

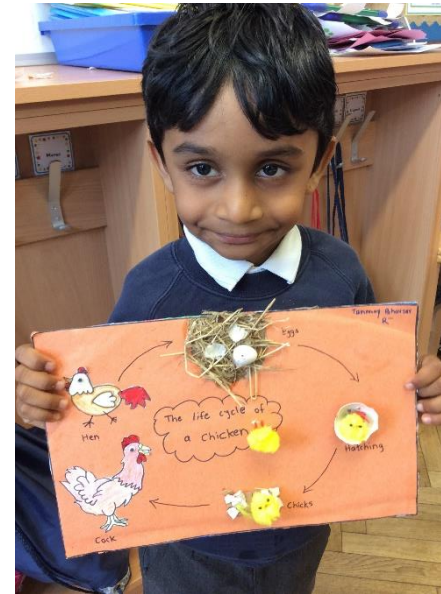
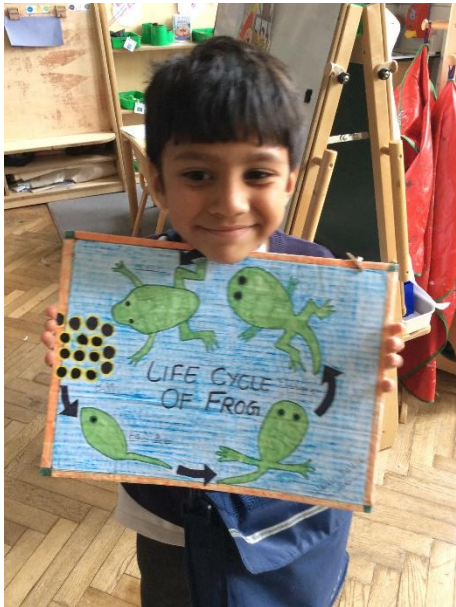


Celebrating Learning

EARLY YEARS FOUNDATION STAGE

Introduction

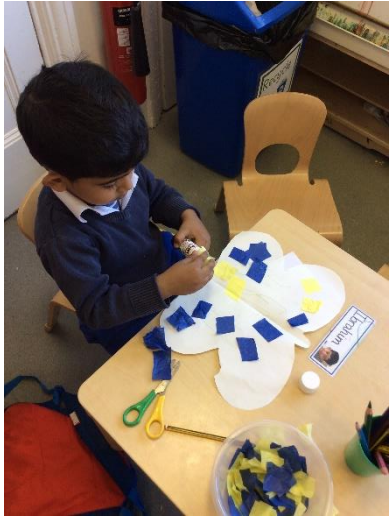
Nursery and Reception have been learning all about Life Cycles...



We started exploring life cycles as part of our Easter holiday project

The Learning Journey

Exploring life cycles at school...



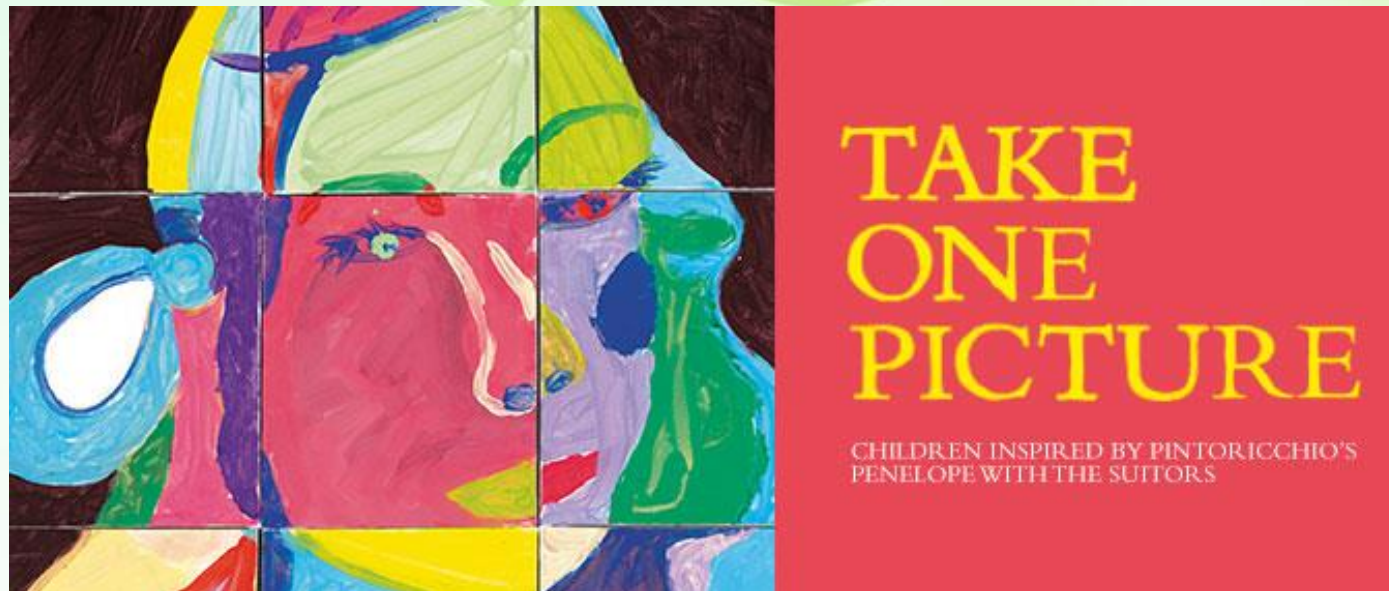
Outcomes

Waiting for our butterflies and frogs...



