

# 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!**

**Helen Pascoe-Williams**

Editor & Co-ordinator of the da Vinci Programme

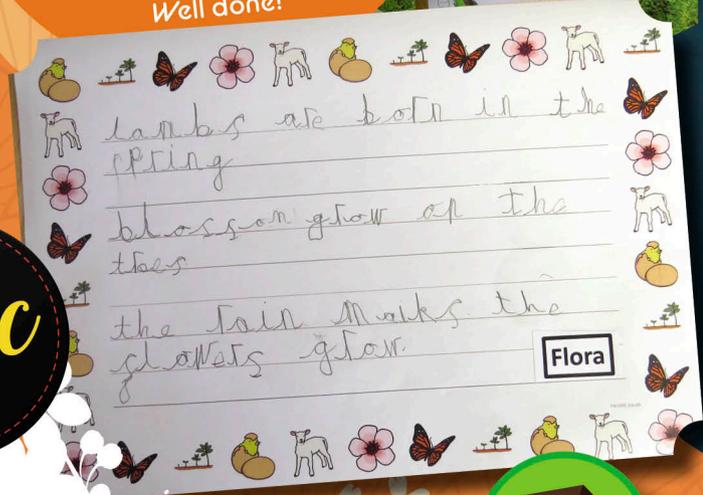


Sophie McCormick, 95



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!

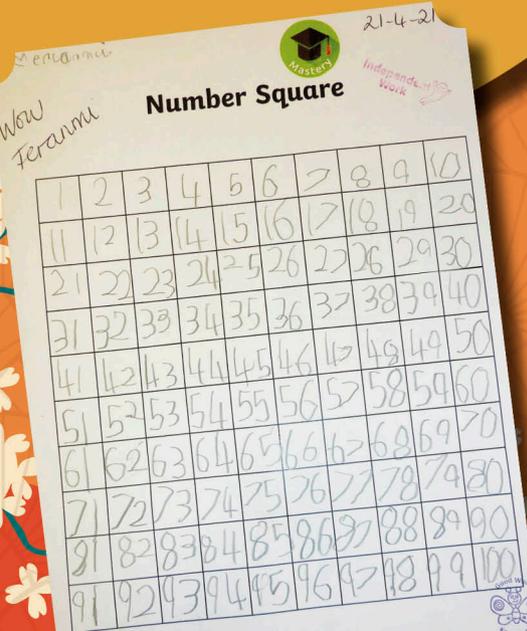
Flora Le Poidevin, Rec



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.

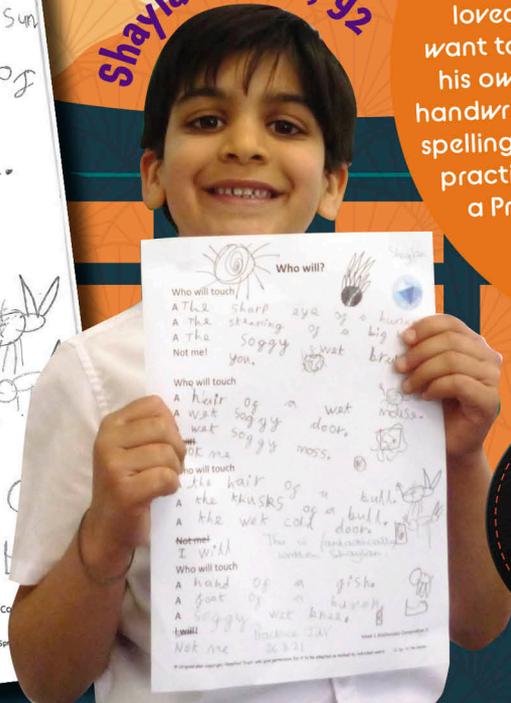
Not me

Practice JdV  
 26.3.21

Week 1 Wednesday Co

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**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.

