

Windmills



Windmills have been very **rounded**, working together to build positive relationships and become very skilled in building obstacle courses together. This started a few weeks ago with just a few working together. A week later, a large group of children built a link between the climbing frame and stage; working on getting a course that they could all use.

Year 1

Year 1 collected natural materials from our school grounds. They were **fascinated** to discover the different pine cones and leaves.



Year 2



Year 2 were very FRESH in their topic all about The Great Fire of London. They were **fascinated** to learn how to make bread. They worked as a team and developed their skills of being **rounded learners** when they built and then burnt their houses on the fire in the woods.



Year 3

The children were **fascinated** by the little piglets.

In Year 3, our class book, is Charlotte's Web. This is the story of a little pig called Wilbur. Freya, in our class, has pigs on her farm, which had just given birth, and so 2 of them paid us a visit.

We are all **eager to make a difference** to our world, by looking after our local environment and supporting our local farmers, which we know will help climate change.



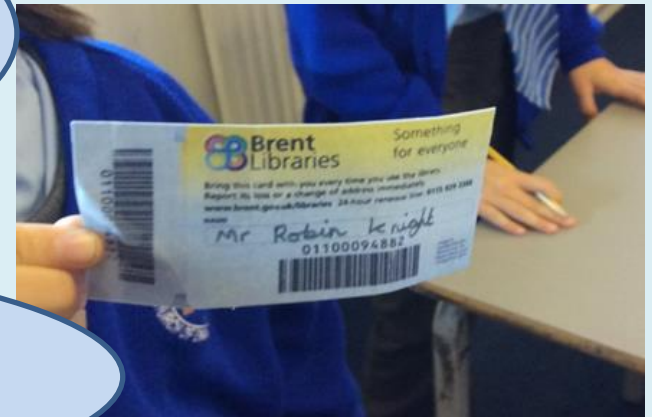
Year 4

In English, we arrived in school to find our classroom had been 'burgled' overnight. We gathered evidence to write a newspaper report of the crime that had been committed.



The children were **fascinated** to investigate what had happened and to solve the mystery by following the clues which had been left.

They had **high aspirations** for themselves and wrote some excellent newspaper reports to document the crime!

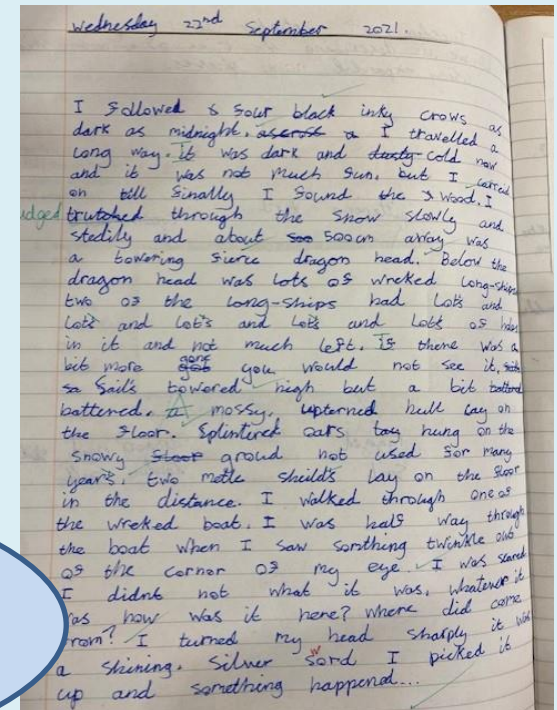


Year 5

In English, we used a short animation about a Viking warrior remembering a previous Viking battle. Part of the animation focussed on him discovering an abandoned, ocean-battered long ship. We imagined that we discovered the long ship using the woods as the setting. We freeze framed their movements and stopped them at different points to focus on language and emotions. The children were immersed and engaged and suspended reality, allowing themselves to discover the ship.



The children were **fascinated** when exploring the ship's ruins. They found the experience very **spiritual** as they explored the woodland. They had **high aspirations** for themselves when they wrote their recounts.



Year 6

Year 6 visited The River Chess.
We took measurements of the
width, speed of water flow and
the depth.



The river provided a **spiritual**
experience for the children. They
were **fascinated** by the discoveries
they made.