

Take One Picture

EYFS AT THE NATIONAL GALLERY



Take One Picture 2018-19

- ▶ When we started school we took part in the *Take One Picture* Project for the National Gallery.
- ▶ We looked at a painting called *An Experiment on a Bird in the Air Pump*
- ▶ Each class spoke about their favourite part of the painting and created some work.
- ▶ Each class created a piece of work and we put it together to create *The Bird Cage*.



The Learning Journey in RK

- In class RK, we liked the bird and wondered why the bird was inside the cage. We used hangers to make the birdcage. The children made colourful birds to go inside.



The Learning Journey in RC

- In class RC we liked the shadows in the picture. We went into the garden and made our own shadows in the sun. Miss Clayson held up a big white sheet so we could make our own shadow picture. We hung our shadow pictures from the bottom of the bird cage.



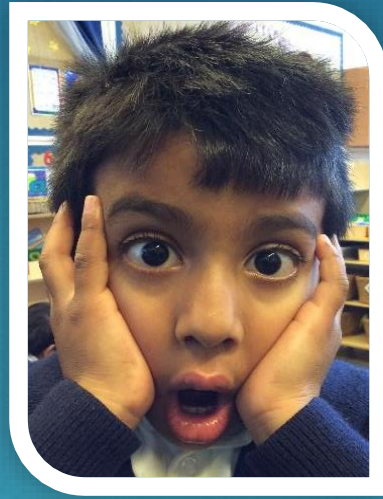
The Learning Journey in RY

- In class RY we spoke about different emotions and facial expressions we could see. We then decided to use wooden spoons to make our own emotions of how we felt when we saw the picture.



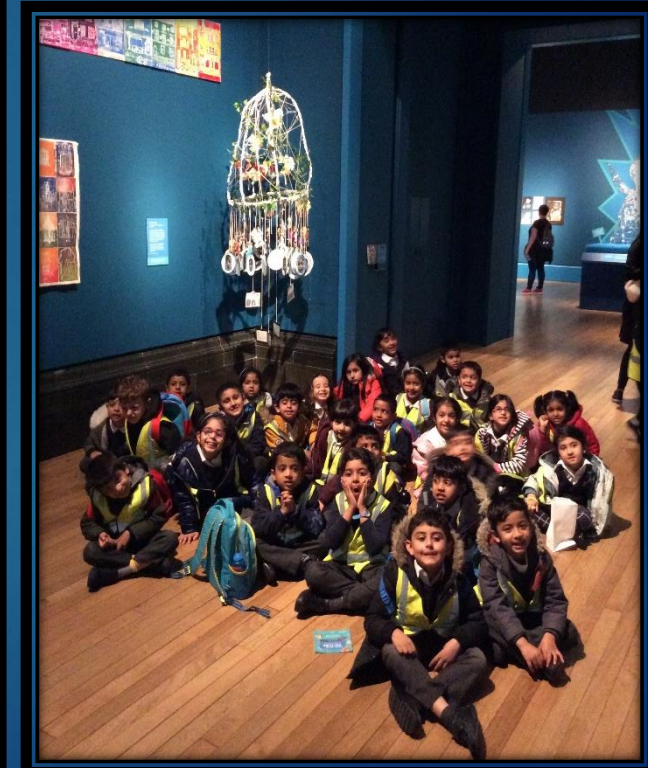
The Learning Journey in RN

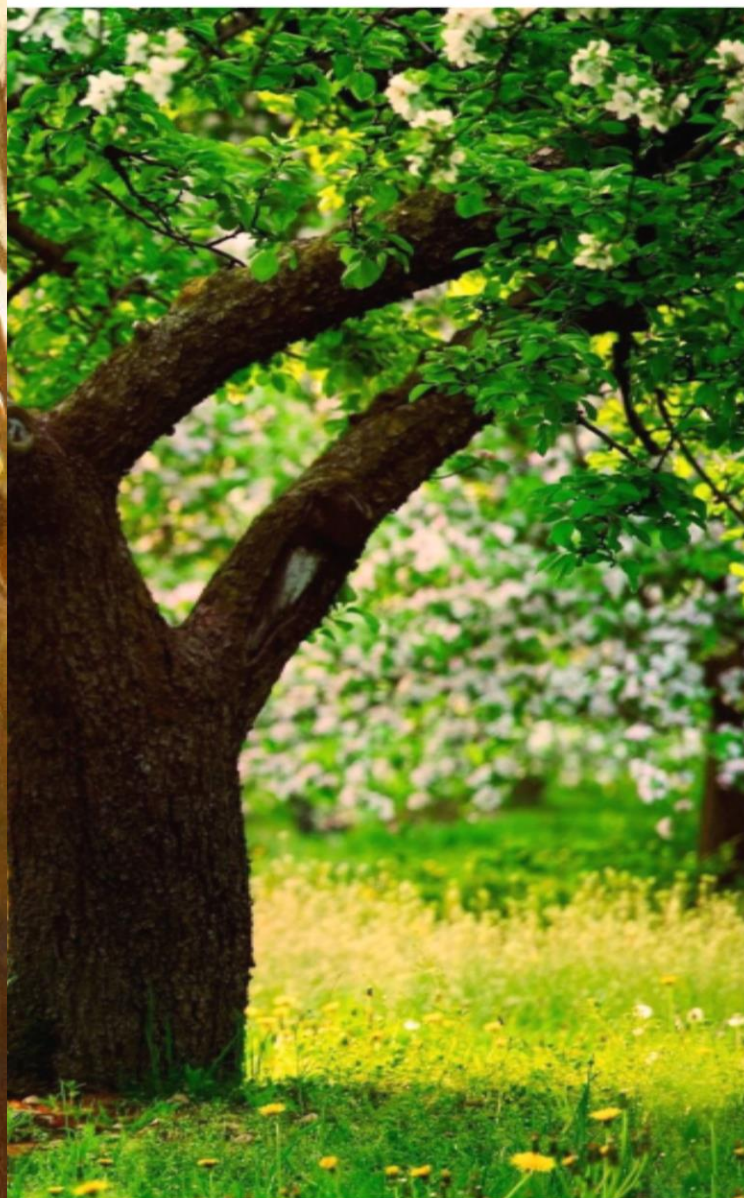
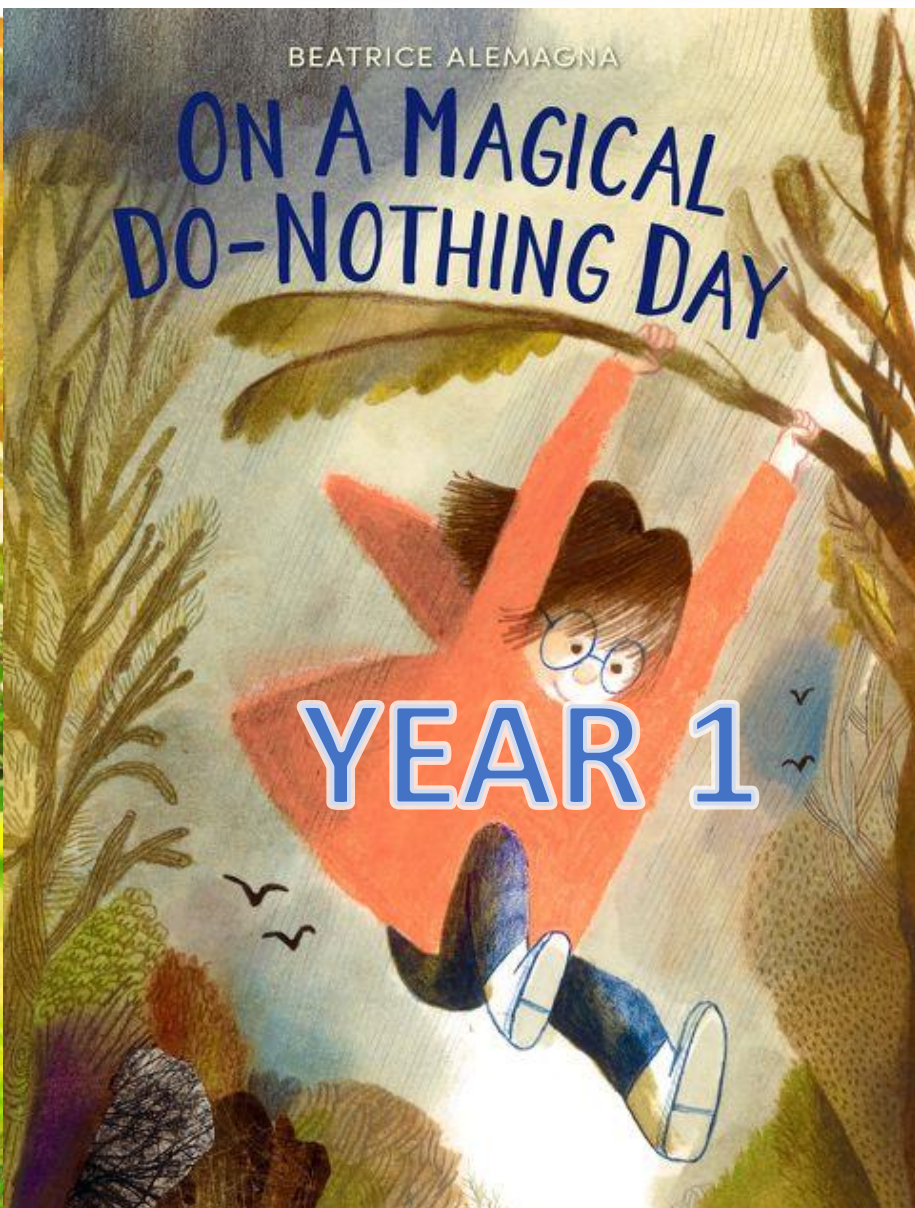
- In class RN we talked about the different feelings we could see. We wondered how the moon would feel about the bird dying. “Shocked” was the word we thought of. We looked at a famous painting called *The Scream* and we used this idea to make a *shocked moon*.