Celebrating Learning

Year One

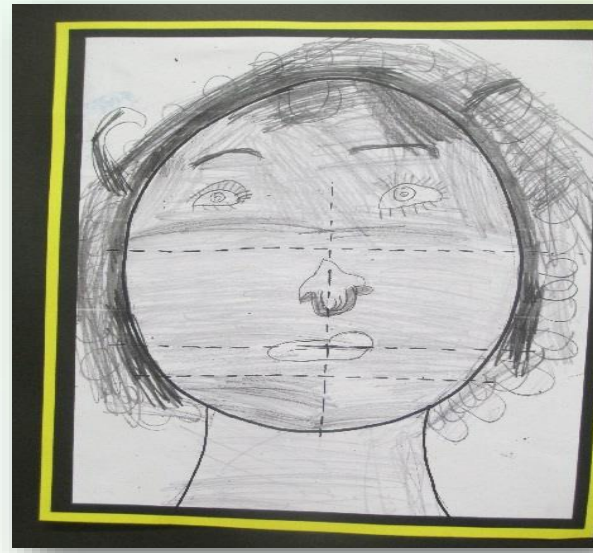
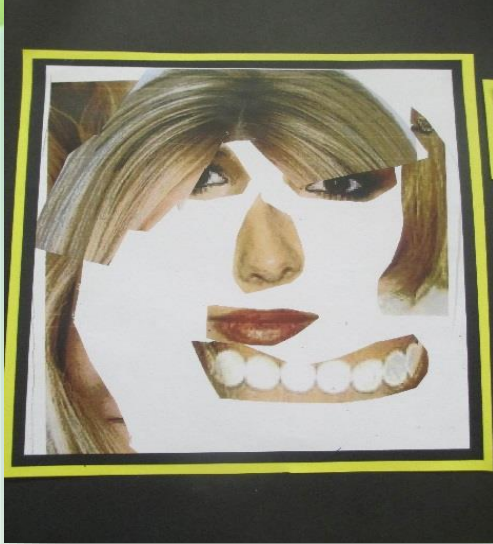


Introduction



- ❖ This year, we took part in the National Gallery's Take One Picture exhibition.
- ❖ We were introduced to the story of Penelope, who had to wait for 20 years for her husband Odysseus
- ❖ This was upsetting but she had many suitors who wanted to marry her because she was so beautiful.
- ❖ We thought the most beautiful part of the painting was Penelope so we decided to draw her!

The Learning Journey





- ❖ We created portraits of Penelope on canvas
- ❖ We practised drawing her facial features accurately
- ❖ We tried to capture her facial expression after thinking about how she might have been feeling



Outcomes





children's quotes

I liked drawing Penelope because I had so much fun!

Kacper, aged 5, Class 1H

I liked drawing Penelope's lips.

Subhan, aged 5, Class 1H

I learnt how to use realistic colours.

Anmol, aged 5, Class 1NS

I liked drawing the whole face but I need to practise more on drawing the ears.

Rawdah, aged 5, Class 1W

I enjoyed using the oil pastels.

Khalid, aged 5, Class 1K

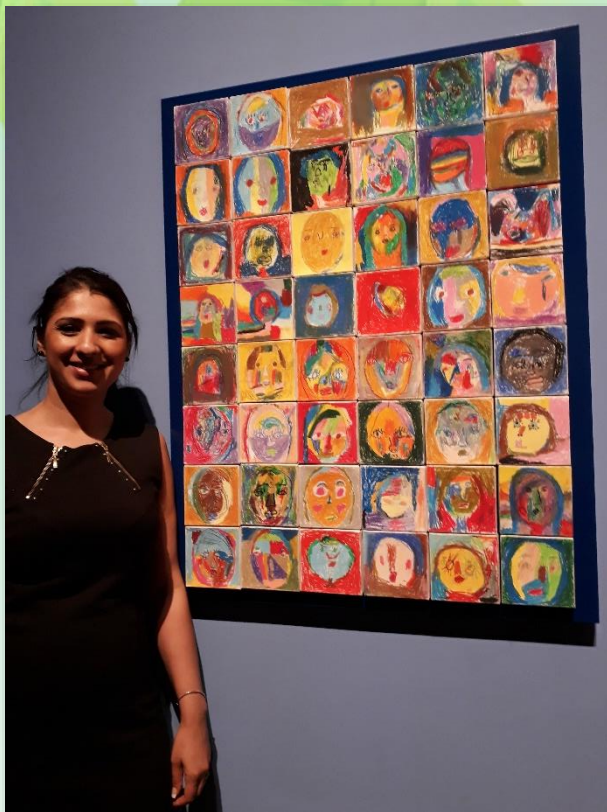
I enjoyed learning how to make a portrait.

