



GNSA Primary Work of the Week

20.04.2020 - 24.04.2020

1SP

Year 1 started thinking about their new History topic over the Easter Holiday - The Great Fire of London. They were given the option to create an exciting piece of art to do with the topic. Year 1 also had the chance to create some Easter art.

Jasraj used his understanding of colour to show the fire spreading across London while Biren created a fantastic chick using bright, spring colours.



This week they started to learn about riddles, their content and their structure. One of the tasks was for the children to write their own.

Can you work out what Aalroop is writing about?

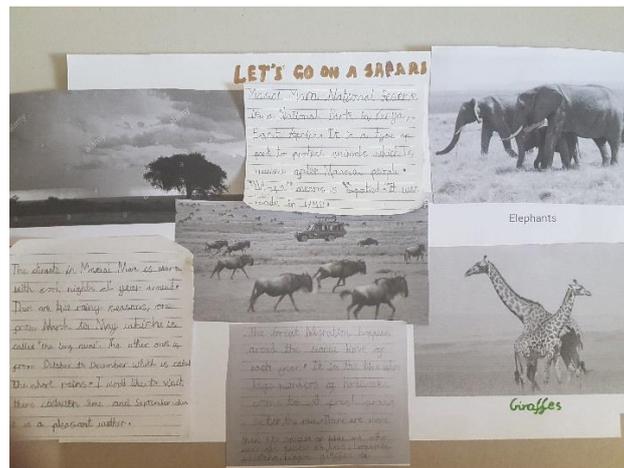
My tail is long, my coat is brown,
I like the country I like the town,
I can live in a house or live in a shed,
and I come out to play when you are in bed.
what am I ????



2SR

Over the Easter holiday Year 2 children had the chance to create an informative poster about Kenya for their new Geography topic - Let's go on Safari!

Here is an example from Sahib P.



Year 2 started learning about a book called *The Tear Thief* by Carol Ann Duffy this week. As a part of their learning they had to describe the main character and the setting.

Vyan imaginatively described the Tear Thief and used lots of fantastic detail.

The Tear thief is kind and even though she is a thief she is a good person because she is a helpful, honest girl.

The marvellous Tear thief has grey clothes and she has a lovely, nice face.

The brilliant tear thief wears a shiny dress and carries a soft, smooth sack on her back.

Samrath focused on the setting and really captured the atmosphere in his descriptions.

It was a very gloomy night. The street was absolutely quiet as you couldn't see anyone there. The silence there was extremely creepy. Several green houses could be seen from a distance. Thick fog had hidden the biggest windows on every house. The bright lights shone on the empty street.



2AK

Year 2s also began to learn about different types of rock and how they are formed. As part of their learning about igneous rocks they had to draw a detailed diagram to show how magma and lava forms them.

Haroop and Harshita show their amazing Science and Art skills in these detailed diagrams!



3SB

Year 3 are learning about poems, thinking about different styles of poem and their features. They were tasked to write a poem about Easter but were given the freedom of using any of the different styles.

Manjot created a fantastic acrostic poem.

E- eat like a chick

A- act like a saint

S- save all those chocolates

T- time for chicks to hatch

E- Easter eggs all round

R- remember what we've been brought, sharing is caring all year round



Gurleen also created an acrostic poem and even included some alliteration.

Easter acrostic poem

Easter eggs brightly covered with multicoloured paint,
All the sheeps and lamb's dancing like crazy in the green and wet field,
Sleepy animals waking up with full of excitement and joy hoping to find eggs,
The blossoms budding on trees,
Every bird singing a Easter song,
Rabbits racing through grass,

Ganeev decided to create a shape poem, can you spot what Easter object the poem is?

Easter

It keeps me warm inside.
When the easter bunny hops by.
He gives us delicious chocolate eggs.
We have a load. We thank the easter bunny.
Who knows what he looks like in person.
He is mysterious he comes and goes.
Where he goes no one knows.
He sleeps for a year
Until next time

3RC

3RC also created some fantastic poems to do with Easter!

Jay created an amusing acrostic poem including humour and references to the lockdown.

E - Eating lots of chocolate.
A - And putting on lots of weight.
S - Should I start to exercise before it's too late?
T - There's an easter egg hunt which is going to be great.
E - Except we're stuck at home so we can't go past the gates.
R - Really want this "stay at home" to end so I can see my classmates.



