

February 2022 | Issue 3



Churchill Gardens Primary Academy Journal



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A message from Mrs Gamon

Dear all,

I hope you are well and you are looking forward to a peaceful and relaxing half term with your families. Although we continue to face challenges, both at school and in our daily lives, with COVID-19, I am very proud that Millbank Academy, Pimlico Primary and Churchill Gardens have continued to give our children the very best education possible: I am incredibly lucky to lead such a dedicated and resilient community of teaching staff and parents. Since January, our teachers have worked tirelessly to support our pupils, and the attitude of each child has been exemplary and a credit to you as parents and carers. Whether it is in English lessons on Shakespeare, history lessons on the path to women's suffrage or science lessons on the evolution of life, it has been a joy to see how engaged our pupils are in their learning and how much progress each child has made. As we approach spring and the days start to get longer and warmer, I look forward seeing our teachers continuing to teach compelling and well-paced lessons which challenge our pupils. I wish you all a safe, peaceful and relaxing half term with your families, and I look forward to welcoming you back on Monday 21st February.

Best wishes,

Mrs Gamon

Executive Principal

A message from Mrs Tylee

Dear parents and carers,

Whilst this half term has been only five weeks long, I have been impressed at how much learning and enrichment we have managed to fit in!

Pupils have been working incredibly hard on their academic studies, with a focus on extended writing in history and English. These have included diary entries from the perspective of Macbeth and dialogue scenes set at the time of the Peasants' Revolt! Our Year 6 children also took their first practice SATS papers in maths and English, and they have shown a real commitment to improving their scores.

Our exciting enrichment programme, including our range of extra-curricular clubs, has been continuing, and it is wonderful to see how much the children are enjoying it. In addition, Year 5 went off to the Outward Bound centre in Ullswater, in the beautiful Lake District. This trip not only developed them personally but also brought their science and geography learning to life. We have also been lucky to continue to work alongside the CfC community programme, and, in particular, to welcome Victor to our community. More details on the work they do with our children can be found later in this journal.

We have been running face-to-face workshops all academic year, and these will continue next term. The new schedule is below; please do attend these when you can, as they allow us to explain what your children learn at school, why we teach them in this way and how you can support them at home.

Week	Date	Session Details	Parents
Week 1	February 23 rd 3pm – Middle Hall	KS1 SATS	Y2 Parents
Week 2	March 1 st 3pm – Middle Hall	Supporting your KS2 child with their grammar homework <i>Mr Ridley and Ms Crawley</i>	KS2 Parents
Week 3	March 9 th 3pm – Middle Hall	E-Safety <i>Mrs Tylee</i>	All parents
Week 4	March 16 th 3pm – Middle Hall	Reading for pleasure <i>Mrs Whitehead</i>	All parents
Week 5	March 22 nd 3pm – Middle Hall	Embedding routines at home <i>Ms Spring and Ms Hammant</i>	All parents

Some of the PTA's plans for this half term had to be put on hold because of COVID restrictions, but keep an eye out for their correspondence next half term! We are looking forward to working together to raise money for the school whilst bringing together the whole school community for celebrations and events. The next of these will be International Mother Language Day on February 25th.

Thank you for reducing the number of cars that are being parked outside our school at the start and end of the day. It has reduced congestion and increased the safety for our children, which is what we all want.

Finally, may I take this opportunity to thank you for your ongoing support, and to wish you and your families a restful half term break.

Have a wonderful half term! Mrs Tylee

Chelsea FC

In the Education department at Chelsea FC Foundation, we aim to support schools by providing free provision across a variety of areas. At Churchill Gardens, I have been able to deliver the full range of support on offer. The provision has included PSHE lessons on equality, diversity, inclusion, anti-Bullying, self-confidence and safer internet use. In addition, I have provided 1-1 and small-group interventions in English and Maths as well as behaviour interventions (Lego therapy being a very inventive and successful one!).

