



# St Michael at Bowes C of E Junior School



**An inclusive Christian community building  
on firm foundations for successful lives.**



## **Achievement Report 2020-2021**

No assessment data is included in the report for this academic year as testing was suspended due to COVID-19 and lockdown.

# ART AND DESIGN

## Year 3

In year 3, children practiced oil pastel skills at the start of the year. They then further developed these skills when they

created landscape drawings using oil pastels that were inspired by Georgia o' Keefe. In the summer term, the children then painted city landscapes with water colours and thought about contrasting and complementary colours.



## Year 4

In year 4, children designed Roman pots during lockdown. Once back at school, they then made pots out of clay using slabs, coils and slips.



## Year 5

Year 5 practiced chalk pastel skills and created a piece of rainforest art inspired by Henry Rousseau. These skills were revisited when children created a scene

from Beowulf. As part of the Romans Topic, they made mosaics using paper. Classes then looked at the Bayeux tapestry and created their own version using oil pastels to create a display.



## Year 6

Year 6 used watercolour paints to make London landscape pictures and looked at war time posters by Abraham Games before creating their own.





### Christmas/ Celebration Card Competition

All children designed a Christmas or celebration card that their parents, carers or friends could buy. A selection of the best were put forward into a Christmas card competition organised by Enfield MP, Bambos Charalambous. We are extremely proud that the winner was from SMAB and that we had two children that were runners up.

Winner



Runner up



Runner up



### Art club

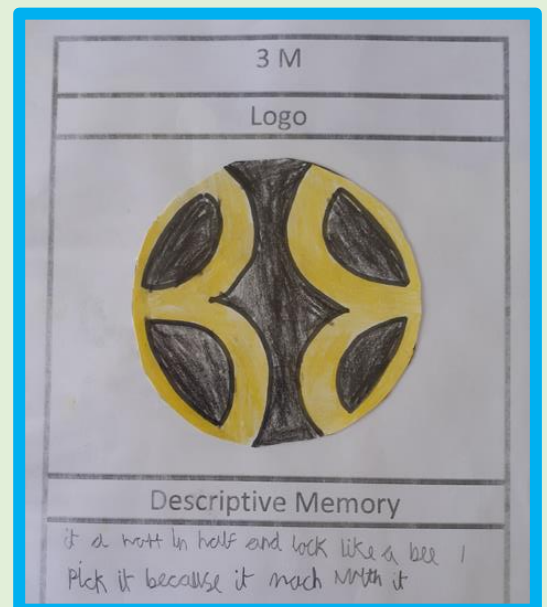
Art club has run on Fridays, after school where children have drawn comics, created a mural, looked at how to draw body parts, designed their own class logos, made papier mache Christmas inspired heads and made pop up Christmas cards.



### French day

As part of French day, year 3

learned about Matisse and created a collage inspired by his work. Year 4 looked at Georges Seurat and created a picture using the pointillism technique. Year 5 looked at Van Gogh and created their own version of Starry Night using oil pastels. Year 6 found out about Monet and created paintings inspired by him using water colours.



# **COMPUTING**

This year has seen the biggest development for Computing at St. Michael at Bowes has been due to the influence of the pandemic and the way in which pupils were required to learn remotely. The Computing team have worked incredibly hard with both staff and pupils to ensure that everyone's knowledge of the curriculum and skills have been developed with support being put in place when necessary.



## **Microsoft Teams**

Due to the impact of the pandemic, the Computing Team introduced Microsoft Teams as our online learning platform so that lessons and curriculum-based activities can be set for pupils when needing to learn remotely. The pupils and parents worked brilliantly with the school and this resulted in over 95% of pupils attending live lessons remotely on Teams when lockdown began.

## **Year group productions**

Year 3, 4 and 6 have all filmed their respective productions, using a range of computing skills that involved the support of pupils including the use of a green screen and editing the film using iMovie. This allowed families to view the show from the comfort of their own home. GarageBand was used in a number of different subjects – this has helped bridge the gap between Computing and the rest of the curriculum, so skills could be fully embedded.



The period between Spring 1 and partway through Spring 2 was affected by lockdown, but this did not stop computing skills from being taught. The need for remote learning allowed pupils to flourish across the school and there was a huge improvement in the use of the Microsoft Office suite because many of the tasks that teachers set required completion on these apps including typing, formatting and copy and pasting.

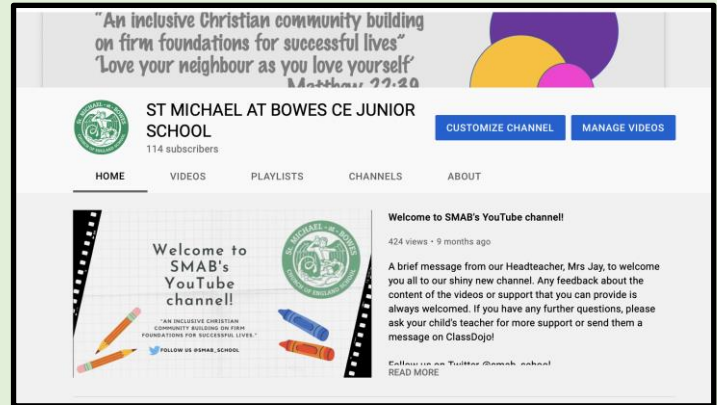
## **E-Safety Day**

SMAB joined the rest of the nation on E-Safety day in February. Across the week, all teachers taught a lesson remotely, including lessons about using social media and building on the work around how to remain safe when online. The children had a strong understanding of the main dangers of the internet and it was a good opportunity to delve further into the apps being used by our children. The importance of safety is regularly revisited as ongoing issue and social media will continue to be a focus next academic, year both standalone but also as part of PSHE lessons.



