



# ST MARY'S SCHOOL HAMPSTEAD



## SPRING HIGHLIGHTS

# HEADMISTRESS' REPORT

Welcome to this inaugural edition of St Mary's Highlights. This document is a wonderful record of a busy term which was filled with a variety of excellent curriculum experiences, despite the restrictions that the pandemic has enforced. I am sure you will enjoy reading about what the children at St Mary's have been up to this term. It is also testament to the creativity and commitment of the staff who plan activities that allow the children to flourish.

If I think about how far we have come since this time last year, when the UK went into lockdown, I feel a huge sense of pride for what the children and staff have accomplished. We have come a long way in a short amount of time. We have been innovative, collaborative and, above all, open to learning new skills and techniques. In the pages to come, you will see many examples of this.

I am delighted that we've been able to continue with so many live events even when we haven't all been in the school building. Weekly Hymn Practice, Praying Together Services and Assemblies have been a great opportunity for us to come together as a school.



At St Mary's we pride ourselves on supporting the whole child and their development. This includes their academic and social skills, as well as their overall well-being. During Lockdown, we created our own well-being booklet to help children and parents look after their physical, mental and emotional health. Alongside this, Well-Being Week, organised by our PSHCEE leads (Mrs Panapa, Miss Smith and Miss Sodaro), was a great success and gave children the opportunity to explore all aspects of this subject.

Spring Term is a time where thoughts turn to the 11+. The range of scholarships and offers that this Year 6 cohort received is astonishing. We, as a school, are very proud of them. I look forward to seeing this cohort perform their Year 6 play, Peter Pan, next term.

Well-Being Week wasn't just for the children; the staff were able to take part in a Dance and Tone session instead of their weekly staff meeting. It was a great opportunity for the staff to get together, albeit virtually, and take some time out.



# EARLY YEARS

Mrs Jennings and Mrs Panapa write, "Children in Early Years have been extremely busy this term both at home and in the classroom. Of course, lockdown was a challenge, but it has not been all negative. For example, we had three parent-led talks this term on Chinese New Year, dentistry and St David's Day. In the past, these events were delivered to the children in the class linked to the parent. This term, all of Early Years were involved in these age-appropriate talks and we followed them with related activities. They were so successful that we will continue with this format in future."

Perhaps the most obvious positive to take from lockdown is our relationship with technology. We have all learnt not to be scared of technology and to use it effectively over the past year. Girls in Reception adapted extremely well learning how to mute themselves and understanding when to speak and when to listen. There is no way they would have learnt these skills at such a young age had the pandemic not forced us to embrace technology. We have seen how some children who might be more reticent to speak up in school have been able to build their confidence during Distance Learning. They have found their voice and have made quick progress. It's our job to harness that confidence and one of the ways we're doing that is through "Show and Tell" exercises which we know the children are excited about."

## Shape Work

Girls in Reception were asked to look for 3D shapes around the home which led to a deeper understanding of shape. The children looked at nets and constructed shapes with construction material at home.



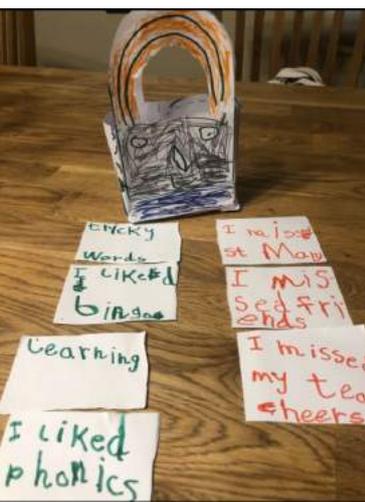
## Pre-Nursery Pirate Week

The children were totally engaged and extended their learning during Pirate Week. They went on a treasure hunt, made hats and eye patches, used a telescope and much more.



## Feelings Bags

Reception girls were asked to write down positive and negative aspects of lockdown learning.



## Still Life Drawing

In Seahorses class, while exploring the book "Handa's Surprise", the children were introduced to still life drawing. Their drawing skills have been developing very well since September and it was great to see them choosing the correct colours and really thinking hard about their artwork. We're really proud of them.



