



# MALDON COURT

PREPARATORY SCHOOL



## Report to Parents 2018

## MALDON COURT SCHOOL REPORT TO PARENTS 2018

Dear Parents,

Maldon Court has continued to go from strength to strength this year and we have had a record number of children joining the school. All of the visitors and prospective parents to the school comment on the special atmosphere that the school has and how happy everyone is. I always say that I do not need to 'sell' our school as the children do this. Each and every one of them are a credit to themselves and I am so lucky to have such wonderful, kind and polite children and supportive families at Maldon Court. It is an absolute privilege to be part of such a wonderful family community.

This year we have enjoyed continued excellent academic success throughout all year group and the level of work that the children achieve is outstanding. Another of our mottos as school is 'If a child doesn't learn the way you teach, teach the way that they learn'. The teachers here know the children so well that we can implement this in every single lesson which exemplifies the progress that the children make.

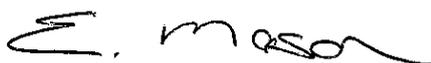
This year was our KS2 production 'Mowgli and Friends' which was enjoyed by all at the URC. I know that you will agree with me that the children performed to an exceptional level. Their singing and acting skills were phenomenal, the costumes and make up were incredible and it was a thoroughly enjoyable school event.

Notwithstanding our academic success, the children have also enjoyed other fabulous activities to provide them with a broad and balanced curriculum. They have been on many wonderful school trips, residential trips including our first ever residential trip for Form 4 to Danbury Outdoors, have enjoyed some wonderful days such as Circus Day and Science Day and of course our superb Mad Hatter's Tea Party. As always, we were proud to say that we were open every day throughout the snow spell, therefore offering the choice to parents if they choose to send the children in.

This year, the format of Report to Parents is slightly different in the fact that this time the class teacher has written about what their class has participated in throughout the year rather than the report being set out in separate subjects. I hope that you find this easier to read.

I wish you all a wonderful summer and I look forward to another exciting year at Maldon Court Preparatory School in September.

Best wishes,



Mrs Mason  
**HEADTEACHER**

**Nursery – Mrs Callaghan, Miss Denyer, Miss Jiggins & Miss Washbourne**

Nursery have had a wonderful year. We are extremely proud to see how far all the children have come and to be involved in such an important part of your children's lives. We have been focusing on various themes within the nursery and the children have loved being able to experience many different activities throughout these topics. A few of the favorites this year have been; The Very Hungry Caterpillar, Transport and Road Safety and Under the Sea.



The children have enjoyed daily singing time with the nursery's favourite hand puppet 'Dave the Snail'. This has been a good way for the children to develop their communication and language skills by taking turns to choose and sing along to their favourite songs and rhymes.

In the nursery the children each have their own individual coat peg and name badge with a unique picture. These name badges follow the children throughout Nursery 1, Nursery 2 and into Pre-reception.

Every morning the children arrive at nursery, sign themselves in by sticking their names up, hang their bags on their individual coat pegs and put their shoes in the shoe box. The morning routine promotes independence and helps with the early stages of recognising names.

This year, the school introduced a new buddy system. It has been wonderful to see the friendships blossom between nursery and Form 4.



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Over the year we have enjoyed many daily stories. A few of our favourites have been 'Tip tip dig dig' and 'The Gruffalo'. The children have looked at the books independently, listened with interest and can hold the books up the correct way. Nursery 2 have been able to recognise and respond to familiar stories whilst Nursery 1 have enjoyed exploring the touch and feel books and books with flaps. Towards the end of this term, Nursery 2 have been completing pen control worksheets which will continue to support their letter formations into Pre-Reception.



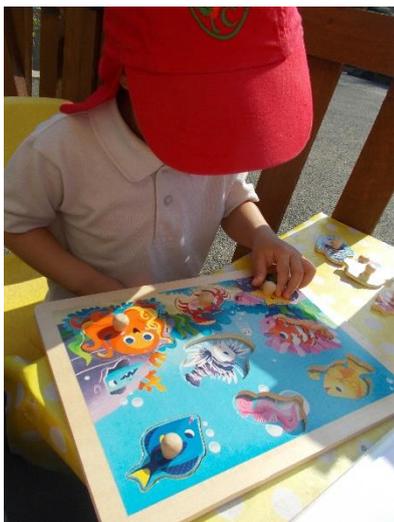
Over the past year Nursery have enjoyed taking part in PE lessons with Mrs Holden. Nursery 2 have enjoyed practising their running races and have now learnt the spot game. This year we have also introduced Nursery 1 to PE. Towards the end of the year both Nursery 1 and Nursery 2 have been hard at work practicing running and hurdles.



Nursery have been focusing on lots of different puzzles to support their mathematics development. Nursery 1 have been solving the peg puzzles, they are beginning to recognise the different shapes and putting the correct pieces in the right place.

Nursery 2 have been focusing on more advanced jigsaw puzzles by looking at the picture of their jigsaw they are trying to solve and matching the correct patterns and colours to piece them all together.

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This year the nursery has taken part in a variety of messy play and creative activities which we have all had great fun doing! The children have enjoyed lots of hand painting activities, sticking, drawing and shaving foam. The children have also loved to experiment with all the different ingredients to make play dough, we even made green and gold glittery play dough for our Christmas topic.



We have been practicing our ICT skills on the school tablets by using 'paint' to create pictures for our ICT gallery in the nursery. We create the pictures based on the topic work that we were carrying out at that time.

Nursery have also enjoyed lots of role play in the nursery home corner this year, we even transformed it into a Chinese takeaway for Chinese New Year!



Over the last year, the nursery has enjoyed many local outings. We have visited Maldon High Street to buy ingredients for baking and craft activities, Longfield's play park, music and movement toddler groups, and we even had several trips to Leeches garden where we took part in The Big Bird Watch and enjoyed counting how many different birds we could see.



In December, the nursery held a very successful coffee and mince pie afternoon. This was a great opportunity for welcoming new children into the nursery and a lovely way for all families to come together and socialise. We are now looking forward to celebrating the end of another fun filled year with our annual Teddy Bears' Picnic.



### Pre-Reception – Miss Sackett and Miss Cottiss

Pre-Reception have had an extremely busy year. Our varied curriculum has ensured that every child has had the opportunity to learn from 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, Harry and the Bucketful of Dinosaurs, Chinese New Year and Jack and the Beanstalk.



At Christmas, we took part in the ‘A Miracle in Town’ nativity alongside Reception Class. The children were fantastic and they all sang beautifully to their parents. The children have also enjoyed some wonderful role play in our Airport themed home corner, acting out stories, using their imagination and developing their social and language skills.

This year, we introduced a Show and Tell session into Pre-Reception on a Friday afternoon. The children have really enjoyed 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 I.



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We continue with the hugely successful Jolly Phonics scheme of learning 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, can hear initial sounds and are beginning to read.



Pre-Reception have enjoyed exploring the Fitness Trail this year and work very well as part of a team to cross the wobbly bridge. They have also loved regular access to the bikes and scooters on the playground, developing their gross motor skills and learning how to pedal!

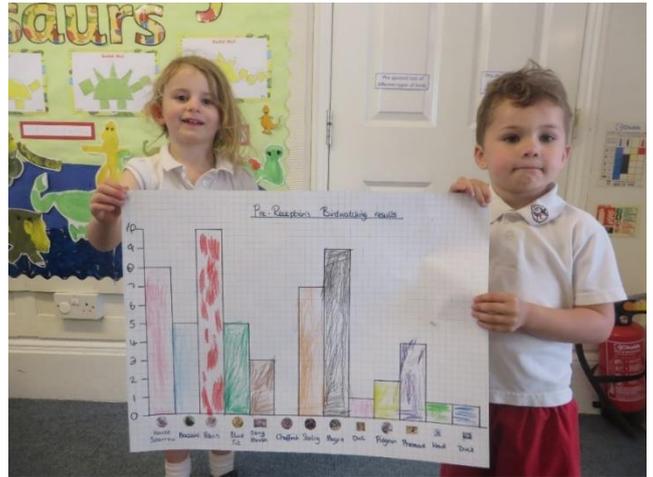


Each morning the children engage in a morning welcome activity that focuses on number recognition to 20 using our class number line. This enables children to count in order and begin to recognise numbers both in and out of sequence.

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Pre-Reception also took part in the Big School Bird Watch. The children each observed the different birds visiting their gardens at home. The children then worked together to count how many of each bird we had seen and completed a wonderful bar chart.

In the Spring term, as part of our Harry and the Bucketful of Dinosaurs topic, the children conducted a science experiment to find out how to change a liquid in to a solid. We decided to find out how to turn water into ice. The children thought of several ideas and made some wonderful predictions. We put



some water in the

fridge, freezer, our classroom and outside on our decking area. Each cup of water contained a dinosaur figure and once we had discovered how to freeze the water, the children had to break them free from the ice! The children were very excited to see the results and enjoyed releasing their dinosaurs from the ice.

Throughout the Summer Term, Pre-Reception took part in the Essex Sunflower Competition. The children had lots of fun planting their Sunflower Seeds. We learnt about the life cycle of a sunflower and listed all the things we think they will need to help them grow. The children had some fantastic ideas of how to make our plants grow big and strong. The children have been taking it in turns to water the plants and checking on their seeds.

We noticed that the birds were eating our sunflowers, so the children decided to build a scarecrow to keep the birds away. They chose to call him Rob.



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As part of our transport topic, children were able to experiment and experience a range of painting techniques including sponge painting, bubble painting and marble painting. The children enjoyed using these techniques and were very keen to experiment with colour mixing too.

The children have enjoyed a variety of music and movement sessions throughout the year, each one relating 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!

Pre-Reception were very lucky to visit Southend Sealife Centre as part of our Rainbow Fish topic. The children got the chance to see a variety of sea creatures including sharks, turtles and stingrays. 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!

We have also enjoyed being out and about in Maldon, visiting the High Street on several occasions to buy food for our Christmas Party and ingredients to make playdough. We have been to Leeches Garden to look for signs of Autumn and Spring.



We held a very successful Mother's Day Afternoon Tea. The children decorated some biscuits to serve to their mummy. After performing some wonderful songs, the children gave their mummy a card and painted gift. A fantastic time was had by all.

As our first 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 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 where the learning surrounding these areas are connected through a theme. These themes have included: All About Me, Harvest, The Gingerbread Man, Water and Weather, Minibeasts and Life Cycles.

At Christmas we took part in our Nativity, 'A Miracle in Town', alongside Pre-Reception. The children were fantastic and thoroughly enjoyed the songs and dances!



The children have a daily phonics lesson, following a systematic phonic approach which continues into Forms 1 and 2. The children are confident with their 26 letter sounds and digraphs and are reading independently and confidently.

The children are encouraged to communicate and experiment with contextualised vocabulary during their play. The children were overheard using terms that they had learnt from the 'Chinese New Year' story while in our 'Chinese Restaurant' role play area.



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The children have had opportunities to form relationships between their peers by working together. In the Spring term, the children were challenged to build a shelter for the animals in 'The Gruffalo', using junk modelling materials. The children worked as a team to plan and build the shelters. 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 practised their mark making and letter formation throughout the year and are now writing independently. They have opportunities to write in each activity and have enjoyed writing and making up their own imaginative stories and poems. Each week, 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 written in a variety of genres and had a fantastic time making jam sandwiches and writing instructions.



Reception children have developed their gross motor skills through regular sessions on the Fitness Trail and our weekly PE sessions with Mrs Holden. Within PE this year, the children have practised various skills including throwing, catching, dribbling 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.