Victor Odeyemi, Chelsea Foundation Schools Education Coordinator

"I like working with Victor - he's really fun!" - Soumaya

"Victor is really kind and helpful." - Zahid

"It's really fun doing Lego with Victor." - Malik


"We learned about the internet and being safe online." - Sidra

"I like working with Victor because he helps me to make good choices." – Year 5 pupil

"My favourite thing working with Victor is writing about what I want to be in the future." - Khadija M

Children's Mental Health Awareness Week

Ms Clark led a whole-school programme events for Children's Mental Health Awareness Week, incorporating daily assemblies and activities. This year's theme was Growing Together. We have been encouraging children (and adults) to consider how they have grown and how they can help others to grow. Even though the week is over, we will be continuing to encourage children and families to work on these strategies and take part in activities to support their mental health into the future.

Mental Health Awareness Week		Monday 7 th – Friday 11 th February 2022			Theme: Growing Together	
Monday	Tuesday	Wednesday	Thursday	Friday		
<p>Assembly – 8.50-9.05am</p> <p>What is mental health awareness?</p> <p><u>Growth</u> – The Very Hungry Caterpillar.</p> <p>What personal growth did the caterpillar go through?</p> <p>How did the characters grow and change?</p>	<p>No online assembly</p> <p>Safer internet day!</p>	<p>Assembly – 8.50-9.05am</p> <p><u>Reach for the stars</u></p> <ul style="list-style-type: none"> • Get inspired and uplifted by playing, singing or dancing to 'Reach' by S Club 7. • Talk to the children about having goals – things that we want to work towards. • Talk about how we often need to take steps towards reaching our goals. 	<p>Assembly – 8.50-9.05am</p> <p><u>My support network</u></p> <p><u>Support Balloon</u></p> <p>You will need paper and coloured pencils.</p>	<p>Assembly – 8.50-9.05am</p> <p>Positivity – always believe in yourself.</p>  <ul style="list-style-type: none"> • Why is it important to believe in yourself? • What might happen when you start to believe in yourself? • Is it important to believe in other too? <p>DRESS TO EXPRESS DAY!</p> <p>Children to dress up in colourful clothes or what they would like to be when they grow up!</p>		

In school activities: Parents can join in at home!

Share your experiences with us at school. office@churchillgardens.futureacademies.org

<p>Activity:</p> <p>Decorate butterfly templates with pictures or words depicting things that the children have learnt to do. For example, drawing, writing their name, counting to 10, doing a handstand etc.</p>		<p>Activity:</p> <p>Invite each child to create a large star and write a goal on the star that they would like to reach.</p> <p>Encourage setting goals around emotional growth, for example, learning to cope with a difficult feeling like anger; learning to say sorry when you have hurt somebody or learning to speak up for something you believe in.</p>	<p>Activity:</p> <p>How will you reach your goals?</p> <p>Invite the children to create ladders to help them reach their stars. On each rung, put a small step towards the goal that they have set. Discuss how they can praise and encourage each other when they see classmates take small steps towards their goals.</p>	<p>Activity:</p> <p>Write positive affirmations about ourselves!</p> <p>Children to write on post-it notes.</p> <p>Parents to share with the office.</p>
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Outward Bound – January 2022

On Monday 17th January, nineteen intrepid explorers from Year 5 - and their three teachers - set out for the Outward Bound Centre at Ullswater in Cumbria. As our coach turned off the M6 motorway, we caught our first glimpse of the magnificent mountains and crystal-clear lakes that would become our base for the next week.

After we had settled into our rooms and made our beds, we were divided into two teams and met our team leaders. Half of us were in Johnson team and the other half were in Scott team. We learnt that our teams were named after two famous explorers: Amy Johnson, who was a pioneering British pilot; and Robert Falcon Scott, who led two expeditions to Antarctica in the early twentieth century.

During the week, our teams had the opportunity to experience many new and exciting activities. Some of us tried our hand at rock climbing, canoeing, mountain climbing, gorge walking, 'jog and dip' (which involved going into the freezing lake!) and tunnelling. In the evenings, we enjoyed some night-time activities such as night walks, orienteering and night-time games. On our final night, we all went to the lake and our leaders helped us to build a camp fire on the lake shore. As we toasted marshmallows on the fire, everyone had the opportunity to share their favourite part of our stay. It was a wonderful week and we can't wait to go back to Cumbria again, one day!

