

WELCOME TO CLAIRES COURT JUNIOR GIRLS - YEAR 4

At Claires Court we are fully committed to providing the very best education for your child. This curriculum statement is designed to provide information about what knowledge and skills your daughter will be learning and the meaningful opportunities she will experience.

CLAIRES COURT JUNIOR CURRICULUM

We are very proud of our Claires Court Junior Curriculum which is based on pedagogical research and continuous evaluation. Our current and purposeful curriculum is a progression of knowledge and skills in each subject which enables teachers to differentiate learning for our pupils through a range of exciting and thought-provoking questions and case studies. Our curriculum is delivered through a combination of our junior specialist teachers who are trained in pedagogical development, as well as our subject specialists who specialise in subjects, and are passionate and experienced in delivering exciting subject teaching.

As well as having your child's academic needs at the centre of our approach, we pride ourselves on our nurturing learning environment and our exceptional Pastoral Care. Well-being, both mental and physical, is key to feeling secure, confident and building resilience - features which we aim to instil in your child. Our pastoral aims are woven into every aspect of our provision ensuring that whatever your child experiences, it is with the very best intentions for them.

Using our teaching and learning approach, we aim to:

- Enable pupils to make excellent progress
- Provide equal opportunities for all learners
- Engage, motivate and develop curiosity
- Create a responsible approach to school and life
- Prepare pupils for the digital world.

CLAIRES COURT ESSENTIALS



OUR ONLINE PROVISION

At Claires Court, Google Classroom has been very much part of our way-of-learning prior to, during and post the Covid-19 pandemic.

We feel that Google Classroom has allowed pupils to take ownership of their learning with the guidance of their teachers. This online learning platform will continue to be very much part of our curriculum offer.

CHROMEBOOKS

As a Google partner school, our pupils have had access to Chromebooks for many years and Chromebooks are used in all curriculum subjects. Each pupil, from Year 1, is provided with their own Chromebook, login details and a Claires Court email address. Devices are secured to the Claires Court domain which secures the device against unauthorised use, self-wipes the device overnight, and applies a range of school policies to it, such as enabling Google Safe Search, spotting the use of inappropriate language and limiting the range of Chrome extensions to those in use at school.

THE 'HUB'

The 'hub' is the digital centre of our pupils' online learning. Through our suite of cloud based software 'Google Apps for Education' pupils have a wide variety of tools available to them with which they use to research, collaborate, create and present their school work. Each pupil has their own '30GB drive' and email address. The 'hub' allows pupils to work collaboratively, share ideas and communicate within

our own 'walled garden'. Teachers and pupils can share and discuss work in real time and homework can be submitted and assessed through the 'hub'.

BIG QUESTIONS & CASE STUDIES

Each Term, the pupils will focus their learning on a Big Question and a Case Study. This journey will inevitably lead the pupils down a road of enquiry and discovery through all subject areas.

Year 4

Autumn Are there any discoveries still to be made?

Case Study: The Ancient Egyptians

Lent Why do humans want to explore?

Case Study: Inventions,
Volcanoes

Summer Should everyone in the world have the same opportunities?

Case Study: Fairtrade
The Impact of the Railway in Maidenhead

SUBJECTS

For each subject, your child will learn through answering a series of questions. These questions are planned by the teachers and differentiated for your child.

English

Our aim in English is to focus on the fundamental skills of reading, writing, and speaking and listening. These skills are taught through a wide variety of opportunities, including reading a range of genres, writing extended creative pieces and many role play and drama experiences.

Reading

In Year 4 we build on the specific word reading and comprehension skills already developed through the curriculum in Year 3. Individual reading from our progressive reading scheme continues. We aim to hear the girls read two or three times a week, still encouraging daily reading at home.

- What can the author's use of description tell me about the setting, how the character is feeling or why 'this' happened?
- What questions can I ask about my reading so that I can make inferences?
- How can I use evidence from the text to back up my predictions?
- How can I use evidence in stories to draw conclusions and make inferences about characters?
- Did I like or dislike this book and can I give explanations for my preferences about different books and state my reasons?

Writing

The pupils will be taught composition, structure, vocabulary, punctuation and grammar skills through a series of creative and exciting activities. They will be expected to have a more mature approach to the composition and structure of their writing, progressively building a varied and rich vocabulary and increasing range of sentence structures.

