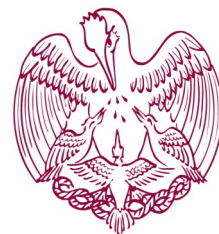


The Fountain

Sawston Village College's Termly Magazine



Summer 2020
Issue 63



Pupils produced art works inspired by the work of artist Andy Goldsworthy during Activities Week.

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Photographs by **George Insley, Year 7**



Photograph by **Ana Maria Senger-Moreno, Year 7**



Iris Dean, Year 8

Welcome



July – a month named in honour of Julius Caesar – means something very different in education as it marks the end of our academic year. There is a finality to it – much like the Ides of March for the Roman Emperor – and we tend to look back and reflect on our achievements. This year, like none other that we can remember, has been extraordinary but it has also brought out the best in many of our pupils. We have seen this in their resilience, independence and, as demonstrated in the pages of this magazine, in their creativity. We are rightly proud of all that they have achieved and grateful to all parents and carers for their support.

In the future, just as in the past, we will need citizens who are innovative, pioneers who will help solve our global problems and contribute to our collective cultural consciousness. We will look to our future leaders to be creative and use their imagination to see the possible and dismiss the impossible. Much of this starts at home but, equally, it will take seed in the classrooms or virtual learning spaces where education flourishes and pupils learn. Our magazine gives creativity a platform, and expressing oneself through art and ideas is something that we feel important to nurture. In the words of Julius Caesar, 'it is

better to create than to learn! Creativity is the essence of life.'

Mr Russell, Principal

Update on Pupil Senate for 2020-21

If I describe the departing Pupil Senate as perhaps the best ever, I may provoke debate on a level comparable to the Devon versus Cornwall approaches to cream and jam on scones, particularly in those households with more than one generation of Pupil Senator. However, it is only fair to recognise that they were superb, taking the initiative and responsibility for organising complex and highly successful events, and consistently running excellent assemblies. As their staff facilitator, I knew that if I asked them to do something it would happen, and that if they decided to achieve something, they would pull it off. They were a thoroughly reliable, fun and determined team. Whilst their time in office was slightly cut short, they should be proud, without reservation, of their achievements. You were an asset to the school and will be missed.

Looking to the future, the current Year 10 has been patiently waiting with bated breath. We were able to complete the application process, and were typically impressed with the quality; as ever, the challenge of selecting the very best applications is hard. Disappointingly, the lockdown prevented our progressing further with the application process, but we hope to restart promptly in September, with our usual group task, which resembles a cut-price approximation of The Apprentice, followed by interviews that mirror the experience of adult job applicants. Looking at the applications we will have an truly impressive Pupil Senate yet again; we are looking forward to choosing and working with them.

Mr Woodcock, Assistant Principal

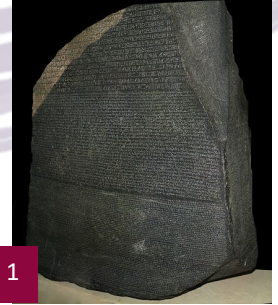
A graphic with a white background and a thin purple border. At the top is a box containing the logo 'the senate' in a sans-serif font, with 'the' in grey, 'senate' in green, and a small globe icon. Below this, the words 'eco forum', 'animal forum', 'wellbeing forum', 'sports forum', 'arts forum', 'inter forum', 'amnesty forum', and 'ethos forum' are arranged in a staggered, overlapping fashion. Each word is in a different color and has a small globe icon next to it. The word 'forum' is repeated after each main word.

Sawston Village College has a great range of senate-led forums for pupils to join.

Around the British Museum in Five Objects

1. The Rosetta Stone

The Rosetta Stone is a stone from Memphis in Egypt with a text in three languages: Ancient Greek, hieroglyphics (Egyptian) and Demotic (also Egyptian). It has helped us understand what hieroglyphics mean as, because we understand Greek, we can work backwards from there.



Object 1



2. The Parthenon (Elgin) Marbles

The Elgin Marbles are Ancient Greek pieces of marble that were originally part of the Parthenon and other buildings on the Acropolis. They depict battles, such as between the Lapiths and the Centaurs.

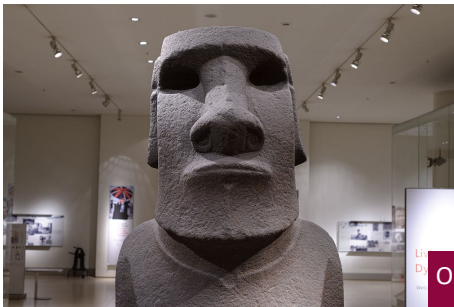
Object 2

3. Stone Chopping Tool

This is a piece of stone thought to have been made 2 million years ago in Africa and used to cut things like wood and meat, and bones in order to get to the bone marrow. It was made using a large stone to hit away flakes, making a sharp edge to cut with.



Object 3



4. Easter Island Head

Hoa Hakananai'a is a statue found on the Easter Island Orongo and is thought to be part of the island's birdman cult. It is around 1,000 years old and stands 2.42 metres high. There are many carvings on the back of it, such as two birdmen.

Object 4

5. Sutton Hoo Helmet

The Sutton Hoo Helmet was a helmet found in Sutton Hoo and was buried in 625 AD. It belonged to a king thought to be King Raedwald of East Anglia. It was a very decorated piece of armour thought to be akin to a crown. It is made of bronze decorations and iron, and it has images of dragons on it.



Object 5

Coding in Lockdown

With lots of time on my hands recently, I have started to learn new programming languages.

Before lockdown I only knew scratch (scratch.mit.edu), which I learned in primary school, and a little bit of C# which I learned at Sawston. During lockdown, I have been exploring different coding languages to increase my computer knowledge. It has been really interesting to begin coding in Javascript and Python to make simple games. I have also been using HTML and CSS to

create webpages.

For anyone interested in coding, I would recommend the website [Trinket.io](https://trinket.io), which is extremely useful as it allows you to have projects in the same place using different languages. I have also been accessing some online courses which helped me to learn and advance in different languages in code, and I have been using books that help you to program a range of projects. It has been a good way to pass the time, and I have really enjoyed programming my own original projects.