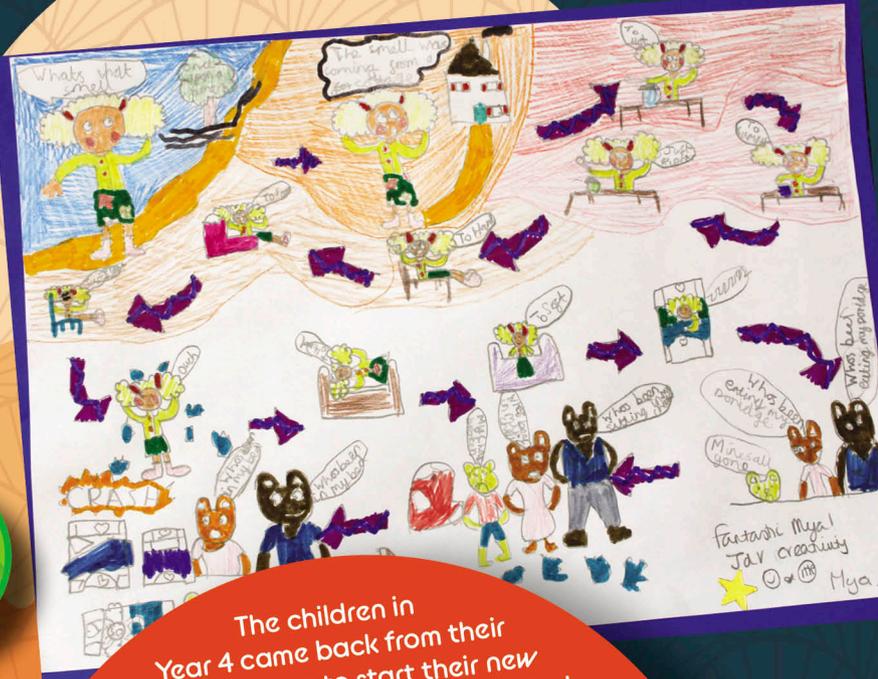


Maisie Tucker, Y3

Y3



In Year 3 on our return to school after Easter, we all enjoyed reading *Fantastic Mr Fox* in our English lessons. The class then went on to write their own versions of an animal adventure story. Maisie Tucker received a *Mastery Junior da Vinci* for an engaging and action-packed story. She was able to use paragraphs to organise her writing and punctuated dialogue accurately.



The children in Year 4 came back from their Easter holidays to start their new English topic: Fairy Tales. They studied three different versions of 'The Princess and the Pea' by three very different authors who had 'innovated' the story in interesting ways. The children learnt how to draw a story map of a fairy tale, to include all of the details in a creative and clear way.

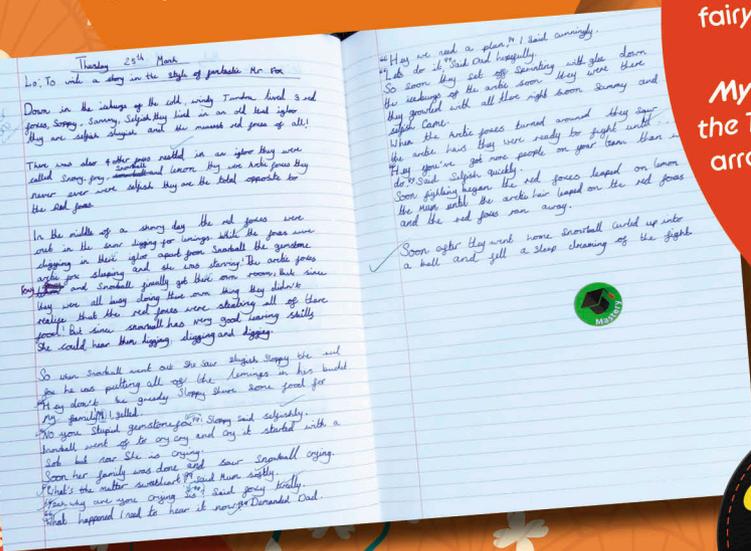
Mya Toor created her story map using Goldilocks and the Three Bears. She told the story using speech bubbles, arrows and colourful illustrations. The reader can really see how the parts of the story link together. Mya has been awarded a *Junior da Vinci* Creativity for this work, as she demonstrated great flair and imagination to retell a famous tale.



Y4



Mya Toor, Y4



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

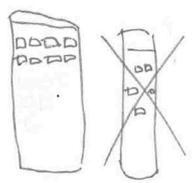
I would tell a teacher before the bully sees my shock and the teacher would see him/her bullying and I hope something would happen.

Story part 2

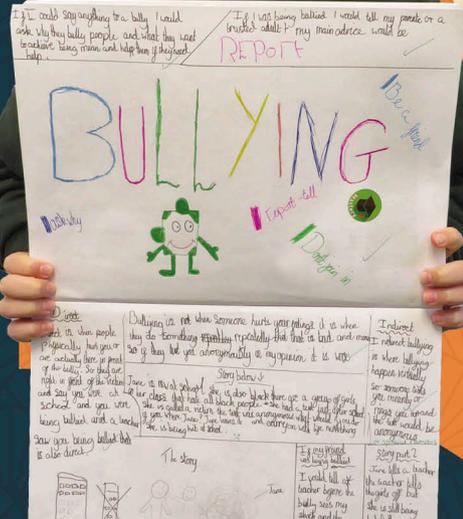
Jane tells a teacher the teacher tells the girls off but she is still being texted they put Jane stinks. Jane blows up and tells her mum and she moves school. That's a sad story.

The story

Jane



Very cute Evie  
1 Point



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

