



# The Palmer Academy

## Weekly Round-up



Edition 16

Friday, 29th January 2021

### ***Note from the Executive Headteacher***

Hello and welcome to all parents and carers to this week's newsletter. Again, I wanted to start today's newsletter by sending out my thanks and appreciation to all parents and carers for your continued support during this lockdown. We know how difficult the remote education can be for parents/carers, particularly with families with multiple children of differing ages! We recognise the lengths you are going to in order to support your children and ensure their learning remains as seamless as is possible. I am sure many of you have seen the national news that schools won't be opening before the 8<sup>th</sup> March. Although this is still quite far into the future, it is at least something to work towards and as soon as we have more information on how this will happen, we will of course let you know. Resuming face-to-face education is something we all want, but it must of course be safe for us all to do so.

In the meantime, we are continuing to roll out the use of Microsoft Teams across the academy, with most year-groups now using this platform from the end of this week. Our engagement is much stronger on Teams, and more pupils are submitting their work and receiving more timely feedback. Teams also allows us to provide many more resources for the children which will help them, which our current You Tube channel cannot. I hope the meetings with class teachers were helpful this week for those that attended, and if you do require any support with accessing Teams for your child, please don't hesitate to get in contact. Have a wonderful weekend,



*A. A. Wanford.*

**Mr. Aaron Wanford**

### Unwanted Electronic Devices

If you have an old laptop or tablet that is no longer being used and you would like to find a good home for it, the school may be able to use it for a family who are struggling to access Home learning. Please wipe it back to factory settings and bring it into school for our IT department to prepare the device for re-distribution.

### Eligibility for Free School Meals

If during Lockdown your financial circumstances have changed, and you think you might be eligible for Free School Meals please could you contact Mrs Binks in the school office who will email you a form to fill out.

### Updating contact details

Please remember that if you have a new contact number and/or e-mail address which we use to contact you, please contact the school via [admin@thepalmeracademy.com](mailto:admin@thepalmeracademy.com) to inform us. Please do not use Piota as we are no longer using this to take our information from and are phasing this out. Arbor is our main information system, and your records can be updated by informing the school with anything which has changed. Please speak to Mrs. Binks in the office if you need any further help. It is really important we have the correct information for you so that we can make contact, particularly whilst the school is not open to all pupils.

### Reminder – pupil absences

It goes without saying that if your child is attending our critical worker/vulnerable school bubble for face-to-face education during this lockdown and they are displaying any COVID-19 symptoms, they should remain off school until they have been tested to determine what needs to happen next. Please remember that if you are your child has symptoms and is isolating, you should not be leaving your house, except in an emergency in order to limit the spread of the virus with others.

### Welfare checks home

Our staff will be continuing to call each child/family at least once a week during the lockdown, if they are not attending the in-school provision. This check will enable us to give feedback to the children about their learning, answer questions you may have and see what other support we can give. It's really important that your child engages with the remote learning we are providing so that they continue with the curriculum and do not end up with even more gaps in their knowledge. Please be aware that as most staff are working remotely, the calls may come from an 'unknown' number, and so please do pick up, or else you will be unable to call us back.

### What have Nursery been learning about this week?

This week in Nursery we shared our pictures of our snowmen and snowy walks over Tapestry, we loved seeing everybody having fun in the snow. On Monday we took the children who were in Nursery outside onto the field to make snowmen, snow angels and make footprint in the undisturbed snow. We spent a long time exploring the feel of the ice and tried to make frozen bubbles again, but it didn't work!



