



# Tudor Grange Samworth Academy

# TUDOR TIMES



Happy  
Easter!



Term: Spring | Issue 7 | Date: March 2021

## Primary – RE

All of our primary pupils have been learning about the Christian significance of Easter through watching videos, reading stories and making crafts linked with 3 key events from the stories in the Gospels: Palm Sunday, The Crucifixion and The Resurrection. Younger pupils have enjoyed making stained glass windows, palm leaves and tombs with moving stones. Our older KS2 pupils have also had the chance to make crosses involving nails and embroidery thread.





# Primary – RE (continued from page 1)





# Science Department News

After a long wait, the Years 10's are being put through their paces with a required practical, excited to finally work on improving their practical skills. Given it's been a while, they wasted no time in demonstrating their ability to work constructively while applying the knowledge they've learnt during lockdown. A fantastic effort from all the students and some great results to end the experiment.



WELL DONE!



Demonstration with fruit being used to show the size of a developing embryo to year 7.





# Creative Arts News



## WELL DONE!

Loren Smith has been working incredibly hard on her ceramic sculptures, developing some wonderful under the sea responses.

Year 9 art students have been creating portraits inspired by Marion Bolognesi using watercolour.



Year 9 began to look at the work of Bisas Butler during their virtual art lessons, and developed their understanding of CAD to create some patterned portraits.







The children have settled back nicely into school and we have all been working on reestablishing our normal routines. This term in English, year 4 have been writing newspaper reports inspired by Malorie Blackman's 'Cloud Busting' whilst year 3 have been writing instructions about Ted Hughes' 'The Iron Man'.

In maths, both year groups have been recapping place value and the four operations to ensure all children are secure. Our afternoons have been filled with exciting topics such as sound, electrical safety and the Romans. We have also spent time learning about having a growth mindset.

During our half term, we also had the opportunity to celebrate World Book Day where everybody dressed in pyjamas either on site or virtually. Year 3 especially loved making their own reading dens and settling down with a good book!

Next term, we will continue to develop our reading and writing skills. Year 3 will be looking at poetry whilst year 4 will begin The Miraculous Journey of Edward Tulane.

In maths, year 3 will be studying fractions by recapping halves, quarters and thirds before moving on to other denominators such as fifths and tenths. Year 4 will also be looking at fractions in their decimal forms. Our afternoons will be spent learning about habitats, water cycles, light and forces!

I would like to take this opportunity to thank parents for their ongoing support with home learning and the transition of children returning to school.

– Mr Marchant





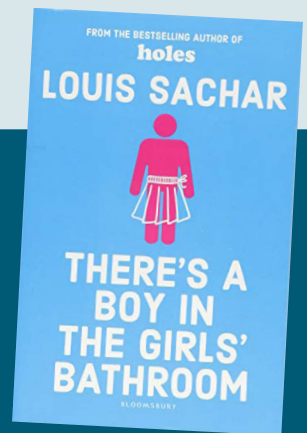


Years 5 and 6 have been fantastic since their return and settled straight back into their learning. It has been wonderful to see all of the children's smiling faces back again! The main focus in our phase has been on reading and we have a new display in our corridor to help to motivate us to reach our reading targets. It's so impressive to see how many children are well on the way to achieving 100%!

– Mrs Milton

## Year 5

We are really enjoying our English text *There's a boy in the girls' bathroom* by Louis Sachar. The class have produced some fantastic writing based on the text. The story is about a boy who struggles at school and isolates himself from his peers until the school counsellor arrives and helps him to change. The book is very funny, although the class has showed empathy whilst looking at the characters feelings. We have produced poems and pictures to show how Bradley sees himself at the beginning of the story.



Picture by:  
Samuel Melle

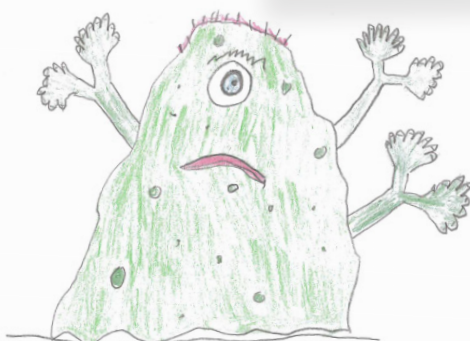


Picture by:  
Olivia Jones



Picture by:  
Faith Collins

I am lonely and sad,  
I wonder if Carter likes me,  
I hear them teasing,  
I see them running,  
I want people to love me.







