

2019/20



# Report to Parents 2019/20



# MALDON COURT

PREPARATORY SCHOOL

MALDON COURT PREPARATORY SCHOOL | Silver Street, Maldon Essex. CM9 4QE

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# Introduction

2019/20

*Mrs. Elaine Mason*

Dear Parents,

I hope that you enjoy reading our Report to Parents this year.

As we all know, this year has been an extremely hard and challenging time for us all with everything that COVID-19 has presented us with. It has been unprecedented times with which we have all had to deal with things that we thought we would never have to do. Therefore, our Report to Parents is as comprehensive as it can be possibly be; I am sure that you will appreciate this.

It is now hard to remember the beginning of the school year where events such as the Senior Inter House Rugby and Hockey tournament took place, the various class trips such as the Sea Life Centre, the Museum of Power, Fellowship Afloat, annual events such as World Book Day, the Life Support Roadshow, ESB exams and the ongoing class cake sales and class assemblies to name but a few. It was with the utmost sadness that many of our other annual events had to be cancelled this year.

When it was announced by the government in March that all schools had to close their doors to the children, it was a heart wrenching time for us all. However, in true Maldon Court style, we worked hard, pulled together and ensured that throughout it all we always kept the best interests of each and every child at the centre of everything that we did. The online learning that the children had access to was of an exceptional standard. I would like to thank the outstanding hard work, commitment and dedication of the teaching staff who have gone above and beyond to ensure that the children received the very best education in the new circumstances that we were all presented with. They really have worked every hour possible to ensure that the transition from classroom to online learning was as seamless as it could be. It is at this point that we must acknowledge our wonderful children. Throughout all of this, the children have been calm, resilient and have taken everything in their stride. They have embraced the challenges that they have been given with confidence and happiness. Their commitment to the online learning has been superb and is to be commended.

Just a month ago, we were given the go ahead by the government that we could open the school to Nursery, Pre-Reception, Reception, Form 1 and Form 6. This was such a happy time for us and it was lovely to see children back in school, albeit with a slightly different 'normal'. Yet again, the children just took it in their stride. They really are to be admired. A couple of weeks ago, we were delighted to be able to open the school to every single class and we are proud that we were the only school in our area to have achieved this. We may have smaller classes, but we also have a smaller staff and a smaller school area.

This took a military operation behind the scenes to ensure that the school was opened in a safe and calm manner whilst still adhering to the government rules and guidance. The entire Maldon Court staff team worked relentlessly to ensure a smooth transition and I know that you will agree that the children returning was seamless. I cannot thank the staff enough.

I would also like to thank all of the parents for your positive comments over this difficult period. The emails, telephone calls, text messages to say thank you have really lifted our spirits. It was a totally new experience for all of us and one that none of us have had to deal with before. With your continued support, we have achieved a wonderful outcome for our children.

Our children are our central focus, our reason for constantly striving for an exceptional level of education for them and it is with your support that we achieve this.

I wish you all a happy, safe and healthy summer and I look forward to seeing you all in September.

A handwritten signature in black ink that reads "E. Mason". The signature is written in a cursive, flowing style.

Mrs Elaine Mason  
**Head Teacher**

# Nursery

*Mrs Kim Callaghan*

We have had a lovely but rather different year in Nursery. It has been wonderful to watch the children grow and develop as they have had enjoyed our topics and the range of activities. We welcomed our children in September and enjoyed our topics Settling into Nursery and All About Me. This is always a lovely topic to begin our year with as it allows us to get to know the children. They all love to bring in a photo of their family which is proudly displayed on our Home Link Board. This supports the children's personal, social and emotional development and helps them make relationships, building friendships in Nursery.



The children loved being involved with Harvest Festival and all brought in a selection of food items to be donated locally. During our Autumn and Harvest Festival topic we visited Leeches Garden and collected some autumn foliage which we used for our sensory tuff tray and for making some autumn pictures.

We made a change to our Nursery timetable and routine this year and introduced Morning Welcome. The children sit together in a big circle where we discuss the weather, the month and the day of the week. We also have a rule of the day and the children get to choose activities for the day by using interacting with our visual timetable.

In November, the children loved joining in with Odd Sock Day for Antibullying Week. We discussed being kind to each other and how we are all different but that is what makes us special! It was funny wearing odd socks for the day.



During the Autumn term we all enjoyed the topic, Transport and Road Safety. This is always popular with the children as they like to make good use of the large and small transportation vehicles we have at Nursery. It is also an important time to discuss road safety. The children learnt very quickly that red means STOP and green means GO! We also created our own plane within the Role Play Zone. We had a pilot and co-pilot, as well as air steward and stewardesses to keep the passengers happy and well fed.



In December we had a new addition to Nursery! Elf joined us each day and the children had to search the Nursery to find him. Elf turned up in all sorts of places and the children were very excited when he joined them for their Christmas Party.



Through planning and observation, staff have supported the children as they have enjoyed a range of activities that support their development. Our Chinese New Year Topic enabled us to provide the children with the opportunity to learn about different cultures and support their understanding of the world. We turned our Role Play Zone into a Chinese Takeaway Restaurant and created a Chinese Tuff Tray for the children to engage in.



Our Expressive Arts Fortnight meant that the children could explore their creative development in a range of ways. This included art and craft, dressing up and music and movement. We mixed colours and used a range of media to create pictures and paintings.





Part of our new timetable was to include a fifteen minute physical activity every morning. The children have really embraced this and enjoyed a range of different physical movement both inside and outside. This has included yoga, balancing, Zumba and making use of large balls, hoops and beanbags to name a few.



The children have benefitted from lots of outside play, in our outside classroom and on the school playground. The children always enjoy being outside and make great use of the space, running around or using the trikes and cars. Our outside classroom provides further opportunities for learning and has a sensory kitchen where the children use a range of equipment to make pretend meals and cups of tea.

For World Book Day this year we enjoyed the theme 101 Dalmatians. We had lots of little puppy dogs in Nursery and the children loved joining the whole school for a special Gruffalo lunch.





Many of our summer term topics have been completed at home as we had to 'learn from home' due to coronavirus and the lock down. The children enjoyed a range of topics, favourites have been Under the Sea and Summer. At home, the children enjoyed water play, summer songs and stories and made a range of pictures, paintings and collages relating to summer, the beach and remembering special holidays they have enjoyed with their family.



As the year comes to an end, we are looking forward to more fun and excitement next year. We would like to thank all the Nursery parents and families for your support this year.

# Pre-Reception

*Mrs. Kennedy and Miss Washbourne*

Pre-Reception have had an extremely busy year. Our varied curriculum has ensured that every child has had the opportunity to learn and enjoy a wide range of topics. Our topics are planned around the Early Years Foundation Stage – Development Matters. The children experience a balance of adult led and child initiated activities. We have enjoyed some wonderful topics which have encouraged the children to use their imaginations. These topics include Harvest, The Rainbow Fish, Percy the Park Keeper, Chinese New Year, Transport and Jack and the Beanstalk.



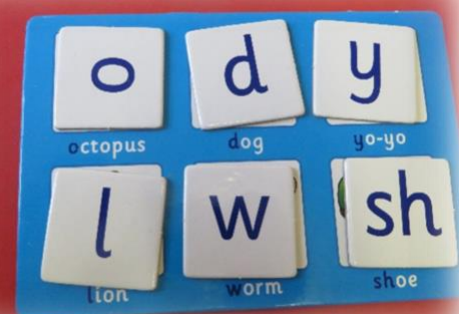
At Christmas, we took part in the 'The Sleepy Shepherd' Nativity alongside Reception. The children were fantastic and they all sang beautifully to their parents. The children have also enjoyed some wonderful role play in our post office themed home corner, acting out stories and real-life experiences, using their imagination and developing their social and language skills.





The children have enjoyed participating in Show and Tell each afternoon and bringing in items from home to talk about with their friends. Show and Tell enables children to develop their social, communication and language skills and gain confidence to share stories in front of the class. Show and Tell is always very popular with the children and this continues into Reception and Key Stage 1.

We have continued with the hugely successful Jolly Phonics scheme to learn phonic sounds. This year, we have more children than ever moving through to Reception class with a solid foundation and knowledge of phonetic sounds and sound speak. Many children know the twenty-six letter sounds, diagraphs and are beginning to hear initial sounds. Some children are even reading. The children also love to engage in our phonics games which are accessible to them throughout the day.



Pre-Reception have really enjoyed participating in hockey during the Spring term. P.E lessons have allowed the children to develop their skills and they have demonstrated fantastic balancing, jumping and stretching. They also participate in weekly Music and Movement sessions. The children enjoy following instructions and acting along to a themed 'Let's Move' CD.



Pre-Reception have also loved regular access to the bikes and scooters on the playground, using these alongside the traffic cones and signs, developing their gross motor skills and learning how to pedal.

Each morning the children engage in a morning welcome activity that focuses on number recognition to 20 using our class number line. This enables children to count in order and begin to recognise numbers both in and out of sequence, this also enables children to recognise a number sequence and use the mathematical terms plus and equals.



As part of our 'Spring' topic, the children took part in a planting experiment. We discussed, as a class, what we would need to grow flowers. We gathered our seeds, soil, pots and water and carried out the activity, discussing each step along the way. The children ensured their pots got plenty of sunshine, keeping them in front of the window and stuck to the routine of giving them plenty of water. As well as a fun and engaging science experiment, this activity was also brilliant for the children's senses.



The children have enjoyed a variety of Music and Movement sessions throughout the year. Each session has linked to the topic that we were learning about. Our Autumn Topic saw the children following the 'Let's Move' CD, where we had to use our imaginations and take a walk through the woods where we were looking for a Gruffalo!

Every Monday morning, the children have a Music lesson with Mrs. Stone. The children have listened superbly and have enjoyed learning about high and low notes. We even tried out some instruments, listening and telling each other whether they were a high or low sound. We then used these instruments in our music.



Pre-Reception were very lucky to visit the Southend Sealife Centre during the Spring term. The children got the chance to see a variety of sea creatures including sharks, turtles, stingrays and even monkeys! The children were also able to engage in a rockpool experience where they were able to touch a starfish. We learnt that starfish have over 1000 feet and two stomachs!



We were also very lucky to be joined by Daisy the lamb from Turncole Farm. We would like to say a big thank you to Mrs. Hull for giving up her time to show and tell us all about Daisy who was not long born on their wonderful farm. Pre-Reception enjoyed seeing and engaging with Daisy, they were very excited and were ever so good in taking it in turns to pet the lamb.

We have also enjoyed being out and about in Maldon, visiting the High Street on several occasions and travelling to Leeches Garden to look for signs of Autumn and Spring on our Autumn and Spring hunts.



Unfortunately, we did not get to hold our yearly Mother's Day afternoon tea this year. However, the children created gifts and a card for their mummies which they gave to them themselves. Also, the mummies got a special homemade scone to enjoy!



Our school year has been cut short slightly this year and this is when the children started their home learning and learning through 'See saw' and 'Zoom'. The children adapted brilliantly during their home learning. The effort they have all put into their home learning was remarkable and we were extremely impressed with how they adapted to this unprecedented situation. We would also just like to say a huge thank you to parents for all your daily responses.

As this year in Pre-Reception comes to an end, we are very excited to see what another fun filled year at Maldon Court will bring. We would like to thank all our parents for their continued support throughout the year.

# Reception

*Miss. Sophie Wayman*

Reception have had an exciting and eventful year. Our themed curriculum has ensured that the children have had opportunities to learn across the seven areas of the Early Years Foundation Stage Curriculum; Communication & Language; Physical Development; Personal, Social & Emotional; Literacy; Mathematics; Understanding the World and Expressive Arts & Design. The children have learned through a thematic approach. These themes have included: All About Me, Harvest, The Gingerbread Man, Water and Weather, Minibeasts and Superheroes.

In the Autumn term we went to Colchester Zoo and had an incredible penguin encounter. We were able to see penguins up close and learn some interesting facts about them. We were also very lucky to see Father Christmas at the Zoo and he gave each of us our very own toy penguin to take home. We all had a wonderful time.



At Christmas we took part in our Nativity, 'The Sleepy Shepherd', alongside Pre-Reception. The children showed lots of confidence and sang and acted beautifully. We were extremely proud of them all.



The children have a daily phonics lesson, following a systematic phonic approach which follows into Form 1 and 2. The children are confident with their letter sounds, digraphs and trigraphs and are reading independently and confidently.

