



# Snowsfields Primary School

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Annual report to parents  
2024 - 2025

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More information about the school can be found on our website at [www.thebridgesfederation.org.uk](http://www.thebridgesfederation.org.uk)





## Message from Jessica Hodgson Chair of Governors

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Welcome to this year's Annual Report, which is a celebration of the past year at the Bridges Federation. We want to spend some time reflecting on all of our children's achievements and the schools' successes over the past year and look ahead to the future.

On behalf of the Governing Body and as Chair of Governors I would like to congratulate all children, parents and staff in the Federation for another outstanding year, full of learning opportunities. We are so proud of all our children who have achieved so much.

We have had some brilliant events across the Federation, including the VE Day celebrations, the Mini Marathon and our annual International Week! We also had our KS1 Christmas Play and our EYFS Winter Concert and our older children enjoyed another fantastic school journey. Another highlight was our brilliant Key Stage 2 Talent Show which showcased the fact that all of our children have unique talents and we are so proud of the special individuals that they are.

We are so grateful to all parents who work hard to support our children, and who participate in our school activities. This year we have been fundraising via our Christmas and Easter Raffles, and we have continued our partnership with the Unicorn Theatre. Thanks to all staff, children and parents at Tower Bridge who helped us achieve a successful OFSTED report in March – the children really showed the best of themselves and the school!

We are so proud of our hard working Year 6 children who showed determination, positivity and resilience in their recent SATs exams. I would like to wish each of our Year 6 children the very best of luck in the future. As you start the next stage of your school journey, I know that you will be fantastic role models for the Bridges Federation and keep in touch with us. I hope you always remember your time at primary school as a time of fun and happiness. You can achieve anything you want to with a positive mindset and through working hard. Your teachers are so proud of you - always be ambitious and keep smiling!

On behalf of the Governing Body I wish you all a happy and healthy summer break spending time with your families and loved ones. Thank you for everything you have done over the last year to support your children and the Federation, and look forward to seeing you again in September.

Finally we would like to say a huge thank you and good luck to Sarah Manley who leaves the Federation this summer but I am pleased to say is staying on as part of the Governing Body! Thanks for everything you have done for us Sarah





# Message from Kate Wooder MBE

## EXECUTIVE HEADTEACHER

On the following pages you will be able to read about some of our highlights for 2024 – 2025. Every week we share with you our Federation newsletter which is full of all the exciting events and projects that we have been part of, and there have been a lot again this year. You can also visit our website to keep up to date with what is happening in each school.

Congratulations to Tower Bridge for a successful Ofsted in March 2025. We are extremely proud of the outcome:

The Quality of Education Good  
Behaviour and Attitudes Outstanding  
Personal Development Outstanding  
Leadership and Management Good  
Early Years Provision Outstanding



*Pupils are happy and safe at this welcoming school.*

*Behaviour is excellent across the school.*

*The school has high expectations for all pupils.*

*The school provides its pupils with many opportunities for wider enrichment.*

*The school has crafted an extensive personal development programme.*

The inspectors recognised the dedication and skill of the staff at Tower Bridge and how they go above and beyond for all the pupils at this school.

Over the years we have received many awards that recognise the outstanding provision across our Federation (see below). This year Snowfields achieved a Gold award for TFL Stars and the School Games Mark Gold, and renewed their Bronze Healthy School Award, Tower Bridge achieved the School Games Mark Gold and all three schools took part in the London Mini Marathon receiving medals for their achievements.

I want to thank the staff across all our Federation schools for everything they do, day in day out, to make each school an amazing place to be. Thank you to all the parents and carers for your continued support. I want to wish staff and pupils who are leaving us the very best for the future. As always I am extremely grateful.

I want to end by saying a personal goodbye to Sarah Manley, Headteacher at Robert Browning. Sarah will be leaving Robert Browning and the Federation at the end of this academic year. Sarah has been a valued member of our Federation since she joined Snowfields in 1998. Over the years, she has worked across all three schools in the Federation, playing a key role in driving improvement and raising standards. When Sarah joined Robert Browning in 2018, the school was judged as 'Requires Improvement'. Through her unwavering dedication, hard work, and inspirational leadership, she has made a remarkable impact. Under her guidance, the quality of teaching and learning has significantly improved, and she has created a culture of high expectations and care. Beyond the classroom, her passion for running has inspired countless children to embrace daily exercise and take part in running events throughout the year. Sarah's departure is a great loss to our school community, and she will be deeply missed by staff, pupils, and families alike. I'm sure you will join me in thanking her for everything she has done and in wishing her the very best in her next chapter.



Robert Browning, Snowfields and Tower Bridge Primary Schools  
We learn and succeed together



@robertbrowning.bsky.social @towerbridgeschool.bsky.social  
@snspriamry.bsky.social

Find us at: [www.thebridgesfederation.org.uk](http://www.thebridgesfederation.org.uk)



Bridges Federation Leadership Team	
Kate Wooder	Executive Headteacher
Zohra Benotmane	Co-Head of School Snowfields
Jo Cranmer	Co-Head of School Snowfields
Laura Neuveglise	Co-Head of School Tower Bridge
Helen Viggiani	Co-Head of School Tower Bridge
Sarah Manley	Headteacher of Robert Browning
Anna Mulhern	Co- Head of School Robert Browning
Maureen Chance	Co- Head of School Robert Browning
Michelle Owens	Senior Federation Business Manager

Tina Hayden/Sadia Ahmed	HR & Finance Administrator
Sarah Millar	Pupil Administrator
Delroy Porter	Premises Manager
Simon Bartlett	IT Technician
Matthew Darcy	IT Technician
Katie Stejskal	Inclusion Officer
Deborah Thorpe	Learning Mentor
Lisa Pitter	Learning Mentor
Tina McHugh	Meal Supervisor

Class Name	Year Group	Class Teacher	Teaching Assistant
Sunshine	Nursery & Reception	Catherine Kouassi	Chandni Patel (Nursery Nurse) Nicola Scottow (Nursery Nurse) Terrique Hall - Anderson, Christine Thorne
Red	Year 1	Camilla Roche/ Tess Hodgson	Valbona Uruci
Orange	Year 2	Kate Tulloch/ Clair Parry	Souad Siab
Yellow	Year 3	Katie Curran	Ana Pardo
Green	Year 4	Adam Finch	Stephanie Tomlinson
Blue	Year 5	Melissa Hayward	Priti Vyas
Purple	Year 6	Oliver Tull	Simone Johnson
Rainbow	Resource Base	Nicola Clark	Maria Millar, Donna Tickett, Christine Thorne, Montel Agyemang

## Governing Body 2022-2023

<u>Name of Governor</u>	<u>Status</u>
Kate Wooder MBE	Executive Headteacher
Sarah Manley	Headteacher (Robert Browning)
Natalie O'Donnell	Staff Governor (Robert Browning)
Katie Curran	Staff Governor (Snowsfields)
Emily Sellicks	Staff Governor (Tower Bridge)
Sarah Murray	Parent Governor (Robert Browning)
Ali McCulloch	Parent Governor
Vanessa Smith (Snowsfields)	
Jessica Hodgson	Parent Governor (Tower Bridge)
Noor Rasheed (Bainbridge)	
Giulia Sciolla	Co-opted (Chair)
Winston Yap	Local Authority
Charlie Dias	Co-opted
Amy Wilson	Co-opted
Mckhylla Folkes - Hunningal	Co-opted (Vice Chair)
Rob Johnston	Co-opted
Saad Naqvi	Co-opted
Ruth Martin	Co-opted
	Co-opted
	Co-opted