### Home Learning Shoutouts

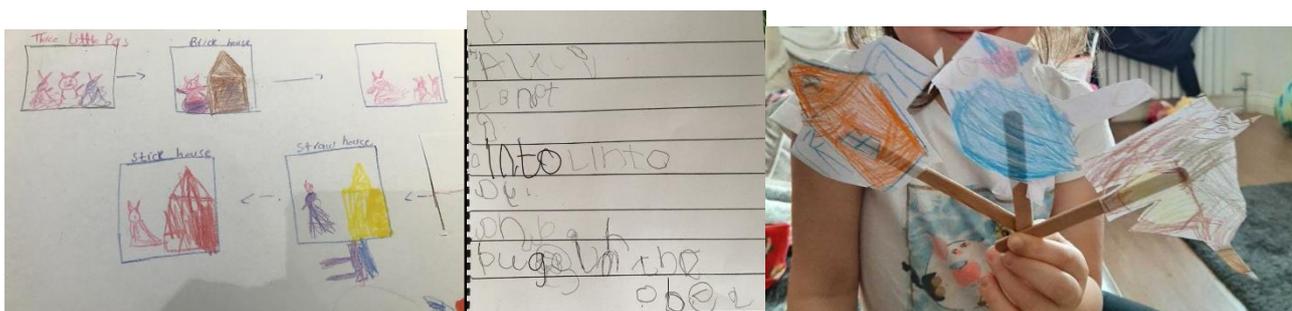
Well done to Denise, Ivanna, Bonnie, Shreenika, Wynford, Hridysha, Lily, Alex, Gerald, Bao, Elvin and Lasemi for adding home learning to Tapestry at least once this week.

And an extra big well done to Siri, Leo, Mason and Neyati for adding home learning to Tapestry every day.

### What have Reception been learning about this week?

We also had an excellent start to our week with news of all the snowy fun everyone had been having on Sunday. We loved seeing the photos everyone shared with us on Tapestry and seeing all your happy smiley faces. We also loved seeing so many of you at our meeting on Tuesday, so thank you those of you who came.

We continued to look at the story of The Three Little Pigs in Topic this week and have seen some excellent posters for the Big Bad Wolf as well as some brilliant puppets. We have also been talking about lighter and heavier in Maths and have seen some super work on this from our children.





Home Learning Shoutouts

Special mentions go to Alfie for working hard with his phonics, Amelia for working hard on her letter formation, Paris for her continued hard work, Yuvraj for catching up on his missed work despite hurting his leg and Elsie for catching up from when she was poorly, and Fatimah for her excellent story map. Also a big well done to Ivy, Paramjot, Prayraj, Malaika, Niranjana, Ruth, Yodhin and Jamie for all your posts on Tapestry which we have enjoyed seeing.

A super special well done to Zinan, Owen, Paris, Catalina, Kaci, Lexi, Niranjana, Ruth, Yodhin, Jamie, Elsie, Mirha, Annabel, Ava, Brooke, Norika and Alice who have all posted every day this week – amazing! You are all superstars. 

What have Year One been learning about this week?

What an exciting week it's been for year one both at school and for our home learners! This week we began our poetry unit and both explored and performed the poems of Edward Lear. We are so impressed with all the videos the home learners have sent in of their poetry performances this week. There are some future performers in our year group! In maths, the children continued to use their knowledge of number bonds to solve addition and subtraction problems. As young scientists, we continue our exploration of everyday materials and are learning to describe the properties of everyday materials. Thank you to all the families who joined us on our year group zoom call this week. Your questions and continued enthusiasm in supporting your children at home are so valuable and appreciated. Our winner of the Judith Kerr drawer this week is Shanaya! Congratulations Shanaya and to all the learners who submitted their home learning this week – next week it might be you! 😊

**Home learning shoutouts this week:** Abaan and Kais for their super maths; Taneisha, Shanaya and Miray for fantastic RE; Divina for sharing her computing Scratch creation with us this week; and Amelia for her fantastic Welsh castle! Keep up the great learning everyone!



What have Year Two been learning about this week?

What a fantastic week for Year 2 this week! The Year 2 team have been so impressed with the children's work in poetry. They have really taken to up levelling poems and adding some really sophisticated adjectives and adverbs. Great work! In Maths, we have been looking at different tables and charts which the children have understood amazingly.