Sam Caroe, Year 7

Reflecting on Normandy

Although we have not been able to go on any residential trips this term, one of the things I particularly enjoyed in my first year at Sawston Village College was going on a trip abroad for a week.

There are usually opportunities to go to many fun places. Last year, when I was in Year 7, we went to Normandy in France, and it was absolutely amazing. We were able to go to some breath-taking places, such as Mont Saint-Michel, a rocky tidal island with a beautiful

abbey. We even got to go to the zoo to see some very cute animals!

It may sound a bit daunting to go abroad on your own for a week, but you are with your friends and your classmates - and you get to play games on the way there. You will also be surprised just how quickly the week goes! You can also take money and spend it on cool souvenirs.

I really enjoyed myself in France and I would highly recommend going on a residential trip to anyone if you get the opportunity.

Kirsten Adamson, Year 8



Heron in Flight

We kayaked from Granchester all the way along the Backs. It was really quiet on the river with no punts. We saw lots of wildlife, including several herons on the riverbank. We managed to take this photograph of a heron in flight.

Anna Gardner, Year 7

My Ideal Sports Stadium

My ideal stadium would be made for netball, and it would be able to fit around 500-1,000 people, depending on how important the teams are. There would be lots of different coloured lights around, and the teams, as well as the spectators, would be able to choose these. The lights would be changeable in colour so the stadium would stand out from other stadiums. It would have a normal

wooden floor like the normal netball stadiums for safety reasons. There would be a lot of room for entrances so there would be no danger for people when entering or exiting. The changing rooms would also be really big so there wouldn't be any stress for the players, and there would be loads of room. There would also be somewhere to warm up and practise before the game.

Lily French, Year 9

Drawing Inspiration

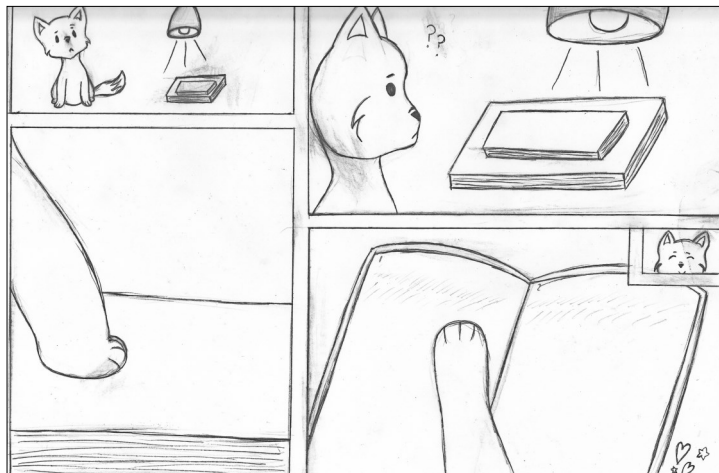


I produced this drawing recently as part of a set task, where I took inspiration from an assortment of supplied photos, and then attempted

to recreate one, using only some pencils and a Q-tip.

Tejus Reddy, Year 9

It's a Cat's Life



Louisa Martin, Year 7

Making a Quiche

Ingredients:

Plain flour - 175g

Unsalted butter - 75g (a bit more for greasing as well)

Bacon - 6 rashers

Onion - 1

Cheese - 150g

Eggs - 3

Milk - 50ml

Double cream - 100ml

(Optional) Black pepper



Method:

1. To make the pastry, I sieved the flour into a bowl and rubbed in the butter until I had a soft breadcrumb texture. Then I added cold water, which made the crumb mixture form a firm dough, and then I rested the dough in the fridge for around 30 minutes.
2. After it had rested, I rolled out the pastry on a floured surface and put it in a greased baking tin.
3. Then, I preheated the oven to 170C.
4. Next, I put greaseproof paper on top of the pastry case and then filled it with rice to stop the pastry from rising. Then I placed the tin on a baking tray and baked it blind for 20 minutes. After that, I removed the rice and greaseproof paper and returned the pastry case to the oven for another five minutes to cook the base.
5. Then, I finely cut some onion, fried it in the pan and put it evenly into the pastry case. After that, I cut up some bacon, fried it and put it evenly into the pastry case. Then, I sprinkled some cheese into the pastry case.
6. Next, I put the eggs, milk and cream into a bowl, whisked them, and poured the mixture over the onion, bacon and cheese.
7. Finally, I baked the quiche for 25 minutes and then waited for it to cool and set.

Finley Lewis Taylor, Year 9

A Message for Year 6s



Hello, Year 6s!
I'm guessing you want to know what moving to secondary school is like. It is honestly not that bad. You don't need to worry.

With Covid-19 around you might not be able to do all the normal stuff to help you with the transition, but that is okay because there are pupils like me who are keen to help you.

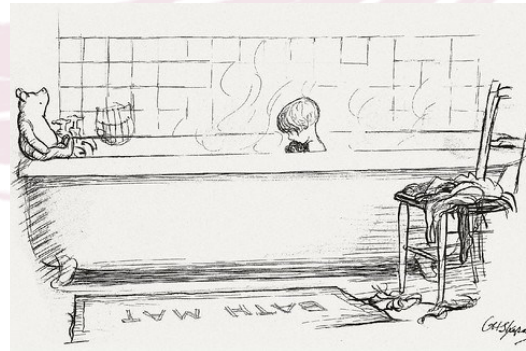
Sawston Village College is a wonderful, unique school that listens and cares for each and every pupil. It is a great place to learn and have fun. If you're worried about making new friends, there is no need to worry. Everyone is in the same boat, and you will quickly meet other people and become friends. Moving into Year 7 is very exciting, and you should be looking forward to it. At Sawston Village College you will get lots more freedom and responsibility and you will also get a whole new range of activities available for you to do, such as poetry, vaulting, cheerleading, rugby and so much more! This is an exciting new chapter in your life, and I look forward to seeing you soon.