Chair of the Governing Body: Jessica Hodgson  
 More information can be found on our school website.  
 C/O Snowsfields Primary School  
 Kirby Grove  
 London  
 SE1 3TD  
 Tel: 0207 525 9065

Clerk to the Governing Body: Hayley Cutchey  
 Southwark Children's Services  
 Tooley Street  
 London  
 SE1 5LX

There are four types of Governor:

**Staff Governors** are elected from the staff of the school.

**Parent Governors** are elected by the parents at each school.

**Authority Governors** are appointed by Southwark Council.

**Co-opted Governors** are appointed by the Governing Body because of their connections with the local community.

There are two committees who meet each term:

Standards & Curriculum ( Ali McCulloh - Chair of Committee)

Resources (Winston Yap - Chair of Committee)



# Parents Information

photo

## Uniform:

Our school uniform consists of a white polo shirt and a blue sweater, worn with grey trousers or a grey skirt. All pupils must wear sensible black shoes or trainers that are appropriate for a full day of learning and play. Please make sure every item of clothing is clearly labelled with your child's name, as this makes it much easier for us to return any lost property. On PE days, children should come to school dressed in their full PE kit. This includes a plain white t-shirt, shorts or tracksuit bottoms, and suitable footwear such as plimsolls or trainers for outdoor activities. Children should also wear their school jumper over their PE kit to keep warm throughout the day.

## Magna Group

Magna provides our after-school wraparound care and operates from **Snowsfields Primary School**. Sessions run **daily from 3:30pm to 6:00pm**. If you would like to use this service, you'll need to **register with Magna** and use their **online booking system** to select the days you need.

## Breakfast Club

The **Breakfast Club**, is run by our Learning Mentors and is available every morning from 8:00am, with food served until 8:30 am. There is **no need to book in advance** and children are welcome to attend on the day. The cost is **£2 per session**, payable at the school office in **cash or card**.

## Lunch Time

Most of our pupils enjoy a hot school meal each day, thanks to Southwark's free healthy meal initiative. However, if you prefer to send your child in with a packed lunch, please ensure it is balanced and nutritious. We kindly ask that packed lunches **do not include any nut products**, sugary snacks, or fizzy/sugary drinks, to support healthy eating and ensure the safety of children with allergies.

## Communication

- We do our best to keep you up to date with everything happening at school. Each week, we send a newsletter by email with all the key information—so please keep an eye on your inbox! For day-to-day updates, we use the Arbor App. It's really important to check your notifications regularly so you don't miss anything about trips, clubs, or other school news. You can also send us messages directly through the app if you need to get in touch.

## Learning at Home

Children should **read daily** and record it in their **journal at least three times a week** to be entered into our **weekly reading raffle**. Each term, pupils receive a **homework project menu**, and they should also complete tasks on **Mathletics**, **Reading Eggs**, and **Times Tables Rockstars**. Parents are encouraged to **check Google Classroom regularly** to see what the children are learning in class.

## Trips and Outings

Each term, children from Year 1 to Year 6 take part in educational visits linked to their learning. These outings provide valuable opportunities to enhance the curriculum and create memorable experiences. To ensure your child can take part, we ask that you complete the permission form shared via Google Forms. You'll receive a notification with trip details through the Arbor App — **please respond promptly**, as we cannot include any child without completed consent. Please note that trip costs will vary depending on the destination and activity.

## Clubs Provision

Our clubs run from **3:30–4:30pm** each term and offer a great opportunity to **enrich your child's learning through fun, engaging activities**. Clubs cost **£20 per term**, with **one free club available for children on Pupil Premium**. Please ensure your child attends every week if they sign up. Places may be withdrawn for poor attendance, late pick-up, or unsafe behaviour. Look out for club details at the start of each term!

# Home School Agreement

## AS STAFF WE WILL:

- 1.Ensure that all federation schools are happy and safe spaces where pupils receive the best quality learning and teaching
- 2.Provide a curriculum that is interesting, engaging and built on children's interests
- 3.Expect and encourage all children to do their best and reward success
- 4.Expect everyone to have respect for one another and listen to what the children say
- 5.Encourage all children to make a positive contribution to the life of the school and community
- 6.Expect each pupil to come to school every day and get here on time.
- 7.Make sure that children are provided with the support they need
- 8.Set exciting homework projects
- 9.Contact parents if problems arise
- 10.Keep parents informed about their child's progress and achievements
- 11.Keep parents informed about events and school activities
- 12.Respect issues of confidentiality

## AS A PUPIL I WILL:

- 1.Do my best at all times, show resilience and independence.
- 2.Respect myself, each other and the school environment.
- 3.Be kind, keep myself and others safe.
- 4.Be on time in the correct uniform and ready to learn.
- 5.Complete my homework and read at home.

## AS A FAMILY WE WILL:

- 1.Encourage our child to do their best at school and reward their successes
- 2.Support our child to follow the school rules
- 3.Make sure that our child arrives at school on time every day and contact the school before 9.30am if they are absent
- 4.Communicate to the school any concerns and work with the school to support our child if problems arise
- 5.Attend Pupil Review Meetings and other relevant meetings
- 6.Make sure we talk to our child about their homework and support them to complete and return it on time
- 7.Make sure our child reads every day and we talk to them about the books they are reading
- 8.Make sure that our child does not bring toys, money, sweets, mobile phones etc unless agreed with the school.
- 9.Not send in cakes, food or party bags for birthdays.
- 10.Download the Arbor App and use this to communicate with the school and stay informed.
- 11.Make sure I read all the letters that are sent home and on the school website, including the weekly newsletter.
- 12.Set a good example to my own and other children when on school premises
- 13.Approach the teachers and other members of staff, parents and pupils in a respectful and non-threatening manner
- 14.Keep any mobile or hand held device switched off and out of sight whilst on the school premises.
- 15.Use social media platforms responsibly and avoid sharing any content that might bring disrepute to the school and its staff
- 16.Ensure my child uses the internet and their devices safely, monitor their use regularly and limit their screen time
- 17.Agree to support the policies of the school which can be found on our website.
- 18.Make sure that our child is dressed appropriately for school in uniform and does not wear jewellery. All items of uniform should be marked with your child's name. This means that any lost property can be quickly returned. Children can wear their PE kit to school on PE days with their school jumper.





# Snowsfields Pupil Review Meetings – November 2024

Thank you to everyone who returned their questionnaires. Here are your views on the school:

## Parent questionnaires (106 returned)

Snowsfields Parents	Yes
Staff are approachable and make me feel welcome	100%
My child enjoys school	99.1%
My child is safe at school	100%
I think that behaviour in the school is good	99.1%
My child is learning and making progress	100%
The school helps me to support my child's learning	100%
I would recommend this school to another parent	99.1%

## Pupil questionnaires (144 returned)

Snowsfields Pupils	Yes
Staff are friendly and can talk to them	97.2%
Enjoy coming to school	94.4%
Lessons are challenging, interesting and fun	97.2%
I am learning and making progress	98.6%
Adults in school help me do as well as they can	98.6%
Adults in school explain to me how to improve my work	97.9%
I feel safe at school	95.8%
I behave well in school	96.5%
I think that behaviour in the school is good	93.8%
I know what to do if someone is unkind to them	96.5%
Adults in school deal with children who are being unkind	97.9%
I know how to stay safe when using the internet	85.4%

## Attendance and Punctuality

Arriving at school on time and attending school regularly is essential for children's well being and progress. This will always be one of our school priorities. Every school day counts.