Huzaifa, aged 5, Class 1NS

I liked adding bright colours to my canvas.

Urwa, aged 5, Class 1NS

Our work on display at The National Gallery





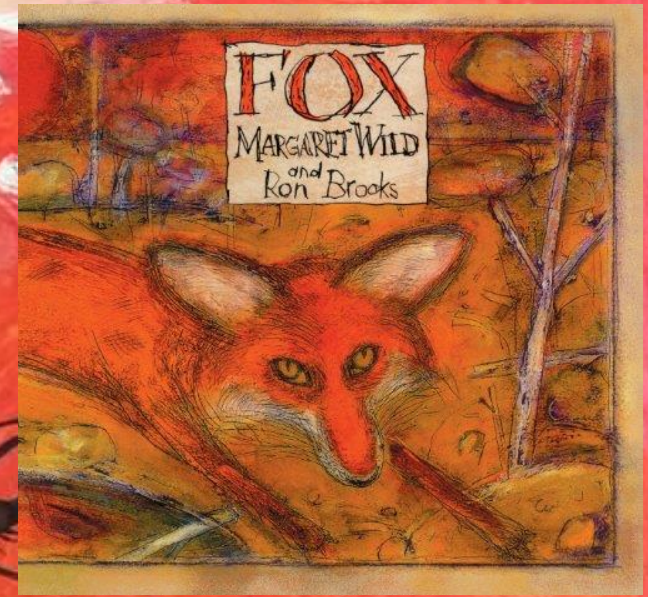
Celebrating Learning

YEAR 2

Introduction

We have used the text *Fox* by Margaret Wild to engage us and inspire some fantastic pieces of writing.

This was all part of our *Australian Adventure* learning journey.



Learning Journey

- Bush fires
- Australia
- The characteristics of the animals in the text

Half term Marvellous Middle

- Fox Day
- Introduction to the new character

Final Outcome

- Writing in the perspective of Fox
- Fabulous finish – word hunt

Outcomes

Magpie should go with Dog and listen to him. He is only trying to help.

Anmol

I am ashamed of Magpie! She deserves to be left alone after betraying a loyal friend.
Rahmi

Fox was jealous of their friendship, I'm sure Dog and Magpie would have been his friend if he wanted them.
Talha

Magpie deserves everything she gets because she abandoned Dog for her own gain.
Ibrahim

I don't Like Fox because he sounds like an evil character and does not look at Magpie in a friendly way.
Navpreet

I predict that Fox will be mean because foxes are cunning.
Venkat

The background is a solid blue color. It is decorated with numerous white snowflakes of various sizes and shapes, some of which are slightly blurred to create a sense of depth. Interspersed among the snowflakes are several white circles of different diameters, some appearing as soft, out-of-focus light sources.

A Journey Into Narnia

Year 3

Introduction

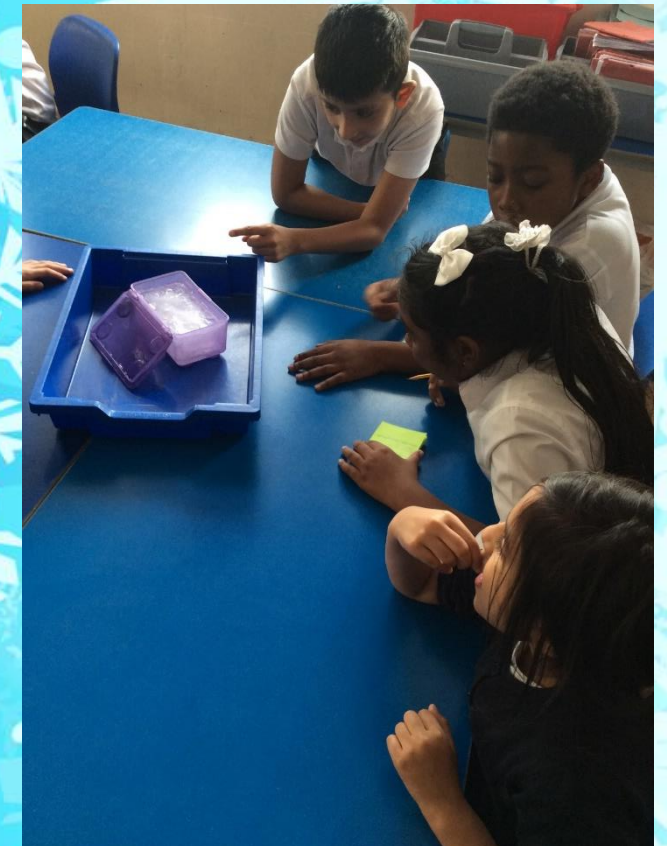
- Winter Wonderland: A journey into Narnia
- In Year 3, we read the story, **'The Lion, The Witch and The Wardrobe'** by C.S. Lewis
- When we entered the hall on the first day of the term, our teachers had created an amazing winter wonderland scene to introduce us to Narnia



Science – What makes ice melt?

