

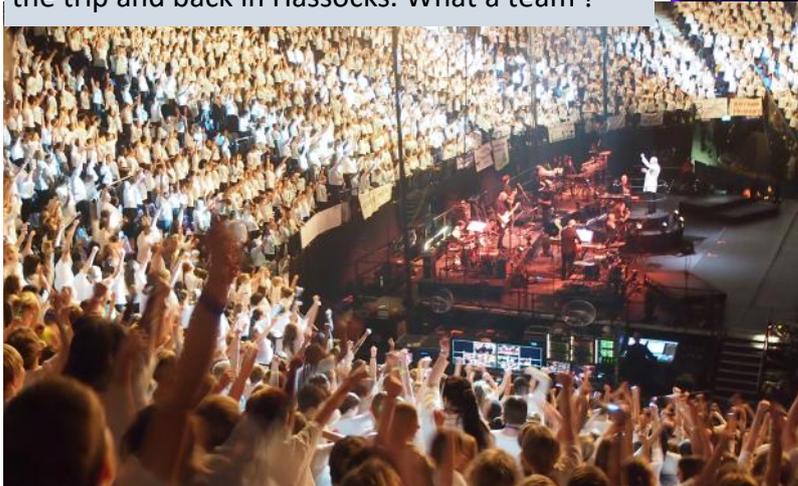
# The Windmills News

Issue 5: January 24 [www.windmills.w-sussex.sch.uk](http://www.windmills.w-sussex.sch.uk)



It was everything we had hoped for and more. The Young Voices concert, attended by over 7800 children (158 from Windmills) was a magical event. The children were just incredible and absolutely loved it. The memories created are incredibly special. To perform at a concert, at O2, with musicians and singers and such a large choir—wow!

Huge thanks has to go to the team who made this possible, to those that supported both on the trip and back in Hassocks. What a team !





Twelve children attended The Triangle for the Get Active event on January 25th. This is a great event put on by MSA to get children excited and to give them the experience of a range of different sports. They participated in a carousel of activities including: badminton, karate, circuits, gymnastics, pickle ball and dancing to a routine. They had an amazing time while learning new skills, trying new activities and challenging themselves. The children certainly embraced the spirit of the day to Get Active!



We were excited to be invited to Burgess Hill Girls School for a Bee Netball tournament. We took along 13 Year 5s for an afternoon of netball matches. Bee Netball is different to traditional netball in that each player has to move positions every match and has to come off the pitch for one game in 3. This means that each player has to be good in all positions. A real challenge! Our players did us proud and played incredibly well against different schools in the area. Well done team.



A special well done to Maisie who won a medal for most improved player! Well done for showing such perseverance, skill and enthusiasm Maisie, we are so proud of you!



A huge well done to our cross country runners who have absolutely amazed us with their resilience and determination. They get up early to attend training three times a week and lots of them have been running over the Christmas holidays too! We have opened the club to year 3 and 4 this term and they are super enthusiastic.



Our finalists competed in the next stage of the cross country competition on Wednesday 17th January. They did such a great job and ran so fast. We were so impressed with them, many had made significant gains on their place in the previous race. This race was even harder and involved running up a very steep hill, three times! No one gave up, they all kept on running.



Nine of our runners qualified for the next round in March! Huge congratulations to them and everyone who approached this challenge with courage and determination.

On Tuesday 16th January, we attended a Mid-Sussex basketball tournament against nine other schools and it's safe to say we were all a little surprised at how successful an afternoon we had! Not only did we go on to win the tournament, but we will also be representing the school in a Sussex-wide tournament later on this week (Thursday 1st February). As you can see from the results, the afternoon was a relatively comfortable affair and the team worked so well together to get the results we needed, especially against a gritty Lindfield team in the semi-finals. We swapped the team around and used the full team. Everyone performed to the best of their ability and we are really proud of all of you. Something tells us that the tournament against the best seven schools in Sussex won't be quite as one-sided (!) but we will go into the next tournament feeling confident and daring to dream. We're been training hard, practising our lay-ups and we're excited to see what the next outing brings!