Leave during term time is **not** authorised and must only be taken during exceptional circumstances. Concerns about persistent absence or lateness will be referred to the Education Inclusion Team or Family Early Help Service. Fines will be issued for term time leave.

Children earn points for their class towards a termly medal for good attendance and punctuality. Each half term children can work towards a different coloured wristband for 100% attendance and punctuality, with a special rainbow wristband for those who manage 100% for the whole academic year

Please see our policy on attendance here: <https://thebridgesfederation.org.uk/home/policies/>

<p>No days missed 100% <b>Excellent</b> BEST CHANCE OF SUCCESS!</p>	<p>7 days missed 96% <b>Good</b> OFF TO A FLYING START!</p>	<p>11 days missed 94% <b>Satisfactory</b> LESS CHANCE OF SUCCESS</p>	<p>15 days missed 92% <b>Unsatisfactory</b> HARDER TO MAKE PROGRESS</p>	<p>More than 18 days missed Below 90% <b>Poor</b> Your child is missing out</p>
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Year	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Attendance	94.9%	95.1%	95.09 % (From 8/3/2021)	92.55%	94%	94.8%	92.4%
Lates	3.3% (after 9am)	3.1% (after 9am)		2.81% (after 9am)	1.98% (after 9am)	1.96% (after 9am)	3.7% (after 9am)

## The School Day

Nursery 9.00-3.30pm (Mon, Tues, Wed)	Reception 9.00-3.30pm (Monday-Friday)
<p><u>Mainstream KS1</u></p> <p>9.00am Registration</p> <p>9.15am Lesson 1: Maths</p> <p>10.15am Break</p> <p>10.30am Lesson 2: English</p> <p>11.30am Lunchtime</p> <p>12.30 Lesson 3: Phonics</p> <p>1.00pm Lesson 4: Reading</p> <p>1.30pm Break</p> <p>1.45pm Lesson 5: Curriculum</p> <p>3.00pm Assembly</p> <p>3.30pm KS1 children collected from playground</p>	<p><u>Mainstream KS2</u></p> <p>9.00am Registration</p> <p>9.15am Lesson 1: Maths</p> <p>10.30am Break</p> <p>10.45am Lesson 2: English</p> <p>11.45am Lesson 3: Reading</p> <p>12.30pm Lunchtime</p> <p>1.30pm Lesson 4: Curriculum</p> <p>3.00pm Assembly</p> <p>3.30pm KS2 children collected from playground</p>
<p>Curriculum includes: History, Geography, Art, Design Technology, Science, Computing, Music, PE, RE, P4C</p> <p>Phonics scheme used is Little Wandle (RML is also used in KS2 and Rainbow)</p>	

Snowsfields runs a breakfast club for children for Nursery to year 6 from 8am daily. The school also hosts an after school club from 3.30pm until 6pm. This service is provided by The Magna Group. To apply for a place at the after-school club, please contact them directly through their website: <https://www.magnagroups.com>

# School Leaders



## School Councillors

At Snowsfields, our elected school councillors play a vital role in amplifying the voices of their classmates, encouraging active participation in school life, and fostering leadership skills and a strong sense of responsibility. Throughout the year, they have taken part in regular meetings to share ideas, raise concerns, and contribute to key decisions affecting the school community. They have also supported the running of events and weekly certificate assemblies, proudly presenting 'Tell a Good Tale' certificates and Shout Outs to celebrate pupils who live out our school and British values. This year, councillors played a key role in planning and leading World Book Day activities and organised a hugely successful fundraising event, raising over £300 for the NSPCC—the charity they selected themselves.



## Sports Leaders

Our Sports Leaders have played an active and uplifting role across the school this year, bringing energy, encouragement and leadership to PE lessons and sporting events. They took great pride in supporting our youngest pupils during the EYFS Sports Day - setting up races, cheering them on, and helping them feel confident and included. On Sports Day, they were instrumental in helping the events run smoothly, assisting staff and ensuring everyone had fun and stayed safe. Behind the scenes, they've been busy too - organising the PE shed, maintaining equipment, and making sure everything is ready for action. Each week in Certificate Assembly, the Sports Leaders celebrate pupils who show values like determination, fairness and teamwork; helping to inspire a positive sports culture throughout the school.



## STEM Leaders

It's been a productive year for our STEM Leaders, who led an engaging Safer Internet Day assembly, confidently sharing tips on staying safe online and avoiding scams. They also had the opportunity to attend the BETT UK exhibition, where they explored the latest in education technology and returned full of fresh ideas to enhance our computing provision. Their enthusiasm and support have allowed younger children to confidently log into platforms like Mathletics and Reading Eggs with growing independence. Each week in Certificate Assembly, STEM Leaders shine a spotlight on children showing curiosity, creativity and problem-solving in Science, Computing, DT and Maths, helping to foster a love of learning in these vital areas.



## Creative Arts Leaders

This leadership role has helped to bring subjects like Art, Music and Drama to the forefront. The Creative Arts Leaders have helped to inspire and motivate children in class during specialty weeks like International Week and Christmas week, which saw the choir deliver a beautiful performance at multiple places across London. They have also taken part and encouraged others at various after school clubs such as Arts & Crafts Club and Prop Making Club! In Certificate Assembly each week, they praise children across the school for demonstrating creativity in Art, Music and Drama lessons.

"I liked meeting with different groups like the Unicorn Theatre and talking about lots of creative and inspirational ideas."





BANKSIDE  
OPEN SPACES  
TRUST



# COMMUNITY AND PARTNERSHIPS

Zohra  
Benotmane



Over the past year, we continued to build on the wonderful relationships we have with our local community. Working with fantastic organisations such as the Unicorn Theatre, Mace, Team London Bridge and Terra Firma has helped us to secure funding and bring some amazing experiences and opportunities to the children. These partnerships really help to enrich our provision and make school life even more exciting and meaningful. As always, our parents and carers remain our most valued partners—your ongoing support and involvement are truly appreciated.



tcs





# COMMUNITY AND PARTNERSHIPS

Zohra Benotmane





Zohra  
Benotmane

# ENRICHMENT



As part of our enrichment provision, every Friday afternoon, children at Snowsfields take part in a range of practical and creative activities, including sewing, drawing, origami, sports and more. These sessions offer a valuable opportunity for children to try something different, work with others, and develop a variety of skills.





# INCLUSION

Jo Cranmer

## Neurodiversity

We had a wonderful day on 7th July celebrating Neurodiversity, thinking about people's individual super powers. Tristan in year 6 reminded us that we need to be kind and respect everyone no matter what their differences are because otherwise it will hurt their feelings and affect their self-esteem. The whole school dressed up in their class colours and learnt about a significant person who is neurodivergent.



You should treat others the way you would like to be treated. Respect them just as you would anyone else. -Eliana

If we all thought the same, we would be like robots and the world would be boring! -Jayci



## Events

The children have taken part in many events over the year including sporting events, life skills and Unicorn theatre sessions.



## Zones of Regulation

The Early Years team took part in C.A.S.I.P. (communication and social interaction programme) led by Nursery Nurse Nicola, the zones of regulation were implemented into Sunshine class in a range of ways including individual 'check ins' with children at structured points of the day, and a social communication and interaction group with the focus on listening to others perspectives and linking it to one of the four zones. In addition, the language of feelings and emotions was used and modelled throughout the day with the whole class, linked to the different zones. This structured project has had such a positive impact on the children's emotional regulation that it is now being implemented in a similar way across the whole school.

