



AVANTI COURT PRIMARY SCHOOL

Avanti Court Newsletter May-June 2021

Welcome to our May-June Newsletter. It's so good to have your children back – they have really settled well and are all working very diligently to secure their commitment to the Avanti Way 1: ***'At Avanti Court, staff and pupils have high expectations of themselves and each other. It is everybody's responsibility to make sure that all pupils are challenged to reach their full potential in all areas of their learning and development'***

As we start to come out of the pandemic, we are thinking carefully about the lessons learnt and adaptations we had to make to our routines and procedures, some of which have had a positive impact on school life and may be desirable to keep. We will not return to the status quo but will continue to refine and improve, taking the best of what we have learnt to make Avanti Court even better for our children, families and staff.

Until restrictions are lifted, can we politely remind you to continue to ensure social distancing and mask-wearing whilst on our premises. Additionally, should anyone in your household display Covid19 symptoms, or require a Covid19 test, the whole family should isolate until a negative result. Please do not send children into school if they have been in contact with anyone with symptoms.

As we get ready to begin a very eventful half term term, on behalf of myself and the school's SSC, may I express my huge gratitude to our parents, school staff and children – you have all demonstrated what an amazing community we have at ACPS.

May I take this opportunity to wish you all a safe half term break with your families and I look forward to seeing pupils return on the 7th June.

Mrs Walters

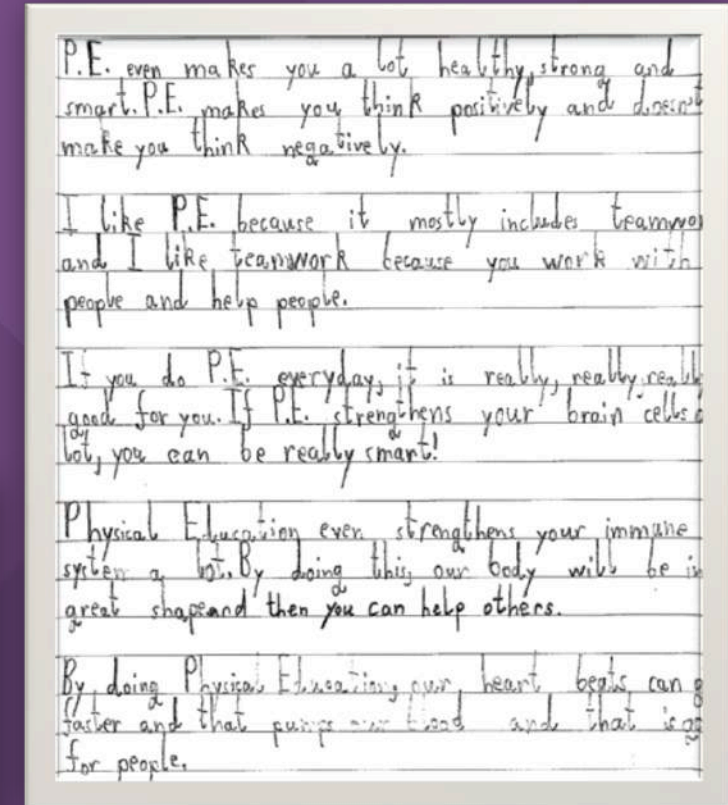
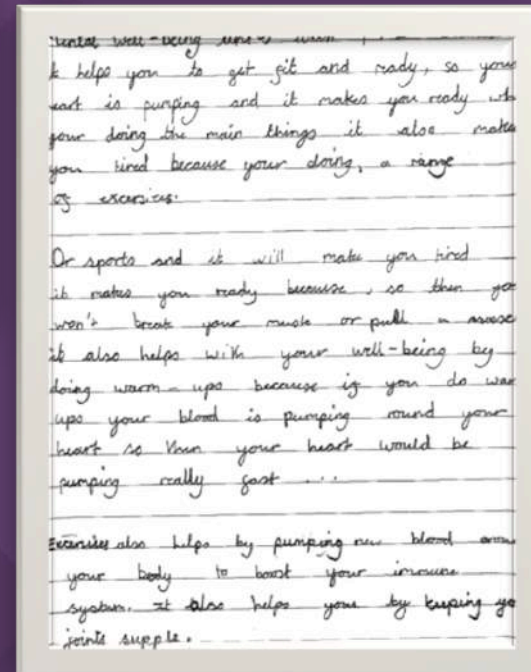
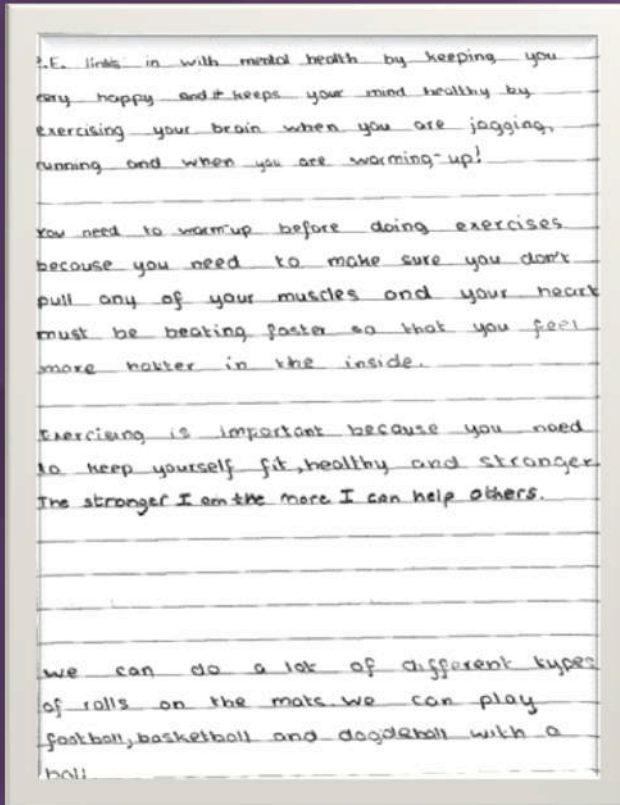


Mental Health and Wellbeing at Avanti Court-PE

At Avanti Court, we all understand the importance of looking after our mental health through our holistic curriculum. Our PE curriculum has supported children as they once again settle into being active citizens of their classes and school community. Children not only learn about the impact of physical health on their bodies but most importantly they are able to discuss and explain why they want to be fit and strong, which they link to helping others.

Pupils were asked: Why do you think PE is important? Their responses clearly show a growing sense of responsibility in the way that they manage their own feelings and emotions and how they naturally make links to our ethos. Thanks, children, for your valuable answers and for your dedication to: *Making the World a Better Place.*

Mr Barnard



Yoga, Helping Others and Mental Health

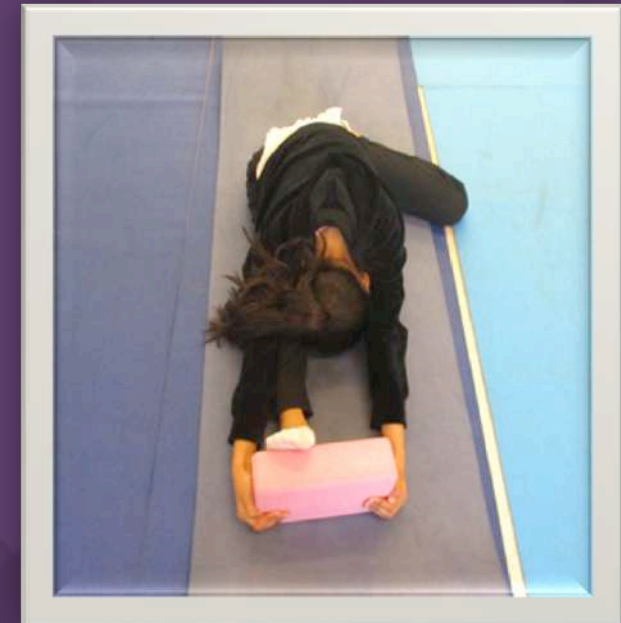
At Avanti Court, Yoga Ambassadors have been working hard with Mr Purohit to learn a range of yoga sequences to support their peers during lunch times outside. They arrived on site early in the morning for training, which shows their dedication to helping others. This also shows that **pupils have high expectations of themselves and each other.- linking to Avanti Way 1.**

Devarshi when asked why she thought being a Yoga Ambassador was important said: ‘Yoga helps us to feel safe and in control. I want to support others to feel calm.’