### **Results Group Stage**

**Windmills 10—2 Birchwood Grove**

**Windmills 8—0 Handcross**

**Windmills 8—0 Harlands**

**Windmills 8—2 London Meed**

**Semi-Final: WJS 4—0 Lindfield**

**Final: Windmills 8—2 St. Joseph's**

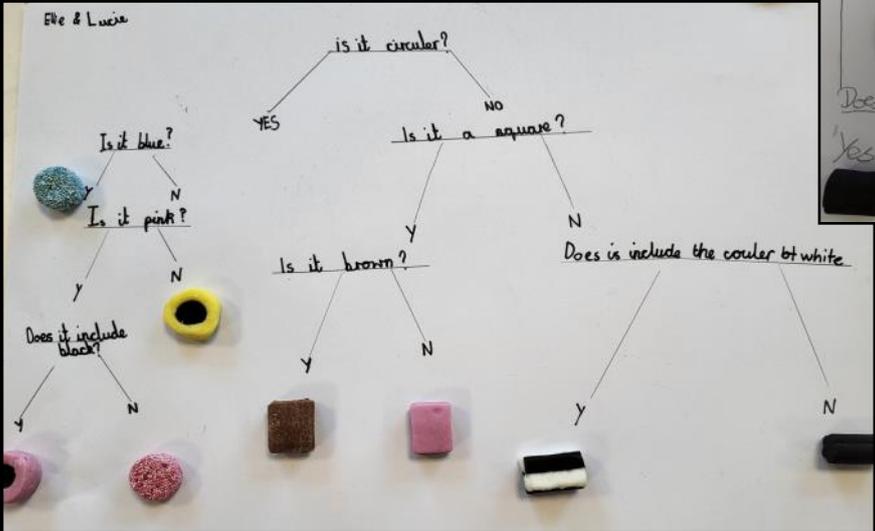
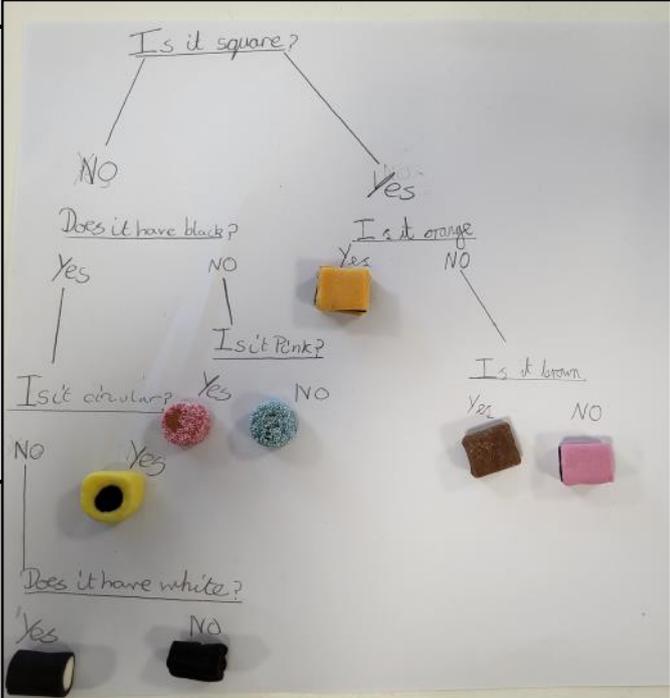


# Classification



Over the last few weeks, Year 6 have been looking at classification: the division of objects into ideas and groups. Although classification is typically used to sort living things such as plants and animals, Year 6 classified Liquorice Allsorts as they have no less than 12 variations in each pack (far more than last year's selection, Haribo, that only had a measly 7!) With a partner, we created classification trees to sort our objects by asking very simple, yet highly effective, questions. As questions in a classification tree can only have two answers—yes or no—typical questions were about the size, shape and colour of the sweets to help us sort them effectively. We classified our sweets two or three times to ensure we were working as effectively as we could have been and this experiment has set us up nicely for further learning about classification of (all five) living things and about Swedish biologist Carl Linnaeus.

Classification is sorting objects or things by asking yes or no questions. We classified Liquorice Allsorts as there are lots of different types and we classified them by their geometric properties and colours. It was quite hard to classify them using only 'yes' or 'no' questions. Next time, I would love to use a bigger variety of sweets so that we could delve deeper into the art of classification. **Finn 6M**

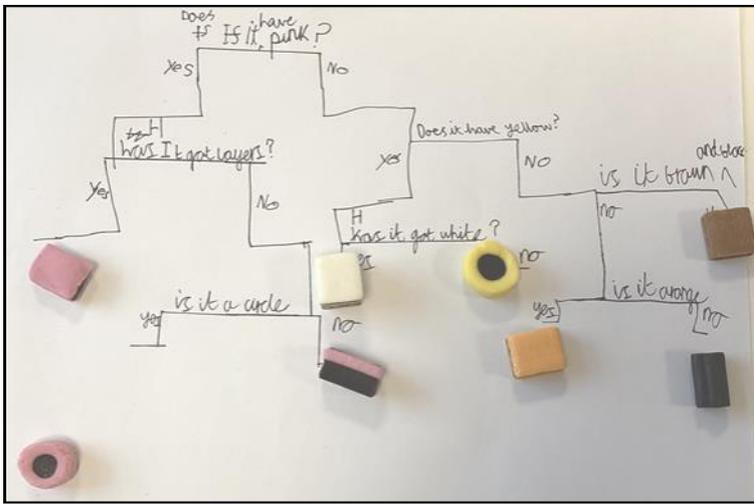


Classification is the process of classifying living things (but we used sweets) in groups based on their properties. With a classification tree you can easily do this using yes or no questions.

My group - me, Elena and Robyn—only had six allsorts but it still worked perfectly. We had a sheet of A3 paper and we had to draw a classification tree that would sort our allsorts into their own groups based on their properties - height, shape, colour and size. Some of our questions were: Is it square? Is it yellow? Does it have any black in it?