## YouTube

This year, the Computing Team created a YouTube account to promote the school, celebrate work, guide pupils through learning and even promote books. This has linked up beautifully with the SMAB Twitter account in sharing our positive impact upon the local community. Having an online presence has helped to create and build upon relationships with other schools, authors, churches and many charitable organisations too.



## DESIGN AND TECHNOLOGY

This year has seen the introduction of the Kapow scheme to support the teaching of design and technology and to support staff development.

### Year 3

Year 3 designed and made cushions. During this project, children learned how to print a design onto fabric using Styrofoam and block printing ink before using running stitch to sew their cushions and stuff them.



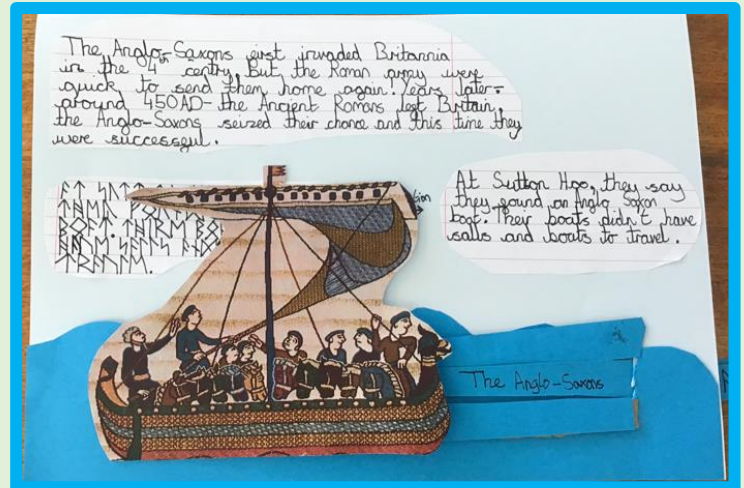
### Year 4

Year 4 designed and made torches which linked in well with their science topic on electricity. Children used plastic bottles as the body of their torches, made a switch and put a circuit inside before finally decorating the outside of the torch.



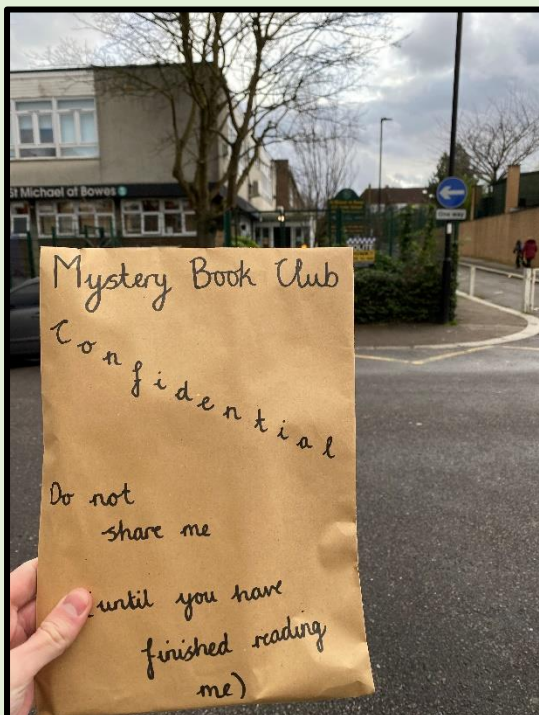
## Year 5

Year 5 designed and made stuffed toys out of felt. They developed their sewing skills by learning blanket stitch and had to sew on appendages. The children also needed to think about proportions when creating their pattern template. In addition to this, children made pop up or slider story cards based on the Bayeux Tapestry.



**Year 6** Year 6 completed an automa toys project. Children made a structure out of cardboard and put it together using a glue gun for the base of the toy. Classes also learned about cam mechanisms to make their toys move in different ways.

## ENGLISH



Our skills in both reading and writing continue to improve and this year has been no exception. Most marked is our pupils' ability to communicate their ideas more confidently and to pull on a diverse range of exciting vocabulary when expressing themselves both orally and in their writing. In addition to this, Reading continues to remain a key focus with children engaging actively with the Accelerated Reading program and having had the opportunity to discover a wealth of new reading material provided by our new book vending machine and the focus on daily Big Read.



## Writing

Writing continues to be of a great quality across the school and is regularly monitored and moderated within year groups, by the English team and in specific staff meetings too. Children are consistently challenged with their learning through their success criteria and through extending their vocabulary with unusual and ambitious word choices. Regularly, the children's work is dotted with our 'word of the week' like "disheveled" and "meticulous" which is brilliant to see them apply this newly learnt vocabulary in different contexts.



There has been a real focus to help ensure that all children understand the purpose for writing and as a result, much of our work has linked to our termly topics, which has really embedded the pupils understanding. For example, Year 5 wrote letters to supermarkets in order to persuade them to make changes on how much plastic they are using within their shops as part of their "Active Planet" topic. Incredibly, we got many replies promising changes in the near future – the children were delighted their voices had been heard!

This year has seen whole school writing stimulus being used in order to inspire writing; the English team discovered somebody had 'broken into the school' resulting in a tent and a range of belongings being left at the crime scene. Every class wrote a narrative over a week focusing what was found in the playground which enabled staff to moderate work accurately.