The children enjoyed describing how they had changed during our 'All About Me' topic when they showed the class some photos of when the children were little. The class enjoy taking part in Show and Tell on a weekly basis and they ask interesting questions.

The children are encouraged to communicate and experiment with contextualised vocabulary during their play.







The children have had opportunities to form relationships between their peers by turn taking, sharing and working together. We encourage turn-taking and teach values to encourage children to respect one another. We also share discussions during Circle Time throughout the week.

The children have developed their gross motor skills through regular sessions on the Fitness Trail and weekly PE and Music and Movement sessions. Within PE this year, the children have practised various skills including throwing, catching and balancing. These skills have been taught through sports including gymnastics, hockey, tag rugby and ball games. The children also have regular access to the bikes and fitness equipment, such as scooters and stilts.

The children have practised their mark making and letter formation throughout the year. They have opportunities to write in daily activities and have enjoyed writing and making up their own imaginative stories, poems and instructions.



In the Spring term, the children made porridge for Goldilocks and the Three Bears. We wrote instructions on how to make the perfect porridge! We also made gingerbread during our topic, 'The Gingerbread Man'. We followed the instructions very carefully to make some delicious gingerbread.



Every Monday, the children write a recount on their 'Weekend News'. It has been fantastic to see the children's writing progress each week and to see them writing independently and confidently.



The children have practised their Number and Shape, Space and Measure skills throughout the year. They have enjoyed a mixture of practical adult-led and child-led activities. The children are confident with counting to 20 and beyond and can find one more or one less than a given number to 20. They thoroughly enjoyed exploring patterns; they created their own repeating patterns and noticed patterns in animals and nature.

The children have had some fantastic opportunities to observe change this year, such as through the changing of seasons and by planting and growing daffodils. We enjoyed a visit to Leeches Garden in the Spring term to look for signs of Spring. Throughout our Minibeast topic, we learned about many different life cycles of animals.



The children have enjoyed looking after the outdoor area this year and have enjoyed planting various items in our vegetable garden.

The children have a weekly Music lesson with Mrs. Stone. During these lessons, the children have listened and responded to Music with movement and have had the opportunity to create Music to represent different emotions.



The children have created some beautiful art throughout the year. We enjoyed creating pictures of Maisie, our school dog. We also created some excellent penguin calendars following our visit to Colchester Zoo.



In the Spring term, the children had a great day dressing up as their favourite book character for World Book Day.



Throughout the year, we have enjoyed meeting and playing with our Buddies in Form VI. We have shared wonderful memories such as creating pom poms for the Wellness Room, sharing books, creating imaginative stories and poems, and playing with the fantastic marble runs that our Buddies made for us.



The children adapted brilliantly during their Home Learning. The effort they put into their home learning was remarkable and I was extremely impressed with how they adapted to this unusual situation.

The children have had an eventful year, despite the unprecedented circumstances, and we are looking forward to watching the children grow and progress throughout the school. We look forward to what the next year in Reception will bring.

# Form 1

*Miss. Rosie Sackett*

Form 1 have had a great year and have shown tremendous effort during the unprecedented times of the school closure. I am so pleased to of been a part of their first, curriculum school year. Form 1 have shown outstanding effort in all aspects of school life and have always tried so hard in everything they have taken part in. They have all demonstrated an excellent attitude to all subjects, activities, school events and school trips.

Form 1 have been introduced to and explored the following aspects within their English lessons. The children have enjoyed reading, analysing and writing of various traditional stories, writing labels, lists and signs, poetry and repetitive songs, information texts, Fact Files, instruction writing and constructing different types of letters. The children enjoyed writing their letters to Father Christmas and were thrilled when the postman delivered their replies! Children have been able to participate in writing stories using their Drama skills; using role play to enhance their story writing and share ideas. Alongside these topics, Form 1 have also studied the Form 1 phonic phases, together with I-I reading, group and afternoon phonics sessions. They have also studied primary spelling, punctuation and grammar working hard to implement these skills within their writing.





Form I thoroughly enjoyed the events and fun activities of World Book Day! All children dressed up as their favourite storybook character and all created their own storybook character. The children enjoyed reading, discussing and comparing a wide range of books.

The children have thoroughly enjoyed all their Maths topics, which has given all pupils the confidence in using their Maths skills in various aspects of school life. Pupils have learnt how to count objects effectively and understand different number facts. They have learnt the names of common 2D and 3D shape, addition and subtraction facts and adding numbers by putting the largest number first. Pupils have also successfully learnt to use a 100-square to remember number facts when counting on or counting back in 1's, 2's, 5's or 10's. The children all designed and produced their own counting storybook, which they were keen to share with the Reception and Pre-Reception children. Children have applied this knowledge and have started to develop their multiplication skills. Form I have also learnt how to measure and compare weight, length and capacity.



Form 1 enjoyed their Science topic 'Who am I?'; which included identifying and naming basic parts of the body, saying which parts of the body are linked to each sense. The children also enjoyed the topic everyday materials where the children conducted a variety of experiments to test the different properties of these materials. The children have also explored germs, conducting a handwashing experiment to observe how quickly germs can spread if we do not wash our hands properly and regularly. The children shook hands while they had glitter on their hands to observe the rapid spread of these 'germs'.



They had an exciting day at The Museum of Power which linked to our topics 'Who am I?' and 'The Senses'. They enjoyed activities that looked at how we hear, identifying the different parts of the ear and exploring how we see light. The children also had the opportunity to explore how energy was made and how vehicles used to produce energy by steam. It was a fantastic day!



We have discussed and explored many aspects within History lessons; Form I have looked at significant people from the past and why they were special to society. Children compared these people, to people that they know and recognise now. Children also researched various Great Explorers and why we remember them. They have also studied how transport has changed over time.

In Geography, Form I have studied their local area, describing the town and street where they live. They have explored their addresses and observed where they live on a map, discussing how close they live to school. They have spent time studying the seven continents of the world and been introduced to the countries and capital cities of the UK. The children have enjoyed taking 'Travelling Ted' on their adventures and completing a diary entry detailing their activities. We then located the different countries that Ted and the children had visited on a map. They explored the weather, looking particularly at different weather patterns and identifying the changes that happen during the four seasons.



In ICT the children been developing their skills in computing, by using a wide range of programs and activities for their work. Pupils have learnt how to type properly using the keyboard. The children have enhanced various computer skills including how to switch a computer on and off, using a password to log on and using the mouse to double click and drag. The children have studied a 'painting' topic where they have engaged with a simple painting program to paint with different colours and brushes, create shapes, fill areas, undo and redo their actions and add text. The 'word processing' topic has encouraged children to develop their typing skills. The children have also learnt about programming toys. They have been introduced to algorithms identifying that they are a set of step-by-step instructions given to a device. The children created a Mr. Potato head face using a variety of features after which they were able to write detailed instructions explaining which order the features needed to be placed on the face and which holes should be used.

Form I have studied many different styles of artwork by looking at the work of Andy Goldsworthy and Henri Matisse. The children learnt about Land Artist, Andy Goldsworthy and explored his technique of using natural materials such as, flowers, shells, stones, sticks and leaves to create land art. The children studied the artist Henri Matisse and created paper collage pictures in his style.



In Design and Technology, Form I have enjoyed creating a variety of moving pictures by adding sliders, levers and wheels. The children also enjoyed exploring different types of fabrics, making their own hair styles out of various fabrics and materials. The children also created calm jars during one of their DT lessons to support our PSHEE topic beginning and belonging where we explored a range of emotions.



Form I have been studying various topics within PSHEE including 'Beginning and Belonging', the children have been learning to develop collaborative relationships within the class. 'Lost and Found' is a topic that has supported children to know how to ask for help and to have ideas about how to help each other. The children have also created their own safety circle to identify the adults that they can talk to or seek help from. The 'Diversity and Community' topic supported children to identify what makes up their identity, to understand about their own culture and beliefs and those of others.



In RE, Form I have been studying Christianity and the significant concepts that share different beliefs, values and commitments. Children explored various themes within Christianity; The Creation Story, The Christmas Story, Jesus as a friend. Form I have also been learning about the Jewish religion and have learnt that Shabbat is a holy day for the Jewish community. They learnt the key elements of the Shabbat meal, why Jewish people celebrate the festivals of Hanukah and Passover and the significance of some Jewish beliefs and practices.



Form I have enjoyed learning French and Spanish this year and have learnt basic greetings, counting to 20, days of the week, months of year and colours.

It has been a wonderful year, full of many exciting and happy moments. It has been an absolute pleasure to teach Form I and watch each child grow in their own individual way. I will truly miss all of Form I and I wish them all the very best success in the future.

# Form 2

*Mrs. Sarah Baron*

It has been a very busy, if somewhat unusual, year for Form 2. The expectations have been high and wide-ranging, and, without exception, the pupils have risen to every challenge. They have worked hard across the whole curriculum and embraced remote learning to build upon the excellent progress they have made.

The English curriculum can seem very daunting in Year 2, from expanded noun phrases to apostrophes to show possession, from non-chronological reports to recounts, the children are expected to display a vast array of skills that seem way beyond their years. Through differentiated lessons and a variety of activities children are given many opportunities to show and develop their skills. Instruction writing was preceded by making fat-balls, recounts were based on personal experiences and poetry through collaborative working. English skills have been embedded across the curriculum through research, discussions, investigations and speaking and listening.



The national curriculum for mathematics aims to ensure that all pupils become fluent in the fundamentals of mathematics, reason mathematically by following a line of enquiry and can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication. This year we have changed to the White Rose Scheme of Work which focuses on 'small steps' progression but teaching in blocks to embed knowledge to 'master' skills.



Science lessons are always a great opportunity to learn through hands-on investigations, experimentation and enquiry. Form 2 has classified and identified the uses and properties of materials; learned what helps keep them healthy, from what they eat to exercise and hygiene; investigated the environment around them through mini beasts, habitats and food chains and what plants need to grow well. They have planted seeds, been on bug hunts and nature walks, they have sorted, tested, investigated, discussed and questioned.



In Geography, Form 2 have been learning about the world around them, both local and further afield. Children have explored a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They have learnt how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary.



In History, Form 2 studied the meaning of Remembrance Day; what we are remembering, why it is important to remember and how we remember. They gained an appreciation of why people in the past acted the way they did through the study of the Gunpowder Plot and The Great Fire of London unit taught the key events and helped develop an understanding of the ways in which we can find out about the past through discussing primary sources; increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century. This Kings and Queens unit covered significant British monarchs in history and consolidated the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.

Art took many forms throughout the year, time was spent improving sketching and shading skills as well as creating cards for Christmas and Mother's Day. Form 2 particularly enjoyed the study of the surrealist Joan Miro; they created some fantastic clay statues inspired by his work and reflecting his style.





DT is a firm favourite in Form 2. They designed, they measured, they sawed, they hammered, they glued, they raced some amazing vehicles. From a basic chassis great vehicle emerged that were all the better for being wound up and raced across the classroom. Lock-down interrupted the construction of our windmills, but many children took their windmill sails home and finished the construction there investing a lot of time, effort and imagination into the project.

PSHEE pervades all aspects of the school and beyond and is something that we are very proud of here at Maldon Court. We follow a very comprehensive PSHE scheme of work that spirals up through the school, but more than that, the values and ethos of the school are strengthened through its study and implementation. Form 2 has studied Rights, Rules and Responsibilities, Anti-Bullying, Recognising and Understanding Change, Family and Friends and Economic Wellbeing and Financial Capability, along with their active involvement in various fundraising events.

The main focus of RE in Form 2 is Islam and Christianity. The children have learned about Islam, what happens during the Hajj and how praying at regular intervals can help a Muslim in their everyday life. They have also learned about Easter, what the Resurrection means to Christians, and the story of the Nativity. The study of Christianity was certainly enhanced by their guided visit to All Saints' Church where they had the opportunity to ask Canon Carter lots of questions, dress-up, ring the bells and play the organ. The weekly assemblies by Open the Book, Churches Together continue to enhance the children's understanding of Bible stories too.



In Form 2, MFL is approached by learning lots of different vocabulary through songs, movement and a little dance.

The children in Form 2 have worked incredibly hard this year; whether in school or at home. A Zoom meeting can never replace the vibrancy created in a classroom and we should not underestimate how much each child learns from their peers, but they should all be very proud of what they have achieved, how they embraced learning from home in what has been a history making year they will never forget.

