

The Children's Hospital School at Great Ormond St & UCH.

Issue 30 Autumn '14

Gosling News

Visit the Activity Centre for under fives play, young people's den, fun & leisure.



www.gosh.camden.sch.uk

The Gallery



Ethan has been working on the topic of castles and knights. He made a fantastic powerpoint which he sent to his school and they loved it "wicked!", "great!", "I love the sound effects" were just some of their comments.

Ethan also made a coat of arms and learned all about the different elements of a shield and what they mean to make his own.

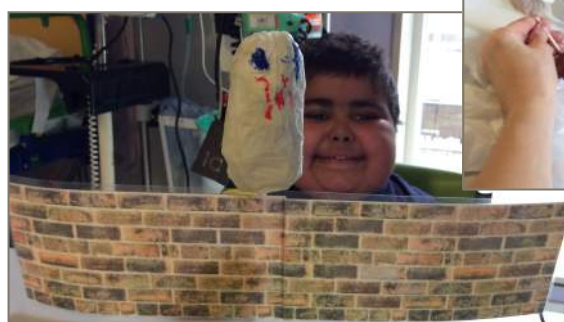


meaning of my shield

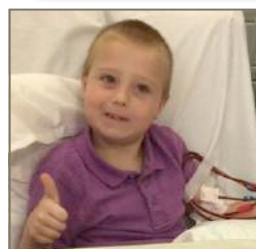
Name	color	What it represents
heater		man
blue		Loyal
red		warrior
Lion		grave
crown		leader

Zeyad has been working towards his target of telling familiar stories, to help develop his spoken English. He chose the story Humpty Dumpty, and is able to retell parts of the story using puppets.

Zeyad was able to think about how Humpty Dumpty might feel during the story.



Xavier LOVES animals and he knows so much! He has been making an information book all about animals. We all learned lots of new facts as we researched all about them. He found out that snakes smell with their tongues. Did you know that? One of his favourite animals are Meerkats so he wrote a page about them. What a great book!



Meerkats stand up on their hind legs because they look for trouble. They are not cute because they eat meat. They can scratch people.

In the schoolroom we have been finding out about the Anglo Saxons. We made an Anglo Settlement and tried baking some Anglo Saxon recipes!

We also designed our own fantastic Anglo Saxon jewellery.



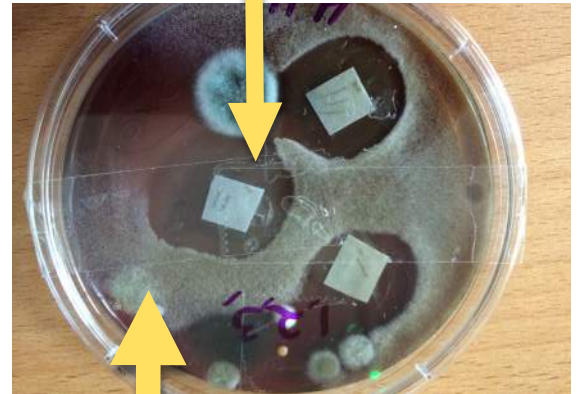
A British Science Association programme

A huge congratulations to Dylan for being awarded the first STEM Bronze Award at our school.

Dylan compared different cleaners to see how well they killed bacteria. He grew bacteria on agar plates and looked at the effect of the cleaners on their growth.

Once the project was complete it was sent to the British Science Association for assessment and was awarded the Bronze Award!

Clear area where no bacteria grew



bacteria



As part of our work about the centenary of WW1 the KS1 and 2 pupils wrote poems inspired by poppies.

Red poppies fly in the sky.
Fluttering in the clouds.
Remember, remember the
soldiers
Who fought in the war.

By Sean

War fields of poppies,
Red poppies fluttering in the blue
sky,
Filled with birds and white
clouds.
Red and black poppies are like a
rainbow.

By Zainab.

Red poppies soaring lazily,
Blue sky filled with clouds and
birds,
Green fields now peaceful and
full of poppies,
Purple birds chirping happily.

By Alishba

Alice in Wonderland

Alice's adventures have come to life for pupils this term. Children and young people have participated in a contemporary, 'call and response', version of Lewis Carroll's classic, Alice in Wonderland. They have accompanied her on a sensory journey and helped to retell the story.