Zones across the school day				
Classroom	Hallway	Lunchtime	After School	
				
				
				
				

## **Learning Mentors**

Our learning mentors, Debbie Thorpe and Lisa Pitter, support the learning, mental health and emotional wellbeing of the children across Snowsfields. Lisa and Debbie are both ELSA (Emotional Literacy Support Assistant) trained and run the ELSA programme with individual children over half a term period. They also run a wide range of groups including the bucket game (attention autism), siblings with additional needs, life skills and social skills groups.

**The Snowsfields Special Educational Needs and Disabilities Policy** (school information report) can be found on our Federation website here: <https://thebridgesfederation.org.uk/home/send/>

## **Number of children with SEND**

There are 37 pupils supported at SEN Support and 23 children (12.6%) have an EHCP (Education Health and Care Plan), 14 of the EHCPs support children with a resource base place. This means 12.6% of the school roll have an EHCP which is significantly above the 4.8% of pupils who have an EHCP in England. Three EHCP applications have been finalised this year.

**The SEND Budget 24-25** was £231,668

## **Academic Progress 2024-2025**

Progress of children within the resource base is good. 82% of the children made expected progress in writing, speaking and listening. 73% of children made expected progress in maths, reading and PSHE.

Progress of children with EHCPs is good 6/7 children made expected progress in reading, 4/7 in writing and maths. Progress of children at SEN Support is good 92% of children made expected progress in reading, 86% in maths and 81% in writing.

## **Training and Development**

Our staff are extremely skilled at supporting children with SEND. In the last year they have been able to access a range of training both online and face to face provided by specialist services. This includes Zones of Regulation training from the Speech and Language therapist (Salt), Team Teach (behaviour support training) for all support staff and fun food group training for the resource base team.

# English

## 2024 - 2025

Kate Romain, Danielle Jordan and Oliver Tull

### Reading

At The Bridges Federation, we love reading. This year, we have continued to prioritise reading fluency, ensuring all children have regular opportunities to develop their confidence and enjoyment of reading. Pupils read for pleasure every day and regularly listen to high-quality, aspirational texts being read aloud. One of the highlights of our week is Reading Buddies - children enjoy choosing books together, discussing the stories and practising reading aloud in pairs.

We have been fortunate to receive donations of beautiful books from the Folio Society, which have further enriched our reading environments. Year 6 pupils from all three schools took part in an illustration competition, with generous prizes awarded - an exciting opportunity that celebrated both creativity and reading. Additionally, thanks to the Children's Discovery Project, many children have been able to expand their home libraries with gifted books.

At Tower Bridge, a successful fundraising effort allowed us to update the school library, transforming it into a warm, inviting and well-stocked space for all children to enjoy.

World Book Day was celebrated with creativity and sustainability in mind. Pupils were encouraged to create costumes using clothes they already owned or repurposed from home. Each class voted for their favourite costume, and winners received a book prize!

### Writing

We believe that all children should leave The Bridges Federation with the confidence and ability to clearly express their ideas as writers, and to enjoy the writing process. Experiencing high-quality texts is fundamental to this: children need to read great writing from a diverse range of authors to be able to communicate effectively in writing themselves. Our writing curriculum is therefore based upon carefully-selected texts that we want children to experience and learn through.

After learning the building blocks of writing through phonics lessons in EYFS and Year 1, children are given lots of opportunities to write across different genres. We talk a lot with the children about their "purpose for writing", so that they get a sense of how their work should have a clear audience in mind. As well as learning the grammatical structures and typical features of a given genre, children have lots of opportunities to plan, draft and edit their writing.

This year, we have made spelling a real focus across the federation. Children have been encouraged to identify and use spelling patterns and rules which build upon their phonics knowledge.





# MATHS

## at the Bridges Federation

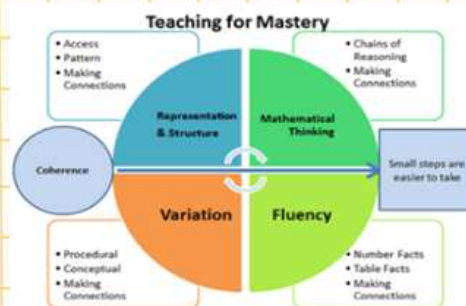
At the Bridges Federation, we view mathematics as a creative and essential discipline that encourages curiosity, logical thinking and problem solving. Aligned with the National Curriculum, we aim to make maths an enjoyable and meaningful experience for all children.

We follow a mastery approach using the WhiteRose Maths scheme, which supports pupils in developing a deep understanding of key mathematical concepts and procedures. Our goal is to build confidence, foster a positive attitude and ensure every child can achieve success in maths.

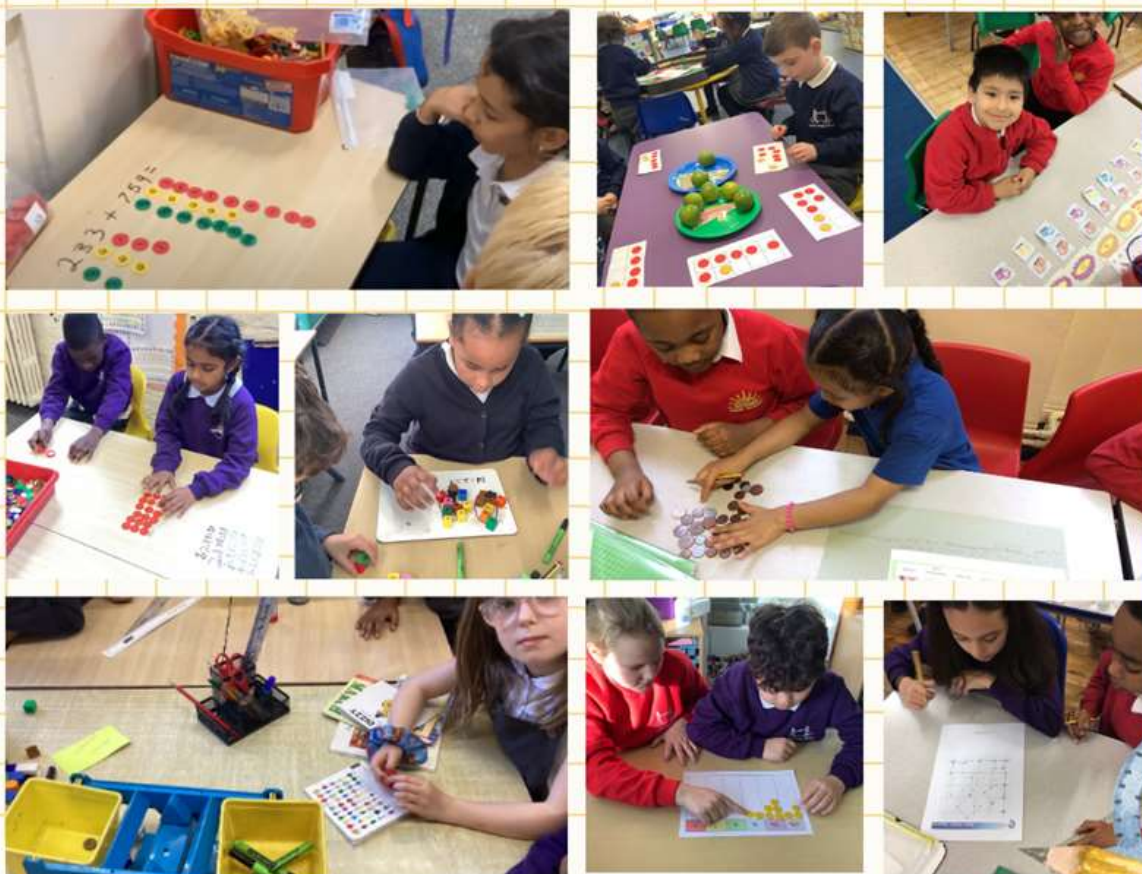
To support this, we use the CPA (Concrete, Pictorial, Abstract) approach, helping children move from hands-on exploration, to visual representation, to abstract reasoning. This progression supports a deeper understanding of mathematical ideas and makes abstract concepts more accessible.