# Form 3

*Miss. Ashleigh Vaughan*

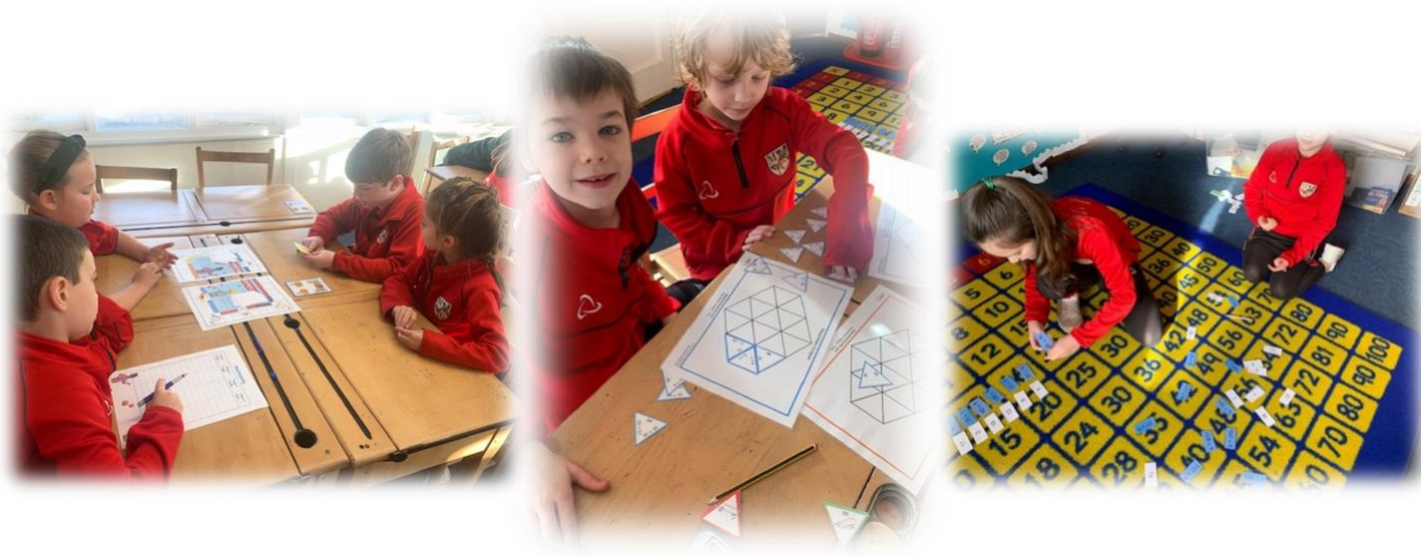
Form 3 all settled into the new adjustment of KS2 exceptionally well. The children were all extremely excited about having their own desks and stationary and also a new teacher to the school, they all made me feel very welcome! We soon got used to homework every day and the independence of being a KS2 pupil. We have had a very busy and productive year together and I have been delighted to see the tremendous progress all of the children have continued to make on our online learning platform. I have been astonished by the children's resilience and determination to continue to succeed on Seesaw and I am so proud of all of them for all of their accomplishments.



Throughout the year we have placed an importance on developing the children's spoken language, reading, writing and vocabulary skills. We have worked extremely hard to get the children reading fluently and with expression and have a good understanding of what the text is about. They have all enjoyed this through comprehension tasks and class books that have been read altogether. We have also loved having class discussions and all sharing our ideas and thoughts. All through the year the children have continued to understand the higher expectations of vocabulary and have learnt what resources to use to access this. I have seen a tremendous progress in all of the children's handwriting and presentation with most of them gaining their pen licences. Although we did not get the opportunity to perform our class assembly, it was so lovely to see so many children putting themselves forward for the main roles. This demonstrated to me how much all of their confidence has grown since the beginning of Form 3 and will continue to grow as they move through the school. This year we particularly enjoyed creating our own George's Marvelous Medicine Recipe and writing instructions on how to make this. The children found it particularly funny when I made my own out of engine oil, rabbit droppings and blood and then tasted it afterwards!



In Maths this year the children have particularly enjoyed the investigative side of the subject and implementing a deeper level of thinking in terms of problem solving and reasoning. We have been able to dive deep into topics and apply useful formal methods to help us solve problems. They especially relish completing a carousel of activities which allows them to tackle different areas for a short period of time, this would include code breaking, investigating, Mathopolgy and tri-jigsaw puzzles. The children have also enjoyed both TT Rockstars and Fast Maths and I have seen a brilliant progression in their recall of times tables.

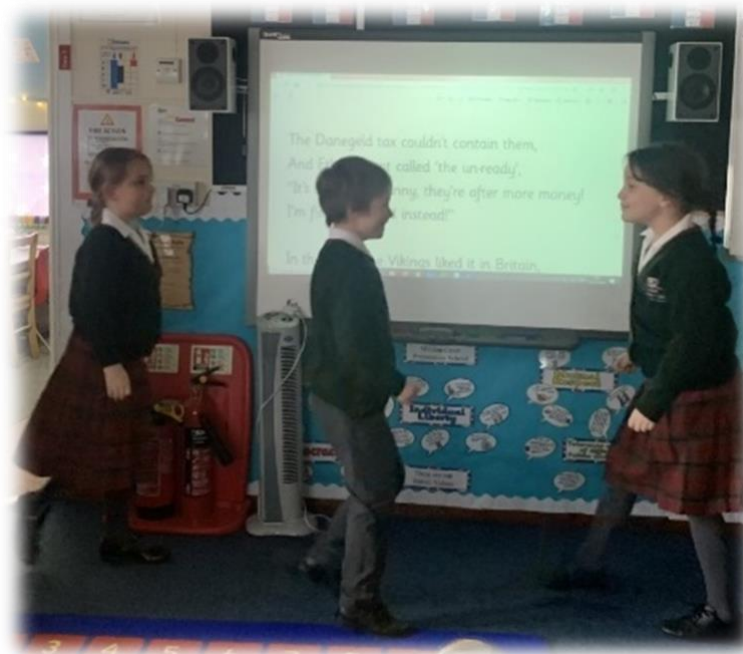




In Science we have enjoyed learning about Rocks and Soils, Magnets, Animals including Humans, Light, Plants and Scientists and Inventors. The children have all loved the experiment side that Science offers them, where they have had opportunities to explore, talk about, test and develop own ideas. The children were shocked to investigate and find out how much sugar is in everyday drinks and also what plants need to grow well. This year the children have completed their own independent study on a Scientist/Inventor of their choice. I have loved the freedom this has given the children to explore something they have a particular interest in and have produced with some fantastic experiments, findings and results. As half term homework the children were asked to produce a magnetic game, I was so shocked by what the children produced and definitely deserved to be sold in shops!



In History, we loved learning about the Vikings and the Anglo Saxons, World War II and Ancient Egyptians. The children were fascinated by the WW2 subject and loved hearing all of the stories from the war veterans. They were able to create beautiful posters about this topic, which I found hard to take down from the display! Linked with our English topic, we were able to really think about what it would have felt like to be an evacuee and what it would have been like to hear the air-raid sirens, the children came up with some wonderful ideas. Our beautiful blackout Poppy Poems still remain in the classroom today. We have also enjoyed role playing what it would have been like when the Vikings raided Britain, we really enjoyed the performing side of this and also found the Viking punishments very gruesome!

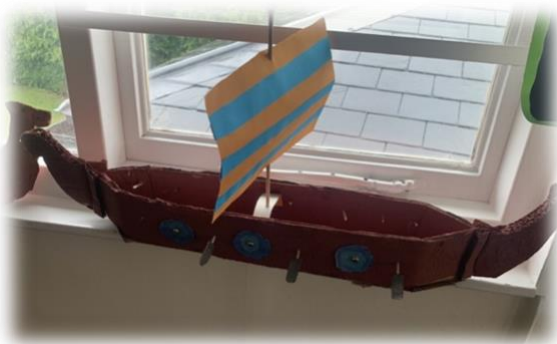


In Geography, we have learnt about Rain Forests, The UK and Extreme Weather. The children loved learning about the different layers of the Rainforest and all of the animals that live within these layers. We took some time to research a particular rainforest animal and found out some very interesting facts. For our Extreme Weather topic, the children have found learning about erupting volcanoes, tsunamis and earthquakes fascinating. We even got to create some mini extreme weathers ourselves! The children's map skills have continued to develop through looking at floor maps, diagrams, globes and aerial photographs.





Form 3 have worked exceptionally hard on Art and DT this year. We have loved creating our Viking long boats from scratch. This took us over 8 lessons to complete, but the results were worth the wait! We also enjoyed our cooking lessons with Miss. Reeves in the kitchen where we began to learn important cutting skills. The children especially enjoyed all of the taste testing of breads and different fruit and vegetables. In Art, we have completed some observational drawings and used a range of equipment such as watercolour paint and oils.



Maldon Court prides itself on its PSHEE, not just through discrete lessons but how it is embedded in the ethos of the school. The introduction of the Wellness room and dedicated Wellbeing activities like yoga and meditation have been exceptional to each child. This year we have covered a number of topics: Beginning and Belonging, Myself and My Relationships, Diversity and Community and Healthy and Safer Lifestyles. I especially loved the presentations each child gave me at the beginning of the year, talking about a subject of their choice. This developed their confidence massively and was the perfect opportunity to find something out about their classmates.



The children have really enjoyed the new scheme of work for RE. Each half term we have asked a different question about a religion and looked to find the answer through different activities and research. In Form 3 we have looked at: Hinduism - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? How can Brahman be everywhere and in everything? Would visiting the River Ganges feel special to a non-Hindu? Christianity - Has Christmas lost its true meaning? Could Jesus heal people? Were these miracles or is there some other explanation? What is 'good' about Good Friday? With this, we loved acting out the Nativity and unwrapping Christmas presents to find our RE owl Huey owl hiding inside!



Form 3 have enjoyed learning French this year and have learnt how to greet people, ask them your name, colours, numbers 0-20, discussed what's in the classroom, what's in our pencil cases, school subjects, around the school and what they like to do. We also thoroughly enjoyed MFL day back in September where the children were able to immerse themselves in a chosen language of their choice.



Finally, we started the year with a trip to Colchester Castle accompanied by Form 4. We met our fantastic tour guide John, who led the children down into the castle vaults. John asked the children to count the number of steps down into the vaults and that would tell them how far back in time that they were going to travel. The children demonstrated outstanding knowledge and fully immersed themselves in role play and activities. The children had to construct a Roman villa and a roundhouse. The children worked beautifully as a team and enjoyed getting inside afterwards.



We have enjoyed such a wonderful year together despite the unprecedented time we find ourselves in at the moment. I have loved watching every single child flourish and continue to blossom throughout the year. It has been an absolute pleasure to teach Form 3 this year and I look forward to seeing them grow as they continue their education at Maldon Court.



# Form 4

*Miss. Suzanne Broadbridge*

In Form 4 the focus in English is separated into spelling, punctuation & grammar, comprehension and creative writing.

In SPaG lessons, the 'Headstart' scheme carefully developed each focus through following a story where each aspect is addressed. Each week, the children were introduced to punctuation and grammatical features so that they could then complete tasks and apply their knowledge in other areas of the curriculum.

Using Literacy Shed, the children have been provided with a variety of stimuli for their comprehension lessons, including video clips and different text types, which has enabled the class to delve into VIPERS (Vocabulary, Inference, Punctuation, Explanation, Reasoning and Summarise). Each of these skills allowed the children to read between the lines of the story and understand the reasons behind a character's responses, emotions and actions.

Within creative writing, the children get the opportunity to carry out an extended writing task in different genres. We began with narrative stories such as: The Iron Man, The Butterfly Lion, How to Train My Dragon, Harry Potter, The Secret of Platform 13, Charlie and the Chocolate Factory and many more. Using these varying texts, we looked closely at how we structure a story and how we can use a narrator/story teller's voice. We also learned when and where we should include description and how

we can show what a character is feeling through their actions. We also started work on the proper use of paragraphing. We then moved on to writing recounts, diaries and newspaper reports.

We then changed to factual writing such as instructions, non-chronological reports and further recounts. We learned how to make our own magical 'Harry Potter' themed wands and then wrote detailed instructions on 'How to design and make your own wand'. We used non-fictional writing across many of the other subjects, such as within History, when we wrote our own instructions on 'How to build a Roman structure'.