Personally, I would of preferred more sweets as some groups had eight but overall, I think my group succeeded in this task. **Ivy 6B**

Classification is the process of sorting into different categories and is used for living things, such as plants and animals, as well as everyday objects. To classify our liquorice, we asked a range of 'yes' and 'no' questions. I am pleased with how our classification tree ended up and would enjoy doing it again with even more sweets! **Layla, 6M**



Classification is when you sort certain objects into their main groups. We classified licorice allsorts and asked questions to find out which sweet was chosen by placing them on our 'Yes' or 'No' lines in our flow chart.

If I did this again, I would take more care when drawing the branching lines as you can easily go wrong.

**Bruno 6R**

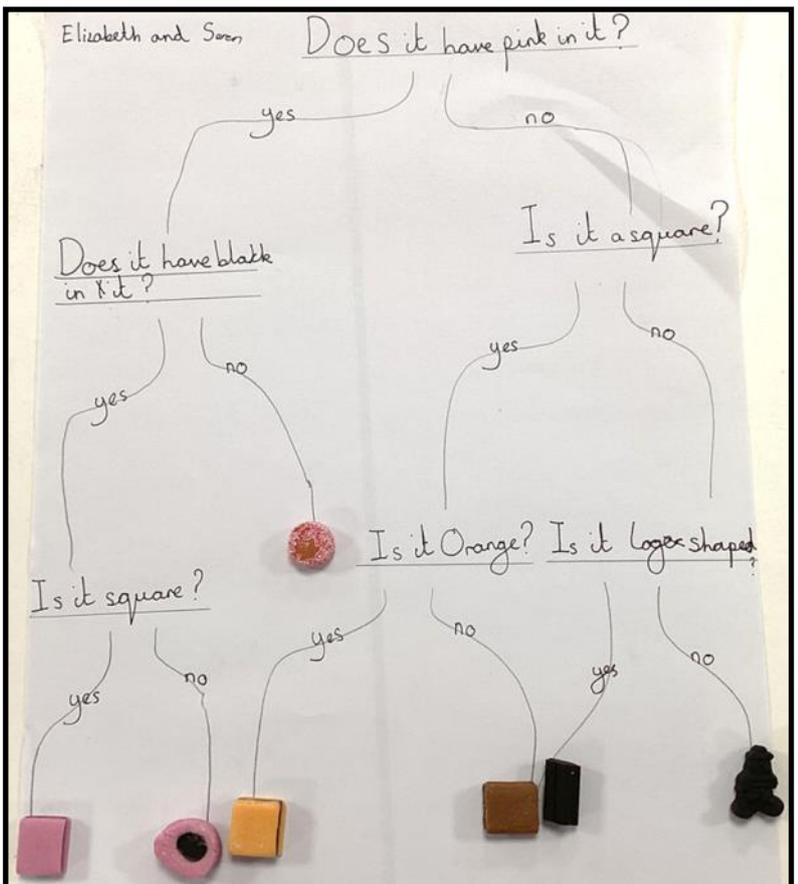
In science, we learned about classification where scientists ask as few questions as possible to sort items. If someone thinks they have discovered a new plant, they would go through the classification process to make sure it had not already been discovered.

We identified Licorice Allsorts by asking questions like: is it round? Is it square? Is it fully pink?

I classified them by asking questions that had to be yes or no answers.

I think our classification was successful but we should have thought of a different question instead of using the same question (Is it a square?) again.

