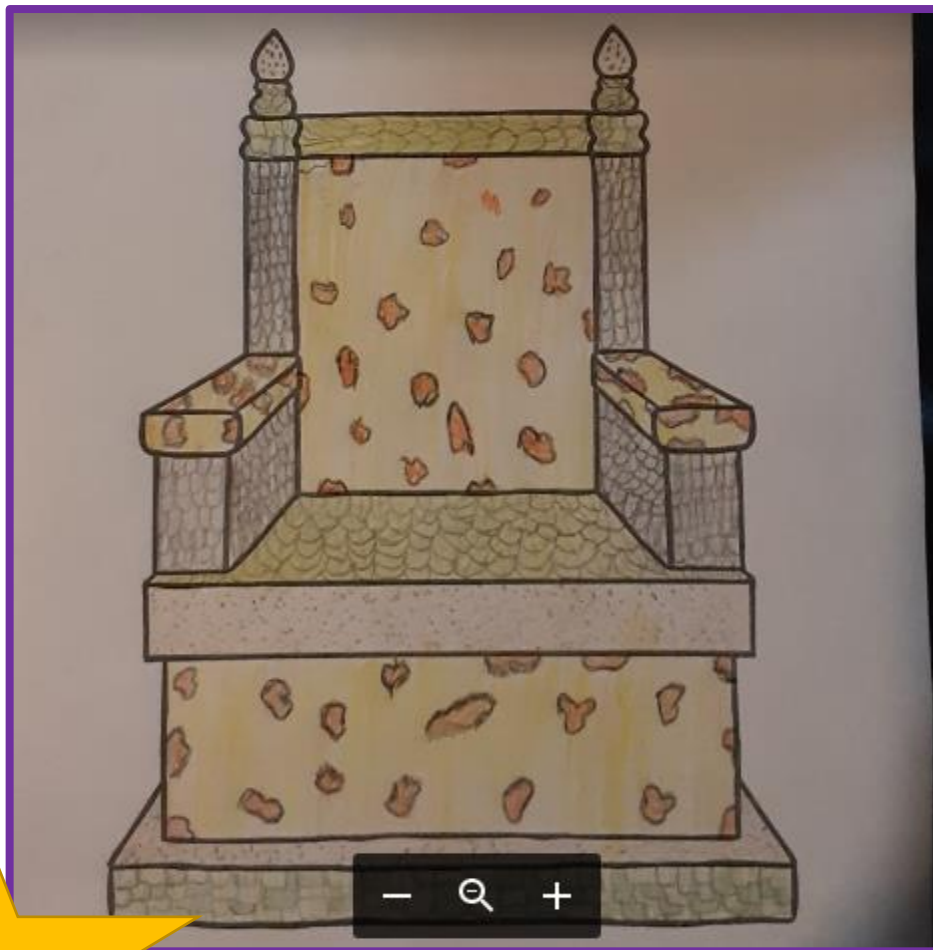


## Year 6 Optimistic Owls

**Prisha Pithadiya** for being very creative and artistic. Prisha decorated an Oba (local chief in Nigeria) throne chair inspired by patterns of crocodiles, leopards, mudfish, snakes and eagles for our topic lesson about the city of Benin.

**Jash Mehta** for excellent participation during zoom call lessons and making every effort to submit virtual learning assignments on time.

Jash



Prisha

