



AVANTI COURT PRIMARY SCHOOL

Avanti Court Newsletter January-February 2022

Welcome to our Spring 1Newsletter.

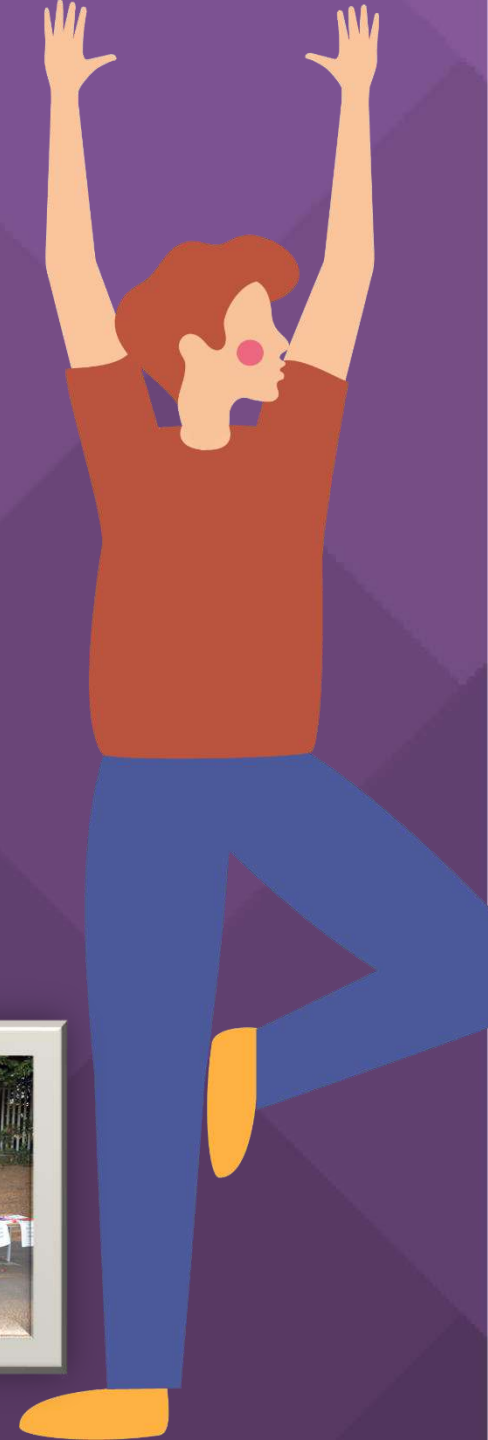
A huge thank you to all the parents/carers who attended the virtual coffee morning/forum last week. If you were unable to attend, you can still read about what the pupils shared in this newsletter. If you have any questions with regards to any of the agenda items, please contact me directly.

Another big thank you to all the parents/carers who completed our parent survey. I am delighted with the outcomes, which demonstrates how proud you are of our school. The outcomes will be shared after half term, and we hope you will help us devise the action plan to make Avanti Court even better.

May I send a huge thank you on behalf of the school to our newly elected FOAC team who raised a fantastic £317 for the school during the India Republic event! You will be pleased to know that the Holi event on the 19th March has sold out-well done FOAC!

May I take this opportunity to wish you all a safe half term break with your families.

Mrs Walters





Learning at Avanti Court-Pupil voice PRE

Pupils in Key Stage 2 met with parents/carers on Friday 11th February to share their learning and progress. As a school, we are working hard to ensure that pupils understand the purpose of their learning and how this links to the Avanti Way. For example, we would expect pupils to be able to put their learning into context, link it to previous learning and understand why they are learning it.

Pupils were asked to bring their Sanskrit, Art and PRE books to a session with parents and talk about their learning. Here are the minutes from the meeting:

Keerut (Year 4) was asked how PRE supports character formation.

Keerut: Everything has a soul created by God. Insects are like our brothers and sisters; everyone is part of the same family. God is our father and Mother Earth is our mother. If we think like this, we will respect all life and make the world a better place. This example of pupil voice links to our vision for spiritual insight -where our interconnectedness with all living beings and with the universe, urges acts born out of humility and love.

Abbay (Year 4) was asked to explain why pupils visit other places of worship if we are a Hindu school and what difference these visits make.

Abbay: We are a Hindu school, but we need to learn about other faiths because it helps us to have a deeper understanding of our own faith and the faiths of others. By learning about other faiths, I can respect the similarities and differences. Learning about other faiths helps us to develop an understanding of other beliefs and respect for them. This is important because we all live together. This example of pupil voice links to our vision for spiritual insight-where our interconnectedness with all living beings and with the universe, urges acts born out of humility and love.