Poem by:  
Lyla Gathercole

**WELL  
DONE!**

I am Bradley Chalkers!

I am lonely and depressed.  
I wonder what secondary school is like  
I hear fake friends talking rudely about me  
I see nothing at all  
I want a gold star NOW

I am lonely and depressed  
I pretend my toys are my real 'friends'  
I feel heartbroken  
I loath my friends (toys)  
I worry that I won't get a gold star  
I cry when I think I can't gly

I am lonely and depressed  
I understand that I don't deserve a gold star  
I say made up things  
I dream about having more friends  
I try to be friendly  
I hope carla doesn't mind seeing me  
I am lonely and depressed

Bradley  
I am lonely and worried.  
I wonder if anyone likes me.  
I hear people calling me a monster.  
I see people talking about me.  
I want a good life.

I am lonely and worried.  
I am pretending I like my life.  
I feel like I should cry.  
I touch my fake toy friends.  
I worry about my life.  
I cry everynight.

I am lonely and worried.  
I understand people don't like me.  
I say I get gold stars but I don't.  
I dream I have a good life.  
I try to be nice.  
I hope someone likes me.  
I am worried and lonely.

Poem by:  
Emily Walton-Jarvis

## Year 5 (continued)

In Maths we have been securing our skills in multiplication and division – looking at the formal methods of long multiplication and division and how we can apply them to solve word problems. We have also been continuing our focus on our arithmetic skills and our times tables.

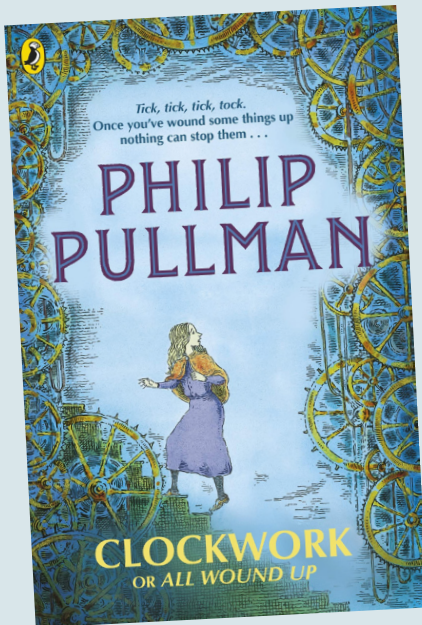
In the afternoons, we have been looking at the differences between the rich and poor in Victorian Britain. The children were particularly interested in the lessons covering life in a Victorian workhouse and the work of Dr Barnardo – they enjoyed learning about the real facts behind our previous English text 'Street Child'.





## Year 6

Year 6 have been enjoying reading their new text *Clockwork* by Philip Pullman. It is a rather scary tale about a tormented apprentice clock maker and a deadly mechanical knight. Have a look below at some examples of the pupil's descriptions of Sir Ironsoul.



Sir Ironsoul was standing in place. Karl was covering in the corner as the knight came closer and closer towards him. His shiny glimmering armour shone in the moonlight. It looked like Karl had no chance against his magnificent unbreakable enchanted ~~suit~~ suit. As he looked at him, he could see a shield as hard as stone. It was so protective that if he tapped it, it would hurt him. There was absolutely no chance he could get past the large rectangular shield. He could also see a sharp attacking sword in his hands. The blade was as sharp as a knife. Karl was imagining the sword penetrating his skin. The sword was so reflective, he could see his image from a mile away.

Mason Warner  
Year 6

Sir Ironsoul, a figure who showed no mercy to anyone, walked closer to Karl cornering him. As he walked, his armour clattered heavily in a stance that almost says a killing machine. The armour shone in the dim lit cavern as it reflected the light as it was a heavy, unbreakable metal armour

A shield was held in one hand. A dangerous shield that could protect him from anything coming towards him.

After he got closer, Karl was being trapped between a wall and Sir Ironsoul's sharp blade. The sword was as sharp as a knife that could easily slice someone in half. Suddenly, the monster stopped as he was about to stab the cowering clock apprentice

Fia Fragnoli  
Year 6

WELL  
DONE!