Our work in the National Gallery

- ▶ We were excited to find out that our work was in the National Gallery.
- ▶ We went on a school trip to see our work
- ▶ We hope you enjoyed finding out about our work





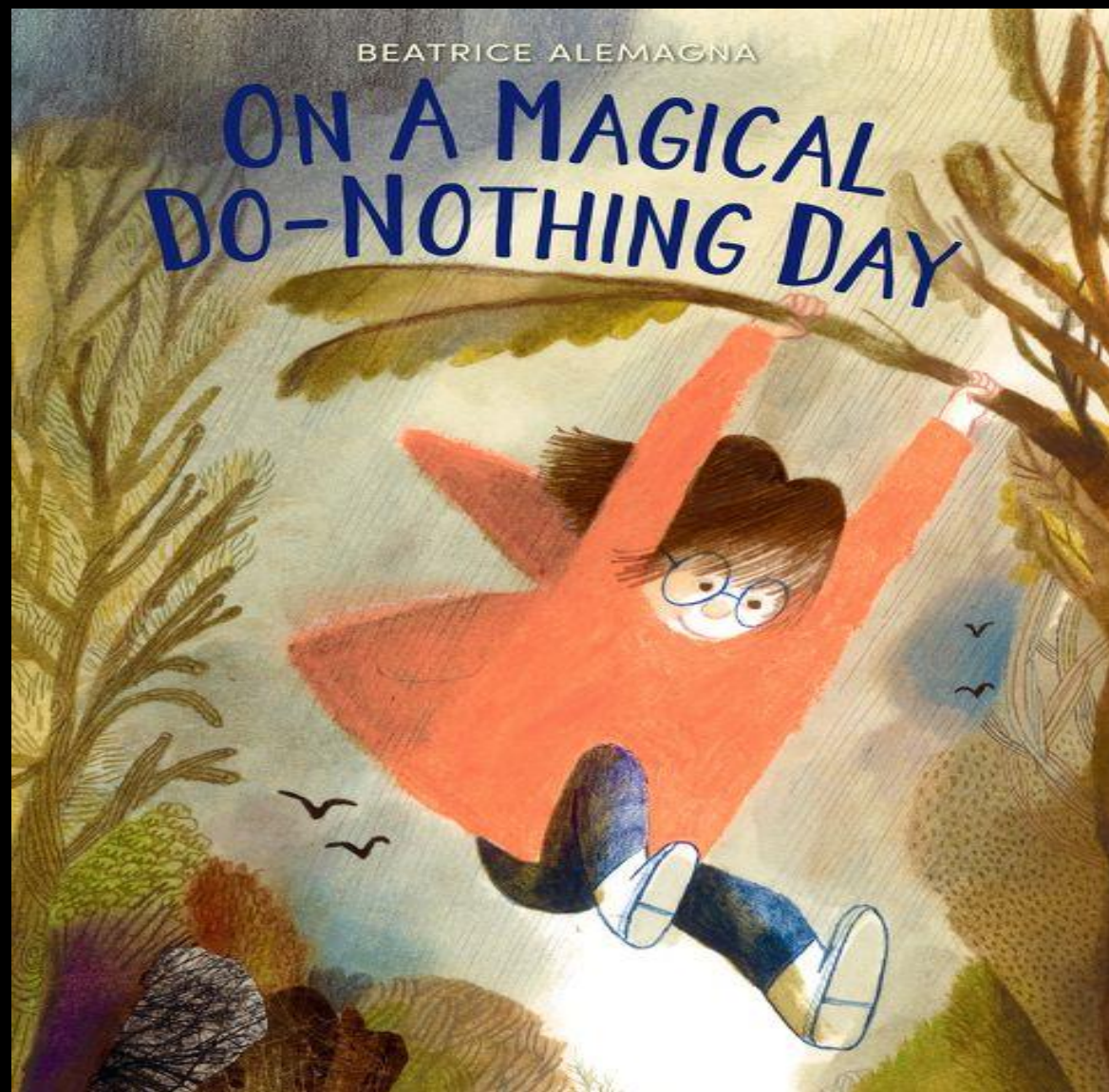
Introduction

When we read the book, it helped us think about lots of big questions

❖ *What is imagination?*

❖ *Is it good to be bored?*

❖ *Is it possible to find magic in everything?*



❖ The aim of this story was to learn that we can use our imagination.

Visit to Hainault Forest



Vaani in 1S
said that,
*"this was
the best day
ever! I love
being
outside and
exploring!"*

Peter in 1B
said that he
would *"love
to re-do
that day –
every day!"*

❖ For our 'stunning start', we visited Hainault Forest, so that we could experience what it is like to be inside a real forest. We were amazed by all the greenery, space and plants and we had a wonderful time climbing trees, jumping over ditches and rolling down hills!

Visit from Charlotte Firmin



We had a visit from an author called Charlotte Firmin. She helped us to write and illustrate our own stories.



Redbridge Drama Centre



❖ We acted out the story in Drama.



L.A. Write a monologue

I went to the cabin again and again. But I never want to go here. I'm bored, dissapointe-d upset and Mrisable but we are here! nupings my favrite mum a-nd I want to go home now mum. And I never like this place!

I still don't like this cabin but I'm inside warm and cosee plaing martlons by pressing the same button again. But mum took my game away and that was not fair. I found it as a seelwel then I went out side with my game! I still Don't feel happy I feel upset, bored, grumpy and down in the dumps

A fantastic monologue!

  tbrahim-

twinkl.co.uk

❖ We wrote in role to develop our understanding of the character.

LA: To write a Simile poem
Thursday 7th March, 2019

Our Simile poem

I was galloping through
the forest like a horse,

oh!

That's ~~an~~ ^{floating} acorn floating
through a pond,
it looks like ~~an~~ iceberg,

I bend down and feel
the acorn,
it felt as rough as a brick
lower,

I was galloping through the
forest,

oh!

That's a snail's shell it
look like a wheel,

I was galloping through
the forest,

oh!

That's some soil it ~~looks~~
like like the grains of coffee

I was galloping through the
forest

oh!

That's a worm,
it ~~it~~ is as slow as a snail.

A great poem!

❖ We wrote poems about nature using similes and metaphors

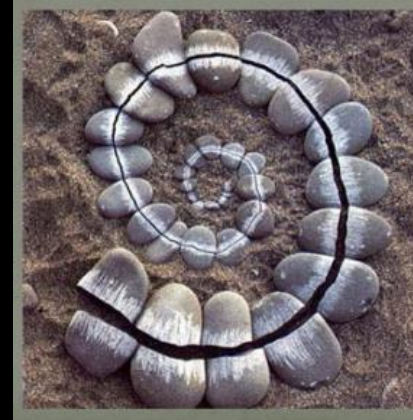
Wednesday 1st May 2019

A: Write a letter to dad:

Dear dad, I had the best day of my life because I went to the cabin but when we arrived it was boring. My mum was working while I destroy martians. Mum said if I don't take a break I ignored her, you know what! She took the game but I found it as usual. I went outside, I started to walk down the hill then I found rocks like the head of martians. I jumped on them to destroy ^{them}. Oh just great! I dropped the game. I touched the water. I screamed. I felt very upset ^{because} I had nothing to do. There was thin like rocks. I felt embarrassed. Then I found glowing snails ^{and} asked them is there anything to do? They said "yes indeed". I felt excited. I saw dozens of mushrooms. I felt emotional. I dug my hands. My fingers touched

❖ We wrote letters to dad to share all the wonderful experiences.