## Dell School

Children in Early Years have thoroughly enjoyed exploring the dell area in the garden this term. There's a mud kitchen, a swing and some great trees to climb. Lots of fun has been had digging for worms, making leaf toast and playing hide and seek outside.



## Exploring Emotions

During Well-Being Week, the children in Starfish learnt about a range of emotions and feelings by exploring the book, "The Colour Monster". They made their own Colour Monster book taking the quotations about emotions. Each child had an individual page.



# MUSIC & DRAMA

Mrs Laughton comments, "During lockdown it was great to receive such positive feedback from parents about Music lessons. A lot of children handed in work to me through Google Classroom and told me how much they enjoyed having a bit of time away from the screen and getting the chance to sing. I have had to learn how to use Google Classroom myself and, at first, I did not enjoy filming myself. However, I soon realised how much of a bonus my recordings were for the children. The recordings meant that children could watch and listen to me as many times as they needed which supported their learning. This is something I will continue now that we are back in school as it means children can access Music material during the holidays and at weekends.

Music is a subject that needs to be taught as a subject in its own right and normally we learn as a group. The lockdown meant that this was not always possible. The Music Curriculum is linked to the Creative Curriculum and the class topic. For example, Year 5 are learning about Rivers so I set the girls the challenge of a song writing project to link in with this theme and we even created a rap about them.

I noticed, especially with children in Early Years, that those pupils who tended to be quite quiet during my lessons had grown in confidence and uploaded wonderful renditions of songs onto Tapestry. A few months is a long time in a child's life at their age, but Distance Learning gave me the ability to connect with the children on a regular basis every week. This has meant that they have made great progress because we had this technology to hand.

It has been rewarding to witness the children performing together again recently. The Mother's Day Assemblies in March gave the children from Pre-Nursery to Year 2 the opportunity to show how much their Mummies and Grandmothers mean to them. It was particularly moving because it was the first time the children in Early Years had been allowed to sing together as a group since the pandemic started.

I'm looking forward to next term with the Year 6 play on the horizon. They will be putting on a performance of Peter Pan and I can't wait to work with them."



## Cake Concerts

Cake Concerts went virtual again and we saw some fantastic performances from children of all ages. The quality of playing and singing was superb. For our January concert we had no fewer than 42 performers!



# THE LION KING JR!



The hotly anticipated premiere of "The Lion King Jr" took place in early February. We were so pleased that our old girls, now in Year 7, were able to watch their complete performance with their families. We even had live reporting from our Senior Leadership Team from the red carpet!

Ms Warren and Miss Halley expertly stitched together the visual and audio footage to create a wonderful film.

The rest of the children, staff and Governors were all hugely impressed with the standard of singing and acting, particularly when you think they were producing a performance without the benefit of an audience to feed off.

We look forward to next term's play, Peter Pan, and to hearing snippets of rehearsals as we pass by the Chapel Hall.



# SPORT

Mr Halsall and Mr Richardson write, "Clearly this has not been a normal academic year in terms of P.E. and Sport. We haven't been able to practise and train together or to compete against other schools, but that hasn't deterred the girls from doing their best. Their attitude in the face of the pandemic has been impressive to say the least.

This term we have focussed on football. All year groups have been learning specific skills like passing, shooting, ball control, dribbling and goal keeping. Of course, not all girls had the space or equipment available at home, but they still learnt by being creative and using what they had to hand. Early Years were focussing on their movement skills.

Since we've been back in school, we've switched our focus to tennis and rugby.

Next term, we look forward to playing some cricket matches and whole year group activities. We'll also turn our attention to athletics and charting progress towards Sports Days."



## Inter-House Gymnastics

This competition took place during the week that the girls returned to school after lockdown. While at home, girls from Year 1 - 6 were asked to devise and practise their own routine in preparation for the event.

During lockdown they sent the P.E. staff footage of themselves and were encouraged to carry out a self-assessment. They were then given specific feedback in advance of the competition. Each girl had to perform a series of moves including jumps, travels and balances.

