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Pimlico Primary Journal



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A message from Mrs Gamon

Dear all,

I hope you are well and you are looking forward to a peaceful and relaxing half term with your families. Although we continue to face challenges, both at school and in our daily lives, with COVID-19, I am very proud that Millbank Academy, Pimlico Primary and Churchill Gardens have continued to give our children the very best education possible: I am incredibly lucky to lead such a dedicated and resilient community of teaching staff and parents. Since January, our teachers have worked tirelessly to support our pupils, and the attitude of each child has been exemplary and a credit to you as parents and carers. Whether it is in English lessons on Shakespeare, history lessons on the path to women's suffrage or science lessons on the evolution of life, it has been a joy to see how engaged our pupils are in their learning and how much progress each child has made. As we approach spring and the days start to get longer and warmer, I look forward seeing our teachers continuing to teach compelling and well-paced lessons which challenge our pupils.

I wish you all a safe, peaceful and relaxing half term with your families, and I look forward to welcoming you back on Monday 21st February.

Best wishes,

Mrs Gamon Executive Principal

A message from Mrs Hardwick

As we end this half term, I would like to take this opportunity to thank you for your ongoing support and understanding as we continue to navigate our way through another term full of challenges due to COVID-19. This half term has seen many pupils, parents and staff absent due to COVID and we continue to be grateful for how thorough and reactive you as parents and carers have been. As always, I am extremely grateful for your patience and flexibility throughout these times.

Despite these challenges, I continue to feel a huge sense of pride that we have continued to offer our children the very best education and enrichment opportunities possible. We hope, as the spring term progresses, that this will continue to go from strength to strength.

I am sure that you will agree, the children's resilience and perseverance has continued to shine this term. To mark Children's Mental Health Week, DfE has published its third annual State of the Nation report which shows children and young people's wellbeing is gradually improving, despite the challenges that remain. The report shows a link between regular attendance at school and positive wellbeing across all age groups of children and young people, highlighting the positive impact of being in face-to-face learning and in school. Therefore, we look forward to continuing to see more consistent attendance from our pupils as we move throughout the rest of this academic year.

As Mrs Gamon announced on Wednesday, I am pleased to share that I will be welcoming a baby in the summer. I know that Miss Bains will make a wonderful acting Head of School next academic year and the school will continue to thrive under her leadership.

I would like to wish you all a lovely half term break and I hope you all have a relaxing time with your families. I look forward to seeing you all again on Monday 21st February 2022.

Internet Safety

Safer Internet Day is celebrated globally in February each year to promote the safe and positive use of digital technology for children and young people, and to inspire a national conversation about using technology responsibly, respectfully, critically, and creatively. Safer Internet Day was on 8th February and was celebrated with the theme 'All fun and games'? Exploring respect and relationships online'. I am sure that you will agree that technology will continue to play a huge part in our lives. Therefore, ensuring that it is used safely and in an informed way is very important. Please find below some suggestions of what you can do at home to keep your children safe.

As a parent or carer you play a key role in helping your child to stay safe online.

You don't need to be an expert on the internet to help keep your child stay safe online. There are lots of resources and advice to support you as you support your child to use the internet safely, responsibility and positively. We know that lots of our pupils like to use games consoles and play online versions of games. Please find some suggestions below to help with keeping them safe.

How to start a conversation with your child about gaming safely:

Why do you want to get a games console?

Whilst deciding if it is time for your child to have their first games console can be a great opportunity to find out what your child expects to use it for. This could be for playing online, playing with siblings or friends, or for playing by themselves.

What do you like about your games console? What is your favourite game?

If your child already has a games console, you can ask them about their favourite things to play, you can ask them to teach you to play the game and explore the ways to report and block players or content whilst playing together.

What game do you really want to play?

When talking about games your child wants to play, you can take a moment to discuss age ratings and what different content is available on different games. This can be a good opportunity to discuss your expectations around the games that your child can and can't play.

How do young people your age use their games console?

Learning about the way that young people are using devices and games can give you an insight into why your child may want a new game or console.

How can we as a family help you to manage the time you spend gaming? Can we do anything to help you use the games console more safely?

Finding out how your child wants to be supported whilst online is a great way to open up wider conversations around online safety and the issues young people may face whilst gaming. You can also look at establishing a family agreement to manage your families time online.

What would you do if something worrying or upsetting happened on your games console?

Tell your child what they should do if something goes wrong while using it. This could be to close the screen and tell an adult.