Dharma said: ‘Yoga is really important because it helps us to keep fit and strong so that we can help others.’

Asrshya stated: ‘Yoga is important because at Avanti we try to look after all parts of us and that includes our brain and bodies.’

Prisha said: ‘Mental well-being is so important, if our brains are strong then so are our bodies.’



Serving Others-The Avanti Way!

We are delighted to inform you that Avanti Court Primary School has been awarded £2000 to create an edible garden. As a school, we feel it is essential for our pupils to learn about gardening and self sufficiency.

The money will be used to create raised beds, which the children will use to grow a range of vegetables. We hope that engaging pupils in this project will see attitudes change as they will see the work that goes into growing a vegetable from a seed to serving the vegetable on the table. We expect pupils to increase their own vegetable intake and well as donating some of their crop to those in need.

As a school, we wish to thank Whole Kids Foundation for awarding Avanti Court the impressive grant and for supporting Avanti to serve the community.

We would like to thank Govindas who were instrumental in putting the application together with the school and we look forward to growing, cooking and serving our vegetables as part of Govinda's menu in 2022!



This is our aim by July 2022!

This project links to the Avanti Way by linking to the core principles of Avanti: ***'We care for and respect all life-human, animal and plant- and live in a way that causes the least possible harm.'***

What does Avanti Way 1 look like at Avanti?

Avanti Way 1: At Avanti Court, staff and pupils have high expectations of themselves and each other. It is everybody's responsibility to make sure that all pupils are challenged to reach their full potential in all areas of their learning and development.

The Avanti Way Pupil Charter is a child-friendly document that encapsulates the Avanti Way Ethos. Based on the 7 statements of the Avanti Way, it was developed in partnership with the PSHE Ambassadors of Avanti Court - a group of talented pupil leaders. As a school, we are implementing the charter one statement at a time, and we are already seeing the impact of Avanti Way 1 on teaching and learning and holistic development.

Once fully implemented, the Charter will give our children the language and the tools to embed the Avanti Way ethos in all areas of their learning and behaviour, from our very youngest learners in Nursery to Year 6 leavers. Of course, for it to be truly impactful, it has to include all members of the school community. The children explained that they would like to see this charter being followed by adults as well as children, suggesting: 'The charter should be up in the main office, the staffroom, even the kitchen - then everyone can see it and follow the Avanti Way!'

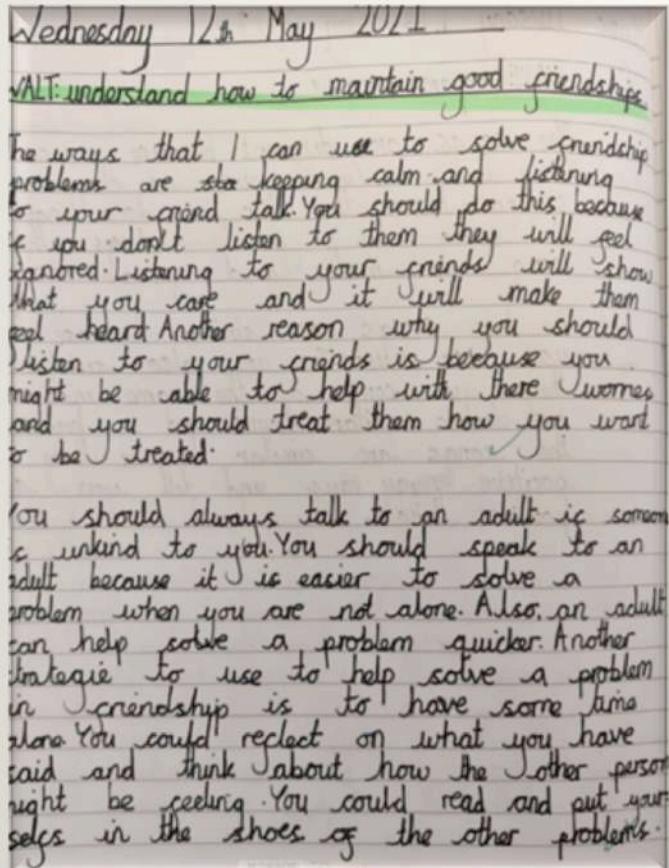
This term, staff and pupils have been busy embedding AW1 in all curriculum areas, with fantastic results! Do have a look at the examples of AT1 in all curriculum areas.

If you have examples of how your child is demonstrating Avanti Way 1 at home please do send your examples to: cherie.vincent@avanti.org.uk

Miss Vincent



Example of the Avanti Way 1- PSHE



Wednesday 12th May 2021

ALT: understand how to maintain good friendships

The ways that I can use to solve friendship problems are ~~sta~~ keeping calm and listening to your friend talk. You should do this because if you don't listen to them they will feel ignored. Listening to your friends will show that you care and it will make them feel heard. Another reason why you should listen to your friends is because you might be able to help with their worries and you should treat them how you want to be treated.

You should always talk to an adult if someone is unkind to you. You should speak to an adult because it is easier to solve a problem when you are not alone. Also, an adult can help solve a problem quicker. Another strategie to use to help solve a problem in friendship is to have some time alone. You could reflect on what you have said and think about how the other person might be feeling. You could read and put yourself in the shoes of the other person.

PSHE:

I chose a piece of PSHE writing by Diya in Year 3, which is a beautiful example of how we can all embed Avanti Way 1 into our friendships.

Diya's writing shows that she has high expectations of her behaviour towards others and understands its consequences. For example, she reflects that by listening to people, they will feel heard and cared for. Diya acknowledges that she has a responsibility to treat others the way she would like to be treated, and she can act on this by taking the time to consider a problem from another perspective.

Diya is also developing strategies to look after herself as well as others, such as taking some time out to rest and read. Crucially, she knows that there are some problems that she may not be able to solve on our own, such as 'if someone is being unkind'. She explains that we should always ask for help from an appropriate adult if we need to, which will solve the problem quicker. I agree Diya, and I would encourage all children to follow this advice as it is an important way to stay safe.

Of course, Avanti Way 1 is all about what we do, as well as what we say and write about. I always smile as I see Diya interacting with her friends in class, in the lunch hall, and in the playground. She asks how others are feeling, shows concern and offers her support, drawing on our values at all times. As PSHE Lead, I delighted to see Avanti Way 1 is in action across the school!

I feel very proud of Diya and her teacher, who tells me that she feels so proud of her too. Keep it up Diya, you are making the world a better place!

Ms Vincent



Example of the Avanti Way

Tuesday 22 4th May 2021

What: analyse initiation by a spiritual teacher.