It was also up to them to choreograph a way to link the moves. Following the routines, the judges gave out a Responsible, Resilient, Respectful, Risk-taker and 4Rs Champion award in each class. The overall House winners were Loyola.



# STEAM

Ms Warren comments, "The children's creativity has taken the lead during the third lockdown. With the looser schedule, they have been able to go further and deeper in their learning than they usually would in an hour long lesson at school. For example, girls in Year 4 have been working on projects for weeks because they've been inspired to keep going.

We've also completed scientific experiments using items you find around the house. For example, measuring how much water evaporates from cups placed in different locations around their home.

All children have had the opportunity to join the virtual Coding Club this term. Early Years were introduced to looking at ways to develop algorithmic thinking and sequencing by exploring mazes and obstacle courses with robots. Lower School girls started to use Scratch Jr which enables them to create their own imaginative stories and games. Upper School girls could choose an appropriate level of difficulty and work on sequencing, loops and inputs."

## Dragon Dances for Chinese New Year

Year 2 were tasked with designing and building a hand puppet using Chinese art styles. They produced some amazing dragons using recycled materials and a range of techniques. This was such a fun project and the girls were so enthusiastic about making a dragon that could move with them while dancing. They uploaded their videos and the girls were able to see each other's creations and celebrate their shared work.





**Year 6** After learning about what makes a city sustainable and about renewable energy sources, Year 6 used conductive paint and LEDs to power cities built on parallel circuits.

## Year 5

The girls conducted hydrodynamic experiments at home. They also created their own documentary films all about rivers using Clipchamp software. They had to select the best footage they could find of their chosen river, write a script including important facts, record a voiceover and edit the scenes.

## Year 3

Linked to their Romans topic, Year 3 were given the choice to either create a mosaic, build their own engineering works or organise their own archaeological dig in their gardens.



## Year 4

Year 4 have been making and programming robots using Lego WeDo 2.0 in STEAM lessons to complement their reading of the text 'The Wild Robot' in English and their Creative Curriculum topic of 'Into the Forest'. They were excited to both follow instructions and engineer their own solutions to challenges; such as making robots that can rescue animals from danger and making robots to prevent habitats from flooding.





# ART & DESIGN

Miss Fehmi explains, "Like all specialist subjects, I devise project work in Art & Design which has a synergy with the Creative Curriculum topics. This term, Year 6 designed and constructed their own slippers which linked to their sustainability theme. They used second hand material to create an outer and inner lining and then learnt to sew these together, along with elastic and ribbon, to make wearable items.



Year 5 were working towards a Victorian Frost Fair so we looked at Art Nouveau signage and the work of Alphonse Mucha in particular. I was very impressed with their independent work.



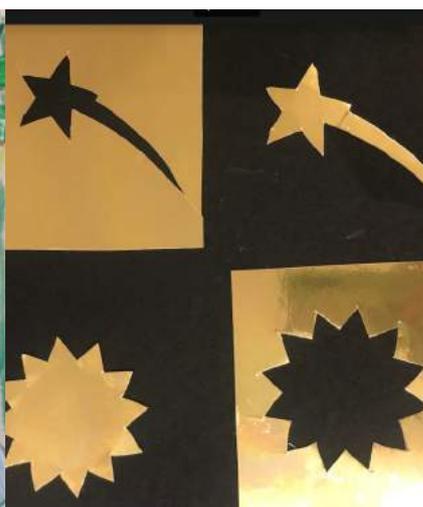
Year 4's robot theme meant that we looked at Cubism. I encouraged the girls to look at objects from all angles and to include different viewpoints in one image. We also looked at the way in which artists have been inspired by trees linking in with their forests theme. They made tree sculptures using paper and tape



Girls in Year 3 enjoyed making Roman mosaics tying in with their topic theme this term. To link in with their Space theme they made rockets and then created positive and negative collages using the space shapes they made. In Year 2, we looked at branding design to link with their topic on Chocolate. And, finally in Year 1, we discovered African animal sculptures and made Congolese flags.