We explored and experimented with different poetic forms such as Acrostic, Haiku, Kennings, Rhyming and many more. We focused on descriptive and figurative language and experimented with similes, metaphors, alliteration and personification before returning to narrative texts, *Fantastic Mr Fox*, *The Lion*, *The Witch and The Wardrobe* and *Alice in Wonderland*, to finish off the year.

In Maths the children continue to extend their skills, applying their new-found knowledge to ever more challenging real-life problems. The study of place value encourages the children to recognise the place value of each digit in numbers with four digits or more and continue to order and compare numbers beyond 1000 using mathematical vocabulary and symbols. They identified, represented and estimated numbers using different representations and began to round numbers to the nearest 10, 100 and 1000. The children focused on counting from 0 in multiples of 6, 7, 9, 25 and 1000, count backwards through zero to include negative numbers and found 1000 more or less than a given number. Linking to our study of the Romans in History the class began to read Roman numerals up to 1000.

The multiplication and division, lessons built upon previous learning by developing fluency in all multiplication tables up to  $12 \times 12$ , this was also enhanced through the introduction of Times Tables Rock Stars that Form 4 have enthusiastically engaged in. The children have used known facts and their understanding of place value to multiply and divide mentally, including multiplying by zero and one, dividing by one, and multiplying together three numbers. They used formal written methods to multiply and divide two and three-digit numbers by one-digit numbers. They also solved problems and puzzles including word problems, integer scaling problems, and harder correspondence problems. Building on their understanding of fractions and developing their skills in areas such as equivalent fractions, addition and subtraction of fractions and calculating fractions of amounts has aided Form 4's understanding of the link between fractions and decimals.

This year, Form 4 have begun to use 24-hour clocks and convert from 12-hour to 24-hour times and vice versa. They have also used simple timetables to calculate the time taken for journeys and calculate missing times on a timetable.

Form 4 have extended their study of 2D shapes by comparing and classifying different types of triangles and quadrilaterals, comparing their properties such as angles, side and lines of symmetry. They consolidated their learning from year 3 on right angles and moved on to identifying acute, right, obtuse and reflex angles and ordering angles up to  $180^\circ$ .

Throughout the year, Form 4 have learnt to identify the difference between discrete and continuous data and present both types of data as bar charts and time graphs. They have also solved comparison, sum and difference problems using the information presented in bar charts, pictograms, tables and other graphs.



In Science, we began the year by looking at living things and how they are classified. We investigated different types of animals looking for features they had in common, such as backbones or not. We learnt how to ask yes/no questions based on physical appearance and then turned these into classification keys. We also studied how animals are adapted to the environment they live in and even created our own crazy creatures online.

We followed this by looking more closely at humans, focusing on teeth and digestion. We learnt many interesting facts about both human and animal teeth; how we can tell an animal's diet from its teeth, how many teeth a creature has in its lifetime and how to care for our own teeth. We had lots of fun looking at the main parts of the human digestive system and how the digestive process works. We carried out our own investigation using bananas, cream crackers, orange juice and a pair of tights to model how digestion works!

After this unit, came 'States of Matter' where we examined the concepts of solids, liquids and gases in more detail. We spent time learning how materials can change state through heating and cooling, sometimes involving extreme temperatures. We carried out our own investigations, such as, finding the melting point of chocolate, and investigating evaporation.

Electricity came next starting with important safety facts for everyday life. We learnt all about the different components that we could put into a circuit and had lots of fun making and investigating different circuits. We investigated what types of material were electrical conductors and how to construct a complete circuit.

The final topic was 'Sound', where we investigated how sounds are produced, how they travel and how they can be altered. At home, the children carried out investigations on sound proofing, changing the pitch of a note as well as finding out which materials sound travels well through.



For British Science Week, Form's 3 and 4 teamed up to investigate 'Is everyone's body the same?' With a partner from a different form, the children created a life-size drawing of each other, they then worked together to draw detail like hair, eyes and nails. Next, working in groups of 8 they were given a set of different bones that they had to place on the bodies they had drawn around, there were bonus points for scientific labels! Lastly, with our teams of 8 they took some time to investigate how everybody is different. They measured the wingspan of each other, height, leg length, eye colour, hair colour and foot length and then compared results. We all concluded that although our bodies are alike in some ways, there is no one else in the world who looks quite the same as you, we are all different.





Within all the Science units, the children have learned to plan and carry out investigations and how to measure, record and analyse the data they have gathered so that they can form a conclusion.



In History, the first topic we focused on was 'The Romans'. This unit studied the impact the Roman empire had on life in Britain, the spread of the Roman empire, the invasion of Britain and the eventual conquest. The class also looked in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they relished the opportunity to learn about the British resistance of Boudicca and the events of Boudicca's rebellion from different perspectives.

The children also investigated Hadrian's Wall, examining how, where and why it was built, learned about the different features of the wall and used maps to determine its location. To accompany this topic, the children visited Colchester Castle as part of their school trip, where our fantastic tour guide, John, guided us through the different Roman and Norman eras. The guided tour included, exploring through the tunnels beneath the castle, role play, looking at artefacts and listening to interesting stories. After the guided tour, the children took part in the following interactive activities; Roman house/structure building and a scavenger hunt.



This topic was then followed by Form 4's class assembly, 'Romans Rule Maldon Court', where the children re-enacted different famous people from the Roman era. The children explained the different occurrences that happened and showed their outstanding knowledge of 'Roman life'.



The topic for the spring term was 'Riotous Royalty', which taught the class in depth about William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch by introducing the Magna Carta and inspiring the Peasants Revolt. Form 4 were intrigued as to why King Henry VIII married so many times, learning about each of his wives and their untimely demise.

The final History topic in Form 4 was 'Crime and Punishment' in which the children developed their chronological knowledge beyond 1066 through studying this aspect of social history. The children found out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They also broadened their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin.

In Geography, Form 4 headed back in time to find out how the towns and cities of the UK first developed. The class first investigated how early settlers chose a place to build a home, including the availability of resources such as water and wood and how well the location could be defended. They looked at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, the children investigated land use in different sized settlements and the ways in which settlements were linked together, linking this to our study of the Romans and building Roman roads. To complete the topic the children then built their own early settlements.

In the spring term, Form 4 studied the North Yorkshire seaside town of Whitby. The children learnt about the physical geography of Whitby, including its Jurassic cliffs and its proximity to the North Yorkshire Moors. They used maps, atlases and digital maps to explore the town and find out about what the land is used for and what there is to do in Whitby. Throughout this unit the children were encouraged to compare what they had learnt about Whitby with what they know about their own local area.



The final Geography topic was 'Water' which introduced the children to the water cycle and allowed them to explore the processes of evaporation and condensation. They were also introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.

In Art, the children have had the opportunity to look at the styles of different artists, discuss their art and create their own work in a similar style. To start with the children learnt how to draw 3d shapes such as cubes, cuboids, spheres and cones and to look and see how many objects they draw are made up from a combination of these shapes. We then looked at how shading and highlights could be used to create a more 3dimensional appearance to a shape. The children also enjoyed learning about perspective and how they could use this effectively when drawing paths, roads and buildings. Form 4 thoroughly enjoyed drawing the front of the school and then used watercolour paints to finish. In the summer term, we looked at Georgia O Keeffe's work and created our own enlarged flower pictures. In the last few weeks, we investigated and researched stop motion animation.



During DT this year, Form 4 were extremely lucky to have the opportunity to experience the unit of 'Cooking'. With the help of our fantastic cook, Miss Reeves, the children took part in weekly lessons on the topic 'Lovely Lunch'. In these lessons, the children learnt about healthy eating (including food group proportions and composite dishes), seasonal ingredients, where some of their food comes from and how to prepare a simple dish safely and hygienically. The lessons then worked towards the children designing their own healthy sandwich. The children thoroughly enjoyed these practical lessons and especially enjoyed the taste testing!



Our second topic was 'Textiles'. The first artist we looked at was Michael Brennan Wood who uses a variety of materials including textiles in his work. We then created our own abstract art using a variety of printing and sewing techniques to make our own bookmarks.

PSHEE aims to encourage the children to think about all sorts of different situations and decisions that they may encounter in life. We began by thinking about rights and responsibilities, defining what rights are and who is responsible for trying to ensure that these are met. We then looked at the process of democracy and the concept of fairness in making decisions.

After this we thought about the relationships we have with special people in our lives, both our friends and families. We looked at how these relationships can change over time and how problems can be resolved when they occur.

Next, we looked at dangerous substances such as drugs, alcohol and tobacco. We learned how different types of drugs affect the body and legal and illegal drugs. We learned about the precautions taken to ensure medicines are dispensed, taken and stored safely. We found out how substances can enter our bodies and some of the effects of alcohol and tobacco. We also considered how we could behave in different situations.

We have also looked at financial responsibilities. We have considered the different ways people earn money and researched what different jobs involve. We have looked at the ways people spend money, how credit cards work and how you can open a bank account. We have thought about what people spend money on and the difference between necessities and luxuries. We have looked at global trade and how buying and selling goods effects people all around the world.

Our last topic was 'Feelings and Emotions'. The children enjoyed reflecting on their experiences every day and were able to express how they feel during a 'normal day' and how their feelings and emotions may change throughout a day.

In RE, the children have focused on the study of three religions, Judaism, Christianity and Buddhism. Whilst studying Judaism the children learnt that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. They watched a video and read the story of how Jewish history begins with the covenant between God and Abraham around 1812 BC and learnt that Abraham is considered the founder of Judaism. The second topic taught Form 4 that God asks Jews to keep to certain rules on what they eat/don't eat. The class learnt that to follow these rules is their choice and if they choose to do this it is because they respect God and want to do as He asks. Finally, the class learnt the symbolism of the items on the Seder plate and about the significance of the Passover meal. The final unit of study on Judaism explored how Jews show their commitment to God. The class learnt about the ceremonies and rites of passage that take place throughout the lives of Jewish people ensuring that at every opportunity God can be involved. This topic also linked to Science and PSHEE encouraging the children to look after the environment as a way of showing commitment to God who, they believe, created the world.

When studying Christianity, Form 4 studied some of the key events in the Christian calendar including the significance of the Nativity to Christians today, whether forgiveness is always possible for Christians following the crucifixion of Jesus and finally if people always need to go to church to show they are Christians. Whilst reading the Christmas story we discussed how there are important symbols during the story which signify an important event. The children identified key images from the story such as the Angel, the Star, the Wise men etc. and whilst working in small groups they were able to identify the significance of the symbols and explain their meaning. The study of the Last Supper and the events preceding allowed the children to investigate the following actions and behaviours of each of the people involved. From this the children established reasoned explanations for why Jesus was able to forgive his friends.

Within Buddhism, Form 4 studied the story of the Buddha. The children learnt about the key aspects of the Buddhist faith. The children worked creatively to enhance their learning experience about Buddhism. They learnt where Buddhism originated, about special places linked to Buddhism and the key festivals in Buddhist life. The children also learnt about symbols in Buddhism, the Buddhist holy book and the main beliefs held by Buddhists.

In French, Form 4 began with learning the different modes of transport before explaining how they travel to school. This then progressed into learning directions so that they could add greater detail to explaining their journeys to school. The children finally began asking questions relating to 'How do I get to...?' and answering using the appropriate grammar, numbers and identifying left and right. The class worked hard to develop their pronunciation using a variety of songs, games and aural practise.

Spanish in Form 4 started with a revision of colours and numbers to 30 before learning the parts of the body through action songs. The children also listened to a poem, 'El Monstruo' from which the children had to identify the part of the body, its size and colour and then draw a monster using this description. The pictures created were fabulous, demonstrating that the children had fully understood the poem.

The children began learning about different animals which allowed them to develop several skills including listening to text and extracting the information they understood in order to gain an understanding of what the text was about. Here they were identifying the type of animal and how many there were. The varied activities encouraged the children to listen for sounds, rhyme and rhythm within the words so that they can familiarise themselves with the structure of the language.

# Form 5

*Mrs. Hannah Bonner and Mrs. Summers*

Form 5 is an incredibly busy year in our school, but the children have embraced the challenge and have worked incredibly hard and diligently throughout the year. I could not have asked for more! The preparation towards 11+ and entrance exams has been the main focus for the majority of the children. The children have participated in many past exam papers, honed and practised their exam skills and we hope by the end of the summer term, will have sat at least 1 full mock 11+ paper.

