



# *Learning*

## *Through the Eyes of Our Learners*

*JUNE 2025*

# *Keep Learning*





## A JOURNEY TO ABOCFA:

### DISCOVERING GHANA'S COCOA HERITAGE

On the morning of 22nd May, our educational trip to ABOCFA began with tremendous excitement. ABOCFA is a unique cooperative and proudly holds the distinction of being Ghana's only organic and Fairtrade-certified cocoa enterprise. Located in the lush green area of Aponoapono in the Eastern Region, the farm promised to teach us a lot about cocoa production, and I was full of curiosity about this legendary fruit that plays such a big role in Ghana's identity.

The journey took over an hour as we drove through Ghana's beautiful countryside. While some of my classmates dozed off during the long ride, I stayed wide awake, too excited to close my eyes. I kept glancing between the passing scenery and my watch, counting down the minutes. The view as we approached Nsawam, which was the halfway point, was stunning and made me even more eager for what lay ahead. When we finally arrived at the cooperative, I was buzzing with energy.

I had always wondered why cocoa was so important to Ghana, and I thought maybe tasting it fresh could give me an answer. We were taken to a seating area near the office, where chairs had been arranged for our group. I picked a front-row seat, got my notebook and pen ready, and prepared to learn everything I could about how ABOCFA operates, treats its farmers, and processes cocoa. The presentation by one of ABOCFA's staff members was eye-opening.





Before the trip, I used to think that farmers were not treated very well, and that farming was seen as a low-status job. But ABOCFA changed my mind completely. They treat their farmers with respect and care, and even involve them in making important decisions.

Their focus is not just on making money—it is about fairness and improving the lives of the people who grow the cocoa. That really impressed me. I made sure to take careful notes because I knew this knowledge would be useful later in class and for our exams. After learning about ABOCFA's goals, challenges, and the benefits of Fairtrade, we finally moved on to the part I had been looking forward to the most—the cocoa farm itself. I had never been to a cocoa farm before, so this felt really special. Being a student at The Roman Ridge School made this amazing experience possible, and I was truly grateful for it.

At the farm, our guide demonstrated the correct way to open a cocoa pod. He showed us how professionals do it compared to how people who are less experienced often struggle. I found this part really fascinating. It felt like the heart of the whole trip. Then came one of the best parts of the day: tasting fresh cocoa. A worker handed a pod to one of my classmates, and I quickly asked for one too.

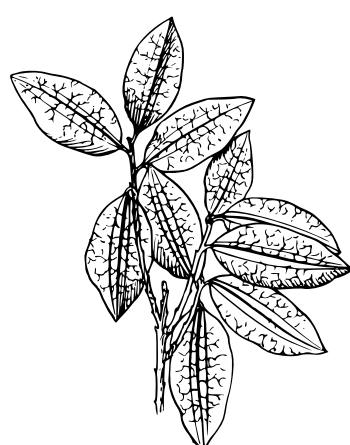
In fact, I ended up having three pods because the taste was just that good—sweet, slimy, and nothing like regular chocolate. While some classmates were busy swatting bugs, I was fully focused on the amazing flavour. I even asked others to share theirs with me because I just could not get enough. I made sure I tasted at least five pods before we left the farm.

Next, we visited the area where chocolate is made. At first, I was not that excited; I have never really liked chocolate much, and I usually prefer vanilla. But when I tried ABOCFA's dark chocolate, everything changed. It was made without chemicals or artificial ingredients, and it tasted absolutely incredible. It completely changed my mind about chocolate.

After all of this, we got back on the bus for lunch. I was so tired from the excitement that I did not even bother watching the view on the way home. I just ate and slowly drifted off to sleep. The best part of the day was when a worker gave me my very own cocoa pod to take home. I could not wait to show it to my mum.

Looking back, I am so glad I did not miss this trip. If I had not gone, I would never have experienced the amazing taste of fresh cocoa or learnt so much about the hard work that goes into cocoa farming. I have always wanted to see how cocoa grows, and now I have. I understand now why it is such a big deal in Ghana, and why it is considered one of our most valuable crops.

ABOCFA taught me a lot—not just about cocoa, but also about respect, hard work, and the importance of fairness. I really hope I get to taste fresh cocoa again someday. This trip opened my eyes to Ghana's rich agricultural heritage and gave me a new appreciation for the farmers who work so hard to bring us this incredible crop.



[Queen Igbasan -F3E](#)





## **LEARNING TO LIVE FOR MYSELF: MY PERSONAL JOURNEY THROUGH MAAME BY JESSICA GEORGE**

When I first came across Maame by Jessica George, I did not expect it to resonate with me the way it did. I picked it up mainly because the title intrigued me—short, simple, and yet full of meaning. There was something almost familiar about it, like it held a secret I needed to uncover.

But as I turned each page, I found myself drawn into a story that felt deeply personal, even though it was not my own. The main character, Maddie, is a 25-year-old woman living in London who cares for her father, who has Parkinson's disease. Right away, I was struck by how the book portrayed this illness—not just as a medical condition, but as something that affects an entire family. I appreciated how honest and unfiltered it was.

Parkinson is a progressive neurological disorder that often develops later in life, and through Maddie's perspective, I learned how isolating and emotionally exhausting it can be—not only for those suffering from it but for the loved ones who quietly shoulder the responsibility of caregiving.

It made me reflect on how many people go through similar situations in silence, and how much strength it takes to be that constant support for someone else. What hit even closer to home, though, were the themes around family, culture, and identity.

Maddie comes from a Ghanaian immigrant family, and the way the novel explores her role as a daughter within that cultural framework felt so real. I could feel her struggle to balance the expectations of her family with her own desire to live life on her own terms.

That push-and-pull between duty and freedom is something I think a lot of us can relate to—especially those of us who come from cultures that put a strong emphasis on family responsibility and sacrifice. There were moments in the book when I felt like Maddie’s voice echoed some of my own thoughts.

She questions why she is expected to be the “responsible one,” the one who holds everything together, while her own needs are put on hold. She second-guesses herself, wonders if she’s doing enough, and sometimes feels guilty for even wanting more out of life.

I have felt those things too, in different ways. Seeing them so clearly laid out on the page made me feel seen, and less alone. One of the most empowering parts of the story is when Maddie decides to move out of her family home. It is not a dramatic rebellion, rather, a quiet, necessary act of self-liberation. That part of the book reminded me how important it is to create space for ourselves—to discover who we are outside of our roles in other people’s lives.