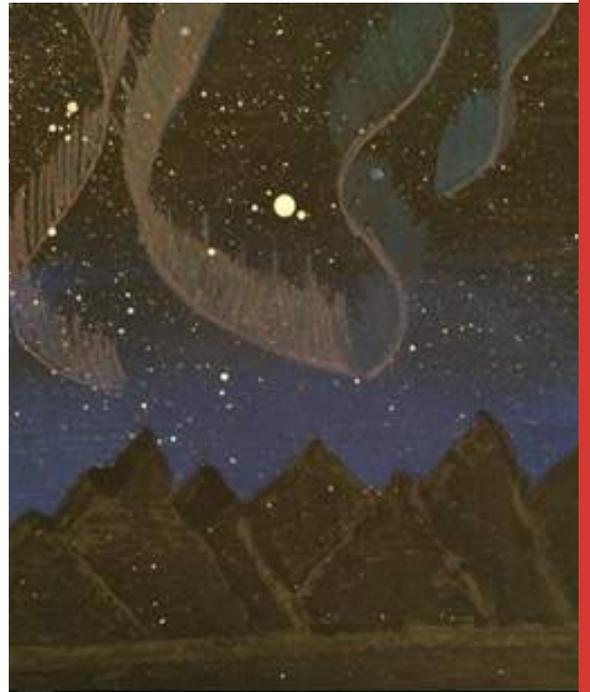


The ability to upload work during lockdown really gave me a feel for how the children were progressing. I also shared their work more widely with the class so that they could be inspired by each other."





Royal Academy Summer Exhibition Entries



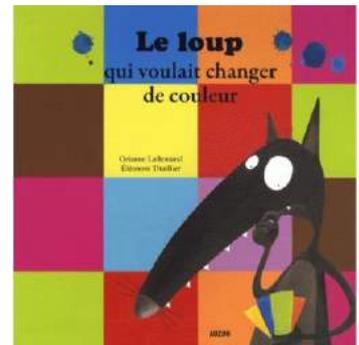
# FRENCH

Mme Séguier explains the way in which French is taught throughout the school and which subjects the children have been exploring this term. "From Year 1 upwards, I have created a tailored curriculum specifically for bilingual speakers. We focus on learning how to write and read in French. In Year 2, we move onto vowels and consonants. Year 3 look more closely at grammar, and in Years 4 - 6 we consolidate this grammar knowledge and extend their learning.

Children in Early Years enjoyed listening to my translation of the books they had been reading with their class teachers like The Hungry Caterpillar and The Three Little Pigs. They got really engrossed in this process. I also translated the Book of the Year "Maybe" and we linked this to their well-being sessions.

This term in Year 1, our French work was linked to the Pirate topic and we went on a Congo safari trip by making flags and sending postcards. The girls then created their own savannah and learnt vocabulary surrounding wild animals. During lockdown children would upload recordings of themselves pronouncing new vocabulary.

Year 2 girls having been reading many of the "Le Loup" stories which also linked in with Well-Being Week when we discussed emotions. To coincide with the Celebrations topic, we also learnt colour vocabulary to describe the tap dancing costumes that the girls designed for St Patrick's Day.



In Year 3, girls learnt vocabulary linked to body parts and they did some role play activities around questions like "Where does it hurt?". They also practised their Maths vocabulary skills which they really enjoyed.

Girls in Year 4 focussed firstly on the verb 'avoir' and we used a great YouTube video which sets the declensions to the Pink Panther tune. I highly recommend it. We also linked the verb to vocabulary about pets. Then we moved onto the verb être and close family member vocabulary.

In Year 5, we explored the tradition of carnivals and how families celebrate them. We made Mardi Gras carnival masks and talked about what people in Nice, Dunkerque, Germany and Italy do to celebrate.



Year 6 created posters highlighting different environmental problems by choosing images and relevant vocabulary to make them appealing and eye-catching. This links with their topic: Our World."

La pollution de l'air est choquante et sévère. On doit préserver la planète.

c'est sérieux

La déforestation me fait peur.

catastrophique, injuste, sévère, tragique, perturbant, ingérable, menaçant, affreux, déchirant, pétrifiant

LA RECHAUFFEMENT PLANETAIRE CA ME FAIT PEUR ET CA M'ENERVE

Je trouve que le plus gros problème c'est la pollution de l'air parce que c'est inquiétant et choquant.