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The children have a daily mathematics lesson which focuses on Number or Shape, Space and Measure. These lessons include a balanced 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.



We have had some fantastic opportunities to observe change this year. We were very lucky to be given the opportunity to look after an incubator in the Spring term and watch the chicks hatch. We also looked after caterpillars and tadpoles in the Summer term, during our 'Life Cycles' topic, and were fascinated watching them change.



The children have enjoyed looking after the outdoor area this year and have planted flowers and potatoes. They have been taking responsibility to ensure that they are watered daily.



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Reception joined Pre-Reception on a trip to the Sea Life Centre in Southend in the Autumn term. This trip linked into our 'Water' topic and the children enjoyed seeing the tropical fish and sea life creatures. We went to a rock pool encounter and we were lucky enough to touch a real-life starfish.



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



In the Summer term we were given the opportunity to go on a Road Safety walk around Maldon. We learnt how to cross the road safely and found out different ways to help us cross the road, such as by using zebra crossings and traffic lights.



At Grandparents' Day in May, the children thoroughly enjoyed singing a special song to their Grandparents. They were very proud to show them around our School.

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We held a very successful Father's Day Afternoon. After performing some wonderful songs, the children gave their Daddy a card and homemade coaster. We all had a fantastic afternoon!



The children have had an excellent year and we are looking forward to watching the children grow and progress throughout the school.

### **Form 1 – Miss Broadbridge**

Form 1 have had a fantastic year! They have shown outstanding effort in every aspect of school life and we have celebrated many achievements and hard work throughout the year. In Form 1, the children are introduced to the curriculum and are given the opportunity to apply their knowledge and understanding in many ways. This year, Form 1 have demonstrated an excellent attitude to all subjects, activities, school events and school trip, and have progressed brilliantly in all areas. Form 1 have consistently demonstrated exceptional efforts and enthusiasm to work together as a team and have an outstanding, enthusiastic and passionate attitude to their schooling.

In English, Form 1 have explored the following aspects; reading, analysing and writing of various traditional stories, writing labels, lists and signs, poetry and repetitive songs, information texts, instruction writing, non-chronological report writing, constructing different types of letters and autobiographies. Children have been able to participate in writing stories using their Drama skills; using role play to enhance their story writing. Alongside these topics, Form 1 have also studied the Form 1 phonic phases, together with I-I reading, group and paired reading. They have also studied primary spelling, punctuation and grammar.



Form I decided to develop their class assembly based on one of the stories that they had read in class, 'Handa's Hen'. The children all designed and produced their own counting storybook, which included related sentences, with linked adjectives and verbs. Children also investigated the culture of the story, which led to learning to count to ten in Swahili (a language used in parts of Africa).



Form I thoroughly enjoyed the events and fun activities of World Book Day! The children dressed up as their favourite storybook character and all created their own storybook. The children enjoyed reading, discussing and comparing a wide range of books and especially loved the Mad Hatter's Tea Party!

Form I have thoroughly enjoyed all of their Maths topics, which has given all pupils the confidence to use their maths skills in various subjects. 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. Children have applied this knowledge and have started to investigate and use their multiplication skills. They have also explored money values and matching them to total amounts of money. Pupils have also been introduced to recording data in block and tally diagrams. Form I learnt how to measure and compare weight, length and capacity. Assessments for Maths are linked with the Abacus curriculum scheme and provide data progress for each child.

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Form I 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. They also explored the topic 'Celebrations' where the children investigated light and shadows. The children also enjoyed the topics 'Polar Adventures and Treasure Island' where they conducted many experiments about how to survive in different environments, studied various polar animals and investigated the different states of matter. They had an exciting day at Abbots Farm which linked to their Science topic 'On Safari'; which involved exploring the farm and looking for invertebrates, habitats, plants and crops. In the Spring Term, Form I enjoyed a second school trip to Hanningfield Reservoir; they learnt about birds, pond dipping and creatures that are found in the water and invertebrates. It was a fantastic day! Assessments for Science are linked with the curriculum scheme and provide data to track each child's progress and understanding.



Form I have discussed and explored many aspects within History lessons; how the lives of people have changed over time and how these changes over time have formed life today. They studied how transport has changed over time. They also looked at the first landing on the moon and how people reached the moon. Form I also 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.

In Geography, Form I have studied their local area, describing the town and street where they live. They all posted personalised letters to their homes and investigated how addresses work. They spent time studying the seven continents of the world and identifying the countries and capital cities of the UK. They explored the weather, looking particularly at different weather patterns during the four seasons. They also learnt how the seasons are linked with the months of the year. The children also explored maps and looked at how they are used and created.

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Form I have 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 'home keys'. They have also created their own e-books characters using Tux Paint. They also learnt about the internet and how to use the internet safely. Pupils have also learnt how to use search engines effectively to enhance their other subjects, such as in Geography. They were able to use 'Google Earth' and 'Google Maps' in order to retrieve and explore locations, including locations where they live. They also created their own greetings card; by using Word, pupils found the image of their choice and then used the keyboard to type their own personal message. Pupils also participated in the following activities: creating a program to direct a robotic toy; debugging a program; using tablets to film steps of a recipe; copying and pasting from the internet; saving and editing work.



Form I have studied many different styles of artwork by various artists and how they all vary their artwork. 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 learnt about the difference between a portrait and a self-portrait and particularly enjoyed creating various sculptures using clay and salt dough. 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 moving 3D Christmas card using a wheel mechanism. They also had experience of making a pivot and level device. The children also enjoyed exploring different types of fabrics, making their own hair styles out of various fabrics and using a needle and thread effectively and safely.

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Form I have been studying various topics within PSHEE: 'Beginning and Belonging'; learning to develop collaborative relationships within the class; 'Lost and Found'; to know how to ask for help and to have ideas about how to help each other; 'My Emotions'; to know the names of a basic range of feelings and to develop the skill of collaborative problem solving; 'Diversity and Community'; to understand what makes up their identity, to understand about their own culture and beliefs and those of others; 'Staying healthy'; to know about the range of things that help keep them healthy.

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 this year and have learnt basic greetings, counting to 20, days of the week, months of year, colours, family members, fruit and vegetables.

It has been a wonderful year, full of many exciting and enjoyable experiences and fun, where all children have flourished. The children have shown great determination to take on any challenge and have demonstrated a fantastic, responsible and positive approach to all learning. It is very sad that the children must move on and progress further, however, I know that they will continue to shine in the future. It has been an absolute pleasure to teach Form I this year and watch each child grow with confidence and happiness.



## Form 2 – Mrs Baron

It has been another very busy year for Form 2. The expectations for children at this stage of their education are very high and wide-ranging, and, without exception, the pupils have risen to every challenge. They have worked hard across the whole curriculum, which is varied and stimulating and offers something for everyone.

The English curriculum can seem very daunting in Form 2, from expanded noun phrases to non-chronological reports 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 every opportunity to show and develop their skills. Making grass heads involved, listening to, giving and writing instructions, using imperative verbs, time connectives, adverbs, headings, subheadings, bullet points, clear sentences, along with creating a document on the tablets, inserting pictures and text, and, above all, it was a lot of fun!



The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the 4 operations, including practical resources. The Abacus Scheme we follow helps our children to become fluent in the fundamentals of mathematics; be able to reason mathematically and to solve problems by applying their mathematics to a variety of

routine and non-routine problems.



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 they have studied forces and what plants need to grow well. They have made



flying mice, planted seeds, been on bug hunts and nature walks, they have sorted, tested, investigated, discussed and questioned, there is many a scientist in the making in Form 2.

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In Geography, Form 2 has been learning about the world around them, both local and further afield. They have studied China, focusing on the main human and physical features of the country and extending their knowledge of the world. They have learnt about the geographical similarities and differences between China and the United Kingdom; building on their map skills using atlases, world maps and globes and interpreting a range of information.



History saw Form 2 visit Crossing Temple Barns to get a better appreciation of timber framed buildings in support of their study of the Great Fire of London. They studied the meaning of Remembrance Day; what we are remembering, why it is important to remember and how we remember, and they gained an appreciation of why people in the past acted the way they did through the study of

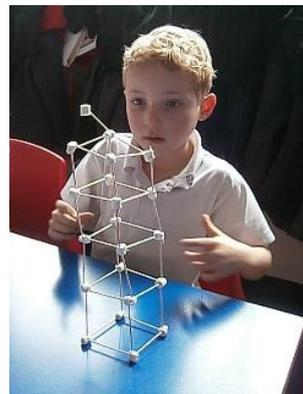


the Gunpowder Plot.

Art took many forms throughout the year, whether it was pastel drawings for Art Competitions or paper craft for Mother's Day cards or collages. 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. Although it can seem a little prescribed at times as the children are set particular tasks, such as the construction of a vehicle chassis or a certain style of windmill sail; they are always encouraged to use their imagination and make their own choices of materials during both planning and assembly.



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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 and Economic Wellbeing and Financial Capability, along with their active involvement in various fundraising events.



RE has been revamped this year with the implementation of a new scheme of work. Form 2 has studied Judaism, learning about the Torah and why it is important to Jews, and the Covenant, the promises Jewish people make to God. They 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 and what the Resurrection means to Christians along with the story of the Nativity. The study of Christianity was certainly enhanced by their visit to All Saints' Church and the weekly assemblies by Open the Book, Churches Together.



MFL, French, in Form 2, is approached by learning lots of different French vocabulary through songs, movement and a little dance. This year, they also learned to count to ten in Mandarin during the Geography unit on China.

The children in Form 2 have worked incredibly hard this year; just take a look at their books or a wander through the many photographs of their endeavours if you are in any doubt. It never ceases to amaze me how enthusiastic and willing they are to try new things and how welcoming they have been to new friends, they have been a real pleasure to teach.



### Form 3 – Mrs Bonner

This year has been a busy year for the children and we have had some great times along the way. As a class we have celebrated many achievements and successes and I am proud of the efforts, hard work and attainment of every child.

Form 3 is a pivotal year for the children. They are transitioning from KS1 to KS2 and there are a whole host of things to learn, changes and new challenges. Throughout Form 3 the children have been encouraged to show more responsibility and demonstrate greater independence in their learning. As well as their knowledge base, lessons have been conducted in greater depth to ensure children can explain and justify their methods. The children have all developed improved fluency in their reading and written work and will continue to build on this as they go through the years. There have been many new techniques learnt and as time passes links will develop and all children will use these fantastic foundations to bring together across the breadth of their studies.



In English the learning and work covered has been huge. There has been a big emphasis on SPAG (Spelling, Punctuation and Grammar) following the New Head Start scheme. The children have been given many tools to improve their writing and we have focussed a lot on improving the stamina, fluency and description in the children's writing. With a big focus on reading as well, the children's fluency to read, understand texts, learn new vocabulary and tools for writing is constantly growing.

Assessments that took place throughout the term were the Diagnostic Spelling tests to inform us where gaps are in spelling knowledge and rules that each individual child needs to learn. PIRA (Progress in Reading Assessments) which indicated the child's reading age and comparison to National average and then check point writing assessments, so we can assess the SPAG and tools taught for writing in various genres is being put into practice. Lastly SPAG assessments to ensure children understand the tools we teach them for good, grammatically correct, writing.

We started the Autumn term focussing on Story Writing, we needed to kick start the year ensuring that the children could write a good fictional story with a story mountain approach (ensuring they included an opening, build up, dilemma, resolution and ending). As a class we used some shared writing time to model ideas and how to write a story along the correct lines. We used a short story as stimulus and then the children wrote their own stories similar to that which they had studied.

After this the children wrote non fiction reports on the Rainforests. This tied in well with us studying the rainforest for Geography.