In Maths pupils in Form 5 have been working hard towards completing the Key Stage 2 curriculum. Those that are able have worked through the Year 5 and the Year 6 objectives. The children have developed the skills of using and applying their knowledge when answering multi step problems and real-life investigations. We have predominantly taught maths this year by firstly improving mathematical fluency and then developing this to problem solving and reasoning. Our approach to block teaching maths is now in its second year in form 5 and has really helped us to achieve this higher level of mastery needed for the children to be great mathematicians. Block teaching has given the children time to drill down into each topic and come out with a deeper understanding and a firm basis to apply skills learnt. The class have used a variety of teaching and learning styles including the use of tablets in lessons to complete online learning and research. Each term has had a different focus and has been followed with an end of topic assessment.

Through the Autumn term we studied Number and Place Value, The Four Operations (addition, subtraction, multiplication and division), Fractions, and Geometry (coordinates). In the Spring term Decimals, Percentages, Converting units, Perimeter Area and Volume and Ratio, and in the Summer term Properties of shapes, Statistics, Algebra (for some) and then revision.

The children have enjoyed some practical maths which has crossed the curriculum in many science investigations and on Outdoor Classroom day the children produced some super collages of angles and shapes they had discovered around their homes and in nature.





The children have also spent a lot of time practising English skills. In the Autumn term our Topic was World War II. This gave a tremendous amount of opportunity for the children to practise many writing styles and genres, including time studying some World War II Poetry. With Mrs Summers, the children read Good Night Mr Tom and used this as their basis for their Reading Comprehension. Our trip to Chatham Docks was also strongly linked to this topic. The children enjoyed performing war time poetry.

The children's Drama skills were put to the test in their assembly. Their idea input, working as a team and great listening skills demonstrated how the children are always willing to give their best. The children were provided with a basic script which they choreographed, extended and added to make the assembly their own. The children have also developed their confidence and understanding of a text or poem at various other opportunities throughout the year. Whilst learning from home, many of the children have sent in videos as reporters, videos as holiday destination guides and have recorded themselves reading aloud poetry that they have created.





From the start of Form 5 there has been a heavy focus on improving the children's figurative language within their work using show not tell as a writing style and including anything from idioms, similes, hyperboles, alliteration, metaphors, personification onomatopoeia and oxymorons to add interest and effect to their written work. They are aware of developing their own writer's toolkit and are becoming familiar with proofreading their own work and assessing others.

The children have also spent time writing stories for younger children, summarising texts, discussing writer styles and tools, writing biographies, non-chronological reports and poetry.

They have spent much time practising reducing their writing down to 10-minute tasks which is a requirement of the 11+. In this time frame, they must write 6-7 sentences including a plethora of figurative language and varied punctuation on an unknown topic/ picture. They have become very skilled at this.



The children love working with the younger children in the school. On World Book Day, the children wrote story books for their buddies and had the opportunity to read these to their buddies.

In History, the children studied World War II, Ancient Greece and The Mayans. Through World War II. The children enjoyed studying, reading and writing evacuee letters and considering how the rationing and being an evacuee affected them now. Through the Ancient Greece Topic, the children completed an independent project using the tablets to help them research. The children enjoyed working together with the use of discussion and research to complete it the ability to work independently is an essential part of preparing them for the future in Secondary School; they relished the challenge! The topic gave the children the opportunity to study, research and discuss who the people were, when they lived and where and how they were able to establish their empire. They learnt how the political system worked in Ancient Greece, investigated the legacy of Athenian Democracy and compared it with the political systems we have today. The children also compared and contrasted the modern Olympic Games. The children were learning from home when they completed the Mayan Topic. The children worked independently through their learning objectives with some suggested activities. They discovered that the Mayans invented many things including the number system and their own Calendar. The children studied various Mayan Gods Mayan Foods and various elements of the Mayan civilisation.

For Geography, the children focused on 'Enough for Everyone', Mountains and North America. In 'Enough for Everyone' children had to think about the needs of a settlement and the planet as a whole. They discovered where resources such as power and food come from and looked at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children had the chance to consider how their actions impact on others around the world and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone. Through the Magnificent Mountains topic, the children learnt about various mountain formations, uses of mountains, features of mountains and located some of the world's largest mountains.

In RE, the children have been lucky to attend weekly assemblies by "Open the Book". This is a story telling programme run specifically for Primary schools and aims to bring to life the stories of the bible's new and Old Testament, through the children's involvement in listening and taking part in weekly storytelling and performing as an act of collective worship. The programme also looks at and is used to discuss and consider with the children the act of being a Christian and Christian Values.

In lessons the children have had the opportunity to study Hinduism and have considered What is the Best way for a Hindu to show commitment to God, and Hindu beliefs relating to Brahman being everywhere and in everything.

PSHEE began the year generating discussion on the experiences of a child and family who had arrived new in this country and how to deal in such situations. Form 5 proved to be mature when discussing current affairs in the world and they clearly feel it should be treated with sensitivity. The children began to develop a sense of personal identity and self-worth, as well as considering and respecting the needs and views of others. They focused heavily on how the media can portray and influence our decisions. The children were fully aware that what is broadcasted or advertised may not be the truth.

Managing risks was a topic which enabled the children to discuss home life and school life not only did we look at electrical safety, safety at various public places and road safety; the children took part in an Internet Safety talk where they were taught how to keep safe on the internet whilst learning how to manage risks effectively. Here the children were encouraged to talk about games or apps that they use, to not be afraid of playing the games but how to play or use apps safely whilst being able to speak to adults when they feel uneasy. Furthermore, the children studied the importance of healthy living and making the right choices as to what we eat. The Life Support Roadshow also came to school. This was an invaluable experience for the children where they learnt to put scan the scene of an accident for risks, put someone in the recovery position, give mouth to mouth resuscitation and what to do if someone was choking. They also practised the hymnic manoeuvre on a dummy.

It goes without saying that the children have adored being buddies to the Pre- Reception. They have all proved to be wonderful role models.

The Children have been lucky enough to be taught art by our specialist teacher Mrs Fleming this year. The children have looked at the elements of art. They studied how they could show form in their observational drawing by using contrasting highlights, shadows and contour lines. They then focused on the elements of shape and form and how negative spaces are as important as positive ones; they then examined perspective, with an emphasis on digital photography. With school closures the class were challenged to create videos using stop motion and looked at how to create animations using a flip book. they have also really enjoyed looking at the difference between street art and graffiti and have studied work by Shepherd Fairey and Banksy.

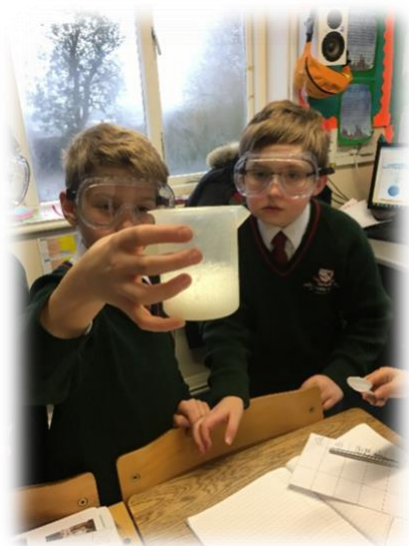


Form 5 were very excited to look at food technology under our topic design and technology. Miss Reeves our School chef shared many of her skills with the children. They learnt how to use a knife correctly using a bridge hold and mastered the claw cutting technique while making a healthy salad. The children loved researching different salads from all over the world. They looked at how we balance our food to ensure that we get the correct proportion of nutrients from our meals and how packaging labels list nutritional information on them. They even sampled, and taste tested a variety of different salads and were really surprised with the range of flavours in salad greens. They evaluated each other's salads maturely and gave each other positive and useful feedback. Mrs Reeves and Mrs Fleming were very impressed with their maturity and manners.



In Science, the year started with 'Space'. Over the summer holiday the children were set the task to make planets, so we could create a model solar system within the classroom. We have enjoyed these planets hanging from the ceiling throughout the entire year. Through the module they described the Sun, Earth and Moon as approximately spherical bodies; named and described features of the planets in our solar system; explained day and night and the apparent movement of the Sun across the sky and explained the movement of the Moon.

When the topic 'materials' was completed, the children conducted many experiments exploring reversible and irreversible changes.



They studied the 'Circle of Life' topic, which included plant reproduction, the children created a model of a flowering plant, the life cycle of plants, life cycles of animals, life processes and reproduction of animals and extinction.

The 'Growing Up and Growing Old' topics allowed the children to study the human timeline; gestation and pregnancy in different mammals; changes as we go from child to adults including puberty.

The last topic studied was 'Let's Get Moving' which is all about forces. The children had to complete this topic from home but still they managed to create and investigate with levers and parachutes. I received some superb videos through See Saw of people dropping parachutes from bedroom windows.



The children enjoyed a fabulous day hosted by Felsted school to celebrate Women in Science. The girls had a great day completing practical's in Biology investigating Water Daphnia, Chemistry making red Cabbage pH indicator and Physics labs investigating the strength of chocolate. It was a super opportunity for the girls to practise science in a laboratory.



As well as all their hard work the children took part in several school trips this year. Form 5 and 6 children had an outstanding trip to Chatham Docks. There they made boats and took part in a competition to see whose would sail the fastest. They had a look on board a submarine. They had a drama lesson in HMS Gannet. A sloop of the Victorian Royal Navy, HMS Gannet was built on the River Medway at Sheerness in 1878. Designed to patrol the world's oceans, she 'flew the flag' protecting British interests around the world. On board, the children acted out verses from War poetry, imagining what it was like to be a on watch through the night. We also had a lesson in a real air raid shelter and experienced what it was like to be inside in darkness. Whilst in the air raid shelter they listened to the sound of a recorded air raid and learnt songs to sing that had been sung through the War time. Everyone thoroughly enjoyed their day.



Amongst the excitement of Christmas, Mrs Stone and Mrs Bonner worked hard with Forms 5 and 6 to practise carols to sing to the elderly at various care homes in Maldon and St Peter's hospital. Some of the residents were truly overjoyed and overwhelmed at hearing and seeing our youngsters singing. The children even learnt sign language for some of the songs that was hugely appreciated by some of the residents.

Form 5 went on their residential trip to Fellowship Afloat, Tollesbury. The children stayed aboard Trinity, a retired light vessel, which has been converted into accommodation. During the 3 days the children took part in sailing, high ropes, kayaking, climbing, and a night walk' all of which encouraged the children to challenge themselves, work as a team and build self- confidence and resilience. They had a fantastic time and Mrs Summers and I enjoyed spending time with the class away from the classroom. Each and every child learnt a new skill, tackled a fear, improved themselves and above all had fun.



The children's hard work and determination has been a credit to them. They have all grown in resilience this year and matured. They have proven to themselves how much their growth mindset has helped them through this busy and challenging year.

# Form 6

*Mrs. Lindsay Fleming*

In Form 6 we aim to develop more independence, greater resilience and most importantly, cultivate an awareness in the children of who they are as both learners and as young adults. It's a year filled with responsibility, reflection and leadership. English contained a mixture of story writing, poetry, drama and debating. Throughout the year the children have been practising their story writing skills and assess their own and others' work. Using *Literacy Shed* the class have been provided with a range of stimuli from sinister china dolls to imaginative endings of courageous stories. The children have pushed their imagination and thoughtfully used a range of figurative language to stimulate the reader's response.



Children are encouraged to speak confidently and express their knowledge and opinions eloquently through debates, class assemblies and leadership roles. The class regularly impress visitors with their poem recitals and their delivery of readings in front of large church audiences. The children also participated in the Young Writer's competition for 7-11 Year olds where a vast majority of the children's work was selected to be published in an anthology of stories.

The children have loved reading a variety of books this year and enjoyed a special World Book Day with their buddies, tea with a Gruffalo and lots of green screening fun. The children also took part in an annual English Speaking Board exam, where they performed a reading, recited a poem and conducted a speech.