Pimlico Musical Foundation

The Pimlico Musical Foundation, a local charity, are looking for a highly motivated individual to join their management team in the newly created role of General Manager. This role encompasses both general management, strategic development and fundraising. The job description and details on how to apply can be found in the below document.



General-Manager-J
ob-Description-19_C

More information on the Pimlico Musical Foundation can be found at www.pimlicomusicalfoundation.org.uk

The Tempest

Last term, the children in RB3 read Shakespeare's enchanting story, *The Tempest*. Each week, we read a chapter and wrote about what had happened. The children were engaged, enthusiastic and excited to know what would happen next. Alongside Year 3, the RB3 children were then given the amazing opportunity to take part in a workshop and watch a live performance of *The Tempest* at Pimlico Academy. This culminated in us all being given a part to play in the performance. Our children acted out the opening scene, becoming spirits and waves in Prospero's magical tempest. Having read the story before the performance, the children in RB3 were able to recognise the characters and greatly enjoyed seeing the story brought to life. The children are also extremely proud to see some of their excellent written work on display around the school.



English at Churchill Gardens Primary Academy

Writing in KS1 at Churchill Gardens aims to equip children with the ability and confidence to apply their phonic knowledge, ambitious vocabulary and creativity, independently and within a range of contexts. Pupils are given extensive opportunity for writing in their ancient history, science and geography lessons, as well as in their daily English lessons.

We know that a rich culture of reading goes hand in hand with developing confident writers. Therefore, we focus on a different, high-quality text each half term, which ends with an independent extended piece of writing. Across years 1 and 2, these texts and pieces of writing encompass a range of non-fiction and fiction genres. Through such high-quality texts (which are read aloud at the start of a unit), we gradually explore the techniques used by writers to develop their writing, linking these techniques to yearly grammar objectives. We also use these texts to model high-quality writing - with rich vocabulary - at a level that goes beyond the children's own independent reading fluency levels. The children's extended writing is completed after a sequence of vocabulary, comprehension and shared writing opportunities (dependent on that half term's text). Neat cursive handwriting is taught explicitly, and is both modelled in each lesson as well as being practised through Do Now tasks. Our intention is that, by the end of KS1, pupils are equipped with the grammar, spelling, handwriting skills, writing stamina and cultural knowledge to progress confidently into KS2.

The Stages of Writing in KS1: 8 Steps We Follow

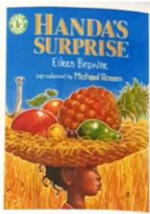
1. Making predictions and generating questions based on the front cover of a new text.

Year One: Pre-reading questions based on *Handa's Surprise*

W/C Monday 1st November 2021
 L/O: To generate questions about a new text

Question words:

Who?	What?	Where?	Why?
------	-------	--------	------



Who is Handa?

Why is there fruit on her head?

Where is she going?

Challenge


What is the ostrich doing?

How good you kept on your head?

keep keep keep

Year Two: Prediction based on *The Tunnel* and *Ninja Red Riding Hood*

L.O: To make a prediction about a new text based on the front cover illustration.




The Tunnel
Anthony Browne

I predict that this story is about a boy who is a good friend and who is a good friend to his grandma. Maybe it leads to her grandma's house. Maybe it is *Ninja Red Riding Hood*.

5sp+3 little little little little

full stop



Ninja Red Riding Hood
Corey Rosen Schwartz

L.O: To make a reasonable prediction based on a front cover.

predict

I predict that this is the third version of LRRH.

It is possible that this time, LRRH is a fearless boy who knows karate. It could be that this story is set in China.

Maybe the wolf in this story is cunning but Ninja LRRH will still survive.