Amelia Sims, Year 8

Bath Bombs

Here's how I made bath bombs with Epsom salt. You need:

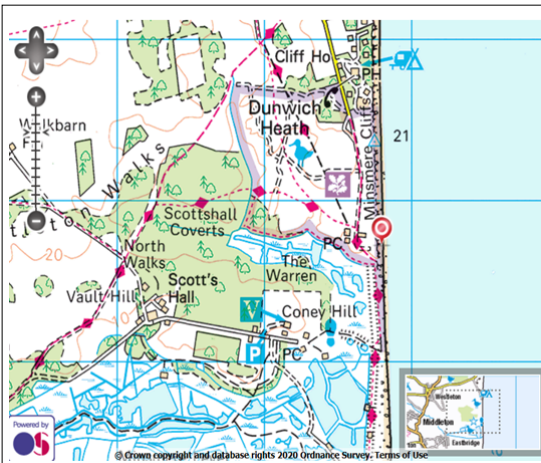
- One cup of baking soda
- Half a cup of citric acid
- Half a cup of Epsom salt
- Half a cup of cornflour
- 1 teaspoon of witch-hazel
- 3 tablespoons of olive oil
- 20 drops of orange essential oil
- 20 drops of geranium essential oil



We combined all of the dry ingredients in one bowl and then combined all of the wet ingredients in another bowl. Then we slowly poured in the wet ingredients

into the dry ones, stirring the mixture as we went. Finally we pressed the mixture into the moulds and left them to dry for 24 hours. I'm now looking forward to having a bath!

Imogen Castang-Wallman, Year 9



Dunwich Heath

On one recent weekend I went to the coast of Dunwich Heath. While we were there, I planned and completed a walk through the heath using an OS map and one provided by the National Trust. They did not always match up, but it was a great opportunity to see the area displayed differently through maps.

Lukas Wollerton, Year 8



Art work
by **Anna
Larkins,
Year 7**

Superlative Style in Spanish

Title: La ropa más elegante
Outfit:

Title: ¿Que prefieres?
Outfit:

Una gorra negro
es la más guay



La camisa de cuadros verde
es la más cómoda.



Una camiseta de
manga corta de rayas
es las menos caro y es
la más cómoda.



Unos vaqueros de
cuero azules son
los más bonitos



Los zapatos blanco son
el menos cómodos.



Unas zapatillas de
deporte negras
son las cómodos,
bonitos y son las
más guay



Un sombrero
rojo con una
cinta negra

Una camiseta blanca
con rayas negras

un cárdigan
azul



Un falda azul y
bonita



Una
bolsa
azul y
caro

Pupils in the Year 8 Spanish dual linguist class have been designing outfits recently and then describing them using superlatives.



Zapatos negros
y brillantes

Art in Lockdown

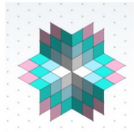
I have been doing small pieces of art in lockdown as it helps a lot. I decided to do these two pieces here to show how different people may be feeling during lockdown: some may be happy as they find it exciting. However, others may feel overwhelmed. In the darker of my two pictures this is why you see that some of the background taking over the person. I used emojis because everyone is having to communicate by phone and texting and so using emojis. I used the technique for the background that I had worked on together with Mrs Day in Art.

Arthur Rule, Year 11

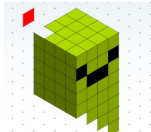


Geometry Fun

Mr Slade from the Maths department recently asked his Year 9 groups to use an online isometric tool to create some 3D shapes and pictures, and some of the excellent results pupils produced are shown below.



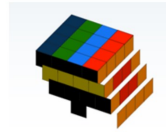
Elma Bello



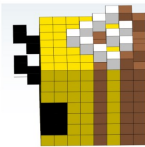
Olivia Abbott



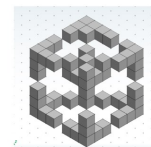
Harry Lister



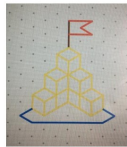
Harry Richards



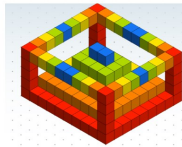
Tyoma Gregory



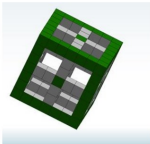
Richard Hovsepian



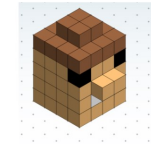
Charlotte Young



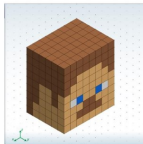
Ella Gordon



Tiana Izoaga



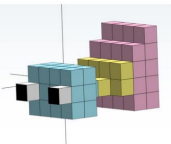
Jaden Lee



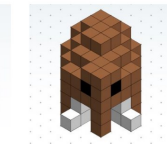
Leon Anil



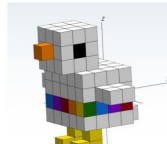
James Lee



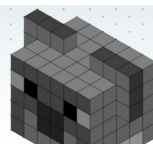
Jenny Leggate



Froya Marth



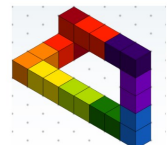
Sunchi Nicholas



Clare Hardman



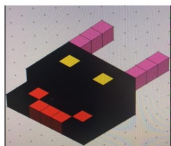
Tea Milano



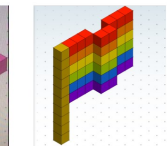
Steffan Modia-Thomas



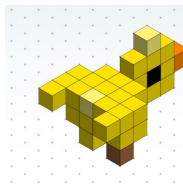
Daniel Minoretti



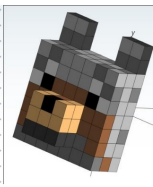
Oliver Moss



Isobel Roseman



Ella Canfield



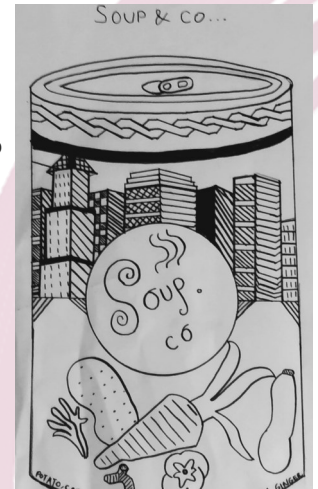
Jackie Liu

Well done on the fantastic range work!