Through our teaching, we aim to:

- Provide a wide range of meaningful mathematical experiences
- Challenge pupils intellectually and build resilience
- Celebrate success to promote confidence and self-belief
- Show how maths applies to everyday life
- Encourage both independent and collaborative problem solving



We strive to make our lessons engaging, purposeful and appropriately challenging, enabling pupils to think critically and express mathematical ideas clearly through both spoken and written language.







By Julia  
Mekkelholt,  
Kate Tulloch  
and Laura  
Neueglise



## STEM Leaders

Our STEM Leaders have taken part in online ambassador meetings this year as well as visiting the recycling centre. We enjoyed the Veolia assembly and workshops about the importance of recycling.



Every half term, we ask pupils a STEAM question (Science, Technology, Engineering, Art and Maths) and children can do this as part of their homework. We have enjoyed seeing their responses to questions, such as "Why do animals have whiskers?" and "100 years from now, what do you hope has been invented?"



This year we have focused on investigating and finding out for ourselves to deepen our knowledge and understanding of science.



Our Science learning takes us out of school to learn elsewhere, such as museums, an apiary and local parks.



By Rosa Castillo,  
Natalie O'Donnell,  
Zohra Benotmane

# COMPUTING

## At the Bridges



This year, the children continued to strengthen their understanding and skills in computing through a range of fun and meaningful activities. They practised essential IT skills and explored block coding using a range of platforms. Online safety continues to be a focus, making sure children know how to stay safe and make smart choices when using the internet. Children also learnt about artificial intelligence, exploring how it works, where we see it in everyday life, and the impact it could have on the future.



On Safer Internet Day, our STEM Leaders successfully led a whole school assembly. The theme this year was 'Too good to be true? Protecting yourself and others from scams online'. There was also a poster competition.



At coding club children were introduced to the basics of programming through fun, hands-on activities like building simple games and animations. It encouraged creativity, problem-solving, and teamwork while developing essential digital skills.



This year, our STEM Leaders had the exciting opportunity to attend the Bett Show at the ExCeL Centre. They explored a wide range of interactive technologies designed to enhance learning in Computing and across the wider curriculum.





# Design Technology

At the Bridges Federation, children are given the opportunity to participate in practical, hands-on activities to explore the design process. Children learn to evaluate existing products and consider how they could be changed, adapted or improved; creating a plan for their own product.

They are then taught the skills necessary to make their own product and consider which materials would be most suitable. Finally, the children make their products and evaluate them based on their design criteria. Throughout the year, each class focus on different aspects of design to create a number of purposeful products. In Early Years, children learn how to use a variety of tools safely and appropriately so that they can successfully bring their creative ideas to life. They learn how to join materials together to create models and take part in cooking activities each term as well as having Forest School sessions in the garden.

Throughout KS1 and KS2, the children learn how to strengthen and reinforce structures and use this knowledge to create free-standing houses. In addition, Year 5 has had the chance to make lanterns for the annual lantern parade along the Thames and experiment with ways of reinforcing and creating sound structural bridges. Year 2 and Year 5 were also both involved in the Primary Engineering Programme where they had support and input from an engineer to create a vehicle. Children also learn about a number of mechanisms including sliders, wheels, axles, pulleys and cams. Once the children understand how these mechanisms work, they have the opportunity to make moving pictures, moving vehicles and automata. Year 4 were able to explore textiles and learnt some basic stitches which they then used to sew a bag. Finally, children learn about balanced, healthy diets, as well as a variety of cooking skills. Using this, children design their own three course menus, recipes and snacks and learn how to prepare these safely.





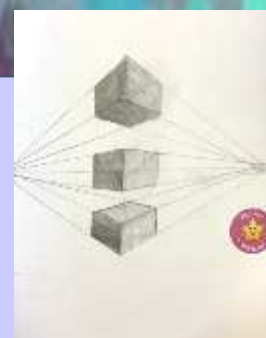
# Art

At the Bridges Federation, the children create pieces of art inspired by a wide variety of artists using different media. We begin by exploring and analysing the work of a well-known artist. Then, the children take time to learn different artistic skills and techniques using a number of media, including pencil, paints, watercolours, pastels, textiles and clay. Finally, they create their own piece of work inspired by their chosen artist.

EYFS explored the work of various artists, including Vincent Van Gogh and explored using a variety of materials and tools to create their own artwork. Year 1 created some wonderful work inspired by Yayoi Kusama. They transformed the classroom environment into their own art installation. Year 2 covered artwork by Sonia Boyce and created some wonderful pieces of artwork using natural materials based on work by Anthony Goldsworthy. Year 3 explored impressionism by studying Picasso and reproducing a piece of work inspired by his 'blue period'. Year 4 studied the work of Jean-Michel Basquiat, while Year 5 focused on perspective drawing and built upon skills learnt in previous years. In Year 6 the children had great fun investigating form and proportions and created some wonderful sculptures. They also visited a clay workshop to create tiles using freshly dug clay from MACE building sites.

During International Week, each year group learned about an artist from a Commonwealth country and then created a piece of art inspired by their work.

We also went on some exciting school art trips this year. Year 2 at Robert Browning went to the Tate Modern and saw 'Solid Light' by Anthony McCall and Year 6 at Tower Bridge visited the Dulwich Picture Gallery for a fantastic 'Mark Makers' workshop.



**Rose Grosvenor, Clair Parry and Andrina Phillips**



# History

Melissa Hayward, Jess Neale & Sarah Manley



At the Bridges Federation, we are continually developing our History curriculum with the aim of deepening children's critical thinking and strengthening their understanding of the past. Our pupils actively participate in engaging lessons, applying a range of historical skills to build on their prior learning. Black History remains a key priority, and we continue to embed it meaningfully throughout our teaching.

This year, our International Week theme was 'The Olympics', drawing on the Black History Month focus, 'Reclaiming Narratives', and the 2024 Paris Olympics. Children explored the global origins of the Olympic Games and discovered the stories of significant Olympians and Paralympians throughout history.

Key themes across our curriculum include London, democracy, settlements, conflict and invasion. Children explore a broad range of topics including the Great Fire of London, the Stone Age, Ancient Egypt, Roman Britain, the Ancient Maya, Anglo-Saxon and Viking Britain, Victorian Britain, Ancient Greece and World War II. In marking 80 years since VE Day, we reflected on Britain's role in the war and the enduring impact of global conflict. To mark the occasion, we dressed in red, white and blue to show our sense of community and shared history, and held traditional tea party celebrations—echoing the joyful street parties that took place across the country eight decades ago.

In EYFS and Key Stage 1, pupils begin to think like historians by comparing old and new objects and reflecting on how life has changed over time. In Key Stage 2, children explore complex periods such as the Industrial Revolution, the British Empire and the Transatlantic Slave Trade, making links across time.

