



Dear Parents/Carers,

Friday 22nd January 2021

As we celebrate our third Home Learning Newsletter, we remain astounded at the awe-inspiring work that the children have completed over the week.

You will be pleased to discover that a child in our youngest cohort (Reception class) has created a little book about his Mum – an impressive gesture from such a young man! Year 2 children took part in Cross-curricular Science/DT lessons where they explored how to design and create a movable robot made from different materials. We would furthermore like to draw your attention to Year 4's impressive drama and reflective writing skills around their key text, the Snow Queen by Hans Christian Andersen. Look closely as you may not recognise some of the children in their brilliant costumes! This week does not only feature Maths, English and Science but also celebrates learning taught in Year 6 by Mr Ananda. Do ensure you scroll right to the bottom to discover a true recipe for friendship!

“A sweet friendship refreshes the soul.” – Proverbs 27:6. As advocated by Srila Prabhupada, you become like those you surround yourself with. Let us inspire those around us to remain positive and strong amidst the difficulties.

Thank you again for your support. We look forward to reading your feedback about our Online Education offer and will continue our endeavour in adapting our online provision to meet the needs of all children.

With gratitude,

Mrs Joshi and Mr Koorichh
Co -Principals

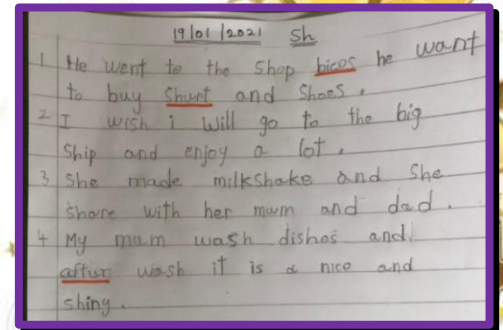
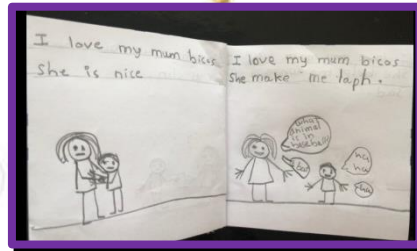
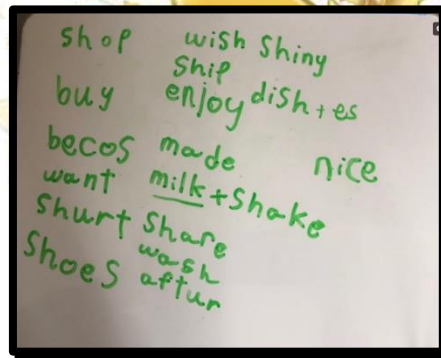
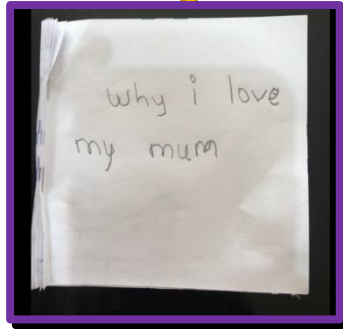


AVANTI HOUSE

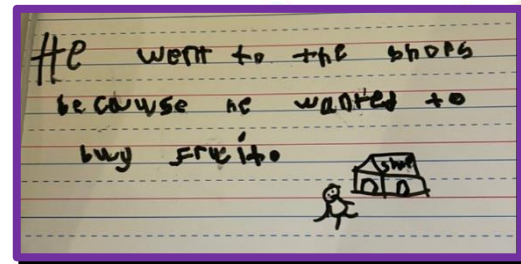
Excellence · Virtue · Devotion

Reception Busy Bees

Vraj



Vraj Solanki has been working very hard at home! He has created a lovely little book for his mum, telling her all the reasons he loves her-how sweet! He has also been doing lots of writing and here, has picked some fantastic words that have the digraph 'sh' in them and has written some sentences using these words! Brilliant work Vraj-keep it up!



Prithvik

Prithvik has been super busy this week and has done some great learning from home. He has been practicing writing his sentences, using his phonics to help him and has even used the word 'because' to make his sentence even better! In maths Prithvik has created a scale at home and has been using it to weigh items he finds such as apples and bottles to see which are heavier and which are lighter. He also worked very hard to create his own story map for our story this week: Hansel and Gretel! Keep up the hard work Prithvik!

Reception Laughing Ladybirds

Padma

I like to chop
garlic with my
mug.



Padma has been working really hard this week on trying to do her writing independently. She has been practicing her letter formation. She has also been using objects around the house to make her own scales for our Maths lesson. She has been weighing different items beginning to identify which is heavier and which is lighter. Great work Padma, keep it up.

Ch
I can see chips and
chocolate on the chair.
We do not eat chicken.



Aarya

Aarya has been doing really well with his writing and has been practicing using the learnt sound for the day 'ch' He has used great alliteration in his sentence. He has also been really helpful at home, helping his brother at the park, showing him where the next step is. Great work Aarya, Keep it up.

Year 1 Dancing Dolphins

Aanushi for having a growth mindset when participating in live lessons!
Diyaan for showing great dedication to his learning!

Aanushi



they live in different house because
they get hurt by party things
even they can't move and they
can fall down. But if they have
a big house and lots of room then it
is fine. Some people live in a
detached house. ALL PEOPLE
live detached house because
they are all different.
detached house doesn't touch
other house. It is alone to it.
Semi detached just
look like a terrace
but is too house joined. Also
have to different rooms and
smaller rooms. Terraced touch
other house in lines by small
big but is not joined.