Talk with your child about responsible use of their games console

Discuss what is okay and not okay to use it for and look at the possible risks. Tell your child what they should do if something goes wrong while using it. This could be to turn off the screen and tell an adult.

Think about the location of the games console

Will it be in a shared family space or in a bedroom? Think about: setting time limits; reminding your child about the risks of communicating online with people that they do not know; and encouraging them to come to you with any worries.

Explore parental controls

Take a look at the controls available both on the games console itself and on your home Wi-Fi. Talk these through with your child too. Parental controls are a helpful tool, but an open conversation with your child is the most important thing.

There are lots of great resources online to help support children keep safe online. Please see some suggestions of websites below:

<https://saferinternet.org.uk/>

<https://www.childnet.com/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

Enrichment and Trips

It has been a busy term on the enrichment front. Reception classes enjoyed a fruit-tasting, organised with the school kitchens, introducing them to new flavours and to the concept of balanced nutrition to make our bodies grow.



Year 1 children have enjoyed time outdoors learning to use binoculars – birdwatching. The weekend of the 28th January is the RSPB's Big Bird watch, with children introduced to the ideas of observing nature (quietly) and noticing behaviours and different bird species.



Our Year 3 and 4 children enjoyed a visit from Shakespeare for Schools. Year 3 children watched a performance of the Tempest, before having a go themselves at acting out scenes. They also made masks in order to prepare for the different roles.

In Year 4, children were able to enjoy the performance of Macbeth, seeing the performance of Shakespeare's lines in a shortened form, and looking at how a narrative format translates into a play.

Year 5 children will be visiting Museum of London's Victorian Gallery just before half term, as we have studied, for English, John Diamond (a book set in early Victorian times) and will be going on to read Hound of the Baskervilles (set in late Victorian times). This will give children a real feel for the way in which the Victorians lived.





Year 6 children are visiting the National Army Museum. This showcases the development of Britain's national provision from its foundations under Charles I through to the current day – an evolution from the private militia raised by barons. In particular, children will get a chance to understand the lives of soldiers, both on the battlefield and off, and links with the major military events that children have studied during Years 5 and 6, from the Napoleonic wars through to the First and Second World Wars.

Clubs have remained very busy this term. Ballet and our sports clubs have been particularly successful this term. Next term, all these clubs will continue, and perhaps one or two new ones with the improvement in daylight.

There will be an opportunity for Pimlico Primary children to participate in the Easter Holiday Club. This will run at Millbank Academy during the February half-term break.

Pimlico Musical Foundation

The Pimlico Musical Foundation, a local charity, are looking for a highly motivated individual to join their management team in the newly created role of General Manager. This role encompasses both general management, strategic development and fundraising. The job description and details on how to apply can be found in the below document.



General-Manager-J
ob-Description-19_C

More information on the Pimlico Musical Foundation can be found at www.pimlicomusicalfoundation.org.uk

Get into Teaching

Please find an advert for our next round of recruitment webinars taking place next half term, the link to sign up can be found [here](#).



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Join us at our next webinar to find out how you can start your teaching journey with us.