**Seren 6R**

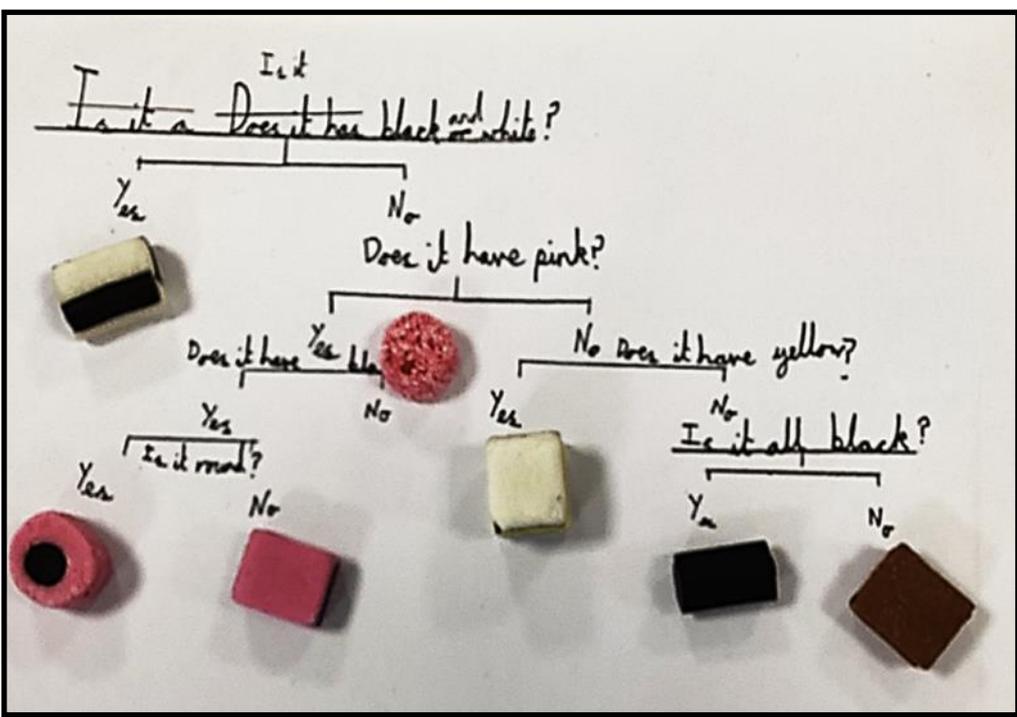


Classifying objects is pretty easy because you are sorting objects into different groups using yes or no questions.

At first, it was tempting using Licorice Allsorts but then we found out the other class had used them as well!

If I was to do this again, I would definitely try to work a little faster and think about the questions a bit harder.

**Iris 6R**





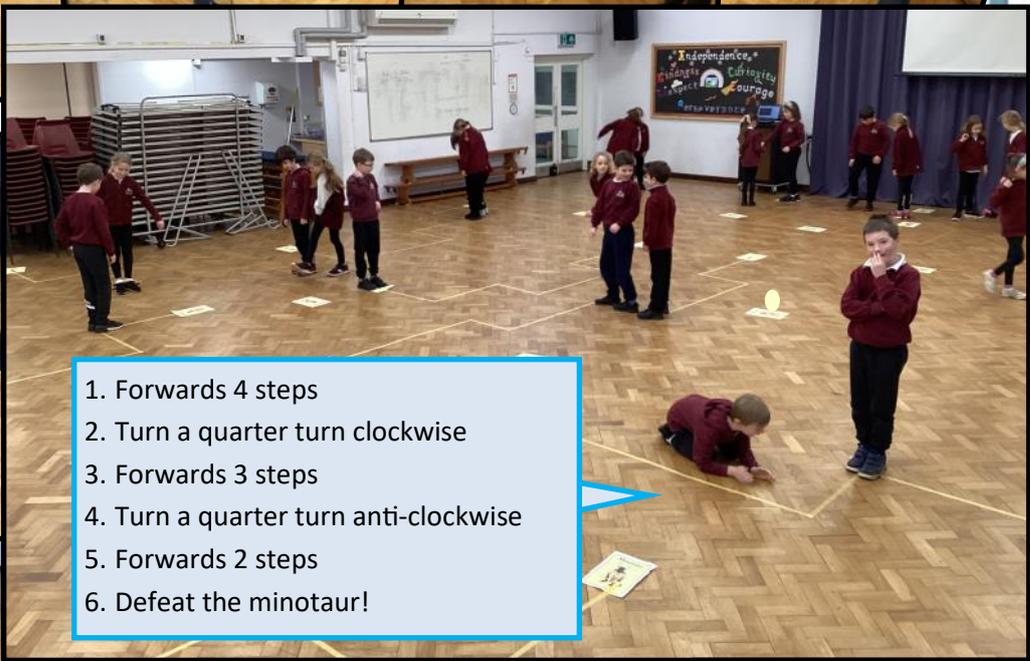
Anti-Clockwise

# MATHS



Clockwise

In year 3, we have been learning about the language of direction—how to turn in a clockwise and anti-clockwise direction (also known as turning through a right angle). We then used this knowledge to direct each other through a set pathway. This was linked to our learning on the Greek myth, *Theseus and the Minotaur*. The children took the role of Theseus and navigated their way to reach their foe in the maze.



1. Forwards 4 steps
2. Turn a quarter turn clockwise
3. Forwards 3 steps
4. Turn a quarter turn anti-clockwise
5. Forwards 2 steps
6. Defeat the minotaur!



I loved this activity because I got to learn my left and rights and defeat the minotaur!

This was the best maths lesson ever! I liked directing my partner through the path.

# YEAR 3 ENGLISH

In English, we have also been looking at the Greek myth, *Theseus and the Minotaur*. The children were amazed at the courage and bravery of Theseus. They became news reporters and interviewed Theseus himself to find out more about his perilous journey to defeat the minotaur. We started by looking at reporter styled interview questions and then came up with our own. They then immersed themselves into the role of Theseus and used time adverbials and first person narration to tell us his experience.



*'Tell us about your journey to Crete.'*

On the morning of our journey to Crete, it was actually quite a peaceful morning. The sun was out and it felt like nothing could go wrong. Suddenly, I saw a black cloud. It looked like a thunder and rain cloud. Soon, the storm battered the ship. It was fighting for its life! **Isla, 3S**

Early in the morning, I went to my ship with the children. As we sailed across the seas, massive waves crashed on our ship. We were scared. Lightning smashed the water and snapped right next to our boat!