Diyaan

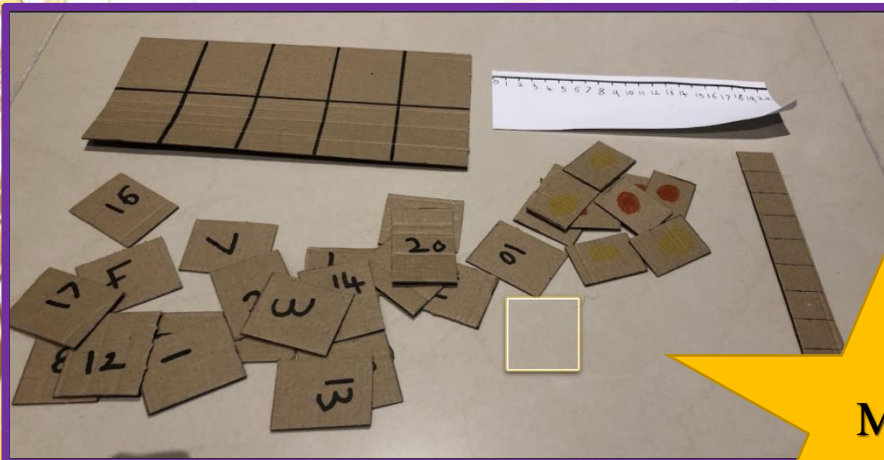
Year 1 Talented Turtles

Saavan made some Gruffalo crumble with his sister! It looks good and I am sure it tastes delicious too!



Saavan

To help with her maths learning, **Mia** made some maths resources from junk boxes such as - Ten Frame, Base Ten, Counters and number cards.



Mia

Yashvi

Well done **Yashvi** for her excellent storytelling and for using props that she made herself!

SEASONAL
CHANGES
BY VIVEK 1TT

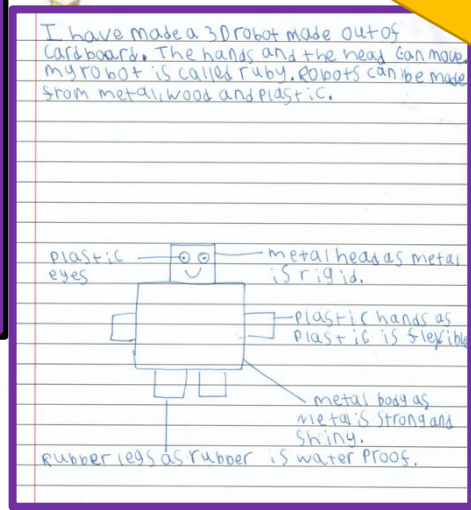
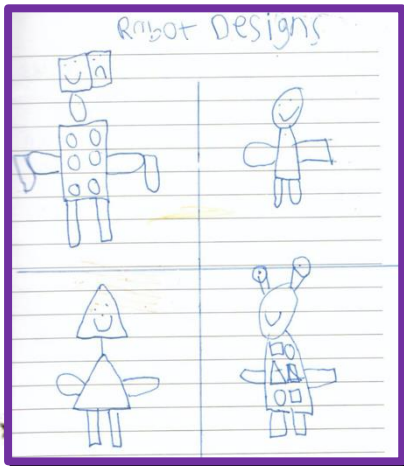
Vivek used
different materials
to create Seasons
poster ☺



Vivek

Year 2 Fabulous Flamingos

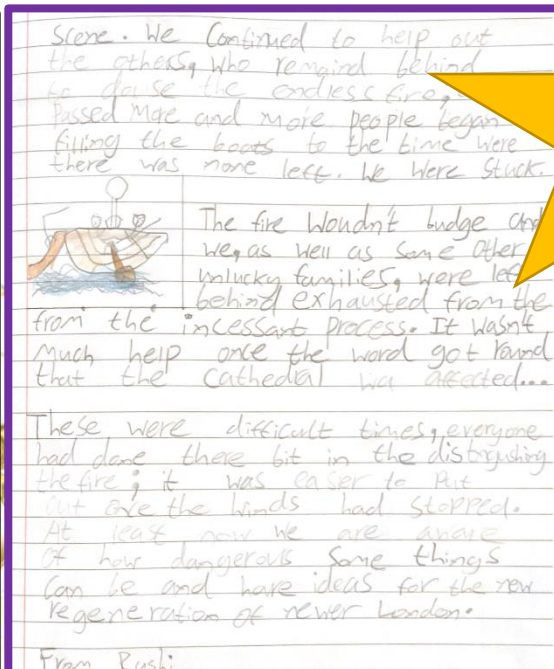
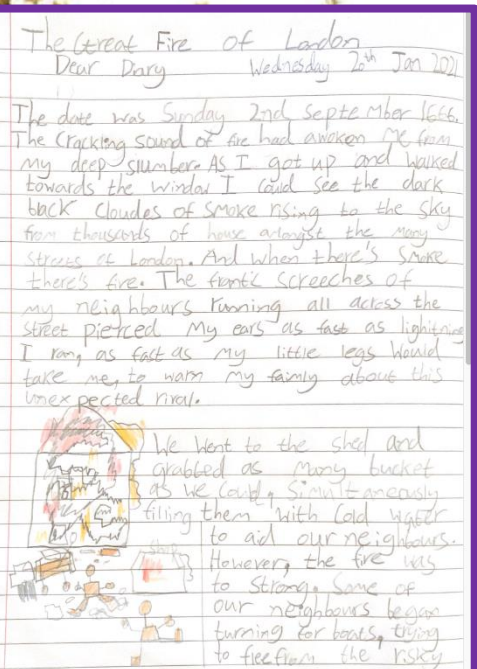
Bella for her work in Science/DT where we were looking at designing and creating a movable robot made from different materials. Thinking about connecting materials together and their properties.