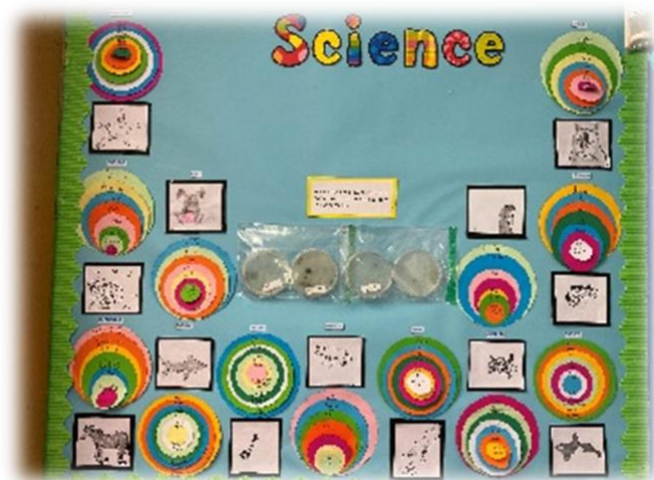




In Maths pupils have been developing their numeracy skills and applying their knowledge to concepts beyond the Key Stage 2 curriculum. The whole class move through topics at broadly the same pace. Each one is mastered, and the children do not move to the next stage until they all demonstrate that they have a secure understanding of the concepts studied. They extended their knowledge of algebra, learning how to use all four operations when simplifying algebraic expressions and calculating equations. The children then tackled negative numbers and how to calculate using the four operations, including double negatives. They also studied the magic of Pi and how this value can be used to calculate properties of circles, any circle based 2D and 3D shape and then applied the formulae to solve a variety of real-life problems.

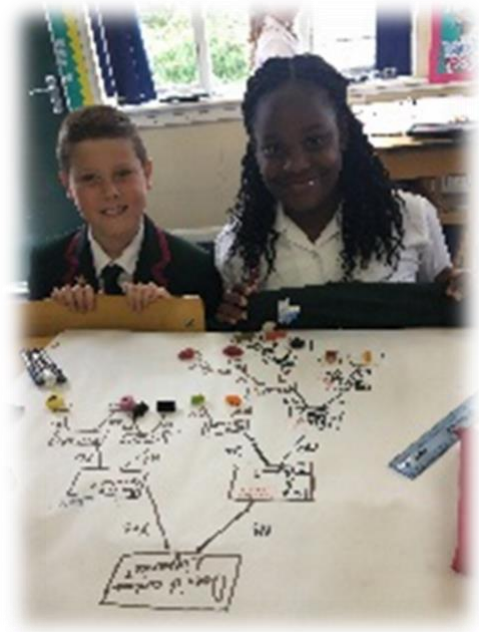
The children have loved solving riddles and applying many problem-solving skills to solve investigations. A team of four children competed in an interschools problem solving competition and were delighted to win, proceeding to the next round which was unfortunately cancelled due to school closures.

Science in Form 6 aims to consolidate the key knowledge and vocabulary the children will need for secondary school; teach them to be critical thinkers who can plan, carry out, record and present data and to interpret their findings; to question and make sense of the world around them and hopefully inspire an enjoyment of this subject as they progress to study it at a higher level. The first topic examined the incredible variety of life on Earth and the development of classification. We looked at the work of botanist Karl Linnaeus who developed a system of classification still used today. The children learned how kingdoms are first created and then subdivided into smaller and smaller groups. We spent time looking at the animal kingdom and how it is split into vertebrates and invertebrates and then examined in more detail the five main vertebrate groups.





We learnt to look for similarities and differences in animals in order to classify or identify them; how to create and use classification keys and the sometimes useful, sometimes nasty world of bacteria and fungi. For British Science week the Form 5 and 6 children arrived to discover a classroom filled with: a sneezing landing strip, water pistols loaded with coloured water, glitter, soap, oil, tissues and measuring equipment. In small groups they were challenged to plan various enquiries to answer their questions including recognising and controlling variables. They simulated sneezing and measured the breadth and distance of each sneeze. They discovered how effective tissues were at blocking a sneeze. They used glitter, oil and soap to show how quickly germs can transfer onto other surfaces and that cold water washing isn't very effective at getting rid of germs.



We then looked in more detail at humans, specifically the respiratory and circulatory systems that keep us alive. The class really enjoyed investigating what our blood consists of. We did this by creating a blood smoothie! In our smoothie recipe, we used the following ingredients to represent each of these components:

- Strawberries for red blood cells;
- Marshmallows for white blood cells;
- Sprinkles for platelets and
- Pineapple juice for plasma.

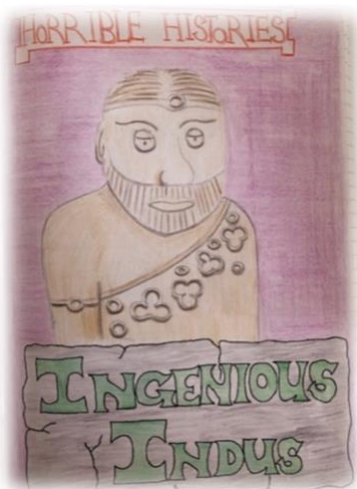


The children were able to identify descriptions of red and white blood cells, plasma and platelets and explain the function of each component. We also investigated what factors influence our lung capacity. This topic ties in with and reinforces the work done on healthy diets and lifestyles covered in PSHEE. We studied the importance of making healthy lifestyle choices from a young age and maintaining them throughout our lives. We also looked at the effects of alcohol, tobacco and drugs on our bodies and how to make safe and responsible choices.

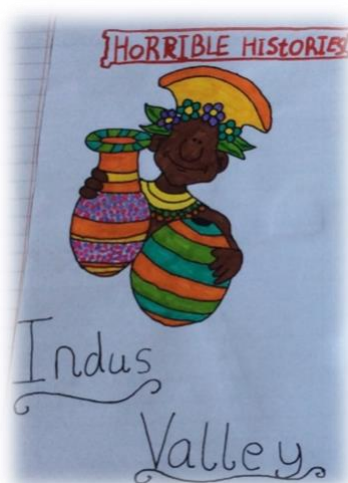


Following this, we covered light, a topic less well known to many children. We learnt about the incredible speed and distances that light can travel; how to categorise different materials according to what happens when light hits them and tried, with varying degrees of success, to make shadow puppets that would create different shades of shadow. The children studied how light travels in straight lines but can be reflected or refracted to change direction and had fun looking at optical illusions created by refracting light. We also looked at how we see things, understanding that all objects reflect light back towards our eyes, then researched how light travels in waves and how the energy of these waves is responsible for the different colours of light. We then moved our attention to electricity, initially concentrating on electrical safety and the everyday electrical dangers that surround us, but the central focus in this topic was to understand and use symbols and circuit diagrams confidently. We learned to identify common faults such as poor connections, incorrect wiring, dead batteries and blown bulbs and fuses. This was all covered through distance learning.

During History lessons, Form 6 studied different civilisations, the Shang Dynasty and Ancient Benin, which both provided a wealth of research material. Whilst studying the Shang Dynasty the children learnt who the Ancient Shang people were, where and when they lived. They enjoyed using maps and atlases to locate Shang cities. They also learnt about the role of the king, the religious beliefs and rituals of the Shang people and how oracle bones were used in divination ceremonies. Whilst learning about Ancient Benin the children discovered where the ancient Kingdom of Benin was located; how it came to thrive; what the people there believed in and how they showed this in their artwork. The topic explored western attitudes towards African civilisations, comparing the achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time.



The children also participated in a lively debate about whether the looted Benin Bronzes should be returned to Nigeria or remain in first world museums. They realised that there are often no clear-cut wrong or right answers. Lastly, the children were challenged to create a story in the style of Terry Deary's *Horrible History Stories*. They looked at the book's unique features and included these in their versions creating some fantastic and interesting texts about the Indus Valley.



In Geography the children identified why rivers are so important to the towns and villages that have developed along them. By looking at the features of rivers and the natural and human ways that rivers change over time, the children explored the life stories of rivers. The children learnt the names and locations of the major rivers of the UK and the world. They also learnt about our changing world eliciting many concerns and discussions about global warming. Before school closures we looked at the topic, Trade and Economics. The children held heated debates about the value and necessity to purchase fair trade goods.

In Art we studied the power of colour, which has the strongest effect on our emotions. It is the element we use to create the mood or atmosphere of a piece of art. We investigated the psychology behind colour choices for popular commercial brands. For example, red is dominant in fast food chains because it induces hunger.



We then studied the artist Frans Marc and designed our own animal painting, choosing colour to portray a mood. The children have been developing their observational drawing techniques; discovering that drawing an object is a lot harder than from a picture. They also learnt to look carefully at the shadows and the highlights whilst sketching.



In DT Form 6 thoroughly enjoyed designing and constructing their own marble runs, using cardboard in an astonishing variety of ways to speed the marble up and slow it down. The marble runs had to be strong and sturdy and the design brief stipulated that the marble needed to be able to change speed and direction. They designed their marble runs for their buddies and spent buddy time researching what their buddies liked. The children in Reception were thrilled when they could take their special marble runs home.



PSHEE covers a wide range of subjects that play an important role in children's lives. We began with looking at basic human rights and how these apply to children, followed by the work of the United Nations *Convention on the Rights of the Child*. We thought about what these were and how they could be provided and protected in different countries around the world. We also spent time thinking about who has responsibility for these rights, from the governments making rules and providing money, to ourselves by following rules and making the most of opportunities. The next topic centred on our friends and families. We thought about all the people who have a significant role in our life and the different relationships that we have with them. We reflected on how these people and relationships change; how some people will always be involved in our lives while others may only be significant for a while. We considered how relationships can change, with a focus on transition to secondary school; how we get to know new people and how we select those with whom we become friends. This led to how we will start to change as we grow up. We spent time learning about puberty and how everybody grows and changes at different times. We discussed how puberty affects people's behaviour, emotions and ways we could deal with this.



The children also worked hard to raise money and awareness for a variety of charities. These included, Genes for Jeans, Children in Need, Farleigh Hospice, Inside out day, Odd sock and Remembrance Day. They also visited the elderly and dropped off food parcels from our harvest festival at St Peter's Hospital.



Amongst the excitement of Christmas, we were mindful that some people can be lonely during the festive season and are not as fortunate as us. Subsequently, Forms 5 and 6 worked hard on practising carols in order to sing to the elderly at various care homes in Maldon and St Peter's hospital. They even learnt sign language for some of the songs that was hugely appreciated by some of the residents there.





In RE, the children have been lucky to attend weekly assemblies run by *Open the Book*. This is a story telling programme run specifically for Primary schools and aims to bring to life the stories of the bible's New and Old Testament, through the children's involvement in listening and taking part in weekly storytelling and performing as an act of collective worship. The programme also looks at and is used to discuss and consider with the children the act of being a Christian and Christian Values.

The first topic in RE focused on Islam. Where we considered the key question "What is the best way for a Muslim to show commitment to God? We studied in more depth the five pillars of Islam and by discussion related this back to our key question. The children were encouraged to enquire, evaluate and discuss whether religious people lead better lives, and whether religious beliefs influence people to behave well towards others. Through the run up to Christmas, we considered a new enquiry which was to analyse the Christian belief in the virgin birth and to assess the significance of this to Christians and also to ask ourselves whether Christmas celebrations and traditions help Christians understand who Jesus was and why he was born. Throughout the year, we have continued our study of Christianity and the children have considered the key questions: Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell us about what a religion believes about what happens after death? The Discovery scheme of work encourages children to take a more philosophical approach to RE. Children are encouraged to think more deeply about how and why beliefs have originated and how people's beliefs underpin much of their behaviour and morality. The children showed that they were able to consider maturely and share their views, thoughts and ideas competently and confidently.

In French Form 6 began with telling the time. They were encouraged to say and write a sentence to tell the time using o'clock, half past and quarter past and to. They then learnt the terms for a.m. and p.m.- du matin, de l'après midi and du soir. They learnt to use 24 hour time so they could interpret and write sentences looking at airport arrivals and departures. The class worked hard on improving their pronunciation and conversation skills through aural practise and games. A variety of learning tools were used including learning songs, aural work, actions and games. The children also enjoyed celebrating International European languages day and linked up with Form 5 to enjoy a host of active and engaging activities.



This year we implemented a Genius Hour into our classroom. Simply put, Genius Hour is inquiry-based, children-directed learning. It has given the children an opportunity to look at the big wide world around them and explore their own unique interests in a loosely structured, but supported, way. The children are in control, they have a voice in their own learning path. They have loved choosing what they study, how they study it, and what they produce or create as a result. It has promoted inquiry, research, creativity, and self-directed learning and the children have been nothing less than amazing. **Digital literacy** has become a priority in the classroom and even more so with distance learning. The children were able to select digital tools that would work best for their projects. When we first began Genius Hour, I was suggesting websites and apps that might be helpful. Now, the children take it upon themselves to find digital tools that will benefit them and their projects the most. One group was using Augmented Reality to learn about the different cell structure of a plant cell and an animal cell with no help or suggestions from me. The children are very passionate about their projects and I am so proud of their desire to try new things and think outside the box to make things happen.