Maddie makes mistakes, goes through failed relationships, deals with workplace discrimination, and confronts family drama, but each experience becomes a step toward becoming more of herself. That journey really stuck with me. What Maame taught me, on a personal level, is that while our culture and family shape us, they do not have to define the limits of who we are. It showed me that it is okay to want more, to prioritise your mental health, to chase joy, and to build a life that feels right for you.

Maddie's story is a beautiful reminder that we all deserve the chance to grow into ourselves, even if that means letting go of certain expectations or having difficult conversations. By the end of the book, I felt changed. It made me want to reflect on my own values, my choices, and how I balance my connections to family and culture with my own needs and dreams.

It is rare that a novel makes me feel this introspective, but Maame did exactly that. It reminded me that life is not something to wait for—it is something you have to actively live, on your own terms.

[Maame Abenlema Amihere - L6A](#)





## A Voice, Not Just a Score



As someone who has always worked hard and strived to achieve top grades, I have noticed I get a lot of praise for my grades or for my performance on tests. And as much as that praise is worth, sometimes it seems like I am getting more praise for doing than for being or thinking.

That is why a moment in one of our A Level History classes with my teachers stuck with me—not because of a grade, but because of how it made me feel as a student and as a person. We were halfway through our topic of German Unification, discussing Bismarck's tactics and the theory of Realpolitik.

I had made a comment at some point relating Bismarck's diplomatic tactics to the way world leaders now manage power—something I had been thinking about but was not sure was entirely relevant. Instead of skating past it, the teacher stopped and turned to me with an air of genuine interest.

He asked me to expand on my thought and then opened the floor for discussion based on what I had said.





For the rest of the period, we explored that idea as a class—to me, that was incredible. Afterward, the teacher came up to me and said, "That is the kind of thinking we need more of—you connected past and present in a way that brings history alive."

It was not a matter of how many facts I had remembered or how accurately I had answered a question. It was a reflection of my ideas, my voice, and my potential to think differently.

I felt at the moment truly visible—not just as someone who always does well, but as someone whose opinion and voice mattered.

That interaction meant more to me than any high grade. It was a reminder that learning is not always about results—it is about curiosity, questioning, and intellectual risk-taking.

The teacher made me feel visible not just as a high-achieving student, but as a thinker in my own right. It is something I will never forget, and it continues to influence how I approach not just history, but learning in general.



Maame Akua Asare-Danquah - L6W



## **FROM POD TO BAR:** **WHAT I LEARNED AT THE COCOA FARM**

**Before our class trip, I honestly did not think much about where chocolate came from. I just knew I liked eating it. But our visit to a local cocoa farm changed all that, and gave me a whole new appreciation for the process behind every bar of chocolate.**

**Our class, Form 3 East, went on an educational trip to learn about cocoa farming and the importance of Fairtrade.**

**It was one of those school trips that was not just fun, but also packed with real lessons that stick with you. When we got to the farm, the staff welcomed us warmly and took us on a guided tour.**

**We walked between the tall cocoa trees and saw pods hanging in all stages; some green, some red, and some that were ready to be harvested. Our guide explained how the trees are planted and cared for. We even saw parts of the farm where pests had damaged the trees, which made me realise just how much hard work goes into keeping the plants healthy.**

**It was not all talk either. We got to see the chocolate lab, which was definitely one of the best parts of the day. There, we watched how the cocoa beans are fermented, dried, roasted, and then turned into chocolate. I had never seen anything like it. It was surprising to learn how long it takes before cocoa becomes anything close to the chocolate we know.**



Another big part of the trip was a session on Fairtrade. We learned that it is not just a sticker you see on chocolate wrappers, but it actually makes a big difference.

Fairtrade means farmers get paid fairly for their work, have safer conditions, and are able to support their families and communities. That part really made me think.

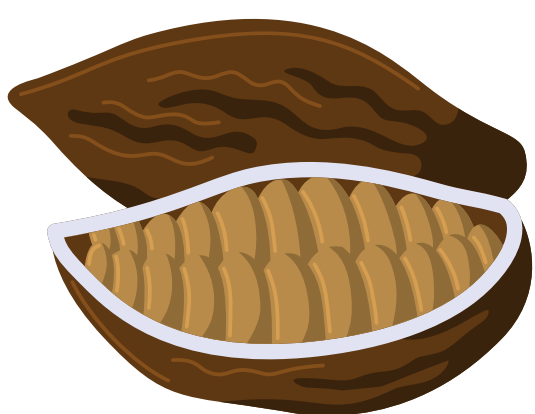
I had not realised that something as small as choosing Fairtrade chocolate can actually help real people across the world. Before we left, a few of us were given cocoa pods to take home.

It was such a nice surprise, and honestly, it made me feel more connected to what we had just learned. I kept looking at mine and thinking, “This is where chocolate starts.”

We came back to school tired but smiling, with muddy shoes and lots of new knowledge. I think this trip will stay with me for a long time.

It was not just about cocoa; it was about appreciation, fairness, and seeing how much goes on behind the scenes of things we enjoy every day.

I am really grateful we got to go, and I hope we have more trips like this one. It made learning feel real, and delicious too.



Chhavi Sethia - F3E





## WINNING WELL, LOSING BETTER

Participating in both volleyball and football has been a journey filled with excitement, challenge, and personal growth. Each win brought moments of celebration, while every loss taught me valuable lessons.

In volleyball, I experienced one of my first real victories as part of a team. After weeks of rigorous practice, we won a tightly contested match that came down to the final set. The thrill of winning as a team, knowing that our communication and trust had paid off, was unforgettable.

But even in victory, our coach emphasised humility. We shook hands with our opponents and thanked them for a good game. It was there I first learned that winning with grace is just as important as winning itself.

Football presented different challenges. It is a more physically demanding sport, and emotions can run high. I remember a game where we lost badly.

Tempers flared, and frustration was evident. But instead of blaming teammates or making excuses, our captain gathered us afterward and reminded us that we play as a team and lose as a team.





That moment shifted something in me. I realised that sportsmanship is not just about how you treat others, but also about how you handle disappointment and maintain respect for the game and all individuals involved – whether actively playing or simply spectating.