Bella



Rushi for his excellent diary entry based on the events of 1666, using the features, writing in the past tense and describing events using adventurous vocabulary along with illustrations.



Rushi

Year 2 Precious Peacocks

Kaylan and **Srihan** for producing wonderful models of robots as part of our learning. The children were thinking about the materials to use as this linked to our science learning this half term. The children thought about the DT skills they would need to build their robots.



Kaylan

Srihan



Year 3 Gentle Giraffes

Vianna and Sajjan have shown a fantastic learning attitude. They both wrote impressive introduction of a dilemma story based on our key text *The Great Kapok Tree* by Lynne Cherry.

Sajjan



Unlike the forest back home, he felt uncomfortable and stifled while making his way through the Amazonian Rainforest. His boots squelched in the thick and sticky mud, while his arms wrestled with the loose branches and rustling leaves, crackle! swish! swish! crackle! Frantically the man searched for The Majestic Kapok Tree, he could barely see as the sun had to piece through the holes of the army of trees.

Finally reaching the heart of the forest, he looked up to see that he had reached the sacred and ancient Kapok Tree, standing tall above all others. Its roots dug a thousand miles beneath the soil. The man wiped the sweat off his forehead, ready to strike the tree, all of a sudden there was a great silence as he raised his axe. Boom! Boom! Chop Chop! The sounds echoed through the forest. Feeling fatigued, the man suddenly felt extremely tired. He knelt to the ground and fell asleep.

Sajjan



Deep in the bright, colourful and glistening rainforest which was dusted in fluffy marshmallow looking clouds was home to many different types of wildlife. In the rainforest lived chattering monkeys swinging from tree to tree, fearless and strong jaguars roar and play.

A woman enters the forest, as the crunchy sounds of leaves she walks on, animals become weary and silence falls upon the rainforest. As she stood motionless, She saw a mighty tall rubber tree which looked perfect with beautiful flowers shining in the light. he pulled up a big strong axe and got ready to chop the tree down. Chop! chop! chop! was the sound all the animals could hear, as she began to cut down the tree. Crack! crack! crack! as the bark fell off the tree.

Vianna

Vianna



Year 3 Kind Kangaroos

This week, we learnt about Madagascar in Topic. We discussed the different landforms and seasons in Madagascar and compared them to the United Kingdom. The children were encouraged to research Madagascar to help them to know and understand more about the seasons of the island.

Dheer has confidently contributed during class discussions and did research on the different seasons of Madagascar. **Yamune** has worked extremely hard in all subjects this week and did amazing research on the climate of Madagascar and compared it to the climate of UK.

Dheer

Season	Months	Describe the season
very rainy and wet	December January February March April May	Little cold and freezing very wet because of rain and the coldness.
Add a picture or draw		
		
Season	Months	Describe the season
Too dry and too hot	June July August September October November	Very dry and very warm So squashing hot.
Add a picture or draw		
		

Topic.

Climate of Madagascar

The climate of Madagascar is subtropical, with a hot and rainy season between November and the end of March (summer), and a cooler dry season from May to October (winter). The west coast is drier than the east coast, whilst the far south and southwest is a semi-desert region that experiences very little rainfall.

WINTER/DRY SEASON

During the dry winter months of May through October, the days are warm, but the nights can become very cold! Many travellers think that, because they are travelling to Africa, it will most likely be warm. This is not the case at night and early morning from May through October – particularly in June, July and August. The nights and early mornings can be chilly (possibly near freezing), so it is recommended to wear warm layers you can "peel" off as it warms up throughout the day.

SUMMER/RAIN SEASON

November through April is a much warmer period, and you will need fewer warm clothes. The November to April rainy season is the hottest time of year in Madagascar. Minimum temperatures average around 23°C and maximum temperatures reach 32°C. Rainfall is much higher at this time of year. The exception is in the south. The east coast, northwest coast and central highlands can expect around 6.5 hours of sunshine per day, while the western and southern regions still see around 10 sunlight hours. Sea temperatures are a balmy 29°C.

Cyclone in Madagascar

An average of 1.5 cyclones affect Madagascar yearly, the highest number in Africa, and each strong cyclone on average affects 700,000 people. The biggest cyclone in Madagascar is Typhoon Tip.

Climate of UK

The UK has a temperate climate. In general, this means that Britain gets cool, wet winters and warm, wet summers. London, in the south-east of the UK, is a region characterised by a warm and dry climate in the summer and a cold and dry climate in the winter. Although UK weather is unpredictable, it is rarely extreme.

In summer (June to August), the average temperature ranges from 9–18 degrees Celsius (48–64 degrees Fahrenheit). On occasion, it can reach around 30 degrees Celsius (86 degrees Fahrenheit) in a heatwave.

