

The Minnucle

ISSUE 30
SUMMER 2021

Showcasing Exceptional work by
pupils at Crackley Hall School and
Little Crackers Nursery

Little
Crackers
NURSERY



Crackley Hall
School

WELCOME

...to issue 30 of the Crackley Minnacle. Read on for inspiring examples of work from Crackley Hall School and Little Crackers Nursery.

The front cover for this issue has been provided by Year 6 pupil, Helayna Collins, who is proving to be a fabulous artist and design technician. She enjoyed exploring the Austrian artist, Gustav Klimt and his *Tree of Life*, an important symbol used by many theologies, philosophies and mythologies. It signifies the connection between Heaven and Earth and the underworld. Alongside her beautiful artwork, Helayna is exploring the symbolism of images from the two World Wars. She has sewn a fantastic poppy design, which we will use later in the year as a Remembrance display.

Special thanks to Cat Hardwick for collecting and sending through all the great work for this lovely mini mag.

Be inspired!

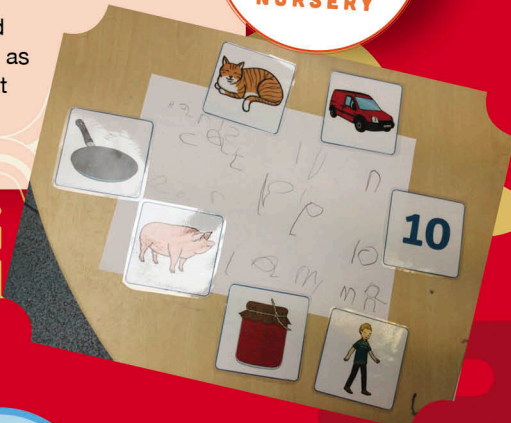
Helen Pascoe-Williams

Editor & Co-ordinator of the da Vinci Programme



Letter Sounds

Four-year-old **Theoharis Cook** has been extending his knowledge and understanding of blending and segmenting sounds by using them in his writing. He enjoys learning new letter sounds, as well as extending his vocabulary, and is becoming increasingly confident at segmenting the individual sounds he hears in words in order to write them down. This week he found a selection of pictures we have used together, and then had a go at writing as many as he could! Great work, Theoharis!



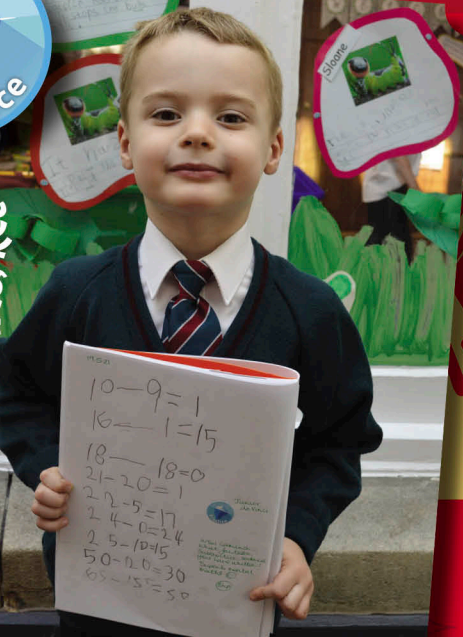
Rec

Practice

Human Calculator

Five-year-old **Cameron Beales** is a fantastic mathematician who is always keen to extend his learning. He has produced some super Maths work recently, but has particularly impressed us with his excellent subtraction skills. Without using resources, Cameron was able to discover the answers to calculations such as 65-15, 225-5 and 25-10 to name but a few! Superb work for a Reception pupil, well done!

Cameron Beales, Rec



Angelica Latham, J1

Bravo Angelica!



Six-year-old **Angelica Latham** is proving to be a natural linguist. In J1 French she blew Madame Whitehurst's socks off by having a full conversation with her in French.

For every question she was asked, Angelica answered confidently in a full sentence. She is able to tell you her name, her age, where she lives, what pets she has (and their colour), what the weather is like today, what clothes she is wearing and when her birthday is, all in fluent French with correct pronunciation. She can also apply her modern foreign language skills to Mandarin. Here she will happily greet you, tell you the names of any pet, members of her family, name all her facial features, count to ten and say goodbye. Bravo Angelica!



Mrs Armitage on Skates!