## Reading

This year, there has been a huge drive to push reading for pleasure. In every class, teachers read their Big Read book daily and classes have even had the opportunity to all have their own copy of the class book, which they have very much enjoyed. In Year 6, children received a virtual visit from the author, Sharna Jackson, and were able to ask her questions about High Rise Mystery and being an author.

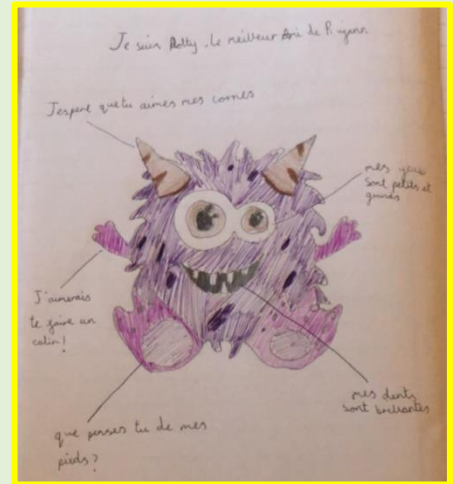
The English Team have also purchased a book vending machine. Children are chosen for all sorts of reasons ranging from excellent effort to having an amazing attitude. They can choose a book from the machine for their class and this has created huge excitement around the school!

Our 'Mystery Book Club' has continued within our bubbles, and children across the school have received a 'mystery book' in their lockers or to their homes! This club has been incredibly popular and many children have excitedly signed up to take part!



# FRENCH

It has been another exciting year for French. We have built on the actions of last year and continued to raise the profile of the subject across the school. These actions included: providing more opportunities for children to read in French; more depth in grammar coverage and more daily French speaking in classrooms. French delivery was maintained during lockdown and some lovely creative work was sent in to teachers. As we were restricted in our ability to deliver French, we have prioritised lessons and activities which best support the children's understanding for accessing their topics next year.



## French Day – Summer 2021



French Day saw the children have an opportunity to practice their verbal French pronunciations in real-life contexts. Children engaged with cultural aspects of life in France such as foods, traditional tales, songs, dress and artists. Teachers used this as an opportunity to consolidate on areas of learning from throughout the year. There was a real buzz around the school as children arrived to the national anthem in their French colours and took part in sport and tasted some delicacies from Le café Française.

## Language of the Term

Good Morning!



Sabah = morning  
صباح

Al-khayr = The good  
الخير



**Sabahulkhayr**

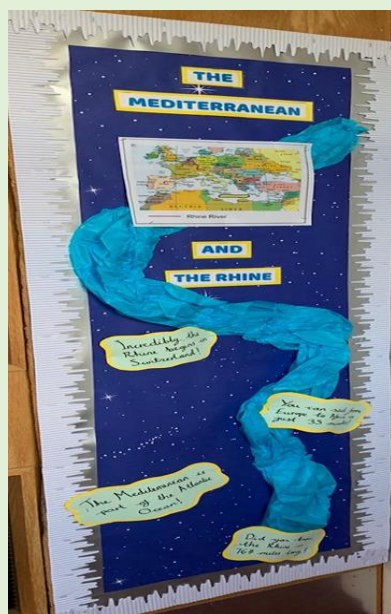
صباح الخير

TTYP: Have a go at saying good morning. We will be taking the register each day in Arabic. Make sure your teacher has a go as well !!

We have continued to celebrate our cultural and linguistic diversity at St Michael at Bowes by choosing a Language of the Term. This year we focused on Albanian and Arabic language but also the associated cultures. We learned some extremely interesting facts about the languages and native speakers. We are inundated with excitable requests from the children and try to do as many languages as possible.



# GEOGRAPHY



This year, we have continued to embed HEP units into our adapted curriculum. Much work has been done by teaching staff to ensure these new topics blend in with what the school has previously done well such as providing practical activities and immersive door displays. We have built on the actions of last year and continued to raise the profile of the subject across the school. These actions largely included researching, resourcing and implementing fieldwork. New equipment was purchased and staff were presented with a plethora of ideas on how to integrate this equipment into curriculum units in a holistic way. Our students have been able to survey their local area more closely and through a very different perspective during periods of lockdown and connect strongly with local outdoor and indoor spaces. They have sent some very thoughtful and creative work into their teachers as a result.

Physical Geography Features of London	Human Geography Features of London
<ul style="list-style-type: none"> <li>• The River Thames</li> <li>• Epping Forest</li> <li>• Highgate Wood</li> <li>• Camley Street Natural Park</li> <li>• Walthamstow Wetlands</li> <li>• Chislehurst Caves</li> <li>• Crane Park Island</li> <li>• Lee Valley</li> <li>• London Wetland Centre</li> <li>• Queens Wood</li> </ul>	<ul style="list-style-type: none"> <li>• The Elizabeth Tower/Big Ben</li> <li>• The Tower Bridge</li> <li>• The Tower of London</li> <li>• St. Paul's Cathedral</li> <li>• The Bank of England Museum</li> <li>• The Barbican Centre</li> <li>• The London Eye</li> <li>• Piccadilly Circus</li> <li>• Westminster Abbey</li> <li>• The Houses of Parliament</li> </ul>