- How well do I recognise and use homophones in my writing?
- What are the key features that I can use to write sentences with a range of different structures?
- When should I use paragraphs in my writing and how can I organise my writing into paragraphs to develop detail?
- How can I plan, draft, edit and present stories on a given theme?
- What is the difference between formal and informal styles of writing?
- What different styles of poetry are there and can I identify different styles of poetry by their features.
- What is the difference between direct and reported speech?
- What are the features of a factual piece of writing?
- How can I write in chronological order, adding detail to maintain the reader's interest?
- Can I proofread pieces of writing and identify spelling, punctuation and grammatical errors?

Speaking and listening

We believe that speaking and listening are skills which children need to learn. This is developed through our 'essentials' approach of working collaboratively, sharing news, role playing, asking and answering questions and considering other people's viewpoints

- How well can I read and speak aloud with increased intonation, tone and volume?
- How do I show that I am able to listen with sustained attention and participate actively in conversations?
- How well do I take into account the viewpoints of others, staying on topic and responding to comments appropriately?

Spelling and phonics

Spelling is developed through a differentiated approach, focusing on the need of each child as an individual. Spellings are taught through specific spelling activities as well as spelling and dictation tests. Dictionaries and thesaurus continue to be used to improve and edit work.

- When should I add suffixes and prefixes to root words and what are the rules?
- What common homophones and near homophones and how are these spelled?
- How well do I apply my knowledge of spelling rules to accurately spell new words?
- How can I use a dictionary to check and correct spellings?

Handwriting

Neat and legible joined handwriting is expected to be used at all times and there is a high expectation of presentation of all work.

- Can I space my writing neatly so that ascenders and descenders don't touch?
- Can I join using diagonal and horizontal strokes?
- Am I able to decide which letters are best left unjoined when next to each other?

Mathematics

Our aim in Mathematics is to ensure all pupils learn mathematical skills from a range of areas with fundamental skills being taught progressively throughout the academic year. Pupils will have many opportunities to apply learned skills to a variety of different contexts, problems and real life situations. We recognise the importance of repetition, and we ensure that there are multiple opportunities for this to occur including morning maths, rapid recall and online learning platforms.

Areas of maths include:

- Numbers

- Mental strategies
- Addition and subtraction
- Multiplication and division
- Fractions and decimals
- Geometry and shape
- Position and direction
- Statistics and data handling
- Using and applying
- Reasoning.

Pupils will be able to answer questions such as:

- What is the place value of each digit in five digit numbers?
- Can I count backwards through zero, including negative numbers?
- Can you round any number to the nearest 10, 100 or 1000, including numbers with one decimal place?
- Can you use place value and number facts to carry out mental calculations?
- Do you know all of the times tables up to 12 x 12?
- Can you use factor pairs and commutativity in mental calculations?
- Are you able to use a short multiplication and division method?
- Which decimals are equivalent to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$?
- Which strategies should I apply to multiply and divide one or two digit numbers by 10, 100 and 1000 and what patterns can I identify when doing this?
- Which strategies should I use to order, compare and begin to add and subtract fractions?
- How do I convert between different units of metric measurement?
- How do I calculate the area and perimeter of shapes?
- How can I compare and classify shapes, including quadrilaterals and triangles and 3D shapes?
- What is a line of symmetry and how do I reflect shapes and objects through a line of symmetry?
- How can I describe the movement of a shape on a grid as a translation?
- How can I use appropriate graphs to interpret and present discrete and continuous data?
- Which strategies should I use to solve problems converting units of time?

Science

Our aim in Science is to teach the pupils the skills of working scientifically. We teach them how to ask questions, make observations and carry out tests, experiments and investigations. They will learn to use a range of sources to answer their questions, and will gather and record data. The girls will find ways of carrying out fair tests and be given opportunities to make decisions in choosing equipment, recording observations and drawing conclusions. When reflecting on their learning, pupils will use scientific

evidence to hypothesise, evaluate and suggest improvements for further scientific activities.