Jess Greevy, in Junior 1, has been working so hard in English while looking at the story of *Mrs Armitage on Wheels*. She then took the ending of the story and developed it further to write what Mrs Armitage might add to her roller skates in the style of Quentin Blake. Absolutely amazing!!

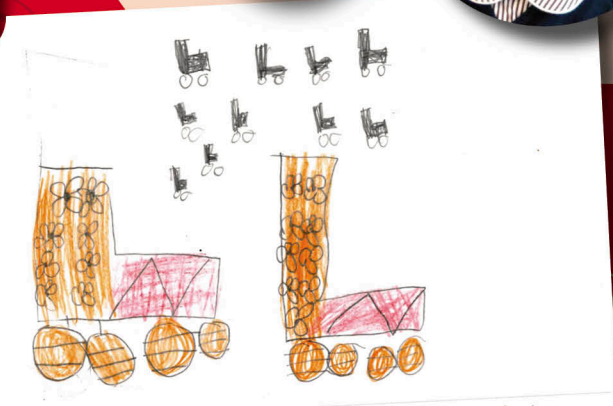
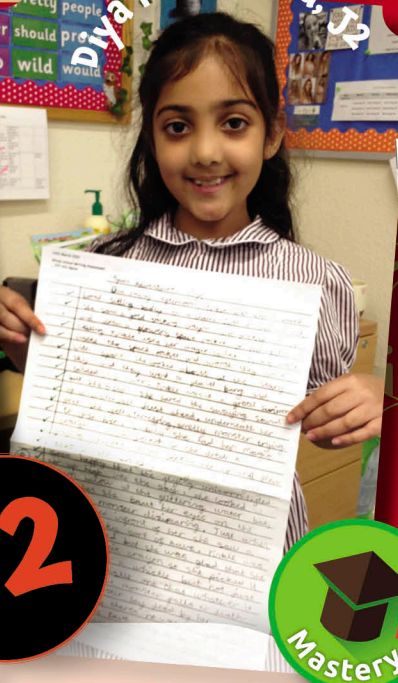


Jess Greevy, J1



Jessie Johnson, J2

Diya Kharbanda, J2



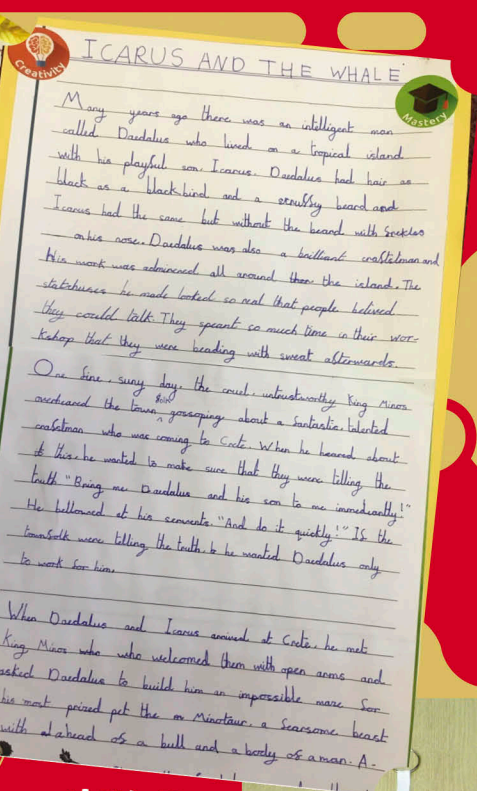
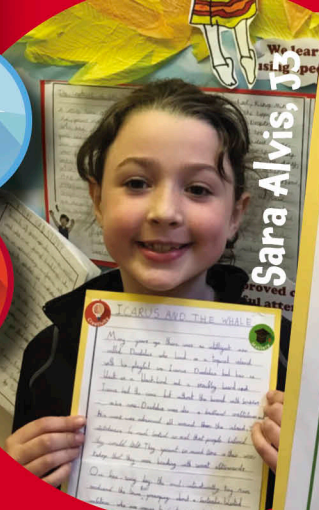
What these roller skates need is four rocket boosters to shoot off into space. What these roller skates need is a vending machine so if I get hungry and a flower pot to plant stuff. What these roller skates need is a bow and arrow if danger comes and a parrot to tell me what to do and a shelter to keep me dry and an iPad to keep me company and a kite to fly in the sky and a hangers to hang my clothes up and some extra socks to keep me going and some brush for a party and a neck rest to rest my neck and a really loud horn and some pens and pencils to colour with.