Keerut added to Abbay's viewpoint by stating: Visiting other places of worship links to Avanti Way 2, which is about having meaningful conversations with others about faith and learning more about how we are connected so we always show respect. This example of pupil voice demonstrates how Avanti's virtues of respect, self-discipline, courage, integrity, empathy and gratitude are tangible throughout school life.

Pupils were asked why they think worship is important and what God expects from us.

Abbay said: God does not want a gift like diamonds from us, he wants love and devotion. Keerut then added: I worship differently, but my actions are the same which is to show love and kindness. In class we offer offerings to Krishna to show our love and devotion. This example of pupil voice demonstrates how our pupils have opportunities to develop a unique and loving relationship with Lord Krishna.



Learning at Avanti Court-Pupil voice Sanskrit

Pupils were asked about why they think studying Sanskrit, a language over 5000 years old is still relevant today and what purpose it serves.

Shruti (Year 6) said: *Learning Sanskrit helps our brains develop because it teaches you to memorise passages, which means you must learn to study in detail. If I can memorize Sanskrit it develops my confidence and curiosity for learning a language. Sanskrit is important because it gives us access to the Bhagavad-Gita, which not just a book, it is a guide and gives you life lessons, which can help you in times of difficulty. This shows that Shruti is aware that memorizing texts impacts brain development- research by Dr Hartzell found out that reciting Sanskrit increases cortical thickness, increases cognitive function which develops speech, logical thinking and memory retention.*

Abbay (Year 4) added: *We must connect with the oldest language in the world because it is thought of to be the mother of all languages. Keerut went on to prove this by showing how the word Monday in Sanskrit links to the word Monday in English e.g., the moon.*

Hritvik (Year 4) added: *I would like to add on to what Shruti said because the language the Bhagavad-Gita is written in is God's language- so if I know Sanskrit, I can read about how to offer love. It isn't easy though. Hritvik then demonstrates a sloka that he has memorised and Joseph translates it for me with pride, pointing to his work and his translation. This piece of pupil voice shows how it takes time and application to learn. It is not easy, and it is very different. But our pupils master Sanskrit and take so much pride in their Sanskrit learning, because it repays their enthusiasm and effort with an understanding of a language which engages with perfection. As I listen to Hritvik recite a sloka I can hear his musicality and richness of tone which make it a 'performance' language. It sounds soothing and enriching. And, in articulating it, Hritvik has found ways of mastering sounds reminding me of singing which gives a sense of release and joy.*

०	०
१	१
२	२
३	३
४	४
५	५
६	६
७	७
८	८
९	९
१०	११

कर्मण्यवा धकारस्त मा फलसु कदाचन
मा कर्मफलहेतुर्भूर्मा ते सङ्गोऽस्त्वकर्मणि॥
You have a right to perform your actions, but you are not entitled to the fruits of your actions. Never consider yourself to be the cause of the results of your activities, nor be attached to inaction.
karmāṇy-avadhikāraḥ je mā phalaṣhu kadāch- -na mā karma-phala-hetur bhūr mā te saṅgo ṣhvakarmaṇi ॥2.47॥

Learning at Avanti Court-Pupil voice Art

Pupils were asked to share their art learning with parents. This is important because Art and Design Technology is a school improvement priority-so through pupil talk we were hoping to see if children own art specific vocabulary, understand why they are studying specific artists and how this links to the Avanti Way.

Joseph shared his artwork on creating short brush strokes to replicate a famous artist's work- Cezanne and how he mixed colours to create an effect. He spoke about why Cezanne's style is important and how Cézanne influenced the shift to modern art.

Shruti shared the importance of studying graffiti, which she stated can be seen as a nuisance but perhaps this is because we do not understand it. She discussed how graffiti can be used to highlight key messages such as the impact of global warming. She was able to recall subject specific language while speaking such as: block lettering, serifs and shadows.

A parent asked Abbay where he finds his inspiration in his artwork to which he replied: *My inspiration comes from my mind's eye-this makes me feel confident because there is no right or wrong way to create art. We study artists and learn their style so we can recreate a piece in the same style-learning from others.*

Mrs. Shah asked Shruti if graffiti can be creative to which Shruti replied: Even though graffiti can be seen as vandalism, it can still be considered as art because it is a form of self-expression and can even convey powerful messages that can impact people daily for example; my piece of work is to highlight global warming.