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This followed on with recounts and writing a page for a Roman newspaper. The children worked hard on this as it is never easy writing a recount in the role of a different character. The children enjoyed staining their paper to make it look old and putting together their newspaper articles.

Possibly the most popular module followed next, writing letters to Father Christmas, in our letter writing module. The children wrote super letters to Father Christmas using many grammatical tools they had been taught. The children enjoyed watching short Christmas clips and writing a story based on being a character from the clip.

During the Spring term the class continued to learn and build on their SPAG and Reading. Supported and extended by learning to write in the following genres.

The Black hat. The main focus of this unit was to select adjectives and improve adjectives from a story and improve writing with figurative language. To produce a piece of descriptive writing about a setting, to edit work and then ultimately design a magical creature that they can powerfully describe to their reader not just looks but also a show the creature puts on to entertain them. The overall focus was to improve figurative language and descriptive writing. Throughout the unit the children were guided to edit and improve their own work.

We then completed a book study. As a class we read and studied the Firework Makers Daughter by Phillip Pullman. The children learnt to analyse and write the text features of a diary, analyse the text features of a play script and analyse the features of instructional writing. They then planned and wrote a diary entry and used a play script to inspire their performance.

Following on from this we studied Poetry. We used many of Michael Rosen's poems to inspire us to write descriptive poems about chocolate cake and nonsense poems. We then used Pie Corbett's shared writing methods to create poetry about an animal and then write one for ourselves.

Finally, throughout the Summer term, Form 3 have worked hard to learn to write persuasive letters. We studied the film and the children performed their own versions.



They then had to analyse the features of a persuasive letter and then use a short clip as stimulus to persuade birds to stop bullying another bird. They then researched using the tablets and wrote a non-chronological report about lions. Again, looking at and analysing the features of a non-chronological report and ensuring they include all of the correct tools in their writing. At this stage in the year we see many children have really made the links in their brains and their fluency in writing is really coming together. They are writing far more complex sentences, longer, more descriptive pieces with more accurate grammar and punctuation.

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The final topic for the year was to study and analyse the features of an autobiography. Then to try to write their own autobiography. English has been very busy, and the children have covered and learnt an awful lot to continue to build on next year.

In Mathematics the children have continued to improve their numeracy skills for all four basic operations and have worked hard to continue to consolidate and build on their KSI learning. New concepts have been learnt and practised throughout the year. The Abacus scheme provides the children with the opportunity to regularly revisit and build on their mathematic skills for each area of study and complete various mastery and enrichment activities as necessary.

Form 3 have also had their first chance of earning their times table badges. They have become quicker in the recall of multiplication as well as learning the grid method. Throughout the year the children have been learning how to apply their knowledge to word problems. This encourages the children to read the questions carefully and extract the information necessary. The children have been practising telling the time, fractions, and adding and subtracting money, whilst making the experience relative in order for them to associate the purpose of learning maths with their everyday lives.

The children specifically enjoyed the measurement topic where they estimated, weighed or measured various items. The children learnt a lot about reading scales and noticed that scales of measurement do not always have the same divisions. They also enjoyed surveying and data analysis/ graph drawing.



Primary science should develop pupils' understanding of the world, nurture their curiosity and teach essential skills, including enquiry, observation, prediction, analysis, reasoning and explanation. Science provides a 'motivating context' for pupils to develop and improve skills in many areas, including literacy and mathematics.

The Topics covered in year 3 are Plants, Magnetism, Rocks, Food and Our Bodies and Light. In each, the children have been given every opportunity to work practically and scientifically ensuring full coverage and interesting ways of working to stimulate their learning. There has been much focus on ensuring that tests are conducted fairly and discussion about how we can achieve this. Also, about predicting our results before the experiment and concluding our findings at the end of the investigation.

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It is important that children develop the skills to investigate independently and so many of the class investigations are conducted as thus. The introduction of Science club and working towards the CREST awards has benefitted many of the form 3 students and we hope started to nurture the children's interest and curiosity in the world around them.

The children went of a fun and informative science trip to Sandford Mill. They had great fun exploring and studying the habitats along the river and investigating light.



In Humanities the children have studied the Rainforest, Europe the Extreme earth for the Geography. Our rainforest topic informed much of our English writing and our class assembly.

Our History Topics were: The Stone Age, Vikings and Anglo Saxons. We enjoyed a fun day trip to Layer Marney towers where the children really immersed themselves in the daily life of an Anglo Saxon, reinacted a court hearing to learn about crime and punishment, made a clay pot, handled and were taught about the significance of various Anglo Saxon artefacts and also played games to learn about Alfred the Great.



We have completed many fun and creative projects in Art and DT. The children have experienced the use of different mediums. The children have developed shading techniques such as stippling and cross hatching to create a range of tonal values using a pencil. They worked hard to draw spheres and develop their shading skills to make them look 3D. They then extended this using oil Pastel. The children began the first term with observational drawing of a fruit and used pastel to develop their blending skills using complementary colours. They created some wonderful Zentangle Dragonflies using black pen and lino print British Wildlife. The children also studied artwork from Paul Klee and used his work to replicate his skills with collage and chalk pastels. In DT the class

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designed frames at the beginning of the year whilst choosing a specific audience. The children had to study a variety of sturdy structures before designing their final product. In addition to designing and building the frame, the children worked ever so hard to weave an insert into the frame. This was not easy, but these fantastic children demonstrated creativity and resilience within this process. The children could evaluate their work and explain what they would change or be proud of. Their Juggling Balls followed on from the Circus day. The children studied and designed their Juggling Blass with a specific audience in mind. They tie died material and then had to sew the finished item.



Within PSHEE the children began the year by learning how to build relationships and how to react to people's differences fairly. The children thought carefully about issues that worry them and discussed in class how they can be resolved. They have explored their own identities as well as understanding how to value and respect diversities. They have also extended their knowledge as to what constitutes a healthy and balanced diet. We have used Mr Stink as a tool to discuss personal hygiene and work out how we could improve his personal hygiene. We have related this to our own daily personal hygiene routines. We spent time discussing dangers in the home, dangers of electricity, water and fire and how to act in an emergency and how to avoid accidents involving the aforementioned. We had an Essex Fire and Safety representative visit and the children enjoyed an informative hour learning and consolidating ways to stay safe at home.

The picture below shows the class performing a communication skills task to understand how much harder it is to communicate when you cannot gesticulate or see the person you are talking to.



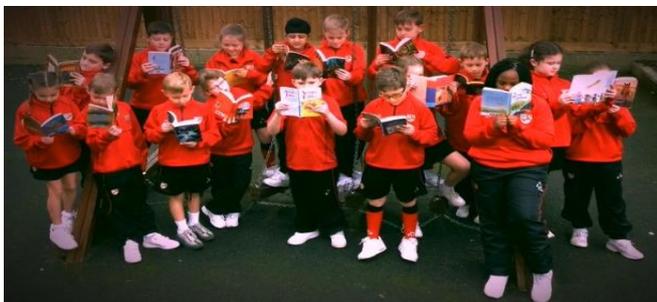
RE The New Discovery RE scheme has given the students a comprehensive and enriched emersion to various faiths. The teaching process of the scheme follows through a process of engagement, investigation evaluation and then expression which links back to the child's own learning journey from the engagement part of the module. This year we have studied with this scheme, Jesus' Miracles, Easter and forgiveness, Hindu Beliefs and Pilgrimage to the river Ganges.

We began the year learning French and have been practising pronunciation skills. Within the lessons the children have learnt greetings, colours, saying and asking names, family members, numbers, age, our bodies and classroom instructions. The children enjoyed playing games to follow instructions in French and have enjoyed working with partners to practice their conversations in French and then perform to the class. The same topics have been covered in Spanish too. We have used many songs to help support our learning and continued to practice conversationally in both French and Spanish.

We have had a really busy year filled with positive learning experiences and fun. The children have all been challenged in various ways throughout the year and have learnt more resilience and determination and the importance of a growth mindset. I have been so impressed with your fabulous children and the progress they have all made across the curriculum. Form 3 is a steep learning curve and a big change from KS1 with more work and more demand for independent learning. This is a superb and friendly year group and each and every child is a credit to their families.

## Form 4 – Mrs Fleming

In Form 4 we have a jam-packed year in which we not only strive to embed the curriculum but work hard to develop confidence in the children. Working to build resilience, a growth mindset and a sense of responsibility. It is about the enjoyment, engagement and excitement about venturing out into the world, with all its capacity for uncertainty, surprise, stimulation and delight.



Confidence is key to succeeding in English. Children are encouraged and challenged to read from a wide range of books; broaden their vocabulary and enrich their understanding of the world around them. They also expand their vocabulary participating in a structured word of the day programme which helps develop their comprehension skills.



The school's Form 4 children enjoyed two Public Speaking Workshops organised by the ESU, where they learnt public speaking skills followed by techniques for successful debating, including the roles of the team. Six finalists attended the ESU Primary School Public Speaking Competition. Up against strong competition, Maldon Court's team debated the topic: *Children should not be allowed access to the internet unsupervised*. The four team members argued with composure, confidently fielded questions and articulately persuaded the large audience to adopt their views.

As a class this year we decided to theme our class assembly around World Book Day. The children thoroughly enjoyed re-enacting an extract from *Pippi Longstockings* and another from the popular children's story *A Bad Case of the Stripes*. The children produced an excellent video trailer showcasing themselves reading in unusual places.

For World Book Day we had great fun acting out a variety of curses and creating new ones after reading *The Curse of the Itchy Carpet*. Form 4 is also the first time the children can attend secondary transition club and are stretched and exposed to a variety of entrance papers and the start of I1 plus preparation.



The children were also inspired when a visiting author Natasha Farrant delivered a workshop on how to weave a story. It was refreshing for the children to hear that her books take a year to eighteen months to write and initially they aren't very good but need to be edited, jiggled around and adapted before they become great books. It also showed the children that resilience is key when pursuing your dreams as Natasha only realised hers, in her mid-thirties when her first book was published after having decided to become a writer from age four.

We have read many amazing stories this year Matt Haig's *A boy called Christmas* and *The girl who saved Christmas* being firm favourites followed by a in depth study of Michael Morpurgo's *The Butterfly Lion*. The children took many amazing journeys into the wild savannah while sitting in the classroom, imagining that they had their own butterfly lion and writing captivating diary entries.

In Maths Form 4 have really enjoyed using Abacus, which allows them to complete online homework activities and really extended their understanding with several fun challenges. We've learnt many fun games with a favourite being the Kenyan problem solving game *Dara*. The class also competed in the world Mathletics competition and used every spare moment to build up their points and ranking. We were also lucky to have a visit from Brian Podbury, who gave the class a collection of problem solving activities including picture Sudoku, algebraic puzzles and probability questions. The children loved solving the riddle and applied many problem solving skills to solve the puzzles. Another class favourite was collecting data from our annual birdwatch and using the information to draw conclusions about bird activity in our area.

Form 4 have covered five Topics in Science this year: What's that sound? Living Things, States of matter, Teeth and Electricity. All these topics have been supported with a range of experiments and active hands on investigations. The highlight of these was turning milk into ice-cream using only a Ziploc bag, salt and ice. Followed closely by constructing their own electrical circuits.



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Form 4 have explored how past events have shaped our lives paying particular attention to the Romans. Britain has been invaded several times and the children enjoyed researching why these invasions occurred. They studied the impact that the Romans have had on Britain and compared the Romans with the Celts. They loved bringing these battles to life and were able to empathise with Boudicca and her plight.