## Fieldwork



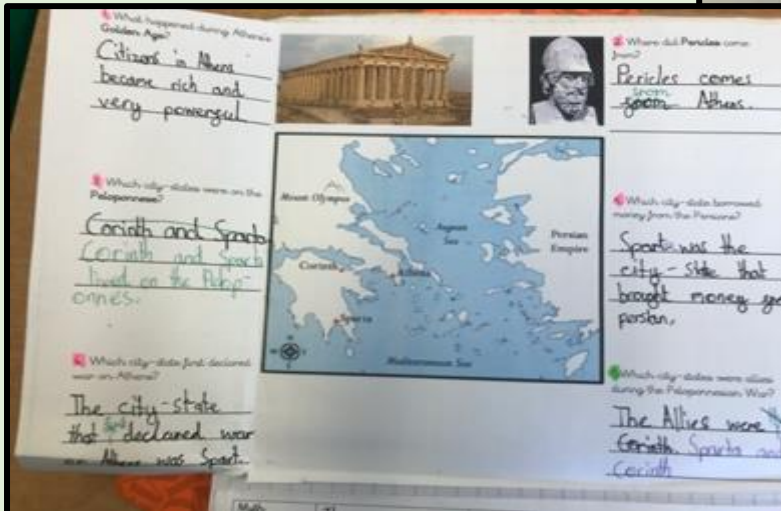
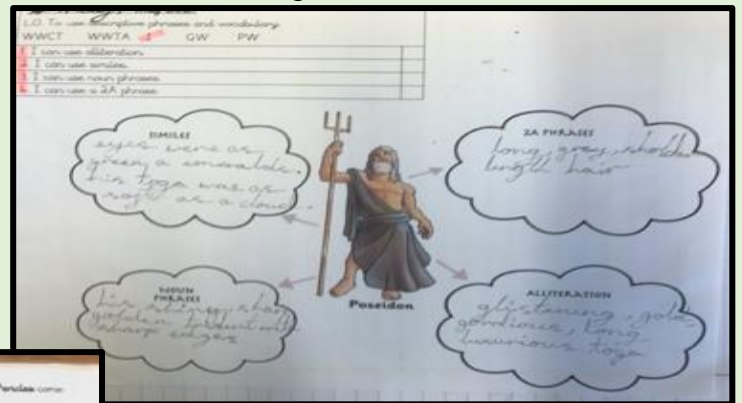
Exploring outdoor space (offsite where possible but mostly onsite due to covid-restrictions) has been a fundamental part of our fieldwork initiative. As well as collecting primary data using equipment in our local parks, year groups have also spent some time surveying how we use the space available to us at SMAB. Year 6 embarked on a project to map out and redesign part of their playground based on feedback from users. Year 5 also used the playground to explore positional language and map work techniques.

# HISTORY

The new Haringey Education Partnership resources were rolled out to year 3, 4 and 5 in Autumn and Spring term. The booklets and lesson presentations give the children a rich, immersive experience into history which is designed to build up their knowledge as they progress throughout the school. It has already been noticed that we are turning our children into budding historians of the future! The children have produced some fantastic work both at school and online during lockdown.

## Ancient Greece

Cross curricular work in year 3 - the ancient Greeks using their love of literature to inspire poetry.



Children were learning how and why? War was declared upon Athens and how important the islands were to mainland Greece.

## Arabia and Early Islam

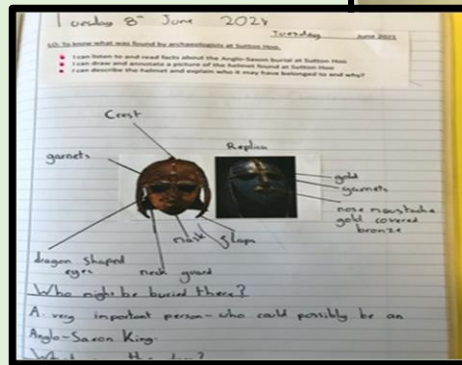
Children in year 4 were learning about the birth of Islam which began towards the end of the 6<sup>th</sup> century. Classes were taught about the life of Muhammad and the importance of the city of Makkah. The children will build on this knowledge in year 5 when they study Islamic civilisations focussing on Bagdad-the round city.





## The Anglo-Saxons

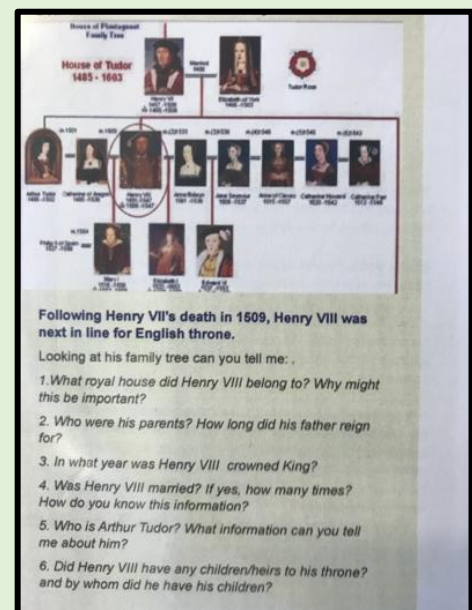
Cross curricular work in year 5 – the Anglo-Saxon's first invasion reported in 'SMAB NEWS'. Children used historical facts to produce a newspaper report on the first Anglo-Saxon invasion in 410AD.



In History, we are teaching the children to question everything. In a lesson on the Sutton Hoo treasure, children needed to use their historical and archaeological skills to question the findings at Sutton Hoo. They could then use this evidence to make an informed decision as to who might have been buried there.