AG-ISSONS MAIN TENANT

le rechauffement planétaire est inquietant et choquant.

## La Journée de la Francophonie

Students throughout the school enjoyed a wonderful French Day in March where they totally immersed themselves en français. Upper School used Virtual Reality headsets to go on a treasure hunt on the streets of Paris, looking for clues written in French. In Art, they had to create their own version of Monet's Lily Pond. They even wrote French shape poetry. In the afternoon they watched a film in French with English subtitles.



## A Time to Wonder

Head of Pupil Progression, Miss Eaglesham, created an opportunity for children to reflect and appreciate 'the wonderful you'. This was linked to Mrs Connor-Earl's book of the year "Maybe" by Kobi Yamada. Children received a label to put on a jar which they then filled with things that celebrate their wonderful uniqueness. Once finished, this memory jar was a keepsake to help remind children that they are, "unique, rare and that you are here at this time, exactly as you should be."



## Well-Being Week

This term the whole school took part in Well-Being Week. Children were invited to take part in activities that promote a healthy lifestyle and a greater resilience when faced with challenges. There was a wide variety of events to get involved with and for children to be inspired by, for example: children learnt practical skills like 'unscrunching' and breathing techniques, they explored different emotions through songs and texts, they were encouraged to write down their feelings, they touched on healthy eating and how this links to a healthy mind and body, they made mindful food portraits and they had discussions on how to deal with things like disappointment.



## Take One Picture

Year 6's work was displayed in the National Gallery as part of the "Take One Picture" exhibition. Linked to George Bellows' "Men of the Docks" Miss Fehmi writes, "we were inspired by the dockworkers' clothes and linked this with our wider school topic of sustainability. We discussed hard-wearing fabrics and how the men would have mended their jackets to make them last a long time. From this, we then decided to make our own workman's jacket. We took scraps of fabric outside and rubbed them against rough surfaces to create

holes, imagining how the men's clothes might have worn at the elbows and knees. We learnt how to patch the holes and sewed all of the pieces together. To finish, we wrote poems about how the men might have been feeling and added them to the lining."



## Careers Week

Pupils were delighted to hear from current parents to talk about their careers as an artist, dentist, translator and doctor.

We are extremely grateful to those parents who volunteered their time to talk to the children.

# YEAR 6

Spring Term in Year 6 is traditionally a term that has a strong focus on the 11+. This year was no different and this year's cohort were extremely diligent in their learning and were rewarded with an extremely strong set of offers and scholarships. Friday afternoons were happy occasions this term for Year 6 as they shared each other's successes and hard work each week with a Celebration Form Time session.

This term's Topic was "Our World" and the girls worked on projects which touched on important issues. The girls thought about their role as the world's future citizens. With climate change worsening and populations growing, they were asked to think about what cities in the future need to look like. This then led the girls to talk about biomes and, in particular, the role of bees in the environment. This tied in nicely with their English persuasive writing and the recent news that the UK government allowed an emergency use of bee-harming pesticides (in an attempt to save sugar beets). The girls researched the pros and cons of this decision and wrote letters to Downing Street and The Wildlife Trust depending on their standpoint. The letters were sent and soon afterwards it was announced that the pesticide was not going to be used which the girls were very pleased about.

Next term Year 6 turn their attention towards their production of Peter Pan alongside their studies.

10 Downing Street  
Westminster  
London  
SW1A 2AA

9th February 2021

Dear Prime Minister,

My name is Ayla and I am a Year 6 pupil at St Mary's School Hampstead in London. It has come to my attention that a bee-harming pesticide has been reintroduced and is being used on sugar beets. A man with such intelligence like yourself, would surely understand the harm that this pesticide causes. I would strongly urge you to reconsider the use of this pesticide that is causing harm to bees. This will lead to irreversible and devastating effects, including death to bees and other insects. In order to protect the bees, we need to stop the use of this pesticide, and you can make this happen. Can you not see how valuable bees are to our world?