Our approach to History encourages children to analyse sources and explore big historical questions, such as: 'Who were the Vikings and how did they change Britain?' and 'How have the Ancient Greeks influenced our lives today?' Once again, children have extended their learning through homework projects, producing an exciting range of fact files, posters and 3D models.

To enrich their learning, children have taken part in a wide range of educational visits and workshops. These included trips to the Natural History Museum, the British Museum, the Imperial War Museum, the Museum of London Docklands, the Maritime Museum and more—bringing History to life through hands-on experiences.







# Geography

Melissa Hayward, Jess Neale & Sarah Manley

At the Bridges Federation, we aim to develop the children's deeper understanding of both the human and physical world around them through active learning and enquiry in Geography. We encourage questions that look at how and why places change, how they compare to one another and how they are connected. Children gain geographical knowledge through exploring and discovering their locality, using a range of creative 'messy' mapping skills that over time broaden and enrich their understanding of the United Kingdom and the wider world. The children apply their geographical skills when looking at mapping, topography, trade and population within topics such as 'Amazing Africa', 'The Natural World', 'Saving Planet Earth', 'Wild Weather' and 'Travel and Trade'. These topics give children the opportunity to continually build upon their previous learning through threads that include Rivers, London and Immigration, all of which cover aspects of human and physical geography.

In EYFS, children learn to recognise landmarks and are able to name basic physical and human features in their immediate locality. In Key Stage 1, the children begin to identify and locate the seven continents, the five oceans and name some of the capital cities in the UK using Google Earth and atlases. In Key Stage 2, children are introduced to grid references and can use an index to locate cities and geographical features around the world. Across all year groups, we continue to develop the use of 'messy' mapping to map out familiar places and routes, allowing children to represent geography in a way that is meaningful to them.

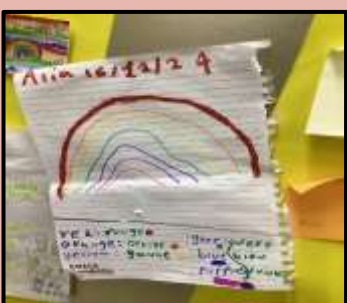
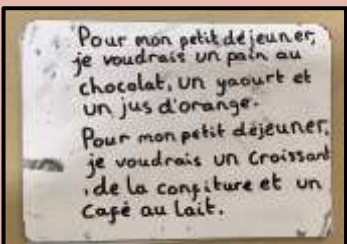
Our theme for International Week this year was 'Carnival' inspired by the Notting Hill Carnival and Claudia Jones. Children explored Caribbean countries and Carnival routes! They also linked to their prior learning about the Empire Windrush.

We love making the most of living in London and frequently venture out to partake in fieldwork, using our creative mapping skills to map out special places within our local area. We have also enjoyed using different forms of transport to explore further afield, for example visiting the Maritime Museum and learning about journeys overseas.





# French at the Bridges Federation



This year, Early Years and Key Stage 1 learned French through fun and engaging activities such as songs and games, all linked to well-known topics, helping them develop an early love for learning foreign languages.

In Early Years, the children enjoyed learning and singing French songs, including 'Frère Jacques', 'Ainsi Font, Font, Font', and 'Meunier, Tu Dors'. Through these songs, they explored simple melodies, rhythms, and actions, helping to develop their language skills.

This year, KS1 children enjoyed learning French through lively songs and interactive games. They explored key vocabulary such as numbers, colours, animals, and family members in engaging ways.

In KS2, children used Duolingo to further enhance their listening and reading skills, making remarkable progress and growing in confidence when speaking French. Year after year, we see children becoming more willing to take risks in their language learning, showing resilience and enthusiasm as they build their skills.

In Year 3 and 4, the children learnt about weather, months of the year, counting to and from numbers up to 30, learning about how to describe clothing, expressing opinions and having conversations which involve asking questions about birthdays, age and feelings.

Year 5 and 6 made fantastic progress in French. They learned to talk about food, drinks, seasons, weather, school subjects, and directions, using both past and future tenses. Pupils grew in confidence, speaking in full sentences about their favourite topics. They enjoyed role-play, games, and songs to reinforce vocabulary. Impressively, they also created their own French booklets, showcasing their knowledge through writing and illustrations.

We are so proud to have incorporated French into class assemblies, International Week, and even our Christmas Choir songs this year. The children embraced the challenge with growing confidence and enthusiasm, singing in French beautifully. It has been wonderful to see their progress, and we hope to go even further next year!



## **Subject leaders:**

Hazel Keles  
Catherine Kouassi  
Helen Preddy

# Music at the Bridges Federation



This year, Year 1 children have explored a variety of sounds using their voices, bodies, and musical instruments. They have learned five new songs and experimented with changes in pitch, volume, and tempo. Using tuned instruments and singing, they identified high, middle, and low notes while also recognising the distinct sounds of wooden, metal, shaker, drum, and tuned instruments. They created sound effects for stories like *Peace at Last* and improved their listening skills by focusing on live and recorded music. Through movement and performance, they responded expressively to loud, soft, fast, and slow sections, building confidence in musical expression.

Year 2 children have developed their ability to identify high and low pitches and understand the So/Mi interval. They have learned five new songs or chants, followed hand signs to sing **So and Mi**, and read four-beat rhythms using **Ta and Ti-Ti**. Through games, they practiced listening for specific notes while moving to the pulse. They also sorted instruments by pitch, created their own musical patterns and responded to higher and lower sounds in songs.



This year, year 3 children have made wonderful progress in their musical learning. They explored rhythm, pitch, and composition through a variety of engaging activities. The class learnt six new songs and chants, including some in two parts, and began following hand signs to sing melodic phrases using So, Mi, and La. Rhythm reading was a key focus, with the children learning to read and perform four-beat patterns using quavers, crotchets, crotchet rests, minims, and semiquavers. They practiced saying rhythms using words like **Ta, Ti-Ti, Ssh, Too, and Tika-Tika** before tapping them together as a group.

Year 4 children explored pentatonic scales and rhythmic structure through singing, improvisation, and instrumental work. They created and performed 4x4 rhythmic phrases using solfa and notation, experimented with tuned percussion, and listened to pentatonic music from different cultures.

The children in year 5 developed rhythmic fluency, singing and improvising using **Do, Re, Mi, Fa, So** pitches. They read complex rhythms, performed 8-beat patterns with instruments, and explored cyclical music including Indian classical forms. Children grew in confidence, creativity, and ensemble performance through practical and listening activities.

In year 6, the children explored compound time through song, rhythm, and notation. They sang and improvised with extended pitch patterns, analysed and performed music in 6/8, and composed their own compound-time songs with accompaniment. Pupils listened to world music and deepened musical understanding.

**International Week Performance:** This year, International Week celebrated **The Olympics** alongside Black History Month's theme of *Reclaiming Narratives*. Year 6 performed confidently on the African drum, showcasing their wonderful skills and talents. The school choir sang *Bonjour Bonjour* and the lovely Congolese song *Si Si Si*. All the children joined together in a joyful performance of *This Little Light of Mine*, celebrating unity, culture, and shared stories.

**Talent show:** Some Key Stage 2 children proudly took part in a talent show, where some showcased their beautiful singing while others impressed everyone by playing their favourite instruments with confidence.

**Southwark Listening Project:** The children learnt about composers, performers and a wide range of musical genres through the Southwark Listening Project, learning historical facts to contextualise the pieces.

**Musical Theatre Club:** Children in KS2 continue to develop not only their skills as singers and performers, but socially and personally, as part of this ongoing popular after school club.