In the school room, mathematicians have been working to scale and enlarging the Cheshire Cat. Scientists have been studying the effects of friction as Alice falls down the rabbit hole and artists have designed and created a range of amazing props to illustrate the story.

There's been fun, enjoyment and achievement along the way... with still more to come.

We are recording footage, taking our story to other schools/settings and a cross-curricular exhibition of our 'wonderland adventures' will be on display in the new year.

Come along, see our learning and share in the adventure!



There's no place like home

In the first week of November our students teamed up with the Citi Money Gallery at the British Museum to explore the story of The Wizard of Oz across the curriculum. This year marks the 75th anniversary of the release of the film and we took this opportunity to explore, what some people believe, is the hidden meaning behind the film. Below is explanation from Mieka Harris, who works at the Citi Money Gallery at the British Museum about secret representations weaved into the story;

“Some economists, politicians and historians believe that the story is actually a monetary allegory, outlining a proposed move from the gold standard to a bimetallic standard known as the ‘Free Silver Movement’ led by William Jennings Bryan in America in 1896.”

So in the original version of the Wizard of Oz, Dorothy's shoes were not ruby but in fact silver!

During the week we explored the Wizard of Oz across the curriculum, take a look at our pictures!

In Science we looked at organs and made a new heart for the Tin Man, in Citizenship the students examined what happens in an economic crisis. In Maths we explored the relationship between the size of your shoe and your height.

In Art students created their own shows for Dorothy; primary students using clay and secondary students using wire.

The work produced during the Wizard of Oz week will be on display in the Clore Centre for Education in the British Museum from the 11th December 2014 until the 22nd January 2015.



National Poetry Day

This year the theme for National Poetry Day was 'Remembrance'.

The week began with a poetry workshop in school led by performance poet John Hegley. Children wrote acrostic poems around the words 'leaf' and 'foliage' on pieces of paper torn in the shapes of leaves, which formed part of a 'Poetree', which went on display in the schoolroom.

The 'trunk' of the tree was made from drawings of elephants and the 'bark' of the tree from drawings of dogs.

We ran two competitions – a written poetry competition on the theme of 'Remembrance' and a poetry recital competition, where students chose a poem to learn by heart, made a video of themselves reciting it and uploaded it to our school Google+ National Poetry Day page.

Winners were chosen by our Headteacher and the Director of the Hospital. Here are the winners and second-prize winners from our written poetry competition:

Winner: First Prize Secondary

The Watchful Eye

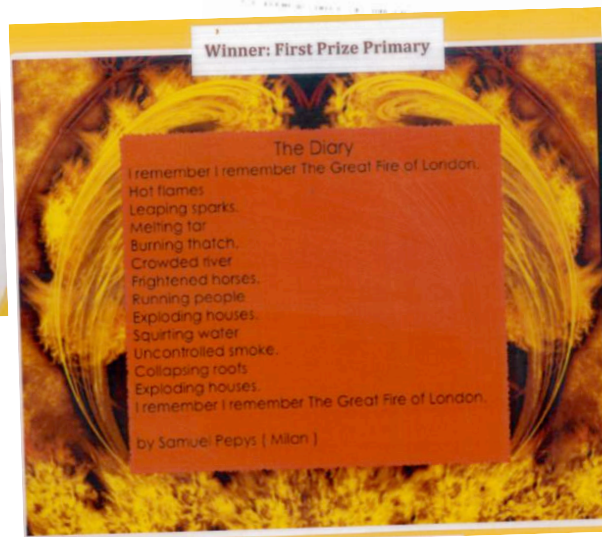
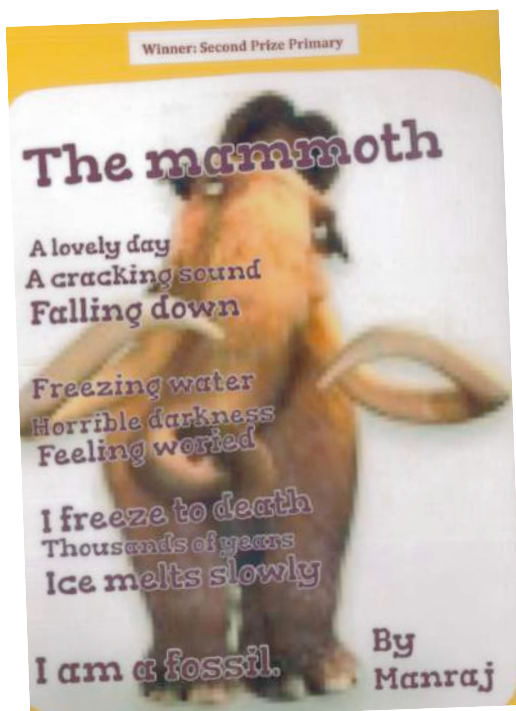
I remember seeing the time pass by,
Upon your faces the look of 'oh why'.
My memory filled with visions so fond,
I know I'm inanimate but we have such a bond.
I remember seeing you so young and so wild,
You wished you could forever remain a child.
I remember the times when you were elated,
The time's gone by I've become so dated.
I'm ever so old and falling apart,
But I'll keep you close, forever in my heart,
Like you kept me there upon your arm,
Ensuring that I'd come to no harm.