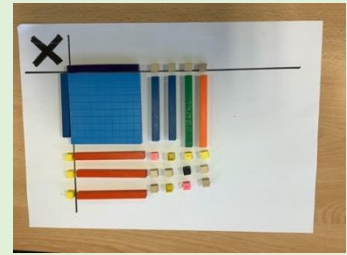
The children then moved onto the end of the Anglo-Saxon era with the epic Battle of Hasting. Children chose to depict it in the style of the Bayeux Tapestry and the results were amazing.

**Henry VIII and the restoration** Year 6 have been busy learning about Henry VIII and his effect on the reformation of the Church of England. Children have looked at how his monarchy caused the dissolution of the monasteries and what happened after his death.



# MATHS

This academic year, we have been driving up standards to ensure that the children are securing 'mastery' in Maths by embedding the use of pictorial illustrations across the Math's curriculum. We have also worked hard to provide children with more opportunities to strengthen their enjoyment and understanding of mathematical concepts.



## Mr Numbervator

Pupils across all year groups have had the opportunity to attend a number of maths masterclasses both virtually and in person. Children were immersed in fun-filled practical maths activities which they thoroughly enjoyed. Opportunities for problem-solving, reasoning and communicating mathematically were provided.



## Curious Maths After School Club



Year 5 children attended Curious Maths after school club. They were supported with communicating mathematically, challenged to think and encouraged to have fun. This club equipped them with a deep understanding of mathematical concepts giving them a great platform for their SATs and secondary maths education. All learning was based on the year 5 and 6 National Curriculum objectives and embedded in the activities were opportunities for mastery, problem solving and reasoning.

## Times Tables Rock Stars



A weekly whole school competition was set across the school and winners were announced publicly using Class Dojo. This has supported the current year 4 children in preparing them for the pilot timestable assessments as well as encouraging and developing fluency throughout the school.

## Bar Modelling and Fluency Training

With the support of an accredited consultant specialist, a staff meeting and parent workshop were delivered in the spring term. Staff across the school now feel more comfortable in delivering lessons that incorporate such concepts.



### **Talk 4 Maths Session**

The Maths cycle continues to incorporate 'Talk 4 Maths' sessions at least once a week. This, coupled with the use of manipulatives across the Maths curriculum is supporting children gain a deeper understanding of the Maths problems they are working on.

### **'Fast Feedback' Securing Independent Mathematicians**

Fast Feedback has created in our children, independent mathematicians, who are more proactive in their quest for alternative solutions. In most cases, children continue to reflect on their learning independently and through conferencing and peer assessment, are able to address misconceptions and seek alternative solutions to mistakes.

### **Eventful Year!**

The Maths Team and I are happy with the progress to date and congratulate and thank everyone for their efforts and commitment.

## **MUSIC**

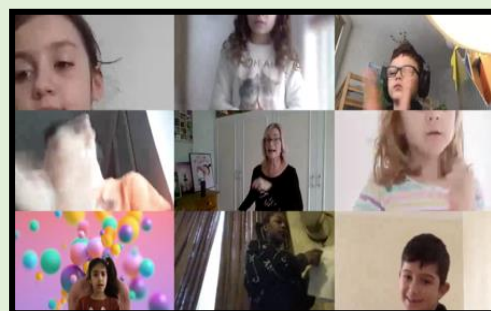
We are aware that at St Michael's at Bowes music connects us through people and places in our ever-changing world. In our school, music brings our community together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process. This is done through the love of listening to friends and fellow pupils performing.

This year things have been somewhat different and practical music lessons were halted due to COVID restrictions. Our teachers at St. Michael at Bowes however, were still very much able to work within these restrictions and teach our pupils about different genres of music as well as provide opportunities to listen to a variety of musical genres within the classroom.

The music curriculum was indeed delivered and our aim, that of our model music curriculum ensured a universal provision of music education for all pupils in our school, was met where possible, successfully. Our music curriculum was further enhanced by a number of specialists and our committed staff. We were able to continue with EMS Songsack lessons, the school choir, Charanga, Young Voices and enjoy playing our growing library of musical instruments.

### **EMS Songsack Lessons**

Enfield Music Services continued to support St. Michael at Bowes pupils by providing specialist music lessons for our pupils. Our three Year 3 classes had the opportunity to continue their Songsack programme virtually this year whilst learning from home. They completed weekly sessions and were able to learn a variety of new songs and skills.



## Our School Choir



Fortunately, in the summer term we were able to resume our school choir outdoors. Many children across the school expressed their interest in joining. A group of 30 children were chosen from Years 3, 4, 5 and 6. These pupils were able to take part in afterschool sessions. Children had the opportunity to learn a broad range of songs, practice performing to

enhance their singing potential and practice many singing processes.

A particular special moment was when the choir achieved and were able to follow direction for both crescendo and decrescendos.

During Songsack lessons and through participation in the school choir, our pupils were also able to understand the importance of warmups, breathing, posture, dynamics, phasing, context and vocal health.



## Charanga

This year we introduced Charanga a learning program which offers a modern, exciting digital resources to the classroom.

The learning within this scheme is based on Listening and Appraising; Musical Activities — creating and exploring; and Singing and Performing. Charanga has been successfully

implemented across the school and high-quality whole class instrumental programmes and singing have been taking place in school. Charanga further supports pupils to progress at a level accessible to their individual ability offering a personalised music entitlement. It has also given all pupils the opportunity to identify genres of music, learn how to read formal notation and embed the learning of musical elements.