As I woke up from my deep sleep. My eyes shot awake. Just then I remembered it was my day of initiation. I was happy and pumped, but on the other hand I was ~~anxious~~ anxious and scared. How did time go so fast? I still remember the time when I made my decision...

As the day came closer I was thinking, Will I be able to keep up the spiritual vows? Am I ready for this? What ^{if} I break the promise. However, I was still willing to take my spirituality further. As, Brita probkeppod says a human life ^{doesn't} doesn't come often. So if I had chosen not to do this, I don't know if I will get the chance again. Anyways I am inspired to take this chance!

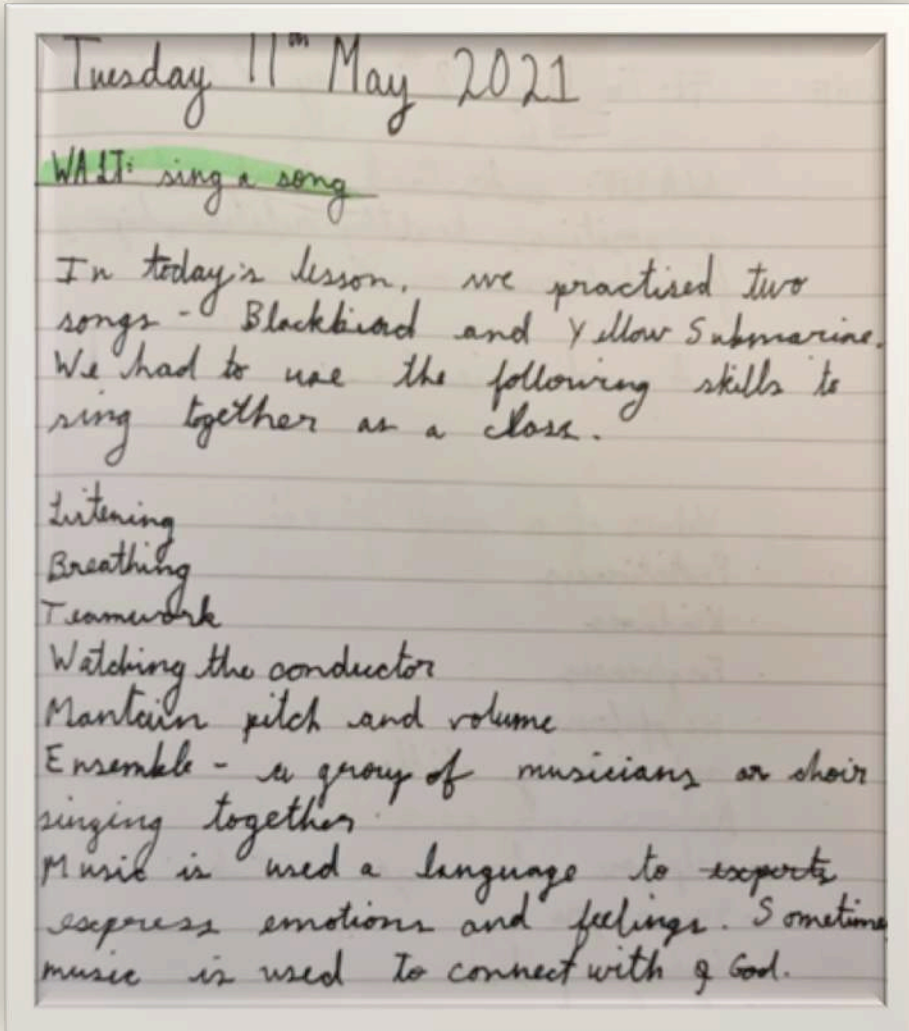
Furthermore, I am not sure how people will think of me. What if they think I can't progress without a spirited teacher.

This piece of work is by Shivani who is a pupil in Year 6. As Leader of Philosophy Religion and Ethics, I have chosen this piece of work because it links to Avanti Way 1: *At Avanti Court, staff and pupils have high expectations of themselves and each other. It is everybody's responsibility to make sure that all pupils are challenged to reach their full potential in all areas of their learning and development.*

I know it is an excellent example of Avanti Way 1 because it shows the high expectations she has in terms of her spiritual aspirations. What really stands out about this piece of work is her maturity to make decisions and acknowledge the dilemmas people go through when making important life changing decisions. This clearly shows how she has understood and embedded the Avanti values such as: resilience, courage, self-discipline, humility and gratitude. When I asked her about this piece of work and how it challenged her she said: 'I usually find PRE lessons challenging but I have understood about the rites of passage and know it is important to find a spiritual teacher.'

Mrs Makwana

Example of the Avanti Way 1- Music



I chose this reflection by Atharv in Year 4, because it shows that he is embedding Avanti Way 1 in his musical learning.

Atharv explains that he has been learning to perform a song as part of a class ensemble. He demonstrates high expectations because he understands that singing is a challenging process, in which he needs to apply the knowledge and skills he has learned in order to achieve a good outcome. He understands that as a member of an ensemble he has a responsibility to contribute towards a shared goal. He demonstrates this by writing about some of the skills that he has embedded in his performance, whilst also using music as way of expressing his emotions and spirituality.

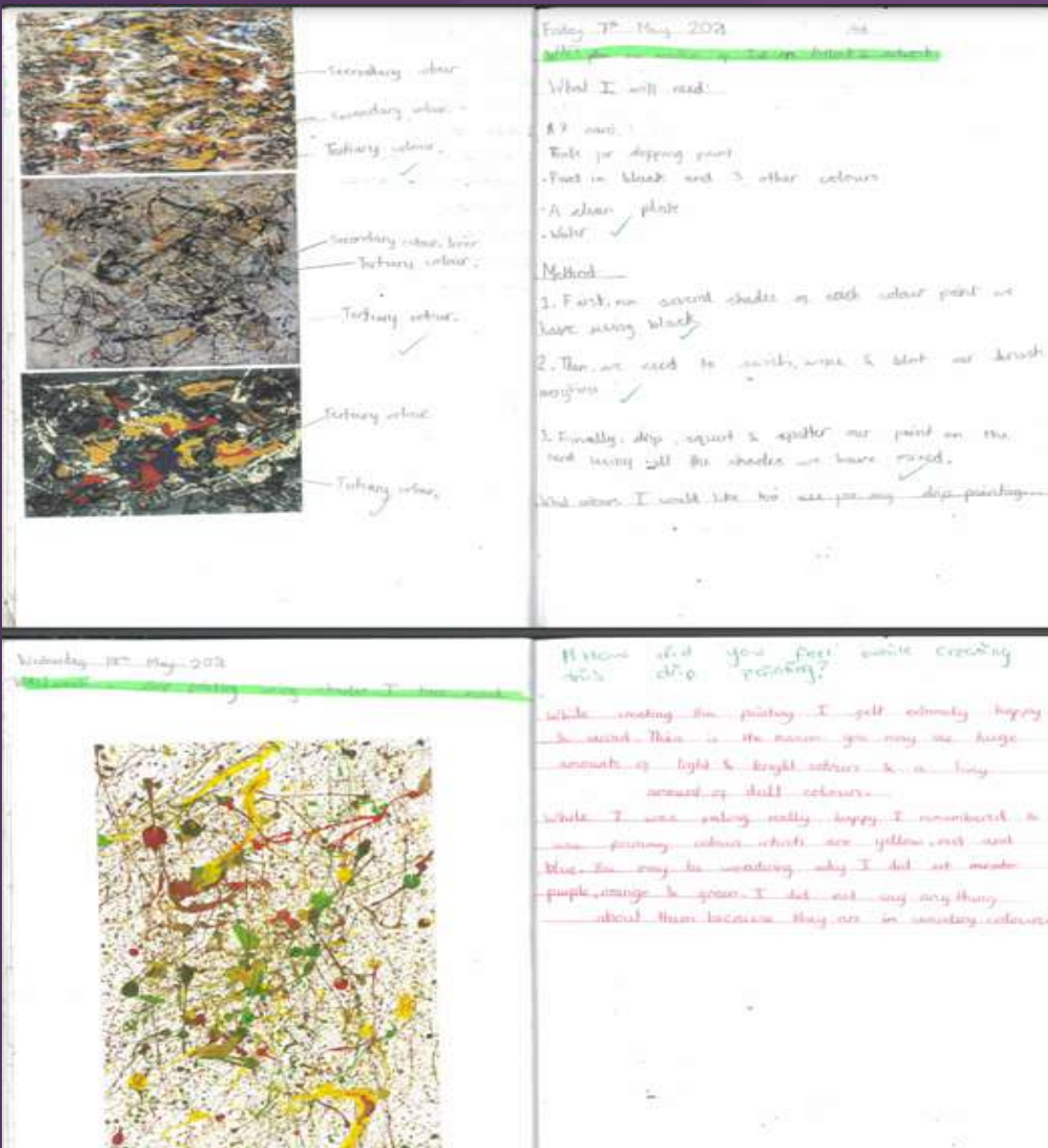
Atharv's reflection reminds me that Avanti Way 1 is all around us- in what we hear as well as what we see and feel. As I walked along the Year 4 corridor last week, I heard the beautiful sound of Bronze Class singing 'Blackbird'. Although there were around 30 children singing, I could only hear one voice because the children were singing together in unison. They were following their conductor, Ms Munshi, who helped them to maintain the tempo, and apply dynamics: for example, producing a softer or louder sound at different points in the song. I felt very proud because I knew that to produce such a high quality sound, all members of the ensemble and their conductor must have played their part well.