Over time, I became more intentional about encouraging teammates, whether we were ahead or behind. I congratulated opponents on good plays and started seeing them not as enemies but as fellow athletes working just as hard.

I also learned to listen to coaches, accept referees' decisions without argument, and support teammates even when things didn't go their way.

Playing both sports showed me that sportsmanship is way more than just following rules. It is about respecting everyone—your teammates, your opponents, the referees, and the game itself.

I have learned that it is just as important to be kind when you win as it is to stay calm when you lose. Every match taught me something, and honestly, I did not just get better at the game—I grew as a person too.



David Apeadu - L6W





## **SEALED TIME FOR THE FUTURE**

**To be frank, I have never thought much about the future. I've always been a person of the past, focusing only on what happened before. That has changed recently. Ever since I witnessed the sealing of the time capsules, my perspective on reflection has shifted. No longer do I focus on the past, but now I wish to look ahead to the future.**

**That afternoon, I was brought to the lunch tables located at the primary block. There stood Mrs. Mainoo, who was later accompanied by other sectional heads and principal teachers. I was nervous. I had never stood before so many prominent people in this school. Now that I look back, I realise I had no reason to be scared.**

**It was just a smooth gathering to commemorate the planting of time capsules into the ground. Then, we were all asked to state our names, class, ages, the path we would take in the future, and a special message to future students at the school, which would be recorded on camera.**

**Personally, I would be 21 by then and in university when the time capsule would be opened eight years from now. I was proud of myself. It was an opportunity to relay my thoughts and message to the future generation.**

**My message was: "Although everything at this school may be demanding, you have to persevere and be determined to get through it." Or something along those lines. Next, we were all led to a small hole, along with the heavy time capsule. It had been purposely made for this occasion.**

We were told that it was intentionally left like this during the renovation of the area to ensure there was a place to store this symbol of time. Along with a security guard, we slowly lowered the time capsule into the hole, bit by bit. I was intrigued, amazed, and in awe. All the bundles of predictions from many students, hoping to be opened by those same students in the future, who would probably have moustaches, beards, and a good university to attend. They would see the fruition of their predictions, whether they had fulfilled their childhood dreams or taken a different path. That was it.

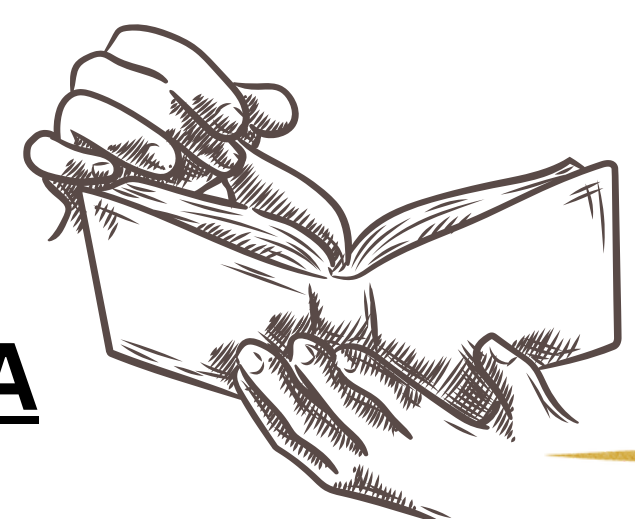
Predictions of time, sealed away, not to be opened until several years had passed. I was relieved. Relieved that my dreams, my predictions, and my thoughts were kept safe for my future self to possibly retrieve and read again.

Finally, we all took pictures. We took pictures of the time capsule sign, along with the other class representatives. It was quite heavy, though.

As I waited for the principals and principal teachers to finish with their pictures, I pondered on the sidelines. Where would I be when I open it? Who would I become? Would I stray onto a path I never hoped for? Would I even be there to witness the reopening of this time capsule? All I can do at this moment is reflect and leave it for my future self to handle all my current questions in its own way. I still ponder to this day.



Nana Kwaku Nsenkyire - F2A





## FROM NERVOUS BEGINNINGS TO NEW FRIENDSHIPS



Transferring to a new school can often be a daunting experience, especially when it happens midway through the academic journey. As a new student joining The Roman Ridge School in Form 2, I wasn't sure what to expect. I had many questions swirling in my mind; Would I fit in? Would people be friendly? Would I be able to keep up with the academics?

However, looking back on the three terms I have spent here, I can confidently say that this year has been both memorable and exciting. I still vividly remember my first day. My nerves were overwhelming. Walking through the gates made my chest collapse. Everything was unfamiliar, but my fears began to ease when I met Mr. Waze, the Head of Middle School. He welcomed me with kind words and encouragement that immediately reassured me. With his support echoing in my mind, I made my way to my new classroom.

As I entered the room, I was warmly greeted by my form tutor, Ms. Rosina. Her calm and friendly demeanor helped me feel safe. What surprised me even more was the group of smiling classmates who seemed genuinely eager to welcome me into their space. I had imagined I would feel like an outsider, especially since I was joining late in the school year, but the opposite happened. My classmates were inclusive and open-minded. I could tell that the school's focus on kindness and empathy wasn't just something they said. It was something they practiced. Within the first couple of weeks, I began to adjust to my new environment.

The curriculum was slightly different from what I was used to, but I gradually found my footing. English and TPR quickly became two of my favourite subjects. They sparked my curiosity and gave me the motivation to push myself academically. I started to set goals for myself, including striving to become an honor roll student.



But school life wasn't just about academics. One of the most enjoyable aspects of my time in Form 2 has been making new friends. I met people who understood me, who shared my interests, and who encouraged me to be myself. I had worried that making friends would be difficult, but I was happily proven wrong. I believe the school's strong anti-bullying culture played a major role in this.

There was no pressure to change who I was to fit in, and I never once felt excluded or disrespected. I'm truly grateful for that. Throughout the year, I also had the chance to take part in several school events and programs that celebrated both our national and school culture. From Independence Day activities to classroom projects and special assemblies, I was able to immerse myself in meaningful experiences. Another highlight of the year was being exposed to a variety of extracurricular activities. Whether it was through clubs, group work, or other class projects, I had the opportunity to explore my interests and develop new skills.