## Young Voices

St. Michael at Bowes pupils were able to join in with Young Voices at the o2 virtually. The pupils learnt the well-known song “Lovely Day” and were able to sing along live with the legend himself, Billy Ocean on the day. It was a very enjoyable experience and the pupils were overwhelmed with excitement and created unforgettable musical memories for life.





## Instruments

We have continued to build on our collection of musical instruments. Our selection of instrument is varied and we successfully purchased an additional 16 new Glockenspiels for our pupils. In the creative hub, we have a wall dedicated to our wide variety of musical instruments which pupils independently. Our pupils are very proud of our music library wall.



## PE



PE at St Michael at Bowes continues to evolve year upon year with sustained success and growth in key target areas, including recruitment. More recently we have emphasised the focus on SEN children in sport, providing them with wider opportunities to be involved in sport and represent the school, through introducing new sports in PE such as Boccia and entering more borough competitions. Through this we, hope to raise the profile of these sports and continue to increase the participation in sport not only in school, but also outside of school, providing and sustaining a healthy active lifestyle and lifelong participation. We have maintained our portfolio of competitions as best as we can by taking part in borough competitions that we ran at school. We have had athlete visits and launched initiatives to increase regular mass participation and self-sufficiency. We still have over 150 children participating in extra-curricular activities in school. We have cultivated strong links with the Enfield PE Team and Tottenham Hotspur and continue to strengthen relations with other schools across the Borough. In doing so we have maintained our status as a GOLD Kitemark recognised school of School Sporting Excellence.



### **Clubs/Extra-Curricular Provision**

Due to government guidance, we have not been able to run clubs for most of the year. However, we have managed to run some clubs in the summer term. The following after-school clubs will be available throughout the year:

- Boys Football & Girls Football Training
- Open Football Training
- Multi - sports
- Dance (Borough Festival Preparation)
- Gymnastics (Borough Festival Preparation)
- Athletics
- Dodgeball
- Netball
- Boccia



This year has been a very strange year for everyone which has meant PE at SMAB has looked a little bit different. As we could not attend sporting events this year, The London Youth Games and the Enfield PE Team set up competitions for the children to participate in school, allowing them to still have some form of fun competition with other schools.

Concerns of inactivity during the lockdown were acknowledged and tackled through live PE lessons via Teams as well as the implementation of daily videos of “PE With Miss Bell” which were uploaded onto the schools private YouTube channel. Since coming back to school, we have set up new initiatives to help with the inactivity concerns such as The Daily Mile, Active 30, ‘Road to Tokyo’ and ‘Teach Active’ to enhance activity levels outside of PE and also in the classroom for Maths and English to help refocus the children.

### **Santa Dash**

Back in December, the School Games set up a national Santa Dash. The idea of this was to get lots of schools active whilst spreading Christmas cheer in their Christmas jumpers all on the same day. This was a fun event for the whole school to get involved with as it put smiles on all of their faces and it was something different to do. As you can see from some of the pictures all of the children had fun taking part. Hopefully this will be a recurring event in the future.





## Virtual Challenges

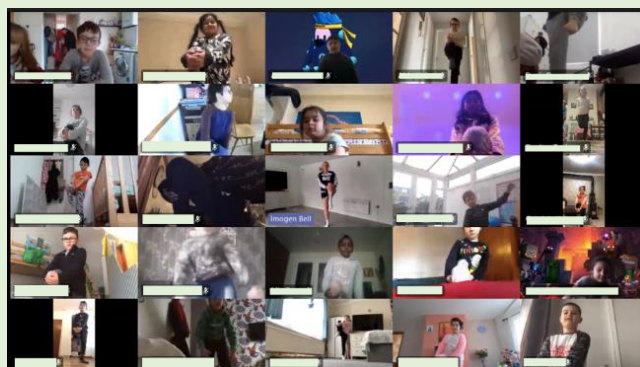
The Enfield PE team set up a programme of virtual events for the Autumn term as we were unable to attend fixtures. The way this was set up allowed for the whole school to participate which gave lots of different people the opportunity to represent the school which they may not have previously had the chance to do. As a school, we entered the football, netball, athletics, basketball and boccia competitions. Rime from 6O managed to get the highest overall score for the girls' football challenges out of every school who took part in Enfield. In addition to this, the Year 6 boys achieved the highest overall score in the netball challenges so a huge well done to them all.

Year 6 Top Football Scorers			
Girls			
Rime	SMAB	138	

Year 6	3 form entry	
Girls	Merryhills	600
Boys	SMAB	619

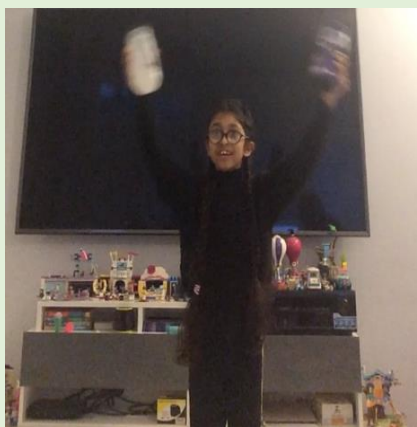
## Live PE Lessons with Miss Bell

During lockdown, we started doing live PE lessons via Teams where each year group had their own weekly session with Miss Bell. These sessions were mainly fitness focused as this was the best way to get children engaged and active throughout their day. Miss Bell set them the task of creating their own circuits which had to include a warm up, the work and rest periods, how many exercises, the body area focus and a cool down. A number of children sent in their circuits and some lucky ones were trailed out in the PE lessons. Some put Miss Bell to the test which the children loved watching! It was great to see everyone working really hard during their session.