In our afternoon lessons, we have continued looking at Morandi's still life paintings and this week the children had a go at recreating one of them (as pictured here). In Science, we looked at seed dispersal and all the different ways they can spread out. We were really impressed with the work we received from that lesson especially so well done Year 2!



It was so lovely seeing so many of the children on the zoom call this week and we thank everyone who joined and listened to the presentation. It brought a smile to our faces and we hope to do more live calls soon.

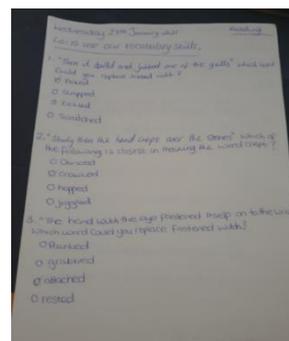
Special shout outs this week go to Eryk, Ariel and Kelly who have all produced fantastic work! Well done!

What have Year Three been learning about this week?

What have Year 3 been learning this week? Once again, all staff in the Year 3 team have been blown away by the amazing learning the children of the year group have been doing. We really cannot thank the parents and families of these children enough for the support you are giving to your children to enable home learning to be a success. Please continue to be as amazing as you are, as we really do appreciate it so much. Children- well done for adapting to learning online using Teams- you have demonstrated not only your fantastic school learning but also your resilience, flexibility and commitment to excellence, lessons that will stay with you for life! Please continue to engage as you have been doing and remember to watch our YouTube videos before starting the Teams work! It was so difficult to pick just a few children to shout out this week as the quality of the learning has honestly been incredible. However, we will be giving a special mention to Finley this week. He has come back so strong with his home learning showing fantastic resilience and effort- he has approached all of his home learning with a great attitude and has impressed us all! We especially loved that you have taken it upon yourself to create a French dictionary! We are so happy that you felt so inspired and engaged in your learning that you wanted to take it a step further! Another shout out goes to the wonderful Mila- we have received high quality learning from you every day and we can tell that maximum effort and determination has gone into your learning this week. We really loved your science investigation write up- you made observations and made a conclusion all about what plants need to grow. Our final shout out this week goes to Riley, you have supplied us with wonderful home learning, even during the days you do not have access to Teams! This shows just how committed and engaged you are with your home learning! We have loved all of your work this week, Riley but we were particularly impressed with your vocabulary skills in Reading - Keep it up! Thanks again everyone- Have a great weekend- Miss Davies.



un	un
elle	disse
fra	re als
face	quatre
Pier	clay
Six	six
seven	sept
eight	huit
nine	neuf
ten	diez
eleven	onze
twelve	doz
thirteen	
fourteen	



What have Year Four been learning about this week?

We have had an exciting week of learning with many children starting to use Microsoft teams to send their teachers their learning. It has been so wonderful to see all your quizzes and assignments being completed. We have continued to work hard in Maths learning our division skills and exploring how to check our answers using the inverse. In Literacy we are learning about balancing arguments and have had some strong 'for and against' arguments being sent in about whether wearing a school uniform is a good or bad thing. We have been exploring vocabulary and authors choice in Reading and have found some exciting new words in our book, 'Varjak Paw'. Our creative skills have been put to the test this week in Art and DT where we put our drawing skills to use, creating a piece of Art using geometric shapes inspired by the Bauhaus movement and designing our own mini greenhouse.

We also had a fantastic parent's evening this week and it was so lovely to see so many of the children on the zoom meeting who joined with their parents to listen to the presentation.

We are proud of all of you for the amazing home learning you are doing. Well done to all the children who have been sending us their work. We hope to see more of you sending in your work to us next week.