Pupils will cover topics including:

- Living things and habitats (Grouping and Classification, Changing Environments)
- Materials - States of Matter
- Animals including humans (The digestive system, teeth)
- Earth and space
- Sound

Information and Communication Technology (ICT)

ICT is embedded within the curriculum to support learning in each subject. The pupils will learn about the following topic areas and endeavour to answer a wide range of questions, including:

E-Safety

- How can I make sure that I stay safe online?
- How can I demonstrate that I can use applications and communication appropriately?

Use of digital devices

- Can I access computer based learning technologies such as Google Classroom, Times table Rockstars, Mathletics and Purple Mash?
- Do I know how to use computers, Chromebooks, digital cameras and tablets?

Coding

- How can I use my knowledge of coding to design, write and debug programs that accomplish specific goals?
- Am I able to work with variables and various forms of input and output?
- How do algorithms work and how can I detect and correct errors in algorithms and programs?

MFL

Our MFL curriculum is designed to progressively develop childrens' skills in

languages, through weekly lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics.

Throughout the year children will be taught French, Spanish and Japanese.

Children will develop a love of languages and be well equipped for the next stage of their language learning

Children make good progress from their own starting point

Children will be given the opportunity to look at other languages – particularly if children are bi-lingual.

Children will learn how language skills can be applied to a range of languages.

Children will develop their language through development of the four key skills of speaking, listening, reading and writing.

Children will enrich their language learning by developing an understanding of the culture of different countries.

History

During the year, the pupils will learn to use information finding skills to write about historical events, identifying similarities and differences between given periods in history. The pupils will identify historically significant people and events, and describe social, cultural, religious and ethnic diversity in Britain and the wider world. They will describe events using dates and develop chronologically secure knowledge of history, noting connections, contrasts and trends. The children will have opportunities to understand the differences between primary and secondary sources and how different types of sources are used. We will teach them to identify the similarities and differences between different periods, addressing and devising historically valid questions.

Autumn

Ancient Egyptians

- Ancient Egyptians
- What is the difference between BC and AD and when did Ancient Egypt take place?
- What was important to people during Ancient Egyptian times?
- What were the three periods in the Ancient Egyptian times?

- Why did Ancient Egyptians mummify people when they died?
- Why were Egyptians Gods important to people?
- What powers did people believe Ancient Egyptian Gods had?

Lent

Inventions

- What do inventors do?
- Why are inventions important?
- Who are some great inventors and what were their inventions?
- What are some significant inventions that have changed our life?
- What are some amazing recent inventions?

Summer

The Impact of the Railway in Maidenhead

- When was Maidenhead railway station built?
- What impact does the railway have on a town?
- How has the rail service grown and developed over time in and around Maidenhead?
- Who was Isambard Kingdom Brunel?
- When was Maidenhead Railway bridge built and opened?

Geography

In Geography, our aim is to teach the pupils a number of geographical skills, including:

- Human and physical Geography
- Describing and showing understanding of weather and climate, landscapes, and economic activity
- Map Skills; using maps, atlases, digital and computer mapping to locate countries and describe features as studied
- Comparison of locations; study similarities and differences of contrasting regions both in the UK and around the world.
- Fieldwork; observe, measure and record the features of areas studied

Autumn

Compare Countries environmental Features

- How is Egypt different to the UK?
- How is the geography of Egypt unique

- What type of land covers most of Egypt?
- What major river is located in Egypt?
- What type of soil does Egypt have?

Climate Zones

- What are climate zones?
- Which country has the most climate zones?
- What is the best climate for humans?
- What is the best climate in the world?
- Which climate zone receives the most sunlight?
- Which climate zone has very little rain?
- What factors affect climate?

Lent

Volcanoes

- Which layers make up the Earth?
- How are volcanoes formed?
- What are the names of the key parts of a volcano?
- Where are most volcanoes found?
- How do volcanoes impact people's lives?

Summer

Fairtrade

- What Is Fair Trade?
- Which Products Are Fairly Traded?
- How Does Fair Trade Work?
- How Do We Know Which Products Are Fairly Traded?
- What Are the Benefits of Fairly Traded Products?

Name and locate cities/counties in UK

- What is the difference between a city and a town?
- What are the names of some cities in the uk?
- What are the names of the UK capital cities?
- How many counties are their in the UK?
- What is a county?
- Which counties are important to me?