Very sensible predictions, Ardin ☺

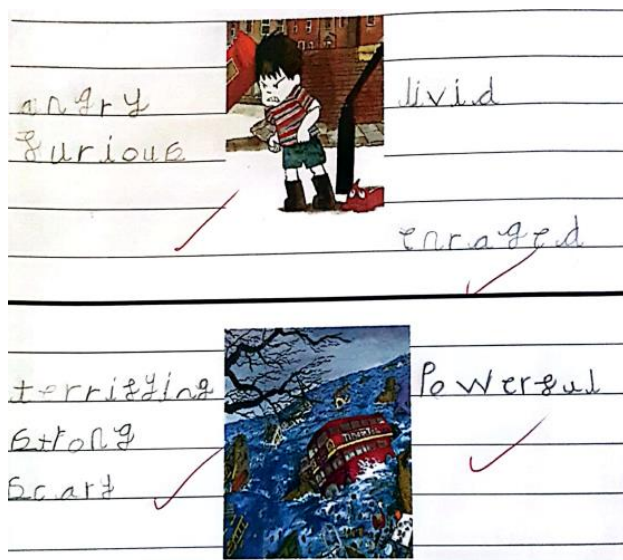
China needs a capital letter because it is the name of the place ☺

2. Reading aloud and comprehension to check understanding.

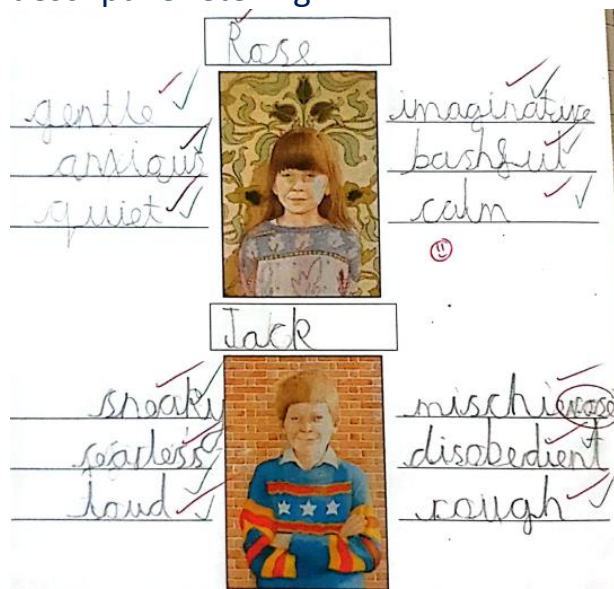
This allows pupils to express their opinions about the text as well as to deepen their understanding of plot, new vocabulary and themes through fact retrieval and inference questions. In Year Two, questions develop to include an understanding of authorial intent.

3. Teaching rich vocabulary and synonyms explicitly and practising these through shared writing; challenging all children to 'up-level' ideas and spot 'mistakes' using the Year One and Year Two writing criteria.

Year One: Generating adjectives to describe Arthur and the typhoon in the story Angry Arthur.



Year Two: Generating adjectives to describe two characters, Rose and Jack from The Tunnel, in preparation for a descriptive retelling.



4. Sharing a model piece of writing for the termly genre (e.g. character description).

5. Annotating model texts to understand the author's intent and any features which make a piece of writing effective and interesting.


6. Shared writing and the 'thinking aloud' process when forming sentences, drawing upon the grammar and vocabulary taught within the Year One and Year Two framework.

7. Independent Writing using visual prompts, illustrations, word walls, story maps and sentence starters to support children's writing.

This is supported at the start of Year One, and independent writing is achieved as the year progresses.


Year One: An Angry Arthur retelling and an Ugly Duckling character description.

LO: To recount a story from a familiar setting, using simple statement sentences.



ONCE UPON A TIME THERE WAS A BOY CALLED ARTHUR

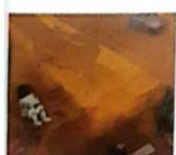
What did Arthur love to do? Arthur






Arthur loved watching

night night night

One night his mother commanded him to go to bed



Then Arthur said no or I will get angry.

Once upon a time there was a duckling who was quite different. The small duckling had grey feathery wings.

Can you write a paragraph about this character?

The lonely duckling felt tearful as he shivered alone in the cold. When he tried to follow the other ducklings they ^{bullied} him and rejected him.

😊 Excellent writing, Delia!

Year Two: Up-levelling a simple paragraph (which had common mistakes in it) to an accurate and more descriptive paragraph. A descriptive retelling of The Tunnel by Anthony Browne.

LO: To apply my understanding of Year 2 grammar, spelling and punctuation objectives.