At Avanti Court, every child is a musician and learns musical skills and knowledge. However, we also recognise that musicianship is about having high expectations of ourselves and taking responsibility of our own learning. Only then will we have the resilience to keep practising our singing and our instruments, the confidence to perform in world class venues, and the teamwork to help other musicians along the way. So, as a school community, let's all draw upon the power of music to make the world a better place!

Miss Vincent



Examples of the Avanti Way Art



This piece of work is by Kavya who is a pupil in Year 3. The reason why as Leader of Art and D&T I have chosen this piece of work is because it links to Avanti Way 1: At Avanti Court, staff and pupils have high expectations of themselves and each other. It is everybody's responsibility to make sure that all pupils are challenged to reach their full potential in all areas of their learning and development.

This half term in Art Year 3 have been looking at Jackson Pollock's style of painting. I know this particular piece of work is an excellent example of Avanti Way 1 because Kavya has used art as a means of self-expression. She has taken into account how certain colours when used may express how the artist is feeling. What really stands out about this piece of work is her use of colours. It is clear that when using primary colours to create a drip painting it represents a happy moment, where as if secondary colours were used this may indicate the artist is unhappy, sad or frustrated. Kavya has high expectations of herself because she has clearly gone through the learning process logically from research, through to planning and then onto creating her work of art. She will now use this week to evaluate her work. In her evaluation she will identify similarities and differences between her work and Jackson Pollock's art. She will then move onto talking about how she used colour, tone and pattern in her design and what she would change next time and why.

When asked Kavya about this piece of work and how it challenged her she said: 'I felt that by creating a drip painting I was able to express how I was particularly feeling that afternoon. I was challenged by being given the opportunity to mix my own paints depending on my mood.'

Mrs. Janab



AVANTI COURT
PRIMARY SCHOOL

Example of the Avanti Way Yoga

This photograph is of Reception children demonstrating the Yoga pose of a 'boat'. The reason why as a Leader of PE I have chosen this piece of work is because it links to **Avanti Way 1: At Avanti Court, staff and pupils have high expectations of themselves and each other. It is everybody's responsibility to make sure that all pupils are challenged to reach their full potential in all areas of their learning and development.**

I know it is an excellent example of Avanti Way 1 because it promotes the wellbeing of children through the enriching Yoga curriculum within Reception. Another reason is because the children are demonstrating the Yoga posture of 'a boat' which shows that children are being taught an inspirational and holistic curriculum to cater for their wellbeing in the early stages of their education.

What really stands out about this evidence is the confidence of the Reception children through their Yoga posture. It is clear that the children have high expectations of themselves because of their confident body language and facial expressions. Infact, when I asked them about their favourite Yoga pose and how it challenged them, one child said: 'I like boats and have some to play with, it is a bit hard to do but I practised and now it is easy. I helped my friends to do the pose well'.

Mrs. Khan



Example of the Avanti Way English KS2

I think that Bradley avoids shaking Carla's hand because Bradley already creates a bad impression of Carla in his head and hates her. In addition, Bradley was not in a very good mood. I think that Carla doesn't really care as she knows Bradley doesn't like her and is not very kind to her either. Do you really think that Carla doesn't care? (1)

I do not think Carla misheard Bradley because she may have understood what he tried to say because when Bradley was 'stepped past her' and avoided her hand, Carla may have observed his

attitude. Also, it is very unlikely Bradley met the ^{President} ~~pres~~ so and therefore Carla realises Bradley trusts her (by pretending to her that the president has spoken to him).

Khushi, now that Bradley has returned to being 'an island' what do you predict he will do?

I predict that Bradley will try to win Jeff back. This is because while Jeff was with Bradley, he realised the importance of a friend. In addition, Bradley didn't want to lose Jeff and kept reassuring himself that he is his best friend. Bradley may also do his homework because he knows Jeff likes homework and is pretty smart. Lastly, he may even ~~be kind~~ ^{stop hitting} to the girls (especially Cullen) and say 'hello' to them.

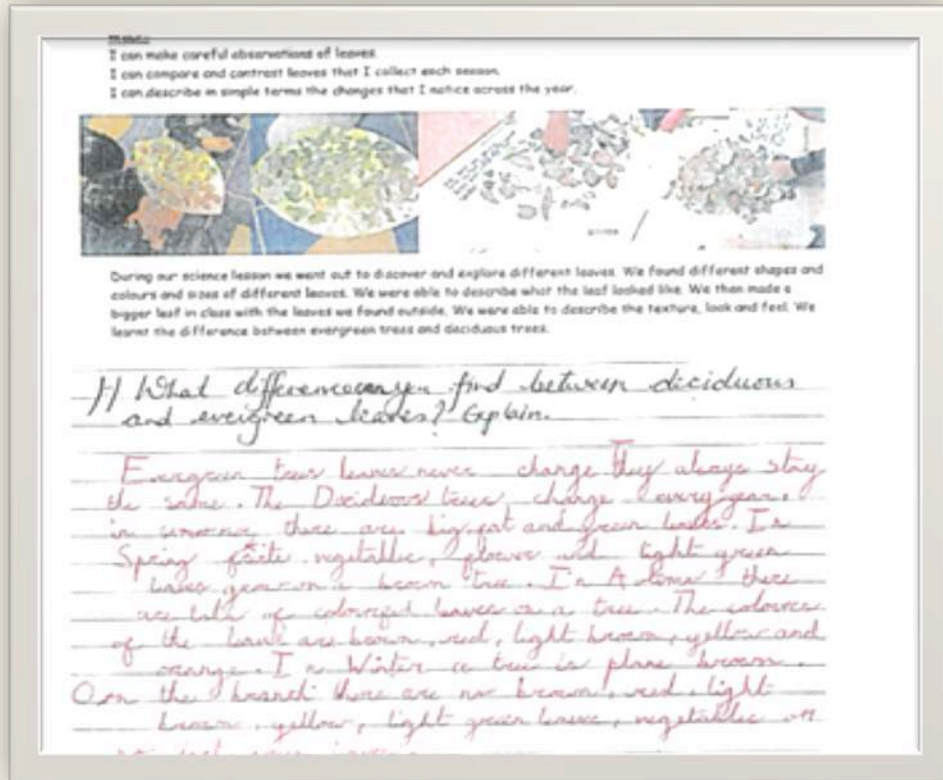
This piece of work is by Khushi who is a pupil in upper Key Stage 2. The reason why as Leader of English I have chosen this piece of work is because it links to Avanti Way 1: At Avanti Court, staff and pupils have high expectations of themselves and each other. It is everybody's responsibility to make sure that all pupils are challenged to reach their full potential in all areas of their learning and development.