The clues to the story were hidden in ice blocks.

To find the clues, we needed to investigate how to melt ice quickly.



Educational Visit

- As the story was set in WW2 and the characters were evacuees, we visited the Redbridge Museum to handle a range of artefacts in order to gain a deeper understanding of the war



Reading and Writing

- Throughout the story ran the themes of trust, loyalty, betrayal, sacrifice and temptation. We explored these themes through our writing
- For example, Mr Tumnus had to decide whether to hand Lucy over to the White Witch and had to wrestle with his conscience. We captured his thoughts and struggle with temptation, trust and loyalty through a monologue

mnus

Ever. I can't
tell it right
well, and wish!
she was
I can't. Why
I don't want
He's kind, caring,
than a ~~son~~

all her into, a
I don't know. I
shall I do? He
nily back in the

Daughter of Eve. I can't
imagine my ~~cursed~~ It might
be delightful: jewels and coins!
I ~~you~~ have the way
it's too noisy I can't. Why
spring like ~~cardinals~~. I don't want
any ~~and~~ saying? She is kind, caring,
She is lovelier than a ~~success~~

Witch will turn her into a
hall I go? I don't know. I
caight. What shall I do? He
about her grimly back in the

Thoughts and feelings

Throughout the topic, we explored the characters' thoughts and feelings as they discovered the world of Narnia. The children, and in particular Lucy, dealt with issues of trust and betrayal and portrayed these through diary entries and letters to home.

A letter by Lucy

Hardley out of breath, I dashed into the dusty room and ran to my brothers and sister like a cheetah chasing a lion cub. I told them everything about my adventure and guess what. They didn't believe my story. Now I feel heartbroken and humiliated in front of my own brothers and sister! And on top of that, the magical wardrobe didn't work! It was like it lost its magic power. Why isn't it working? What is happening? I hope you believe me because you are the only ones I can trust right now so please believe me! I have to end the letter right now because Peter is coming and I don't want him to know I am doing this. Please write back.

The Learning Journey

In a land of forever winter, the only way to bring about peace was through a battle between good and evil. Aslan and the children fought against the White Witch in this gruesome battle.

Drama centre and battle scene

We took part in a drama workshop from Redbridge Drama Centre to re-enact the battle scene before writing our own version of the battle using powerful description.



Here's a taste of a chapter we wrote about the battle scene...

Just then, Peter commanded his warriors to move in closer with the enemy's army. With certain gusto, they marched their way through the flawless, green land. Suddenly, Peter said, "We are about to begin the War that'll go down in Narnia history." The White witch's army felt an electric shock of jealousy as they saw how great a leader Peter was compared to the White witch. Then the battle began. At the edge of the cliff, Edmund was looking anxiously below. Miratours were shooting arrows while griffons swooped and threw rocks down. Five griffons morphed into rings of Hell fire. When the enemies came too close, Fairyeorn teleported them to the end of the land. The White witch dragged Peter down on the floor, while he was fighting, made a first attempt to kill him. On the second attempt she tried to aim at his heart but right at that very moment Aslan appeared and he assassinated the vile white witch.

Bringing the battle to life in D&T

- In Design and Technology, we used levers and linkages to create a pop-up page to bring the battle of Narnia to life. We received an inspirational video link all the way from Canada, called *Distortions Limited* who make zombies, blood sucking vampires, UFO Aliens and monsters for Hollywood films



Special effects into Narnia

In Computing, we explored how to create special effects using the Green Screen. We used this to transport ourselves into Narnia.



Easter in Narnia

In Religious Education,
we spotted the similarities between
the Easter story and the events in Narnia.

Easter	Narnia
1. Narnia has a prophecy & Easter has a prophecy.	1. Easter has a prophecy & Narnia has a prophecy.
2. Both of them are in trouble	2. Both of them are in trouble
3. In both stories people hate each other.	3. In both stories people hate each other.
4. They have a spell.	4. They have a spell.
5. Jesus is the hope of the world.	5. Two daughters of Eve and Two sons of Adam are the hope of Narnia.
6. Easter's story has sins as the villains.	6. Narnia's story has the White Witch as the villain