In the UK it is often associated with rain, but this is because the weather can be unpredictable. The rain doesn't come at one season – it can come at any time of year, and on any day. You might experience beautiful sunshine, blustering winds and drizzling rain – all in one afternoon!

In autumn (September to November), autumn, season of the year between summer and winter during which temperatures gradually decrease. It is often called fall in the United States because leaves fall from the trees at that time. In the polar regions autumn is very short. For physical causes of the seasons, see season.

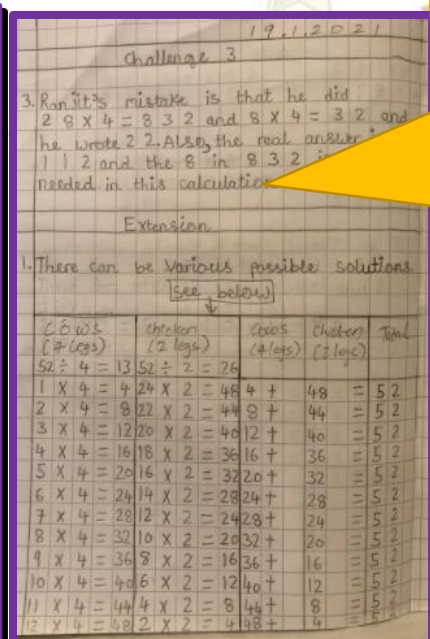
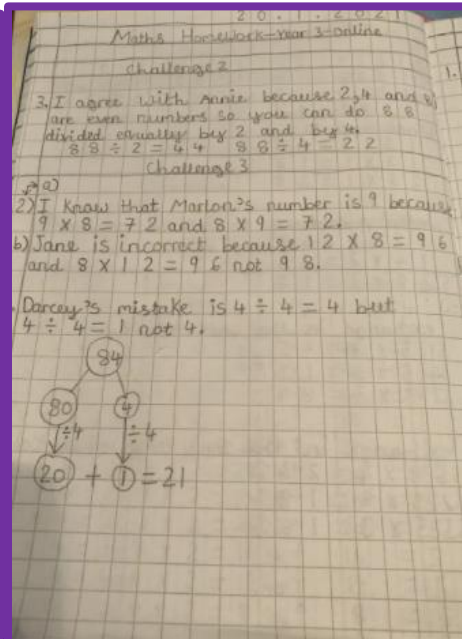
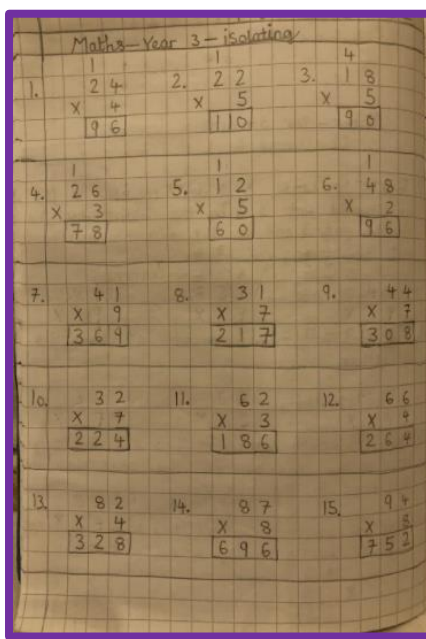
In winter (December to January), winter is the coldest season of the year in polar and temperate zones; it does not occur in most of the tropical zone. It occurs after autumn and before spring each year.

In spring (March to May), spring, also known as springtime, is one of the four temperate seasons, succeeding winter and preceding summer. There are various technical definitions of spring, but local usage of the term varies according to local climate, customs and customs.

Snow in UK

In Scotland, the figure is much higher, with snow or sleet falling on 38.1 days on average. Statistically, the snowiest place in the UK is the Cairngorms in Scotland, with 76.2 days of snow or sleet falling on average. Cornwall is the least likely to get snow, with an average of only 7.4 days of snow or sleet falling a year.

Drashti has been working really hard across all areas of the curriculum, especially in maths. She has shown great progress in maths and has produced some excellent work. Her maths work shows excellent understanding and reasoning skills and is always presented beautifully



Drashti


Year 4 Respectful Rhinos

Dhanvi Gothadiya

For making excellent predictions about our new key text, The Snow Queen, for English and for explaining her reasons in detail. She always takes care to complete her work to a high standard, as shown in the vocabulary finding work attached - Keep it up!

U.S.S. |

L.O.: To read and understand a text
I can make predictions about a text
I can identify powerful vocabulary used by the author



I think the book will be set somewhere cold because on the front cover the background is blue and white and those colours give it a touch of a cold feeling.

I think the book is set in the olden times because there is a castle and we do still have castles but this castle has towers and turrets.

I think that the red roses on the front cover are linked to the story because the roses are a red colour and usually roses don't grow in winter.

When Gerda finds her beloved friend Kay how will Gerda defeat the Snow Queen and turn Kay back to normal?

Completed without support and ready for a challenge.

One thing I know about this book is that Kay was kidnapped by the Snow Queen and became very mean so Gerda went to find Kay with crows to guide her and bandits for company in order to find her beloved friend Kay.