Artist Study: Andy Goldsworthy



We learnt about Andy Goldsworthy.



He makes pieces of art from nature. We made our own nature pieces.

Thank you for
listening!



Celebrating Learning Year 2



In the spring term we learned about habitats in Science. We visited South Park to learn more.



We searched different habitats for minibeasts. We looked under logs and stones, in bushes and trees, underneath piles of grass, in long leaves and by the lake. Once we found a creature, we carefully collected it onto a spoon and gently popped it into a plastic jar. We found worms, ants, beetles, wood lice, slugs, snails and spiders.

At South Park we also found minibeasts in the bushes and trees.



We had to lay a white blanket beside bushes or under trees. Then we shook the branches and watched carefully to see what creatures fell out.

We also did some pond dipping! We dragged our nets along the bottom of the lake.



Then we carried our nets back to tables and emptied them carefully into the white trays. We looked closely to see what we had found. We used magnifying glasses to make more detailed observations.

In English, we wrote a recount of our visit to South Park to help us remember it.

In our recounts we had to make sure that we:

- Wrote in the past tense
- Wrote in first person
- Put the events in chronological order using words like:
 - First, next, then, after, eventually, finally
- Used conjunctions to link our ideas together
- Used adjectives to describe the minibeasts that we found
- Used commas in lists

Here are some of our recounts:

Monday 1st April
 LA To write a recount

On Friday 29th March 2SK and 2H went to South Park for a school trip to learn about habitats.

When we arrived to the park we first did Bug Hunt. Each of the children got a spoon, a stick, and a little see-through pot. Next the woman shook the tree and I found an ant on my plastic spoon and a black bug. Then the woman rolled a log to see a micro habitat. I got a worm. After a little while, we had to put the bugs back so they can live in their own habitats.

3/4/11 Secondly, we did pond dipping. We gave us a wooden net to check creatures under the lake. We picked the net from the water and put it in the white tray. Also, we got a stick to move leaves from our tray and used it to pick up under-water creatures. Eisa and I found a red worm.

Unfortunately
 4/4/19 On Friday, we had to go back to school because we needed to have lunch. But I learned so much about habitats. Also, the weather was hot, that I could not even walk. Any way, along the way I felt exhausted when I was walking back to school. As we arrived to school we washed our hands properly. So we can get the mud off our hands. After in the afternoon we checked the photos from the big boxes to see what we did. I really want to go to South Park in the holidays.

Monday 1st April 2019
 LA to write a recount

On Friday, the whole of year 2 went on a school trip to South Park to learn about habitat as part of our Science topic.

When we arrived, firstly we did Bug Hunting. We used a plastic spoon, a clear jar and a perfect wire wooden stick. When we caught an insect, we gently picked it up and put it in the see-through jar. You have to look in deep places, trees, logs, ground and under pebbles and more. I found an ant, a spider and a ladybird. My favourite one was the ladybird because it was so cute.

Secondly, we did pond dipping. We used a white rectangular tray, a big net and a long stick. My partner and I had to slowly place the net ground in the pond. When we kept the net out then put it in the tray.

We slowly and gently moved the stick and tried to look for insects. Unfortunately, we found nothing. But someone else found spiders, shells, bloodworms, worms, leaves, mud and dirty water.

Disappointingly, we had to go back to school. I felt a bit upset but still I knew we had to go back in time for lunch. Though it was a nice experience while we walked along the path, we saw the lake and got to see the birds. When we reached the lake, we had to wash our hands properly. We talked about the photos we took along the path then it was lunch time. I hope I go to South Park in the holidays.

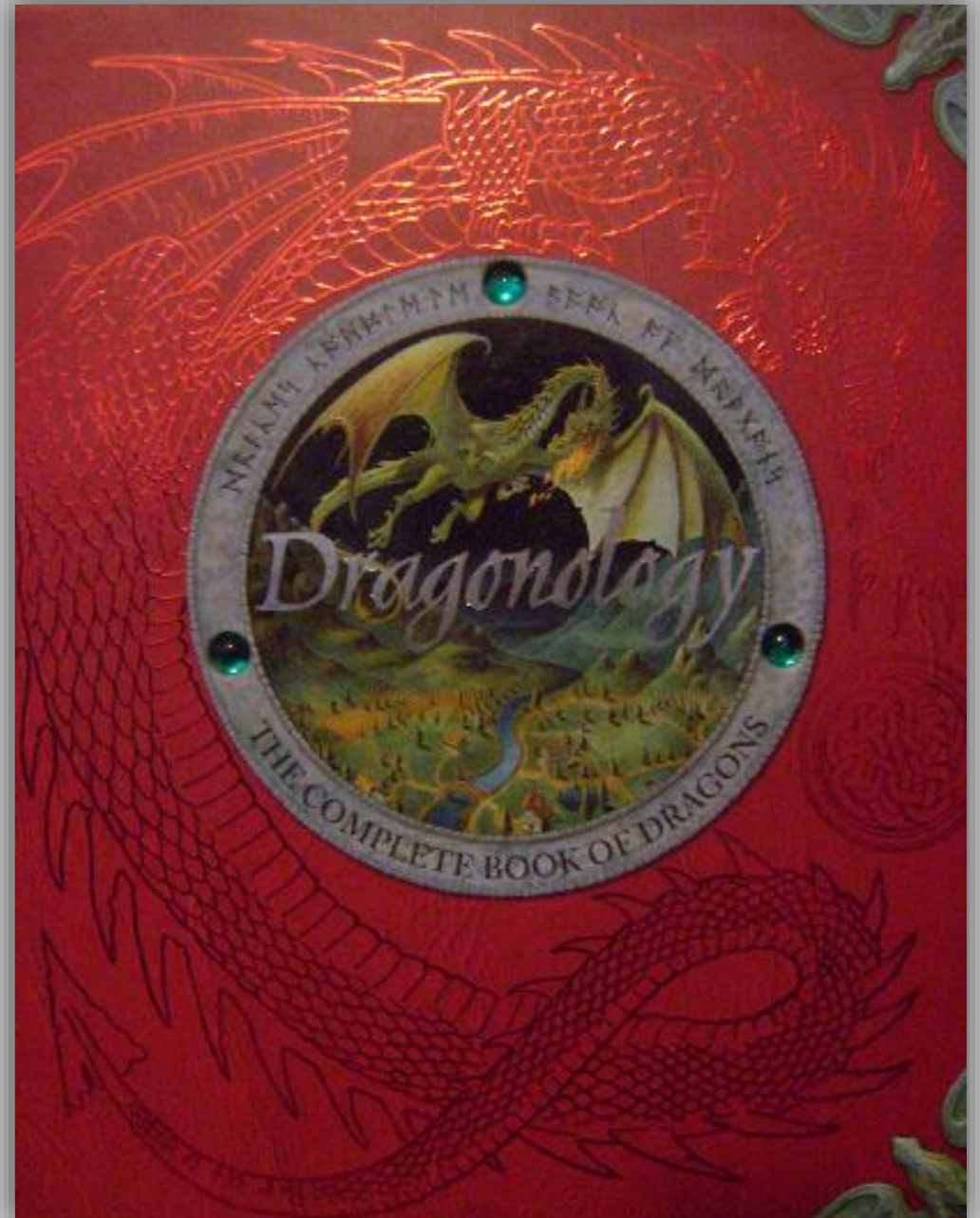
because we had mud from the Bug Hunt. In the afternoon we discussed about all the activities we had done. I hope I go to South Park in the holidays.