Personal, Social, Health and Economic
Education (PSHEE), Relationship Sex
Education (RSE) and Wellbeing

Regular lessons for PSHEE/RSE help to promote physical and emotional well-being; spiritual, moral, social and cultural development of pupils. Due to its cross-curricular nature, PSHEE/RSE plays a crucial role within all aspects of school life and is also included in the weekly assemblies - a values assembly and a celebration assembly is held every week to celebrate individual and group achievements both inside and outside school.

Promoting these values means actively and sensitively challenging pupils, staff or parents expressing opinions contrary to fundamental British values. As part of our curriculum we follow the Jigsaw Scheme for PSHEE/RSE and will teach a different theme each half term. Please see a breakdown of what our PSHEE/RSE curriculum looks like in Year 4 below:

Autumn Term		Lent Term		Summer Term	
Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being part of a class team Being a School citizen Rights, responsibilities and democracy (Pupil Voice) Rewards and consequences Group decision making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding unkindness Problem solving Identifying how special and unique everyone is First impressions	Hopes and Dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in groups Celebrating contributions Resilience Positive Attitudes	Healthier Friendships Group Dynamics Good and bad food, drink and habits Assertiveness Peer Pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and falling out Different types of Friendships Showing appreciation to people and animals	Puberty - outside body changes Puberty inside changes for girls Menstruation Being unique Animals having babies - life cycles Hygiene Noticing changes in our bodies Preparing for transition Environmental change

British values are actively promoted throughout the school and embedded within the PSHEE/RSE programme of study to ensure pupils are prepared for life in modern Britain. Pupils are encouraged to respect the fundamental British values, as defined by the government, of:

- Democracy – actively promoted through PSHEE/RSE lessons, school council, pupil voice activities and the house system
- Rule of law – actively promoted through PSHEE/RSE lessons, key values and our golden rules
- Individual liberty – actively promoted through our PSHEE/RSE lessons,

rights and responsibilities

- Mutual respect – actively promoted through our PSHEE/RSE lessons, key values, golden rules and the Claires Court essentials
- Tolerance of those of different faiths and beliefs – actively promoted through PSHEE/RSE lessons, our RE curriculum and assemblies.

Religious Studies (RS)

The aim of RS lessons are to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community

Autumn

Judaism

Beliefs and Practices in Judaism

- How special is the relationship Jews have with God?

Christianity

Christmas

- What is the most significant part of the nativity story for Christians today?

Lent

Judaism

Passover

- How important is it for Jewish people to do what God asks them to do?

Christianity

Easter

- Is forgiveness always possible for Christians?

Summer

Judaism

Rites of Passage and good works

- What is the best way for a Jew to show commitment to God?

Christianity

Prayer and Worship

- Do people need to go to church to show they are Christians?

Music

Music

All pupils in Year 4 receive a one hour music lesson per week. All Year 4 pupils will be given the opportunity to learn an orchestral instrument either violin, cello, flute or brass. They will have a small group lesson before school in groups of up to four. They will also then have an ensemble lesson where they learn to perform as an orchestra. Pupils will be introduced to all the instruments in the first few weeks and then choose one instrument to learn for the year.

Specific topics will include:

- Ensemble performances
- Instrumental skills
- Rhythm reading and writing

Opportunities to perform include:

Autumn term

- Performances: Harvest, Carol service (singing)
- Listening and musical appreciation - Holst's The Planets
- Theory: Reading the musical stave
- Curriculum topic: Space.

Lent term

- Performances: Musical theatre module and Year 4 orchestral Project
- Listening: Young person's guide to the orchestra and Ben Britten
- Theory: Understanding the orchestra
- Curriculum repertoire topic: Awesome Earth.

Summer term

- Performances: Summer concert and orchestral concert

- Listening: Orchestral works
- Theory: Understanding rhythm
- Curriculum repertoire topic: Egyptians,

Extra-curricular activities

- Junior ensemble (before school, by invitation)
- Junior choir (lunch times).

Private music tuition

For the first half of the autumn term, instrumental lessons will take place outside of the school day, with the pupils arranging with their teachers a suitable time to be taught. This plan will be reviewed in October. We hope that it will be possible to bring all of our peripatetic teachers into school after the October half term break, although this will be dependent on the progress of the current pandemic.