Inspired by Warhol

This is a piece of art I did in an art lesson inspired by Andy Warhol and his soup can painting. I used my knowledge of perspective to accurately draw a cosmopolitan-themed soup can with flavour "of the city".

Warhol's soup can painting



I chose the name "Soup & Co." to be basic for my clients to understand.

Anna Sargeant, Year 7

The War from a Window



The house shook with fear,
as bombs rained down.
They were ever so near,
It was a picture of brown.

I wanted to fight,
but my mam said no.
As they turned to night,
I prayed for my older bro.

My sister was two,
and would scream at a bang.
I don't know what I'd do,
if it weren't for my dog, Fang.

The war was raging,
everything was blazing.

Phoebe Herbert, Year 7

The Lockdown Monologues

In Drama, Year 9s were recently set the challenge of producing monologues while in lockdown. They produced excellent work, a selection of which is given below.

Monologue 1

[Callie is a 15 year-old mentally ill girl who has run away from home and, during a mad episode, has just murdered her best friend, Jessica, on deserted beach at 2:30 in the morning, but she has no recollection of killing her... There is not much light except that from the houses on the sea front behind, but it is clear she is covered in blood and the knife is still clutched in her left hand.]

CALLIE:

[Referring to Jessica - doesn't fully understand she is dead.] [Paints the picture to the audience.]

Eyes are like stars you know, Jess. You never really notice their shine and depth until someone flicks the switch and out they go. Life is like that too. It's strange to think that life can mean so much yet its burning light can snuff out, cease to exist just like air trickling through my fingers. We're on the beach, Jess. I can feel the crunch of the sand beneath me. Why did you bring me here, Jess? I don't understand; you know I hate the sea. Yes, we are definitely on the beach; I can smell the foul stench of salt and sweat. Jess? Why are you not talking to me Jess? Jess. Jess. Oh my God, Jess...

[Driven mad by the Jessica's dying scream in her head.] [Clutches her head with her right hand in a spinning, writhing pattern on the floor.]

Your hand in mine is cold to touch. Are you asleep? Jess, wake up! Jess! You are scaring me now.

[Hysterical now.] [Rotating her head in circles, her right hand still clutching her head.]

Jess wake up! But this blood, glistening like jewels before my eyes, yet I know it is not mine. I feel no pain. Screams. Stop the screams. Echoing round my head. A jagged knife piercing my skull. Get out. Get out. Make it stop. A valley of incessant, reverberating noise. Screams. Screams. I can't stand it. Turn it off. Please leave me alone.

[Notices the knife as she lifts her left hand to join the right one, completely out of control, thoughts spiralling everywhere.]
Why do I clutch such a tool in my hand? It feels wrong, cold in my palm, which is hot with sweat. Knife. Power. Pain. Screams.

Endless screams. Endless pain. Make it stop. Cut out the sound. Make it end. Cut out the sound.

[Lights fade on Callie clutching the blood stained knife to her head. After blackout, the audience hears a deafening scream as Callie attempts to cut the screaming out of her head. This is left to the audience's imaginations though.]

[Jessica's voice begins to talk to the audience though the audience cannot see her as it is still dark. The lights gradually get brighter, and Jessica is revealed standing in a spotlight stage right. She is wearing pure white and looks ghostly and unreal.]

JESSICA:

[She stands at the centre of the stage, right at the front of the stage. Callie's body lies right behind her, bleeding from a hole in the left hand side of her head where the knife is still stuck. She is barely breathing]

Callie? Callie, I just want to talk to you. You need to know. None of this is your fault. Oh, Callie, what have I done? I thought you would want to come to the beach. I thought maybe you'd changed, that this time you'd like it. I never meant for this to upset you. It just escalated so quickly. I couldn't calm you down. And in that moment I lost you. And then you found the knife.

[She shudders, tracing the thin red line across her throat.]
Your mother used to bring you here, Callie. You know that, don't you? Before she got ill, before she died.

[Callie watched her mum commit suicide when she was five. That was the point at which Callie began to become ill. (The audience already knows this from a previous scene.)]
Maybe that's why you hate it so, and I just never put two and two together. There's a lot of things I don't understand about you, Callie.

Jenny Leggate, Year 9

Don't look just yet - but here are the answers to the puzzles on page 15.

ANSWERS
1) A chair
2) A blackboard
3) A comb
4) A towel
5) A bar of soap
6) A fire



Monologue 2

Character: 15 year old girl, American, likes mysteries, wants to be a detective, obsessed with thinking everything is a crime

Setting: Empty Room

[Talking to someone called Jake.]

Hi, Jake. [pause] Oh come on. Are you really still upset about that? You know I'm sorry. [Pause] Look, it was an honest mistake. Oh, for God's sake, Jake. I'm going to keep talking until you answer me. [Pause]. Hello?

Oh my God, is that blood? [Points to the floor.] Oh, mm, it was old paint. But I think it spells out something. [Wipes floor (dust).] Jake, come, help me look. [Pause] Look, I'm really sorry about what happened at XL. Jake? [Pause]

Jake? [Pause]

Jake? [Pause]

Oren Pilowsky Bankirer, Year 9

Monologue 3

My monologue addresses the following questions:

What is your greatest concern or fear? - My greatest fear is that yet again I won't do well at the club and will want to leave.

What will you do at the end of this? - At the end of this I'm going to go to the club and then tell my mum that I didn't like it and want to leave.

Who are you most concerned about? - I suppose that would have to be my mum because there must be something wrong with her to keep sending me to all these clubs!

[Before I come on stage my mum had been driving to this Judo Club and we had had an argument in the car like: "But why, do you keep sending me to places I don't want to go," and so on... Basically, I was very annoyed that I was being sent to yet another club I didn't want to go to, and I was also annoyed that she was not telling me where I was so there was no point in not going to the club.]