Thoughts about the visit to South Park

- “We looked for different birds and I loved drawing how they looked.” – Asad, 2W
- “I didn’t catch any insects in my net when we went pond dipping but next time I want to find lots.”- Arya, 2W
- “I found a fat worm near the trees on our bug hunt. I put it in my jar and showed everybody.” – Amin, 2W
- “It was quite hard to catch the bugs because they were so small and they ran away quickly as soon as I saw them.” – Huzaifa, 2W
- “The bird’s feathers were so colourful and I don’t usually see that many different birds in one place.” Nivika, 2W

DRAGONOLOGY

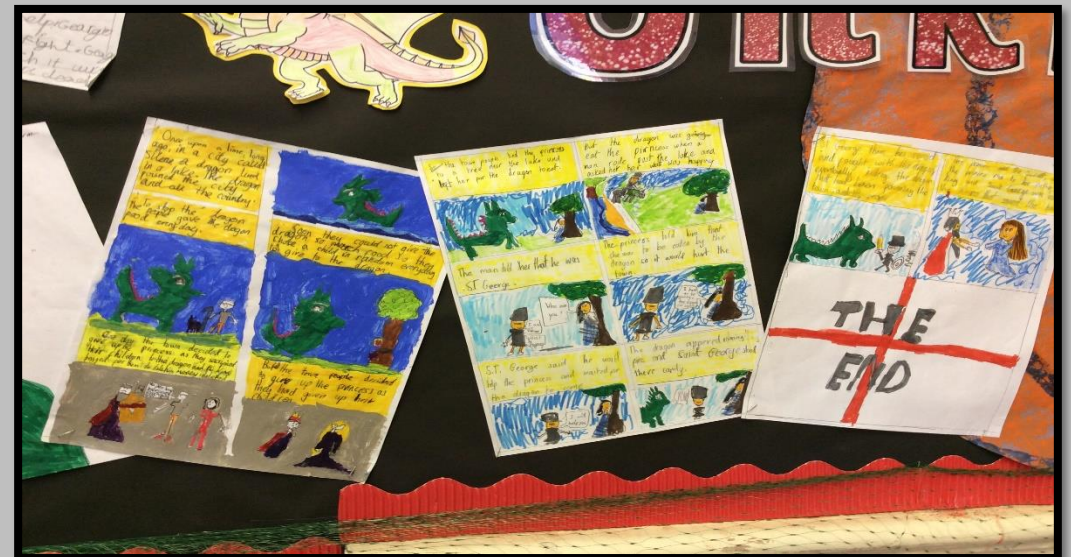
- In the summer term we read a non-fiction-style text called *Dragonology* all about dragons. We wrote poems to describe dragons and made dragons out of clay in Art.



DRAGONOLOGY



We researched Saint George and the Dragon for our homework project. 2W created a reading corner display with our comics strips, newspaper articles and booklets.

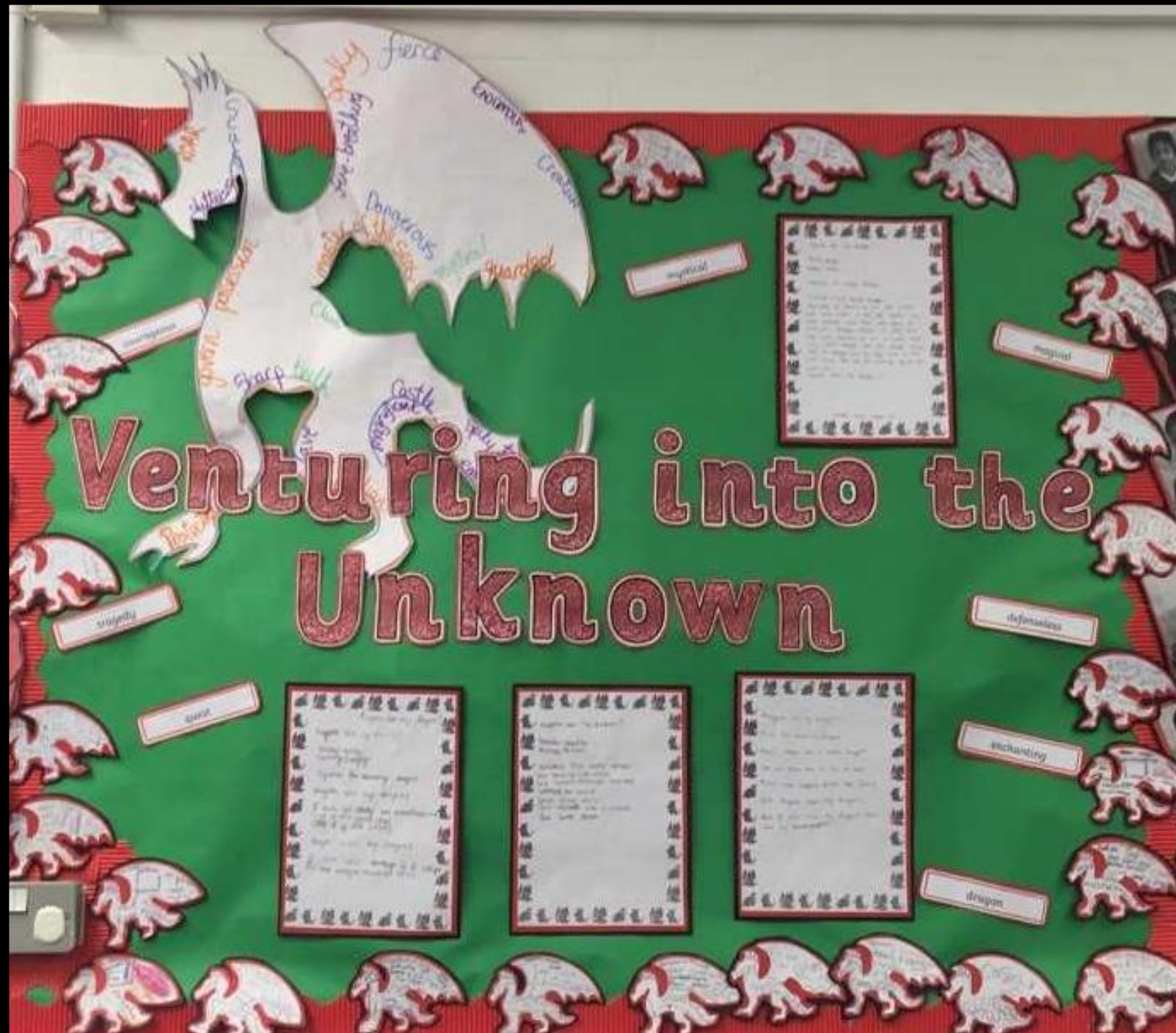


DRAGON POEMS

Year 2 have created some fantastic poetry inspired by their imaginative dragon.

The title, *'Anyone seen my dragon?'* was given to the children as a starting point for them to create their own dragon poems. The children had fun chorally reciting the original poem *'Anyone seen my dragon?'* which helped to spark their creativity.

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'I think it must be a snow dragon... look at the footprints!' - Amin



DRAGON INVASION IN 2H

'I was so afraid!' - Arkin

'Wow! It's broken the electricity in our classroom!' - Tamir

The children were excited to find chaos had struck in their classroom when Miss Hamill accidentally left the window open overnight! Something invaded and flew in to lay an egg. Perhaps the mysterious creature knew how much 2H have been researching, writing and learning about dragons!

'We need to investigate and find the dragon!' - Harleen Kaur

YEAR 2 CLAY DRAGONS

WE HAVE LEARNT DIFFERENT TECHNIQUES TO CREATE AN EFFECTIVE SCULPTURE INSPIRED BY OUR DESCRIPTIVE DRAGON WRITING.



Join two pieces
with slip glue



Manipulate clay
into a
sculpture and
use the scoring
technique to
add smaller
pieces

