



Dear Parents,

The last few weeks have been an anxious time for our school community. But, while the adults have been concerned with the implications of Coronavirus, life in school has continued as normal and the children have been very busy with their learning. This week we hosted our inaugural STEAM Superheroes Week – a week of interdisciplinary learning focused on developing knowledge, understanding and skills across Science, Technology, Engineering, Art, Maths. The children have been fully engaged in this week of exciting learning and it was perfect to end the week with our Superhero Parades. In addition to the well-known Marvel superheroes, it was wonderful to also see the creativity and social awareness of our students manifest through their original costumes. We had Marvellous Medics and Fabulous Firemen, Eco and Rainforest Protectors, superheroes that purified the air and sea and those that tackled plastic

pollution, superheroes that spread peace and kindness, and superheroes that ensured there was enough food to feed the world. It was a sea of young people passionate about using their superpowers to make the world a better place for everyone to live in; a perfect antidote to the anxiety everyone has been feeling.

We thank you for your understanding and partnership as we navigate these challenging and dynamic times. We will continue to communicate with you regularly as we receive updates on the situation.

Kind regards,  
*Niki Meehan*  
Principal

## STEAM WEEK LAUNCH: Superhero Landing Challenge



It all started with an exciting assembly where we came together to kick-off our STEAM Week. The children were eager to learn about the challenges that they would be tackling throughout the week and desperate to get working on the first 'challenge of the day'. For Challenge 1, the children learnt how superheroes land in a special way that protects them from the great heights they soar from. The children were given their 'superhero' (an egg), and in groups were challenged with designing a costume that would protect their egg-superhero from a drop of 3 metres. A busy few hours ensued where the teams worked collaboratively through the design cycle; pulling their scientific knowledge and technical skills to consider impact, insulation, air resistance, properties of materials, joining techniques; and prototyping and trialling their costumes. At the end of the day, the children reassembled for the 'showdown' to test their superhero protective costumes and, thankfully, most of the superheroes landed successfully without breaking. This was great opportunity for the children to reflect on what elements worked well and what could be improved on. Our superheroes were, of course, hard boiled eggs and they mostly suffered only a few bumps and bruises!

## What a Lot of Questions!

Throughout the week, the children had to use and develop their STEAM skills to solve their daily challenges and each year group had their own superhero; Year 1 had challenges based around Aquaman, Year 2 focused on Captain America, Year 3 Superman, Year 4 Ironman, and Year 5 & had investigations centred around Batman. In investigating their challenges, the students had a lot of questions and in pursuit of answers, they had to work collaboratively to use their team skill and knowledge, consider materials available to them, and also think about what previous approaches and solutions had been offered for their problem. When designing and building shields in Year 2, the children asked questions like:

Which would be the best material to protect our superhero? Which is the strongest but also light enough to be carried? Which shape would best protect our superhero? What designs and colours would be best on our shields? Year 1 had a race against time to investigate how ice could be melted quickly

as they tried to rescue animals trapped in the ice. Year 4 investigated magnetism and designed and created working shields that attracted metal objects. The children worked collaboratively, drawing on each other's strengths, and communicating their ideas and reasoning effectively.





## STEAM Skills and the Design Cycle



In attempting to solve their challenges, the children had to develop their technical skills and ensure they were choosing the most appropriate tools and materials for the job. Year 1 learned to use tools effectively and safely when making and launching their water powered rockets. Year 1 and Year 5&6 were required to become electricians and use electrical circuits and tools to create switches in their challenges which included designing and creating a machine that would project the bat signal from one building to another. In Year 2 and Year 4, the children had to make their own superhero shields and so consider things such as properties of materials, and function and design features of a shield. They then had to use tools and materials effectively to actually make their prototype shield. The results were mixed but the children learned that the design process is iterative, and we learn from evaluating and learning from our mistakes. The students had to evaluate their designs during and after the creating process to amend and improve their designs: Year 1 tried many different boat designs before finding the ones that would float the most marbles on the water; Year 3 trialled lots of different paper aeroplanes before deciding on which design would carry 4 counters over 10 metres, and Year 5 & 6 had to try out a range of different lenses and prisms before deciding on a combination that would project the best signal for batman.

This week has been a great opportunity for the students to put into practice, and extend, their learning across STEAM - Science, Technology, Engineering, Art and Maths – and for their knowledge and skills to be given an authentic and real purpose. And they all had a great time saving the world!

## Team to Learn and Solve the Challenge



All the challenges were tackled in groups and the children quickly learned that effective teamwork, collaboration, and communication were the key to solving their challenges. Year 3 teams had to work closely in groups to create a marble run that simulated Superman flying through the buildings of a city of skyscrapers. Year 5/6 had to rely on each other's help to check mathematical calculations when completing a scale model of Gotham City, and were democratic in choosing the purposes of the buildings; they had everything from a town hall to an office building, to apartments and a fast food restaurant.

## Diary Dates

### 2019-2020 Term Dates Calendar

Please see our website for our school's calendar

### 2020-2020 Term Dates Calendar

Please see our website for our school's calendar

**Learning Overview**  
Weekly for each class

**Class News & School Newsletter**  
Every two weeks (alternating)

**Students Reports Issued**  
Thursday 11 June

**Parent Teacher Conferences**  
Wednesday 22 & Thursday 23 April

**Catch Up & Coffee (Nursery & Foundation 1)**  
Thursday 19 March  
Thursday 30 April

**Parent Workshops**  
Transition Foundation 2 to Year 1: 4 June  
Transition Year 2 to Year 3: 5 June

### Swimming Galas

Primary: Monday 16 March  
EYFS: Tuesday 17 March

### Sports Day

Primary: Thursday 16 April  
EYFS: Friday 17 April

**Book Week**  
20-24 April

**Primary Drama Production**  
Friday 6 May

**Family Fun Day**  
Saturday 16 May

**Indonesia Day**  
Friday 29 May

**International Week**  
2 - 5 June  
(Parade & Food Fair: 3 June)

**Talent Show & Garden Party**  
Friday 12 June