I can use different tones to make a drawing look three dimensional by Arpana Yr 2



Observational drawing by Reyansh Yr 4



Create art on global warming by Alfreda Yr 6



Paint in the style of a famous artist- Joseph Yr 4

Draw in the style of Käthe Kollwitz to show an emotional expression by Darsh Yr 6



Design Technology

We aim for our art and design education to engage, **inspire and challenge children and young people**, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design.



Inspired by the song, 'Mouse in a windmill', children design, decorate and build a windmill for their mouse client to live in, developing an understanding of different types of windmills, how they work and their key features.



Nursery create their own dinosaur using recyclable materials.



Pupils were given their first opportunity to sew in this topic. By making their own template, children ensured that their pieces of fabric were exactly the right size. With their fabric cut out, pupils use a simple running stitch before decorating the front of it, according to their designs.



This topic draws upon pupils' skills and knowledge of structures, challenging Year 6 to design and create a model of a new playground featuring apparatus, made from different structures.



AVANTI COURT
PRIMARY SCHOOL

Wes Streeting-Demonstrating the Power of Voice at Avanti Court and how as a collective we can help others



We, the Avanti Core *Principle* Ambassadors would like to share some things we have learned in our leadership journey this term. We hope you enjoy reading about them. We also hope that you can help us to make the world a better place!

Friday 3rd February:

We invited Wes Streeting, MP for Ilford North, to come and join our meeting! He listened carefully to us as we shared our Action Plan and updated him on what we have done so far as well as our next steps.

For example, we explained that we are currently embedding the Avanti Way Pupil Charter and have been focussing on Avanti Way 2:

We think deeply and show our understanding through our conversations with each other.

Wes Streeting told us he was so impressed to see our Avanti Ethos being led by children. He explained that we, as Ambassadors, have shown a very strong understanding of our rights. He added that we put our knowledge into action by helping to protect the rights of not only ourselves, but others too – and that this is very powerful. He then kindly agreed to answer some of our questions. Our questions were diverse and covered lots of topics including caring for our environment, supporting those who are vulnerable and making sure all citizens are treated fairly. Mrs Walters and Miss Vincent also joined in to ask questions! It was interesting to learn that our leadership aims are very similar to the aims of our local government. Everyone agreed that good leadership on any level is about supporting others to flourish!

Finally, we had a group photo to capture this wonderful experience and Wes presented us with special badges. We will of course keep our badges well-polished, but we will also keep our memories of this event forever in our hearts as a reminder of the important role that we play in our local community.

Together, we are going to create **The Avanti Court Food Bank!** The food bank will provide vulnerable members of our community with fresh fruit and vegetables to protect their right to access a healthy, balanced diet. It will also have so many environmental benefits such as providing food for bees, reducing the need for plastic packaging and raising awareness of a more sustainable diet. In our meeting we stepped out into our growing area, which will be the site of our food bank. It is currently a bare patch - but if you look closely - you can see the promise and hope of our vision. After all, tiny acorns grow into the tallest oak trees! We promise to keep you posted, dear friends, of our progress. *The Avanti Core Ambassadors.*



Equality and Diversity at Avanti Court!



Teaching diversity and equality to our pupils helps to instill moral and social traits that will support their growth throughout their younger years and into adult life. By teaching these topics, each student has access to a safe place to challenge, discuss, explore, and form their values and opinions. The knowledge and respect of rights that students gain from this, combined with understanding, respect and tolerance for difference, can empower them to tackle prejudice, improve relationships and make the most of their lives.

The British Empire ^{was} ruling India. Then on the 2nd October 1894 in ~~for~~ ^{at} Portbandar ^{India} his ~~Nehru~~ ^{Nehru} ~~was~~ ^{was} ~~determined~~ ^{determined} ~~to~~ ^{to} ~~stop~~ ^{stop} ~~racism~~ ^{racism} ~~and~~ ^{and} ~~to~~ ^{to} ~~gain~~ ^{gain} ~~Indian~~ ^{Indian} ~~independence~~ ^{independence} ~~at~~ ^{at} ~~the~~ ^{the} ~~start~~ ^{start} ~~when~~ ^{when} ~~he~~ ^{he} ~~was~~ ^{was} ~~kicked~~ ^{kicked} ~~off~~ ^{off} ~~a~~ ^a ~~train~~ ^{train} ~~for~~ ^{for} ~~not~~ ^{not} ~~being~~ ^{being} ~~white~~ ^{white}. This was when his life took a turn.