**Daniel, 3W**

We encountered an actually quite pleasant morning. The one cloud I could see was quickly joined by another and another. I was only a little worried at first but when I heard a distant THUMP of thunder I alerted the crew to slow. All of a sudden, lightning bolts hit our paddles and I dropped mine into the swarming water. We nearly lost a crew member. **Joel 3S**

At first, the waves drifted us quite smoothly to Crete. This didn't last long. Suddenly, dull clouds grew over use and then a great storm started. We nearly lost a sacrifice! Beyond the mist, we finally saw the sight of the island, Crete.

**Ettie, 3S**

Early in the morning, we set off for Crete. The journey started nicely. It was quite sunny actually. Suddenly, a storm hit! The waves started to get bigger. Next, black thunder clouds loomed towards us. Lightning struck. The storm was so bad it nearly snapped our boat into quarters! **Elizabeth, 3S**

## 'What made you want to battle the minotaur?'



For many years, 7 boys and girls got sent to be eaten by the minotaur. I can't just stand there and let them be eaten! I knew I had to do something about it. So I decided to go to Crete as one of the boys to slay the minotaur. My father didn't want me to go as it would be a dangerous mission!

**Brodie, 3W**

King Minos had to give seven boys and seven girls to the minotaur. This made me sad so I decided I would be the seventh boy on the boat and I would fight the minotaur and kill it for good!

**Megan, 3SH**

The minotaur was kept in a big labyrinth filled with dark forces owned by King Minos. I was furious so one day I chose to be the seventh boy. My dad begged me to stay.

**Leo G, 3SH**

For many years I hated that my father agreed to king Minos. It made me furious from the moment I heard it. King Minos' cruelty to the children touched my heart. I decided I would go with the children no matter what.

**Emilia, 3SH**

I could not bear watching 7 girls and 7 boys get eaten by the minotaur! I was furious. I had to do something. My father begged me not to go but I had to go! He knew this journey would be hazardous. I knew I must so I went on as the next sacrifice because I had had enough!

**Aida, 3S**

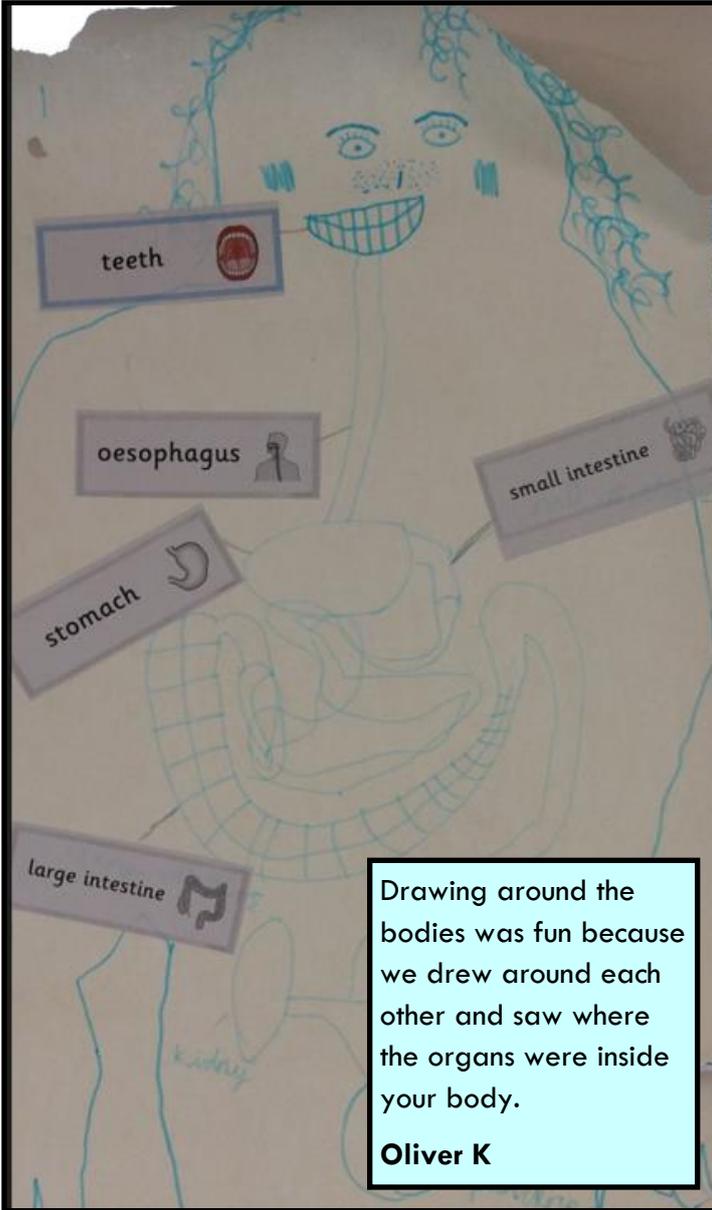
## 'What happened inside the maze?'