Lessons are offered in piano, singing, guitar, flute*, oboe*, clarinet*, saxophone*, trumpet*, cornet*, trombone*, violin, cello and drums. Please be aware that most wind instruments (marked with an asterisk*) require a certain degree of orthodontic development for example adult teeth.

Other instruments may be available on request. All enquiries regarding private music tuition should be addressed to Head of Music, Mrs Emma Stevenson evs@clairescourt.net

Art

Each term pupils will address the following:

- Am I able to understand and enjoy art?
- Have I had opportunities to encounter different approaches to art and to work?
- Have I used creative, imaginative and practical skills?
- Have I looked at and discussed famous artists and their work to gain inspiration or to understand different techniques?
- Have I looked at and discussed the work of my peers to gain inspiration or to understand different techniques?

- Have I developed my understanding of colour, form and texture?
- Have I developed my ideas in my sketchbook?
- Have I improved my control of materials, tools and techniques?
- Am I able to use different media including pencil, pastel, pencil colours, oil pastel, watercolours, acrylics, pen and ink, charcoal, clay?
- Am I able to experiment with different mark making techniques?
- Can I research different artists and ideas using Chromebooks and the library?
- Am I able to reflect on my own work and suggest improvements?

Autumn term

Colour mixing, collage, logo design, pen and ink, life drawing, Picasso Girl with Dove

- Art movements studied include Cubism and Impressionism
- Artists studied include Gris, Picasso, Modigliani, Bacon, Degas and Monet

Lent term

Still life, imagination, sculpture, sketchbook development, Zoran portrait colour studies

- Art movements studied include Pop Art and contemporary art.
- Artists studied include Marc, Zoran, Opie, Warhol, Rausenberg and Oldenberg.

Summer term

Portraiture, emotions in art, street art, art tracking, 'The Scream'

- Art movements studied include Impressionism, street art and Expressionism
- Artists studied include Faille Collective, Banksy, Hamilton, Khalo, Giometti and Munch.

Design and Technology (DT)

In DT children are encouraged to explore different materials, tools and processes of making. They are encouraged to ask questions, predict results and reflect on their learning. Pupils have access to a range of materials and equipment and we ensure that health and

safety procedures are strictly adhered to.

Autumn term

Have I understood and improved:

- My designing and making skills?
- Can I generate ideas and recognise that their designs have to meet a range of different needs?
- Can I make realistic plans, clarifying when asked and using words, labelled sketches and models to communicate the details of their design?
- Am I able to use tools and equipment safely and with some accuracy?
- Can I plan my dream room?

Lent term

Have I understood and improved:

- My opportunities to investigate different products?
- Can I design and make a desk tidy?
- Can I think ahead about the order of their work?
- Can I use tools and equipment safely and with some accuracy?

Summer term

Have I understood and improved:

- Am I able to design and make a sturdy vehicle using wheels and axles?
- Can I evaluate and make changes to improve my vehicle?
- Can I design a school logo?
- Can I design, plan and evaluate a photo frame?
- Am I able to use words, labelled sketches and models to

Physical Education (PE)

All pupils are encouraged to lead a healthy, active lifestyle and take part in all PE lessons that are offered to them. A double lesson will be designated to PE and an afternoon to Games each week plus one single lesson to swimming.

Throughout the year the girls will have the opportunity to take part in inter-house events in the following activities: cross country, netball, hockey, football, athletics and swimming and to represent the school in

netball, hockey, cross country, football, swimming, gymnastics and athletics.

In Year 4, the girls will have the opportunity to trial and take part in the Independent Schools Association (ISA) athletics, hockey, cross country, gymnastics and swimming competitions.

Year 4 have the opportunity to experience a football tour in the Lent Term and an athletics tour in the Summer Term, to the south coast.

Circuit Training

- Can I follow instructions and act on advice to complete a set of exercises?
- Can I identify how I feel after exercise?
- Can I identify the parts of the upper body and participate in simplified exercises that use their upper body muscles?
- Can I identify the parts of the lower body and participate in simplified exercises that use their lower body muscles?
- Can I identify the core muscles and participate in simplified exercises?
- Can I participate in a range of simplified exercises?
- Can I begin to set my own targets for improvement?
- Can I keep score and notice how I am progressing towards my personal targets?