By Emily, Age 16, Mildred Creek Unit

Winner: Second Prize Secondary

A Poem by Alice

I started off
As a piece of cloth
I was really tatty
And extremely matty
Hands tacked me together
With things much better
As I quickly began to grow
Satin brocade and silk lining
Shiny sparkles were almost binding
I grew with buttons and castes of stitches
Purple, reds and gold. They were the richest
I was put on a stand
Looming bold and grand
Waiting for someone to buy me
The time went past
As people marched fast
Then someone stopped
They took off their hat and said; "I like that!"
I was ready for the future ahead of me.



The Activity Centre

This October half term the Activity Centre & GO Create! presented the first ever GOSH Family Arts Week! It was an amazing week of fun and creativity for all the family!

GOSH families had the opportunity to take part in some fantastic arts activities led by a team of experienced artists, musicians and performers. From hat making and printmaking to contemporary dance and Gamelan Indonesian drumming, this jam-packed week of workshops and events inspired creativity across the Trust. The Activity Centre was thrilled to be joining forces with GO Create! who share in our commitment to increasing wellbeing through the provision of participatory arts.

Family Arts Week was a chance for GO Create! to kick-start Arts Award, a scheme established by Trinity College London that helps children and young people grow their creative talents. Arts Award has five accredited qualifications, with the highest level of the award equivalent to 35 UCAS points. The beauty of Arts Award is that it recognises creativity across a wide range of activity, from popular culture to traditional crafts.

GOSH Family Arts Week formed part of the Family Arts Festival, a national event that brings the arts alive for families all over the country. We also ran the Big Draw event from Tuesday-Thursday which was led by artist Tanya Kaprielain. The Big Draw is part of the international campaign for drawing, which inspires people of all ages to use drawing to understand

the world around them and to communicate ideas. During Family Arts Week all activities were inspired by the Big Draw theme: 'It's Our World, a celebration of our environment - urban, rural and coastal.'

It was a truly amazing week with almost 100 children/young people participating at various stages. Let's hope it becomes an annual event!



Access to Art

Staff at the children's hospital school were asked to contribute to an online series of articles the Royal Opera House has published about access to the arts. Here is our article about the arts in our school:

Why is access to the arts and cultural learning so important?

October 2014

By Danielle Valdar and Anthea Hawke

Our school is a little different from your average school because it is in a hospital. We are a special school and teach at the bedside, and when possible, children leave the ward to attend lessons in our schoolroom. Attendance is not compulsory but for reasons of continuity, it is crucial that we take any and every opportunity to engage our pupils. If a child does not have a positive experience of school here, they can lose interest and motivation and also fall behind; then a successful re-integration to their own school can be hard to achieve. Whilst strong inter-personal relationships and the use of a variety of engaging approaches to teaching goes a long way to motivate our students, having the arts at the heart of our curriculum has been key to our pupils' successes. Whether early years, adolescent or in-between, we find that our students respond with curiosity, imagination and enthusiasm to the arts.

During a hospital admission, children are often having things done *to* or *for* them and have reduced control over their environment and activities. Arts-based activities can present the perfect antidote to this. Through the inspiration and guidance of a skilled practitioner and sometimes visiting artists, children have the opportunity to try things out, succeed and fail, but crucially to lead and take control at their own pace. All of our young people can benefit from this child-led approach to learning, but it is highly relevant for those with the most complex learning difficulties.

