St Michael's Primary School - Camden

Impact Case study

At St. Michael's School, we've been using the Royal Mews at Buckingham Palace resources as a starter to our traditional story topic. At the end of last term, many of the children were beginning to be interested in princesses and Princes. It was a coincidence that this term I needed to teach a topic all about traditional tales. My nursery nurse thought Cinderella would be a good story to start and linking it to the Queen's Diamond Jubilee. When I saw the Royal Mews resources on the London Grid for Learning, I could see how helpful it could be for the children to make connections with the topic. I was just really delighted because I didn't have to research anywhere else. We have been using the material for the last week, integrating it into the six areas of the early Years curriculum.

Say that again. How can I hold the envelope? Now that is a question. How can a horse hold the envelope? What do you think will happen? You'll put it on his back and then how do you hold it? Listen, how do you hold your books? Where do you hold your book and what book bag, don't you? Okay, so what do you think the horses would do? How would they hold all their envelopes from the Queen? Put it in the bag and hang it on the back.

We have been using the video clips and photos in the Royal Car section to develop their own class Bentley made out of cardboard. This is now in the role play area. Likewise, a coach was made for the Royal Mews and that also is in the role play area. We have extracted some of the high resolution images from the Royal Mews site and imported them into the interactive whiteboard software and used the Rub and Reveal tool to disclose the photograph. This has been actually really great for discussion, close observations and in general just supporting speaking and listening opportunities in a class setting and in small group settings. The quality and clarity of the images have allowed us to use them as a basis for shape, space and measurement. We have been discussing repeating patterns, symmetry and doing a lot of investigations. For example, how to create an arch tall enough for the Royal 'Bebot' Bentley to go through. We have also found the supplied curriculum material to offer a range of ideas that we have not even thought of. We adapted worksheets based on the Royal Standard where the children created their own family Royal Standard flags.

We made our own maps thinking where the Queen wants to go in her Royal Bentley, remembering the Royal Standard needs to go wherever she goes. The downloadable Key Stage one ready made fronter room built into the Royal resources have been used on our learning platform. It has been really useful because the children and parents have gone into the room at home and continued learning together. They have then had the opportunity to share their findings back in the classroom. This has been a wonderful opportunity where the children have become leaders of learning.

Could you tell us what's happening here? They sleep in the white bit. That is incredible.

And does it hurt?

Does it hurt now I know they make it fit to make sure that the shoe fits the hoof. Yeah.

One child came into the school after the Easter holidays and said that they had been to the Royal Muse with their parents. They were very knowledgeable about the different elements of the work that had occurred at the Mews and was talking openly to the class about their experiences. When asked how they had got to the Mews. Did they go on the train? The bus? The tube? No, we went on the laptop. The Royal Mews resource will become an essential tool in my online resource library which I will use in relevant topics in the early years. Setting throughout the year.