We are really spoilt to be within a stone's throw of Colchester Museum which holds a trove of Roman and Celtic treasures. Our trip began with a walk down to the vaults. Here the children were transported back in time, sitting in the foundations of the original Roman Temple, whilst an experienced guide wove stories of a Roman Colchester. The children loved re-enacting a Roman battle and handling Roman armour and weapons. Next the children completed a host of interactive activities including building a Roman Temple, answering a quiz and dressing up. The highlight for most of the children was the interactive chariot races.



Map reading and the ability to observe what is around you are fundamental skills. Form Four loved immersing themselves in Ordnance Survey maps and finding familiar features in their local area. They were very good at designing new symbols and at deciphering the existing ones. They also learnt how to read a four-point grid reference; how to read the landscape and then relate that to the map. This term we also studied what an essential commodity water is and how to look after the water we have. The children researched the ongoing water shortages in Cape Town, presenting their research to their peers. They were really able to engage in the task because it is happening now. After keeping a water diary for a day, the children found their average water usage to be about 500 litres a day and were subsequently fascinated with how families in Cape Town are restricted to 50 litres a day. They also enjoyed learning how to make a tap using a water bottle and a needle. Form 4 have created clay pots using a variety of techniques including pinch pots, the coil method and slabbing. Next, we looked at how to create a moving toy looking at cams. The children were very proud to share their toy with a child in Reception and explain their Nutcracker themed toy to them. They have also shown a great interest in sewing when making our textile bookmarks and were extremely difficult to pry away from their weaving once they got going.

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Lastly the children excelled at bridge design when looking at our unit on structures.



The children have really enjoyed learning and developing various drawing skills. We focused on Betty Edward's *Drawing on the Right side of the Brain* techniques and then looked at the Mona Brooks Method. The children have really begun to observe the subject that they are drawing and apply the various elements of Art to create some very beautiful and detailed artwork.

This year we have tried to plan trips to places that are new to the children and open their eyes to new experiences. We selected the Henry Moore Gardens to encourage a love of the visual arts and to show the children that art needs to be seen and viewed in galleries and exhibitions to be truly appreciated. The sculpture gardens feature over 20 of Henry Moore's monumental bronzes, including returning favourites *King and Queen 1952-53* and *Three-Piece Sculpture: Vertebrae 1968-69*. The children were given time to sketch and view these sculptures and were then taken on a tour of Henry Moore's studios, which have been preserved as Moore would have used them at various points throughout his career.



Form 4 have loved the open discussions and topics we have dealt with in P.S.H.E.E. They have learnt that their opinions are valued and that they do have a voice and the power to change things around them. Another development in Form Four from previous years has been the introduction of Form Four Nursery Buddies. This system was implemented half way through the year and differs slightly from the Form Five and Six Buddy system because small groups of children spend 30 minutes a week playing with all the children in the nursery thus allowing all the children to develop natural relationships with the children before being given their own buddy in Form 5. The children absolutely adore spending time in the nursery and show tremendous responsibility and patience interacting, caring for and playing with their buddies.



Another first for this year's class was an overnight residential trip to Danbury Outdoors. The children spent the night in wooden cabins and participated in four activities: Mountain Biking, Aerial Trekking, Vertical climbing and Bush Craft. We were unfortunate to experience awful weather on our first day and the children showed their grit and resilience by braving the elements and enthusiastically completing the day's activities. Covered in mud, wet and cold they never stopped smiling. The next morning, we were rewarded with sunshine and the children continued with the latter part of the program. It was inspiring watching the children learning to recognise their strengths and weaknesses, facing their fears, trusting and accepting support from their class while also recognising when others needed support and willingly offer theirs. The class developed skills of communication, problem-solving, creativity, critical thinking, leadership and co-operation and the experience cemented many friendships.



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This Summer along with Form 5 we spent the day at Minsmere in Suffolk, where the children had plenty of activities to get involved in on the reserve. The children enjoyed learning the basics of birdwatching by following a very experienced and engaging guide through the reserve as they pointed out rare and exciting species. They had a very memorable day and have been inspired to become budding nature enthusiasts.



### Form 5 – Mrs Dickinson

Form 5 is one of the busiest year groups in the school but the children have thrown themselves head first into the challenge and have come through with flying colours. The preparation towards 11+ is a main focus. The children have participated in past exam papers and they are now are confident and aware of what is necessary to pass a paper.

In Maths pupils in Form 5 have been working hard towards completing the Key Stage 2 curriculum. The children have developed the skills of using and applying their knowledge when answering multi step problems and real life investigations. 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 there are focussed lessons which build on the prior knowledge of each of the four operations which include addition, subtraction, division and multiplication. This knowledge is then applied to different aspects of the curriculum including money, fractions, area and perimeter, volume and capacity. In the Autumn term the children took part in the World Mathletics championships where they competed against over 5 million children from around the world. The children had to solve a wide range of mathematical problems over the course of 20 games of increasing difficulty. Form 5 performed brilliantly and were ranked in the top ten by the end of the tournament. Before Christmas the class received a visit from Mr Podbury, a retired Maths teacher, who ran a festive problem solving lesson in which the children worked in pairs and small groups to solve a variety of activities including Christmas Sudoku and Fairy Light sequences to find the solution to Santa's Christmas conundrum. In the Spring term the class took part in the Big Garden Bird Watch in which the children had to collect survey data in their own gardens and then analyse data based on their locality, results as a class and make comparisons with whole school data. The children were introduced to drawing their own pie charts and recording data in many different ways. This allowed the children to see how different graphs and tables make data easier, and in some cases harder, to interpret.

The children have been practising English intensely. The class have studied poetry from 'Robert Burns' and created some wonderful poems including lots of imagery within their work. The children were even entered into a 'Young Writers' competition, 'Rhyme Craft', where I was so proud of Form 5's who all had their work published.

The children have ensured to include lots of figurative language within their work from metaphors to personifications and a variety of punctuation. They are aware of developing their own writer's toolkit and are becoming familiar with proof reading their own work and assessing others. During the Mayans topic the children wrote gripping myths based on the 'Hero Twins'. Form 5 has become familiar with timed writing and being able to write in 10 minutes whilst including all that is necessary. The children had a visit from 'Natasha Farrant' who came to explain how she became a writer and explained her recent published book, 'The Children of Castle Rock'. The children participated in national 'Parliament week' and had their first taste of debating. The children studied a mixture of topics and proposed their notion to the jury.

The children's Drama skills were put to the test not only in the Mayans Class Assembly but also through the wonderful production of 'The Jungle Book'. All children stood up to the challenge and performed beautifully to the parents. Their resilience during rehearsals and great listening skills demonstrated how the children are always willing to give their best.

The Mayan Assembly enabled the children to be creative and plan their own script from what they had learnt in the topic. They even created their own song whilst choreographing some excellent dance moves. This helped towards their final performance of the 'Fellowship Afloat excursion'. The children modelled how they had a great few days away.

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For History, the children studied the Ancient Mayans and Ancient Greece. The Mayans encapsulated the children through the gory truths about their sacrifices and their way of living. The children designed and made their own masks using mosaic styles. They discovered that the Mayans invented many things including the number system and their own Calendar. The children studied Chichen Itza and were able to draw their interpretation in 3D. We were so lucky to have Mrs Farr come and make some delicious chocolate with the children.



During the Ancient Greek topic the children studied 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. Whilst studying the Ancient Greek Gods the children made their own Greek Vase out of Paper Mache and designed their own artwork.



In DT, the children became aspiring interior designers with the fun Funky Furnishings lessons! The children had to research, analyse, design, make and evaluate a 'funky' cushion. The children had to investigate the different sewing stitches that can be used. They learnt about the right and wrong sides of fabric, and how to secure their first and last stitches with a knot. In their independent

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activities, the children explored a range of either hidden or visible stitches and discussed which would be the most suitable when making their cushion cover. Each wonderful unique style showed off the children's talents and determination. Each child combined their knowledge of joining techniques, decorative sewing skills and fastenings to design their own cushion cover.



For Geography, the children focused on 'Enough for Everyone' and 'Magnificent mountains'. In this Unit, children find out about the major mountains of the world and the UK. They found out about the different ways in which mountains have been formed and how different features of mountain ranges have been shaped over time. Children had the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.



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.

In RE, Form 5 began by studying 'Christianity' and discovered a history of the Bible and its origins as well as investigating the diverse contents and features. They became more familiar with the layout of the Bible as they delved into different translations. Various Bible passages taught them how the Bible leads Christians in their daily lives. The children studied the New and Old Testament as we retold the parables and acted them out. They thought about what Jesus was teaching through them

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and the key messages. During Spring Term, the children focused on Sikhism. In one of the lessons the children focused on the tradition of Sikh langar and how Sikhs share a meal with anyone who wishes to share it with them after worship at the gurdwara. This thought-provoking lesson challenged the children to think about equality and what that means, as well as encouraging them to think about the Indian caste system and what effect this has on people. During the final term, the children focused on the religion, Hinduism. We studied an overview of what Hinduism is and where it is prevalent today. We then introduced some of the forms the Hindu God Brahman takes, before hearing the story of Knappar the Hunter and finding out what Shivalingas are. By studying some of the Hindu stories the children considered what they work hard at and what they have succeeded at so far in life, even when they have found things difficult to master initially.



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. The children took part in a 'Road Safety' talk where the children were taught how to keep safe on the roads whilst learning how to manage risks effectively. The children went out on the streets to spot potential risks and discuss how to solve the problems. Also, during this topic the children went to the Plume school where a discussion was presented by EST regarding Esafety. Here the children

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



In Art the children studied Klimt and how he was commissioned to produce naturalistic portraits for the wealthy and influential people of Austrian high society. In preparation for this, Klimt would draw sketches of his subjects. The children were challenged to closely study his early sketches and think about how the subject is posed helps to 'tell a story', before practising pencil sketching techniques and drawing their own portraits. The children practised 'still life' drawings whilst looking at how the artists use the objects and colours they are portraying. The class used a range of mediums from water colours to oil pastels to apply colour and tone to some still life art for themselves. The children built up their skills in stages from drawing peppers, to drawing vases to drawing leaves. Through the year the children created wonderful display work including insects, food, mountains and British Wildlife. The children took their time, used their growth mindset and their hard work certainly paid off.



The children were lucky enough to have Science taught by Science specialist, Mrs Bonner. The children covered 'Space', where they described the Sun, Earth and Moon as approximately spherical bodies; name and describe features of the planets in our solar system; explain day and night and the apparent movement of the Sun across the sky and explain the movement of the Moon. When the topic 'materials' was completed, the children did many experiments including making crystals and exploring reversible and irreversible changes. They studied the 'Circle of Life' topic, which included plant reproduction, growing new plants from cuttings and bulbs, 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 time line; gestation and pregnancy in different mammals; changes as we go from child to adults including puberty; analysing data looking at heights and changes as we enter old age. The latest topic we are studying is 'Let's Get Moving' which is all about forces.



As well as all their hard work the children took part in several school trips this year. One to Minsmere where the children got to explore the beautiful RSPB nature reserve in Suffolk. The children explored the variety of habitats it has to offer including four national conservation priorities: reedbeds, lowland wet grassland, shingle vegetation and lowland heath. The children had a go at minibeast hunting and searched the hides for some of the reserve's famous species including Bitterns and Avocets.

In June, the children visited the Henry Moore garden in Hertfordshire where they got to witness the iconic sculptures and study the history of how they were made. They also learnt about his inspirations and the meaning behind them. The children got to use their sketching skills to get up and close to some of the most spectacular sculptures and tapestries.