Another interesting aspect of our work is that our students come from different schools all over the country, and indeed often the world. They find themselves all learning together in the hospital school and it is incredible to observe the power of the arts to unite a group of children and young people who have never before met; to create a sense of belonging and inclusion, even amongst strangers. Our arts-based activities allow each young person the freedom to bring and develop their own skills and make a unique contribution to something collective. Although this is mostly about process, a great sense of pride and satisfaction can come from the creation of a final product or piece and the chance to come together in a performance is too good to be missed – an opportunity for celebration, sharing and allowing the children to enjoy events that often mark the calendar in their mainstream schools.

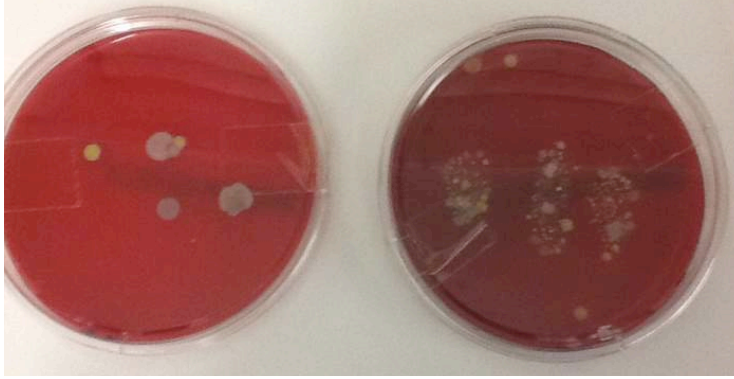
Of course the arts not only unite our children and young people, but also every subject we offer in our curriculum. This term's whole-school theme 'Alice in Wonderland' is being explored through Science, Maths and English as well as the performing arts. Challenges facing our students will range from finding which factors affect the speed Alice falls down the rabbit hole to, designing and making props to support a call and response version of the story, and a child using his visual skills to locate the fluorescent Cheshire Cat in a darkened sensory room. We are familiar with differentiating activities in school so that they can be accessible to our students with a range of learning difficulties and disabilities. Notably however, with the 'Alice' project, the idea grew from work which was being done with a small group of children with the most complex needs and was differentiated by subject teachers for use with students across the whole school.

We are fortunate in our unique setting to be afforded the freedom to offer a highly personalised curriculum, which is so rich in the arts and benefits so greatly from the work of highly-skilled visitors and arts practitioners from national organisations such as The National Portrait Gallery, The Royal Opera House, City of London Symphonia and Chickenshed Theatre. We are aware that our colleagues in mainstream school are more restricted by the demands of a prescribed national curriculum and associated testing. This naturally transfers to parents, carers and children themselves and we have noticed a trend of anxiety around whether enough 'real' learning is taking place when they are in school for lots of arts-based sessions. We try to reassure families that learning through the arts equips young people with cognitive, emotional, and creative skills which are highly transferrable and necessary for successful learning in all areas of the curriculum.

Our approach and curriculum certainly seems to work and we know we are doing something right from feedback from pupils, parents and indeed OFSTED. Parents often tell us that the excitement of coming to the hospital school, or having a teacher visit, is what motivates their child through what can be a difficult time. One pupil, in a slogan competition described his experience of our school as being 'the best time at the worst time'. Long live the arts and culture in our school!

Weird Science

The KS4 science students were learning about how our body defends against disease. They set up a series of agar plates to investigate whether microbes would grow under different conditions.

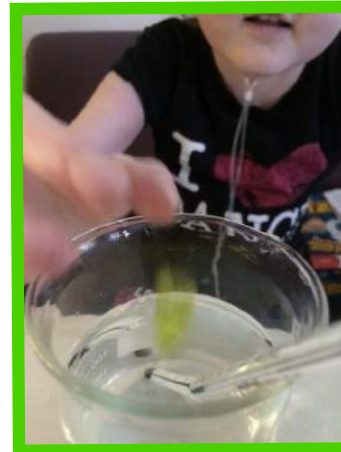


Microbiologist Elaine came to help the students explain their interesting results! She also took students on a tour of the Microbiology building, explaining the role of each Department.

Students then had a detailed tour of a microbiology lab with explanations of what various agar plates showed and how highly magnified specimens could help determine actual species of pathogen causing disease. Students also observed an aseptic technique in action to plate microbes.

Chloe investigated how to best kill the Wicked Witch of the West. She changed the temperature of the water to see what difference it made.