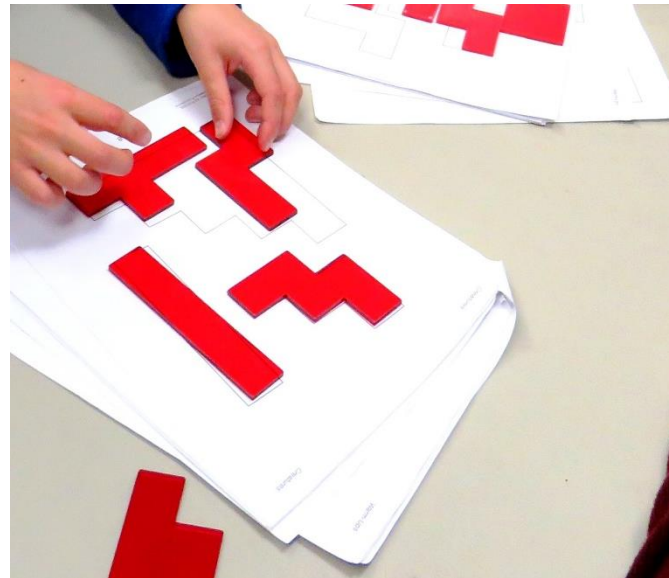
low - lots of similarities.

Fabulous Finish

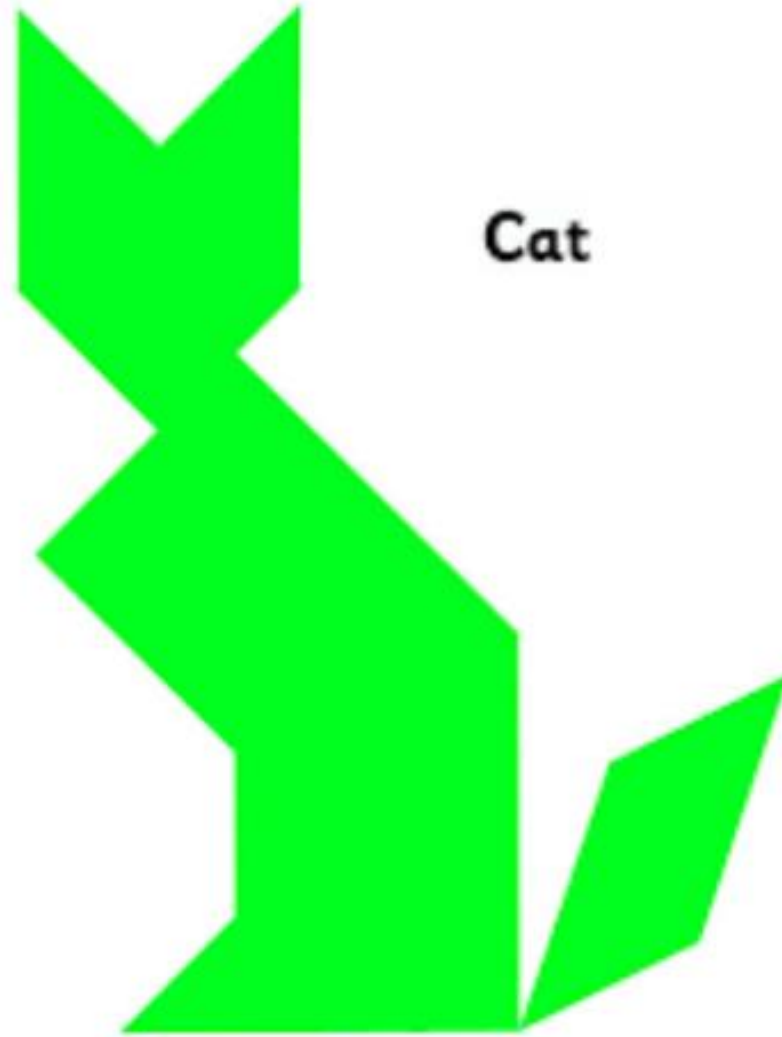


The coronation of the Daughters of Eve and Sons of Adam – Hail the new Kings and Queens of Narnia!