At the end of March 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, crabbing and archery all of which encouraged the children to challenge themselves, work as a team and build self- confidence and resilience.

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

### Form 6 – Mrs Clark & Mrs Summers

English this year has contained a mixture of story writing, poetry, drama and debating. The children began the year by entering 'The Young Writer's' competition where they wrote a poem all about food. Some children had their poem published in the book 'Rhyme Craft'. Following this, the children took part in the National 'Parliament Week', where the children could show off their debating skills. The mature notions were meticulously researched and put to the jury. The children used persuasive and appropriate language which led to a heated debate. The children throughout the year have been practising their story writing skills and have been able to assess their own and others' work. Using Literacy Shed the children have been provided with a range of stimuli from sinister china dolls to imaginative endings of courageous stories and they have even researched Second World War letters that were sent to families by servicemen. The children have pushed their imagination and have thoughtfully used a range of figurative language to evoke the reader's reaction.

The children had a great opportunity to use their theatrical and speaking skills in the wonderful production of 'Mowgli and Friends'. All of Form 6 rose to the challenge and made this production one of the best in the school. Their encouragement and determination was noted by all staff and parents. I am sure those songs will continue to remind them of the wonderful performance.

In Maths pupils in Form 6 have been spreading their mathematical wings and applying their knowledge to concepts beyond the Key Stage 2 curriculum. In the Autumn Term there was much focus on Pythagoras Theorem including researching the history of Pythagoras and his followers. Here the children were able to gain an insight into its practical, everyday uses calculating the length of missing sides of right angles triangles and progressing to create their own problem-solving investigation.

The children also studied magic of Pi and how this value can be used to calculate properties of circles, and any circle based 2D and 3D shape. The children applied the formulae to solve a variety of real life problems.

Form 6 took part in the World Mathletics championships, competing against over 5 million children from around the world. After a frantic competition which saw the children complete 20 games over 3 increasingly difficult levels Form 6 ranked in the top ten in the world. An outstanding achievement.



Before Christmas Form 6 received a visit from Mr Podbury who engaged the children in some festive problem solving. The children worked in pairs and small groups to solve problems using Sodoku, sequences and The Twelve Days of Christmas!

During the Spring Term the children studied scatter graphs and learned how two sets of data can be compared with each other. Using data on the solar system the children posed questions to identify whether there was any correlation, carefully recording the data in a table and transferring

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these to create a graph. They also learned how to plot a line of best fit to see how well the results correlated.

As part of the Big School Bird Watch Form 6 collated the results from the whole school to see if they could identify any trends in different towns and villages. They used a variety of data handling skills to present their findings and explain their conclusions.



In the Summer Term Form 6 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.

Science in Form Six aims to: consolidate the key knowledge and vocabulary the children will need for secondary school, teach the children to be critical thinkers who can plan, carry out, record and present data and to interpret their findings, to ask questions and make sense of the world around them and hopefully to inspire an enjoyment of this subject for when they continue to study it at higher levels.

The first topic examined the incredible variety of life on Earth and how the process of classification was developed. We looked at the work of botanist Karl Linnaeus who developed a system of classification still used today. The children learned how large groups, kingdoms, are first created and are then subdivided down into smaller and smaller groups. We spent time looking at the animal kingdom and how it is split into vertebrates and invertebrates, and then in more detail at the five main vertebrate groups. We learnt to look for similarities and differences in animals in order to classify or identify them. We learned how to create and use classification keys as well as about the sometimes useful, sometimes yucky world of bacteria and fungi.

We then looked in more detail about humans, at the respiratory and circulatory systems that keep us alive. This topic ties in with and reinforces the work done on healthy diets and lifestyles covered in PSHEE. We looked at the importance of making healthy lifestyle choices from when we are young, which we will hopefully maintain 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.

The next topic covered was light, a topic less well known to many children. We learnt about the incredible speed and distances that light is able to travel. We learnt 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. We studied how light travels in straight lines but can be reflected or refracted to get it to change direction. We had fun looking at some optical illusions created by refracting light. We also looked at how we see things,

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understanding that all objects reflect light back towards our eyes. We researched a little on how light travels in waves and how the energy of these waves is responsible for the different colours of light. We made spinners to help us understand that white light is a mixture of the different wavelengths, and that these colours can be seen when light is refracted through a prism.

Following on from light we turned our attention to electricity. To begin we looked at electrical safety and the everyday electrical dangers that surround us. Our key focus on this topic was to understand and use symbols and circuit diagrams confidently. We learned to identify common faults such as poor connections, incorrect wiring, blown bulbs and fuses and dead batteries. We then used these skills to construct our own electrical quizzes. If you correctly joined the question and answer then the buzzer, motor or bulb would activate.



Form 6 have studied 2 very different historical civilisations, the Shang Dynasty and Ancient Benin both of which provided some excellent topics to research. Whilst studying the Shang Dynasty the children learnt who the Ancient Shang people were, where and when they lived, 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. The topic was rounded off with some excellent presentations on Shang Tombs, Religion & Gods and Shang Kings.

Whilst learning about Ancient Benin the children discovered where the ancient Kingdom of Benin was located and 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 learnt about the story of Eweka and discovered how European invaders threatened the civilisation of ancient Benin.

In Geography the children discovered the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks the children learnt about how and why these natural phenomena occur, and the ways in which they affect people and the environment.

During this topic the children identified why rivers are so important to the towns and villages that have developed on their banks. 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.

## MALDON COURT SCHOOL REPORT TO PARENTS 2018

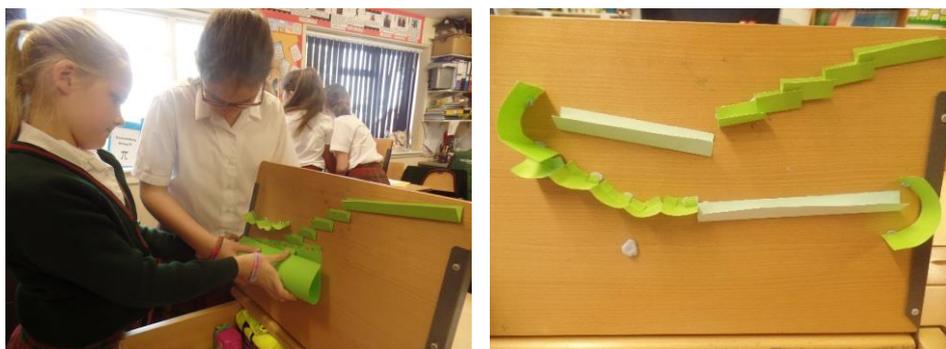
In Art we participated in the whole school project of swapping our Artist trading cards with nine other schools around the world. Each child had to design a postcard that best reflected Maldon. These were then collated and sent around the globe and it was great fun then receiving letters and pictures from all around the planet.

In Form 6 we have looked at the power of colour. Colour 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.

Next, we considered form by looking at the sculptures by Henry Moore. We looked at how we could show the form by using contrasting highlights and shadows. We discussed the art element of shape and form and how negative spaces are as important as positive ones.

Lastly, we looked at perspective with a particular emphasis on digital photography. We created illusions using forced perspective and then looked at how comics and murals use foreshortening to create illusions. We also looked at Banksy and designed our own graffiti art to decorate a skateboard.

In Design Technology the Form 6 thoroughly enjoyed working in small groups designing and making their own marble runs using cardboard in an astonishing variety of ways to speed the marble up and slow it down.



PSHEE covers a wide range of subjects that play an important role in children's lives. We started off by looking at basic human rights and how these apply to children. We looked at 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. This led on to understanding how we need laws and rules to protect everyone's rights. We looked at the role of parliament and MPs, as well as local councils and councillors, and explored the similarities and differences to our own school council.

The next unit was about 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 thought about 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 thought about how relationships can change, with a particular focus on transitions to secondary school. We thought about how we get to know new people and how we select those with whom we become friends.

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This lead to how we will start to change as we grow up. We spent time leaning about what puberty entails and how everybody grows and changes at different times. We discussed how puberty affects people's behaviour and emotions and ways we could deal with this.

During the year the children have been also been given the opportunity to undertake special activities. These have included Crucial Crew, which looks at bullying issues as well as personal safety, Bikeability training to help them improve their understanding of road safety and become safe cyclists and cyber safety to raise children's awareness of how to stay safe online.



Form 6 had a fun week away at Bawdsey Manor taking part in energetic and fun activities. The children were surrounded by 144 acres of parkland and woodland facing directly onto the beautiful Suffolk coastline at the mouth of the River Deben.

The children took part in tree climbing and the Jacob's ladder tested the children's skills on belaying as well as encouraging one another. Singing songs in the sunshine and team work made the week wizz by so quickly. 'Aeroball' - a favourite of many - was a cross between trampolining and volleyball! All of the children took part in the day and evening activities ending of with a disco dance off. The week was full of fun, exciting sessions and gave the children memories that will last a life time.



In RE the first topic focused on Islam, looking at the role the mosque plays in the lives of Muslims. We looked at the different parts of a mosque, what they were called and what purpose they serve. We learned how the mosque is used and how Muslims behave while they are inside the mosque. We also learned about the wider role the mosque plays within the Muslim community.

In the Spring we began work on our new scheme of work which 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 first unit focused on Christianity. We started by looking at the concept of Eternity and whether anything could in fact be eternal. The children enjoyed debating and discussing whether real objects or abstract concepts could in fact last forever. It was great to hear the children discussing everything from how long the sun will last to how love will always exist as long as there are living things alive.

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This led on to looking at the Bible stories which provide evidence for Christians' belief in eternal life and how this influences how Christians live their lives. Children were given the opportunity to express their own beliefs as well as listening to others.

The next topic looked at how belief in the afterlife influenced how Muslims live their lives. We started by looking at what is meant by the word 'motivation'. We looked at different scenarios and how the motivation behind actions can affect whether we agree with these actions or not. We looked at the concept of what a good life would involve and who we thought was a good example of this. We then considered how a belief in the afterlife would affect how a Muslim chooses to live his or her life. We looked at how this is shown through behaviour and actions and considered what things would be the hardest to do. We finished by thinking about the concept of righteousness and what this means. The children were able to listen well to each other and share their thoughts and ideas confidently.

In French Form 6 began with telling the time identifying o'clock, half past and quarter past and to. This then progressed with school timetables. The children used school timetables to then describe places in school and give a guided tour in French. Then they began to describe their town and places in the town. Form 6 worked hard on improving their pronunciation and conversation skills through aural practise and games.

Before Christmas Form 6 received a visit from Mr Brian Podbury who shared his experiences of living in France. The children were able to compare and contrast architecture, schools, cars & driving, shopping, currency and Christmas traditions.



Form 6 began their study of Spanish by learning to describe the weather. They then moved on to revising colours with common nouns and then the flags of a few familiar countries. They also learnt how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. Attention was paid to forming plurals of nouns and using the adjective 'mucho' (lots of). Pupils were also encouraged to use 'hay' (there is/are). Then they looked at key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map. The class learnt vocabulary for places in the town and then worked independently to describe photos and give their opinions on them.

### **Physical Education – Mrs Holden**

#### **Nursery**

Nursery have had the opportunity to join in regular introductory PE lessons on a Thursday morning. These sessions have included physical, social, emotional and intellectual development and have been setting the foundations for our schools competitive sports. The fundamental movements and skills we have focussed on include: different ways of moving; using alternate feet and hands when climbing and sliding; negotiating space safely and effectively; adjusting speed and direction to avoid obstacles and collisions; catching a large balls and bean bags; and lastly using their listening skills accordingly. Some lessons cover cross curricular links to the nursery's topics, these may include: learning colours, letters, sounds, numbers, counting, stories, nursery rhymes and various other themes.