He was called 'Mahatma' as he encouraged people to stand up for their rights; they saw him as their voice for freedom. Mahatma means 'great soul'. Born on the 2nd of October 1869 in Portbandar, Gujarat. His father was the Chief Minister of Portbandar. His mother was a deeply religious devotee of Hindu who was influenced by Jainism. As a child, he was mischievous - he would turn dogs' ears. He joined school aged 9 and he enjoyed books and learning.

At 13, he was married to a girl called Kasturba. Later, he went to study law at the ~~a~~ ^{when} ~~he~~ ^{he} ~~was~~ ^{was} ~~19~~ ¹⁹ ~~years~~ ^{years} ~~old~~ ^{old}. He studied law at the Faculty of Law in London. He got a job as a ~~prop~~ ^{prop} ~~on~~ ^{on} ~~Indian~~ ^{Indian} ~~shipping~~ ^{shipping} ~~company~~ ^{company} ~~which~~ ^{which} ~~sent~~ ^{sent} ~~him~~ ^{him} ~~to~~ ^{to} ~~South~~ ^{South} ~~Africa~~ ^{Africa}.

His life took a turn when he got kicked off a train in South Africa for not being white, even though he had a ticket. This was where and when his ~~advice~~ ^{advice} ~~and~~ ^{and} ~~will~~ ^{will} ~~to~~ ^{to} ~~sucess~~ ^{sucess} ~~begin~~ ^{begin}.

His first son was born in 1898, when he was 18 and a student at Samaldas College. In 1915,

Learning about the significant contribution of Gandhi and how his actions impact our life today by Abbey Yr 4

Yesterday, we did two ~~room~~ ^{room} ~~meeting~~ ^{meeting}.

their wonderful and exciting jobs / careers they do everyday, it was international women's ~~to~~ ^{to} ~~science~~ ^{science} ~~science~~ ^{science} ~~day~~ ^{day}. The first ~~re~~ ^{re} ~~was~~ ^{was} ~~two~~ ^{two} ~~women~~ ^{women} ~~in~~ ⁱⁿ ~~the~~ ^{the} ~~science~~ ^{science} ~~field~~ ^{field}, who study various things that are related to bacteria, earth, researches or soil, animals. I learned a great deal from each room call, I now ~~to~~ ^{to} ~~know~~ ^{know} ~~that~~ ^{that} ~~there~~ ^{there} ~~is~~ ^{is} ~~a~~ ^a ~~creature~~ ^{creature} ~~that~~ ^{that} ~~lives~~ ^{lives} ~~in~~ ⁱⁿ ~~the~~ ^{the} ~~soil~~ ^{soil} ~~and~~ ^{and} ~~eat~~ ^{eat} ~~bacteria~~ ^{bacteria}, however when the bacteria finishes, they can change their figure and can eat anything else.

After lunch, we attended a ~~met~~ ^{met} ~~meeting~~ ^{meeting} with a forensic scientist that worked for the police. I learned ~~at~~ ^{at} ~~that~~ ^{that} ~~she~~ ^{she} ~~has~~ ^{has} ~~to~~ ^{to} ~~wear~~ ^{wear} ~~many~~ ^{many} ~~layers~~ ^{layers} ~~of~~ ^{of} ~~stetie~~ ^{stetie} ~~stet~~ ^{stet} ~~sterile~~ ^{sterile} ~~clothing~~ ^{clothing}. From that room ~~met~~ ^{met} ~~meeting~~ ^{meeting}, I found out many facts about her and also how to find fingerprints.

These meetings inspired me alot and now I have a different view about science. This has ~~to~~ ^{to} ~~stimulated~~ ^{stimulated} me to be a persevering woman with, who specialise in science, maths and ~~to~~ ^{to} ~~further~~ ^{further} ~~coding~~ ^{coding} / ~~computu~~ ^{computu}. I want to be just like my mum and dad, who work in technology as it is the future. I want to thank Emma, Beth and Paige ~~and~~ ^{and} ~~my~~ ^{my} ~~parents~~ ^{parents}.

WALT: To understand how people celebrate around the world

In Nigeia some people eat roast goat, chicken and rice but in the United Kingdom some people eat turkey, brussel sprouts and chicken at Christmas.

In India people hang up paper stars on mango and banana trees but in the United Kingdom people hang up stars on the Christmas trees.

In Australia people celebrate Christmas by putting Christmas trees on the beaches but in the United Kingdom some people put their Christmas tree in their houses.