I know this is an excellent example of Avanti Way 1 because Khushi demonstrates a deep understanding of the text that she is reading. This is evident as she is able to retrieve information and use direct quotes to support her answers. Furthermore, Khushi is to make comparisons of characters, drawing upon her knowledge of what she has read in earlier chapters to demonstrate a change in a character. Khushi writes confidently and is able to independently edit her own ideas (see comments in red), and respond well to the teacher's marking. Her next step response shows a considered approach to articulate her answer and demonstrates her understanding of figurative language; in this case, metaphors. It is apparent that Khushi has high expectations of herself as she demonstrates an ability to sustain her writing and produce excellent written outcomes. When I asked Khushi about this work she commented: 'The whole class approach to reading has enabled me to discuss the types of questions that I may find in a comprehension activity. I have learnt how to write responses for literal, inferential and evaluative questions properly using sentence stems. This has helped me to build stamina in my writing.'

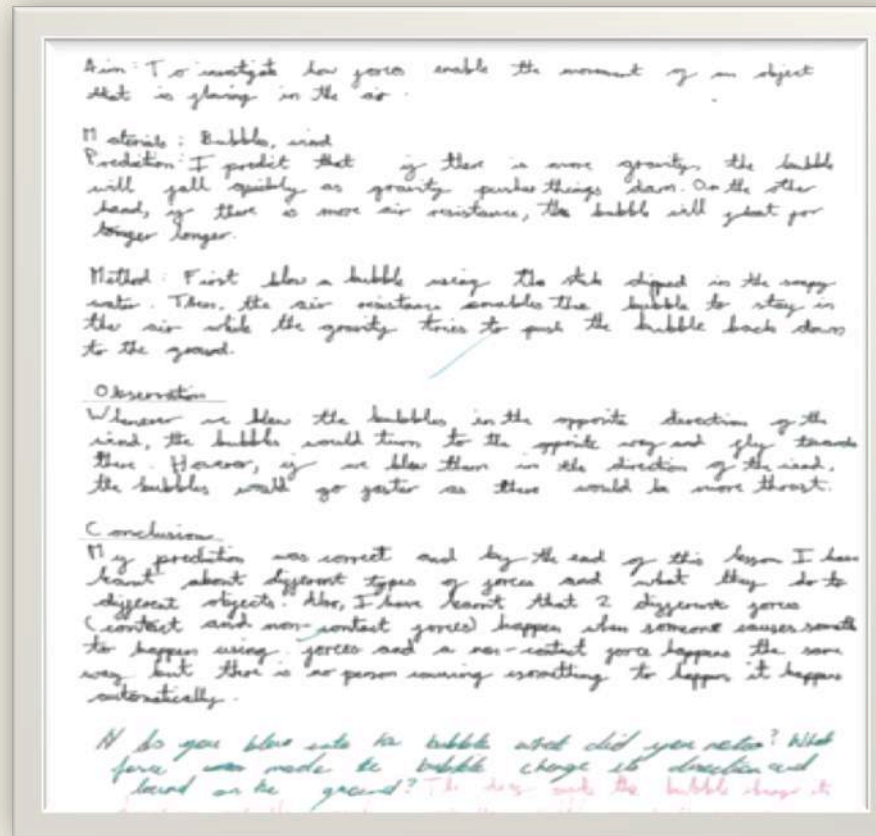
Mrs. Munshi



Example of the Avanti Way Science



This piece of science work by Sri, a pupil in Year 1, showcases his excellent understanding of the different types of trees. He has independently been able to explain the difference between the terms 'evergreen' and 'deciduous' using key vocabulary and clear points. This shows evidence of Avanti Way 1 being applied by both pupil (through high presentation and use of perfectly written, clear sentences with the correct key vocabulary) and the teacher, who has set really high expectations for her pupils. The lesson was planned in a way that pupils could explore for themselves and create their own questions and answers, thus being challenged to reach their full potential. This lesson promoted curiosity and deep learning, in line with our Science vision and principles at Avanti.



This piece of science work, by Yashwanth, a Year 5 pupil, shows clear evidence of the application of Avanti Way 1. This lesson involved pupils carrying out their own investigations and making meticulous observations about how forces act on soap bubbles. Before that, pupils were challenged to predict the outcomes of the investigation using their prior learning linked to forces.

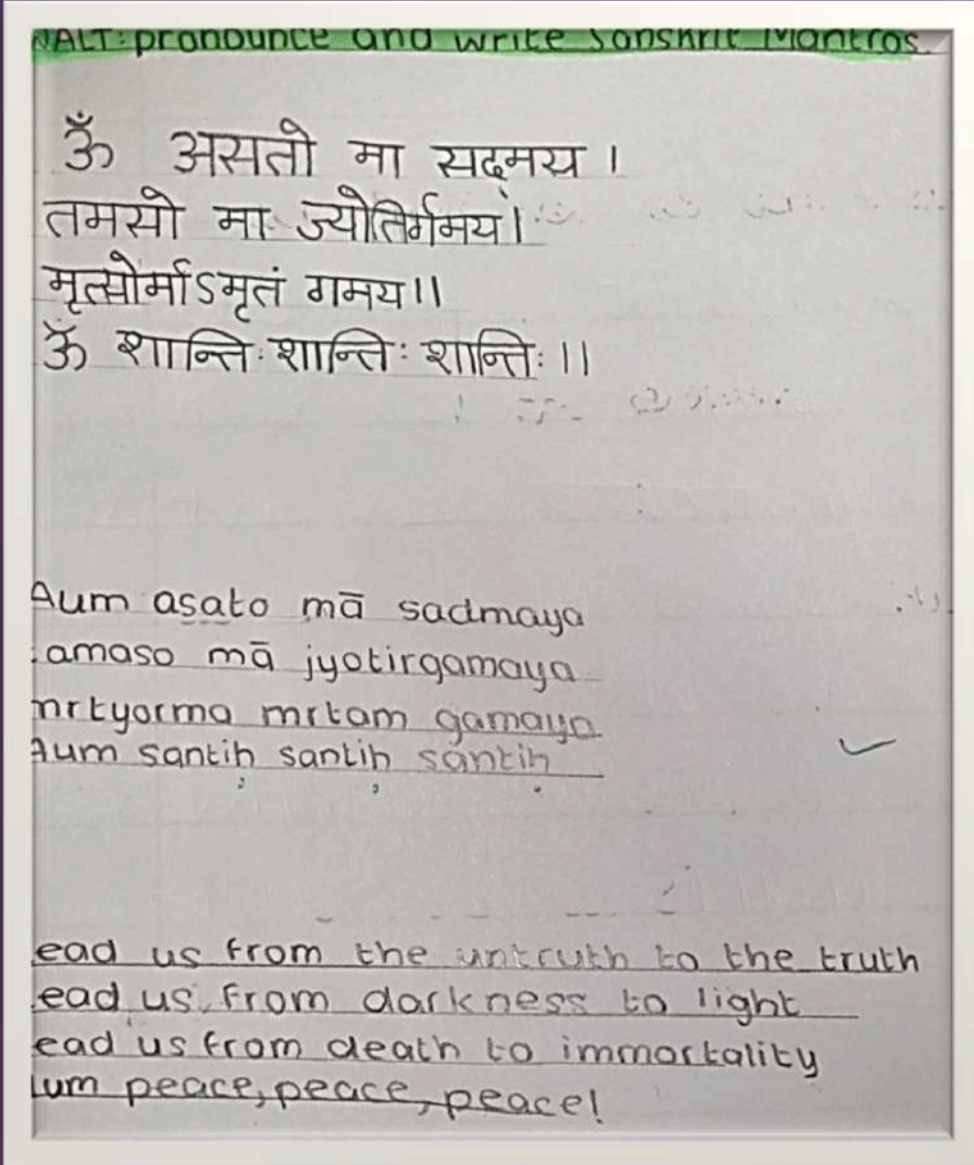
Yashwanth's work clearly showcases his understanding of the various forces that act upon objects. He has used the key terms: air resistance, gravity, non-contact, contact and push, effectively to support his prediction and conclusion. He also produced clear, labelled diagrams to explain the action of forces on the soap bubbles, showing high standards of working scientifically.