Bees are vital to human survival because they help produce one third of the world's food, including fruit and vegetables which is more than the amount of sugar beet that is produced. I feel that the use of this deadly pesticide should stop. People in some countries solely rely on eating fruit and vegetables. This means that they can lose their food source and die. According to the API:Cultural website bees are vital to help pollinate many different kinds of food, such as herbs, spices and oils used in cooking foods. Therefore, I think we should stop the use of the dangerous pesticide.

Did you know that 33.7% of bees died between 1st of October 2018 and 1st of April 2019. This is nearly 40% of bees that died. If you do not fix the situation now, this will lead to destructive consequences. The human population could become extinct! We would lose a huge amount of food resources and this will lead to illnesses, it will affect our health.

I hope that the information in this letter has persuaded you to ban the use of this catastrophic pesticide that is causing harm to these poor bees. I trust you to make the right decision depending on the use of the pesticide.

Yours sincerely,

Ayla

10 Downing Street  
Westminster  
London  
SW1A 2AA

9th February 2021

Dear Prime Minister,

My name is Matilde and I am writing to you from St Mary's school Hampstead on behalf of these poor bees that you are killing because they have been exposed to a deadly pesticide. I'm sure that someone as clever as you can understand what devastating effect this has on bees. The effect it has on these bees is devastating. I would like you to reconsider lifting the rule of using this pesticide as our bees are crucial to our environment. Do you really want to kill them?

The use of this bee-killing pesticide will be a huge problem in our population because bees pollinate a large amount of our food. Bees are incredibly important because they pollinate 1/3 of our food like fruits and vegetables. We need bees to survive because they help our vegetation grow. The more people use this pesticide in the UK, the quicker our fruit and vegetables would start to rot. I'm sure that someone as intelligent as you will be clever enough to stop this. It is putting the bees and us at risk even more everyday.

After our bees touch this pesticide, their sleep patterns are greatly affected. They will wake up too early and go to pollinate but not find any flowers. After they have touched the pesticide, they will try to flap it off but will end up wasting all their energy, and not be able to go back to their hive and eventually will die. If you do not put an end to this, all our bees will suffer and we will not have good healthy vegetables and fruits. As a result, if we use this pesticide on flowers, then we will not have nice plants, moreover even plants that help us breath could be gone.

Therefore, it is nonsensical to use this horrible bee-harming pesticide (even if it were to be an emergency). This would mean a disruption to food chains and other animals - including humans. So in conclusion, we need bees to survive. You need to stop using this devastating pesticide.

Yours sincerely

Matilde

## Cooking



Miss Truman's Baking Club proved a hit during lockdown. They made gorgeous treats such as Jaffa Cake Jam Tarts and Lemon-y Funfetti Cupcakes. They also linked in with our War Child Challenge by baking Afghan Ab-E-Dandon or "Melt in the mouth biscuits". The recipes were all posted in the Baking Club Google Classroom and children sent in photos of themselves making and tasting the results.

Mrs Jennings also led the Early Years Cooking Club where she gave a live demonstration to the children. Fun treats included fruit kebabs and healthy pitta pockets.

# YEAR 5

Year 5 have been reading "The Last Wild" by Piers Torday. We've worked in English on creative writing and understanding the text by using techniques such as predicting what we think the next chapter of the book might entail using the information we know so far. They've also written excellent narrative poems using powerful verbs, adverbs, alliteration, similes and onomatopoeia.

The topic this term was Rivers which linked to many subjects across the curriculum. Next term they will be looking at their new topic: Famous Families.



## Frost Fair



Frost Fairs used to be held on the Thames when it froze over. The last one was in 1814. Year 5 girls designed their own Frost Fair this term. They made and planned their own activities based on activities which took place at the historical fairs and ran their own stalls for each other.