1. Find and correct the errors.
2. Assess this writing using the checklist.
3. Improve and rewrite this description.



	Tick if included
To write statement sentences.	✓
To write exclamation sentences.	✓
To place capital letters at the start of sentences.	✓
To use capital letters for proper nouns.	✓
To use full stops consistently and accurately.	✓
To use exclamation marks appropriately.	✓
To use possessive apostrophes correctly.	✓
To use apostrophes in contracted forms.	✓
To use commas between listed adjectives.	✓
To use noun phrases.	✓
To use expanded noun phrases.	✓
To use high-level adjective choices.	✓
To use high-level verb choices.	✓
To include adverbs to describe verbs.	✓

Little Red Riding Hood ^{to} walked to her grandma's cottage. The wolf got Little Red Riding Hood to leave the ^{part} (he hid and used a soft ^{voice} ~~ways~~). He was nice ^{because} he wanted her to think she could trust him.

Verbs

walked ✓ ^{to} leave = stay ✓

Lipped ✓

crept ✓

tudged ✓

skipped ✓

sauntered ✓

Adverbs

sneakily ✓

quietly ✓

silently ✓

Adjectives

soft ✓

silky ✓

soothing ✓

harmless ✓

scheming ✓

unning ✓

mischievous ✓

Little Red Riding Hood sauntered through the forest to her grandma's cottage but she stopped when she heard a silky, ~~horrible~~ voice. It was a mischievous wolf, but she thought he was soothing. He got her to stray from the long winding path. The wolf thought to himself, "How delicious this grandma ^{juicy} ~~is~~ ^{he} ~~is~~ ^{would eat} Red Riding Hood ~~is~~ are!" VF

delicious delicious delicious

LO: To independently retell a familiar story using new vocabulary.

Night fell, and the forest became dark and menacing. Rose heard the wind howling and leaves rustling. She saw towering trees with gnarled branches that were reaching out to grab her. Suddenly, she came to a large clearing. She saw a grey figure as still as stone. It was her brother! "Oh no!" She ^{sp}waited. She threw her arms around the cold hard form and wept. Gradually the figure got softer and warmer and began to

8. Regular feedback where teachers embed the teaching of phonics through modelling, shared reading and writing, and purposeful marking of written work.

LO: I can plan and write a description of a place

Checklist

I must

- describe what can be seen, smelt, felt and heard
- use interesting and varied vocabulary
- use direct speech, punctuated correctly with commas and inverted commas
- a simile to describe something

27.01
(1W)

verb
nouns
verbs:

Far, far away on the shore of a strange island, there sat an ageing man and his young lovely daughter. Luscious fruit was hanging from the trees. Splashing waves hit the ^{crispy} brown sand. Seagulls squaking like children ~~playing~~. Dolphins ^{were} swimming playfully and the aroma of salt. ~~The sea was~~ The mountains were as high as the clouds. Flowers smelled sweet as honey. Butterflies flew gracefully in the air.

irregular
past
tense

Can
you begin
sentences
with a
fronted
adverbial?

28.01
(1W)

Sitting on a green, mossy rock that was covered in sand, the young girl ^{was} watching the birds fly in the sky. The old man beside her was watching a ship. The man was holding a book ~~as~~ in one hand and a wooden staff ⁱⁿ the other. The girl was wearing an old dress and a green skirt. The man was wearing a grey, magical cloak. The girl's hair was as ~~tender~~ golden as the sand. ~~as the sunset~~. The girl's eyes were as blue as the ocean. The girl was ~~so~~ relaxed but and the man was joyful because on that ship, ~~all of~~ were all of his ³⁰enemies. The man's plan was working... ^{crimes}

Monday 7th February 2022

You are Ophelia. Write your diary entry from the night after your father tries to trap Hamlet in his plot

I have included

Fronted adverbials (correctly punctuated) to show when or how something happened

Show don't tell to describe a character's feelings

Varied dialogue with interesting reporting clauses

Semi-colons or colons to join two linked clauses

Saturday 6th February 1939

Elsinore

Dear Diary,

Wow! Fantastic opening! What a calamitous day it has been! My father Polonius has completely lost the name of father father and I have become a burden to Hamlet. Everyday, sleep evades me and when I ^{wake} up, the day becomes a real-life nightmare. My pompous, wretched father has torn Hamlet's family apart - and mine. I have butterflies in my stomach and I cannot live my life in this malevolent castle of Elsinore.

