

# **WELCOME!**

**Our Team**

**Teachers:**

**Mrs Stone**

**Miss Goodall**

**Mrs Chandler**

**LSAs:**

**Mrs Chatfield, Mrs Lucey, Mrs Baker, Mrs  
Miller**

# BEING A JUNIOR!

- Lockers!
- ‘Early Morning Work’ on board as children arrive, to be completed independently.
- A range of tasks – for example: art, science, music and handwriting.
- Break time: 10.30-10.45am
- Children should be provided with a healthy snack (fruit or vegetable)
- Lunch 12.30-1.30
- Children go out on playground to start and then collected on rotation of times.
- Children can visit the school library at lunchtime and borrow one book at a time. They are also able to visit the

# CORRECT EQUIPMENT

- Children can bring a small pencil case filled with appropriate/helpful items and will usually be allowed these in the afternoon sessions.
- Water bottle with sports cap- to be filled at home and re-filled at break/lunchtimes.

(Please do not freeze as the condensation gets onto their work).

## P.E kit:

- Black shorts, green t-shirt, trainers, dark, plain colour tracksuit.
- ENSURE IT IS NAMED.
- Required every week on a WEDNESDAY. Children should be in school for 8.40am prompt and go straight to class to

# HOMework

## Spellings –

- ▶ Spelling patterns and tasks that are sent home are linked to mini lessons taught during the week.
- ▶ Provided on Tuesday to learn at home.
- ▶ Tested on following Tuesday.
- ▶ May follow on from ‘Letters and sounds’ (KS1).
- ▶ Some children in Miss Goodall’s and Mrs Chandler’s set may still be working on phase 5 of letters and sounds.

# HOMework

## Reading:

- Please encourage your child to read every night and record this in their reading record, which teachers will closely monitor.
- Children to hand in reading records every day.
- Regular reading will be acknowledged/rewarded by a teacher.
- Books cannot be changed unless there is a signature in the reading record.
- Ask your children questions to assess their understanding of texts.  
(see handout)

## Maths: (Set on Friday, due in Friday)

- Linked to learning of that week.

## Times tables:

- Multiplication tables- in and out of order, division facts and mastery in the form of application.
- Bronze/silver/gold stickers on keys will be earned.

# CORE CURRICULUM

## Sets

- Numeracy and Literacy everyday.
- Children in ability sets. One top set and two parallel middle/low sets.
- Sets based on achievement of previous year.
- Sets are flexible – reviewed and monitored regularly.
- We will let you know if we have any concerns about your child's setting and will inform you if your child moves sets.
- High expectations of achievement made clear to pupils in each set.

# ASSESSMENT

Working with 'assessment without levels' system. Subject leaders established system and staff trained. Regular moderations in place.

- Traditionally, formal assessment of learning carried out each term- Oct, Feb and May. Written assessments in Maths, Writing and Reading. New assessment methods may allow for regular assessment throughout term rather than once termly.

- Teachers are assessing all the time less formally.

- Assessment tasks in Maths carried out for units.

- Children are involved in peer and self assessment.

- Pupil progress analysed and moderated by staff and Senior Leadership team in pupil progress meetings – looking at ongoing teacher assessment and assessment tasks.

- Supporting parents understanding – Mrs Woollard leads assessment information meetings

# INTERVENTIONS

- Interventions are put in place to give specific support to individuals or groups to extend their learning and provide additional challenge or for those who are not making expected progress or to support them in achieving their targets.

- Intervention impact will be assessed at pupil progress meetings.

- Interventions include – Reading, Maths, Spelling, Speaking and Listening, Social skills, Comprehension, Writing and Handwriting.

- Many of the interventions will take place within the lesson context, related directly to the content of specific lessons.

- Teachers are always willing to support parents with



# Yearly Curriculum Plan

- ▶ Autumn term – ‘Polar Regions’
- ▶ Spring term – ‘Under The Sea’
- ▶ Summer Term – ‘The Romans’

# Polar Regions

- **History – Who were the polar explorers? What problems did they encounter?**
- **Geography - Location of the polar regions.**
- **RE – Different religions in the 21<sup>st</sup> century and their impact on children's lives.**
- **Art – Key Skills including sketching, painting, clay work and influential artists.**
- **Music – Recorder lessons**
- **Science – Solids, Liquids and Gases and Materials**
- **PSHE – Relationships (Yasmin and Tom)**
- **French – Greetings, Numbers, Classroom objects, colours**
- **DT – Cooking, sewing**
- **SMSC – throughout the curriculum**

# ENRICHMENT

It is our aim to make learning fun for your children.

We want to create a buzz for learning.

We will achieve this through theme days, trips and exciting lessons.

- ▶ Greenpeace Day - helping develop an awareness of our environment
- ▶ Polar Explorer Day - In school visit and practical workshops (Geography/science based)
- ▶ Southend Aquarium (Science based)
- ▶ Colchester Castle (History based)

# MUSIC LESSONS

Music lessons are available for a fee and instruments can be rented from Essex Music Services. Currently on offer are lessons on the piano, violin, guitar, flute, clarinet, saxophone, and drums. These take place in school hours.

There is also a recorder club that is available free of charge. In addition to this all children in the phase have weekly ½ hour recorder lessons with Mrs Tong.

# AFTER SCHOOL CLUBS

- ▶ The school offers a range of after school clubs throughout the year to broaden the children's experience and develop skills in their areas of interest.
- ▶ Some are provided by Premier PE which are run by Mr Toovey and led by himself and Mr P Bowen and Mr J Bowen. Such clubs include: tag rugby, gymnastics, football, etc.
- ▶ Staff also volunteer to provide clubs at different times of the year. These include:

# PARENT HELPERS

- If you have an interest in helping out in year 3/4 and have a particular skill that you could offer us, please let one of us know.
- We can't guarantee you will be helping out in same class as your child but your help across our phase is invaluable.
- DBS check/ confidentiality form.

# ANY QUESTIONS?