This year, Nursery 1 & 2 will be joining in with sports day and will even be participating in a mini hurdle race!

#### **Pre-Reception**

Pre-Reception pupils have been enthusiastically participating in a full PE lesson every week. They have been successful in learning the importance of a 'Warm up activity' and a 'Cool down activity'. They have been learning age appropriate basic versions of our schools favourite competitive sports. For example they have successfully learnt and played 'Chase the dragons tail' which sets the foundations for tag rugby. Pre-Reception have also had introductory lessons into netball, hockey, tennis and cricket. Pre-Reception have participated in learning fundamental movements and skills such as; negotiating space safely and effectively, alternating and using feet in hopping, jumping, skipping, galloping skills, sliding, climbing, crawling and adjusting speed and direction to avoid obstacles and collisions, throwing and catching beanbags and large balls, introduction to dance and aesthetic movements (including the further development of learning 'left and right' directions and instructions), gaining confidence in jumping from height and exploring various tactile equipment such as hoops, different sized balls and quoits.

This year, Pre-Reception will be taking part in three different races at Sports Day. including an obstacle race!

#### **Reception**

Reception have energetically engaged in a full PE lesson every week, revolving their learning around the fundamental 'Agility, Balance and Coordination' (ABCs) skills. They have also started to learn the importance of sportsmanship and the correct code of conduct in competitive sports; such as fairness, respect for one's opponent and graciousness in winning or losing.

Within the ball games unit, pupils have been practising: sliding, rolling, scooping, kicking, underarm throwing and aiming to a target. Pupils have been challenged by varied targets, individual set challenges, creating their own games and have been given the opportunity to judge, coach and help one another in many activities. These skills have been successfully transferred into a competitive game situation. Reception have exceeded all expectations in our 3 T's cricket matches.

Reception have learnt the rules and etiquette for many basic sending and hitting games in preparation to participate in our schools favourite competitive sports. Pupils 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 correctly, controlling a tennis racket, sending and returning a ball to a target or a partner in small sided games.

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In the aesthetics unit, Reception increased their fundamental learning, by partaking in the aesthetics disciplines. This unit included the introduction to dance and aesthetics movements such as: using hands to feet movements, gaining confidence in jumping from height, learning how to perform a pencil, dish, egg and a forward roll, exploring body shapes and various body movements and interpreting music.

### **Form 1**

Form 1 have enthusiastically participated in two PE lessons each week, learning and participating in a games and aesthetics based unit. These initial drills have led onto some fantastic mini matches where the children have shown a fantastic amount of enthusiasm and team spirit.

Within the games unit, Form 1 have been engaging in: underarm throwing and aiming skills, controlling and kicking small balls and beanbags. Pupils have been able to work in pairs and small groups, focusing their learning on aiming at various targets from different distances, using an underarm throwing technique. Pupils have engaged in scoring fairly, by themselves and in pairs, by using scorecards.

Also, during lessons Form 1 have been practising basic and advanced 'Agility, Balance and Coordination' (ABCs) skills. Within this unit, progression has led into creating own aiming and scoring games, focusing on teamwork, creativity, sportsmanship and accuracy. Form 1 have also learnt hand-eye coordination components and skills, and have progressed their learning to being able to dribble and control a ball when handling a hockey stick, cricket bat and a tennis racket in competitive situations.

Form 1 have also participated in striking and fielding games and athletics, predominately focusing their skills on cricket and athletics disciplines. This year, Form 1 had some specialist coaching by the 'All Stars Cricket Club' where the focus was on batting and bowling skills. This has ignited a love of 3 Tee's Cricket!

### **Form 2**

Form 2 have participated in two PE lessons every week. They have successfully completed two differentiated units. Within the aesthetics unit, Form 2 have all learnt and developed competency in performing all hands to feet movements with control and have also completed all the unit rolls including: dish, egg, pencil, forward and teddy bear. Form 2 have also completed jumps from height and shape jumps effectively, landing accordingly. Pupils have progressed their skills to link into creative sequences and patterns. Form 2 thoroughly enjoyed their annual cheer leading workshop.

Within the games unit, Form 2 have participated in: invasion games (hockey, netball and tag rugby), athletics and striking and fielding games, including tennis and cricket. They have been extremely enthusiastic in learning a new skill each week, where they practise it in a competitive drill situation, which then progresses into mini matches. Form 2 have illustrated brilliant hand-eye coordination control and accuracy when playing hockey and cricket. Pupils have developed their skills in all of the sports above, practising their skills within game situations.

In KS2 the focus of all lessons this year has been on Rugby, Cricket, Hockey, Netball, Cross-Country, Gymnastics, and Athletics. The School has close links with St Francis, providing a high quality and a picturesque setting for matches and lessons on Thursday afternoons.

The ethos of the Sports Department is to encourage all children to enjoy their sport and to obtain a high level of general fitness. During lessons there are opportunities for all pupils irrespective of

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ability. Children are placed into teams in an environment that they should find challenging but that they can cope with. Matches are arranged to suit all abilities.

This past year, Key Stage 2 (KS2) have been learning and developing their physical and tactical skills in various sports within their PE lessons each week. Within the games unit, pupils have been engaging in sports hall athletics, athletics disciplines, kwik cricket, netball, tag rugby, bench-ball, dodgeball and hockey, Pupils have been introduced to tactical play and advanced technical principles of all of the above sports. KS2 have also developed agility, balance, coordination and reaction skills in all sports.

Within the aesthetics unit, pupils in KS2 have participated in dance, hands to feet movements, rolls, jumps from height, jumps (including shape jumps) and counter tension and counter balance. All pupils have used their creativity and confidence to create sequences and patterns, linking all gymnastic and dance elements together effectively. We even had a visit from the world champion street dancer!

The biggest achievement, however, is the almost undiluted enthusiasm of the children regardless of their ability to participate and compete.

### Extra-curricular Sport

Extra-curricular sport includes Key Stage 1 and Key Stage 2 Sports Clubs. KS1 Sport Club includes various small sided games that focus on agility, balance, coordination and team games. KS2 Sport Club enables all pupils attending the opportunity to vote on specific sports they would like to play and engage in, each week. This has enabled further social enjoyment for involvement in sport for all pupils.

Additional invitational KS2 sport training sessions have operated on occasional Thursdays after school. These training sessions have allowed teams to practise for specific sports in preparation for matches and competitions.

Forms 1 and 2 have also had the opportunity to take part in multi-sports club, held on a Wednesday lunchtime. Multi-sports includes various fun and enjoyable games for all pupils to take part in.

Some of the 2018 Sporting Triumphs:

### Cross Country

We had a fantastic cross country season this year. With the majority of children beating their own Personal Bests. A huge congratulations to all the children who competed and a special well done to Sofia Harvey, Charlotte Craddock, Alex Willey, Toby Wilson, Elizabeth Bodal-Hansel, Isabel Gill and Callum Clark who amazingly came in the top ten multiple times. Incredible results!



### Tag Rugby

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We have had an incredible Rugby season with some exceptional Rugby talent. The enthusiasm for this sport throughout our school is contagious with many of the younger pupils already very keen to participate in competitive matches. We have competed in many competitions this year but the three biggest triumphs were on the 6<sup>th</sup> October when Forms 3&4 won the primary schools tournament competition at Maldon rugby club:



Also on 23<sup>rd</sup> November Forms 5 and 6 had huge success where they came 2<sup>nd</sup> out of 15 other competing schools at the end of season Tag Rugby competition at the Plume school.



Lastly, Thursday 25<sup>th</sup> January we survived our coldest match to date. Where we just missed first position by one try! Team spirit was high with fantastic parental support.

### **Mavericks Netball**

This year we were treated with an invite to visit the brand new sports arena at the University of Essex in Colchester to take part in some netball training with the Essex Sport Benecos Mavericks. Fun was had by all and the girls were thoroughly inspired whilst being taught by England Netball players.



## Cheerleading

Form 2 had a fabulous afternoon Cheerleading at the Plume school. They learnt how to High V, Low V, T, Broken T and turn it into a routine!



## Street Dancing

This year we were treated with a special visit from the World champion street dancer. He taught every single class in the school including our nursery children!



### Cricket

This year Maldon Court has also had special teaching in to support the childrens Cricket skills. All Stars Cricket came into the school and every class in the school received a different cricket lesson on batting and bowling.



I would like to say thank you to all parents and families for their fantastic support this past year in the sport department, especially to the parents who have given up their spare time to either support, specialist coach or cheer us on in the rain and shine!

### Music – Mr Acton

Musical endeavours are supported and encouraged tremendously within Maldon Court School. The music curriculum lessons and extra curricular activities help to harbour a creative, collaborative and passionate musical education for all of the children. The classes explore music at a variety of levels through differentiated challenges and learning objectives. The more experienced musicians may flourish in Orchestra and Choir but the flexibility of the subject means that any child can engage with music and enjoy the subject as much as I enjoy teaching it.

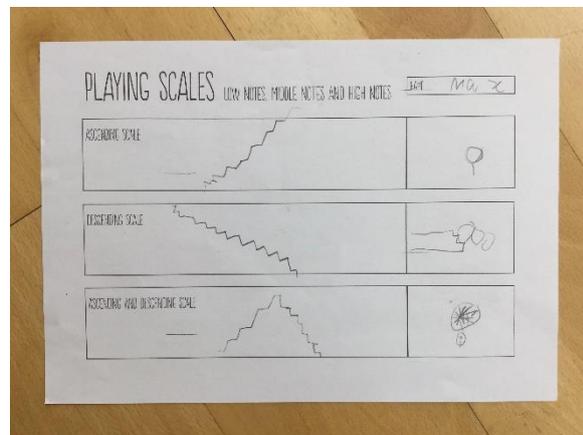
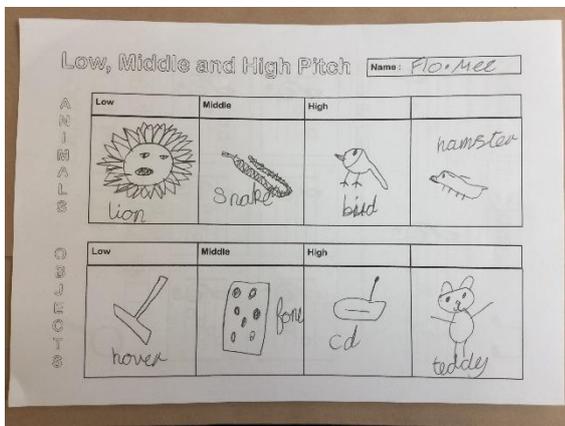
Pre-Reception and Reception have focused on sounds and their origins. The children have learnt why a range of instruments sound the way that they do, and recognise the characteristics of them. This has been achieved through playing and exploring tuned and untuned instruments. The classes have also learnt to identify and react to different musical moods in songs. They can recognise when a song is sad, angry or happy and understand how a piece of music can portray those emotions. In doing so, the children have engaged with different Tempos and Dynamics as well as Timbre. On top of this, the classes have displayed musical talents through singing and drumming.