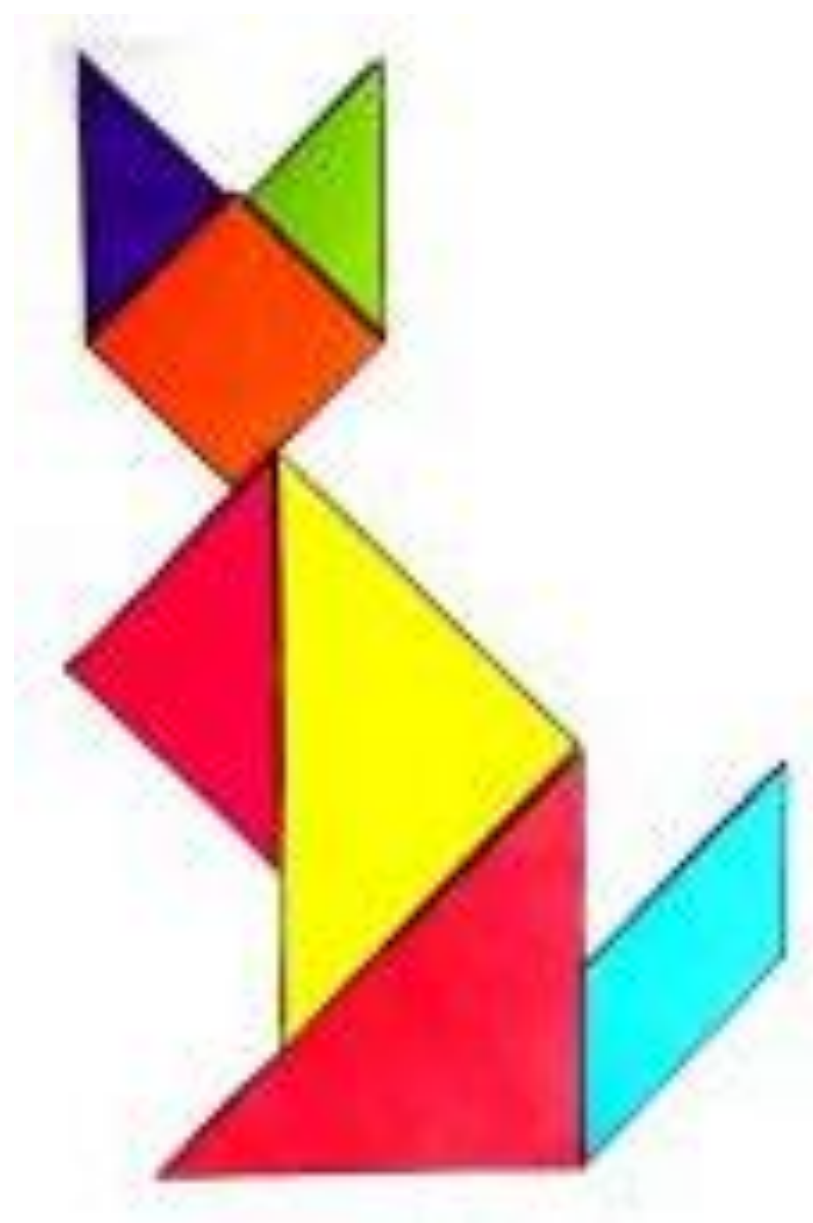
COUNT ON US PRIMARY CHALLENGE



Use all of the tangram pieces provided to make the shape of this cat.



Cat



Celebrating Learning

Year 4

Here come the Vikings

- ▶ This year we have been learning about an app called Garage Band
- ▶ This is how the Garage Band app works
 - ▶ Select the drum beat
 - ▶ Select the rhythm
 - ▶ Select the guitar
 - ▶ Select the chords
 - ▶ Record the voiceover
 - ▶ Compose and edit the music
- ▶ Mohammad explains the app...



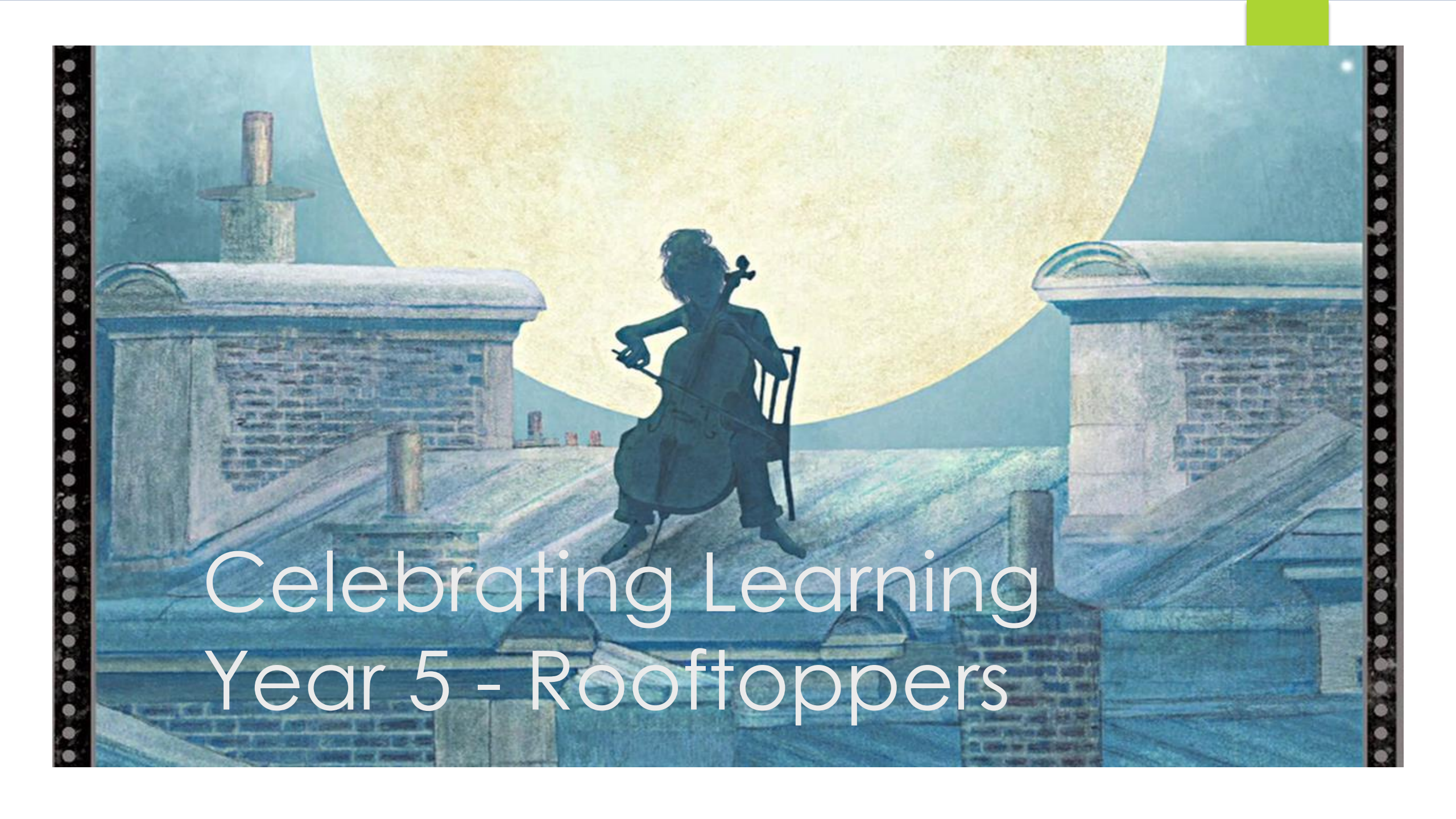
As part of our Beowulf journey we...