Thursday 24 February 16:00-17:00

Tuesday 8 March 10:30-11:30

Thursday 24 March 16:00-17:00

Monday 4 April 10:30-11:30

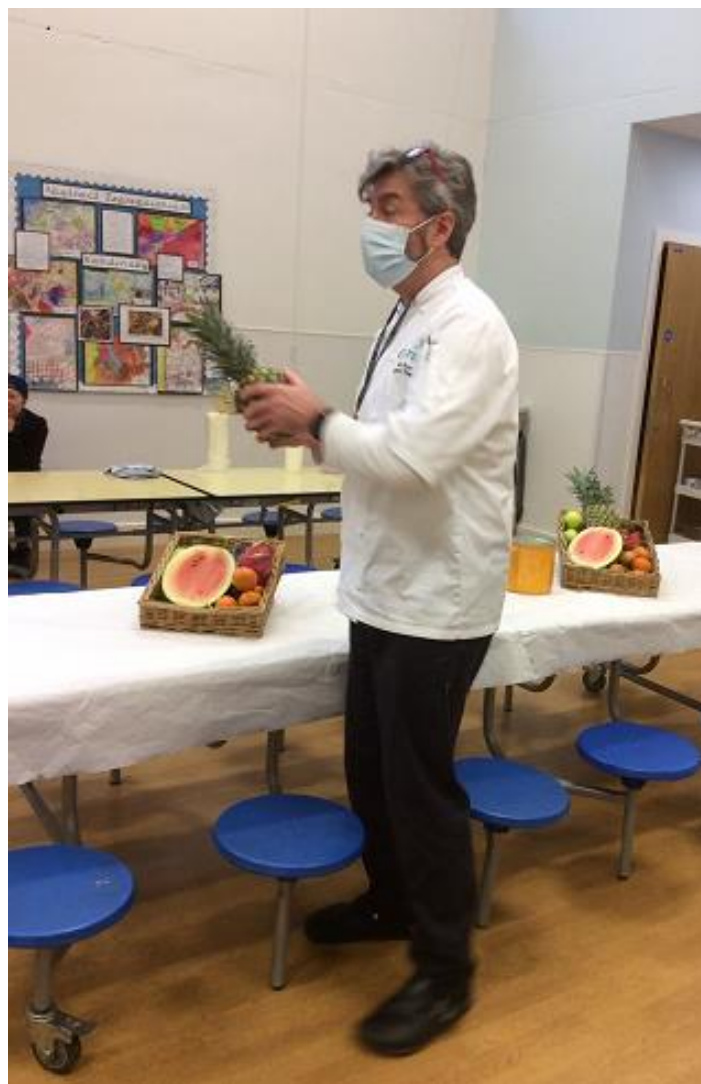
Find out more and register your interest to attend at:
scitt.futureacademies.org/about-us/news-and-events

"Strong collaborative work results in high-quality training, excellent outcomes and outstanding teachers."
Ofsted, 2017

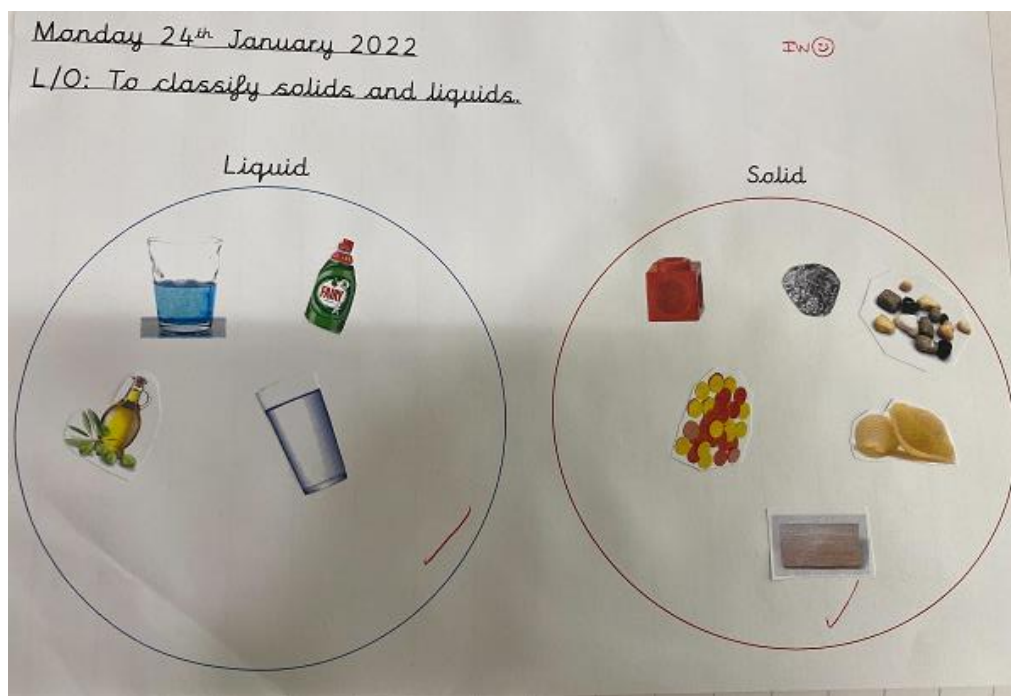
scitt.futureacademies.org
info@futuretraining.org
@futuretraining

Curriculum Focus

This term, in Reception, the children have been learning about their bodies. They have been learning the names of our internal and external body parts. Children have learnt the importance of healthy eating, and they had an opportunity to try new fruits during a fruit tasting experience.








In Year 1, the children have spent this term learning about states of matter. They have been investigating solids, liquids and gases and how they have different properties. To develop their understanding, the children have been conducting experiments to explore how the properties of different types of material might make them appropriate for different purposes.



Monday 22nd November 2021

L/O: To understand what objects are made of (classifying materials)

Observation Results Write the name of the objects you found. Then record the material it is made from.