The school encourages every student to discover what they're passionate about and provides the tools and support needed to pursue those passions. In conclusion, my time in Form 2 has been one of growth, discovery, and joy. Despite the nerves I felt at the beginning, I quickly realised that The Roman Ridge School is a place where students are nurtured, included, and empowered. The support from teachers, the kindness of my peers, and the welcoming environment have made all the difference.



Armelle Gabriella De-Medeiros - F2E

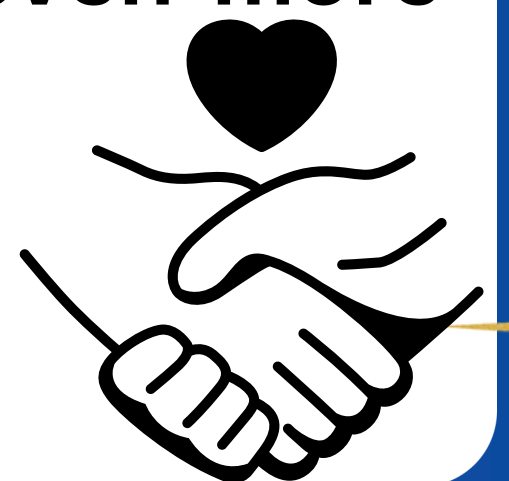


## MY REFLECTION ON IDENTITY AND EQUALITY

Reading our class novel *In the Chest of a Woman* felt like opening a door to a world I had never seen before. It is a powerful and moving play written by Efo Kodjo Mawugbe. The story takes place in the ancient Ashanti Kingdom and follows a brave woman named Nana Yaa Kyeretwie. She does something very bold and unusual; she raises her daughter as a boy so that she can one day become king of the Ebusa Kingdom.

In those times, only boys were allowed to rule, but Nana Yaa didn't think that was fair. She wanted her daughter to have the same chance that a son would have. What I found most inspiring about the play was how strong and determined Nana Yaa was. She didn't just accept what society told her was possible for women. Instead, she fought back in her own way. This made me think a lot about how, even today, girls and boys are sometimes treated differently just because of their gender.

It's strange how something as simple as being a girl or boy can affect what people expect from you. I believe that everyone should be free to choose their own path, no matter what gender they are. The play also made me think about secrets and the weight they carry. Nana Yaa kept a huge secret from her daughter; one that affected her entire life. As I read, I wondered what it must have felt like for both mother and daughter. On one hand, Nana Yaa was trying to protect her child, but on the other hand, hiding the truth can sometimes cause even more pain.





It reminded me that being honest and brave in our choices is not always easy, but it is important. Even though the story talks about serious topics like gender inequality and identity, it was also fun to read. There were many moments that made me smile or even laugh.

Efo Mawugbe's writing style is really clever. He plays with words in a way that makes the story enjoyable and keeps you thinking. His creativity made the play feel alive, like I was really there with the characters. I also liked how the play explored the idea of leadership. It made me ask myself: what makes a good leader? Is it being strong, being smart, or being born into the right family? Or is it about being kind, brave, and fair?

The character of the daughter, who grows up believing she is a boy, shows that anyone can be a great leader if they are given the chance and believe in themselves. In conclusion, *In the Chest of a Woman* is more than just a story. It is a lesson about life, fairness, and courage. It showed me how powerful women can be and how important it is to stand up for what you believe in, even when the world tells you no. I think this play will stay with me for a long time because it opened my eyes to issues that are still real today. Everyone should read stories like this because they help us grow, think, and imagine a better future where everyone is treated equally.



Sandra El-Halabi - F1E





## THE DAY WE BURIED TIME

The sun was warm on our backs as we stood around a small hole in the ground, all six of us gazing down at the spot where our stories would soon be buried in a box. It was a moment that felt surreal. The box would stay there for 8 years, sealed away, to be opened only when we were much older; a thought that both excited and amazed me. I arrived a little late, still adjusting my uniform as I joined the group.

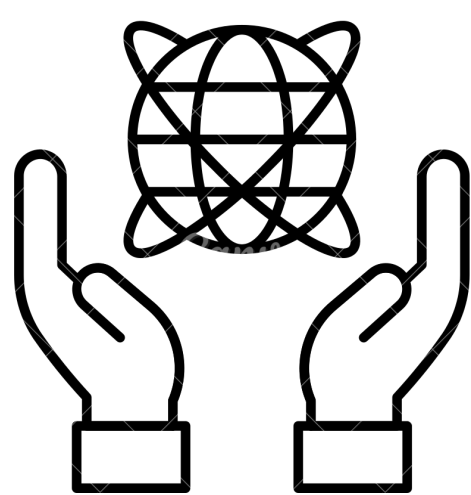
The Principal and section Heads greeted me warmly, their smiles helping to ease the nerves that had been building up inside me. Mrs. Mainoo took a moment to explain the purpose of the ceremony and the significance of the time capsule. She asked us questions that made me pause and think: “How old will you be when the box is opened? What message do you want to leave behind for future students? Who do you hope to become?” These questions felt bigger than just a simple ceremony. They felt like a challenge to think about our futures, about the impact we wanted to have, even though we were still so young. The ceremony began. The Head Girl and Head Boy led us through the process, and one by one, we were asked those same big questions. “Where will you be in eight years?” “What do you want to tell the students who will come after you?”

The answers were filled with hope and excitement, but also a sense of curiosity about what the future would hold. When it was my turn, I spoke from the heart. “I’ll be 21 and in college,” I said, “and my message to the future students is to do your best and have fun along the way.” After everyone had shared their thoughts, we carefully carried the box, filled with all our messages and hopes, over to where it would be buried. The ceremony felt like a symbolic goodbye to our current selves, with all our dreams tucked inside the box.

We were told that in the coming week, the area would be covered with real soil, and the box would be sealed up tight, to be forgotten until June 2033. There was a plaque placed nearby that read, “To be opened in June 2033 in commemoration of TRRS’s 30th anniversary.” We all gathered around the plaque for pictures. First, the head boy and head girl, then the teachers who had been at the school for 20 years and more, and finally, we took pictures in our groups: Junior School, Middle School, Senior School, and sectional Heads.

The whole ceremony had a sense of unity, of looking forward to the future, but also honouring the past and all the people who had shaped the school. We shared a few jokes as we headed back to class, but in my heart, I couldn’t shake the feeling that we had just participated in something very meaningful. Honestly, I feel incredibly grateful to have been part of such a special moment. Representing the middle school in this ceremony was an honour I’ll always remember.