Junior 2's **Jessie Johnson's** work in RE is always beautiful and she excels when verbalising her thoughts and ideas, always with measured eloquence. Her work on 'Our Community' was stunning, with beautiful illustrations and thoughtful reflections. Jessie loves RE lessons and is always ready to listen and eager to learn.

Diya Kharbanda completed an incredible piece of imaginary story writing all about a magic pencil and a visit to space. She has a maturity with her writing that is fabulous for Junior 2 and the story was complete with adverbial phrases, adjectives and exciting vocabulary. Diya loves to write and is definitely on the road to become a 'little author'.

Saved by the Whale!

Junior 3 have been learning about the Greek myth of Daedalus and Icarus. After reading lots of different versions and engaging enthusiastically in drama linked to the story, seven-year-old **Sara Alvis** used all her fantastic creative ideas to write her own version of the myth with her own adapted ending. Happily, for Icarus, Sara's version does not end in tragedy for the careless boy but a dramatic rescue by a whale! Sara earned both a Creative and a Practice *Junior da Vinci* for her brilliant narrative.



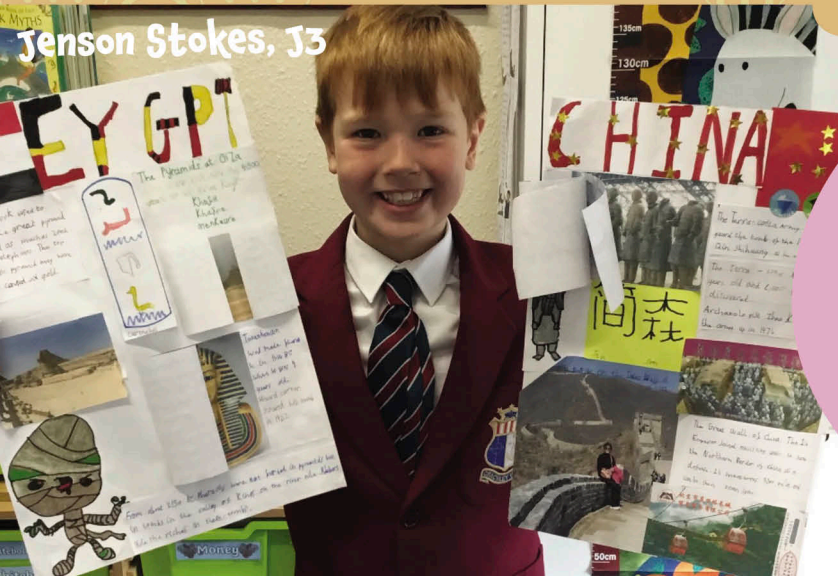
Ancient Civilisations

Inspired by a week of work themed around the Chinese New Year, Junior 3 compared the wonders of Ancient China and Ancient Egypt (our history topic at the time). Seven-year-old

Jenson Stokes was so inspired by the lesson that he set about conducting his own research which included interviewing his grandfather who had visited China and seen the Terracotta Army. Jenson then created a wonderful presentation of all the similarities and differences he had discovered between these two fascinating ancient civilisations. He was awarded a full *Junior da Vinci* for his work.



Jenson Stokes, J3



Isla McVoy, J3



Heartfelt

Junior 3 pupil, **Isla McVoy**, has been extremely creative in sewing club where she independently made a beautiful heart hanging decoration from felt. Each heart has been sewn carefully together before being added onto a piece of ribbon so it can be hung up and displayed. Lovely work, Isla, well done.

Isla recieved a Practice *Junior da Vinci*.



Creative Creed

In Junior 4W, **Julia Kozhan** excelled in Religious Education when she had to understand and explore the Nicene Creed. She was awarded a full *Junior da Vinci* for her work. Julia wrote her own version in the form of a poem:

Julia Kozhan, J4



Celebrating Different Cultures

Junior 4 pupil, **Lucas Hobson**, has worked incredibly hard on his English targets to produce a stunning piece of writing set in a different culture. He has incorporated details to show that it is set in a different country and used various sentence starters to ensure the reader finishes the story.

A full *Junior da Vinci* was awarded to Lucas.