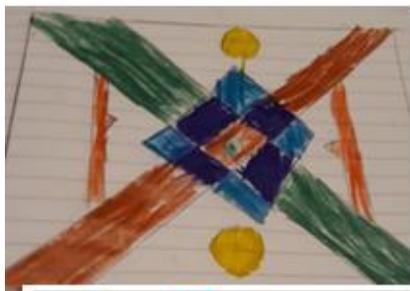
**Shout out** to Robin, Osburn, Navya, Vernon and Ameer for some super learning this week.

27.1.2021

LD: to explore

Should children wear school uniform

For	Against
<p>(1) more formal</p> <p>(2) you feel like part of the organisation</p> <ul style="list-style-type: none"> <li>3. School uniform teaches students to dress smart &amp; take pride in their appearance.</li> <li>4. School uniforms brings equality among students.</li> <li>5. School uniform reduces the crime &amp; escalates student safety.</li> <li>6. School uniform promotes a learning environment.</li> <li>7. School uniform may improve attendance &amp; discipline.</li> <li>8. School uniforms make people to get ready for school &amp; faster.</li> </ul>	<p>"I'll No because children don't feel comfortable in uniform"</p> <ul style="list-style-type: none"> <li>(1) Express Yourself. Parents, kids and even the ACLU have noted that growing children need to learn to express themselves.</li> <li>(2) Cost and Comfort Concerns. Some may assume that school uniforms lessen a family's clothing expense. However, many...</li> <li>(3) National Data. Though individual schools and districts often boast about improved student performance and attendance.</li> <li>(4) Big Bullies. Proponents of uniforms usually say that uniforms put a stop to bullying and gang activities.</li> </ul> <p><b>First, a Brief History</b></p>



My reading

Read chapter 6-

Varjak could see for miles and miles. There were no walls or trees to block his view anymore. Just open space, rippling out ahead of him, beneath him, above him. He was standing in space, and it was a long way to fall. He peered down the inside of the wall. He could see nothing through the trees. The Condemner's cats and the Elder Paw were hidden by the tangled net of branches. There was no way back. He was truly on his own.

Had he done the right thing? Shouldn't he have helped his grandfather? He couldn't get that picture out of his mind. The Elder Paw, limp like a broken toy.

Thorns were coming up from somewhere deep within him, racking him open. Varjak blocked them, stopped them, pushed them back down. The Elder Paw knew what he was doing. He'd planned it. He was willing to lay down his life, so Varjak could have the chance to go and find a dog.

All he could do now was go on. But where?

Ahead of him was a stretching far away into the darkness. Varjak couldn't tell what they were, or where they led. He looked up. Another sea of lights: the moon and stars, cold and distant. They made him giddy in the pit of his stomach, so dizzy that he could almost feel the wall slip out from under him.

He closed his eyes and counted to ten. It didn't work. The view was too big; he was too small. A pure-bred Mesopotamian Blue had no place on top of a wall. But then, as his family said, he wasn't much of a Blue. So, who was he?

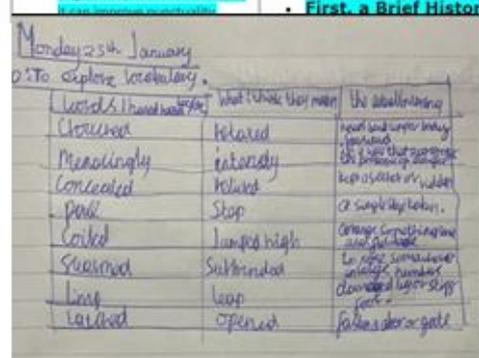
Beneath that giant sky, he was no one. He was nothing.