Dhanvi

5Q English L2

L.O.: To identify powerful vocabulary

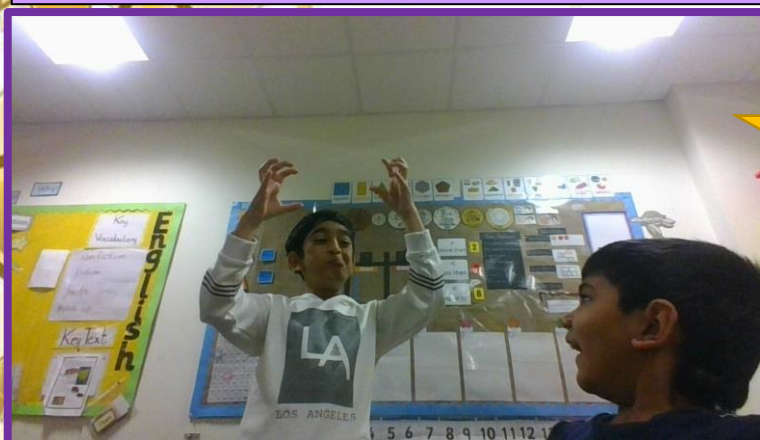
I can predict the meaning of powerful vocabulary associated with The Snow Queen by looking at how it's used in context
I can use the dictionary correctly to find the meaning of the word
I can show my understanding of the powerful vocabulary by using it correctly in a sentence of my own

word	Prediction	Meaning
flowerpot	A box of flowers	(noun) a box used for growing decorative flowers, often attached to a window ledge
Gauze	cloth	(noun) thin, transparent, lace fabric
mimic	tease	(verb) imitate someone or their actions or words
peephole	hole	a small hole that may be looked through
triumphal	shape	(adjective) made, carried out, or used in celebration of a great victory
clamber	climb up	(verb) climb or move in an awkward and laborious way

Completed without support and ready for challenge

Vian Bhudia

For supporting his peers with their work when they attend school as keyworker children during lockdown. They worked well to create freeze frames about their key text, The Snow Queen, this week. Keep it up!



Vian

Year 4 Humble Hippos

This week, the children were introduced to a new book, “The Snow Queen” originally written by Hans Christian Andersen. The children were tasked to pick a scene from either the First or Second story and make a freeze frame out of it. They had creative liberty on how to set their scene, by using family members or even make props to create their freeze frame. Their freeze frame also came with a reflection written by them, discussing which scene they acted out, who they were and how some of the characters felt.

The two girls, **Sianna** and **Maani** (as well as creating amazing still frames, also) also answered the comprehension questions using quotes from the text as evidence to support their answers. Well done girls!

Special mention to **Mokshi**, **Diya** and **Heli** who filmed an amazing short scene while they were in class together. They even made props to go along with their scene!

Diya



Mokshi

Heli

"We were acting the scene of when Kay is shocked about seeing the Snow Queen out of his window at home. My character is Kay and my sister is the Snow Queen sitting outside of the window.

I felt shocked as Kay was shocked when seeing the Snow Queen. My character was shocked to see the Snow Queen because the snowflake grew and grew and turned into the Snow Queen.

At that point I think my character thought that all the snowflakes must be Snow Queens too. Kay feels speechless and petrified.

I also made some props for the freeze frame. I made paper snowflakes, an arch of flowers, a flower box and a window. You are probably wondering how I got the paper to stay up, this is how - I stuck the flowers onto an arch shaped card and my Dad helped me make the window by using a special knife to cut out the card."

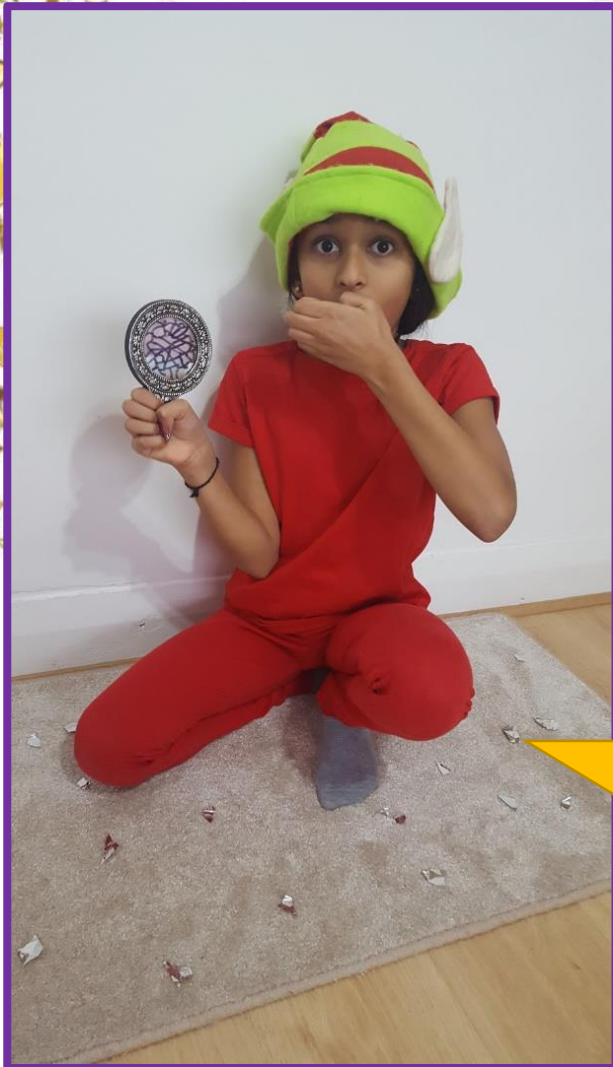
-Maani Chauhan

Maani



My Reflection: My character was the goblin/ogre. He dropped his mirror and felt disappointed because it was fun for him, being able to make the world a bad place. I dressed up like him. I covered my ears with an elf hat with elf ears, I drew with a permanent marker on my mirror to make it look cracked (I used nail polish remover to wipe off the permanent marker and now it is as good as new.) I also cut pieces of tin foil to make broken mirror bits. My character was probably disappointed, but my family and I enjoyed this task."