Manipulate and
mould clay



Add details with
sculpting tools

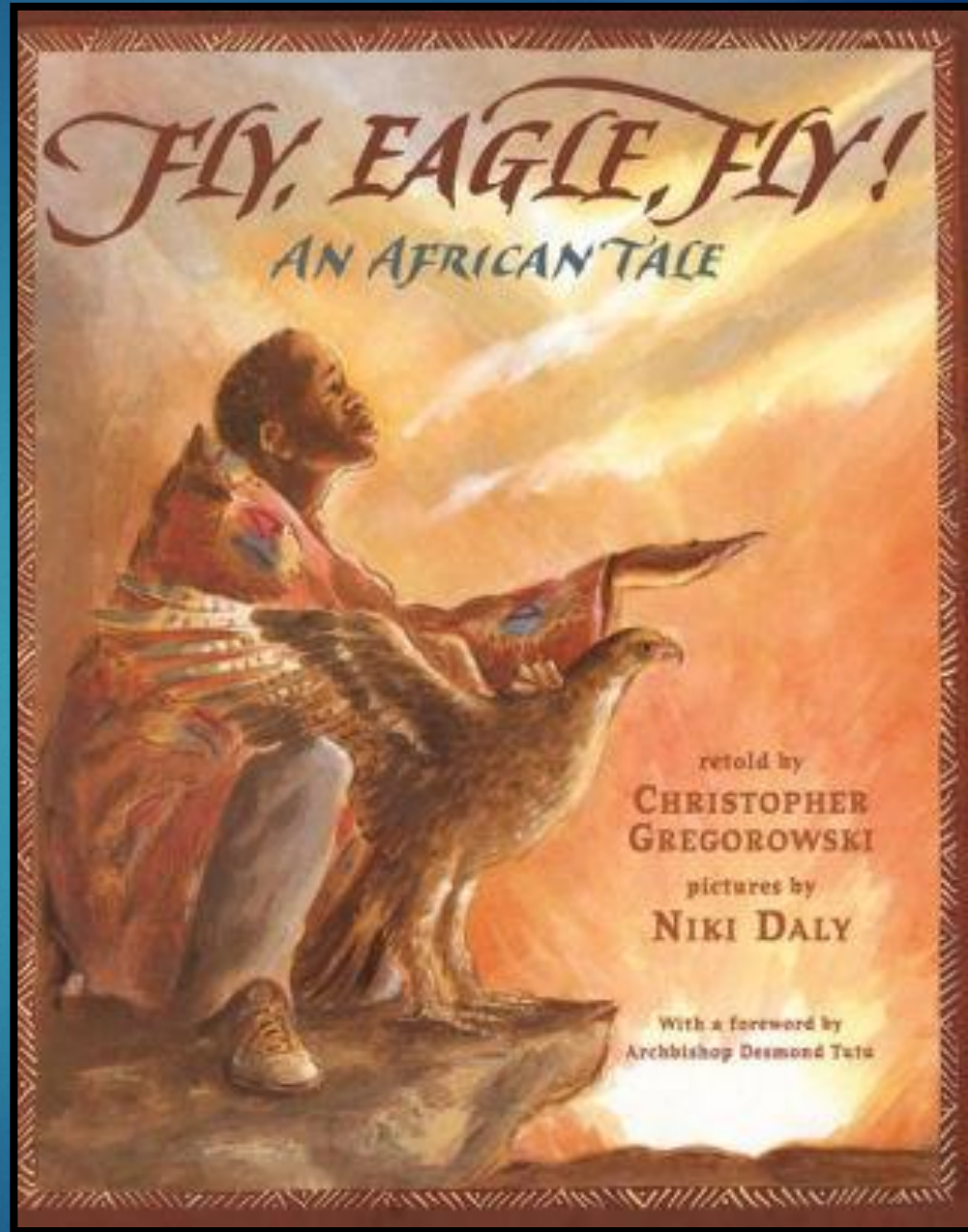


OUR FINISHING TOUCHES!



African Adventure

YEAR 3



Introduction

- ▶ During the summer term we have been learning about the great continent of Africa
- ▶ In our English lessons we have been studying a book called, *Fly Eagle Fly!*
- ▶ During our history lessons we have been learning about some of the great people from Africa
- ▶ During our art lessons we learnt how to sculpt using clay and created what we imagined the eagle from our story to look like

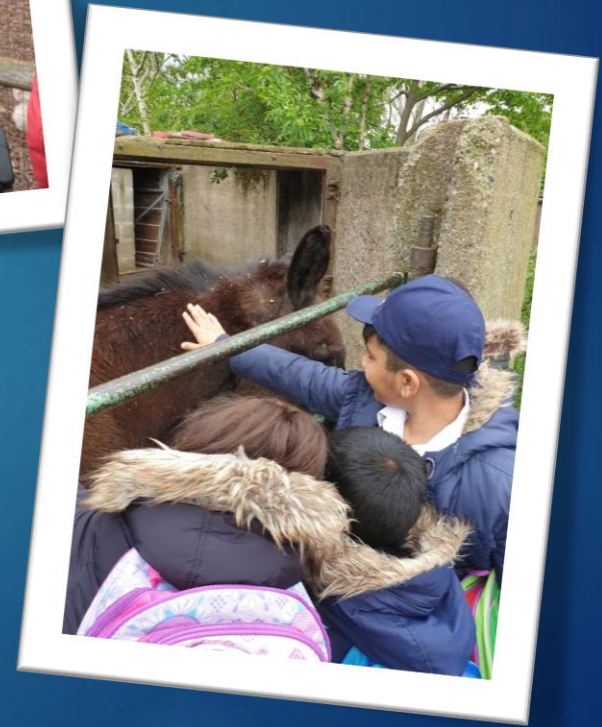
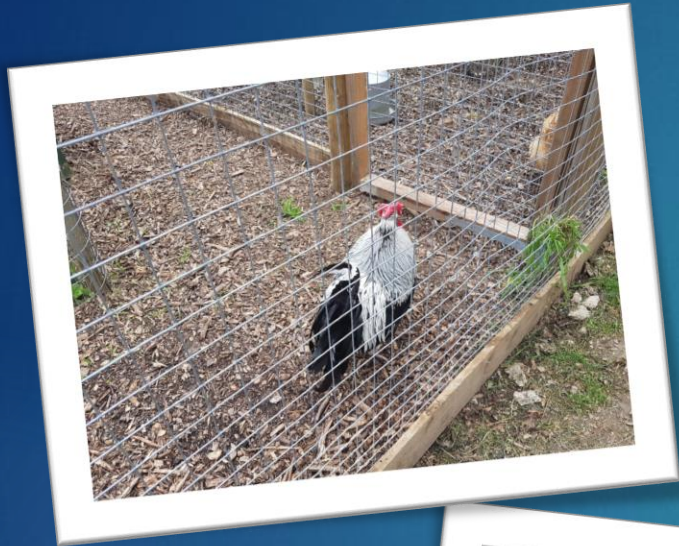


The Learning Journey



- ▶ At the start of the term we had a visitor from *Farm Africa* to talk to us about how life is for those living in rural Africa. We learnt a little bit about the conditions that people live in and the hardships that they face.
- ▶ To help us get a better understanding of what the sounds and smells from the village would be like, we visited *Mudchute Farm* and spent some time looking at the animals that might have been in the village. However, we spent most of the time with the chickens, observing how they moved, smelt and listening to the noises they made.
- ▶ The time spent at the farm really helped us to compare the differences between chickens and eagles. It also enabled us to gain a better understanding of what life in the village might be like.

Our trip to *Mudchute Farm*



Our sculptures



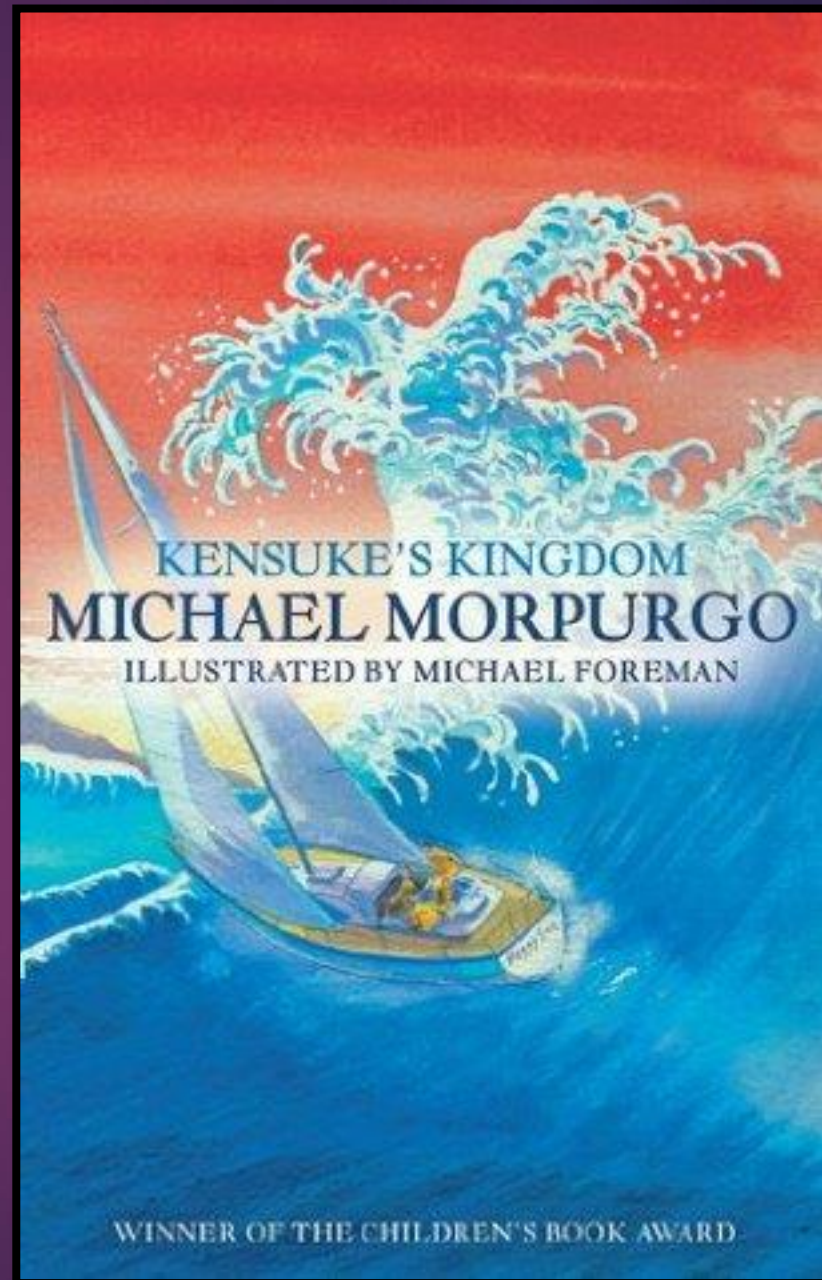
Outcomes

We have all really enjoyed learning about Africa this term. Here are a few quotes from children in our year group:

- ▶ 'I liked learning about Nelson Mandela because we learnt interesting things about an interesting person.' - Jasmine
- ▶ 'I enjoyed making sculptures out of clay and learning how to slip and score to join different bits together.' – Halima
- ▶ 'I've enjoyed the *Fly, Eagle, Fly!* book because it's really interesting.' – Xiven
- ▶ 'We've learnt about how some people struggle to survive in Africa and how lucky we are.' – Muhammad
- ▶ And here are a few pieces of our work...

Setting Sail

WITH YEAR 4



Setting Sail: The Learning Journey

- ▶ This term we have been reading *Kensuke's Kingdom*. The story is about a young boy called Michael and his family (including Stella the dog), who set off to sail around the world. Unfortunately, Michael is washed overboard in a fierce storm and finds himself on the shore of a remote island.
- ▶ We started by developing our empathy for the characters to help us understand how Michael was feeling at the beginning of the story. We wrote diaries to show how he feels. After the family set sail, we wrote a ship's log as Michael, capturing the places he visited and the things he observed. We wrote some amazing internal monologues after taking part in a drama work shop to understand how Michael is feeling.



All Aboard!



- ▶ We went to Fairlop Waters where we got a little bit wet!
- ▶ The aim of the trip was to understand Michael's adventure and the skills he needed to learn.
- ▶ We loved learning how to sail!

At first I was really nervous but then it turned out to be a fun trip that I'll never forget. – *Phileon*

It so much fun. I enjoyed working with my friends. We will always work together from now on! – *Ibtihal*



Even though the paddling was difficult, I still loved it! – *Ariana*



The Ship's Log

- ▶ To develop our understanding of Michael's sailing journey, we wrote a ship's log at a point in the story when he was on his travels. Before doing this, we first looked at real examples of log entries and when they are used. From doing this, we were able to understand the purpose of a ship's log and when and where one might be written.
- ▶ After we had read some more of the story, we were able to establish the importance of a ship's log in an emergency situation.



DAILY LOG ENTRY	
DEPARTURE: (place)	Southampton
TIME:	9:00am
STOPOVER: (place)	Brazil
TIME:	8:56pm
ARRIVAL: (place)	Africa
TIME:	6:00am
CREW/GUESTS: me, Mum, Dad, Stella	

DATE:	25th December
WATER LEVEL:	Low
WIND DIRECTION:	North-East
WIND SPEED:	1960 mph
SEA STATE: (waves)	medium

WEATHER: (sky)	Light Sky
AIR TEMP:	Medium
FORECAST:	Hot
LOGGED BY:	Michael

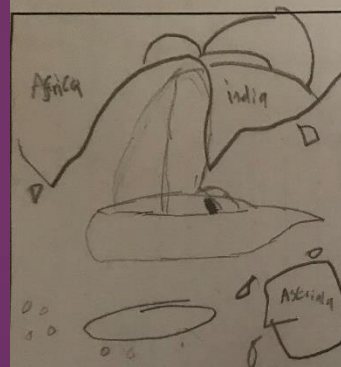
Notes:

Today, when we wake up, our ^{yacht} ~~yacht~~ ^{sp.} was filled with snow. I just remembered that it is Christmas ^{celebration}!!! I couldn't wait to open my presents. I wonder what I got? But I still need to wait until tomorrow. Mom was making Christmas pie and I'm going to decorate it. Dad's going to ~~make~~ make turkey for the Christmas lunch, and before, dad went to get the Christmas tree in Brazil. Stella is still sleeping, I don't know why.

Today it is Christmas!!! I woke up and went to the Christmas tree straight away. I got my shoes I wanted. YAAAAAY!!! Stella, dad, mum came running across the ship to the cabin. And mum had to stop and go back to bed because she had a temperature.



I feel ^{Sorry} ~~Sad~~ for mum because she is going to miss all the fun. Dad got his new coat and I gave Stella her own football so she does not pluck me. When my ^{mum} wake up I gave her own new big map. She loved it. When I looked at it Africa was right in front of us. Dad said that my uncle is going to take us to the zoo. My cousins are going to embarrass me. They said they are going to marry me. And I can wear my new glow in the dark shoes!!! In the zoo I really want to see rhinos and tigers because I need to do a project on those animals.



Today we are going to the zoo. Everyone is here. I saw my favourite animals and finished my project. We took mum to the hospital and the doctor said that she need some medicine. Ooh, it is a lava land here. It is 65°C here, I thought of drinking 1 whole ocean but it is impossible. Now we came back to the ship and packing for our next country. Bed time, bye bye. ^{That's good to know!} PS: I don't miss home after all.

Jungle poems by 4C

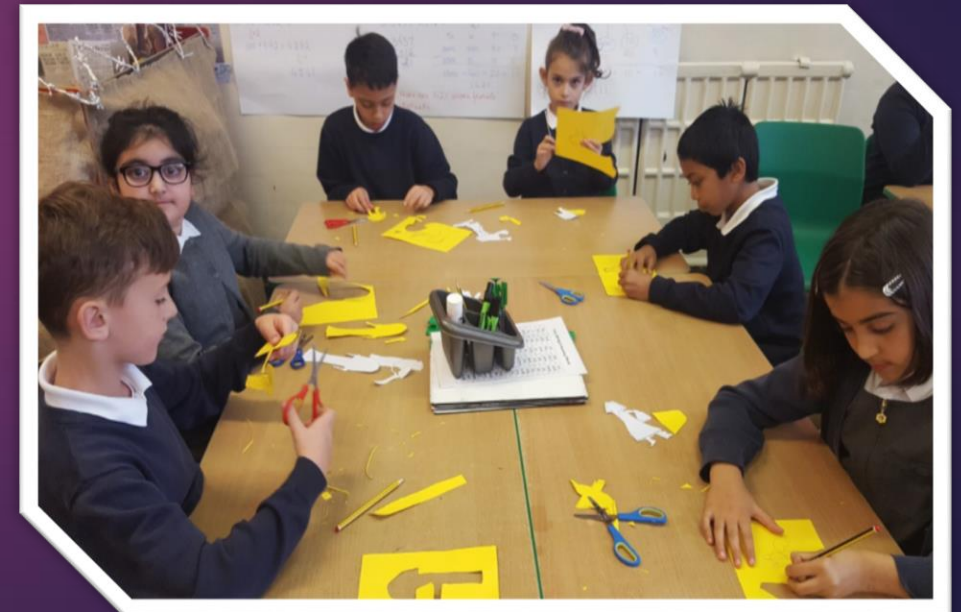


- ▶ In *Kensuke's Kingdom*, Michael ends up on an island and has to trek through the jungle to get to the other side. He has never been to the jungle before and hears lots of strange and new sounds, some that scare him.
- ▶ To help us understand how Michael must have been feeling, we used the text to create our own poems based on the sounds of the jungle. We worked as a group to write and edit our work. The text uses lots of description and onomatopoeia so we made sure we used carefully chosen words and phrases in our own poems.
- ▶ Once we had written our poems, we then used different musical instruments to compose a piece to accompany our words and help to create the atmosphere we wanted.
- ▶ We thought carefully about what kind of atmosphere we wanted to create, and made sure that our instrument choices, rhythms, tempo and volume were purposeful and effective.



Take One Picture project

- ▶ In Class 4J, we created an incredible puppet show based on *An Experiment on a Bird in the Air Pump*, by Joseph Wright of Derby.
- ▶ After looking the painting, we drew a brainstorm of possible things we could do and produce in response to the image. Our favourite ideas was light and shadow. After lots of discussion, we decided we would create a Shadow Puppet Show.