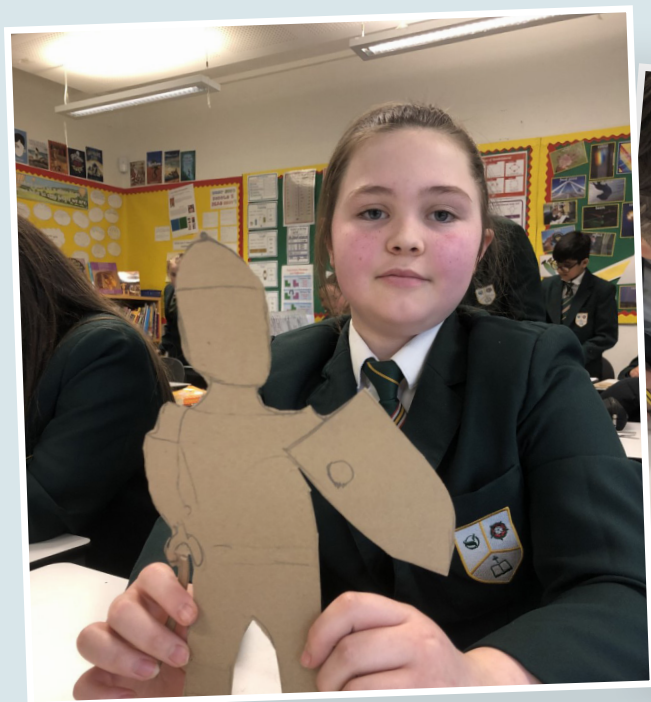




## Year 6 (continued)

In the afternoons we have been investigating light and how we see objects, how images are reflected and refracted, and we made our own puppet shows based on Clockwork to illustrate what we had learnt about shadows. We had great fun telling the story of Gretl's escape from Sir Ironsoul!

During our maths lessons, we have been investigating how to work out the area and perimeter of a number of different 2-D shapes. We then moved on to look at volume by counting the number of cubes that made up 3-D shapes.



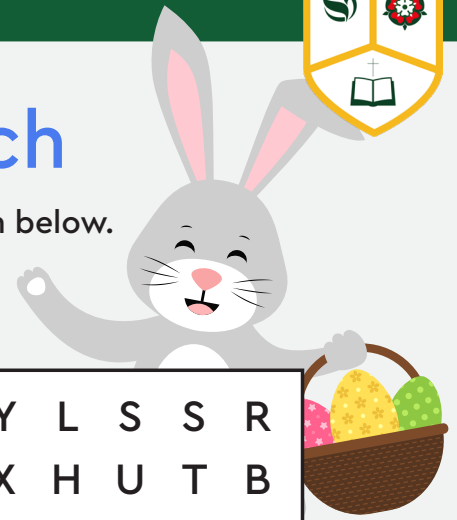




# Easter wordsearch



All these words are hidden in the wordsearch below.  
How quickly can you find them?



- |           |         |
|-----------|---------|
| BASKET    | HOLIDAY |
| BUNNY     | HUNT    |
| CHICK     | LENT    |
| CHOCOLATE | LILY    |
| DAFFODIL  | PALM    |
| DINNER    | RABBIT  |
| EASTER    | SPRING  |
| EGGS      | SUNDAY  |
| FIND      | TREATS  |
| FLOWERS   | TULIP   |

T	R	E	A	T	S	Y	L	S	S	R
F	I	N	D	Y	D	X	H	U	T	B
D	H	O	L	I	D	A	Y	N	U	C
A	F	I	B	E	I	Q	U	D	L	H
F	L	R	E	U	N	H	I	A	I	O
F	O	A	A	S	N	T	Q	Y	P	C
O	W	B	S	P	E	N	G	P	X	O
D	E	B	T	R	R	T	Y	H	Z	L
I	R	I	E	I	S	P	A	L	M	A
L	S	T	R	N	B	A	S	K	E	T
E	G	G	S	G	C	H	I	C	K	E

## Easter egg maths puzzle

Can you solve the puzzle by finding the values of the individual Easter pictures?

	+		=	2
	+		=	6
	+		=	8
	+		=	?





## Early Start, Nursery and Reception



- White polo shirt
- TGSA green jumper with white shield
- Grey skirt or trousers
- Plain dark socks or grey tights
- Smart black shoes

## Year 1 – 6



- White cotton shirt
- TGSA blazer with white shield
- TGSA Tie
- Grey v-neck jumper (Winter only)
- Grey skirt or trousers
- Plain dark socks or grey tights
- Smart black shoes



PE kit



Primary book bag



- No jewellery or earrings (can wear a watch).
- No extreme hairstyles (boys hair no shorter than a number 2, long hair must be tied back).
- No large hair bows (can wear simple school coloured hair accessories).