Choose two significant people that we have studied and explain their influence and how their actions affect our lives today.
Give reasons why you have chosen this person.

Nelson Mandela was born in South Africa, 1918. Since his father was a chief, his dad was able to give him an excellent education. In university he was expelled due to protesting.

Nelson Mandela was an activist, this is what he was known for. To oppose apartheid, he joined the African National Congress, also known as the ANC. In the end, he ~~achieved~~ ^{achieved} ~~his~~ ^{his} ~~goal~~ ^{goal} ~~of~~ ^{of} ~~e~~ ^e ~~quality~~ ^{quality} ~~for~~ ^{for} ~~both~~ ^{both} ~~Blacks~~ ^{Blacks} ~~and~~ ^{and} ~~Whites~~ ^{Whites}.

I'd chose to write about Nelson Mandela because he is a significant person that is known for his contribution to the world. Without him we may still have less ~~rights~~ ^{rights} ~~over~~ ^{over} ~~Whites~~ ^{Whites}.

Emmeline Pankhurst was born 15th July 1858, in the 19th century. Her parents were activists and Emmeline decided to follow in their footsteps for women's votes. At the age of 14 she attended

our first suffragette meeting. She then began to fight for women's rights. Emmeline later married a man 24 years older than her and had 5 kids. She wasn't afraid to sacrifice her life for the cause! Emmeline got arrested 12 times in one year. Her and her followers went on a hunger strike in prison and ~~lost~~ ^{lost} ~~which~~ ^{which} ~~made~~ ^{made} ~~the~~ ^{the} ~~officers~~ ^{officers} ~~force~~ ^{force} ~~feed~~ ^{feed} ~~the~~ ^{the} ~~women~~ ^{women}.

Learning about the significant contribution of Nelson Mandela and how his actions impact our life today by Keerut Yr 4

Learning about celebrations across the world- Yr 1 Dina



AVANTI COURT
PRIMARY SCHOOL

Reception studied the Chinese New Year and what makes this time of year special-Haridha

We are learning to write about the animals of Chinese New Year.

mon

my favorite animal is a monkey because it is cute and it is a primate.

Characteristics of Monkeys	Monkeys	Monkeys
Size	Small to medium	Small to medium
Color	Brown, grey, black	Brown, grey, black
Weight	10-20 kg	10-20 kg
Height	1.5-2.5 m	1.5-2.5 m
Life span	10-20 years	10-20 years
Food	Fruit, leaves, insects	Fruit, leaves, insects
Home	Tropical forests	Tropical forests
Behavior	Social, playful	Social, playful
Reproduction	Give birth to 1-2 young	Give birth to 1-2 young
Conservation	Endangered	Endangered

Another Award for Avanti Court!

The Gold Travel Plan Award been awarded to Avanti Court Primary School to celebrate our commitment to improving safer travel initiatives.

Avanti Court is amongst the **top 10%** of London schools, setting high standards to inspire others to transform travel habits, fully engaging the wider community to promote best practices, and can see a measurable reduction in the number of journeys made by car every day.

What we aim to achieve in the Spring and Summer term:

- Raise the profile of the Travel Ambassadors across the school
- Ambassadors to deliver scooter safety assemblies
- If a pupil walks/ cycles to school more than 4 times a week they will receive a special stamp and receive a piece of fruit and hot chocolate
- Invite a representative to Avanti Court to monitor the quality of air around the site during the morning/ afternoon drop off.

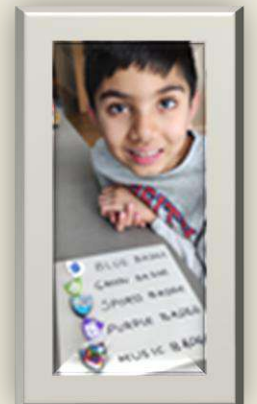
Music Awards for Avanti Pupils

I am delighted to inform you that six Avanti Court pupils were awarded passes with the Associated Board of the Royal Schools of music recently. ABRSM examiners assess the quality of the music-making, not how it's achieved. Well done to our pupils!

Nitai - Grade 5 Piano, Lila - Grade 4 Violin, Simmi - Grade 3 Piano, Krishnan - Grade 1 Piano, Maiara - Grade 1 Piano, Shaunak - Grade 1 Music Theory

What an inspiration-Blue Peter Success!