Lucas Hobson, J4



J4

Final Draft

Many moons ago, there lived a young boy in a small village, Lithin, just off the coast of Canada, who was part of the Greenfist tribe. He was named Bold Budgie after his grandfather, the elder of the tribe. His body was draped in a snakeskin cloak from head to foot and his eyes were like the evening sunset. Ebony black hair was adorned with vibrant feathers of budgies.

One sweltering hot evening, Bold Budgie was out hunting eagles, the eagles had eaten all their crops, when suddenly he came across a magnificent bird perched on top of a huge cliff and called " We have heard of your terrible tribe, slowly wiping out the eagles population. We have come to turn this around and start a war!" Suddenly the unnaturally large bird jerked it's head revealing dark mismatched eyes and feathers of golden brown.

The war lasted for many years and every day the hatred grew stronger and stronger between the two enemies. Then one day Bold Budgie was sick of all the fighting and decided to make a deal with the bird he'd met, what seemed like an eternity ago. The deal was that the eagles stopped eating their crops and they would stop killing eagles.

And so he embarked on his magnificent quest to the top of eagle cliffs, the precipice towering over the others. The climb was steep and treacherous. Over rivers; through caves, under stalactites, he had seen it all. Only a few hundred metres away from the peak, the sky began filling with eagles. Diving for cover in the nearby forest of magnolia trees, he stopped short. He got the feeling something was watching him and then he saw it. Through the thick trunks of the trees, he spied the terrifying creature that he still had nightmares about!

MY TARGETS ARE

- Paragraphing: I tried to put paragraphs in the correct places.
- Proofreading: I checked the spelling of each word when it said my word was spelt incorrectly. I also added wow words as I read back through my work.

MY CREED

I believe in Angels that protect you Day and Night, and when you're stuck with a problem in life they will help you with what is right!

I believe that when you die you go to a cozy heaven that reaches 500 miles more than 77!

I believe in Mary and Joseph the donkey and the whole Nativity and I believe that God Almighty has a great sense of Creativity!

I believe that you should listen carefully to Jesus preaching. And one day you will be grateful and remember what he was teaching.

The Minnacle

Crescent
School



ISSUE 30 | SUMMER 2021

Showcasing exceptional work by pupils at Crescent School.

WELCOME

...to issue 30 of the Crescent Minnacle. Read on for inspiring examples of work from Crescent School.

While he was in Arles, Van Gogh made a painting of his bedroom in the Yellow House. He prepared the room himself with simple furniture and with his own work on the wall. The bright colours were meant to express absolute 'repose' or 'sleep'. Van Gogh was very pleased with his painting and we are absolutely delighted with Year 5 pupil, Sophie McCormick's own rendition of it for the front cover of this issue.

Special thanks to Sarah Webb for collecting and sending through all the great work for this lovely mini mag.

Be inspired!

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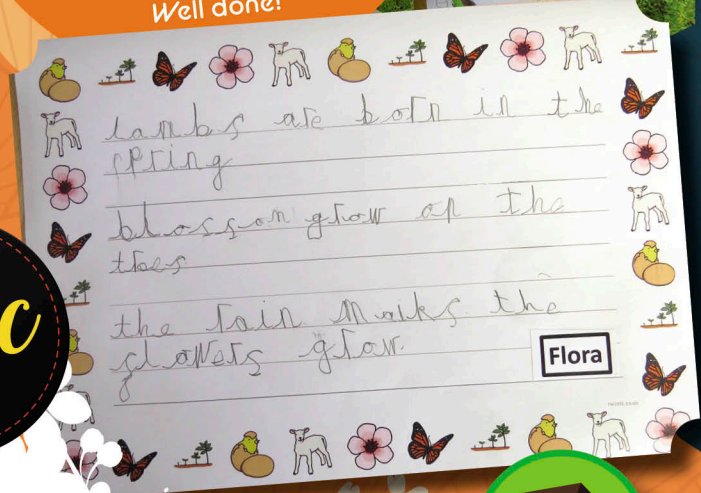


Sophie McCormic, 95



Flora Le Poidevin really enjoyed discovering the signs of spring all around us, spotting lots of them on our spring walk around the school grounds. She showed her knowledge with some fantastic writing, demonstrating her neat, beautifully formed letters and super application of her phonics. Flora was awarded a Junior da Vinci Practice. Well done!