Quotes from 4J



- ▶ 'What I really liked about the Take One Picture project was when we wrote the script for the show and also when we made our puppets.' – *Simran, 8*
- ▶ 'When we've done the Take One Picture project was the funnest thing in the world. I loved it when we made the characters, the show.' – *Samira, 8*
- ▶ 'I liked it when we decided which characters we should have in our puppet show and also making them.' – *Gurpinder, 9*
- ▶ 'I really liked making the puppets and also performing the show.' – *Akshara, 8*

Our trip to the National Gallery

- Our puppet show is currently on display at the National Gallery for everyone to see.

Puppet Show

Cleveland Road Primary School, Essex
8–9 year olds

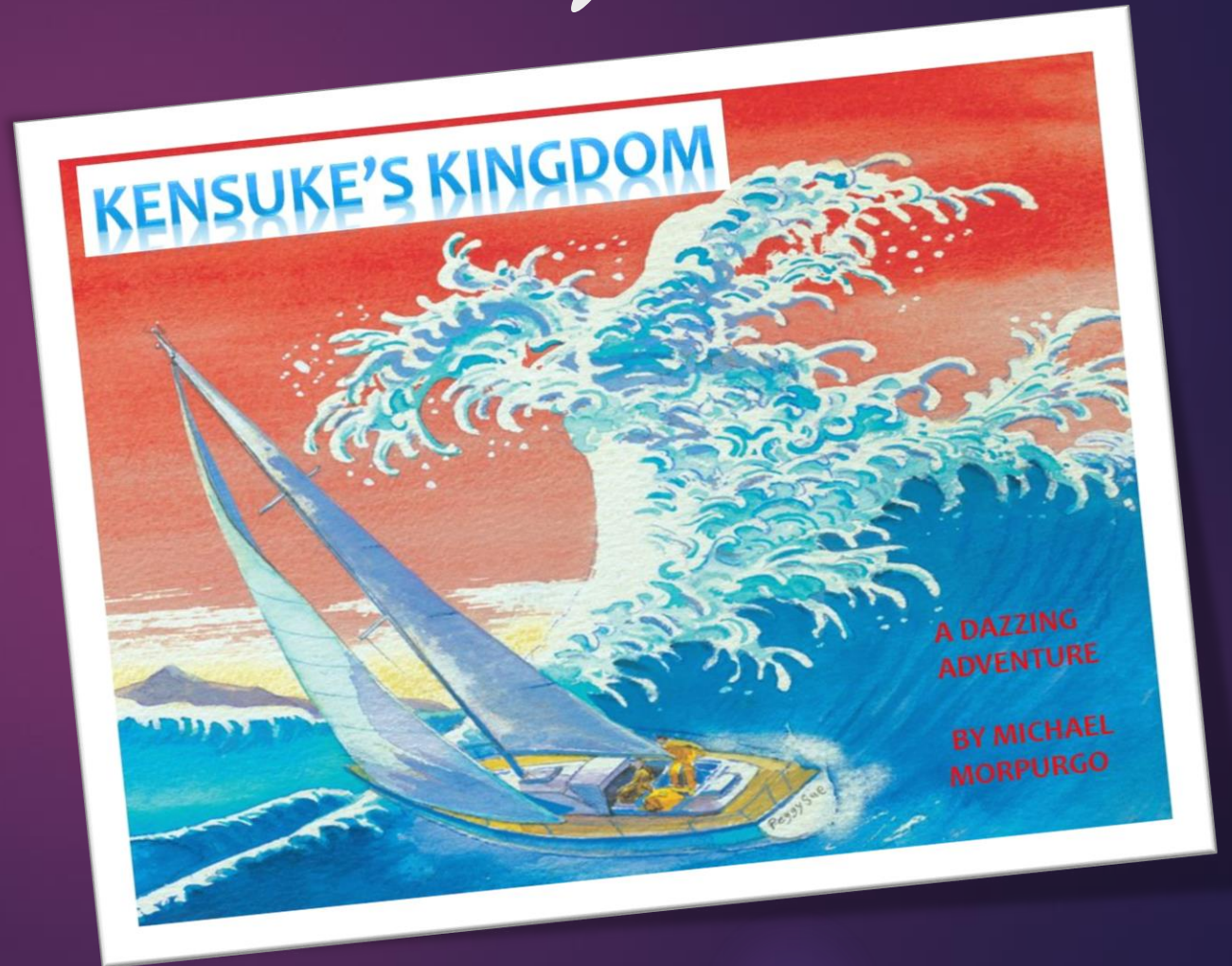
The children in our class were excited about this project. They came up with lots of great ideas about what they could do with it, but they decided that their art piece would relate to light and shadow. When asked where they had seen shadows, some of them said they had seen them used in puppet shows.

Andrea Juganaru, Year 4 Teacher

'I really liked making the puppets and also performing the show.'



Thank you for listening



Refugees

with Year 5



Match the word with the definition

Refugee

People who do not have the correct paperwork to be in a country or have arrived not through the proper processes

Internally Displaced

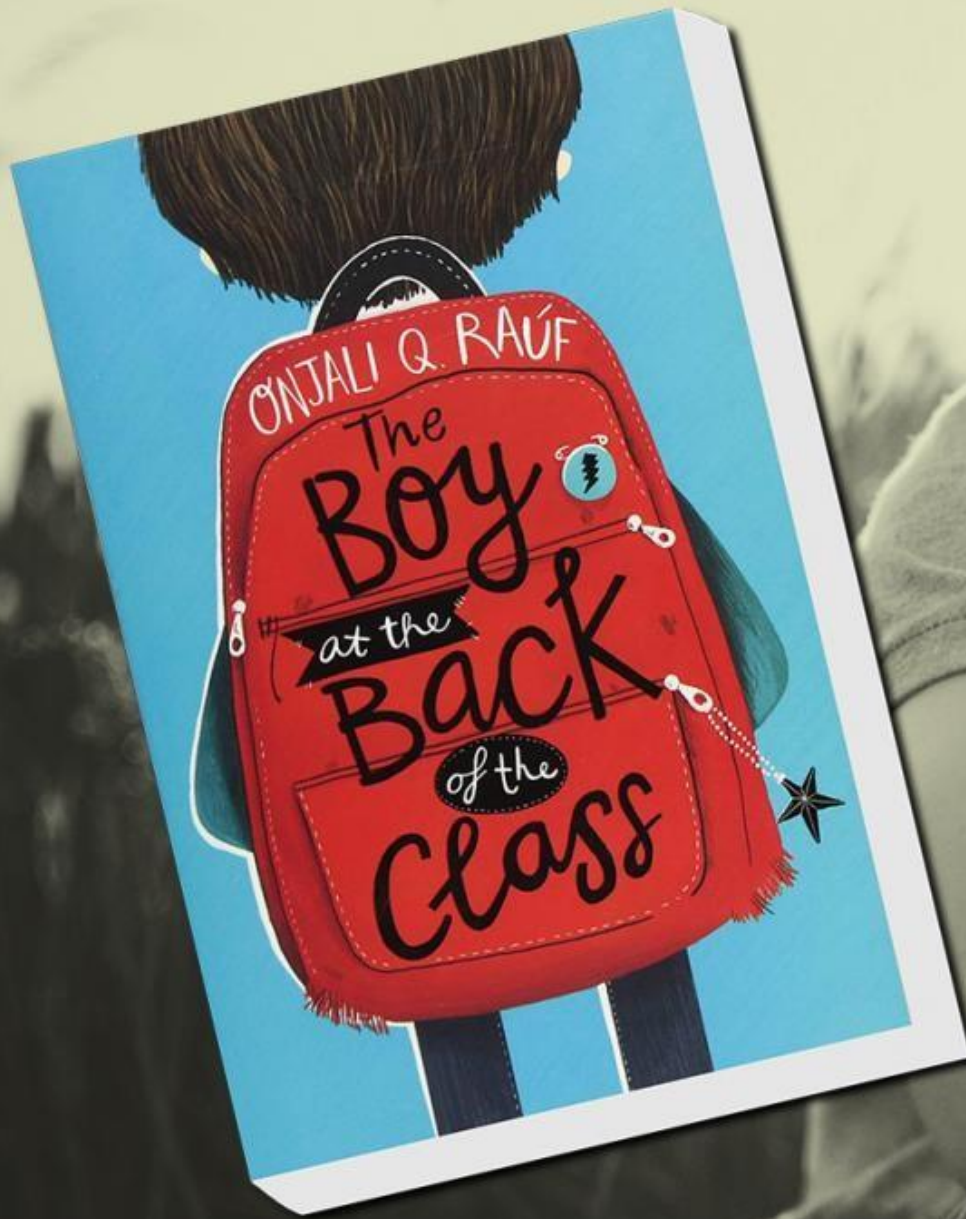
People who are forced to leave their homes, but remain within their own country