My mum's sent me here, why? She's so annoying sometimes. *[Strolling up and down the stage in anger.]* I never even wanted to go. You should try new things - she says. The number of new things I've been forced to try. And now this! Judo. Who said I would like judo? I hate judo. When will I ever need to beat someone up? Urrr. New clubs, new clubs, that's all I ever do, because of her, my mum. I really want to just say NO to her, but what would be the consequences? I would probably be locked in my room for months, or worse. So, in conclusion, yet again I have to walk into yet another club for no reason, except for the wicked woman I call mum. Let's hope one day this ends, and that I actually enjoy a club, and become a judo master, or an Olympic trampolinist. Pray to God, I hope so. *[Put hands in the air like they're praying to God.]* But now I'm stuck here, outside a new judo club, just like all the other clubs I've been sent to. *[Suddenly has an idea.]* You know what, I'm calling Childline... *[Types in numbers on the phone which was in the pocket.]* Hi, yes, my mum's torturing me! You see, she

keeps sending me to all these new clubs I don't want to go to. Wait, what? How dare you call my problem not serious! Shame on you!

[Walks off stage and then after a few seconds back on.]

Ahh. I forgot I don't know where I am, so I suppose I will have to go to this stupid judo club after all. *[Walks off in the opposite direction this time.] [Throughout the whole thing I want to move my arms in the appropriate ways.]*

Oliver Moss, Year 9

Monologue 4

YOONGI:

I'd never thought that she would betray me like that. After all that we had been through, she still decided that her life was clearly more important than mine. And, truthfully, it was. Being with her made me feel so lucky that I had found somebody like her, but at the same time it made me confused as to why she decided to like me. What did I have that made her as happy as she was with her friends? What did I have that made her want to see me everyday? What did I have to make her want to leave me?

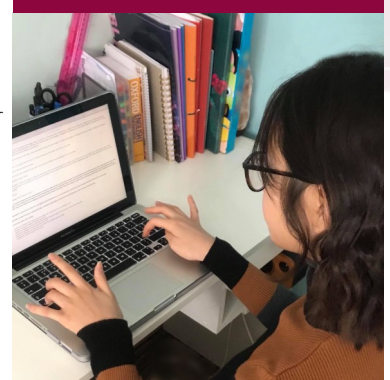
If I planned to convince her to stay here, the guilt would overwhelm me. If I truly loved her, I would let her go, knowing that she was never for me anyway.

Our paths should've never crossed that day. I shouldn't have gone to school that day. We shouldn't have met each other that day.

It's all your fault, Kim Jennie.

Nina Cortez, Year 9

Nina working on her script.



Staff in the Spotlight



Mrs Day, Head of Art

When you were younger, what did you want to be when you grew up?

I knew from about the age of five that I would want to be an artist of some kind. I toyed with the idea of being an international buyer for Vogue when I was at senior school. The idea of becoming somebody who teaches Art never really occurred to me until I was in my mid-twenties, when I 'fell' into teaching after a short time in industry.

What are your main hobbies or interests?

My main interest is Art! I live and breathe it! I seek out exhibitions to visit and I have a small studio in the garden where I try to find time to do my own work. When I am not doing this, I like to engage in anything which allows me to be in the countryside - walking or cycling.

What's your most embarrassing moment?

The moment which comes to mind is the time I fell asleep on the London tube. I was a student in London and, after working all day on a Saturday, followed by an evening out, I fell asleep right across the lap of another passenger. I woke abruptly at a tube stop, saw what I had done and jumped to my feet to get out of the train as quickly as I could. I was extremely embarrassed and had to wait half an hour for the next train home.

What's your favourite part of your job?

Of course it will be teaching Art (and DT) to pupils. I also enjoy the fact that one day is very different from another. Although there is a structure to the day, I enjoy having different classes and interacting with the pupils at Sawston. However, the best part of my job is when someone says, "This is the best work I have ever done in Art". When someone says that, I feel I have passed on my skills and knowledge to help them to create something they are proud of.

If you didn't have your current job, what would you like to be doing?

If I didn't have this job, I would like to own a community art studio where I rent out space to creative people to enable them to lead their own workshops. I would have a couple of days teaching art techniques and a couple of days concentrating on my own work. If money was no problem, I would travel the world on a touring bicycle.

Art in Activities Week

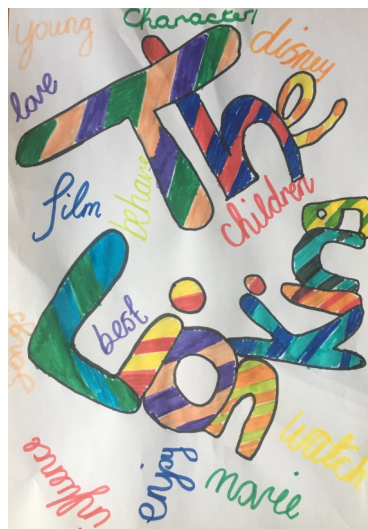


I completed this art work during Activities Week. I made the work by using a toilet roll holder, some cotton buds, some small craft sticks, cotton wool, tinfoil, paint and paint brushes.

**Annika
Pettersson,
Year 7**

Film Reviews - Review 100

Pupils were challenged recently to write a film review in 100 words or less. Here are some of the reviews they produced.



The Lion King

The Lion King is a really good film to watch. This is a Disney film for young children, but some older people still love to watch it. The movie shows a lot of young children how they should behave, and it is a good influence on children. I really enjoy watching the movie. I could watch the film every week or even every day because it is the best film, and I love the songs in it as well.

Phoebe Rednall, Year 7

Passengers

Passengers follows a journey to a new Earth aboard the Avalon. Jim (Chris Pratt) and Aurora (Jennifer Lawrence) are in hibernation, until Jim's pod malfunctions, waking him up 90 years early. They both need to save the ship from disaster. Award winning director Morten Tyldum has done it again - I was gripped throughout! *Passengers* gets 5 stars, for its different genres: romance, action and mystery. Even though it was set in one place, it never got boring. Visual effects, music and build up of malfunctions were brilliant. However, the film's ending would be better if we saw the new Earth.

Rachel Staines, Year 8

A Silent Voice

A Silent Voice is a touching movie that elegantly lays out the story of a student who feels guilt after bullying a child with a hearing disability in his elementary school, and his attempts to bridge the gap between him and that fellow student. What sets *A Silent Voice* aside is the entangling plot that pulls you in from

start to finish, majestically showing the power of one person to destroy, and rebuild social connections, the connections that make life worth living, in a heart-wrenching, but equally joyful story that reflects the best and worst of people in one sitting.