A highlight for all the children at Maldon Court is becoming a buddy; this is a very special relationship that the children build over two years. This year our time has included baking, yoga, reading, exploring, bug hunting, painting, poetry writing and many shared fun experiences like World Book Day and Fitness Trail Fun. They will miss their buddies and will certainly be missed by the children in Reception.



In Year 6 the children have many exciting opportunities for learning that happen outside the classroom and the freedom to learn creatively. Form 6 were fortunate to visit Chatham Docks earlier in the school year and started their day with a tour of the submarine HMS Gannet. Next, they took part in three exciting and hands on activities. These included an Air Raid experience where the class experienced the sights, smells and sounds of an Air Raid in in one of the Admiralty's 'most luxurious' shelters of the time where they were read a wartime child's personal account of their experiences of air raids and shelter life. They took part in a ship building challenge where they worked in groups to build a ship's hull and fit it with a motor.





Facing the challenge of the tow tank wind and wave machine, the groups competed against each other in trials. They then evaluated their designs and developing technical knowledge of how a ship's design impacts on its performance. Lastly, the children gained first-hand experience of life on board a Destroyer and experienced a walk-through of HM Submarine Ocelot; helping build an understanding of life beneath the waves aboard the enemy's submarines. This ended with a poetry lesson they dramatized and re-enacted.



Sadly, with the outbreak of Covid 19, many of the scheduled events planned for our class had to be cancelled. These included a highly anticipated residential trip with PGL; Crucial Crew life skills workshop; a science trip to The Natural History Museum; Juniper Maths Finals; Juniper English Competition Semi Finals; Bikeability; not to mention annual school events like galas and sports days. The children have understandably been disappointed and upset by this but have shown graciousness and maturity in accepting these losses and moving forward. This positivity and resilience are a testament to their strength of character and spirit and will stand them in excellent stead in their future endeavours. They have truly displayed Maldon Court Qualities.

# P.E

*Mr. Coyle*

## **EYFS & KSI**

This year, EYFS and KSI have engaged in one PE lesson every week, revolving their learning around the fundamental 'Agility, Balance and Coordination' (ABCs) skills. Pupils have been practising the following components: sliding, rolling, scooping, kicking, underarm throwing and aiming beanbags, small and middle-sized balls towards targets or a partner. Pupils have been set individual challenges and have been given the opportunity to judge, coach and help one another in many activities. Pupils have been using hoops, quoits, spots and other tactile equipment to develop further learning. The children have been practising vital skills such as, negotiating space safely and effectively, adjusting speed and direction to avoid obstacles, learning how to hold a tennis racket and a hockey stick, sending and returning a ball to a target or a partner in small sided games. The children have also used hands to feet movements, gaining confidence in jumping from height and exploring, learning body shapes and various body movements and interpreting music using physical movement.

## **KS2**



This year we have seen some enormous improvements in our PE provision. Children now spend a full afternoon on the all-weather pitch at Maldon Hockey club, in addition to PE lessons on the school site. Access to this facility has paved the way for some fantastic results in terms of the children's progress. Fitness has been worked on every week and every child in KS2 has improved their fitness throughout the term, in some cases we have seen a fitness level improvement in excess of 100%.

Throughout the Autumn and Spring terms the children have been concentrating on Hockey, Rugby and Cross Country on the all-weather pitch and Netball and Dodgeball on the school site. Pupils have represented the school in cross country in the Chelmsford Cross Country League, and tag rugby in the Maldon and District Sports Partnership tournament. With huge improvements in their fitness the children have been able to concentrate on tactical play, advanced technical principles, agility awareness, balance, coordination and reaction skills. This made the school's rugby team a formidable opponent, beating every team on their way to the Maldon Rugby club tournament. Narrowly beaten in the final this was a remarkable performance from a team facing schools, in some cases, four times the size of our own.

For many children, and parents, the highlight of the sporting year was the Interhouse tournaments in Hockey and Rugby, played in front of enthusiastic parents in the case of Form 5 and 6, it was clear for all to see the remarkable progress that the children have made.



The children in KS2, have shown outstanding determination to improve and develop their fitness, stamina and skills. In hockey the children, some of whom have not played field hockey before, have gone from the very basics of safety, grip and control to playing full matches, using advance techniques and tactics.



Within tag rugby, the children have learnt to use their excellent agility, speed and awareness to their advantage. Children across KS2 can now see the excitement that the game of rugby brings. They play tactically, demonstrating a firm understanding of the rules and using these rules to their advantage.



Cross country training has consisted of various components; bleep tests, stamina and fitness tests, breathing and racing techniques. Though cross country is rarely seen as the most glamorous of sports the children are beginning to understand race tactics and it has been pleasing to see every child in KS2 complete the cross-country courses. The most advanced runners are beginning to run tactically and according to their opponent's ability, using pacing and conserved energy for some explosive finishes.

Whilst the shutdown meant we missed out on further tournaments and sporting occasions, including Sports Day, inter school tournaments and an inaugural F5 v F6 hockey match the children are in a strong position. We will hit the ground running in September and will be at tournament standard in the Autumn Term. Those leaving to their secondary schools will know the standards they must maintain in order to represent their schools next year and we are very confident they will do so.

# ICT

*Mr. Nick Acton*

Computing skills have never been so important. All of the children across the entire school rose to the challenge of navigating a digital workflow, when they continued to work at home via SeeSaw. I am especially proud of their perseverance and their ability to embrace a more technological approach to learning. These skills will continue to enhance their educational journey through each Form and beyond Maldon Court School.

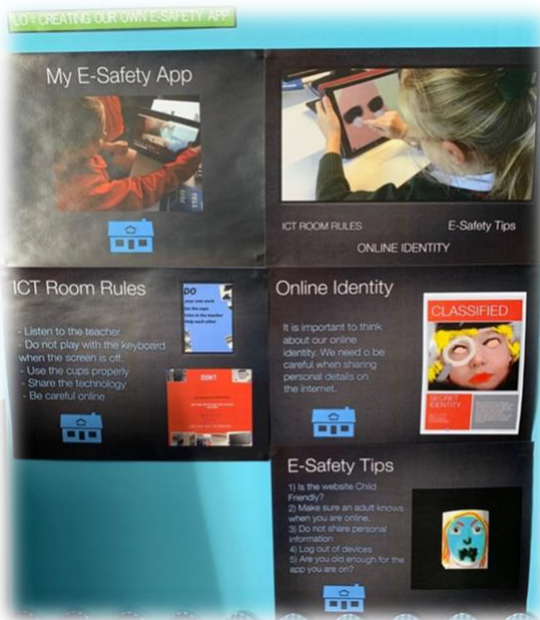
During Computing Lessons this year, the children have covered a huge variety of computing and programming objectives. They have engaged with new software and physical devices to improve their practical and creative technological skill sets. In doing so, I have seen a huge boost in confidence and general ICT knowledge that will serve them well in the future.

## Form 2

Form 2 have tackled a wide range of computing objectives. They started the year by learning the importance of E Safety and in turn produced information sheets on the topic. This stretched their formatting and word processing skills as well as giving them a chance to learn more about the appropriate use of technology both in school and at home. They also flexed their creative media muscles by filming and editing their own 'Maldon Court Movies'. This particular topic saw the children creating digital collages; drawing images on design software and learning important camera skills. All of the topics that we have explored were underpinned by lots of typing and mouse work to improve their overall confidence on computers.



The children also took their first big steps in to the world of programming this year. Before beginning to code anything, the class learnt the basic terminology behind the subject. They then worked on programming onscreen characters to perform simple movements. In doing so, they interacted with a number of different softwares with different approaches to coding commands. This variety meant that they were confident enough to attempt programming physical devices. Using the LEGO WeDo kits, the children built and programmed fans and satellites to perform all sorts of functions. I was particularly impressed with their STEM (science, technology, engineering and mathematical) skills this year.



### Form 3

This year's Form 3 class have progressed massively in Computing. Form 3 started the school year by designing, formatting and producing their own E safety app. This not only introduced them to new digital design skills but also challenged them to expand their E safety knowledge to a much higher level. Within the same topic, the class worked on their word processing skills by creating informative documents about the importance of protecting our online identities. This kind of digital literacy pulls on their general computing skills, such as keyboard and mouse shortcuts as well as challenging them to format the documents in a creative way.

The class also developed their programming skills. This year, Form 3 have been concentrating on problem solving programming. In other words, they have been focusing on the real life application of coding and it's effect on our day-to-day lives. As part of the topic, we took apart a computer, learnt about it's components and explored how the programming interacts with the physical elements of the technology. The children were also able to make informed programming predictions based on their prior technological knowledge.



LO: USING LOGICAL REASONING TO PREDICT PROGRAMMING OUTCOMES

**Programming Predictions** Name: Muggie Form: 3

Activity: Alex level 4	Prediction: I predict that Alex will make it to the end and not fall	Was your prediction correct? Yes
Activity: Alex level 5	Prediction: I predict that Alex will not make it and fall off the egg!	Was your prediction correct? Yes
Activity: Lego hazard 1	Prediction: I predict that Lego hazard will turn around and go back to avoid the start, but they won't!	Was your prediction correct? No
Activity: Lego hazard 2	Prediction: I predict that Lego hazard will go at the speed land turn in a square.	Was your prediction correct? Yes
Activity: Lego fan 1	Prediction: I predict that it will turn left and then right as the power goes off.	Was your prediction correct? No
Activity: Lego fan 2	Prediction: I predict that Lego fan will make a noise then make a chirping noise.	Was your prediction correct? Yes

Most impressively however the class have expanded on their STEM (science, technology, engineering and mathematical) skills. The children worked collaboratively to design, build and programme devices to solve simple problems. For example, they created towing machines to move weighty objects.

#### Form 4

Form 4 have continued to develop their technological skills this year and are generally a very confident computing class. From a word processing and document navigation point of view, the children have excelled massively. They planned, mapped out and created their own informative documents on a subject of their choice at the start of the year. This pushed their digital design skills and general formatting knowledge to a new level. They were able to create attractive work that utilised many different word processing elements. The class also tackled more creative computing endeavours. Not only did they animate 'E Safety Monsters' to inform younger children of the dangers associated with technology, but they also scripted, filmed and edited their own news reports.



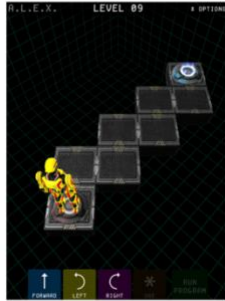


## Identifying Patterns and Repetition

Learning Objective : Decomposing Algorithms to identify looping opportunities

### Write out the Algorithm

Forward  
Right  
Forward  
Left  
Forward  
Right  
Forward  
Left  
Forward  
right  
Forward  
Left  
forward



### How could a Loop have been used?

A loop can be used on forward right  
forward left. 3 times. At the end there is an extra forward.

We have also explored some complex areas of programming in Form 4. The children have created long streams of code on a number of different programs. This variety of software conveys how they can transfer their programming skills across a range of platforms. Their STEM (science, technology, engineering and mathematics) work has also been impressive. Form 4 have engaged with some practical programming and well as creative coding. For example, their practical programming saw them built and code sensors to secure an area and sound an alarm if they detected movement. Their creative programming endeavours included the coding of Christmas lights so that they would flash in time with some music. In both scenarios, the class were able to apply logical reasoning to predict programming outcomes.

## Form 5

The children in Form 5 have proven that they are technologically confident and capable in computing lessons this year. The first topic saw the children create their own blogs. Not only did this test their digital design, productivity, word processing and formatting skills, it also demanded in-depth research. In turn we were able to explore efficient ways of navigating the internet safely. Within the same topic they planned, drafted and re-drafted their work digitally. In more creative computing endeavours, the class created their own radio station. During this topic they learnt important media skills such as microphone techniques and navigated digital audio software to record their voiced and make background music for their radio shows.

### What gamer are you?

Hi and welcome to my blog. My name is Sebastian Warner and I have been playing video games for a long time now from old games like the Gameboy and SEGA to the Nintendo Switch. Because I have been playing computer games for a long time I know my fussy gamers who want it to be top notch to the Retro gamers who don't care at all about 3-DR. I have written this blog to tell you what type of gamer you are.

#### Are you a fussy gamer?

If you are a fussy gamer you like everything top notch, pixels, games and also the most important of them all the LAG.