-Sianna Patel



Sianna

Year 5 Joyful Jellyfish

Year 5 were asked to write a description of the forest clearing from the point of view of a tree. **Varshini** created a mood of loneliness and isolation by using expanded noun phrases, the full range of senses, personification, metaphors and precise adjectives and verbs. Great work Varshini. Keep it up!

Vian has recently been very regular in attending zoom sessions and submitting his work on time. He has shown a great improvement in his attitude towards learning. Vian is becoming confident in sharing his ideas during class discussions and his participation during guided reading sessions is commendable. He has up levelled these sentences independently. Well done Vian!

Writing as a tree.....

"As I sit isolated in my home, the forest, waves of loneliness and abandonment wash over me. I could feel the cold wind nipping at my vulnerable exposed roots which were drowned in the chilly damp muddy floor. I dwell over the memories of my brothers and sisters which had been mercilessly slaughtered by the heartless being which we call the 'slaughterer'. He comes every week hunting for our kind and we never know how we end up... legend says we are burnt to produce warmth for their kin. We never know who's next but I have this small voice in my canopy which whispers that I will be next...."



"Oh what's that?! Tearing through the inky blue blanket comes a circular black object which was beaming. Rays of light lit up the sky as the eerie foreign object landed on the floor with a massive thump. A shiver slithered down my trunk till my roots paralysing me with fear. The same ominous voice in my canopy suddenly changes to a cheerful squeal. Oh wait! Could it be my saviour? A flicker of hope lit up inside of me... I could be saved! "



Varshini

Vian

Jack is nervous about his job interview.

Jack is as nervous as a rabbit about his job interview.

Jacob was in a park and saw a UFO with some aliens in it.

Jacob with black hair, was in a dusty dull park spotted a green blue UFO with some in it.

Alex was in a swimming pool with his friends.

Pocket-size Alex was in a big light blue swimming pool with his three best friends in a swimming pool.

George was at the beach with his family.

Tiny George was at a sandy beach with his whole family playing dodgeball.

Year 5 Sensible Seahorses

In English, in 5SS, we learnt about expanded noun phrases and we had to use these in a piece of descriptive writing from the perspective of a tree in a forest.

The great, giant forest has only one of me. I am lonely and don't have anybody to talk to. Most people know me as a tree but never come by to see me. I am the only one there that can speak. I feel the wind blowing at me as if it's trying to knock me down but I always get back up. Some people walk by me but never take the chance to look and admire my beauty. The dark, cosy blanket with twinkling, shiny stars on it covers me during my sleep. I wake up with people all around me but never get their attention. I sleep above and those annoying humans just use me for shelter and don't even say thank you. They lay back on my trunk and some even climb on me. I feel like I am going to fall every time they do it. I will never forget what they did to me but as I get older I will get weaker and that's just how it is.

Jenna

By Jenna Patel

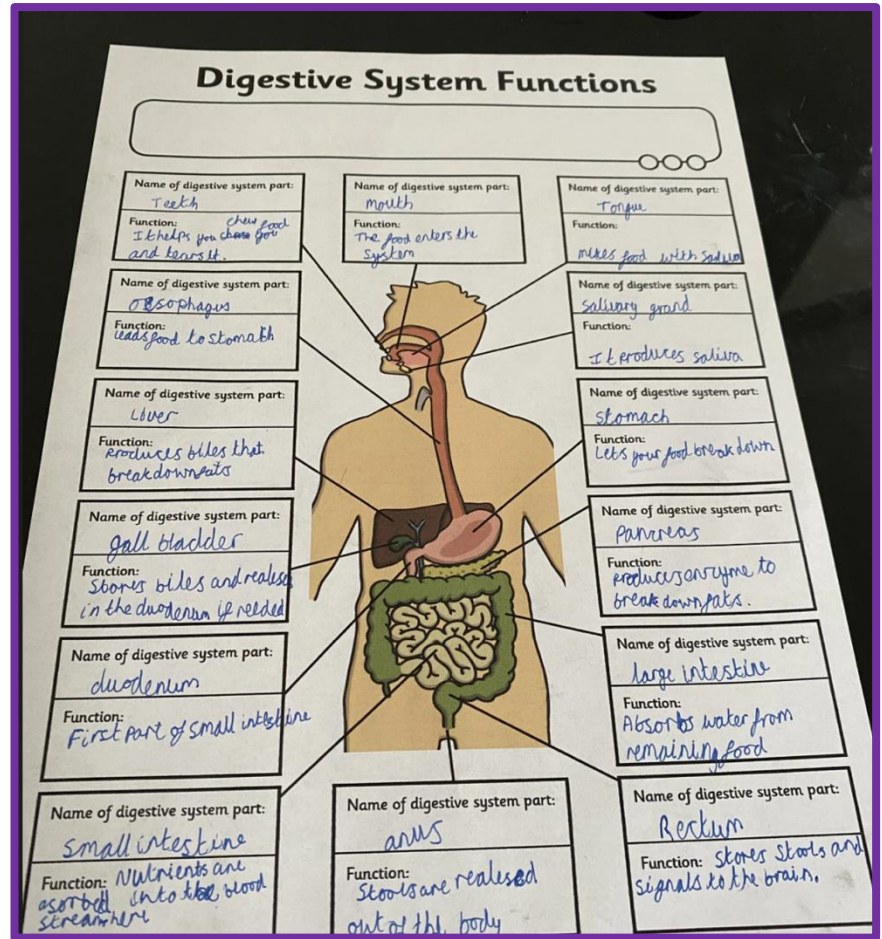
To **Aaron Patel** for attempting Challenge 2 in Guided Reading and contributing enthusiastically to the session.