Gymnastics

- Can I suggest and lead warm up activities?
- Can I identify some muscle groups used in gymnastics activity?
- Can I perform actions, balances, body shapes and agilities with control?
- Can I plan and repeat longer sequences?
- Can I use different levels, speed and directions in my sequence?
- Can I work with a partner to create a sequence?
- Can I make use of apparatus and equipment effectively taking the correct safety measures?
- Can I give appropriate feedback to improve a gymnastic

sequence?

Dance

- Can I show a clear understanding of how to warm up safely?
- Can I use a simple motif and movement patterns to structure dance phrases?
- Can I create a dance with a partner or small group?
- Can I refine, repeat and remember dance phrases?
- Can I perform dances clearly and fluently?
- Can I describe and evaluate dance, using appropriate language?

Indoor Athletics

- Can I master basic movements including running, jumping, throwing, and control and judgement using the correct technique?
- Can I balance on my right and left foot for 30 seconds each?
- Can I change direction quickly at speed?
- Can I use an underarm and overarm throw and know when to use it?
- Can I throw accurately into a target?
- Can I jump, using different jumping techniques such as one foot onto two or two feet onto two feet?

Cricket and Rounders

- Can I play games with speed and precision?
- Can I hit a bowled ball with intent and force?
- Can I field, stop and intercept a ball with increasing efficiency?
- Am I able to throw a ball well from a distance?
- Am I able to bowl with good line and length?
- Can I play games well using a variety of skills and equipment?
- Is my overall awareness and decision making accurate in game play situations?

Games

Netball

- Can I work efficiently and effectively with a partner or small group?
- Can I establish correct defensive methods in order to successfully play netball?
- Am I able to move in a number of different positions ensuring I keep constant and consistent balance?
- Am I able to control and monitor speed and agility?
- Can I use different types of passes?
- Can I shoot at a target ensuring accuracy?
- Do I understand the basic rules of netball?
- Do I have an overall understanding of basic techniques and methods in travelling, attacking and defending in game situations?

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Hockey

- Do I know the names of all the positions in hockey?
- Do I know the basic rules of mini hockey?
- Can I hold a hockey stick correctly and safely for example left hand at top-right hand further down shaft for control?
- Can I dribble in an area, keeping my ball under control and head up?
- Can I use a push and slap pass, to pass to a partner or through a target?
- Can I beat an opponent using a right hand dodge?
- Can I tackle my opposition safely?
- Do I understand the importance of space?
- Can I play a small sided game and keep possession?

Cross country

- Do I understand the importance of an athletic warm up and what happens to my body?
- Can I identify my individual running pace?
- Can I control my breathing whilst running for example in through my nose out through my mouth?
- Can I improve your personal time?
- Can I relax my upper body while running and pump my arms?

Football

- Can I lead a partner through short warm-up routines?
- Can I play games with some fluency and accuracy, using a range of passing and dribbling techniques?
- Am I able to find ways of attacking successfully when using other skills?
- Can I use a variety of simple tactics for attacking, keeping possession of the ball as a team, and getting into positions to score?
- Do I know the rules of the game, understanding that players need to defend as well as attack?
- I am able to understand how strength, stamina and speed can be improved by playing football?
- Do I understand the basic laws of seven-a-side football?

Athletics

- Do I understand the importance of an athletic warm up?
- Can I demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and throwing actions and challenges?
- Can I perform in a team relay race demonstrating the correct change-over techniques?
- Do I know a range of throwing techniques; throw with some accuracy and power into a target area?
- Do I understand and demonstrate the difference between sprinting and running for sustained periods?
- Can I perform a range of jumps, showing consistent technique and sometimes using a short run-up?

Tennis

- Can I hold a tennis racket using the correct 'V' grip?
- Can I feed an underarm throw accurately to my partner or target?
- Can I perform different skills with my ball and racket?
- Can I hit a moving rolling ball ensuring my body is in the correct position?
- Can I feed a ball towards a target or individual using accuracy, power and precision?

- Can I move with speed and agility on court?
- Can I perform the forehand and backhand shot over the net?
- Can I complete a successful throw or catch in a game or match situation, trying to beat my opponent and keep the score?

Swimming

At Claires Court we feel that swimming is a very important life skill and should be accessed by everyone. All pupils will receive a swimming lesson every week taught by a qualified instructor.