Varjak's stomach lurched. He was going to be sick if he stayed on the wall any

Monday 25th January

0: To explore vocabulary

Word	What it means	The deballing
Chastened	Relaxed	heart and courage being diminished
Magnanimously	generously	the power that someone has to forgive or overlook
Concealed	hidden	kept secret or hidden
Paed	Stop	to stop or to be stopped
Coiled	Wound high	curved or twisted in a spiral
Seemingly	Subliminal	to appear to be something but is not
Leap	leap	cleared a large step
Latent	opened	not obvious



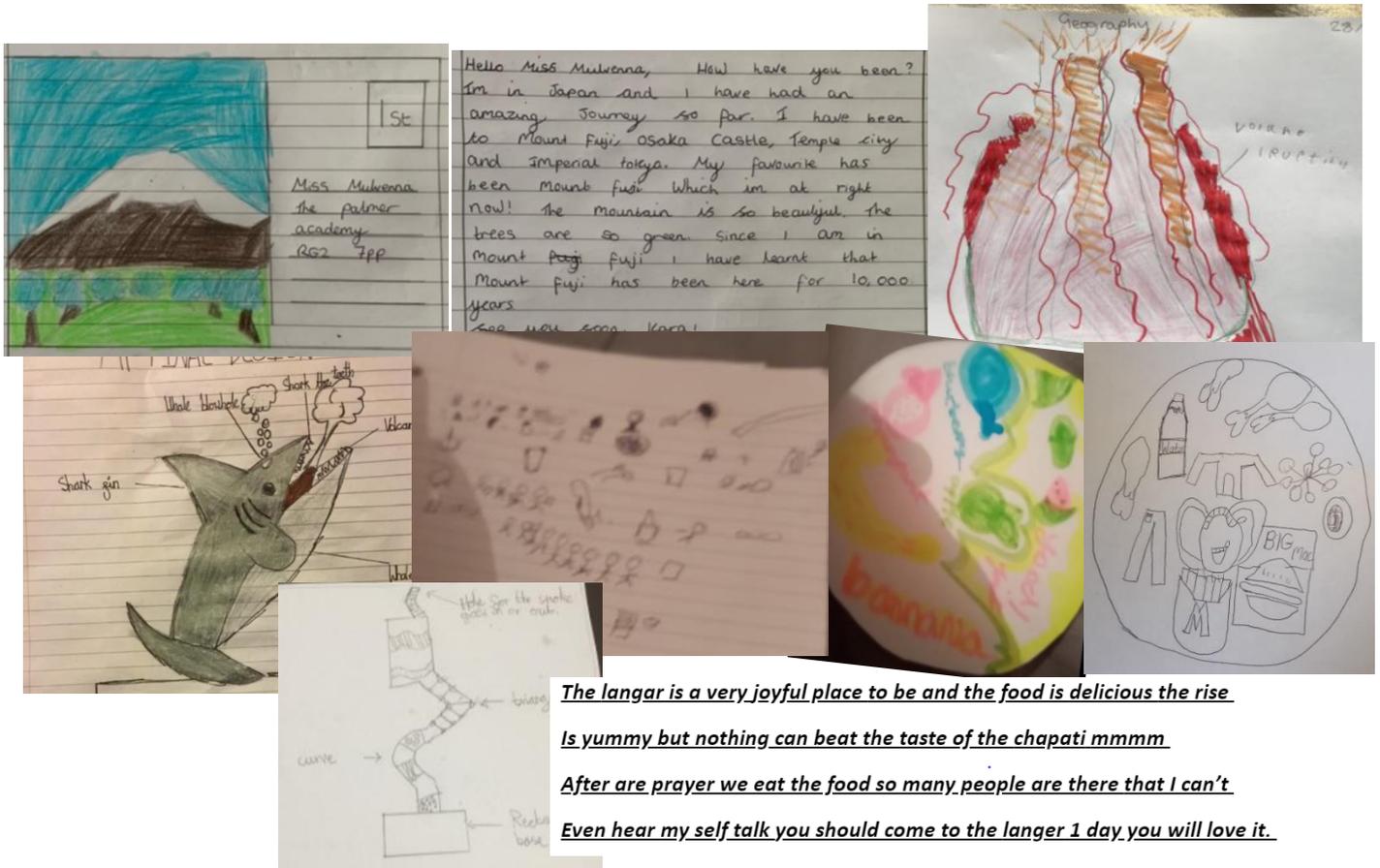
What have Year Five been learning about this week?