I couldn’t help but think about the students who will open the capsule one day, wondering what their lives will be like, and if they’ll read our messages and feel inspired. What will the world be like in 2033? Will they understand what it was like for us to be here, to dream, to hope for the future?



Nicole Jibson - F2W





## **OUR FIELD TRIP TO THE GHANA NATIONAL THEATRE:** **WATCHING DILEMMA OF A GHOST**

Our recent field trip to the Ghana National Theatre to watch *Dilemma of a Ghost* was an unforgettable experience. As students studying literature and Ghanaian culture, we had read the play in class, but seeing it performed live helped us understand it in a completely new way. It was a deep dive into the world of Ghanaian drama, tradition, and modern life. When we arrived at the Ghana National Theatre, we were struck by the beauty and size of the building.

For some of us, it was our first time visiting, and we felt excited and curious about what the performance would be like. After being welcomed by the theatre staff, we took our seats and waited for the play to begin. The atmosphere was filled with anticipation. As the curtains rose and the actors stepped onto the stage, we immediately became drawn into the story. *Dilemma of a Ghost* tells the story of Ato Yawson, a young Ghanaian man who returns home after studying in the United States, bringing with him his African-American wife, Eulalie.

The play explores the challenges of blending two cultures, the expectations of family, and the confusion of identity. Watching the actors bring the characters to life made the story more emotional and real for us. We could feel the tension between Ato and his family, and especially between Eulalie and her new in-laws.



The actors used strong emotions, body language, and even traditional music and costume to express the cultural clash. Seeing Eulalie dressed in Western clothes and trying to understand Ghanaian customs made us think about how hard it must be to fit into a culture that feels unfamiliar. We sympathised with her, but we also understood the frustrations of Ato's family who felt she did not respect their traditions. One of the best parts of the trip was the discussion we had after the play.

We got the chance to ask questions and speak with some of the actors and production team. They told us about how much time they spent rehearsing, how they connected with their characters, and why the message of the play is still important today. Hearing directly from the people involved made us appreciate the hard work that goes into a live performance.

Overall, the field trip taught us a lot. It helped us understand the themes of Dilemma of a Ghost like tradition versus modernity, family expectations, and identity struggles in a more powerful way than just reading the book. We left the theatre with a better understanding of our literature, our culture, and even ourselves.

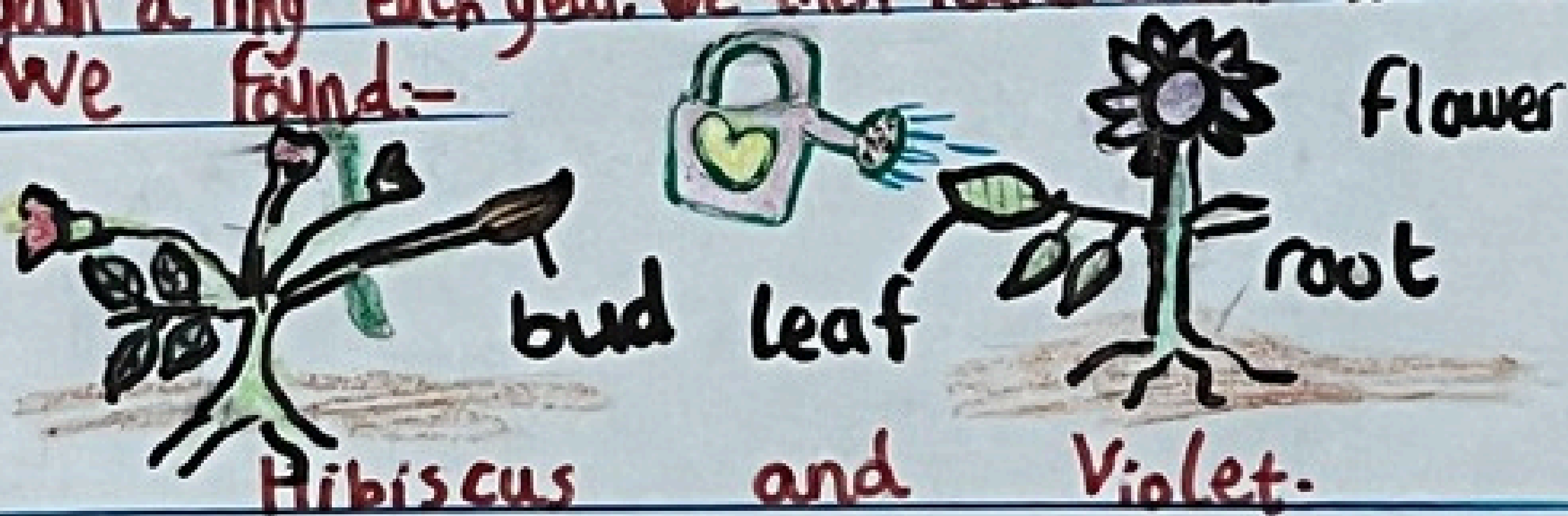


Astrid Adimazoya - C6A



# Plant Structure

We explored plants and trees in Science. I learnt that we must water our plant. Plants need nutrients to grow big and tall. Leaves trap sunlight to make food for the plant. The awesome part of what we learnt, was discovering that trees gain a ring each year. We then toured around the school we found:-