- Do I know the pool's safety rules?
- Can I perform the various floats, glides and rockets and demonstrate an understanding of buoyancy?
- Can I swim 25 metres with pyjamas on without wearing goggles?
- Can I swim 25 metres front-crawl with unilateral breathing?
- Can I recognise the different starts and turns required for competitive swimming?
- Am I able to skull 10 metres head first and feet first?
- Can I swim 25 metres backstroke with straight arm recovery?
- Am I able to combine butterfly arms and legs for five metres?
- Can I swim 25 metres breaststroke?
- Do I know what to do if I get into trouble in deep water?
- Can I swim underwater for five to 10 metres?
- Am I able to tread water for 45 seconds whilst wearing pyjamas?

Drama

Throughout the year the pupils will develop their speech and communication skills. They will be given opportunities to work in smaller groups to develop creative ideas and work on whole class drama projects where they develop skills of negotiation, taking turns to share their creative ideas.

They will work on presentation techniques and use of visual aids and

gestures. They increase their performance and public speaking skills through developing their ability to improvise dialogue, taking on different roles and comparing and commenting constructively on the success of different performances.

Forest School

During their bi-weekly session, pupils will be learning new skills and building on our Claires Court Key Values and Essentials using the outdoors as our classroom at Junior Boys. Cross Curricular Activities will include den building, bridge building and crafts for all year groups and, in the Summer Term, Year 5 and Year 6 will learn the art of fire building and lighting (s'mores will definitely happen!). In Year 6, we will progress to cooking some food over their fires. We will be using the Thicket and our own Bushcraft area, which will be developed into a larger space to allow us to do more activities on site.

HOMEWORK

At Claires Court Juniors, we believe that having a good homework routine provides pupils with structure and a healthy attitude towards learning. We ensure that homework is not too onerous, and it should never be something brand new (unless planned - for example; "find out as much as you can about Queen Victoria and come to the lesson with questions you would like to know the answers too")

Homework is progressive throughout the year groups. We know what is expected in Senior Schools (where the impact on progress starts to take place) and therefore having a good routine in place, is very beneficial.

Specific Homework Expectations will be explained at the beginning of the year.

SEND SUPPORT

It is our aim to ensure that all pupils have access to the school curriculum and all school activities. Within our normal classroom provision we aim to:

- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is appropriate to their needs
- Work in partnership with parents or carers, pupils and relevant external agencies in order to provide for children's educational needs
- Identify, at the earliest opportunity, all children that need special consideration to support their needs, whether these are educational, social, physical or emotional
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement

- Promote self worth and enthusiasm by encouraging independence at all age and ability levels
- Give every child the entitlement to a sense of achievement.

With the permission of parents or carers, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice on how to best support the child
- Suggest resources that would help the child make progress.

Our teachers and teaching assistants work with parents/carers and the Special Educational Needs Co-ordinator (SENCO) to find ways to support each child with their needs, including giving parents or carers ideas on how to help their child at home.

SENCO - JUNIOR GIRLS AND NURSERY Bridie Gravett (bjg@clairescourt.net)

ASSESSMENT

At Junior Level, assessments allow us to track your child's progress, benchmark your child's performance against a National Average, ask questions about your child's performance and ensure that your child is getting the appropriate differentiation and scaffolding.

Teachers assess day-to-day, lesson-to-lesson; this is how we plan next steps and know how to differentiate.

At the beginning of each year, we use INCAS to assess your child. All pupils will be assessed in 6 key developmental areas which research shows are linked to academic outcomes. The results allow teachers to plan for your child individually.

- **Reading**
word recognition, decoding, and comprehension
- **Spelling**
- **Mathematics**
includes counting, arithmetic, fractions, patterns, algebra, measures, shape and space, and data handling
- **Mental Arithmetic**
addition, subtraction, multiplication, and division
- **Developed Ability**
picture vocabulary and non-verbal reasoning
- **Attitudes**
students' attitudes to reading, maths, and school

At the end of each year, we use Progress Tests in English (PTE) and Progress Tests in Maths (PTM) to assess your child.

Parents' Evenings take place once a term. This feedback time is to provide you with information about how your child is progressing both academically and pastorally.