When I got there, I tiptoed sneakily. Rats wandered everywhere and huge cobwebs swung across with spooky, beady eyed spiders climbing over it. Roars and squeaks and all sorts of noises were everywhere, like things were hiding away from me. I got closer and closer and I heard the roar get louder and louder. It was the minotaur...

**Helen, 3W**



# SCIENCE YR4

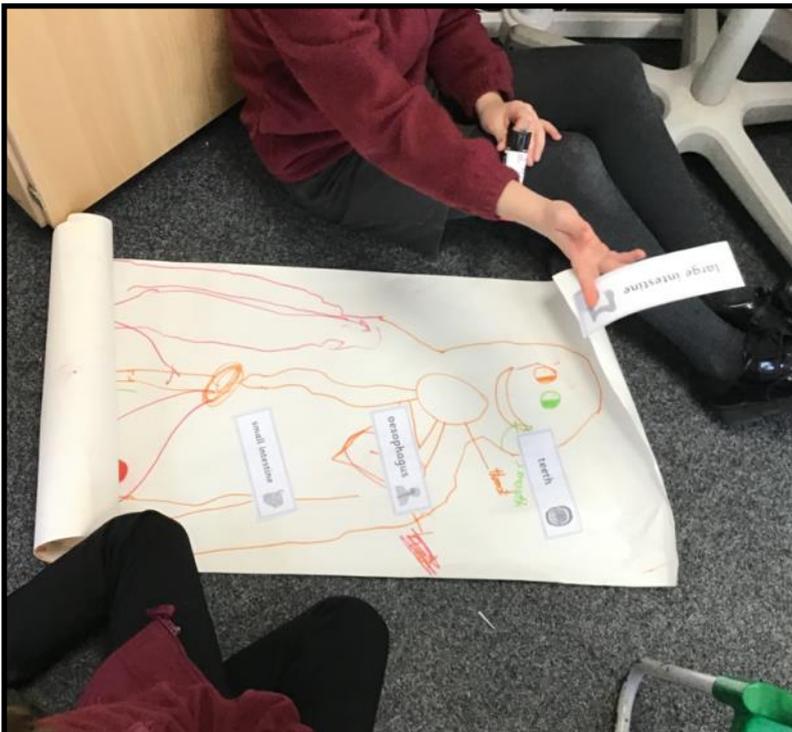
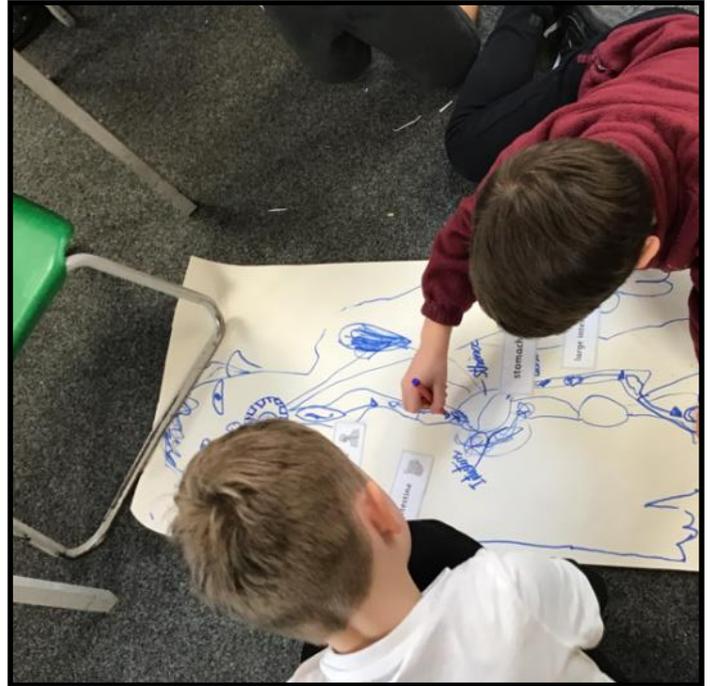


Drawing around the bodies was fun because we drew around each other and saw where the organs were inside your body.

**Oliver K**

In Year 4, the children have been learning all about the digestive system. Building on their knowledge of teeth, the children have learnt about the journey food goes on and about the vital role different organs play in transporting our food through the human body, absorbing important nutrients, and removing waste.

To start off, the children drew a body outline and mapped out where they thought the different organs were. It was very interesting to see how their understanding evolved from the beginning to the end of the lesson!



Then, the children consolidated their understanding of the digestive journey with a hands-on practical.



It looked a bit disgusting but it was good fun. Sonny did all the squishing! **4RT**



We were making a working model of the digestive system. First we crushed a banana and a cracker in a bag which represented the mouth. We added some water which was the saliva. The mixture was crushed a bit more with some orange juice. This represented what happens in the stomach.