### Daily PE With Miss Bell

In addition to the live PE lessons, Miss Bell was recording and uploading daily PE videos for the children to try at home. There were plenty of different activities sent for the children to do including fitness circuits, gymnastics rolls & jumps, toilet roll workouts, throwing challenges, card roulette circuit, games with socks and athletics skills. There were some great pictures and videos sent in of the children completing the activities at home which was great to see. On a few occasions, Miss Bell's dog joined in, which the children found funny. It was really good to hear such positive feedback from pupils and parents. Who needs Joe Wicks when we have our very own 'PE with Miss Bell'! Here are some pictures of the children in action.



### Dance Festival



One main event that managed to go ahead this year – virtually of course – was the dance festival. Four of the key worker children who were coming into school got the lucky opportunity to represent the school in this year's virtual dance festival. It was amazing to finally do an event after not being able to for so long. Each year there is usually a theme, however due to the lockdown any dance could be entered.

We decided to perform a dance called "Dancing In The Rain" which was a mix of three different songs. The children worked hard to learn and perfect the dance which they thoroughly enjoyed. The performance was then broadcast to the other participating schools via Zoom for everyone to watch, which made it very special for Arianna, Brook, Iris and Shaniya. A big well done to the four of them!





## **Living Well Week – Sponsored Skip**



This year we have had a Living Well Week, where a range of different sporting activities were carried out throughout the week. We started the week off with a sponsored skipping event, raising money for The British Heart Foundation. Each year group had their own slot outdoors, where they could try six different skipping activities including, distance skipping, races, free skip, skipping challenges, long rope jumping and activity card challenges. The music was blaring and all of the children



and teachers had great fun, despite the rain. It was so wonderful to see everyone enjoying themselves and not letting the rain stop them from having a good time. 20% of the money raised goes towards a defibrillator for the school as recent events highlight how important it is to have one available on site. A huge well done to all the children for getting involved and raising a lot of money.

## **Own Games**

The children were involved in coming up with their own PE games, which we then trialled out in the playground. Each class came up with multiple games in small groups and then voted on the game they wanted to try which they then set up and played. Each game was properly planned out and had all the instructions, rules and equipment needed. Amazingly, all of the games within each year group were different from each other, which gave them all a variety of games to play. It was great to see their games in action and as you can see from the pictures, everyone enjoyed themselves. We have got some PE teachers in the making!



## **Teach Active Lessons**

Recently, we have subscribed to a website called Teach Active which provides active English and Maths lessons to encourage the children to get moving outside of PE and make a lesson more interactive. During the week each year group had two opportunities to participate in one Maths and one English lesson – one inside and one outside. These lessons allow the children to have a change

of scenery and get up and moving to help facilitate their learning and get them refocused again. It is a great way to engage all children, but especially those who may be less confident in class.



## Sports Day

Sports day marked another successful day of sporting action at our nearby host venue, Oakthorpe Sports Ground, whom we have developed a strong relationship with, allowing us to use their facilities. The activities consisted of team games alongside the track events. Every class represented an adopted country, England, Wales or Scotland, as we celebrated the euro's tournament. Huge congratulations to Wales who topped the scoreboard and lifted the SMAB trophy. The weather luckily held out for us and it was so lovely to see all the big smiles on the children's faces with that friendly competitive side back in them all after all this time without it. Miss Bell took charge of the track events while Mr Hunt oversaw the field events. The support staff managed their own sport along with some trusty Year 5 and 6 helpers who all did a great job. It was a great success and we cannot wait to do it all again next year.





## PSHE

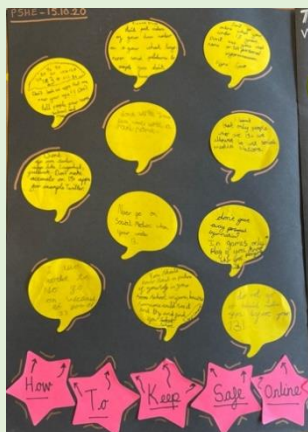


This year at SMaB, we have taken some important steps forward in PSHE by teaching the adapted curriculum, as set out in the RSE policy, which was revised at the end of last academic year in line with statutory guidance. A new timetable was also implemented this year, ensuring that all pupils are taught two PSHE lessons per half term. This, along with the adapted curriculum, has helped the school ensure that as pupils move up through the school from Year 3 to Year 6, they receive the necessary, age-appropriate learning as set out in the statutory guidance to help equip them for future success.

As in years past, we have reinforced this learning by regular reference to our school values and other relevant issues, like anti-bullying, in assemblies and the day-to-day interaction between staff and pupils. This has been to ensure that as a school community we are living our vision of an inclusive Christian community, building on firm foundations for successful lives.

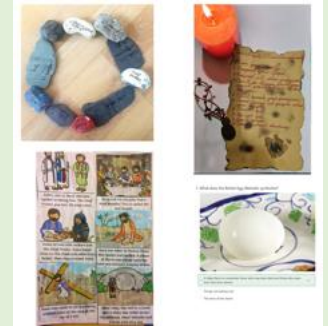
This integrated approach continues to ensure that our school values of honesty, respect, fairness, cooperation, caring and resilience are embedded in conversations taking place across the school in PSHE lessons. This has been evidenced this year in how respectful and inclusive the vast majority of our children are in how they treat staff and each other. Our classes' Big Books also reflect examples of our pupils understanding and appreciation of what healthy human relationships look like, whether those are familial relationships or friendships, whether those relationships are manifested in the real world or online.