The planning and work produced indicate clear signs of challenge and high expectation from both the teacher and the pupil, in line with Avanti Way 1.

Mrs Seeruttun



Example of the Avanti Way Sanskrit



This piece of work is by Aarna, who is a pupil in Year 4. The reason why as Leader of Sanskrit, I have chosen this piece of work is because it links to Avanti Way 1: At Avanti Court, staff and pupils have high expectations of themselves and each other. It is everybody's responsibility to make sure that all pupils are challenged to reach their full potential in all areas of their learning and development.

I know it is an excellent example of Avanti Way 1 because Aarna's work shows she has carefully composed the lettering when writing this verse in Sanskrit Devanagari script.

What really stands out about this piece of work is the quality and accuracy of her Sanskrit Devanagari script writing. It is clear that Aarna has high expectations of herself because she is able to use transliteration correctly and as a result she was able to accurately enunciate the Sanskrit mantra. She was able to develop and discuss the relevance of peace in today's society. In fact, when I asked her about this piece of work and how it challenged her, she said: 'I love writing in Sanskrit Devanagari script, I enjoy formulating the letters and I think it's a beautiful style of writing. I can find connections with Sanskrit and my home language of Hindi. I enjoy learning about Sanskrit literature because I can make connections with PRE and it helps my wellbeing '

Mrs. Bhudia



Example of the Avanti Way English KS1

Wednesday 21st April 2021

WALT: Write a setting description

The molacious, vilest, and monstrous inferno engulfed our city. The awful and terrible inferno went gleaming from here to there. Fociously the flames decided to be very wicked and burned the tree clown. The inferno was as red as a mixture of apple and cherry, as orange as tango and as yellow as the sun. I was blinded by the sight of the ash by the tree and the branches were laying clown as if waiting for the flames to come and burn them. All I could hear was the crackling of give eager to burn a trillion more things. This blaze was roaring like thunder. O'h god please take me under your shelter. The blaze ran through everything, destroying things in it's way like a tornado leaving a blackened char. All I could feel was blazing hot scorching thick, black and suffocating smoke. 'WHAT A CHAOS! When the blaze's cousin (smoke) went in my nostrill I was choking as if I was gonna be cursed to be choking for my lifetime. At first I thought that the fire was a vicious, pure and fearless demon.

This piece of work is by Grisha Agarwal who is a pupil in Year 2. The reason why as a Leader of English that I have chosen this piece of work is because it links to Avanti Way 1: **At Avanti Court, staff and pupils have high expectations of themselves and each other. It is everybody's responsibility to make sure that all pupils are challenged to reach their full potential in all areas of their learning and development.**

I know it is an excellent example of Avanti Way 1 because Grisha's work portrays that she has met the objectives we cover in Year 2. She has taken into account how to implement subordinating conjunctions, expanded noun phrases, using different sentence types and being able to use commas in the correct context. What really stands out about this piece of work is her use of exceptional language when describing the setting of Australia's bush fire. It is clear that Grisha has high expectations of herself because she always likes to create a checklist to ensure she is able to meet the learning intention. More so, Grisha is eager to ensure whatever work she produces will appeal to her audience.

In fact, when I asked Grisha about this piece of work and how it challenged her, she said: 'I found this work challenging as my teacher encouraged me to use exciting vocabulary to describe the setting. Not only that, I wanted to make sure I am able to use expanded noun phrases and subordinating conjunctions correctly.'

Mrs Nazrul



Examples of the Avanti Way Maths

This piece of work is by Aarav who is a pupil in Year 5. The reason why as Leader of Maths that I have chosen this piece of work is because it links to Avanti Way 1: At Avanti Court, staff and pupils have high expectations of themselves and each other. It is everybody's responsibility to make sure that all pupils are challenged to reach their full potential in all areas of their learning and development.

I know this is an excellent example of Avanti Way 1 because Aarav is able to excel with his ability to go beyond the measurement and money models of decimals, for example by solving puzzle involving decimals (National Curriculum for Year 5 2014). Furthermore, Aarav is able to articulate his mathematical thinking about problem solving by using trial and improvement to find a missing integer in a word problem. This demonstrates his deep understanding of estimation and also using the inverse to solve a calculation. It is apparent that Aarav has high expectations of himself as he demonstrates an ability to systematically use the RUCSAC acronym to help him to solve a word problem step by step. In fact, when I asked him about this piece of work and how it challenged him he said: 'I knew that I had to carry out the calculations in the correct order or the answer would have been wrong. Sometimes, you can still get a mark for a question even if you make a mistake as long as you have shown your calculations. This might help me with my SATs in year 6.'

This piece of work is by Eshaan who is a pupil in Year 1.

I know this is an excellent example of Avanti Way 1 because Eshaan is already developing an ability to reason mathematically; recognising that not all calculations have one solution. Another reason is because he is able to draw upon his prior learning of recognising that all odd numbers end in an odd number and all even numbers end in even numbers. This displays his embedded understanding about the properties of number. What really stands out about this piece of work is the focus of mathematics teaching in Key Stage 1 that states each child should 'develop confidence and fluency with whole numbers and place value.' (National Curriculum 2014). It is clear that Eshaan has high expectations of himself as he demonstrates an ability to reason and investigate about possible answers to a posed question. In fact, when I asked them about this piece of work and how it challenged him he said: 'There are lots of ways to answer this question. I chose to say that two of the numbers were odd and one was even. My friend said a different way- he was right too as there is more than one correct answer.'

Mrs Cooper



Example of the Avanti Way 1 Spanish

This piece of work is by DJ who is a pupil in Year 6. As Leader of Spanish, I have chosen this piece of work because it shows a firm grasp of the grammar taught throughout KS2. By the end of his learning journey, this pupil has demonstrated that he can carry out tasks requiring a direct exchange of information in the target language. I was particularly impressed by this student's ability to self-correct his work to show appropriate agreement of verbs, nouns and adjectives; he also demonstrates the ability to converse and respond fluently in everyday conversation.