Aki Whittingham, Year 8

The Half of It

Ellie, a bright child with no friends living in a tranquil village named Squahamish, earns money by doing people's homework. Then she meets Paul, a shy football player who wants her to write love letters to Aster: a smart girl from their school. The more she writes, the more she starts to like her: finally, she refuses to write more - but she soon starts learning that her dad is running out of money and she *needs* to earn more money. This story intertwines love, reality and drama. This is a film aimed for older children - but is heart-warming to all.

Anna Sargeant, Year 7

The Avengers: End Game

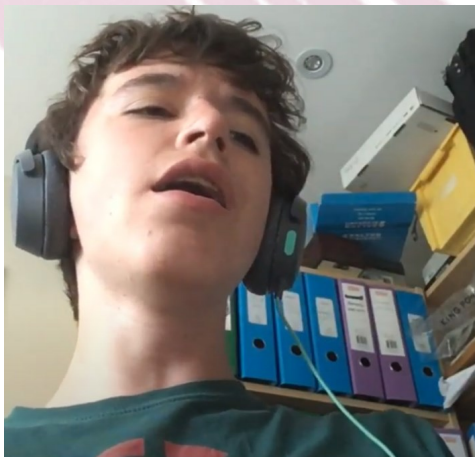
This film is so intriguing it gripped me from the beginning and made me want to watch more. My favourite character is Thor because he is the most powerful avenger by far and he nearly ended Thanos's life. The fight in Wakanda with the avengers against Thanos's children is the scene I like the most because it was the biggest and best fight scene ever. I enjoy this film the most because it is astonishing and stunning, and it conquered every other film I have watched.

Seth Bannister, Year 7

The BFG

This is from one of Roald Dahl's books. The film is brilliant and as good as the book. The film will appeal to anyone, young or old, and has some funny parts. (I really laughed at the Queen's dogs farting.) Young viewers may find the other giants scary but Sophie (one of the main characters) and the BFG defeated them. This is a real feel good film! The film is also very magical and the animation is top notch. I would recommend this to anyone and everyone.

Liam Wilson, Year 7



Virtual Choir

Recently, as many know, the school did a virtual choir, which I was part of. The task was to video yourself doing one of the many parts to make up the song, Vivaldi's 'Gloria'. There were many parts to choose from, but I decided to go for tenor (it turned out I was the only one beside Mr Cragg!), as most of my friends who attempted went for alto. Alongside us, many musicians also entered, meaning that, together, we made up the entire thing, which was quite cool, and luckily Mr Cragg can play it on the organ. The task wasn't that simple though, as I spent a couple of afternoons trying to get the quality and working out the best way I could record myself, while singing it over and over until my throat was wrecked; but after all this it does seem to have been worth it as my mum shows the film with me singing to everyone and seems suitably pleased. Overall, it was a good experience, and the outcome, as many have commented on, was really good, with the editing and everyone doing it in time, and I would love to see us all try a different genre of song since, as shown by 'Gloria', together we can make some pretty good music.

Theo Lury, Year 9

Thriving Wildlife

I have enjoyed how much the wildlife has thrived without the interference of people. It means better opportunities for my family and me to take pictures of the wildlife or collect feathers. This is a Speckled Wood butterfly which my mum and I spotted and took a picture of whilst on a walk in the woods near Babraham. These pictures of butterflies are thanks to my mum's new hobby.

I have enjoyed walks when not many people are around because they make you appreciate the feeling of being surrounded by wildlife.

Being in quarantine isn't all bad. I have started to draw and go out on walks more. I have spent lots of time with my family. I have also done more exercise than I used to. Of course, I miss friends and school, but it is nice to sometimes sit back, relax and take a break.

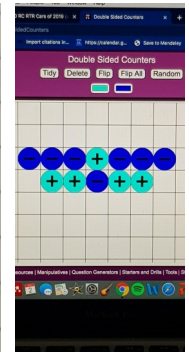
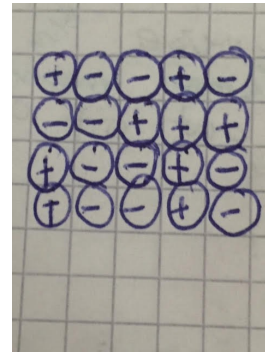
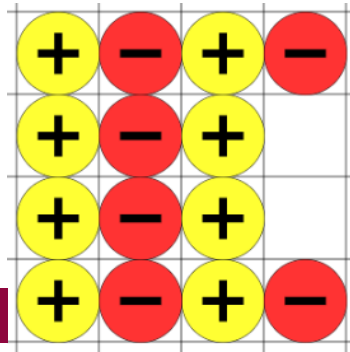
Ryan Flint, Year 8



Year 7 Maths

Mrs Wagstaff's Year 7 Maths groups have been working on negative numbers recently - exploring where they can be found in real life and using double-sided counters to represent and calculate with positive and negative numbers.

Some great work in evidence here!

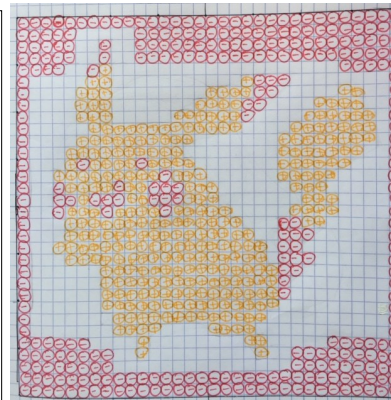
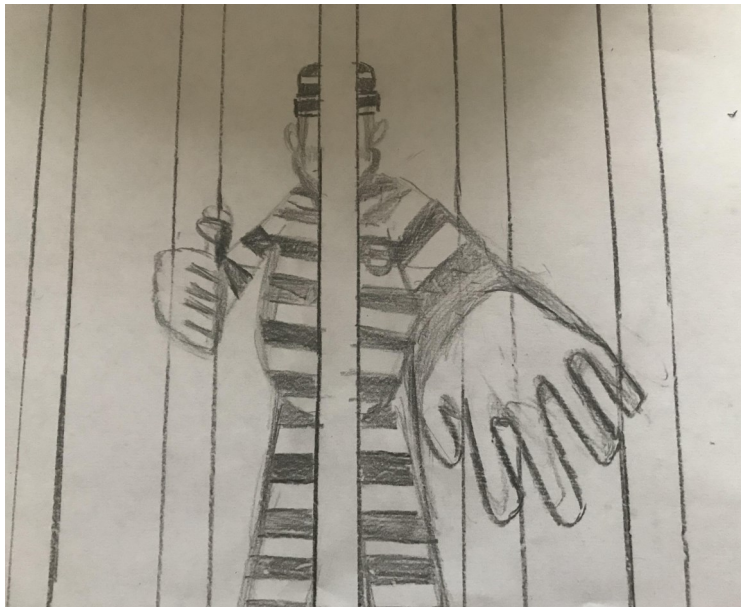