Asylum Seeker

A person who is outside their country of nationality for fear of persecution and this has been verified by another country

Illegal Immigrant

Someone who says they are fleeing persecution in their own country and seeking safety in another



Introduction

Today we are going to tell you about:

- Our brilliant learning journey, *Refugees*
- Our thought provoking key text, *The Boy at the Back of the Class*
- Our British themed community tea party
- Our inspiring views on the treatment of refugees

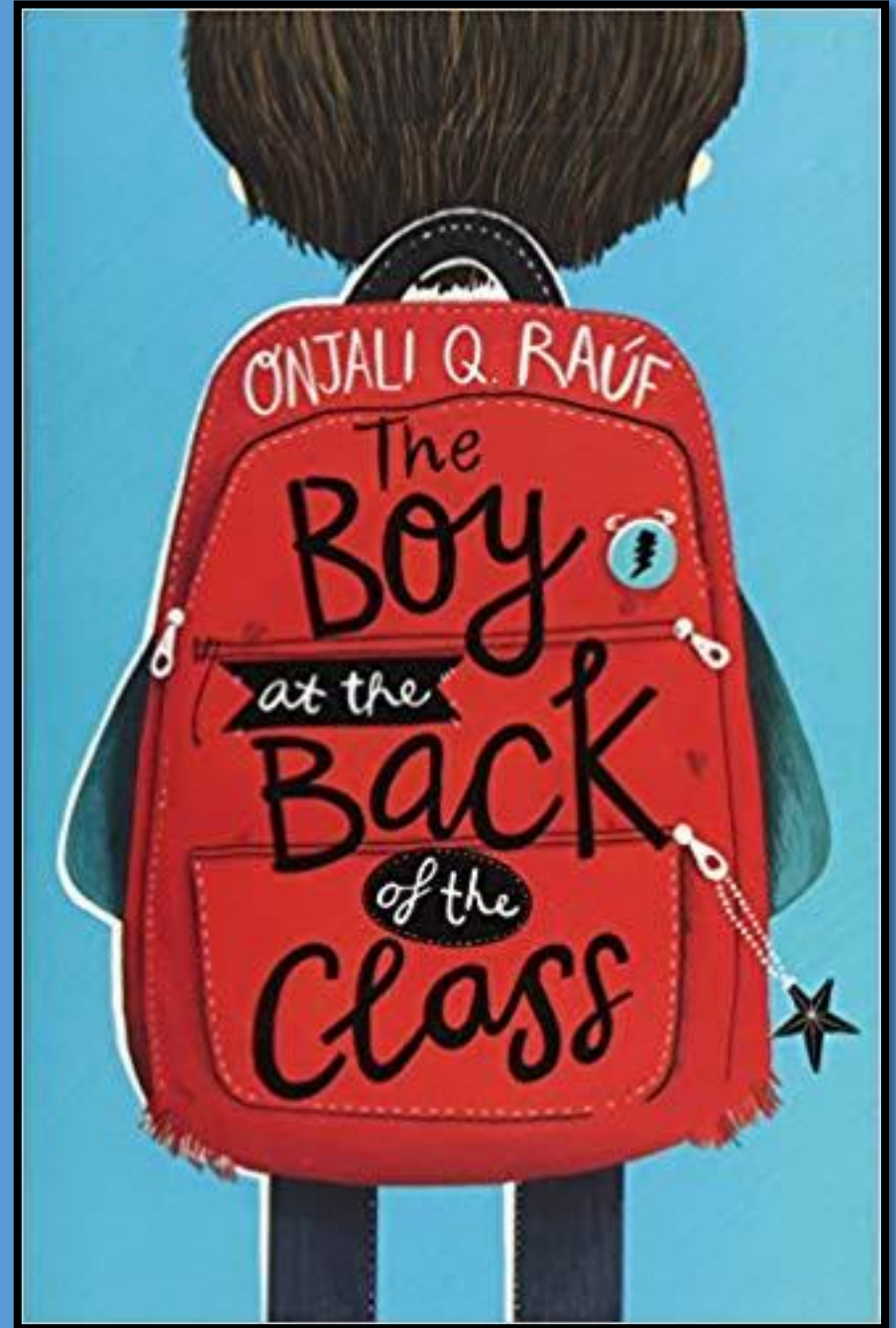
Our Learning Journey

Lessons we learnt:

*'A true friend always helps their friend,'
Muhammad Umar (5M)*

*'Never wonder off alone, you might get
lost,' Maya Rehal (5M)*

*'Always try your best to help. Do not be
afraid of failure, try your best!'
Mohammad Ajmal (5M)*



Afternoon Tea, anyone?



Dear Parents/Carers,
You have been invited to join us for
Year 5's Afternoon Tea

FRIDAY 29TH OF MARCH 2019
2PM - 2:30PM

Please join us to celebrate the end of the term and all of our hard work in the Middle Hall.



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SYRIAN REFUGEE CHILD FACES DEATH WHILE ESCAPING SYRIA



Refugees on boats to escape horrors of Syrian Civil WAR

while escaping Syria. It was claimed she unfortunately fell off the boat while it capsized.

'Refugees are increasing and half of them have died. They want a safe place but are dying' save the children chairman states. The death of refugees are rapidly increasing.

By Muhammad Umar

Tragedy struck on a recent Friday, as a young Syrian refugee faces death in the Mediterranean Sea while escaping Syria.

A horrifying story of a 4 year old Syrah Khan, told by her eldest and only brother (Ahmet Khan, 9 years old) 'She was cheeky but kind hearted' her brother reported.

The young girl faced a horrifying death after her boat capsized, 'she screamed for help but we couldn't see her' her family claimed. 'Syria was the last land she saw' they added.

'She was one of the 600 kids who died while escaping Syria' sea safety CEO claims. Many children have died because their boats capsized

As a response, countries are putting barbed wires on their borders to keep refugees out of their countries 'Refugees have the right to do what they want. They should be allowed in the UK' UK Police claims.



What do you think?

- ▶ DO YOU THINK REFUGEES SHOULD BE ALLOWED INTO THE UK?
- ▶ Why/Why not?

Into the Dragon's Den...

WITH YEAR 6



Year 6 Work Week – Dragon's Den

- ▶ During the Spring Term, every child in Year 6 competed in a Dragon's Den-style competition where they:
 - ▶ Researched successful existing products
 - ▶ Started their own business
 - ▶ Created a new, innovative product
 - ▶ Wrote a business plan
 - ▶ And finally, presented their business, product and plan to a series of experts

Product Design



- ▶ How have products changed over time?
- ▶ What products could we make even better?
- ▶ What were the gaps in the market?

A business plan

1. **Manufacturing:** you need to buy a factory to make and store your products. Choose to buy a factory in either the UK or China:

Factory in UK	Cost to buy	Transport	Factory in China	Cost to buy	Shipping
	£25,000	£1,500		£4,000	£5,000

Work out your manufacturing costs:

Factory in _____ = £ _____ to buy.

£ _____ for factory + £ _____ to transport/ship = £ _____ in total to manufacture.

- ▶ Should we have our factory in the UK or China?
- ▶ What is better for the environment? Why?
- ▶ How should we ensure our workers are treated fairly in we base our factory in China?

An effective presentation

► From this



► To this

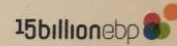


Competition Time!

- ▶ It was nerve wracking, but we had so much fun
- ▶ In each class, there was a prize for Best Product and Best Presentation



Outcomes



Company Information

1. Company name:
ENDEAVOUR
2. Our product is
a lit up box which is used for reading. It also has 2 small boxes inside which are safe to keep your small belongings in. It can also be used as a night light.
3. What problem does the product solve?
It solves reading in the dark as it's not good to read in the dark. As it can also be used as a night light, you don't need to sleep in the dark. 
4. Company staff:
 - General Manager: Abeerah Khan
 - Chief Financial Officer: Mohona Sayed
 - Information Technology Director: Amaara Saeed
 - Sales Manager(s): Tanzila Chowdhury
 - Chief Brand Officer: Shayma Azhar
5. Materials needed for production:
 - Shoe box
 - Batteries
 - Fairy lights
 - Paper
 - Paint
6. Our product is environmentally friendly because:
the cardboard and most of the other materials are recycled. 
7. Our target audience is:
everyone because it's a reading light so both kids and adults can use this product.
8. We are going to advertise by using:
Television and Social Media. We prefer this because if you go door to door, the family might find it annoying. Television and Social Media are used most of the time so in our opinion, we think it's better.