This excerpt is linked to Avanti Way 1: At Avanti Court, staff and pupils have high expectations of themselves and each other. It is everybody's responsibility to make sure that all pupils are challenged to reach their full potential in all areas of their learning and development. This pupil's work displays the high expectations set by staff and students in becoming independent, motivated learners. Additionally, DJ's written comments show his recognition of the importance of continued language learning into KS3 and beyond, and his developing cultural capital.

Martes de 11 de mayo 2021

objetivo: I can order food and drinks like a ...

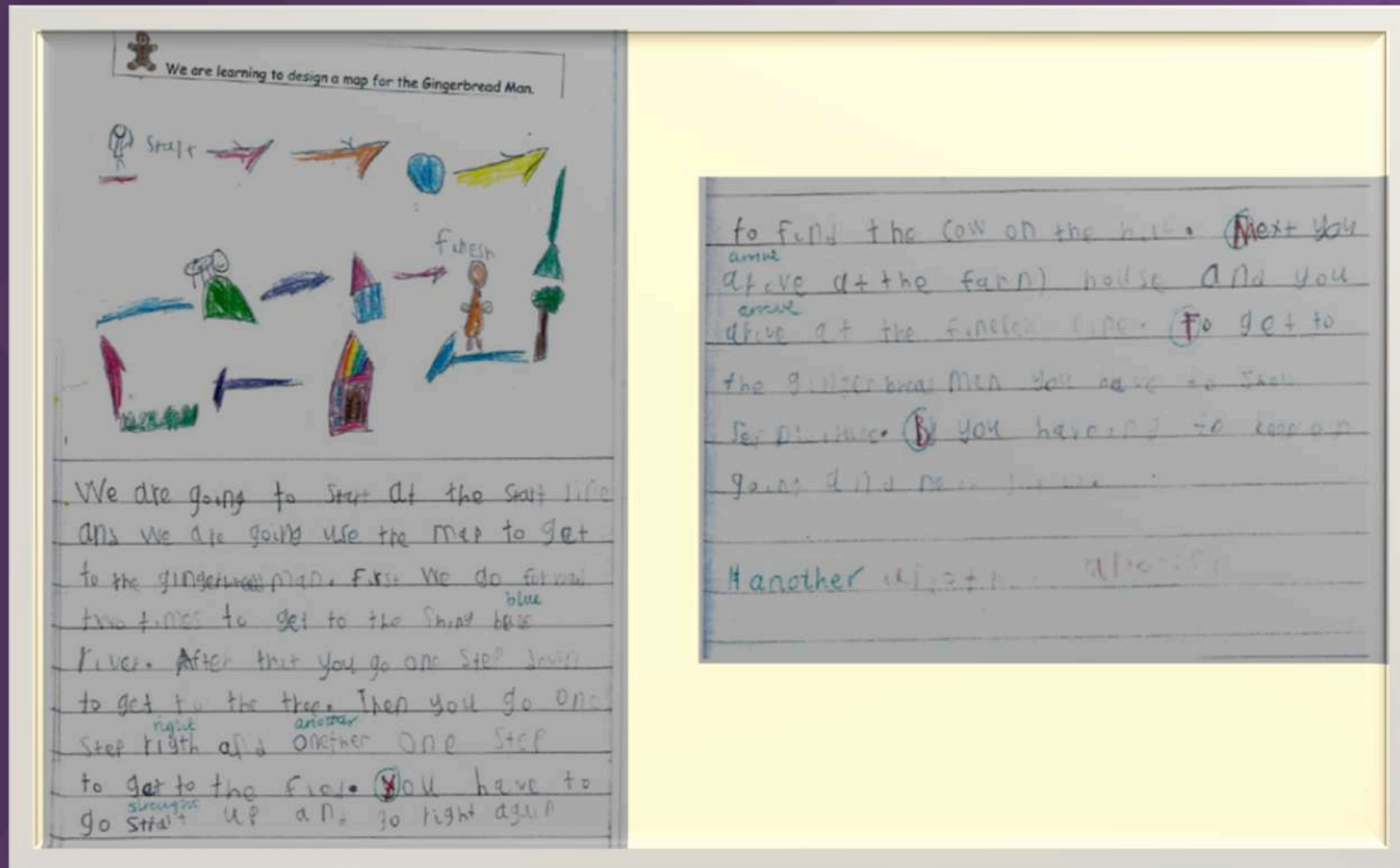
- Buenos días, señor.
- Buenos días, señora.
- La carta, por favor.
- Aquí tiene.
- Gracias.
- De nada ¿Qué desea?
- Quiero una hamburguesa y un patatas, no me da.
- El pollo de asado.
- y un helado de chocolate.
- Aquí tiene una hamburguesa, por favor.
- El pollo asado.
- y un helado de chocolate.
- ¡Nam! ¡Nam!
- ¡Pay! ¿Cuánto es?
- ¡Ochenta euros!
- ¿Ochenta euros?

Translate into Spanish: I would like a chicken sandwich with French fries and salad, please.

Quiero el bocadillo de pollo y un patatas de fritas y ensalada por favor.

Learning Spanish for four years, I think Spanish is a fun lesson with a lot of difficult words to challenge us. I think that Spanish could also help us in secondary school. For eg. in GCSE's you could use Spanish as one of your languages. When you go on holiday to Spain, you could use some of your Spanish and impress your family. You could also teach your friends and family, relatives.

Example of the Avanti Way Reception



Here is a piece of writing by Dina who is a pupil in Reception. The reason why I have chosen this piece of work is because it links to the Avanti Way 1: *At Avanti Court, staff and pupils have high expectations of themselves and each other. It is everybody's responsibility to make sure that all pupils are challenged to reach their full potential in all areas of their learning and development.*

As the Early Years Foundation Stage Phase Leader, I know it is an excellent example of Avanti Way 1 because Dina's work portrays that she is exceeding in writing in the Early Learning Goals. She has applied her knowledge of high frequency words and demonstrated perseverance and the ability to evaluate her own writing. She was able to describe where the Gingerbread man was going using mathematical positional language. What really stands out is how Dina has expressed her understanding of our school values. She explained 'to get to the Gingerbread man, you need to show self-discipline.'

Ms Sahota



Example of the Avanti Way History

Here is a piece of History work by Manas who is a pupil in Year 2. The reason why I have chosen this piece of work is because it links to the Avanti Way 1:

I know it is an excellent example of Avanti Way 1 because Manas's work portrays that he has met the objectives we cover in Year 2. He has demonstrated that he understands how significant individuals have contributed to our lives today. He was able to write a fact file on Neil Armstrong and explain how he had impacted on others 'the impact that Armstrong has on others was to explore Space and become an Astronaut'. What really stands out about this piece of work is the understanding of how the different stages of Neil Armstrong's life impacted on his achievements. It is clear that Manas has high expectations of himself because he was able to discuss facts about Neil Armstrong with his peers using historical language and then apply his learning to his writing.

Mrs. Shrestha

Tuesday 27th April 2022 History

WALT: Create a fact file about Neil Armstrong

Full Name: Neil Alden Armstrong
Date of Birth: 5th August 1930
Hometown: Ohio, U.S.A (United States)
Occupation: Astronaut and a teacher
Died: 25th August 2012
Known for: walking on the moon ✓


Early Life:
At an early age, Neil Armstrong loved to learn about aeroplanes and space. He was very interested in flying. Did you know that Neil could fly a plane before he even learned how to drive a car? ✓

Education:
Neil Armstrong studied at university when he was 19 years old. He studied engineering relating to aircrafts.