**4ET**

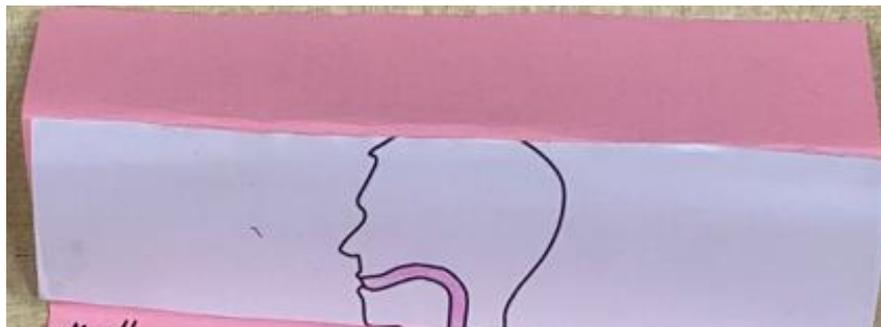


We squeezed the food into a stocking – the stocking was the small intestine. The liquid from the food represents nutrients that the body absorbs. The leftover food is the waste that cannot be absorbed by the body. **4ET**

We enjoyed doing the model of the digestive system, especially pushing the food through the small intestines (which was actually a pair of tights). It was challenging to get it all out! **4RT**



Finally, with their expert knowledge, the children were able to present their learning of the digestive system.



**Mouth**  
The mouth is were the good goes in and the leath chew it up.



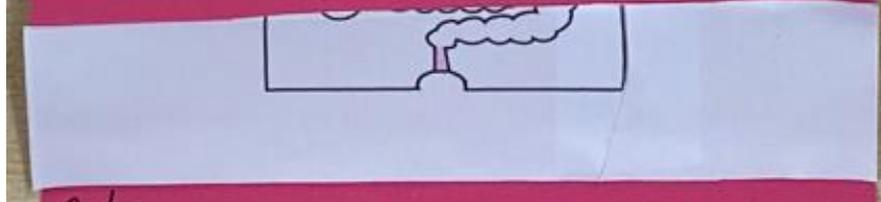
**Oesophagus**  
The oesophagus is a very long tube that squeezes your good down.



**Stomach**  
The stomach disintergrates the good into tiny molecules.

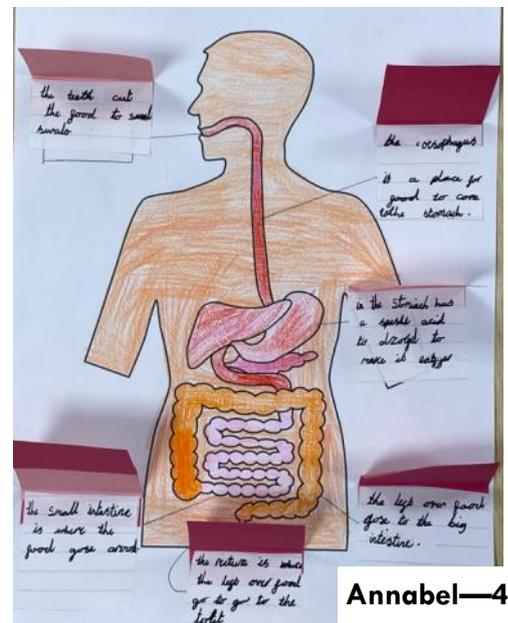


**Large and small intestines**  
The lage intestines makes sure that the good travels through the small intestines.



**Rectum**  
Last of all, the rectum is were the good comes out in the toilet.

**Holly—4F**



the teeth cut the good to small swals

the oesophagus  
it is a place for good to come like stomach.

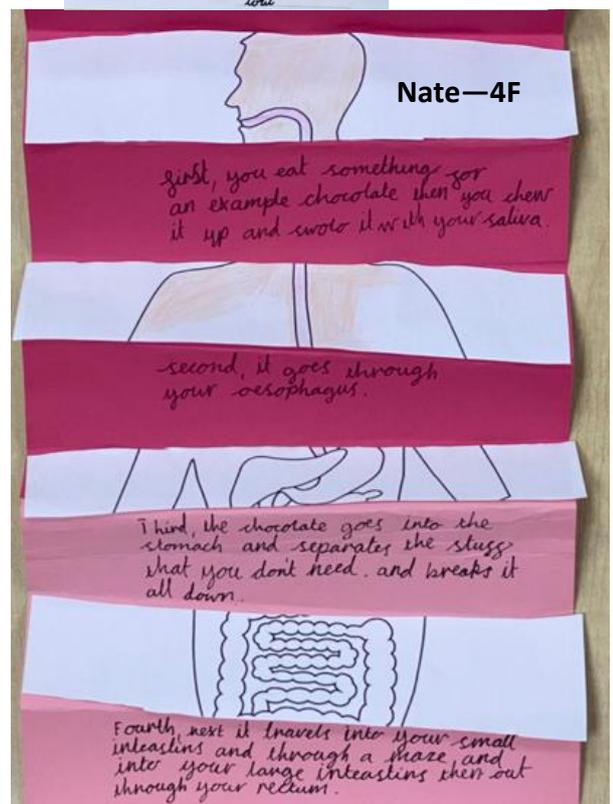
in the stomach has a speckle acid to digest the good to eat

the small intestine is where the good goes around

the large intestine is where the good goes to go to the toilet

the left over good goes to the big intestine.