## Subject leaders:

Hazel Keles  
Catherine Kouassi  
Helen Preddy



## Reception and Years 2, 3, 4, 5 and 6 Bikeability

Children have had a chance to practice or learn some cycling schools and ensure their safety.



# The Bridges PE

## SEN Sailing

Robert Browning and Tower Bridge took a small group of children sailing.



## Dance with Chantel



## Lacrosse



Year 4 coaching with Platform cricket and participated in a cricket competition at Burgess Park.

**Girls Football** continues to be a priority and we are encouraging all girls to give it a try through leagues, clubs and events both in school and at other venues.



## Mini Marathon

Is this becoming a tradition? The numbers of children participating in the running event in Central London each year is growing.



## Sports Day

All year groups across all three schools participated in sports day events.





# PSHE+R

## Pedestrian Training

Our yearly training for Year 3 pupils helping all to be safe near roads.



## Met Police

We discussed the dangers around us and about being observant of our surroundings when out and about.



## Travel Training

Year 6 also receive training on how to navigate a bus journey in preparation for transition to year 7. This includes immersive experiences acted out by TFL staff to discuss risks and what children can do to stay safe.



Groups of children in Y6 received targeted weekly support in the summer term from PESSN staff to support with managing their own behaviour and developing resilience through active sessions.



Year 5 and 6 had input from Bikeability to prepare them for riding safely on the roads.

## Junior Citizenship



## Wellbeing Week

Children considered why sleep is so important and that we all have responsibilities towards achieving good sleep routines.

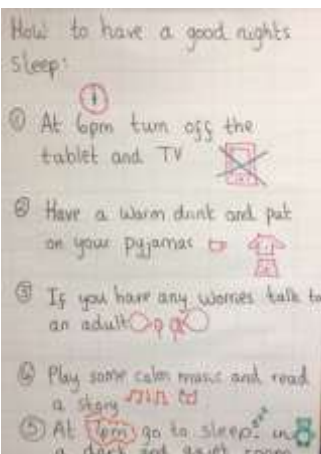


It was a 'green day' for our learning on staying safe through understanding consent and what we can do if we feel uncomfortable with a situation.

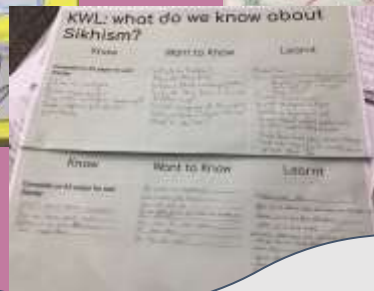


## Safer Internet Day

We discussed the influence the Internet might have on young people's behaviour and emotions.







#### What do we know already?



#### Big Question:

**What do we mean by God?**  
How do some Christians use symbols to show their beliefs about Jesus?

## Religious Education

Each class from Year 1 to Year 6 follows the Southwark Agreed Syllabus for RE. Children study different concepts, such as 'creation' or 'right and wrong' across the academic year. Through these, they explore different questions, such as 'how did we get here?' or 'how do we know what is right or wrong?'

The children answer the questions by using their own personal knowledge and also by hearing about other Religions and Worldviews. They use different sources of evidence: handling objects in the classroom, taking part in discussions and debates, and through the use of role play. The curriculum is enhanced by trips and by visitors to the classroom. They present their ideas in lots of different ways and work in groups, as a class or individually.



Sarah Manley

In Early Years, children often discuss 'Would you rather?' questions, this helps them to give reasons for their ideas and thinking. They work as a class or in small groups.



## Philosophy for Children

Philosophy for Children (P4C) was devised for 6-16 year olds by Professor Matthew Lipman and has been developed over 35 years. Research shows how using P4C regularly with children improves behaviour, motivation and learning. It helps children develop their social, emotional and cognitive skills.

P4C is used within The Bridges Federation to challenge pupils and staff to think and question more deeply. It allows children to discuss creatively and openly about their thoughts and feelings within a safe community of enquiry.

A community of enquiry is established when the children are given a stimulus to consider (this might be a story, a picture, a scenario or even a piece of music!). From this, themes and ideas are discussed and philosophical questions are created. Children then vote and decide which question they would like to investigate further through a discussion. Children are encouraged to listen, consider and reflect on the enquiry.



**Build Upon**

"I would like to add to what \_\_\_\_ said..."

I see what \_\_\_\_ is saying.  
Another example is..."

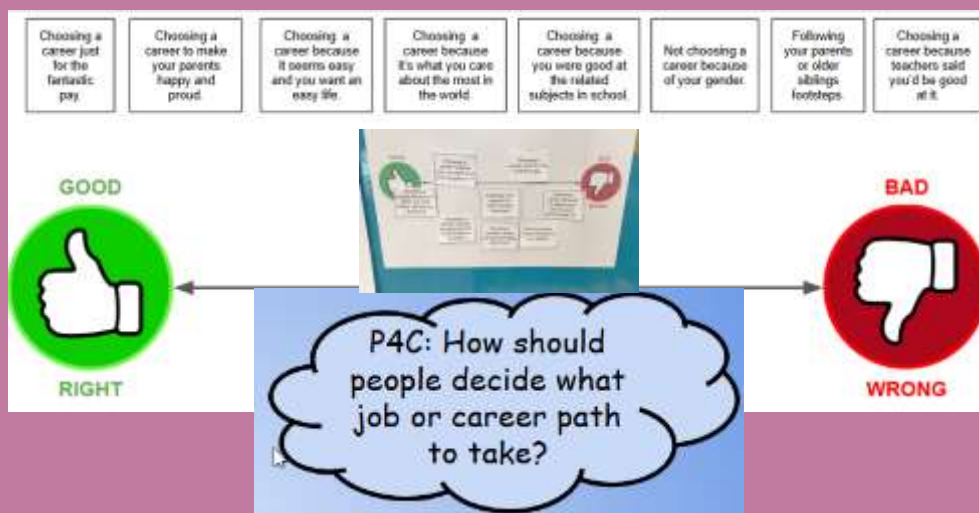
Why do all great empires eventually collapse?

How do global superpowers influence the world today?

What would Britain be like today if the Romans never left?

What would Britain be like today if the Romans never invaded?

Sometimes P4C lessons are linked to other learning, such as PSHE, History or RE.



Sarah Manley





# Rainbow Class 2024-2025

Our topics this academic year have been London, Explorers and Water.

We explored the beginnings of Londinium and dressed up as Romans in togas. We learnt about the fantastic skills of Roman builders and how Romans kept themselves warm and clean. We looked at the Great Fire of London and buildings old and new, and made our version of the Shard. We also looked at people in London such as the Windrush generation and how different cultures have contributed to the vibrant diversity of London in the twenty first century.



We also learnt about explorers such as Scott and Shackleton and the Arctic using texts such as Jonty Gentoo. We used sensory exploration of the South Pole with ice and penguins.

Pupils also had three theatre workshops from the Unicorn Theatre. Our Water topic included cleaning our teeth, washing our hands and bodies, germs, clouds, rain and the water cycle. We also tried pond dipping and identified rivers on a map.





# EYFS 2024-2025

This year, Nursery and Reception were combined into one class, and became Sunshine class. Reception children naturally took on caring roles, helping the younger Nursery children to settle and feel confident. They supported them in learning important life skills, such as washing their hands, pouring water into cups, hanging up their coats, and putting them on independently. This helped the Nursery children develop key independence skills but also strengthened the Reception children's confidence and sense of responsibility. All this year, the atmosphere was full of teamwork.