Japanese Tanka Poem

I have written and illustrated a Japanese structure styled Tanka poem. Tanka poems consist of five units with the following syllable pattern: 5-7-5-7-7.

Locked inside these walls
Stuck in here with no fresh air
Cell bars as soldiers
Who knows when we meet again
Oh! Who knows when we meet 'gain

Domnic Aju, Year 8



Special mention to Year 7 pupil Annika Pettersson for her excellent response to the challenge to come up with the most unique way of representing the number -2 using

double-sided counters. Her response was certainly a winner for being the "most unique".

Do you know...?

1. What has four legs but cannot walk?
2. What is black when it is clean and white when it is dirty?
3. What has teeth, but cannot bite?
4. What gets wet while drying?
5. I am not clothes but I cover your body. The more I'm used, the thinner I grow. What am I?
6. What will die if it drinks?

Scott Williams, Year 8

(Answers on page 10.)

Anyone for tea? Making a cake stand

Well done to **Billy Norton** in **Year 7** who recently took time during Activities Week to design and make this splendid cake stand.

Billy Norton
Year 7
Activities week



It is made from MDF and sprayed with paint. Pac man forms the cake tray and the ghosts hold it up.
I cut it out on a bandsaw and used a drill to make the notches.
The pieces are interlocking so no glue is needed and it can be taken anywhere.

CAKE STAND



A wolf in sheep's clothing?

Is it a wolf howling or just a little lamb? I managed to photo this family at Wimpole in Cambridgeshire, and it made me laugh how it looked as if the lamb was howling!

Oscar Walsh Lefever, Year 7

Staff in the Spotlight



Dr Tunna, Maths Teacher

When you were younger, what did you want to be when you grew up?

I wanted to be a decathlete. I watched Daley Thompson win an Olympic gold medal and I wanted to do that! I loved the variety of events in a decathlon.

What are your main hobbies or interests?

Watching any of the Star Trek franchises. Anything to do with keeping fit. I like reading astronomy books or books about explorers. I also enjoy gardening, but I don't have a garden at the moment!

What's your most embarrassing moment?

Falling off my bicycle in the classroom as I

was using the bicycle to teach about the circumference of circles.

What's your favourite part of your job?

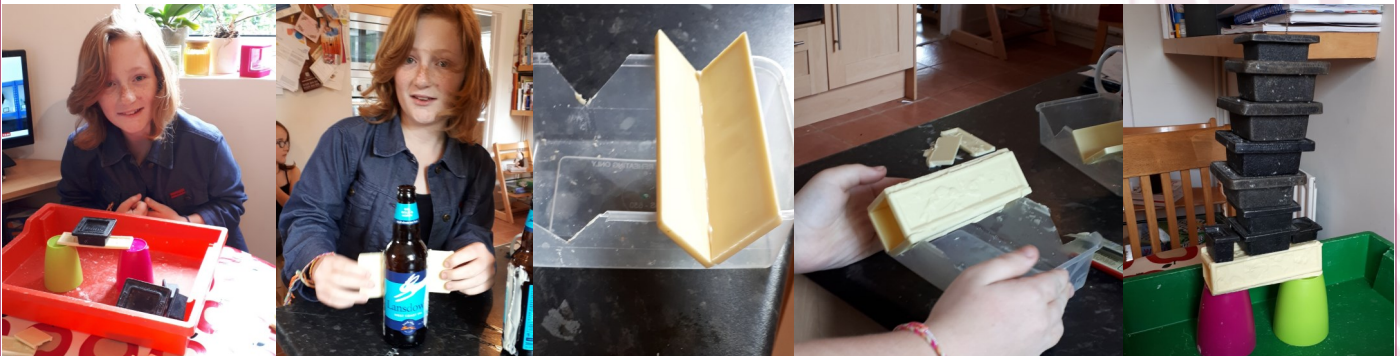
The joy on a pupil's face when they have a "Eureka" moment as they figure things out for themselves. I also enjoy pupils laughing at my drawings or jokes. It doesn't happen very often, but it's fun when it does.

If you didn't have your current job, what would you like to be doing?

Professional astronomer, gardener, vegetable farmer, promoter of sustainable environmentally friendly solutions to housing, transport and energy, and sailing around the world!

Engineering Experiment

I recently conducted an experiment to show that a welded box bridge is stronger than a simple plank bridge. This experiment shows the strength of welded materials compared to just solid materials.



First we checked how much one piece of chocolate could carry. It carried 800g and then broke.

We then melted two Milky Bars together using hot water in a glass bottle.

We put the melted sides together at a 90 degree angle and let this cool. We did two of those.

Once they had cooled down, we melted the sides of both halves together to create a box girder. Then we let that cool down.

We then checked how much weight this bridge could carry, and we got to 6.8kg before the bridge broke.

Anna Larkins, Year 7

A View from my Window

At the front of our house we have fields which face south east. The photo here was taken in early June on a cloudy but warm day. The furthest field is used for farming crops and the field closest to us has a stream running through it, so it is unsuitable for housing or crops as it gets flooded with too much rain. It has been used in the past for horses. You can just see the top of our cherry tree in our front garden, which has pink flowers in spring.