**Annabel—4F**



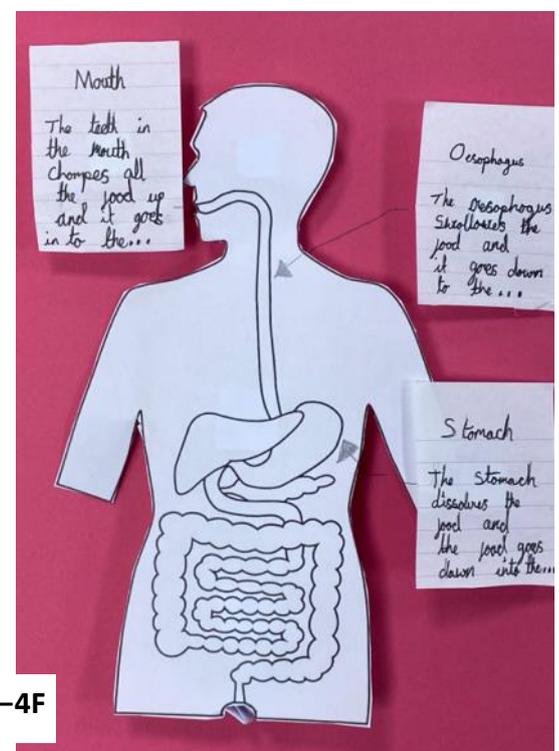
**Nate—4F**

first, you eat something for an example chocolate then you chew it up and swol it with your saliva.

second, it goes through your oesophagus.

third, the chocolate goes into the stomach and separates the slugs that you dont need. and breaks it all down.

fourth next it travels into your small intestines and through a maze, and into your large intestines then out through your rectum.



**Mouth**  
The teeth in the mouth chomps all the good up and it goes in to the...

**Oesophagus**  
The oesophagus swallows the good and it goes down to the...

**Stomach**  
The stomach dissolves the good and the good goes down into them

**Khaleesi—4F**



# Y5

# Rainforest Collages

Over the last couple of weeks in year 5, we have been designing and creating our own 3D miniature rainforests.

The children have loved coming up with plans about what they would want to appear in their rainforests. Would there be bold, colourful birds, prowling tigers, or even sloths hanging from vines? The ideas and possibilities were endless.

They really impressed us by how they used all their knowledge, gathered through our geography and writing focuses, to make decisions on what their 3D environments should look like. It was amazing to see how hard they worked to achieve such amazing attention to detail, using different materials and techniques to elevate their models. Take a look at their incredible work, we are sure you will agree what a fantastic job they all did!



Joshie, 5C



Bea, 5C

The children loved the freedom and creativity within this challenge. I asked a few of them what they like about the learning:

'I felt like I was in a real jungle in my mind. I pictured it and then explored how to make it. It was really creative.' Lauren 5D



Polly, 5B





Willow, 5C

'I really liked the open nature of the task. It was my choice as to how I created each part. I like the 3D trees—they were really realistic with tiny leaves.'

Anya 5D



'I felt as if I could express myself. They were all so different.'

Charlotte

'We could select from a wide range of materials to create our scenes. I really enjoyed doing the background and was pleased with how it looked'.

Evan 5D



Lauren, 5D



Nikko, 5D



Olive, 5B



Nina, 5B

Whilst some of Year 5 were off at Young Voices the others were busy putting together presentations about different countries. They were asked to then present them to the class. Some included quizzes to test that the rest of the class were listening. We definitely witnessed some teachers in the making!



## How big is New Zealand?



The size in km is 268,021. Even though New Zealand is one of the smallest countries it is known for its beauty. Its wildlife is amazing millions of types of species live there .

Lawson and Jake

## Iceland

What is the capital of Iceland?



The capital of Iceland is Reykjavik. Iceland had one of the first parliaments in the world and it's one of the most sparsely populated countries on Earth.



Scarlett and Leo

## JAPAN



### Native animals of Japan

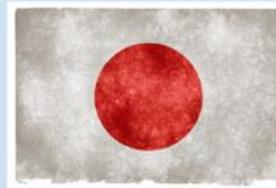
#### ANIMALS

.Did you know the flying squirrel and the Japanese squirrel come from Japan?

.Also the Japanese Dwarf Flying Squirrel came from there too.

.The rarest animal in Japan is the iriomote cat and enigmatic and endangered species.

Lauren and Bea



### AMAZING JAPAN

- Japan's population is 126,168, 156 million people.
- The capital city is Tokyo.
- The money is Japanese yen
- The area is 145,883 square miles (377,835 square kilometers).

Henry and Matthew



### Japan's landscape

Japan's landscape is very interesting, one of the most well known things about its landscape is the mountains there are many mountains 12,995 to be exact the most famous mountain is Mount Fuji. Japan is a very interesting and diverse country having many cultures and is very complex.



Hayden and Caspian