Aaron

Year 6 Courageous Canaries

Kaylen has been working extremely hard this week to produce all his tasks to a high standard. Here we have an example of how he applied knowledge about the digestive system functions excellently.

Above we have an example of how Kaylen has applied his knowledge of Ratio fantastically. He even scored 25/25 in his Ratio mini test. Well done Kaylen, I am very proud of you!



Mastery

You can buy 3 pots of banana yoghurt for £2.40.

How much will it cost to buy 12 pots of banana yoghurt?

A child's bus ticket costs £3.70 and an adult bus ticket costs twice as much.

How much does an adult bus ticket cost?

To make a sponge cake, I need six times as much flour as I do when I'm making a fairy cake.

If a sponge cake needs 270g of flour, how much does a fairy cake need?

Mastery with Greater Depth

Make up a word puzzle that you could solve with this diagram:



Make up a word puzzle that you could solve with this diagram:



Mastery:

- How much will it cost to buy 12 pots of bananas?
£2.40 divided by 3 = 80 x 12 = **£9.60**
- How much does an adult bus ticket cost?
£3.70 X 2 = **£7.40**
- How much flour does a fairy cake need?
270g divided 6 = **45g**

Mastery with greater depth:

- What is 60 divided by 4 and then that is what all your answers will add up to if the answer is 60?
- Matty buys a hat as it is freezing cold in Canada he pays with a ten pound note and gets £3.25 in change? How much was the cost?

Kaylen

Attending every single live lesson and completing every single task, on time and with incredible effort. Her dedication to learning and motivation to complete tasks to a high standard has been a pleasure to see. She has been making fantastic contributions about her thoughts and opinions during live lessons too. Keep it up! We are very proud of you!

Double-click to hide white space



Star of the week



Gabbi

award is presented to

Gabriel Anghel (6CC)

For

Attending every single live lesson and completing every single task, on time and with incredible effort. Her dedication to learning and motivation to complete tasks to a high standard has been a pleasure to see. She has been making fantastic contributions about her thoughts and opinions during live lessons too. Keep it up! We are very proud of you!

Signed: V. Hirani

Date: 21/01/2021

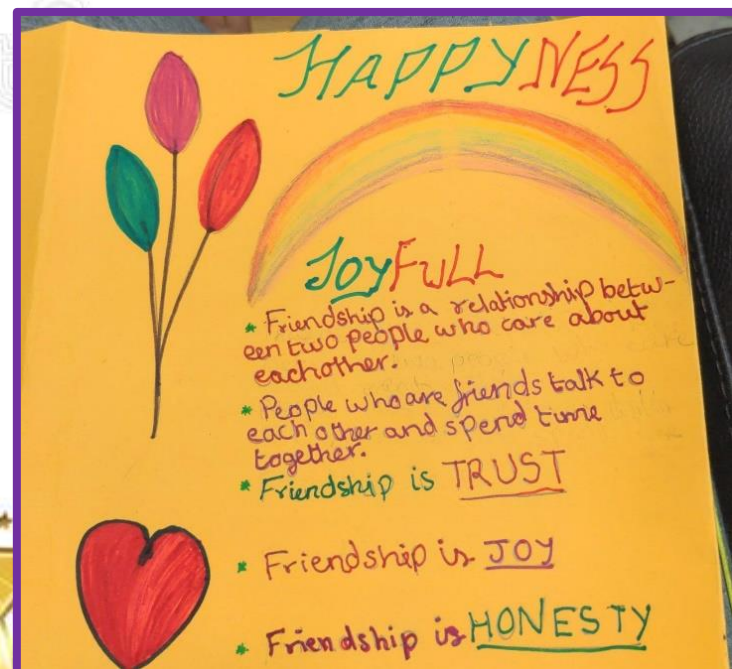
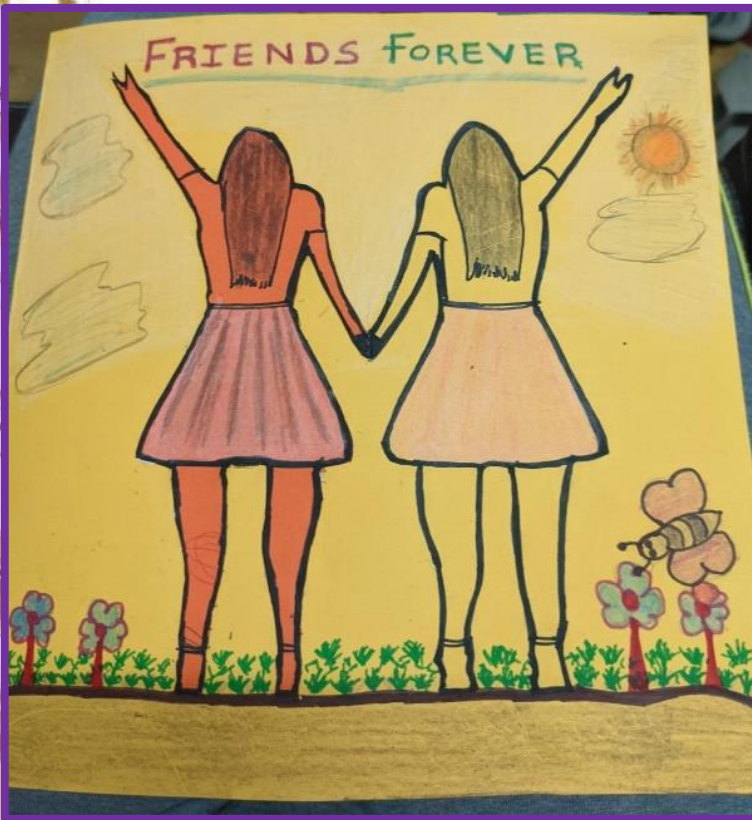
**Well
Done!**