I don't think I have told you ~~have~~ about the melancholy events of my brother Laertes' departure. We teased each other and said our goodbyes until our meddling father asked us what we were talking about.

Monday 1st February 2022

You are Ophelia. Write down your diary entry from the night after your father tries to trap Hamlet in his plot.

I have included

Fronted adverbials (correctly punctuated) to show when or how something happened

Show don't tell to describe a character's feelings

Varied dialogue with interesting reporting clauses

Semi-colons or colons to join two linked clauses

Saturday 19th February 1390

Elsinore

Dear Diary,

Fantastic paragraph!

The previous events have been calamitous and shocking! My 'father' has lost the name father and Hamlet seems lost to me. The new king Claudius is not as agreeable as he seems. He is too greed and ^{selfish} and does not deserve the title 'king'. I feel pity for the queen.

I believe I have not mentioned the events of Laertes, my brother's departure. We were discussing the soon happenings of while we were away. My father ^{in his} usual manner, walked into my chamber without knocking. He told Laertes to stop wasting his money on expensive ^{my} goods and to hurry away. After our farewells and his Laertes' departure, my father immediately demanded to know about our conversation and I timidly told him about Hamlet's love for me but I omitted out my love for him. He is such a hypocrite for telling Laertes not to waste money. He said I was a

Get into Teaching

Please find an advert for our next round of recruitment webinars taking place next half term, the link to sign up can be found [here](#).



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GET INTO TEACHING

with Future Teacher Training

Join us at our next webinar to find out how you can start your teaching journey with us.

Thursday 24 February 16:00-17:00


Tuesday 8 March 10:30-11:30


Thursday 24 March 16:00-17:00


Monday 4 April 10:30-11:30

Find out more and register your interest to attend at:
scitt.futureacademies.org/about-us/news-and-events

"Strong collaborative work results in high-quality training, excellent outcomes and outstanding teachers."
Ofsted, 2017

 scitt.futureacademies.org

 info@futuretraining.org

 [@futuretraining](https://twitter.com/futuretraining)

Events**Monday 21st February – School returns for Spring 2****February 25th - United Nation's International Mother Language Day**

You are warmly invited to bring along a food dish from your country of ethnicity or a country that you speak the language of. These will be sold after school and all profits will go to the PTA (who raise money to go back into the school for the benefit of pupils).

There will be a sign up sheet at the school reception for you to add your name to. Once you have signed up, further details of allergy information and timings will be sent to you.

Wednesday 2nd March – World Book Day

There will be lots of activities happening on the day, but as always, we will spend the day dressed as our favourite book characters. Why not start thinking about costume ideas over the half-term break? Costumes do not need to cost money; many of the best costumes are home-made! You could make some props over the holidays (for example, Charlie's magic golden ticket, Odysseus' sword made from cardboard or Isadora Moon props). Let's get creative!

Friday 1st April, 12:30pm – School finishes for the Easter holidays**Parent workshops**

Week	Date	Session Details	Parents
Week 1	February 23 rd 3pm – Middle Hall	KS1 SATS	Y2 Parents
Week 2	March 1 st 3pm – Middle Hall	Supporting your KS2 child with their grammar homework <i>Mr Ridley and Ms Crawley</i>	KS2 Parents
Week 3	March 9 th 3pm – Middle Hall	E-Safety <i>Mrs Tylee</i>	All parents
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Week 5	March 22 nd 3pm – Middle Hall	Embedding routines at home <i>Ms Spring and Ms Hammant</i>	All parents

Parent evenings

Week	Teacher
Tuesday 22 nd March 3:45pm – 7:00pm	Year 1 and Year 2 (class teachers) RB3 Maths (Ms Elouassi) Y3 Maths (Ms Alves) Y4 History (Mr Somerset) Y5 Maths (Mrs Jurek) RB6 History (Mrs Whitehead) RB6 Maths (Mrs Tylee)