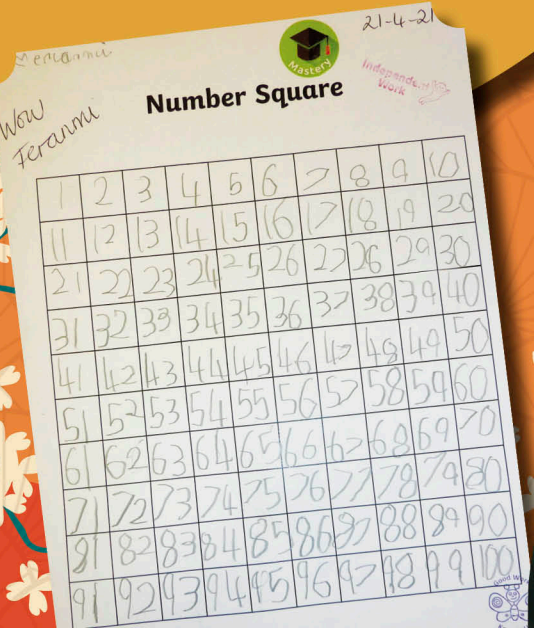
Flora Le Poidevin, Rec



Feranmi Remi-Omosowon, Rec



In Reception we have been working hard in Maths securing our knowledge of numbers and place value. We have practised counting and learning the value of each numeral in two-digit numbers. Feranmi Remi-Omosowon created his own 100 square. He recorded each number clearly and was able to recognise patterns as he wrote. Feranmi was delighted to be awarded a Mastery Junior da Vinci for his outstanding Maths knowledge. Fabulous Feranmi!



Year 1 have been discovering how to draw their self portraits by using mirrors, practising the location and size of their features and finally sketching and colouring their own artwork. Kiran Toor, Isabella Jackson and Thomas Birkinshaw developed their skills well and we're sure you'll agree, their portraits are very life like! They all received a Junior da Vinci in Mastery for their excellent work.



Kiran Toor, Y1

Isabella Jackson, Y1

Thomas Birkinshaw, Y1



When subtracting 10 to a number, move a square up
 $44 - 10 = 34$

Shaylan

Who will touch?

A The sharp eye of a human
 A The skimming of a big hot sun
 A The soggy wet brain of you.

Who will touch

A hair of a wet mouse.
 A wet soggy door.
 A wet soggy moss.

Who will touch

A the hair of a bull.
 A the tusks of a bull.
 A the wet cold door.

Not me!
 I will

Who will touch

A hand of a gisho
 A foot of a human
 A soggy wet knee.

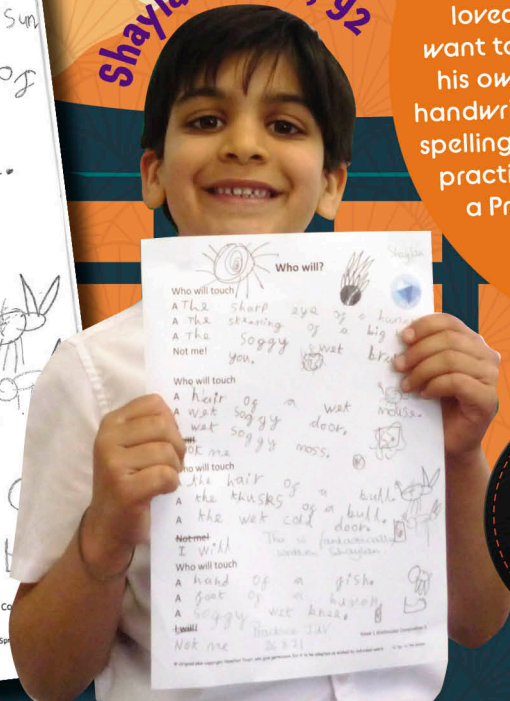
Not me

Practice JdV
 26.3.21

Week 1 Wednesday Co

© Original plan copyright Hamilton Trust, who give permission for it to be adapted as wished by individual users Y2 Sp

Shaylan Patel, Y2



Shaylan Patel responded imaginatively to our Year 2 poetry unit on the five senses. He thought carefully about the touches he loved and the touches he did not want to go near! His word choices for his own "Who will" poem, his cursive handwriting, punctuation and plausible spellings exemplified his hard work and practice over time. Shaylan received a Practice Junior da Vinci for his excellent work.



If I could say anything to a bully I would ask why they bully people and what they want to achieve being mean and help them if they need help.