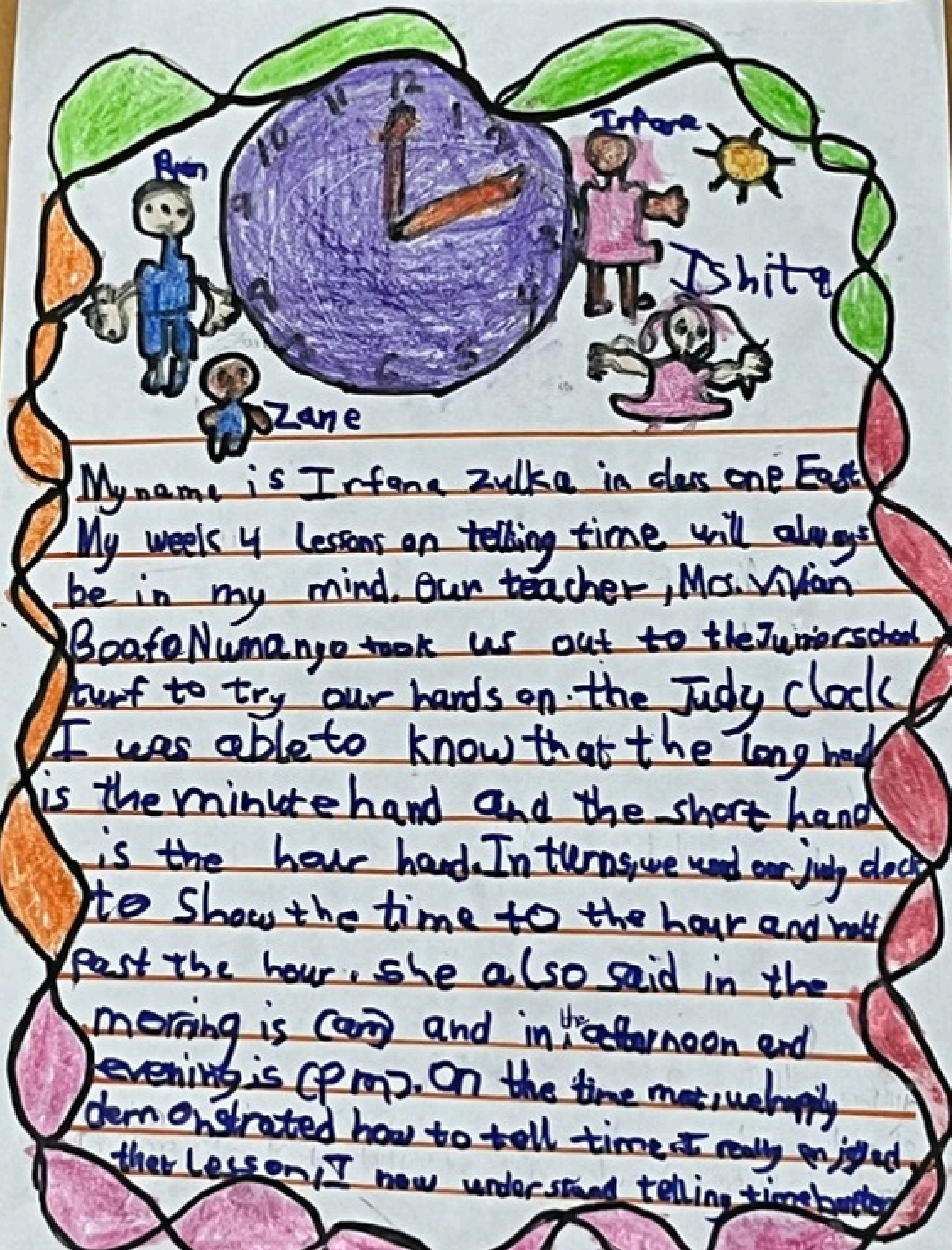


Plants are very important because they provide food and beautify our homes. Some plant parts such as seeds, roots, leaves and fruits are eaten.

Nurture a plant at home to keep our environment green.

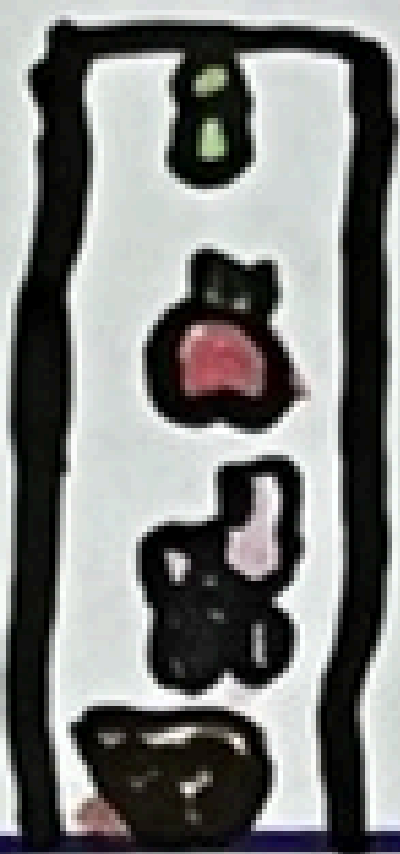
Lael Sitso Fiadzigbey - C1A





My name is Irfana Zulka in class one East.  
My weeks 4 lessons on telling time will always  
be in my mind. Our teacher, Mrs. Vivian  
Boafa Numango took us out to the Junior school  
turf to try our hands on the Judy clock.  
I was able to know that the long hand  
is the minute hand and the short hand  
is the hour hand. In turns, we used our Judy clock  
to show the time to the hour and half  
past the hour. She also said in the  
morning is (am) and in <sup>the</sup> afternoon and  
evening is (pm). On the time mat, we happily  
demonstrated how to tell time. I really enjoyed  
that lesson. I now understand telling time better.

# Needs, Wants and Spending



We explored the difference between need and wants. A need is something I must have like clothes. A want is something like a toy, or sweets - sometimes I cry for a toy even if I already have one at home. But now I know that a want is not something I really need. We talked about how people make spending choices for themselves. They buy their need first and save for their want later. I also learned about value for money that means choosing something that is good and lasts a long time. Now I will try to think before I ask for something. Do I really need it, or do I want it?