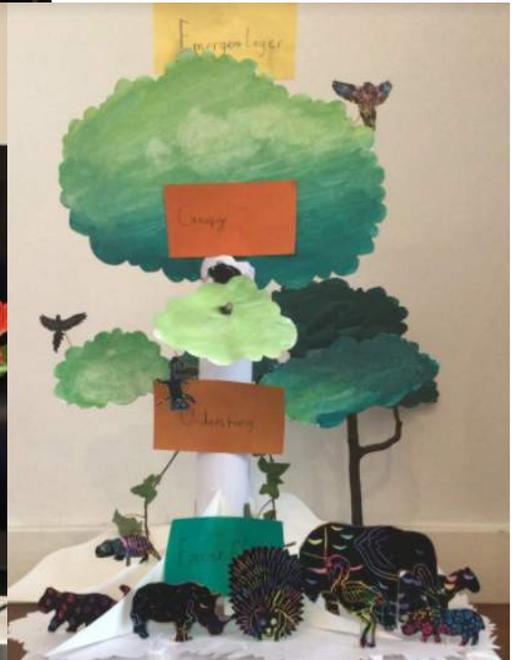
The girls in Year 5 have been busily working on their 3D models, showing the journey of a river, from source to sea. Project work involved creating models to show the changing height of the river as it travels along from higher to lower ground. We included key vocabulary to describe the different features, such as waterfalls, rapids, meanders, flood plains and the river channel.



# YEAR 4

Year 4's Creative Curriculum topic was "Into the Forest" this term. In English, the girls enjoyed writing cinquain poems, learning about temperate forests, the rainforests and also about our local trees. This included the large tree in the school playground, and they explored what the trees meant to them. This led them to amazing project work such as making and designing treehouses, creating their own rainforests out of recycled materials, engineering their own stand alone trees and even "forests of food".

Next term, Year 4 look forward to their next topic: the Anglo Saxons.



## Year 4 Afternoon Tea

Every year Mrs Connor-Earl hosts an Afternoon Tea with Year 4 girls. Everyone learnt how to make their own cream then they tucked into some delicious scones.

As a result of successive lockdowns and periods of Distance Learning, the girls have learnt to become independent, to manage their own time and to motivate themselves. These are all skills which they wouldn't necessarily learn as early as Year 4, but will stand them in good stead when it comes to the rest of their time at St Mary's and beyond at their senior schools.

(Mr Jeffery and Mrs Sciacaluga, Year 4)



# YEAR 3

Year 3 focussed on the solar system and space in the first half of the term. They learnt about the first woman in space, how the Sun impacts our lives on earth, went for a ride on a NASA spaceship and even designed their own planets. They also practised their presenting skills online - sharing facts they had learnt about the topic to the class. In Music, they looked at various pieces including Holst's Mars from his Planets Suite and in Art they made rockets.

In the second half of the term, they shifted their attention to the Romans and the spread of the Roman empire. Their class reader was "Escape from Pompeii" by Christina Balit. The term ended in spectacular style when their homemade Mount Vesuvius erupted and covered their upcycled Pompeii below it while Miss Sodaro read a passage from the book.

It may sound simple, but being able to turn up to lessons on time, log in, mute the microphone and being ready to learn is something I'm proud that Year 3 girls have been able to do consistently well this term.

What has impressed me most recently is that the girls show willingness to help each other even when they are at home. Their first thought, if they don't know the answer to something, isn't to ask the teacher but to see if their friends can help them and then they solve problems together.

(Mr Hassoun, Year 3)



## Easter Story

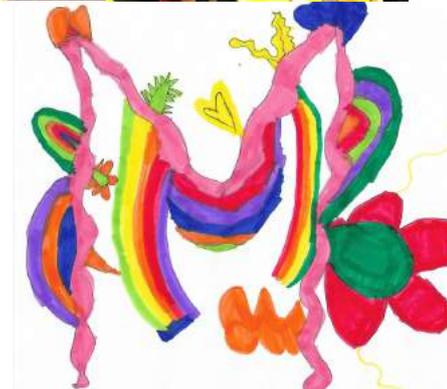
At the end of Spring Term, it is the turn of Year 3 to take to the stage and tell the Easter Story. The girls did an excellent job - acting and singing beautifully despite not having a live audience in front of them.