- ▶ Wrote Police Reports and crime scenes
- ▶ Did Drama activities
- ▶ Visited the Natural History Museum (for a Viking Workshop)
- ▶ Learned about the Historical context
- ▶ Wrote Speeches
- ▶ Had fierce Debates
- ▶ Created amazing pieces of Art - (seascapes)

Outcomes

- ▶ Here are some quotes about our project:
 - ▶ I like Garage Band app because we use different instruments and played music. Arzun, 4A
 - ▶ I like how we got to make our own music. Soha, 4F
 - ▶ This experience makes me appreciate music a lot more. Srihari, 4I
 - ▶ I enjoyed it because it was my first time composing music and I would want to do it again. Anabia, 4G
 - ▶ I feel I would be able to use what I have learnt to enhance the learning of others at Cleveland. Ms Ibrahim, 4I
- ▶ Let's listen to our brilliant pieces! Enjoy!



An artistic illustration of a person sitting on a rooftop, playing a cello. The person is silhouetted against a large, bright, yellowish-white full moon that dominates the upper half of the frame. The rooftop is made of dark, textured material, possibly tiles or bricks, and features several chimneys and low walls. The sky is a deep blue, and the overall mood is serene and contemplative. The illustration is framed by a black border with white dots, resembling a film strip.

Celebrating Learning Year 5 - Rooftoppers

Introduction to Rooftoppers

- ▶ Today we are going to tell you about our brilliant learning journey, *Rooftoppers*, our trip to Paris and our fabulous French Day in school.
- ▶ Additionally, 5P will share their incredible work for Holocaust Memorial Day.



The Learning Journey Rooftoppers

- ▶ *Rooftoppers* is about the incredible story of a young girl named Sophie and her journey to France in order to find her long-lost mother. As a baby, she is found floating in a cello case in the English Channel (in between France and England). Fellow passenger, Charles Maxim, rescues the child from the shipwreck, giving her a name and a home.
- ▶ Sophie believes her mother is still alive. After arriving in Paris, she entrusts the help of Matteo and his gang of “rooftoppers” to help her find her.
- ▶ We have taken part in many exciting activities based on our learning journey:
 - ▶ Stunning start art work (in the style of Vincent Van Gogh)
 - ▶ Circus Day
 - ▶ Work on dialogue (conversation between Sophie and Matteo)
 - ▶ Parkour during indoor P.E. as part of training to become a rooftopter

Our trip to Paris

- ▶ This incredible day took us on a sightseeing tour of Paris!!
- ▶ We had a marvellous time visiting:
- ▶ The Eiffel Tower
- ▶ Views of the River Seine
- ▶ Notre Dame Cathedral
- ▶ Walking through Tuileries Gardens to the Louvre
- ▶ Trying to spot Sophie or Matteo on the iconic Parisian rooftops!!



We explored the Eiffel Tower first and had lunch with a view.



Sadly, we did not manage to see Sophie or Matteo!!

The Learning Journey – Our trip to Paris



Saffiya - "Seeing the Eiffel Tower was magical."

Ruweyda - "I especially liked seeing the River Seine and the pyramids outside the Louvre. They were beautiful."