5HS

As part of their Easter homework Year 5 children had the chance to design their own Easter eggs.

Here Sasika uses her computing and artistic skills to design a beautiful egg which incorporates a rainbow design, thanking the valiant efforts of the NHS staff.



Year 5 have also been learning about persuasive letters, thinking about their style and the language features that should be included in them.

Harshneet has written a fantastic persuasive letter to his family, outlining the reasons why he should be given an iphone.

Dear family,

I would like to have an iphone because of the following reasons: minimap, knowledge and communication.

Firstly, an iphone has google maps which I can use to find my way to the park, home and way more. This would be useful to get to my friend's place and back in the shortest time possible - if I get lost I can use it to find my way back. Would you like it if I get lost? Some minimaps work without mobile data; you don't need to get 4G on the phone. Would you like it if I get lost?

Next there are quizzes so I can improve my knowledge to get higher grades. There are also videos which can help me. There is also google classroom which teachers use to give us "challenging" homework like letter writing, holiday homework and more.

Finally, communication. I can call you or message you if there is a problem or just news about something. This will help me raise my social skills. I will then be able to make more friends. You will also be able to tell me if you're not home or to come somewhere.

For all of the aforementioned reasons I hope you understand why getting me a phone is the best choice.

Yours sincerely, Harshneet



5PR

Year 5 have also been learning about pollution.

Jasneet has created an informative, interesting fact file all about the topic.

Pollution



This is before and after, look at the differences. Look at how clear and beautiful the mountain looks. This is nature's real beauty but not covered up and veiled and shrouded in pollution.

This one looks more cloudy and not a place you would like to visit on a holiday. On the contrary, the other one looks like a much more appreciable place.

Many other countries' skies are clearing up ever since the lockdown started. So even if the coronavirus has a negative impact on humans it is doing mother earth a huge, well earned rest and letting her have some 'space to breathe'.

They have also been learning about South America and producing fact files on the continent.

Angad has made one teaching us all about Argentina.

Argentina

Capital city

The capital city of Argentina is Buenos Aires. The city of Buenos Aires is located on the northeast edge of the flat plain known as the Pampas, which occupies the agricultural heartland of Argentina. In 2017, the population of Argentina was 44.27 million!

Languages

Although Argentina's official language is Spanish, Argentinian Spanish is different from the Spanish spoken in Spain. In some ways, it sounds more like Italian than Spanish. There are also many other languages spoken in Argentina, including Italian, German, English and French. The currency in Argentina is called Argentine Peso and 79.42 Argentine Peso is the same as £1.

Landmarks

There are lots of landmarks in Argentina and here is a list of some of the most famous ones: Buenos Aires Obelisk. One of the most recognizable landmarks in Argentina, Mount Fitz Roy, Train to the Clouds in Salta, Talampaya Canyon, The Valley of the Moon, Cerro Torre, Perito Moreno Glacier and the Valdes Peninsula.

Sport

In Argentina, the most famous sport is football and Lionel Messi is even in the team.





6AB

Year 6 have been working hard to understand evolution in Science. They have been thinking about how animals and humans have changed over time to adapt to their surroundings and what these evolutions can tell us about the past.

Saheba has written a piece all about the peppered moth and how it has evolved.

The peppered moth

The moth has earned its name because of its marking it has a broad, furry body also it holds its wings straight out to the side. It has grey black and white markings but some are all black. The twig-like caterpillars feed on the leaves of a variety of trees and shrubs, including silver birch, oak, bramble and hawthorn. They can be found in farms, grasslands, woodlands, and gardens. The peppered moth is nocturnal, which means they sleep at day and wake up at night and is an invertebrate.

Their evolution

The peppered moth was once a very light grey colour and at that time there numbers were decreasing as they were so vulnerable to predators like birds. They have evolved to have dark skin. This as they are able to stay alive and keep hidden from the predators and they had more time to breed this is also a classic example of natural selection.

The reason to their evolution

Over time as pollution level rised there colour changed to black due to melanism, which is the darkening of body tissues, so there was an increase in dark moths as they bred with white moths and their numbers increased. When reduced air pollution in the 1970s, dark-moth populations began to fall and the lighter form increased. This gives the evidence that before there was a large number of dark moths.

My thoughts

I think melanism is a very important thing for survival as it has not only helped humans but also peppered moths and the pollution in this case actually helped them.



Dark coloured



light coloured