By: Rhema-Rebekah Sikaneboafo  
C1W

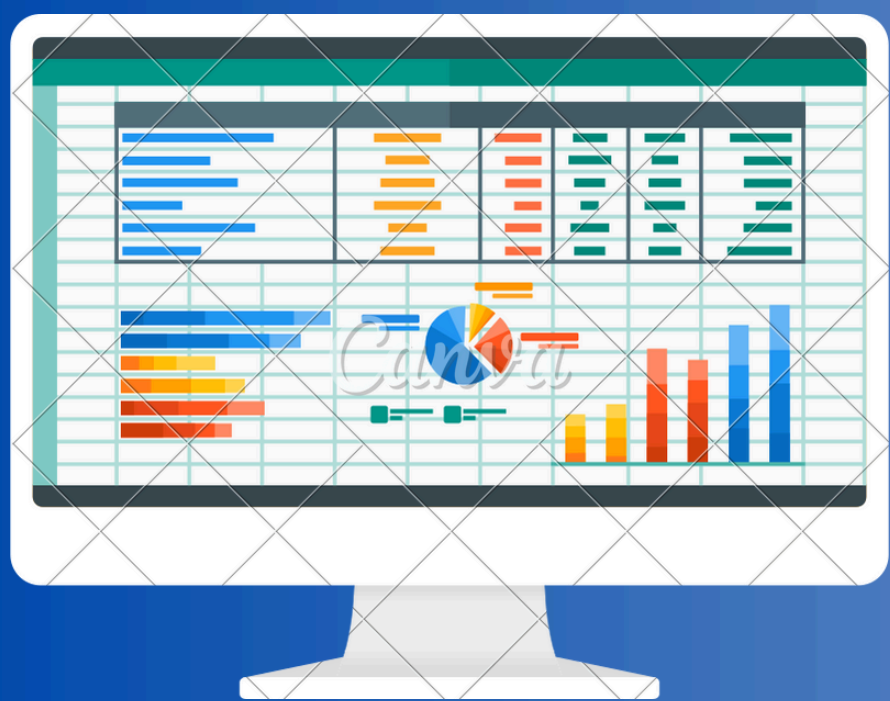


# Excel Lesson

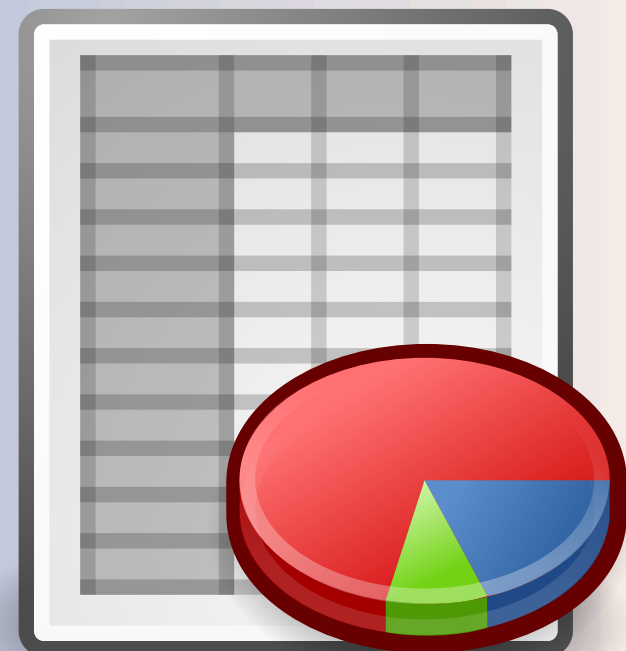


In computing we used a fun program called Excel. It had so many little boxes they are called cells. At the top we saw a menu with words like file, home and insert. It's not the menu at Kfc with food. It's a computer menu. We clicked on it to do different things on the screen. We also saw that the top of the page had alphabet letters A, B, C, D. And the side had numbers, 1, 2, 3. This helped us find where each cell was just like a map! Our teacher told us that every formula in Excel starts with an equal sign. I learned how to make simple shopping list and add up the price using excel. Excel makes learning fun and smart.

By: Dasha Onyekwere  
C1W



Dasha Onyekwere - C1W



# Famous People in Judaism

By: Nhyiraba Asare - C1A



Abraham

I learnt about the founding father of the Jewish Religion in Religious Education. His name is Abraham and Adonai chose him



Moses

because he was obedient. There are other famous people in Judaism such as Moses, David, King Solomon, Jacob and Isaiah. They all obeyed Adonai and trusted him. Moses was famous for leading the Israelites out of Egypt

We used clay, stick to mould Father Abraham. We painted them when it dried.

One day, I want to be famous for doing good things.



David



King Solomon



# Computing - Multimedia

My hobby is football

The most difficult thing in football is goalkeeping

I love football because it keeps me fit and strong



Did you know that football is the most popular sport

Messi and Ronaldo are the most talented football players in the world

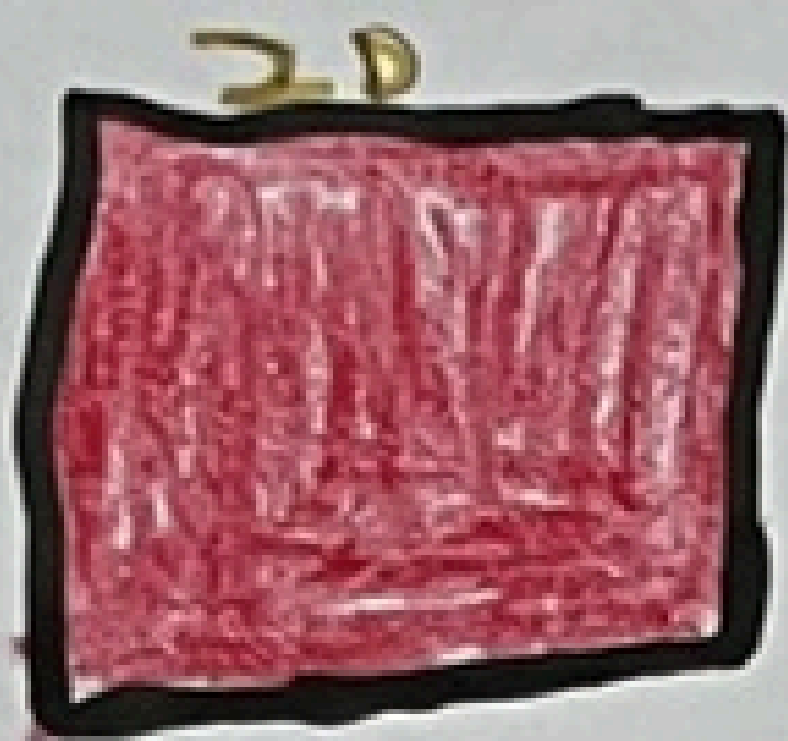
One of the most interesting topics in computing this term for me was Multimedia. I learnt to make a beautiful poster using words, pictures and different shapes of textboxes on the computer. It was fun using the word processing application to create a poster about my favourite hobby. Overall, Multimedia taught me that computers can be used to tell stories and make us more creative. Darrel Wadie C2E