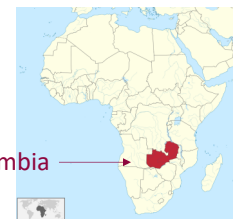
A view from my window



The questions I would ask about the photo in Zambia would be :

- Why is there no grass?
- What type of crops or plants grow there?
- Is there any shade?
- Why are the houses built so close together?
- Why do some houses have straw roofs?
- Is the land hilly or flat?

A view from a window in Zambia



The views from our windows differ in weather. It looks really warm in Zambia while in my picture it is cloudy. Also, the land looks drier and sandy there while here it is muddy and grassy. We have a road outside our house but from the picture of Zambia you cannot see where the road would be. My picture is less built up but in Zambia it seems people are living closer together.

Oscar Walsh Lefever, Year 7

Be Joe Wicks

10-minute workout for the family:

- 1 minute running on the spot
- *20 second rest*
- 1 minute star jumps
- *20 second rest*
- 1 minute plank
- *20 second rest*
- 30 seconds sit-ups
- *10 second rest*
- 30 seconds crunches
- *10 second rest*
- 30 seconds burpees
- *10 second rest*
- 30 seconds squats

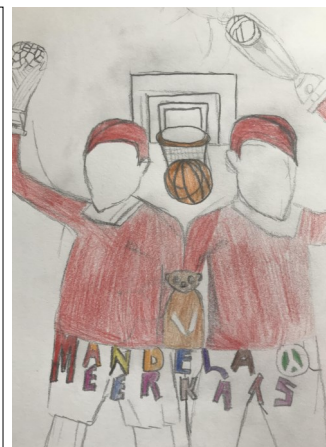
- *10 second rest*
- 30 seconds mountain climbers
- *10 second rest*
- 30 seconds wall sit
- *10 second rest*
- 1 minute high knees
- *1 minute cool down*

How to keep people motivated:

- Play upbeat music;
- Give people prizes for effort;
- Simplify the workout for younger children;
- Turn it into a competition.

Good luck with your efforts!

Edith White, Year 8



Well done to all the pupils who designed sporting logos during Activities Week. Here is the logo designed for Mandela House by Domnic Aju, Year 8.

Follow PE events on Twitter at @SawstonVCPE and on Instagram.

Sawston Village College in the Community

Sawston Adult Education, Sawston Sports Centre and Sawston Cinema are currently not operating. To find out when activities will likely resume, please see the information below.



**Sawston
Adult
Education**

Sawston Adult Education

Please check www.sawstonadulthood.org for up to date information.
You can also email community@sawstonvc.org.



Sawston Sports Centre

Please check www.sawstonsports.com for up to date information. You can also email mwilson@sawstonvc.org and follow Facebook: <https://www.facebook.com/SawstonSportsCentre> and Twitter: <https://twitter.com/SawstonSports>.



Sawston Cinema

Please check www.sawstoncinema.org.uk for up to date information.
You can also email cinema@sawstonvc.org.

SAWSTON COMMUNITY FUN RUN & WALK CHALLENGE EVENT

SUNDAY 4th OCT 2020

In aid of Sawston Village College Minibus Appeal, Cambridge Aid,
Sawston Sports Centre hoist and other local charities and organisations

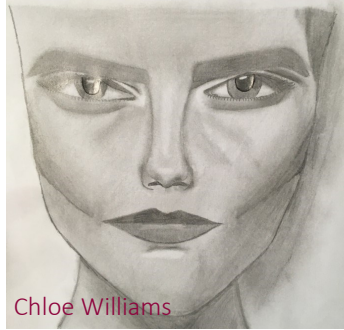
INFORMATION: www.sawstonfunrun.co.uk

Follow on facebook

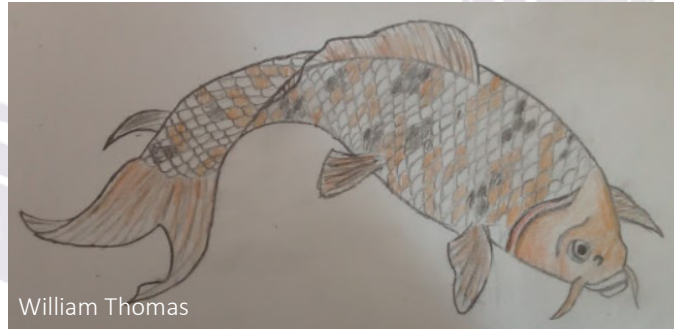
**PLEASE SUPPORT THE SPECIAL 100 VOLUNTEER RUNNERS ON THE
DAY TO RAISE £10,000 OR DONATE VIA THE WEBSITE**



Izzie Allanson



Chloe Williams



William Thomas

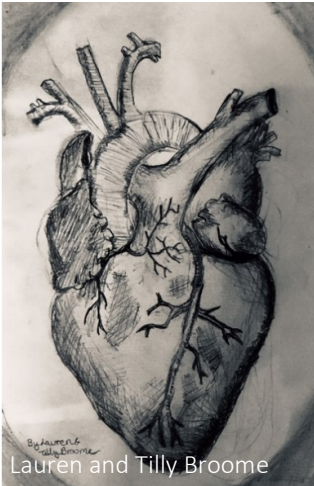
ART
GALLERY
SAWSTON ART



Iris Dean



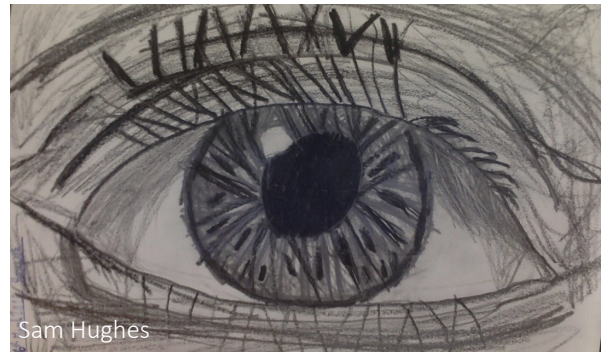
Matthew Ranasinghe



Lauren and Tilly Broome



Neysa O'Brien



Sam Hughes



Neysa O'Brien



Rosamund Wollston



Elsa Gordon