#### Are you a Classic gamer?

If you are a classic gamer you prefer

old game consoles like the SEGA or the gameboy by Nintendo. And aren't bothered by how old and bad quality it is.

#### Are you a 3D gamer?

If you are a 3D gamer you like everything on your screen to be 3D. You prefer game consoles like the Nintendo 3DS. The 3D. If you are really fussy and want lots of 3D.



#### Are you an Online gamer?

If you are an online gamer you play games on the internet and don't like the long or short wait of the game downloading. You like to play with your friends and family and create new friends Online.

#### Are you an offline gamer?

And finally if you are an offline gamer you don't care about the internet and you play games that don't require an internet connection. You like to play with your friends and family and create new friends Offline.



### Top 5 Personal Offline Switch Games

Hi and welcome to my blog. This is my 1st blog, anyway my name is Edward but I am also teddy. I play lots of consoles. My first one I played is the Nintendo wii. I love nintendo so when I got a switch I wanted to do this and I can so let's switch the subject.

5) Asphalt 9 legend this game came out not so long ago but it is a favorite I like the HD cars this picture is not the game but you probably get the idea it is so fun online as well



4) Pokemon sword and shield This game is part of the pokemon franchise it is not the best pokemon game but it is fun. It has dynamaxing and you can do raids



3) Pokemon lets go pikachu and eevee: I love pikachu he looks so cute : ) and it uses motion controls and they go on your shoulder



2) Mario kart 8 deluxe, oh so Mario is the mascot of nintendo so of course I love mario kart and I love the karts and the items : )

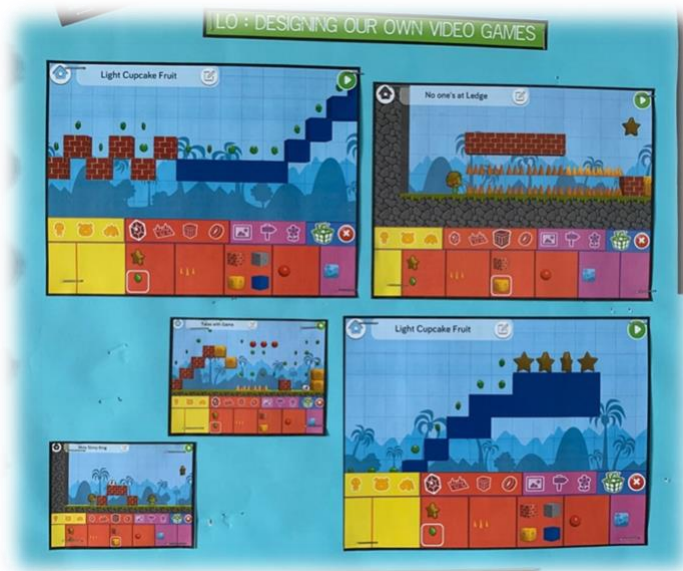


1) Fire emblem three houses is so cool and you can play 3 different paths so yeah and I am on goodes deer it has a person called claudie he is funny and I like the person you play. And claudie has a young girl called tythis



REVIEW  
FIRE EMBLEM  
THREE HOUSES

Form 5 also concentrated on creative coding this year. During the creation of their blogs, they coded creative links into the content to enable blog visitors to bounce from one part of their creation to the next. The next coding project tasked the children with creating their own platform games. Using their prior knowledge, the class collaborated to code games and challenge each other with them. Within the same topic, they also programmed their own onscreen stories. In this scenario, their narratives dictated the direction of the programming and in most cases, the children created long strings of code to expand their digital stories. The class also engaged in practical programming by creating, building and coding their own theme park rides. This kind of creative STEM (science, technology, engineering and mathematical) work demands imaginative programming that Form 5 are more than capable of.



## Form 6

Form 6 have exceeded my expectations in all aspects of their computing lessons. They started the year by creating their own websites. This topic demanded a lot of computing skills including, word processing, formatting, digital design, coding internal links, coding external links, navigating file formats and mastering new software. The class rose to the challenge and all created engaging websites that demonstrated their technological confidence. In the same topic, the children collaborated to make their own green-screen movies and inserted them in to their websites. Later on, in the school year, they delved deeper into creative media by making their own movies from scratch. This required them to story board, type scripts, animate title sequences, programme music, film and edit their creative ideas. Again, without exception, the class demonstrated that they are more than capable of working across a range of devices and software. All of the topics were underpinned with a huge amount of key computing skills and I am confident that all of the Form 6 children will leave the school with high levels of typing, mouse work and software navigation skills.



However, I am perhaps most impressed with the classes programming progression. Firstly, Form 6 have a firm understanding of programming terminology and can apply this knowledge to a range of different platforms. They have explored problem solving programming and used logical reasoning to build complex algorithms. Their STEM (science, technology, engineering and mathematical) work has been outstanding. One STEM topic saw the class design, build, adapt and programme a 'pulling robot'. They used their scientific knowledge to engineer the best possible robot to pull a large weight up a slope. Their programming then complimented the designs and they were able to predict the outcome of their coding efforts. Other practical lessons included programming a robot to complete a predetermined course and coding Christmas lights to flash in time with music. In every coding and computing challenge, the Form 6 children worked together to solve problems and tackle new softwares. These skills will undoubtedly come in handy beyond Maldon Court School.



# Music

*Mrs. Kate Stone*

We have been delighted to be able to introduce recorder lessons to all the Key Stage 2 children this academic year, and as expected the children have risen to this new challenge with enthusiasm and eagerness to learn a new skill. We were very proud of their performance in the Carol Service after just a few weeks of lessons. All the year groups sang and performed beautifully at the Harvest Festival and the Carol Service in the Autumn Term.

Alongside preparations for performances, the children have enjoyed learning about the elements of music.

## **Pre-Reception**

The Pre-Reception class began the Autumn Term learning about changes in tempo in music, particularly in songs. They enjoy singing very much and particularly playing percussion accompaniments. They have explored how to play faster and slower to accompany songs and have enjoyed moving faster and slower to reflect the speed of the music. They have been discovering that we can sing at different pitches and have been moving up and down to the high/low pitch of the music, selecting percussion sounds to accompany the pitch.

## **Reception**

Reception class have been learning how to play at a steady beat, while accompanying a song with percussion instruments. They have discovered that music can be played at various speeds, and it has been challenging for them to try to keep the beat steady at each differing tempo. They have also learnt that they have a high and a low voice and have been exploring this in their singing and also in selecting percussion sounds to accompany their songs. They have been listening to environmental sounds and trying to imitate these sounds with the percussion instruments, using the skills they have developed in their learning about pitch and tempo.

## **Form 1**

Form 1 have been exploring the difference between pulse and rhythm and learning how to keep a steady beat while playing a pulse. They have enjoyed copying different rhythm patterns and have even tried playing together as a class, with some playing the pulse and others playing a rhythm pattern, based on the lyrics of a song. They have spent some time listening to sounds around them and trying to imitate those sounds with their voice and then with the percussion instruments.

They have been experimenting with body percussion and have been learning how to make patterns of sound, using voice and body percussion.

## **Form 2**

Form 2 have been exploring pitch and have spent some time listening to music and singing songs while moving their hand up and down to reflect the pitch of the music. Musical notation was introduced on a very simple score, with dots demonstrating up and down. The result of this was an attempt to score their own name tune, showing the pitch of the sounds on a simple score.

They enjoy playing the percussion instruments and have been learning how to use symbols to create a musical accompaniment. They composed their own patterns and conducted a group of children in playing their composition, using the percussion instruments.

## **Form 3**

Form 3 have been learning how to use music to create descriptive sounds and have been exploring the classroom instruments to select sounds to describe an animal. They have enjoyed working in groups and were encouraged to use the different musical elements of tempo, pitch and timbre to describe the movement and characteristics of their animal. They performed to their class and were able to give encouraging feed back to each other.

They have been exploring arrangements of music by listening to a variety of excerpts and discussing which sounds have been used and their effectiveness to enhance the music. We have also discussed preferences and reasons why songs may have been written. They have been listening for repeated patterns in arrangements and have enjoyed trying to play them on percussion instruments.

## **Form 4**

Form 4 have been listening to a variety of musical excerpts to learn about how music can describe a picture. They have worked in groups, creating a piece of music based on a picture, and have been

encouraged to make changes in the musical elements to add drama to their composition. They were very proud to perform their work to the class, using the percussion instruments, and were able to give constructive criticism to each other's' work.

They have also been exploring the pentatonic scale, experimenting with harmonies using the chime bars.

## **Form 5**

Form 5 have explored sound sources to discover how music can be composed and changed to describe a space journey. From listening to excerpts of music they have learnt about the attack and decay of sounds and have used this knowledge in their group work, creating their own descriptive piece of music, using the percussion instruments. They have learnt how to layer their sounds and make changes in the musical elements to describe emotions on an imaginary space journey. Their confident performances to the class were very impressive and they were able to give positive feedback their peers.

They have been learning about rounds and have practised singing a few, discovering that harmonies work better when there is a space between the harmonic interval, rather than singing notes that are close together at the same time.

## **Form 6**

Form 6 have been exploring musical processes and discovering what inspires a composer to write music by considering their starting point. They have been studying an imaginary composer's sketchbook and discussing what each of the symbols could represent, while listening to the music. The "train rhythm" in Rhapsody in Blue, by George Gershwin was the inspiration for their group work describing a machine. This was played using the percussion instruments, while making their own notes and sketches to describe their composition. After some weeks spent practising and preparing they performed to their class, playing rhythmically and using layered sounds.

This progressed on to listening to accompaniments for silent movies and discussing the sound effects, then beginning to compose their own accompaniment to an early silent movie.

# Wellness

*Mrs. Jeni Wilkins*



Our new Wellness room was created at the start of the school year thanks to funding provided by the FOMCS.

It has been a fantastic addition to our pastoral provision for the children. The room has been decorated in calming colours and has been equipped with fairy lights, beanbags, blankets, lava lamps, snuggle toys, and jellyfish lamps, all of which the children love.

The drop in Wellness club was initially held once a week, but due to its popularity was changed to 4 sessions per week. During the sessions we always have mindful colouring sheets available which the children love. We also have items available such as stress balloons, 'fidget' toys, beads, tactile toys for the children to hold and cuddle, glitter jars and bean bags and blankets to relax on.

The sessions are a calm time where the children can take some time out from their busy days. We practise basic meditation, yoga, read stories focusing on emotions, play games exploring emotions and ways to handle our emotions, or sometimes the children are happy to simply relax on the beanbags with their friends.

The Wellness room is also used for one-to-one sessions with any child who needs a little extra support or who has asked for some support and someone to listen to any worries they may have. We also run small group sessions as requested.

Ms. Elswiler has recently trained as a Youth Mental Health first aider and assists Mrs Wilkins with one-to-one support for the children.

We were available to support any child who was struggling during lockdown. Since returning to school Mrs Wilkins and Ms. Elswiler have had a catch-up Wellbeing chat with every child.

We very much look forward to starting the drop in Wellness club in September.



# English Speaking Board

*Mrs. Alison Deakin*

English Speaking Board is a national awarding organisation offering qualifications focused on communication skills at school, in college and throughout life. Its qualifications are recognised and mapped to the relevant National Core Curriculum requirements and it works in close partnership with educational centres across the UK, Europe and the Far East.

During the Spring Term 20 children across Forms 4, 5 and 6 completed their ESB exams. All the children passed and worked extremely hard on their presentations.

**The result are as follows:**

Form	Merit	Merit +	Distinction
Form 4	2	2	4
Form 5	0	4	2
Form 6	1	2	3





# Form 6 11+ Results & Scholarships

2019/20

This year we continue to celebrate our Form 6 pupils' excellent 11+ examination results, there were some outstanding achievements. Congratulations to all our children who took the exam. These results are a testament to both staff and children's hard work. Nine children took the exam and achieved a hundred percent pass rate. Five places were offered at Colchester Royal Grammar School and two at Chelmsford County High School for Girls.

I am sure that you can agree for a small class of only thirteen these results are phenomenal. Well done, Form 6.

## Scholarships

**Beatrice Bonner**

*Academic Scholarship – St Mary's*

**Sophie Clark**

*Mathematic Scholarship – Colchester High School*

**Grace Gallagher**

*Academic Scholarship – New Hall*

**Alexander Jones**

*Mathematics Scholarship – Colchester High School*

**Benjamin Philips**

*Mathematics Scholarship – Colchester High school*

**Rosie Smith**

*Miss Comrie Scholarship – St Mary's*



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