If I was being bullied I would tell my parents or a trusted adult + my main advice would be

REPORT

BULLYING

Be a friend

Mastery



Report - tell

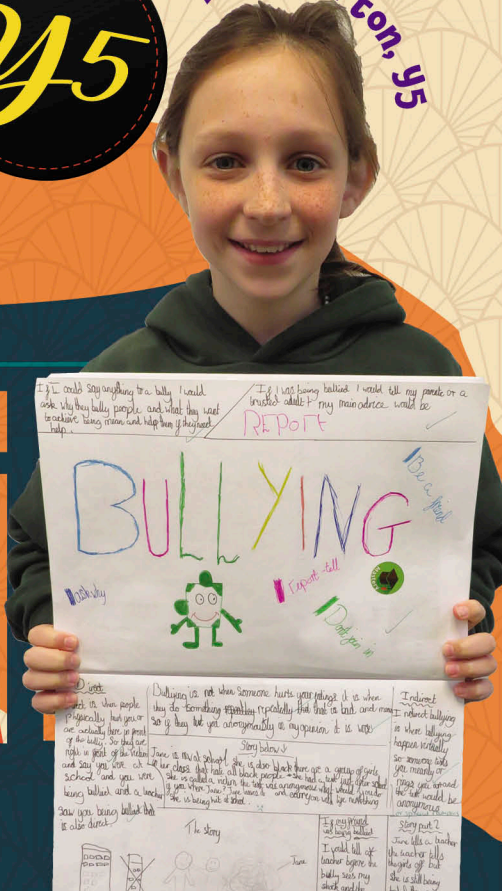
Don't



Year 5 considered the different issues involved in 'Bullying' or 'Peer on Peer abuse' as it is part of now. Evie Berton explained the details most astutely and understood the causes and impact of such behaviour on both perpetrator and victim. For this she received a Mastery Junior da Vinci meaning she could apply her own thoughts and demonstrated an accurate knowledge of the topic.

Y5

Evie Berton, Y5



Direct
Direct is when people physically hurt you or are actually there in front of the bully. So they are right in front of the victim and say you were at school and you were being bullied and a teacher saw you being bullied that is also direct.

Bullying is not when someone hurts your feelings it is when they do something repeatedly that is bad and mean so if they text you anonymously in my opinion it is worse

Story below ↓

Jane is in school she is also black there are a group of girls in her class that hate all black people she had a text just after school she is called a victim the text was anonymous what would you do if you were Jane? Jane leaves it and cry on with life nothing she is being hit at school.

Indirect
Indirect bullying is where bullying happens virtually so someone texts you meanly or rings you and the text would be anonymous or spread rumors

If my friend was being bullied

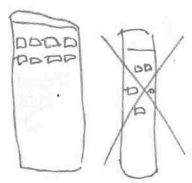
I would tell a teacher before the bully sees my shock and the teacher would see him/her bullying and I hope something would happen.

Story part 2

Jane tells a teacher the teacher tells the girls off but she is still being texted they put Jane stinks. Jane blows up and tells her mum and she moves school. That's a sad story.

The story

Jane



Very cute Evie



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Mastery

Report - tell

Don't

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The story

Jane

Ayla Plumb is an outstanding writer, who takes a creative angle in her writing. When given the title: A Journey, she wrote about the physical journey but also the emotional journey we can be taken on.

Y6

Ayla Plumb

A Journey

23.3.21

A journey isn't about what you want to do... merely what you don't want to... your fears... overcoming them.

St. Lucia, with a tepid breeze and the tide at your feet, rippling with hunger and thirst. The year inside bubbled and pulsated through the scolding air.

The sun parched the land, yet still the water was still angry, hungry and ready to pounce at any provided opportunity. The sea threw an immense ball of salt water towards anyone who passed but somehow caused many a melancholy pain.

In seconds, the horizon melted like a bowl of butter, but soon burst to cause flames. Scorching, the sun became enraged with the land, leaving the dry gravel to burn.

Almost like a bad smell, the mountains lingered in the distance, towering over all in sight. The rocks, gargantuan and heavy, rapidly began to tumble into the sea causing an aesthetically pleasing ripple effect onto the ~~crashing waves~~ substantial, crashing waves. This suddenly made the congregation of rocks look weak and lonely. These tumbling stones now caused ~~massive vibrations~~ ~~against~~ the land to feel ~~liberationally~~ liberation.

... So is there really anything to stop you from fighting your fears?

Ayla Plumb, Y6