Year 6 Optimistic Owls

Chittpara

Chittpara Joshi for her positive, hardworking and polite attitude. She has been excellent with her quality of work and completeness. In her recent PRE work she successfully exhibited the right recipe for Friendship – Trust, Joy, Honesty and Happiness. Her progress can also be seen in the clarity of her Math work. It's a real pleasure to have her in our class.



Amaya Patel has listened really carefully to all of the advice that she has been given during virtual learning and has worked hard to act upon it. This week Amaya has produced very good quality and quantity of work in especially Maths and English. She has set a very good example and proved that people can always reflect and make a big change – well done Amaya!

Amaya

POINTS FOR GOING SAILING

Point:

They shouldn't go as the boy would be missing his education as he would have to do it on the boat.

Evidence:

His dad said, "We'll take all the books he needs. I'll teach him. You'll teach him. He'll teach himself. I'll tell you something for nothing, he'll learn more in a couple of years at sea, than he ever would in that monkey school of his."

Explain (this is linking your point and evidence together to suggest why they should go sailing):

Adding on, he should not go sailing in a boat as he would not get the education he would learn from a teacher. Leaving school would make a lot of problems as in this period of time (at school) he could make many friends and he would be getting prepared for when he is older.

POINTS AGAINST GOING SAILING

Point:

I believe that they should go as the boy was not having a good time at school. This was because he had no friends and when you go to school, you need social life too.

Evidence:

The evidence is that the boys say, "I tried to stay out of the house and play football as much as I could, but then Eddie moved away because his father had found a job somewhere down south. Football just wasn't the same without him. The Mudlarks disbanded. Everything was falling apart.

Explain (this is linking your point and evidence together to suggest why they should not go sailing):

Furthermore, he should be somewhere people care about him and from my perspective, school is not the right place. When he would be on the boat, he would have peppe who care about him who are his parents, and they would do a great job like school even not being at school. From the sentence "Everything was falling apart," you can see his life was not good and when he would go with his parents it would be a bit better as he knows the care about him.

Mastery:

- You can buy 3 pots of banana yoghurt for £2.40.
How much will it cost to buy 12 pots of banana yoghurt?
£9.60
 $3 \text{ pots of banana yogurt} = £2.40$
 $12 \text{ pots of banana yogurt}$
 $3 \times 4 = 12$
 $£2.40 \times 4 = £9.60$

A child's bus ticket costs £3.70 and an adult bus ticket costs twice as much.
How much does an adult bus ticket cost?
£7.40
Child bus ticket cost £3.70
Adult cost twice as much
Adult
 $£3.70 \times 2 = £7.40$

To make a sponge cake, I need six times as much flour as I do when I'm making a fairy cake.
If a sponge cake needs 270g of flour, how much does a fairy cake need?
45kg
Sponge cake = you need six times as much flour when making a fairy cake
Sponge cake = 270kg
 $270 / 6 = 45$
Fairy cake = 45kg
 $270 \times 6 = 1620g$

Comment (1): a sponge cake requires more flour

2. Sam has 9 fewer sweets than Sarah. They have 35 sweets altogether.

How many sweets does Sam have?

$$35 - 9 = 26$$

$$26 \div 2 = 13$$

$$22 + 13 = 45$$

Sarah-13
Sam-22

If I share equally a 3m ribbon between 5 people, how long will each person's ribbon be?

$$3m - cm = 300cm$$

$$300cm / 5 = 60cm$$

60cm each

In Year 1 there are 50 pupils, of whom 16 are boys. What percentage of the pupils are girls?

$$16 \text{ boys}$$

$$50 - 16 = 34$$

$$34 \text{ girls}$$

$$68 - 16 = 50$$

68% are girls

3. Sam and Tom share 45 marbles in the ratio 2:3. How many more marbles does Tom have than Sam?

$$2:3$$

$$45 \text{ marbles}$$

$$\text{Sam} = 2$$

$$\text{Tom} = 3$$

$$2 + 3 = 5$$

$$5 \times 9 = 45$$

$$2 \times 9 = 18$$