It has been a wonderful week of learning for Year 5. We have been very impressed with children logging onto Teams and completing their quizzes and assignments online. They have impressed us with their computer skills, many using features to highlight and design their work in order to present it neatly. Thank you to the parents who have been ensuring their children's work is sent to us teachers to view.

Over the week we have been exploring our inference skill in Reading and this has been pleasing to see children challenge themselves to answer these types of questions. We were impressed by their ability to read the text carefully in order to support their answer using evidence from the text. In Maths, we revised our decimal and place value understanding. Many children rose to the challenges of the quizzes that were created for them to complete on Teams. In Literacy we have explored persuasive leaflets and we have enjoyed seeing the children's story maps. We continue

to explore and learn about Japan in Geography and we loved the beautiful post cards that were sent to us informing us about Japan's natural features as if they were tourists reporting on their sightseeing adventures.

As always, the Year 5 teachers are incredibly proud of the children. Shout outs to Bryant, Mason, Mia, Kara, Alemnji for super work this week! Here is some awesome work we have received...



What have Year Six been learning about this week?

Year 6 have concluded their learning about algebra – and my how impressed we have been. We’ve had lots of top scores in our Teams quizzes. In reading, Year six have been tackling 3 mark questions and have progressed a great deal with the structuring of their answers – particularly **Julia** and **Ashley**, but we would also like to praise **Maddox** who found great evidence relating to the question to support his answers. Flashback have been occurring in English as children write in role as the old man from ‘The Piano’ and travel back to relive the events in their earlier years. There has been some great penmanship with super control in shifting between tenses and formality when including dialogue. Here is a look at the beginning of **Kye’s** writing: Can you spot the ‘If, if, if, then’ sentence that Miss Gundry challenged you him to use?

As I sit at my old piano, my fingers carefully play the dark, white keys which make a beautiful, melancholy sound. I suddenly start to remember the song as I had heard it before (The funeral March). I think about my dear friend Tom. However, I can barely remember what happened (and the bits I remember were the negative ones). The gunshots, the screaming and the crying. My heart aches as I remember how it felt when I held him in my arms. Why did the war have to be so tragic?

If only I hadn’t reacted so much, if only I managed to revive him, if only he hid from the enemies, then he would still maybe be here today. I remember it like it was yesterday... The war zone was a consistent racket of rapid fire across a dark, black murky swamp with men screaming for first aid as they were either shot or they were caught in an explosion. So we hid behind a wall and took cover. Tom stared at me and whispered softly “We need to move,” as we felt the enemy’s breath on our faces. My heart felt like it was pumping out of my chest. It was time to go....

We have continued exploring how we might classify organisms this week and look forward to our investigation next week. You will need some bread and some sandwich bags, so if you don't have any, please ask to add it to the shopping list 😊.

Finally, a HUGE shout out to [Jake](#) for pushing himself in P.E. to beat his score and rival the others. And to [Ruby](#), [Emertha](#), [IY](#), [Vienna](#) and [Sam](#), developing independence in using Teams and submitting work.

What's happening next week at Palmer

Monday 1 <sup>st</sup> Feb	Assembly with Mr Soares-Mistry via YouTube (13:30)
Tuesday 2 <sup>nd</sup> Feb	
Wednesday 3 <sup>rd</sup> Feb	Assembly with Mr Soares-Mistry via YouTube (13:30)
Thursday 4 <sup>th</sup> Feb	Assembly with Mr Soares-Mistry via YouTube (13:30)
Friday 5 <sup>th</sup> Feb	

Remote Learning Engagement Information

We would like to celebrate the children who are engaging with the remote learning being provided. Sending your work in to teams, tapestry or the year group email will contribute to this % for your year group – keep up the hard work!



Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
75%	78%	50%	74%	72%	64%	76%	78%