Shortly after starting to watch Blue Peter during Year 1, Eshan won his first Blue Peter badge, by drawing a picture of the presenters and writing a short letter about how much he loved the show. After winning this badge he was eager to continue building his collection and next won the Green badge by committing to three environmental pledges. He then went on to win the Sports badge, after demonstrating his mountain biking skills. Next, he won the Purple fan badge for outlining why he enjoyed the show and most recently won the Music badge designed by Ed Sheeran in Jan 2022. A huge well done Eshan!



Harassment

Sexual Harassment in Schools Very recently OFSTED completed it's investigation into sexual harassment in schools and colleges—a large scale review of safeguarding in respect of this one issue. After speaking to over 900 pupils, it became clear to OFSTED that there is a significant issue with sexual harassment in education and the associated gender violence consequences.

Here is the link to OFSTED's report <https://www.gov.uk/government/publications/review-ofsexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

What is Sexual Harassment?

Sexual harassment in general is any unwanted sexual attention online and off line that can cause physical, emotional/mental, psychological or economic harm to the victim. Can this happen in Primary School? Research suggests that more than a third of sexual abuse reported by any age children is perpetrated by their peers (Peer on Peer Sexual Abuse) - with girls being the victim in the majority of cases. Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

It is important that we teach all children (boys and girls), of all ages, what is acceptable interaction and what is not, and then what they must do if any unwanted sexual attention happens to them. What can we do to teach children appropriate interaction? Boys and girls mix together in every social environment, at every age and many children will never experience sexism, harassment or abuse based on gender.

To ensure that our youngest children know how to keep themselves safe we must encourage an open honesty about their experiences so that they know it is always safe to disclose to a trusted adult. Parents and staff should make sure they model the best ways of showing respect between the genders and challenge any attempt by family members, friends, other parents and organisations to undermine that work.

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



AVANTI COURT
PRIMARY SCHOOL

Harassment

Is it abuse or banter?

What is not OK at our school?

Gender based stereotyping which can lead boys often to believe themselves superior, stronger, more able, more important than girls (even factoring in biological differences - guess what girls can play football and boys can cook, both are genderless activities)

- Banter or inappropriate jokes that normalise a diminished role for girls and women or take away their power, independence and respect
- “Shaming” and name calling that is gender or sexual orientation derogatory. Use of the term “gay” as an insult. Linked to this is “Victim blaming”
- Comments on appearance that draw attention to size, body parts, attractiveness
- Sexual comments, obscene gestures, using obscenities (most swear words are sexual in their origin)
- Upskirting (covert photos under clothing), sharing photos, drawing inappropriate images, sexting
- Pulling or removing clothes to reveal the child’s body
- Deliberately touching any part of each others body without consent - this includes touching another child’s genitals (this does not include developmental exploring of their body)
- Crowding and intimidating to isolate children in a way that makes them uncomfortable.

Legally... Sexual harassment is illegal and whoever commits these acts can be prosecuted. If a child is over the age of 10 (the age of accountability) then they will be held responsible under the law, possibly leaving that young person with a permanent criminal record. Laws in place to protect victims include: The Sexual Offences Act, The Misuse of Telecommunications Act, The Malicious Communications Act, The Equality Act.

Prevention-We need to address the culture of sexual harassment and teach our children about healthy relationships, respectful behaviour, gender roles, stereotyping and equality, body confidence and self-esteem, prejudiced behaviour. It is important that they know that sexual violence and sexual harassment is always wrong and will not be tolerated. Finally, our children must know who to tell and why, so that they can be protected from harm.



Upcoming key Dates:

Please note that dates are subject to change-so please do keep a close eye on your Arbor Mail.

21st February 2022- Children and staff back to school

24th February 2022- Chocolate Workshop for Year 3

28th February 2022- All year groups to send curriculum maps home to families

28th February 2022-Year 6 Manor Educational Visit

28th February-Poetry Week, inspired by black poets

3rd March- World Book Day- Dress up as your favourite book character

4th March Screbro class assembly

9th March- Bronze educational visit to the mosque

11th March Silver class assembly

14th March Lord Chaitanya week

14th and 28th March- Ekadashi lunch

18th March- Holi Festival for pupils and staff in both playgrounds

19th March-FOAC host Holi for families at Avanti Court- SOLD OUT

25th March Rajat class assembly

28th - 18th March Assessment of all pupils across the school

28th March- Easter Week/learning

30th March-Easter Assembly to families by Plata class

30th March-Parent Consultation Evening via Zoom

31st March-Parent Consultation Evening via Zoom

1st April school closes for all staff and pupils at 1:30pm

Core Principle Ambassador Meetings fortnightly-dates to be shared by Ms Vincent