Object	Material it is made from (wood, metal or plastic)
 cup	plastic
 sharpener	Metal ✓
 chair	Wood ✓
 pencil	Wood ✓
 book	wood ✓

Plastic Metal Wood

Year 2 carried out an investigation into activities that raise heart rate. They completed 3 physical activities for 1 minute per activity, measuring their heart rate after each one. They concluded that the activity which raises one's heart rate the most is running.

Wednesday 19th January

PSW ⑩

LO: To carry out an investigation into activities that raise our heart rate.

Our investigation question is:

Which activity raises my heart rate the most?

I predict that running on the spot will raise my heart rate the most.

My resting heart rate is 90.

Results

Activity (each 1 min)	Heart rate (beats per minute)
Brisk walk	100 ✓
Star jumps	108 ✓
Run on the spot	170 ✓

I discovered that running on the spot raised my heart rate the most. I conclude that...

The activity which raises heart rate the most is
running.

In Year Three, students have been learning about different organisms and their life cycles and producing comparative pieces of writing.

Wednesday 12th January

Bees and Wasps.

Great work, Sophia! ☺

- 1.) colony ✓
- 2.) invertebrate ✓ ~~invertebrates~~ invertebrates
- 3.) 6 ✓
- 4.) reproducing
- 5.) function ✓
- 6.) consume
- 7.) ~~larva~~ larva pupa ✓
- 8.) metamorphosing
- 9.) cocoon ✓

Honeybees start their lives when the queen bee lays an egg in the egg cell that the worker bees have made from beeswax.

Honeybees start their lives when the queen bee lays an egg in the egg cell that the worker bees have made from beeswax. Each egg is approximately the same size as a grain of rice. ✓

Three days later, the egg hatches and the insect emerges as a larva. At this stage, it is small, white and blind, and it consumes a large quantity of food that is provided by worker bees. If it is destined to become the new queen bee, it is given a different type of food from all the other larvae. Over the course of six days, it sheds its outer skin several times. Eventually, the worker bees cap the beeswax to protect it.

The next stage in the life cycle of a honeybee is becoming a pupa. The insect spins a silky, protective layer called a cocoon around itself, and it remains stationary for 10 days. During this period, it does not consume food, and it grows head, legs and wings.

Eventually, it has completely metamorphosed and now has a completely different appearance and structure. It chews its way out of the cell and it can now fly. ✓

Honeybees typically live for eight weeks as part of a large group called a colony. In the wild, honeybees often live in a hollowed-out tree, but it may be in a hive that has been constructed by humans. Exactly what it does as part of this colony during its life depends on whether it is a worker bee, a drone, even, the colony's single queen bee.

This term, in Science, year 4 have been delving into the study of ecology: the study of ecosystems and how different organisms interact with each other. The pupils have developed their understanding of feeding relationships; what constitutes a producer or a consumer; and how mutualistic relationships function as part of a wider food web.

LO: Introduction to Ecology ✓

1. Ecologists study ecology, which is the study of ecosystem. ✓
2. The difference between an ecosystem and a habitat is that an ecosystem is ^{inter}actions between organisms and their habitats, whereas a habitat is the place where organisms live. ✓
3. The difference between an animal and a plant is that plants photosynthesise, but animal consume food. ✓
to make their own food
4. The difference between a woody plant and a herbaceous plants is woody plants has a trunk but herbaceous plants don't have a ^{trunk} trunk. ✓
5. The difference between a ~~vertebrate~~ ^{SP} and an invertebrate is that a vertebrate ^{SP} has a back bone but a invertebrate ^{SP} doesn't have a back bone. ✓

SP x 3:

- invertebrates invertebrates invertebrates
- vertebrates vertebrates vertebrates

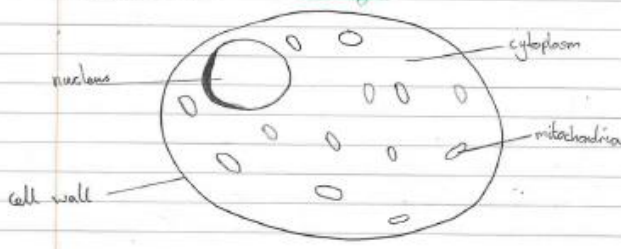
In Year Five, students have been learning about how vaccines, in conjunction with the normal action of the immune system fights disease.