During the year, the children explored exciting topics like "Ourselves," "Light and Dark," "Transport," and "Animals." They were very interested in these topics and loved learning new things. They enjoyed fun activities like making shadows, being bus drivers, and talking about their favourite animals. They asked many questions and shared their knowledge with their friends.

This year, the children learned about different celebrations, healthy eating, cultures, and jobs. They enjoyed exploring how people around the world celebrate special events and the importance of making healthy choices. We welcomed PC Hazel, who visited us to talk about the life of a police officer. The children were fascinated to see all the items on his uniform and loved learning about how each one helps him do his important job.

Fun Friday was also a big success. Every week, the children looked forward to jumping on the trampoline, playing in the ball pool, making art, and cooking. They loved trying new things and playing with their friends.

Our Stay and Play sessions were a great success, with children feeling proud and excited to share their classroom with their parents. They loved showing their families how they learn through different activities, and it was wonderful to see so many happy faces as parents joined in with games, crafts, and stories.

Throughout the year, the children also explored the seasons in our garden. They watched the leaves fall in autumn, saw frozen trees in winter, admired the daffodils blooming in spring, and discovered lovely minibeasts returning in summer. It was a joyful, hands-on way for them to learn about nature's changes.





# Red Class 2024-2025



We were visited by the Teddy Bear Hospital where we learnt different ways to look after ourselves and our Teddy's.



We put on a fantastic Christmas Show of *Pete the Penguin*.



For World Book Day we all dressed up as our favourite book or movie characters.



We took part of workshops with the Unicorn Theatre to help develop an upcoming show they are putting together called 'How Does Santa Go Down the Chimney'.



In summer term we had weekly dance lessons with Chantel. Everyone had fantastic moves.



We went to the Unicorn Theatre to watch the *Beegu* performance.



# Orange Class 2024-25



We loved reading on Friday afternoons with our special reading buddies in Year 5.



We went on a local walk to help us create messy maps in our Geography lessons.



As part of our PSHE learning, we had a workshop with The Nest about the importance of healthy friendships.



Our Reading Cafe in Autumn term was great! We showed the adults some of our reading fluency strategies.



We went to The Unicorn Theatre to watch 'Anna Hibiscus Song'. We loved singing along with actions.

We enjoyed the Christmas party! We had a delicious tea party in the afternoon and played musical chairs.



We enjoyed the Teddy Bear Hospital visit to show us how to stay healthy.



Our Christmas show 'Penguin Pete' was a great success! The acting, singing and dancing was brilliant. What a super talented group of children!



Inspired by Sonia Boyce, we created some brilliant artwork of the London skyline.



# Yellow Class 2024-2025



We created  
Stone Age art!



We learnt some  
great dance moves!



We played (and won)  
our inter-federation  
football tournament!



We dressed up for  
International Week!



We took part in an  
Athletics Competition!



We recreated some of  
Pablo Picasso's Art!



We celebrated World Book  
Day and dressed up as our  
favourite book characters.



We read with our  
reading buddies in  
Year 6!



We visited The British  
Museum and learnt all about  
the Ancient Egyptians.



We visited London Zoo and  
learnt about all the animals  
that live in the rainforest!



We had lots of fun competing in Sports Day and visiting the Oval cricket ground during Health Week!



We investigated the effects of sugar on tooth enamel, classified plants and animals and made electrical circuits in Science.



# Green Class 2024-2025



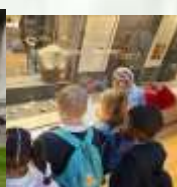
In maths we investigated shapes and also used equipment to help us learn our times tables in preparation for our Times Tables Check.



In the Spring Term we proudly presented our Class Assembly which was all about the Ancient Maya. It was a thrill to be able to perform live on stage for our parents and school community. We had lots of fun dressing up just like the Ancient Maya with feathered headdresses and stone jewellery.



We visited the British Museum to learn about the Ancient Romans.



We used drama and group work in English to immerse ourselves into the story of Charlie and the Chocolate Factory and Romulus and Remus.



We created some incredible homework projects based around our termly topics.



In DT and Art we stitched tote bags and then used tessellation designs on them. We also programmed robots to move, make sounds and flash colours.



We learnt how to describe animals in French!

We enjoyed cricket, problem solving, bench ball, gymnastics, football, lacrosse, and dance in PE this year.





# Blue Class 2024-2025

In the Autumn Term, we visited *The British Museum* to learn more about the Anglo-Saxons and Vikings in Britain. We got to see the horde of Saxon treasure found at Sutton Hoo as well as coins, jewellery, clothing and weaponry from that time!



In December, we made lanterns for the Lantern Parade. We used bamboo and willow to create the structures and decorated them with wet-strength tissue paper. We proudly held our beautiful lanterns high as we paraded through Potters' Fields, singing carols to help spread festive cheer and counting down to turn on the Christmas lights in Hays Galleria.



In the Spring Term we proudly presented our Class Assembly which was all about the sinking of the Titanic in 1912. It was a thrill to be able to perform live on stage for our parents and school community. We learnt so much about the Titanic during our Spring Term topic *Travel and Trade*.



We walked over to the Tower of London to see Traitors' Gate, the gate through which traitors in Tudor times would pass through before being executed! We also enjoyed a workshop at the Tower, learning more about how the River Thames was used for trade, migration, exploration and crime.



In May, we were invited to the Tate Modern to mark the museum's 25<sup>th</sup> anniversary. We took part in various art activities and contributed towards a huge mural on one of the walls in the museum!





# Purple Class 2024-2025

Our topics in PE  
were

Gymnastics,  
Lacrosse, Dance  
and Athletics.



We visited the Unicorn theatre and  
learned about how plays are put  
together backstage.



We worked hard to  
complete our SATs  
tests, and had fun in  
the park afterwards!



We enjoyed lots of  
fantastic books,  
and partnered up  
with our reading  
buddies in Year 3.



We watched Christ  
Church fountain be  
restored, and  
formally reopened  
to the public.



In Maths, we used our  
knowledge of nets to  
design 3D packaging.



Many of us learned about  
road safety through the  
Bikeability course.



We visited the  
Imperial War  
Museum as part of  
our WW2 topic




In Science, we identified plants  
and animals in our garden and  
conducted experiments to find  
out more about light.








Congratulations to our Year 6 pupils for a fantastic journey at  
Snowsfields!



We are so proud to see how far you have come and the  
remarkable achievements you have accomplished along the  
way.



As you embark on the next chapter of your journey, remember  
that we believe in you and cannot wait to hear of your future  
successes!



These are the secondary schools the children  
will be joining in September 2025:

City of London Academy

Haberdashers' Academy Borough

Harris Academy Bermondsey

Spa Bermondsey

Bacon's College

The Charter School

St Michael RC

Dulwich College

Prendergast Vale

Harris Boys - Dulwich

The Sittingbourne Secondary School



# Term Dates 2025 - 2026

## Autumn Term

Wednesday 3rd September 2025 - Friday 24th October 2025

*Half Term Monday 27th October 2025 - Friday 31st October 2025*

Monday 3rd November 2025 - Friday 19th December 2025

## Spring Term

Tuesday 6th January 2026 - Friday 13th February 2026

*Half Term Monday 16th February 2026 - Friday 20th February 2026*

Monday 23rd February 2026 - Friday 27th March 2026

## Summer Term

Wednesday 15th April 2026 - Friday 22nd May 2026

*Half Term Monday 25th May 2026 - Friday 29th May 2026*

Monday 1st June 2026 - Friday 17th July 2026

