

St Jude's News.

Bringing you the
exciting round up of
Carnival 2025



For 2025, the pupils of St. Jude's Academy, had the challenge of putting on the best Carnival yet and I think we can all agree, they succeeded. From all the dancing, singing and joy that was had throughout the day, it was clear to see how special Carnival is for St. Jude's and the community.

Each year group was given a continent to focus on and to inspire their dancing. Pupils explored cultures, art, religion, history and the geography of their continent.

The pupils were amazing throughout their learning and there was an obvious buzz of excitement as we edged closer to the carnival.

We would like to thank everyone who attended the carnival and donated! It really was a stand out day!



The following information has been gathered by Joshua and Sahib-Jit (Year 5) .

We spoke to children from the different year groups and asked them what the favourite part of their dance was.



Reception:

Reception's continent was Antarctica, and their performance was titled "Boogie on the Ice". The children embraced the theme with enthusiasm, mimicking the movements of penguins and icy adventures through lively actions and joyful rhythms. The dance focused on coordination and rhythm while keeping the fun factor high. Deandre especially enjoyed the jumping parts of the routine, adding lots of energy to the performance. Ammelia shared, "I liked clapping in my dance," highlighting the excitement of performing in sync with her classmates. Ronen added, "I liked when we spin and clap in our dance," showing how much the children enjoyed the dynamic elements of their choreography.



Year 1:

Year 1 explored Europe, celebrating a range of traditional dances from across the continent. Their performance included influences from Scotland, England, France, and Spain, each style offering a unique flavour and movement pattern. Bella said, "I like that it is exciting to do the dance," showing her excitement for the varied and lively routines. The students learned steps and rhythms from each culture, gaining appreciation for the diversity of European dance while building their confidence in movement and musicality



Year 2:

Year 2 journeyed to Australasia, incorporating elements of ocean life and cultural expression into their routine. The dance included imaginative storytelling, such as sea creatures and travel-themed movements. Sheema shared, "I liked the music we were dancing to," reflecting the upbeat, tropical rhythms that brought the theme to life. Noah enjoyed the playful elements, saying he liked the "octopus part" of the dance. Tallin also said, "I liked the music of the dance," while Felicia appreciated the choreography, especially the starting position and the changes in formation. Noa proudly shared, "I liked that I could stand at the front and hold the suitcase with my friend. I also like that we do synchronised clapping," showing how the routine allowed them to perform with teamwork and confidence.



Year 3:

Year 3 represented the vibrant continent of Africa, drawing inspiration from African music and popular rhythms. Their dance featured the energetic and empowering song "Waka Waka", which brought smiles and energy to the stage. Beatrice said she enjoyed the "Waka Waka" section of the dance, while Kiran added, "I like dancing to the chorus of Waka Waka," highlighting the students' excitement during the high-energy portions. Talha noted, "I also liked one of the actions in Waka Waka," showing how much the children enjoyed learning expressive and powerful movements tied to the rhythm of the music



Year 4:

Year 4 explored the rich diversity of Asia, incorporating a blend of cultural dance styles into their performance. The children showcased elements such as Bhangra, Chinese fan dances, and dragon dancing, celebrating various traditions across the continent. Romario shared, "I like that the dance is about different parts of Asia," expressing his appreciation for learning about new cultures. Leah said, "I like the streamers and the fan dance because it is fun," referring to the colourful props used to enhance their performance. William enthusiastically said, "I liked Bhangra dance because it is a great dance generally," showing his love for the upbeat and festive moves. Tegan said she enjoyed being "the head of a dragon and having fun," bringing a sense of theatre and excitement to the performance. Roman concluded, "I like the music of the dance," highlighting how the diverse musical elements helped bring the performance to life.

Year 5:

Year 5 explored the vibrant and diverse continent of North America, celebrating iconic music and dance styles that have shaped pop culture across generations. Their routine was an energetic mix of hip hop, dancehall, house, and a standout tribute to Michael Jackson's Thriller. The performance combined sharp movements, storytelling, and group synchronisation to bring the audience on a journey through North America's dance history.

Oskar shared, "I like when we dance to Thriller because I like doing the dance and the music is really cool. I also liked the dancehall and the house dance as it is very creative," showing his appreciation for the range of styles explored. Maksim added, "I also liked Michael Jackson's Thriller dance, specifically the part where we do the zombie actions and when Nadia does the 'MJ hat' part!" The choreography allowed students to express individuality while also working together as a team to deliver a high-impact performance full of drama, rhythm, and fun.



Year 6:

Year 6 showcased the vibrant culture of South America, with a routine filled with passion, rhythm, and energy. Drawing from styles such as Samba, Capoeira, and elements of Breakdancing, their performance brought together powerful movement and fast-paced footwork. The dance highlighted both cultural tradition and urban influence, blending the past and present of South American expression.

Abolfazl said, "I liked the breakdancing part of my dance," pointing to one of the most dynamic moments of the routine. This section allowed students to show strength, agility, and personal flair. Peter added, "I liked the movement in the dance," capturing the flow and excitement that ran through the entire performance. Year 6's dance was a celebration of freedom, rhythm, and teamwork, and a fitting finale to the school's global dance journey.



Finally, a quick interview with Mr Bennet:

What was the purpose of the dance?

The purpose of the carnival was to bring the community together and celebrate dance and life at St Jude's.

Who had the hardest dance?

Year 5 had the hardest dance.

Whose dance did you enjoy choreographing the most?

I enjoyed choreographing Year 5's dance the most. But I liked all of the dances.