Tuesday 23rd November

Vaccinations Good! ☺

1. If organism has many cells, it is multicellular.
2. chemical ✓
3. DNA ✓
4. chloroplasts ✓
5. chemical reactions ✓
6. cell membrane ✓
7. cell wall ✓
8. vacuole ✓
9. glucose ✓
10. H_2O ✓

Animal Cell * Challenge *



pathogen - micro-organism which causes disease

In the late eighteenth century, when Edward Jenner vaccinated a child with pus from a milkmaid's cowpox blisters, the child contracted cowpox. The child's immune system recognised that the cowpox virus was not part of his body, and this triggered an immune response. Some lymphocytes killed the viruses. Others produced antibodies that worked in three ways: antibodies make pathogens stick together and then attach themselves to the clump, making them easier for phagocytes to destroy them; antibodies

also sometimes attach to antigens on pathogens and stop them from reproducing; and others destroy the pathogens directly. Meanwhile, phagocytes (another type of white blood cell) recognised cowpox viruses because of the antigens attached to them, and they then engulfed them and break them down. Once the white blood cells had fought off the pathogen, memory cells were produced.

Later, Jenner injected the boy with smallpox. When this happened because the smallpox virus and the cowpox virus are so similar, the memory cells quickly started to produce antibodies that were effective both against cowpox and against smallpox. As a result, the smallpox virus was quickly defeated, and the boy didn't develop any symptoms.

Exercise A

1. When we are vaccinated viruses are defeated in our bodies.
2. The advantage of getting vaccinated is that memory cells will be created so that next time you get the disease it won't be as bad or it might not even happen.
- 3(a). Jenner's evidence was that contracting cowpox gave immunity to smallpox.
- 3(b). Jenner's conclusion drawn from this observation was

In Y6, the children have been studying the human body: specifically, different organs (the eye, mouth, nose, stomach, heart and muscles) and how they are adapted for their function. This builds upon their previous knowledge of cells, tissue, organs, organ systems and organisms.

LO: Extended Writing.

How is the eye adapted to convert light rays to messages that can be sent along the optic nerve to the brain.

The eye contains several important adaptations that allow it to convert light rays to messages that can be sent along the optic nerve to the brain. Perhaps most obviously, its retina contains a very high concentration of receptor cells. In fact, there are two types: rods (which detect dim light) and cones (which detect bright light.) Between them, they stimulate electrical impulses in response to the light they receive. In addition, the eye has two parts that focus light on the retina, thus ensuring that the receptor cells detect the stimuli: those are the cornea and the lens. Each is made up of a transparent substance, which allows light to pass through it. However, their densities ensure that the light refracts as it does so and therefore reaches the retina.

1. The two types of ^{receptor cells} rod are rods and cones.
2. The two parts of the eye that focuses light on the retina are the cornea and the lens.
3. The function of ~~the~~ the eye is seeing.

Thursday 27th January 2022.

LO: Muscles - extended writing.

Knowledge Quiz.

1. Biceps, triceps ^{skilled, smooth, skilled}

How are muscles adapted to allow them to release energy quickly?

Muscles are ^{adapted} to allow them in significant ways to allow them to release energy quickly. Perhaps most obviously, they typically have excellent supplies of capillaries (the blood vessels that connect arteries and veins). This allows oxygen to be supplied to muscles at a high rate. Oxygen is required for respiration which is the process that releases energy from glucose. Thus, the high density of capillaries increases the amount of energy that can be made available to muscles. In addition, muscles are able to respire anaerobically (without oxygen). Although this produces a substance called lactic acid, which can be painful when it builds up, this ability is an advantage: it means that the rate of releasing energy from glucose is not limited by the rate at which oxygen can be supplied. Thus, muscles are able to release energy quickly.

Please note, that these dates are subject to change and more workshops may be added throughout the year. We will be in touch with any additions to our key dates so do please make sure your contact details are up to date!

Monday 21st February 2022 – School reopens for term 4

Monday 21st February 2022, 3pm – International Mother Language Day Celebration

Thursday 24th February 2022, 8:45am – Maths Calculation (Multiplication) with Miss Bains

Wednesday 9th March 2022, 9am – SEND Parent Coffee Morning with Miss Fisher-Munoz

Thursday 17th March 2022, 9am – Maths Calculation (Division) with Miss Bains

Thursday 17th March 2022, 3.:40 – 6:30pm – Parents Evening

Tuesday 22nd March 2022, 3.:40 – 6:30pm – Parents Evening

Friday 1st April – Term 4 ends