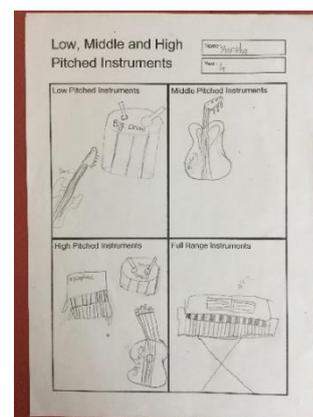
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In Forms 1 and 2, the children have engaged with a large number of different musical concepts. They have learnt to identify, play and sing different pitches as well as understanding the emotive values attached to low, middle and high range notes. This has enabled them to grasp the intricacies of Melody within music and the moods that a melody line can achieve. As part of their pitch lessons, the children explored different ranged instruments and how they work together in an Orchestra. Many of the children learnt to read basic music and understand how notes can ascend and descend through musical scales. Their understanding of melody and pitch enabled the children to attach character and meaning to sounds and musical pieces. Both Forms 1 and 2 have displayed an understanding of how sounds can inform an audience as much as visual elements can. In doing so, the classes used their imaginations to create characters and settings that were constructed according to different kinds of music.

Through arranging and adapting musical sounds the children were able to tell a story through music and perform collaboratively.



Forms 3 and 4 have focused on harmony, texture, musical terminology and percussive singing or chanting. The classes started by exploring the differences between Major and Minor music. They were able to identify the moods attached to each key and play harmonies in Major and Minor keys. Their studies moved on from harmonies to musical scales with each child playing Major, Minor, Pentatonic and Chromatic scales with an understanding of their structure. This enabled the classes to compose simple pieces of music that convey mood or purpose. On top of that, Forms 3 and 4 were able to build harmonious textures into their playing and composing to further develop their musical ideas. In the later part of the year, the children turned their attentions to percussive singing. As part of this, the children created their own melodically simple but rhythmically complex chants.



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Finally, Forms 5 and 6 have explored musical expression, composition, collaborative performance and instrumental cross rhythms. The children started by focussing on lyrics and their effect within songs. In doing so, they chose individual artists and songs to analyse at a deeper level, drawing out the context and sub-context of the lyrics.

This culminated in presentations from the children on their chosen song. They also explored other elements that convey meaning within song writing including musical arrangements, expression, tempo and dynamics. This fed nicely into the children's collaborative performance unit. The classes worked on what it means to be a musical collaborator before creating their own pieces of music in small groups. Each group performed their music and told a story that reflected the sounds that they had created in their pieces. The final unit of the year focused mainly on the arrangement and identification of different sounds through a percussive performance. The children learnt why instruments sound the way that they do by analysing the materials used to build each one. Their understanding of each instruments Pitch and Dynamic Capability enabled them to write effective percussive performances that they shared with the school in assembly.

Major and Minor Scales (Musical Short Story Telling) Name: <u>Lottie</u>		
<b>Major Story</b> you go to the shop and get so new money and he changed with you go easy when with him and you have so much fun	<b>Minor Story</b> when you knock a leg and you shall die and your family is so sad and your family a and then you fall down a mountain	<b>Minor and Major Story</b> when your dog cant walk and you are going because he can't eat and drink and just about to die but then a dog saves him
<b>Picture</b> 	<b>Picture</b> 	<b>Picture</b> 



### **Key Stage 1 and 2 Choir**

Both of the school choirs have been a joy to work with over the last couple of school terms. Not only did they participate at the Rotary Club Choir Competition and sing at the Plume Music Festival, but they also performed brilliantly at Grandparents Day and Open Day. The Key Stage 1 choir have shown real enthusiasm for singing with many of the children learning all of the words and actions off by heart in no time. Key Stage 2 choir are beginning to tackle two and three part harmonies as well as being more dynamic as a group. On top of this, many of the children in both choirs are confident enough to sing solos as part of the performances which I will continue to encourage.



### **Orchestra**

Each individual musician within Orchestra display musical talent and collaborative brilliance. The children relish at the thought of performing together which is a tricky skill that can take years to master. Not only have the orchestra displayed that they can play together, I am very pleased to say that many of the players are happy to improvise solos and take the lead parts in a variety of musical performances. The children are also happy to try out new instruments if and when it is needed. The Orchestra's collaborative abilities and creative flexibilities can be heard in every performance they have undertaken.

### **Individual Piano Lessons – Mrs Stone**

Teaching piano at Maldon Court School has been an absolute delight. During their piano lessons all the children are very eager to learn. They are very engaging and try their best to achieve each weekly target. Most of them are practising at home, thanks to good parental encouragement, and as a result are making steady progress. I started to teach piano at the school in February and I have been very impressed with the behaviour and good manners in students around the school. Staff and students have been extremely helpful and made me feel very welcome.

### **Individual Singing Lessons – Miss Frazer**

I've had a really wonderful first term and a half working with the children at Maldon Court. We've covered some basics of good singing practice, including the parts of the body used in singing and correct singing postures. We have looked at singing different scales and the children have added to their singing vocabulary, becoming more familiar with technical terms such as pitch, volume, dynamics, rhythm and rhyme. It's been an absolute joy to meet some lovely children and seeing their confidence grow.

### **Guitar & Ukulele Lessons – Miss Cornell**

This year all of the guitarists have shown amazing progress in their playing, performing and improvising. Each week every learner shows enthusiasm to learn and tackle new skills and techniques with great success. The young learners often push my abilities to take current songs and adapt them to be able to play on guitar, keeping lessons varied, engaging and challenging. I'm very proud of all my guitarists enthusiasm to perform to others and work with other students on occasions to create ensembles which incorporate playing and singing in a band type situation. It's been a pleasure working with all of my pupils and am always excited to hear of their progress on their musical journey.

### Computing - Mr Acton

The exploration of new technology and the development of technological skill is an essential part of education. During Computing lessons, the children focus on progressing their ICT knowledge and learn to be creative through the use of devices. These skills can then be utilised across the curriculum and are called upon in day-to-day classroom lessons. This means that the children experience a well rounded technological education that is not solely confined to Computing Lessons.

Over the last term and a half, each class has covered a wide range of Computing and Programming objectives. Their prior knowledge is extremely impressive and I have very much enjoyed helping them develop their skills.

### Form 2

Form 2 have engaged with a wide range of Computing objectives from Digital Artistry to Sequencing Movement through Programming. The class honed their fine motor skills by creating 'Self-Portraits' and 'Pixel Paradises' on design software. Each child also collected images to create a 'Collage' or 'Mood Board' as part of their design work. This involved photography and photo editing as well as ascertaining images from the internet.



Form 2's Programming objectives saw the class utilising coordinates in order to move a digital or physical robot from one location to another. They also learnt the importance of precise language when programming directions. This led on to the creation of simple Algorithms and writing some basic coding language. Finally, the children have explored Programming in our world today in order to understand the importance of the subject. The class have identified how much of our day-to-day life is affected by Programming and have engaged in some problem solving activities that are solved through coding.



Form 3

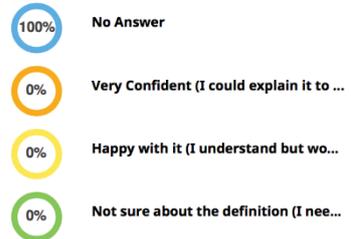
In Form 3, the children have tackled Internet Research based lessons, Disassembling a Computer and Creative Coding Challenges. By focusing on ‘real life’ programming scenarios the class gained an understanding of the importance of unambiguous algorithms. They have also identified ‘bugs’ within algorithms and learnt to ‘debug’ strings of code.

Lesson: Programming Lesson

 Post Session Report

**Poll** How confident do you feel about the definition of 'Algorithms'?

Date	Nickname	Other	Response	Poll Stats
02/26/2018	ALEX AND HARRY			
02/26/2018	eli and william			
02/26/2018	Mathilda and Ava			
02/26/2018	matilda and olivia			
02/26/2018	Miguel and Teddy			
02/26/2018	Natasha			
02/26/2018	Sebastian and Lottie			
02/26/2018	sophia and KATE			

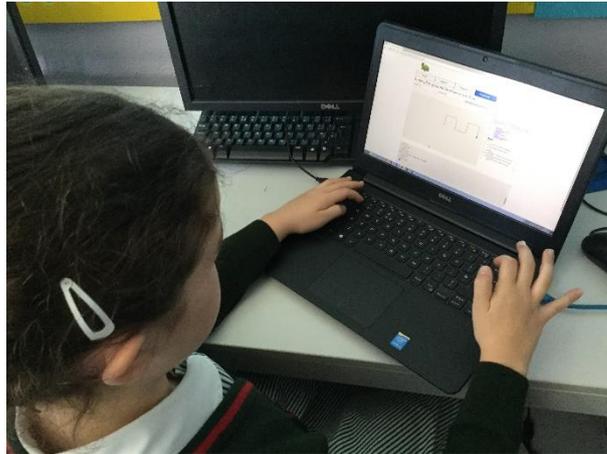


In more Computing focused objectives, Form 3 engaged in an Internet Research project. This not only enabled the children to debate the pros and cons of internet usage in our day-to-day lives but also challenged them to develop their research skills. Every class member learnt to optimise search engine searches to find more accurate answers as well as making their internet surfing more safe. The children also progressed their word processing skills by collating all of their research information in a their own documents. Exploring the Internet and Programming naturally moved on to learning about how the technology works. The class disassembled and reassembled a computer to do so, learning about the components and what they do in the process.



## Form 4

Form 4 explored all sorts of Computing objectives including Film Making, Game Creation and Programming Variables. Creating their own News Reports enabled the children to flex a great number of their computing muscles. They created digital mind maps whilst planning their scripts. Their word processing knowledge was utilised to write the dialogue for their News Reports. Visual and audio recording skills were tackled when they filmed and edited the whole project together. Form 4's Programming objectives saw the children learning a range of coding terminology.



The class created their own strings of algorithms and engaged with coding languages as well as using their Logical Reasoning to predict outcomes of simple programs. This was topped off with the creation of their own platform games on Scratch. In order to achieve this goal, the class had to understand variables in programming and engage in simultaneous algorithms.

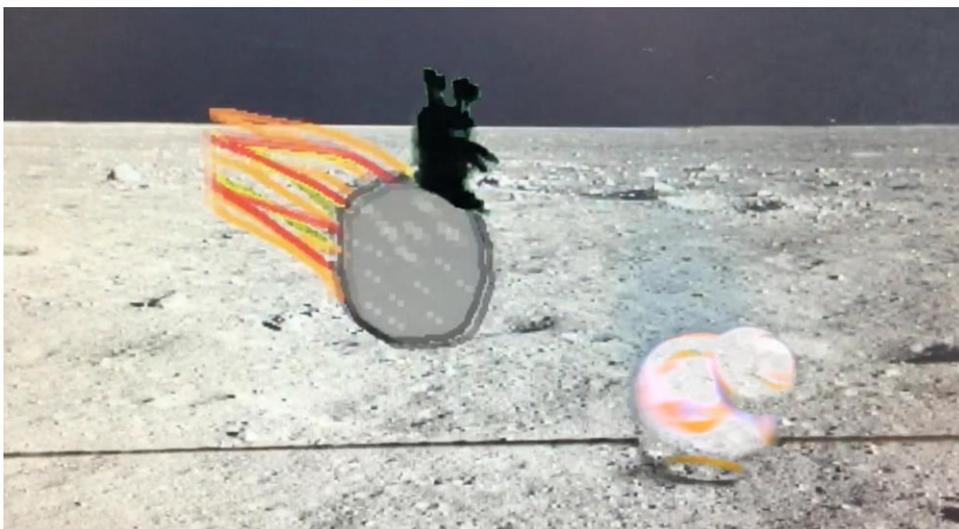


### Form 5

We explored a nice variety of Computing lessons in Form 5 as well. They started their Computing lessons with me by creating their own Blog. This unit of work enabled the children to learn a fair amount about our 'online personas' and the importance of the content we submit to the internet. The class analysed blogging websites and their effective uses of digital design before using what they had learnt on their own blogs. In turn, this demanded sophisticated word processing skills and imagery editing.