Career:
Neil Armstrong applied for the astronaut application. He, alongside his friends went in the Apollo XI. Armstrong and his friend, Ashbini walked on the moon and came back. After returning back to

Earth 4 days later, Armstrong and his friends spent 3 weeks quarantining.

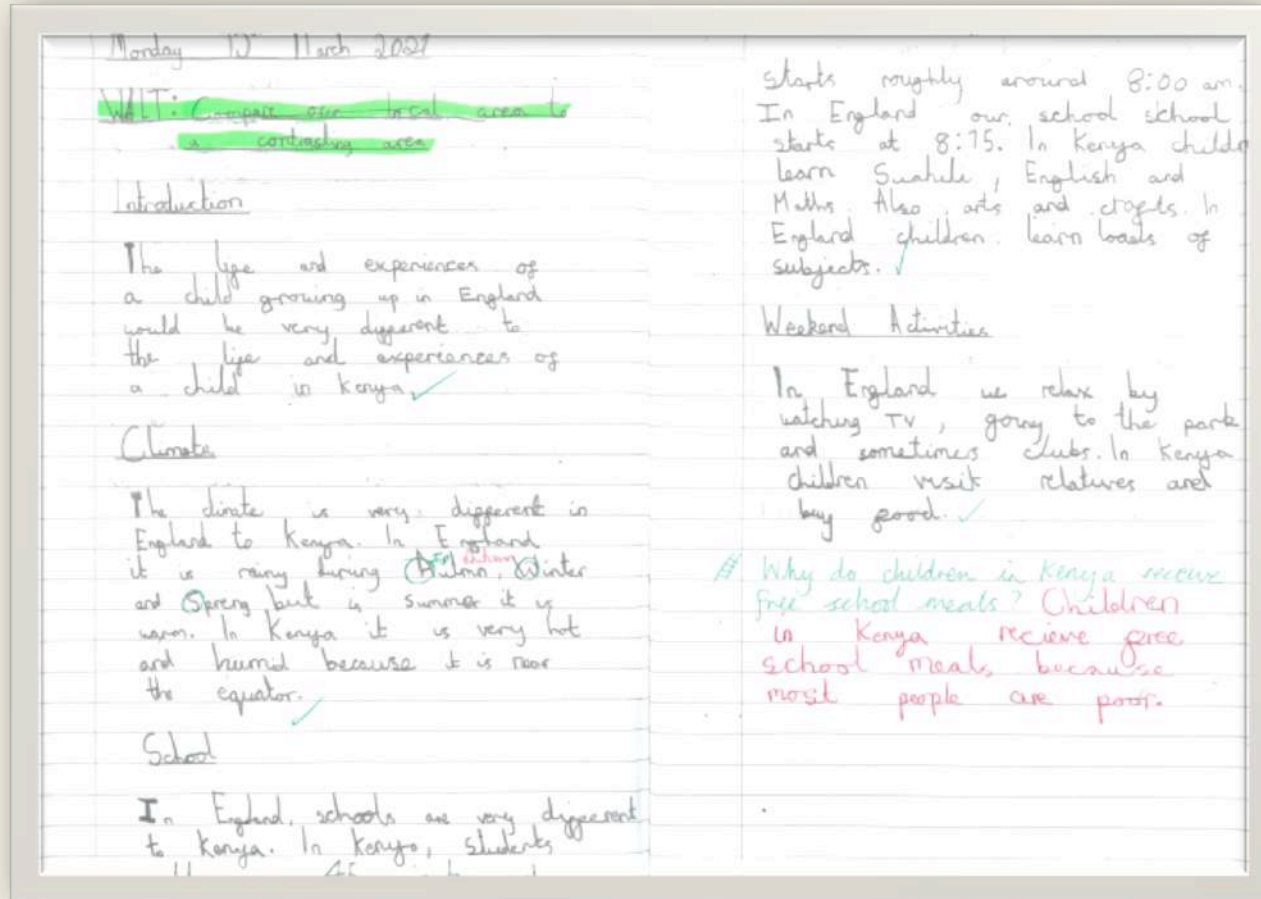
Later Life:
Later in life, Armstrong went to the North Pole with a group of explorers. The reason why he went to the North Pole was because he saw it from space. Neil Armstrong won many awards in his lifetime and retired N.A.S.A. in 1971. ✓



What impact did he have on others?
The impact that Armstrong had on others was to explore space and become an astronaut.



Example of the Avanti Way Geography



This piece of work is by Eshan who is a pupil in Year 2. The reason why as Leader of History and Geography I have chosen this piece of work is because it links to Avanti Way 1.

I know it is an excellent example of Avanti Way 1 because it shows a good level of geographical understanding. Another reason is because Eshan is able to compare the lives of pupils in two different localities. He has high expectations of himself which is evidenced through his use of geographical language e.g. climate and equator.

It is clear that he is developing independence because he responds to his next step, which encourages him to think about other factors influencing the life chances of a child in Kenya. Infact, when I asked him about this piece of work and how it challenged him, he said 'I understand that children in this country and those children in Kenya have different lives. It would be better if all children in Kenya could get the same education as us so that it is fair.'

Mrs Shrestha



NSPCC

This term we will be participating in the NSPCC's **Speak out. Stay safe.** online programme. This consists of an online assembly and supporting classroom based activities. **Speak out. Stay safe.** is a safeguarding programme available to all primary schools in the UK and Channel Islands. It aims to help children understand abuse in all its forms and to recognise the signs of abuse in a child friendly, interactive way. Children are taught to speak out if they are worried, either to a trusted adult or Childline.

The NSPCC have developed an online version of their Speak out. Stay safe. programme to help overcome some of the challenges that the Coronavirus (COVID-19) pandemic has presented in relation to having external speakers in school. In the online assembly, the Speak out. Stay safe. messages continue to be delivered in a fun and interactive way with the help of their mascot Buddy as well as special guest appearances from Ant and Dec.

We have studied the content of the materials and are extremely confident that they are appropriate for primary-school-aged children. By the end of the programme, we're convinced children will feel empowered – knowing how they can speak out and stay safe.

If you would like to know more about the Speak out. Stay safe. programme you can find information on the NSPCC website www.nspcc.org.uk/speakout or I would be happy to discuss any questions that you may have.

Adapted assembly for home use

The NSPCC has also developed an adapted version of their assembly for parents/carers to use at home with their children. This can be found here: Watch our Speak out Stay safe assembly at home | NSPCC. With the help of celebrities, the film focuses on how a child can get support if they have any worries or concerns

To complement the assembly, there are some resources that can be used to enable further discussion whilst doing activities with your children. These are hosted on the NSPCC website www.nspcc.org.uk/activities.

Talking PANTS with your children

'Talk PANTS' is a simple way for parents to help keep children safe from sexual abuse – without using scary words or even mentioning sex. The guide uses the rules of PANTS to teach children that their body belongs to them and them alone. You can find out more and download the free resources at www.nspcc.org.uk/pants.

Childline Under 12's Website

Childline also have a website with age appropriate advice for primary school children on topics such as bullying. It also has games and other interactive tools. Your child can visit it at www.childline.org.uk/kids.

If you'd like to know more about the NSPCC's work, or take a look at the wide range of information and advice which is available for parents and carers, please visit their website www.nspcc.org.uk/parents.

If you need to speak to one of our safeguarding leads please phone: 0208 551 9489 or email them at:

Mrs Sivadasan: amy.sivadasan@avanti.org.uk

Mrs Dodia: kamaljit.dodia@avanti.org.uk

Ms Sahota: harpreet.sahota@avanti.org.uk



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