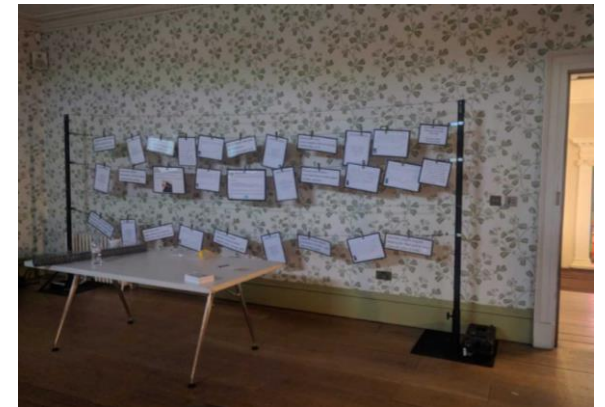
Mohammed Taha - "I liked seeing the pyramids at the Louvre. I had not seen them before. We were extremely lucky to go."

French Day

- ▶ We learnt more about the culture of the people in France, both during the French Day in school and on the trip to Paris.
- ▶ The range of activities included learning French vocabulary, tasting French food and drinks and taking part in art activities based on the rooftops of Paris.
- ▶ We also made a poster about Paris.
- ▶ “I liked learning French because I have never learnt how to speak it before.” Rupa
- ▶ “I enjoyed tasting the food because it was delicious and different to ours.” Simer
- ▶ Here is some of the work we have produced . . .

Holocaust Memorial day

- ▶ In the Spring term, we were selected to take part in a project about the holocaust. The amazing and thoughtful work we produced was proudly displayed in Valentines Mansion and Fullwell Cross Library for our local community to enjoy.
- ▶ The project involved working alongside Park Hill Primary School.
- ▶ “I felt really happy to see my work in a real exhibition because lots of people could see how creative we are and how much we had enjoyed learning about the Holocaust. It showed us that we should never let something like that happen again.”



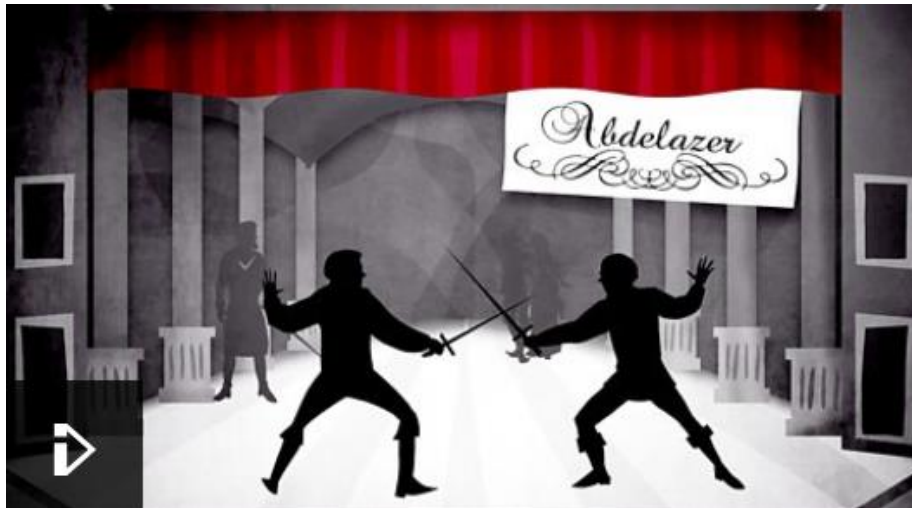
Music: Rodeo - Hoe-Down by Copland

6R Art: Giacometti-inspired sculptures



Music: Abdelazer – Rondeau by Henry Purcell

6E DT: Set Design



Music: Carmina Burana – 'O fortuna' by Carl Orff

6J Art: Teacher Creatures



Music: Abdelazer – Rondeau by Henry Purcell

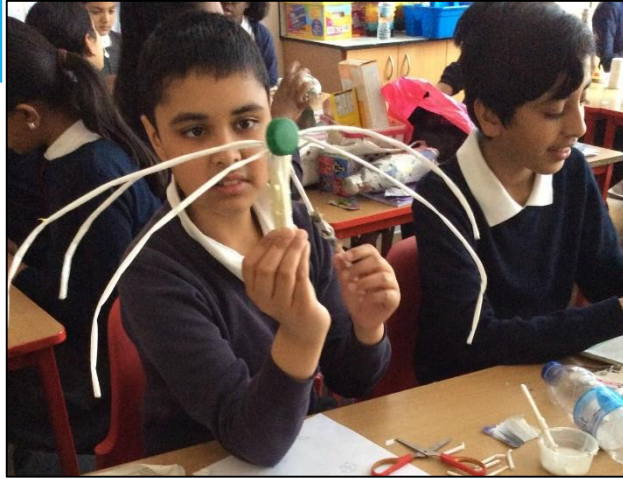
6C DT: Puppet Masters



THE LEARNING JOURNEY - MUSIC



THE LEARNING JOURNEY — DT & ART



OUTCOMES - MUSIC



OUTCOMES — ART & DT