Pupils and teachers in all year groups have responded well to the changes implemented this year, and as a school we are excited to build on these achievements in the year to come.



# RELIGIOUS EDUCATION

The purpose of RE is to develop religious literacy and spirituality thus enabling our pupils to navigate discussions and debates about religious and other world views with a sense of tolerance – as per British Values, understanding and knowledge of their own and others' beliefs. We continue to follow the LDBS curriculum, providing rich enquiry-based learning and enabling all pupils to flourish. This was continued throughout lockdown with remote lessons teaching the topics they would have been covering in school.



A continuation of a slightly changed Curriculum map of LDBS units was taught this year to ensure a balance of Christianity and other world faiths as well as ensuring Year 3 pupils develop a solid knowledge of key Christian principles to build from and make connections with. Godly play in the spring and Summer term was extremely popular with our year 3 and 4 students.

As part of our assessment in RE and enquiry-based learning, each unit, begins with a Cover page and clear Big Question which is reflected on in the Class Big Book and commented on by every child. This has proved very successful and pupils are not only making more connections throughout units but also between them. This has enabled healthy and spiritual discussions. The use of big books in classes has enabled teachers to create lessons which can be evidenced in many different and creative ways. Individual books also show a more diverse range of activities and pupils have a choice of activities to complete to show their understanding of the lesson.

Each lesson maintains an opportunity to reflect personally on the theme. Two weeks in the Autumn term were dedicated to a new Community topic designed to enable pupils to not only identify the schools' distinctive Christian nature but also embed our vision statement and what it means to be fully inclusive of all and create firm foundations. Year 3 produced an outstanding Easter production which not only used a drone to film everyone singing outside, but also used the green screen technology to produce amazing back-drops. All RE lessons at SMAB are an engaging and safe space to explore their own and other's religious, spiritual and philosophical convictions.



We have continued to work closely with our partner churches – St. Michael at Bowes and St. Cuthbert's and have had creative and spiritual, Clergy led, Collective Worship. These are inclusive of all students and have shown how strong our relationship with our community is. Collective worship has been a really important part of our school year with wellbeing and the mental health of all our community benefiting from how we have shared our values and beliefs over the past 12 months with collective worship being a constant throughout the whole of lockdown.



## RRS SCHOOL COUNCIL



As always, the school has been an integral part in raising money for charities across the year. Events have been advertised via Class Dojo which has helped spread the word when organising fundraising events.

### Macmillan Cancer Support.

Macmillan also looks at the social, emotional and practical impact cancer can have on the family and friends. The school raised **£380.69** by holding a non-uniform day in support.



### Anti Bullying Week

The theme for this year's Anti-bullying week was 'United Against Bullying'. During the week, the children found out about different aspects of bullying and had discussions on how to help themselves and others to eradicate bullying. As part of the week, many children came to school wearing odd socks. The school managed to raise and donate **£383.75** to Childline.

### Harvest Festival.

Food and toiletries were donated by the bag full. All donations went to the local Food Bank bases at St Cuthbert' Church.



A great big  
**THANK YOU**

for all your donations for Harvest Festival.

All donations will be taken and distributed to our local Food Bank.



Food Bank contributions can also be dropped off at St Cuthbert's Church at the church building on Wolves Lane from 3-4pm each Sunday.





### Christmas Jumper Day.

The school managed to be true champions and help make the world a better place for children. The school raised **£256.18** for 'Save The Children'.

### Red Nose Day

Through a sea of red, the school managed to raise **£288.64** for Comic Relief.



### Christian Aid Week

A whopping **£560.23** was raised to help Christian tackle Climate Change.



Throughout the year, the children have been learning about the importance of the work of these charities and discussing issues raised with their peers. In total **£1869.48** was raised for charity.

## SCIENCE

The main focuses this year in Science has been pushing the development, planning, teaching and engagement of practical Science and ensuring a clear focus is placed on key scientific skills in Science lessons.

### Science Ninjas

The Science Ninja scheme encourages and promotes the teaching of practical science and rewards children for demonstrating one of four key practical skills in a practical Science lesson: observing, equipment, measuring and recording and they receive a sticker if they successfully demonstrated that skill during the lesson.

Not only has this scheme raised the profile of practical science in the school, it has encouraged and supported teachers with the teaching of practical science. Staff and children are enthusiastic with delivering and participating in practical science lessons.







It has been fantastic to see the children so engaged in their practical lessons and they really work hard to receive their stickers. We have also ensured parental involvement in the scheme through the use of 'Science at Home' stickers which a child will receive if that have worked scientifically at home.



### **SMAB Science Week**

SMAB Science Week was held in March and was a fantastic week where the children had the opportunity to develop and build on their Science learning, in particular developing key scientific skills. Each year group delivered a number of science lessons (including practical Science Ninja lessons) which included: making bath bombs, building circuits and designing butterflies. Each child was also given their own sunflower seed to plant and take care of.

The two themes of this year's Science Week were 'Smashing Stereotypes' and 'Innovating for the Future'. To support the children with understanding these themes, each year group learnt about a scientist who has made a positive impact in the world of Science. Children also entered a Science Week poster competition where they were tasked with designing a poster that included future innovations in any area of STEM (Science, Technology, Engineering and Maths).