# YEAR 2

Year 2's topics this term were Celebrations and Chocolate. The girls enjoyed learning all about all kinds of international events such as the Japanese "Hinamatsuri" Doll's festival, 'Dia de los Muertos' (Day of the Dead) which is celebrated in Mexico, Shrove Tuesday (where Mr Reed made some pancakes at home using his own chicken's eggs) and St Patrick's Day when they made their own Irish Stew. In Music, they explored a wide range of artists: from Mozart to Kool and the Gang! In Art, they looked at Celtic knots and Irish dress pattern designs for St Patrick's Day.

The Chocolate topic was, unsurprisingly, a big hit with the girls. They learnt about the history of chocolate, how the Mayan's and Aztecs used it, where certain chocolate brands source their cocoa beans and how it is made. In Art, they designed chocolate box labels. This learning also linked with their English lessons where they studied the text "Grendel: A Cautionary Tale About Chocolate". Next term Year 2 can look forward to their new topic: Australia.



## Egg Drop

There was much excitement at the end of term when the girls completed a STEAM challenge where they had to design a parachute to safely deliver an egg from the top of the stairs to the floor without it smashing.

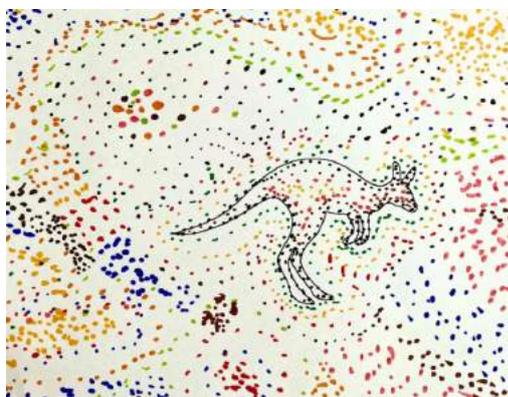


# YEAR 1



Year 1 started their topic on pirates in the United Kingdom and plotted their journey around the seven seas over the term. They explored traditions, cultures and learnt key facts about the places they visited like India, Africa, Japan and Australia. They found out what jobs pirates did on ships and their job titles like Quartermaster and Navigator, were encouraged to brainstorm ideas about what they already knew about pirates and also made up their own pirate nicknames.

They wrote about a day in the life of a pirate in English and reading texts like "Pirates Love Underpants". In Music, the girls explored diverse pieces including Benjamin Britten's "Storm" and The Big Ship Sails. In their Science lessons, they looked at materials that a pirate might need for their ship and for their clothes. During Art lessons, girls were asked to design pirate ships, create treasure maps and draw crew members. They finished their topic in style by singing sea shanties, doing a pirate treasure hunt and ending the day with a celebratory pirate themed disco! Ooh arr...me hearties!



# CHARITY

## War Child Challenge

We have been amazed at the level of commitment the children have shown towards our main charity event of the year. It has been a real community effort to try to reach our goal of hitting 11,633 miles throughout the academic year. It has been wonderful to hear how families have been using the challenge as an excuse to get out and about together during the pandemic.

Those girls who reached milestones received their badges and medals. They could also use their badge as an avatar in the Google Classroom. Mrs Connor-Earl and Mr Richardson also hosted afternoon teas for those who reached 200 miles.

Children in Early Years have their own mini challenges to complete. This term they had a sponsored running on the spot morning where every second counted as one mile. In the second half of term, they had a dance challenge where every minute they danced equated to one mile.

We've also continued to have a themed lunch every half term to coincide with one of the countries which War Child supports. This term we tasted Afghan and Yemeni themed lunches. The Afghan menu included a meatball recipe which Miss d'Aquino prepared and filmed so that children could try it out at home.



## Big Bed Down Sleep Out

On the last day of term, Mrs Connor-Earl braved the cold and wet and slept outside to raise money for the Cardinal Hume Centre, a charity committed to tackling poverty and preventing homelessness. She previously took on this challenge in November 2018 and found the experience extremely difficult. However, the incredible charitable endeavours, risk taking and resilience demonstrated by the girls over the last year inspired her to take part again. Children also took part by sleeping in dens or on the floor at home. The St Mary's community were very generous sponsors and raised over £4,000 for the charity.



## Disco Day

The girls from Reception to Year 6 enjoyed a virtual disco at home this term on Mary Ward Day with money raised going to War Child.





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