Form 5 also engaged in a Data Collection activity that saw them developing their skills on Microsoft Excel. The children were expected to collate data on their own tables and choose the best way of representing the information from interactive charts. From a programming standpoint, the class created short movie clips through coding visual and practical effects. The visual and practical components of the task meant that they children had to create algorithms for both physical and onscreen objects. These programming challenges demanded that each individual in the class utilised logical reasoning and prior coding knowledge for them to create complex algorithms.

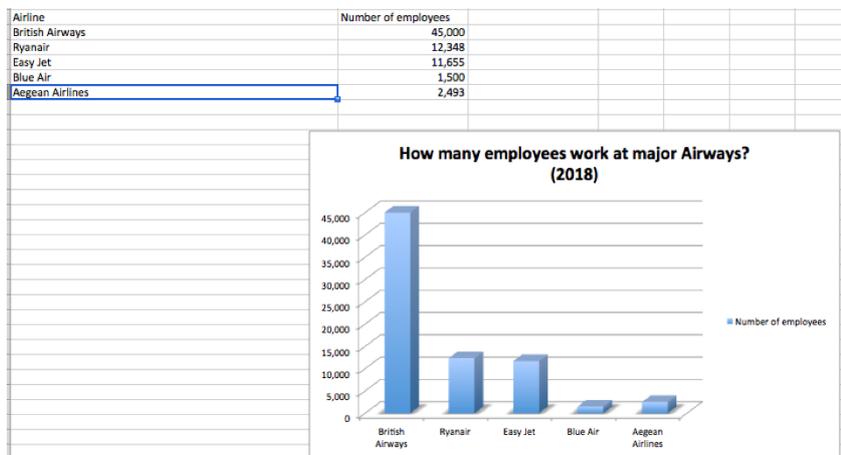


**Form 6**

Finally, in Form 6 the children engaged in Coding Games, Stop Motion Videos, Internet Research and Data Collection. The children developed their programming skills through the creation of both practical and platform based games. In order to do so, the class analysed computer games and identified variables in their programming. They then utilised variables in their own algorithms to create onscreen and offscreen interactions. Through coding a Sphero on the Tickle App, the children were able to send their algorithms to a physical object. This meant that they could tackle physical problem solving through their understanding of distance, speed, time, friction and so on. This computing creativity fed nicely into the creation of their own Movies.



The class filmed and edited footage to create a narrative of their choice. They then combined their footage with Green Screen effects. Finally, Form 6 have also engaged in Internet Research and Data collection activities. In doing so, the class have focused on the pros and cons of Data Mining and improved their knowledge of accurate research methods. On top of this, they have tackled the nuances of data collection on Microsoft Excel to create effective formulas and information charts.



### School Council – Mrs Fleming

At Maldon Court our School Council consists of a team of twelve extremely active, enthusiastic and dedicated children. The members of the council take their roles extremely seriously and due to their hard work, they have initiated and managed changes within the school.



Children elect council members from a range of nominees in their year group, voting for a boy and a girl. The school council is led by a Chair and Vice Chair and all members get a chance to advocate for their class during our bimonthly meetings.

Being a school councillor can be a lot of work, but it does have its benefits and the best is certainly the annual trip to The Houses of Parliament. This highly anticipated trip lived up to all expectations with one child commenting that "This has been the best day of my life." The representatives were allowed to enter through the Sovereign Entrance, admire the Robbing Room and had the rare privilege of watching a debate in the House of Lords and the House of Commons.



Our Chairperson and Secretary loved meeting with other school council representatives and chairing the meeting to decide the topic for the annual conference. Another highlight for our team has also been their participation in the school council conference. The children are currently discussing ideas on how best to share their knowledge on E-safety with their peers.

One particularly successful project this year was the very popular paper aeroplane competition. This arose during a discussion about how useful it would be to have something painted onto the tarmac for the children to play on, such as a hundred square or a giant snakes and ladders board. One of

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our Key Stage One members mentioned that a paper aeroplane competition would be a good idea to fund the playground adhesives. The councillors decided on the rules and the different categories: time in the air and distance. They then gave up their playtime to help teach younger members of the school to fold their aeroplanes to enter the competition. It was a delight watching the children pass on their knowledge. Evidently there are a lot of aviation experts in our school council. The children ran the competition, recorded the results measuring very carefully and collected and collated the results. The children raised a phenomenal £143 from a very simple idea that they were able to manage independently.



However, this fantastic initiative represents only a small percentage of the work carried out by the council and the councillors have learnt many valuable skills throughout the year. That a simple idea can bring the school together to create a difference. That it is possible to see a problem from many different angles and work together to tackle it and most importantly that no matter how young they are they can help to bring change through their suggestions.

### ECO Committee – Mrs Bonner



The Eco committee have had a successful year.

We started the year conducting a survey and environmental impact assessment of the school. We found that in all cases students and teachers are mindful of their environmental duty in the running of their classrooms. Almost everyone in the school uses a reusable water bottle, thus reducing our plastic waste, we turn our lights off when not in the classroom, we recycle and reuse paper, we turn our interactive whiteboards off when not in use etc. Of course, there is always room for improvement as we strive to be better, but many improvements are bound by the constraints of our beautiful listed building.

In the Spring term the Eco committee worked closely with the FOMCS to help raise money for the school whilst positively benefitting the environment. FOMCS booked for the Bag 2 Schools collection scheme to supply us all with bags to fill with clothes, bedding etc. The bags were collected and the FOMCS committee was paid for the weight in textiles that the school collected. We hope to be involved in more of these similar collection schemes next year.

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During the Summer Term, the Healthy school committee and the Eco committee joined forces to plant sunflower seeds ready to help with this years Maldon in Bloom project. The Eco School Committee went to plant sunflowers at St. Peter's Church as part of a community project run by Maldon in Bloom. They were met by members of Maldon in Bloom and the Mayor who helped them plant the seedlings that they had grown at school. These will create a lovely display along the wall for everyone that visits the town to enjoy.



**English Speaking Board – Mrs Deakin**

We have enjoyed another successful year with the English Speaking Board examinations.

A record number of 32 children from Forms 4, 5 and 6 entered the examinations in January and achieved a 100% pass rate. Seven children achieved a Merit and seventeen achieved Merit-Plus. Eight children received a Distinction. The children received their certificates in assembly and we all enjoyed celebrating their success.



In June we entered 23 children from Forms 2 and 3. It is amazing to see these young children rise to the occasion showing a confidence beyond their years. We look forward to receiving their results soon.

The syllabus of the English Speaking Board is to promote clear, effective and confident communication skills. Our children all coped with the rigorous examination with ability and confidence. The examiners are always pleased with the enthusiasm and variety of work the children produce. Their manners and exemplary behaviour is something they always comment on. I congratulate everyone on their hard work to achieve such excellent results. I am very proud to work with your children in Maldon Court Preparatory School.

### School Kitchen – Mrs Abrehart

Since taking over in the kitchen in November of 2017 I have taken extra care to make sure the food we serve the children is of the highest standard, we ensure where possible the meals are made fresh and from scratch. We source most of our ingredients locally, they are: Buntings the butchers located on Maldon high street, they supply our fresh meat on a daily basis as well as fresh farm eggs and our meat juices for the gravy that we have for our roasts. Jamie's Fruit and Veg supply the fruit and vegetables, they are delivered as and when required so that the goods delivered are as fresh as possible. Brakes supply all other dry goods; this includes items such as flour, butter, and sugar to make our cakes and desserts.

I hope you will have seen or heard that there has been a vast change in the quality of the food including the portion sizes, the children are encouraged to try new things and to finish their lunch. We also seek feedback through the healthy school council, I meet with the committee once every term to give the children an opportunity to tell me what they have liked and disliked, based on their feedback I change the menu accordingly. Since November I have changed the following:

- Breakfast Club - Cereals are now served with a choice of corn flakes, shredded wheat or porridge.
- After school Care - A wider variety of food is now served to include sausage rolls and pizza.
- Packed lunches for trips - Every child is given a choice of what they would like in their roll, this includes salad and a fruit snack.
- Main school lunch - Made fresh and from scratch, additional items added to enhance the lunchtime experience such as apple sauce (home made of course) served with roast pork. Where possible we ensure every child has the same meal whether they have dietary need, are vegetarian or do not eat a specific food due to religious beliefs. While having lunch the children are taught to have table etiquette, have respect and patience for others they eat with, to help serve the food and clean up as required.

I have made the above changes while keeping costs low by comparing prices and working closely with our suppliers to provide us with discounts and in season produce. Over the past eight months we have been able to provide the children, parents, grandparents and teachers with some fun and exciting experiences, these are:

Christmas Lunch: The children, teachers and all support staff had Christmas lunch together, they all enjoyed a traditional roast turkey lunch served with all the trimmings. Everyone ate together in his or her Christmas jumpers and festive accessories. The hall was decorated and prepared the evening before by Mrs Webster together with the rest of the staff team. It was wonderful to see everyone enjoying the food, eating together and feeling truly Christmassy!!



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Pre-Reception Mother's Day Afternoon Tea: The mums were invited to enjoy an afternoon tea with the children in pre-reception, we made cupcakes and provided teas and coffees while the mums enjoyed seeing their children sing songs, share their work and give their mums a gift they had made.

World Book Day, Mad Hatters Tea Party: The snow didn't stop us from having a great world book day, the children were encouraged to come to school dressed as their favorite book character and enjoyed a mad hatters themed picnic lunch all together. The hall was decorated the day before as a surprise for the children; I know they thoroughly enjoyed it.

I wonder what next years themed lunch will be?



Grandparents' Day: For the grandparents we made shortbread, Chantilly cream topped with a Tiptree strawberry all served with Pimms, fruit punch, teas and coffees. The grandparents enjoyed the shortbreads so much we needed to make more!! The children sang and danced for their grandparents and gave them a guided tour of the school. At lunchtime the children all enjoyed a picnic on the playground together, a wonderful day enjoyed by all.



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### Form 6 Leavers 2018

Olivia Adkins – Colchester County High School for Girls

Cameron Allcock-Mead – Thurstable School

Sebastian Batchelor-Walsh - Colegio Inglés de Asturias

Francesca Blake – Great Baddow High School

James Bonner – The Royal Hospital School

Isabella Bowkett-Brett - St Mary's School

Thomas Clark – Colchester High School

Callum Clarke – Ormiston Rivers Academy

Tehya Clayton-Ferrier – Plume Academy

Louis Davison – Plume Academy

Isabel Gill - St Mary's School

Lucia Harvey - St Mary's School

Quinton Kitasoboka – Anglo European School

Alexandra Scott – Chelmsford County High School for Girls

Henry Tallowin - The Royal Hospital School

Gemma Thornton - St Mary's School

Grace Whiteford – St Mary's School

Isaac Wigginton – Plume Academy

Emelia Wilson - Chelmsford County High School for Girls

### Scholarships

Olivia Adkins – Newhall School – Academic

Olivia Adkins – St Mary's – Academic

James Bonner – Great Baddow – Sports

James Bonner – Royal Hospital School – Sports

James Bonner – Colchester High School – Sports

Thomas Clark – Colchester High School – Academic

Thomas Clark – Colchester High School – Science

Izzy Gill – St Mary's – Art

Izzy Gill – Great Baddow – Sports

Henry Tallowin – Royal Hospital School – All Rounder

Grace Whiteford – Great Baddow – Sports

Emelia Wilson – St Mary's – Academic

Emelia Wilson – St Mary's – Music