“To kill the wicked witch of the west Dorothy threw a bucket of water over her. It took 22 seconds to melt. In my experiment i found out the hotter the water is the quicker she will melt.”



This term in STEM we have been working around the theme of forces and construction. Pupils have been investigating ways to make things move (such as building a rollercoaster), ways to stop things moving (such as investigating the strength of paper towers) and ways to make things float (such as building boats that can hold the most cargo).

These lessons are hands on, problem solving tasks that can involve some fairly complex physics and need a methodical, scientific approach to testing ideas.

The pupils in the schoolroom have worked with both creativity and motivation all year and it has been a joy to work with them through both the successes and failures involved in tackling these challenges.



Black History Month

During Black History Month we researched people who had made a positive contribution to society and turned the project into a Guess Who competition.

Everyone joined our online community and posted their work. We then had to guess who the person was. There were some fantastic clues and guesswork.

At the end of the project we were proud to announce that Caitlin, on Badger Ward, had the most correct guesses for the secondary aged pupils and Ibrahim, on Eagle Ward, had the most for the primary aged pupils.

Great work everyone!

I helped cure the diseases and wounds of soldiers during war

I was a nurse at the same time as Florence Nightingale.



When I was younger I invented my own medicines to help others

I lived during Victorian times

Who am I?

I was born on the 4th of February 1913.

I have a younger brother called Sylvester.

My husband spoke up for what is right and fair for everyone.

I was arrested for not giving up my seat to a white person on the bus.

After my arrest us black people stop riding the buses.

After a year the court made a new law that black and white people should be treated equally and sit where they like on the bus.

WALKERS

Doritos

This person invented crisps. He worked at a restaurant he had a difficult customer who wanted thin French fries. This person cut them so thin he made crisps

Doritos

Doritos

We used African art for inspiration to make our own designs. Using fabric pens and thread we created individual squares that are contributing towards an African Art quilt.



Who am I? Experiment

Aim To become a famous African American woman to travel in space.

Equipment

- Space rocket
- Space suit
- Freeze dried food
- Bravery
- Courage
- Fearlessness
- Passion

Method

1. Read lots of books on astronomy.
2. Be head of Black student union at Stanford to encourage girls to do science.
3. Volunteer as a peace corps medical officer in Sierra Leone and Liberia.
4. Complete NASAs astronaut training program.

Results

Flew into space with 6 other astronauts and spent 190 hours there before returning to Earth. Given the Ebony black achievement award in 1992 and many others after.

Conclusion

Society should recognise more how women and other minority groups can contribute if given the right opportunities.

PICCOLLAGE

Stella McCartney

We were delighted to have a visit from our favourite designer Stella McCartney. Stella and her team brought in bags, shirts, hats and headbands for our pupils to decorate and embellish.

The results were truly fantastic with pupils able to explore their creative side.

Lots of pupils designed gifts for their friends and relatives, so there'll be some lovely surprises under the tree this year.



As you can see by the contents of the magazine it has been yet another inspiring term here at the Hospital School. Together we hope that our pupils leave each lesson having shared and enjoyed new areas of learning linked to projects from home or exciting topics stimulated by our teachers.

At the end of the Autumn term the school always enjoys our annual Carol Service in the Chapel. Christmas means so much to so many people so we decided to ask our pupils what Christmas meant to them and I have included them here for you to read...

Drew. Christmas means a lot to me because I can spend so much time with my family. The food is the best part because all of the family has taken part in cooking it.

Alice. To me it's about being in a safe place with the people who are most special to you.

Rebeka. It's where all the fun with the family begins, maybe friends just popping in for a few minutes or hours.

Orkun. Christmas means a time where we all park things wrong with the world and celebrate.

Clio. Christmas is exciting for me because it's the only time of year I see all my family at once.

Ethan. When I think of Christmas I think of snow, presents, baubles, tinsel, Jesus, Church, lights and feeling happy.

Jacob. My favourite things about Christmas are my family, the dogs, presents, the tree and Pingu!

Keano. Christmas means being together with my family

Milan. I just like that we all get together and we have special food on that day.

Alfie. I like the jingle bells, the celebrations, the beauty and the Christmas spirit.

What more can I say.....we look forward to sharing our news with you in 2015!

Jayne



The Children's Hospital School at Great Ormond Street & UCH

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