Darrel Wadie - C2E

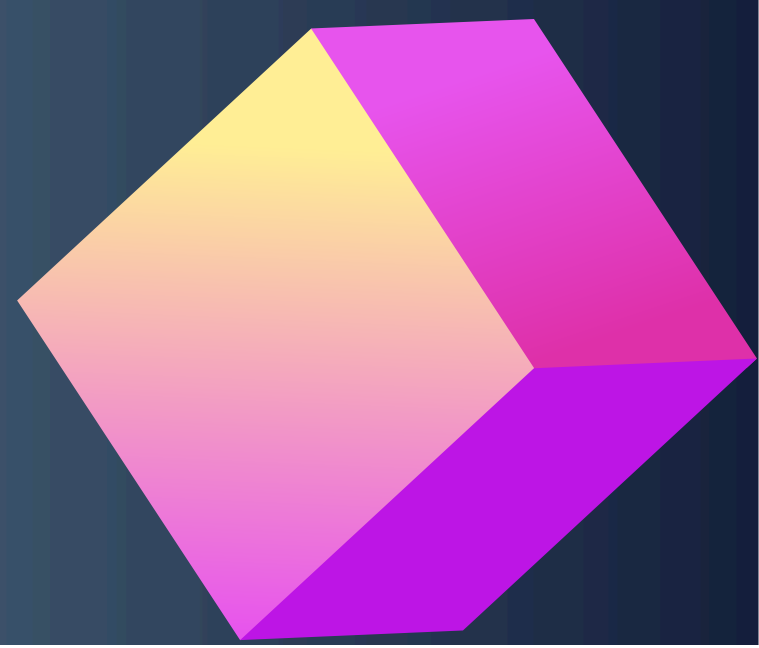
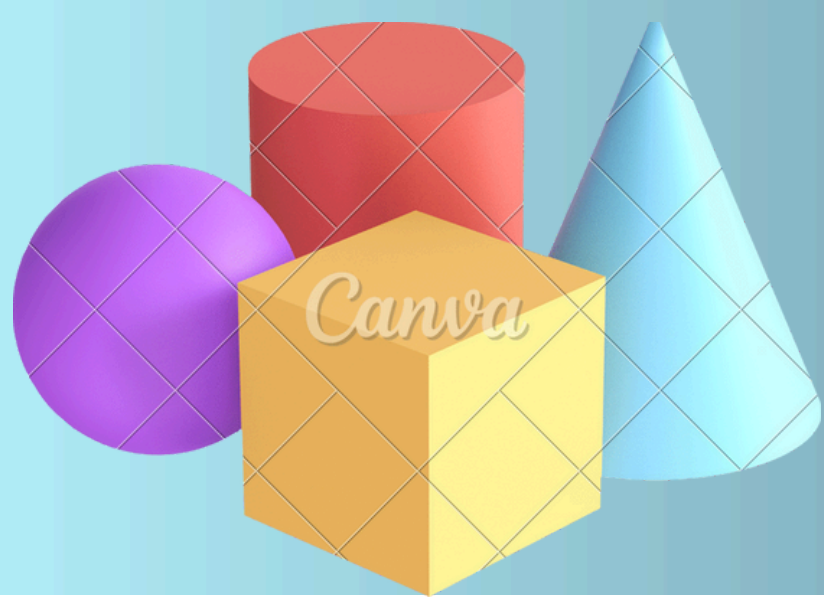


# 2D and 3D Shapes.



Now I know that 2D Shapes are flat like drawings. I saw a circle, square, triangle and rectangle. We counted the sides and corners and sorted them. 3D shapes are not flat. They are solid and you can hold them! We looked at cube, cone, cylinder and sphere. Some can roll and some get stuck. We had fun sorting shapes and talking about what we see everyday. I learned that shapes are all around us! A ball is a sphere, a can is a cylinder, and a book looks like a cuboid. Even the window and signs around the school have 2D shapes. Now look around! I can spot shapes everywhere in the classroom, at home, and outside.

By: Faya Gabriel Tolno  
C1W





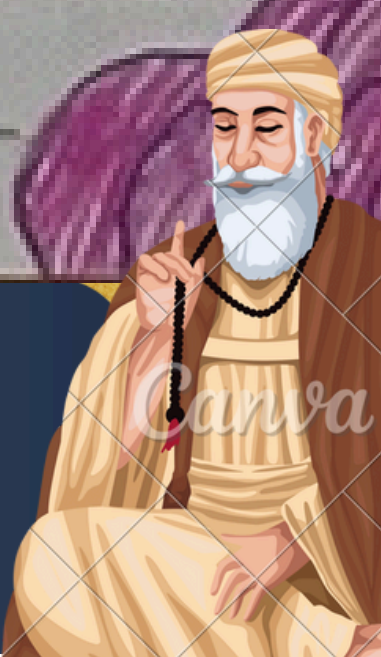
# A Trip To The Gurdwara

Visiting the gurdwara was such a meaningful and unforgettable experience. Before stepping inside, we had to follow some rules and traditions like covering our hair, washing our hands, and taking off our shoes before entering the temple which made me feel like I was taking part in something meaningful.

In the temple, I learned about Guru Nanak, their founder. He taught them about equality, kindness, and devotion to God. I also got to see their holy scriptures called the Adi Granth which they treat with respect because it holds their spiritual guidance.

The sikh temple known as the gurdwara, is not just a place of worship, but also a place of community. One of the most fascinating parts about our visit was learning and watching videos about the langar. This is their community kitchen where people of all backgrounds are welcomed to share a meal. They also added the most fun part. They sang songs, prayed and showed us the kirpan. This trip taught me about the importance of respect, community and selflessness. I can't wait to visit another place next year!

Jeeya Rathod C4E



## My First KS1 Assessment Experience

I sat for my first KS1 assessment and it was such a strange feeling. When I walked to the classroom, everything felt different. The desks were spaced apart. I felt a little excited but mostly nervous because I didn't know what it would be like. The teacher gave us new resources and explained what we had to do. She told us it was okay to try our best. When I looked at the paper, my heart started beating faster. There were questions I knew right away and some I had to think really hard about.

Writing down my answers felt like solving puzzles. Some easy, others challenging but I reminded myself to try my best.

When the exams were over, I felt relieved and proud for not giving up and my friends realised it was not as scary as we had thought. I learnt that it's okay to feel nervous and doing my best is what truly counts which made me feel braver for next time.

Jason Adoboe C2A



*Learning never exhausts the mind!*

*-Leonardo Da Vinci*